

HISTORY OF EDUCATION IN INDIA

Dr. Kabita Choudhury
Tarangini Das

EDU-RC-4016
HISTORY OF EDUCATION IN INDIA
Marks: 100 (External: 80 Internal: 20)
CREDIT: 6

Course Objectives:

After completion of this course the learner will be able to:

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different times
- Accustom with the recent Educational Development in India.

Course contents

Unit-1 Education in British India

- The Beginning- The Charter Act of 1813- The Anglicists-Orientalists Controversy- Macaulay's Minute, 1835- Downward Filtration Theory
- Wood Despatch of 1854- Background of the Despatch- Recommendations- Implementation of the Despatch
- Indian Education Commission-1882- Appointment of Indian Education Commission- Background for appointing the Commission- Major Recommendations-Criticism of the Commission

Unit-2 Raise of Nationalism and its impact on Education

- Initiative of Gopal Krishna Gokhale, Gokhale's Bill for Compulsory Primary Education- 1910-1912
- All India Educational Conference, Wardha, 1937
- Gandhiji's Basic Education – Concept, Philosophy and Salient Features, Criticism of the Basic Education

Unit-3 Development of Indian Education: Post Independence I

- University Education Commission-1948- Appointment of University Education Commission - Aims of University Education - Recommendations of the Commission- Evaluation of the Recommendations
- Secondary Education Commission-1952-53- Appointment of Secondary Education Commission- Aims and Objectives of Secondary Education- Defects of Secondary Education- Recommendations of the Commission- Evaluation of the Recommendations of the Commission

Unit-4 Development of Indian Education: Post Independence- II

- Education Commission-1964-66- Major Recommendations and its effects on existing Indian education
- National Policy of Education-1986- Background- Major Recommendations- Impact on Indian Education

Unit -5 Recent Developments in Indian Education

- The National Knowledge Commission's Report- Major recommendation and its implementation
- National Curriculum Framework, 2005
- Government Programmes of Education: SSA, RMSA and RUSA
- The Right to Education Act, 2009 and its implementation.

PREFACE

It is well established that India has one of the richest and glorious histories since ancient times in the Education of the masses. Hence, the history of Education in India has become one of the essential parts of the courses of study in the discipline of Education at different levels including the teacher training courses. This study has also been included by Gauhati University in both the major and general courses at the undergraduate level. The present book is, therefore, primarily designed to serve as a textbook to meet the requirements of the CBCS undergraduate students of the Regular Course. This book will also help the major students of B.A 3rd semester as the course contents of it are similar to that of their first paper. The authors include five (5) chapters in the book as per the CBCS course contents prescribed by the Gauhati University. The first chapter deals with education in British India which describes the educational activities of the British rulers right from the Charter Act, 1813 to the Education Commission of 1882. The second unit is related to a specific period of the history of education of the pre-independence era which describes the rise of nationalism and its impact on education. The third part of the book explains the development of education in our country in the post-independence period which covers two important educational Commissions namely University Education Commission, 1948 and Secondary Education Commission, 1952-53. In the fourth chapter, the second part of the development of education in post-independent India is discussed. The book concludes with the fifth chapter which presents a detailed discussion on the recent developments in Indian education covering the National Knowledge Commission, National Curriculum Framework, SSA, RMSA, RUSA and RTE Act, 2009. The authors endeavour to help the students by presenting the book in simple words to make the concepts and the lessons easily understandable and accessible. They will feel rewarded if the book if it serves the readers. The authors will feel enlightened for any suggestions for improvement of the book.

The authors extend their gratefulness to the referenced authors and the publishers of the government publications.

The authors offer their grateful thanks to the B.D Prakash, Panbazar for taking a keen interest in publishing the book for fulfilling the needs of the students.

Kabita Choudhury
Tarangini Das

CONTENTS

1. Unit -1 : **Page No.**

Education in British India

The Beginning, the Charter Act of 1813, Importance of the Charter Act of 1813, The Anglicists - Classicists Controversy, Macaulay's Minute, 1835, Features of Macaulay's Minute, Downward Filtration Theory, Contribution of Macaulay's Minute, Merits of Macaulay's Minute, Demerits of Macaulay's Minute, Wood's Despatch of 1854, Background of the Despatch, Recommendations of Wood's Despatch, Implementation of the Despatch, Merits of Wood's Despatch, Demerits of Wood's Despatch, Indian Education Commission 1882, Appointment of the Indian Education Commission, Background of Indian Education Commission, Aims of the Indian Education Commission, Recommendations of Indian Education Commission, Criticism of the Commission,

2. Unit-2:

Raise of Nationalism and its impact on Education

Initiative of Gopal Krishna Gokhale, Gokhale's bill for Compulsory Primary Education 1910-1912, Government's reaction to the bill, All Indian Educational Conference, Wardha, 1937, Gandhiji's Basic Education Concept and philosophy of basic education-Salient features, Characteristics of the curriculum, Merits of Gandhi's Wardha Scheme of Basic Education, Demerits of Wardha Scheme of Basic Education, Failure of Basic Education.

3. Unit -3:

Development of Indian Education: Post-Independence I

University Education Commission-1948, Aims of University Education, Other recommendations, Evaluation of the Recommendations of the Commission, Merits of the Recommendations, Demerits, Secondary Education Commission-1952-53, Appointment of the Commission, Terms of Reference, Recommendations of the Commission, Recommendations of the Commission on Aims of Education, Recommendations on New Organisational Pattern of Secondary Education, Recommendations on Study of Languages, Secondary Education Commission on Curriculum, Principles of Curriculum Construction, Curriculum at the Middle School Stage Curriculum at the High and Higher Secondary Stage, Method of Teaching, Discipline, Religious and Moral Instruction, Extra-Curricular Activities, Guidance and Counselling, Physical education, Examination and Evaluation, Improvement of Teaching Personnel, Teacher Training, Management and Administration of Secondary Schools, An Evaluation of the Commission's Recommendations, Merits, Demerits.

4. Unit -4

Development of Indian Education: Post -Independence-II

Education Commission 1964-66, Appointment of the Commission, Making of the Report, Major Recommendations of the Commission-Education and National Objectives, Education

and Productivity-Making Science as Basic Component, Work–experience, vocationalization, improvement of Scientific and Technological Education, Education and Social and National Integration-The Common school, Social and National service, Evolution of Language Policy, Promotion of National Consciousness, Education for International Understanding, Education and Modernisation, Social, Moral and Spiritual Values, Education about Religion, The Education System; Structure and Standard, Curriculum, Teacher Status, teacher Education, Equalization of educational opportunity, Effects of the Recommendations on Indian Education, National Policy on Education-1986, Background, Needs of the Policy, Subjectmatter of National Policy on Education, 1986, Major Educational Objectives of the Plan, Education for Equality-Education of women's Equality, Education of Scheduled Castes, Education for Minorities, Education of the Handicapped, Adult Education, Reorganization of Education at different Stages—Early Childhood Care and Education, Elementary Education, Secondary Education, Higher Education, Delinking Degrees from Jobs, Technical Management Education, Value Education, Work Experience, Education and Environment, Evaluation Process and Examination, The Teacher and Teacher Education, The Impact of the NPE, 1986 on Indian Education.

5. Unit-5

Recent Developments in Indian Education

The National Knowledge Commission's Report, Terms of Reference, Objectives, National Curriculum Framework 2005, Objectives of National Curriculum Framework, Recommendations on learning and knowledge, Government Programmes of Education: SSA, RMSA and RUSA, Sarva Shiksha Abhiyan, Major Characteristics of SSA, Aims of SSA, Objectives of SSA, Basic Features of SSA, Approaches to achieve Objectives of SSA, Access and Retention, Infrastructure Development, Equality Providing Quality Education, Role of Non-Government Organizations in SSA, Rastriya Madhyamik Siksha Abhiyan(RMSA), Vision of RMSA, Objectives of Rastriya Madhyamik Shiksha Abhiyan(RMSA), Strategies of the Scheme-Access, Equity, Quality, Institutional Reforms and Strengthening Resource Institutions, Centrally Sponsored Schemes, Interventions under the scheme, Management Structure for Implementation of the scheme, Funding Pattern, Financial Management, Revision of certain norms of the Scheme, RUSA-Rashtriya Uchcharat Shiksha Abhiyan, Salient Features of RUSA, Goal of RUSA, Scope of RUSA, Approach, Strategic Focus of RUSA, Components of RUSA, Guiding Principles of RUSA, Institutional Structure of RUSA, National Level, State Level, Institutional Level, Approach, Planning and Appraisal, Preparation of Plans, Approval Process

Unit-1

Education in British India

The Beginning:

The early part of the 19th century is a very significant period in the history of Indian education as it led to the beginning of modern education in our country. In 1600 A.D, some businessmen of England came to India by the name of the East India Company by signing an agreement with the queen of England, which is called Charter Act. The Act had to be renewed in the British Parliament after every twenty years. In the beginning, the Britishers didn't enter into the field of education because their main purpose was only to do trade and commerce on Indian soil. They had brought the workers and officials from their own country to run their business. At that time the condition of Indian education was very poor and the traditional system of education was in vogue. Charles Grant, a Company officer came to India in 1733. So, he closely observed the pitiable condition of education of the **people of India** at that time and returned to England. Then, he wrote an essay entitled "Observations" and published it in 1792. He describes in it "*The utterly immortal and wretched condition of Indian society*". The British parliamentarians were more influenced by the Observation. So, they realized that something should be done to improve the condition of education in India.

Charter Act of 1813

When the time for renewal of the Charter Act came in 1813, the East India Company, realizing to do something for Indian education, included one new clause in the Charter which makes a turning point in the history of Indian education. The charter was responsible to make the education of Indian people included within the duties and responsibilities of the British Company. A comparatively large amount was annually secured as educational expense in the country; the missionaries started to establish English schools in India and thus laying the foundation of the modern educational system in the country. When in 1813 the Company's Charter once again came for renewal. By this time the missionaries prepared the ground through agitation in England for imparting western education in India and for promoting activities. On the other hand, the officials of the company influenced the Court of Directors through agitation for revival and improvement of the literature of the learned natives of India. A Committee was set up to look into the matter. The main issues before the Committee for consideration:

1. Should the missionaries be allowed to go to India and work in the territories of the Company for the education and promotion of Indian people?
2. Should the Company accept responsibility for the education of the Indian people?

If it should, what should be the nature and scope of its educational activities? With regard to the first, the missionaries were allowed to enter India and continue their educational and promotional activities completely and freely. Concerning the second, strong opposition came from the Directors of the Company. The grounds for such opposition were:

1. In those days, education was not regarded as a responsibility of the state even in England;
2. The Company was not prepared to accept it in India purely on financial grounds;
3. Lastly, the natives of India themselves were most apathetic in the matter.

But the opponents of the missionaries keenly intended "to create a powerful and rival and secular agency in Indian education to counteract the results of missionary enterprise". So the Company under the pressure of circumstances had to accept the responsibility. Clause 43 of the Charter Act clearly states:

"..it was lawful for the Governor-General in council to direct that out of any surplus which remained from the collection of the rent, revenues and profit and after meeting with the expenses of the military, civil and commercial establishments and paying the interests of the debt in manner here in after provided, a sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literate 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".

This was the first official document to have sanctioned a sum of rupees for the cause of education in this country. This Act had a far-reaching effect on Indian education and development. This Act had made Indian people conscious of educational and social development in the country. As a consequence, controversies have developed among the Indian people. The controversies can be pointed down into four major points:

1. What should be the aim and objective of Indian Education?
2. What should be the medium of instruction?
3. What should be the agency for organizing the educational system?
4. What method is to be adopted for the spread of education in India?

Importance of the Charter Act of 1813:

The Act of 1813 appears to be historically a landmark on several points of consideration.

1. The British administration in India had for the first time realized its educational responsibility with the Charter Act of 1813.
2. It had sanctioned a big sum of 1 lakh rupees for the first time to serve the cause of Indian education.
3. The British administration realized that they had the official responsibility to remove the poverty and illiteracy of the Indian people.

4. The company was legally responsible for educational development in the country.
5. The Charter Act of 1813 open the way to western literature and culture in India.
6. The later educational and political developments in British India owe their origin to this Charter Act of 1813.

The Charter Act of 1813 had marked the beginning of the re-orientation and modernization of Indian education in line with the British system. A new era of educational administration and development had started throughout the country since then.

Anglicists-Classicists Controversy:

The provision of the Charter Act of 1813 had naturally made the people in India more conscious of their education and culture. At that time different agencies were undertaking the responsibility for education. They included the Christian Missionaries, the Classical group of Pundits, and Maulabies, the orientalist's group of Englishmen supporting the cause of Sanskrit and Arabic, and also the young group of British Administration of the Government supporting the cause of English education. The Act was quite vague and its terms were controversial. It had provided that the number of money sanctions should be spent for the promotion of knowledge and literature among the learned natives of India. It did not clearly spell out whether it meant for the promotion of the native education system or the western literature and science among the Indians.

The controversy had led to the formation of the General Committee of Public Instruction by the Governor-General in 1823. The committee consisted of ten European members. Out of those ten members, five supported the adoption of English as a medium of instruction and were known as 'Anglicists' and the rest were in favour of giving encouragement to oriental literature and were known as 'Orientalists' or 'Classicists'. This was the famous '*Anglicists-Orientalists*' controversy which lasted for twenty years. In 1834, Lord Macaulay became the Chairman of the Committee and was responsible to settle the dispute. The controversy took place on four major points:

1. **Aims of Education-** On the aims of educational policy classicist party stressed the need of preserving and spreading oriental literature. According to them, it is the duty of the British government to improve the oriental education and culture. On the other hand, the Anglicists group stressed the need of introducing and spreading western literature and sciences among the Indian people.
2. **Educational authority-** There was also the difference of opinion on the question as to who was to take educational responsibility. One opinion was that the East India Company was the administrative authority in the country and so it should hold educational responsibility. The second group had advocated that the missionaries should be entrusted with the task of education. A third group had

still maintained that the Indian people should be given this educational responsibility.

3. **Medium of instruction-** The Classicists group consisted of the Hindus and the Muslims, had maintained that the education should be imparted through the medium of classical languages, viz., Sanskrit, Arabic and Persian. But according to the Anglicists, education should be imparted through the medium of English. A third group consisted of some of the British officers suggested the modern Indian languages as the medium of instruction.
4. **Method of education-** Anglicists suggested that filters down from the upper classes of the society to the masses. The company therefore should educate the upper classes of the society and leave it to them to spread among the masses. This was the famous '*Downward Filtration Theory*'. But according to the classicists view, the company should make direct attempt to educate the masses.

A long period of about twenty years has passed through such controversy which had created a history in Indian education. At last the Anglicists view was accepted. Raja Ram Mohan Roy a famous Indian to advocated for the study of western education as the "*key to the treasures of scientific and democratic thought of the modern west.*"

Macaulay's Minute:

The long standing controversy of Anglicist-Orientalists that had been created by the Charter Act of 1813 was last decided by Lord Macaulay. He was the president of the General Committee of Public Instruction and the law member of the Executive Council of the Governor General. Accordingly he was given to decide the controversy by virtue of his authority. In his famous Minute of 2nd February 1835, Macaulay fired the final shot of the battle between the Orientalists and Anglicists. His minute has turned to be a great historical document of the country. He gave his verdict in favour of English as the medium of instruction and western education, literatures and sciences as the subjects of study for the Indians.

Lord Macaulay showed his hatred towards Oriental Literatures when he said that, "*a single shelf of a good European library was worth the whole native literature of India and Arabia.*" Lord William Bentinck, the then Governor-General of India, approved Macaulay's Minute and on 7th March 1835 passed a resolution declaring that, "*His Lordship in Council is of opinion that, the great object of the British Government ought to be the promotion of European literature and science among the natives of India and that all the fund appropriated for the purpose of education would be best employed on English education alone.*"

Features of Macaulay's Minute:

1. **Meaning of the word 'literature':** The word 'literature' meant nothing but English literature. The words 'learned natives in India were none else than the persons who knew the philosophy of Lock and poetry of Milton.

2. **Medium of instruction:** Criticizing the native literature and languages, Lord Macaulay advocated for English to be made the medium of instruction in India. He further expressed his ideas that current Indian languages are mostly incomplete, inefficient and lack in scientific vocabulary.
3. **Method of Education:** Macaulay suggested in his minute that education always filters from the upper classes of the society to the masses. Education of the Indian people should be made possible through this process.
4. **Repudiation of orientalists:** Macaulay opposing the orientalists, who wanted to continue the oriental educational institution, said that to assist the oriental system means to put a deadlock in the way of future progress.

Macaulay had pleaded for the putting a stop to the study of oriental language and culture. He also suggested that the government should not incur heavy expenditure on maintenance of the orientalists' institution.

Importance of Macaulay's Minute:

Macaulay's Minute of 1835 is a great historical document in Indian Education. It brought a great effect on the educational system and policy in shaping the modern Indian Education System. Thus, the following are important of Macaulay's Minute of 1835:

1. It brought the importance of English education and Western knowledge of sciences in the country.
2. This Minute resolved the great controversy between Anglicists and Orientalists for some time. After this western education began to be widespread in the country.
3. It laid the foundation of the Western System of Education on the Indian soil.

Downward Filtration Theory:

Downward Filtration Theory was introduced by Lord Macaulay in his famous Macaulay's Minutes of 1835 which was submitted to then Governor General of British India for solving some problems related to the educational system in India during those days. The Anglicists-Orientalists controversy kept on haunting the whole educational scenario of the period between 1817 and 1833. The British had started giving education only since 1813 after the published Charter Act to provide a financial aid of one hundred thousand rupees for indigenous educational institutions. This oriental-occidental controversy had to be solved for the effective implementation of modern education in India. Macaulay put forth a few recommendations to solve the problem in his historic report called Macaulay's Minutes of 1835.

One of the recommendations was that there was no need for offering modern education for each and every one in the country. The British government in India could rather accept a sort of theory called "Downward Filtration Theory". According to this

theory, by providing education to the elite groups of the society, it will be filtered down to the lower class people in the country. It *states that giving education to the members of the higher classes of the society would facilitate an opportunity for the grass root people of the society too, because the lower class people always tend to imitate and follow the model of the people of higher status in the society. The filtration theory in education meant coming down of education or knowledge from the top to the bottom i.e. from the higher class people to the lower classes or the general people. Different views have been expressed about this policy, some people think that this policy was adopted because of the narrow-mindedness and selfish attitude of the English who intended to educate only few for getting clerks for their administration and this group in turn would influence the general public for accepting the British rule in the country.*

“Downward Filtration Theory” was an utter failure in India. The elite people never wanted their lower class counterparts enjoy what they had already started enjoying. Day by day, the gap between the educated ones and the uneducated was widened. The educated ones started humiliating the common uneducated folk. So, “Downward filtration Theory” caused for the emergence of a modern stratification in the society. By the time of the independence of India, a huge majority of the country were uneducated.

Contribution of Macaulay’s Minute:

1. Macaulay’s minute put an end to the ongoing Anglicist-Classicist controversy and gave clear suggestions on it.
2. Macaulay laid the foundation stone of modern education in the country.
3. His minute contributes to the spread of science, literature and value education in the country.
4. The spread of Indian education helped the Indians acquainted with the latest developments and were inspired to fight for their political independence.

Merits of Macaulay’s Minute:

1. Macaulay’s minute was a straight forward policy on education. Everything was clear cut and no confusion left.
2. It provide a definite purpose to education
3. The minute made English the medium of instruction in the country.
4. It led to the establishments of more English medium schools.

Demerits of Macaulay’s Minute:

1. The minute caused a set back to the oriental learning in the country.
2. It leads to the closure of Sanskrit pathshalas and Arabic Madrassas.
3. It completely neglected mass education.
4. It was completely against Indian culture and education.

Wood's Despatch of 1854:**Background of the Despatch:**

It is known to us that the Charter of the East India Company had to be renewed after every twenty years. Accordingly while renewing the Charter in 1833 the British Parliament increased the sum of money to one million yearly from the one lakh in 1813 to be sent on education in India. When the time for renewal came in 1853, education in India had come to suffer numerous problems. The directors of the company decided to lay down a definite policy for education in India. Therefore, it became necessary to make a comprehensive survey of the entire field of education. As such, a Selection Committee of the British Parliament was set up in order to institute an enquiry into the measures for their reforms.

The Committee studied the issue thoroughly and reported that the question of Indian education should not be ignored and its development will not be in any case harmful to the British Empire. The suggestions of the Committee were favourably considered by the Board of Directors. Sir Charles Wood was the president of the Board of Control. Therefore, the declaration issued on July 19, 1854 was known as "Wood's Despatch", although it is said that the Despatch was written by the famous thinker John Stuart Mill, a clerk of the company at that time. On the basis of the recommendations of the Wood's Despatch, new educational policies were formed. The Wood's Despatch is considered as '**Magna-Carta**' of **English education** in India.

Recommendations of Wood's Despatch**A. Aims and Objectives of Educational Policy:**

The Despatch gave highest priority to the responsibility of Indian Education overall other responsibilities of the Company. Following were the objectives of the Despatch-

1. To impart Western knowledge and information about the western culture to the Indians.
2. To educate the Indian natives, so that a class of public servants could be created.
3. To promote intellectual development and also raise the moral character of the young generation.
4. To develop practical and vocational skills of the Indians people so that more and more articles could be produced and also to create a good market for consumption of those goods.

A. Department of Education: The Wood's Despatch, for the first time, recommended the creation of a Department of Public Instruction in each of the five provinces of Bengal, Bombay, Madras, the Punjab and the North Western provinces. The head of the Department would be called the Director and he was to be assisted by a number of inspectors. An annual report to the government

- about the educational progress had to be submitted by each province.
- B. Growth of Mass Education:** Another major recommendation of the Despatch was the growth of mass education. During that time the common people were deprived of educational opportunities and therefore much emphasis was given on the increase of setting up primary, middle and high schools. The Downward Filtration Theory as proposed earlier was discarded. For the first time, elementary education was emphasized to be the foundation of the education system.
- C. Establishment of Universities:** The Despatch recommended the establishment of universities in the model of London University, in the three Presidency towns of Calcutta, Bombay and Madras. The universities were to have a senate comprising of a Chancellor, a Vice-Chancellor, and fellows who were nominated by the Government. The Universities would provide degrees to candidates after passing the examinations, (Science or Arts Streams) conducted by the Senate. The universities were to organize departments of English, Arabic, Sanskrit and Persian, as well as law and civil engineering.
- D. Grant-in-aid system:** To educate the large number of people of India was a difficult task and so the grant-in-aid system was adopted by the government. The schools and colleges must satisfy the conditions given below to avail the grant-
1. Education provided the schools must secular in nature.
 2. School management should look after and run the school well.
 3. The school must agree to state inspection from time to time.
 4. Schools should follow any rule prescribed by the government for the regulation of the grant.
 5. The school must charge fees from the students.
- Grants were given to the schools for increasing the salaries of teachers, construction of school buildings, granting scholarships to students, opening of science department etc.
- E. Medium of instruction:** The Wood's Despatch gave importance to the teaching of English, but at the same time, it also stressed on the teaching of Indian languages. It was realized that any acquaintance of European knowledge could be conveyed to common people only through learning their own mother tongue. Therefore the Despatch clearly stated that Indian languages as well as English should be used as medium of instruction.
- F. Education of Women:** The Despatch recommended that the government's support on education for women. The wood's Despatch stated, "*The importance of female education in India cannot be over rated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men*". The Despatch

also encouraged private enterprises to promote women education. The schools for girls were to be included among those to which grants-in-aid would be given.

- G. Training of Teachers:** The Wood's Despatch recommended the establishment of teacher training institutes in each province. There should be training schools for teachers of engineering, medicine and law. The qualified teachers should be given better pay scales. The Despatch further emphasized on the provision of scholarships to the teachers during their training period.
- H. Vocational Education:** The Despatch also encouraged vocational education. It recommended establishment of medical, engineering, law and other institutes of professional education. They wanted to develop vocational efficiency of people and also to make people realize that the British rule was progressive. Another reason for the encouragement of vocational education was to control the issues of unemployment in the country.

Implementation of the Despatch:

The following developments were reflected post-Charles Wood's Despatch:

1. Setting up new institutions like the University of Calcutta, the University of Bombay and the University of Madras in 1857 as well as the University of the Punjab in 1882 and the University of Allahabad in 1887.
2. Education departments were set up in all provinces.
3. Bethune School (founded by J.E.D. Bethune) was started for women education.
4. Agriculture Institute at Pusa (Bihar) and Engineering Institute at Roorkee were started.
5. British India witnessed rapid westernization of education system with European headmasters and principals in schools and colleges.
6. Private Indian educators appeared.

Merits of Wood's Despatch:

1. The Despatch redefined Indian education system by clearly defining objectives.
2. It comprises all the levels of education, viz., primary, secondary and higher education.
3. Wood's Despatch discarded the Downward Filtration Theory and encouraged mass education.
4. Language teaching was encouraged by the Wood's Despatch as a result regional languages and classical languages are taught in school.
5. The Despatch recommended scholarships for poor and deserving students.

Demerits of Wood's Despatch:

1. The Despatch clearly recommend for preference of persons educated in English in government offices.

2. Wood's Despatch directly and indirectly promoted Western literature and knowledge.
3. Mass education as recommended by the Despatch could not become a reality.
4. Women education continued to be neglected in the country.
5. The concept of vocation education was postponed indefinitely.

Indian Education Commission 1882

Appointment of the Indian Education Commission:

The Indian Education Commission popularly known as Hunter Commission was a landmark in the history of education in India. The revolt of 1857 shook the very foundation of British Empire in the country and the administration was taken away from the company and transferred to the crown. It took some time to normalize the conditions. Queen Victoria wanted peace during her regime because England had witnessed the war of independence of 1857. Secondly, there were complaints that the Wood's Despatch of 1854 had not been properly followed. Moreover, the Country Council Act of 1880 for reforming primary education had been passed in England and education in India was to be reformed on similar lines. Lastly, there were other issues like evaluation of the success of Government schools and the policy of the government with regard to the private enterprise, etc., that needed the attention of the government.

Therefore, the same tradition of periodic revision of the policy of the education was adopted. By 1882 it was considered necessary to assess the development of education in the country and to remove the defects which were affecting it. Lord Ripon, the Governor-General, appointed a Commission composed of 22 members comprising of Indian educationists like Saiyad Mahmood, Anand Mohan Bose etc. with Sir William Hunter a Member of the Viceroy's Executive Council as its Chairman to report. It was the first commission which gave wide and comprehensive recommendations on education in Indian context. The Hunter Commission was also required to report on "*the present state of elementary education and the means by which this can be extended and improved.*"

Background of Indian Education Commission:

The factors and situations that led to the Indian Education Commission can be summarized as below-

1. The progress of primary education was extremely slow; there was no suitable Government help to primary education.
2. There was no spread of education at mass level due to the indifferent and apathetic attitude of the Government since 1854.
3. The system of indigenous education was gradually decaying due to willful neglect

- of the Government as well as want of native patronage.
4. The Government did not help in any way the Indian private enterprise in education which was the directive of the Despatch. It was practically crushed and consequently primary education was neglected.
 5. The quality of instruction was deteriorated at an alarming rate.
 6. The Despatch categorically discarded the Downward Filtration Theory but it was still favoured by the Government.
 7. The system of “grant-in-aid” did not work properly. It was not carried out by the Government as suggested by the Despatch. The Indian private enterprise did not get much financial assistance from the Government. Educational expenditure was mainly directed to Government educational institutions.
 8. The declared non-interference on the part of the Government in education was not carried into effect. But the number of Government educational institutions was increasing day by day. A strong belief was created in the minds of the common people that the Government was trying to destroy the private enterprise in education. Thus the Government was determined to destroy the very spirit of the Despatch.
 9. National consciousness was aroused in India which was demanding national education based on national cultural tradition as against western culture. At the end of the 19th century Hindu chauvinism was at its peak.
 10. The missionaries were also dissatisfied. After the Despatch they thought they would be the chief agency in Indian education. But their hope was totally crashed. They criticized the Government policy of religious neutrality in education which they characterized as “**Godless and irreligious**”. They were agitating against the step-mother-like attitude of the Education Department. They even started campaign in England and a Council known as the “**General Council of Education in India**” was set up there in 1878.

Aims of the Indian Education Commission:

- The following were prescribed as the aims of the commission-
1. To evaluate the position of primary education and to give suggestions for its reforms.
 2. To assess the work of the missionaries in the field of education.
 3. To find out if the government institutions should be allowed to continue.
 4. To appraise the utility of the grant-in-aid system.
 5. To study the attitude of the government towards the private Indian enterprises in the field of education and to ensure encouragement from the government.
 6. The commission also aims to look into the matters relating to secondary and higher education.

Recommendations of Indian Education Commission:

The main recommendations of the Commission were as under-

1. **Primary Education:** The Commission gave its main attention to the expansion of Elementary Education and made recommendations regarding Policy, Administration, Encouragement of Indigenous School, Training of Teachers, and Finance. The Hunter Commission placed the responsibility of Primary Education on district boards, municipal boards and town areas. Thus it made the government free from its responsibility
2. **Training Schools:** The commission urged the necessity of opening training schools for training of teachers; the commission rightly thought that training of teachers was necessary for development of Primary Education. Inspection of schools should take personal interest in the organization and maintenance of normal schools. Normal schools should also get reasonable share of the grant sanctioned for primary education.
3. **Curriculum:** The Commission said organization of the curriculum was responsibility of the provincial governments. It again recommended that, they should organize the curriculum in their respective areas according to the needs of the locality. But at the same time the Commission also suggested that subjects useful for life should be incorporated in the curriculum. It opined that agriculture, physical trigonometry, geography, medicine and accountancy should be included in the curriculum.
4. **Medium of instruction:** The Indian Education Commission recommended that mother tongue should be the medium of instruction at the primary stage. However, the commission did not mention anything regarding the secondary stage. Hence, indirectly, it supported the cause of English.
5. **Secondary education:** The commission said that the government should entrust the responsibility of secondary education entirely to the Indians and should only give financial grant for removing certain difficulties. The commission indirectly pleaded for English as the medium of instruction. For the middle schools the managers of schools were made responsible to organize education according to the local needs. The secondary school curriculum should be divided into two parts. In the 1st part included literacy and science; for the 2nd part the commission recommended to focus on vocational subjects.
6. **Training Graduate Teachers:** The commission emphasized the necessity of teacher's training for raising the standard of secondary education. At that time, there were only two training schools in the country, one at Lahore and the other at Madras. So there was a great dearth of teachers. The commission recommended that the duration of training of graduates should be shorter than those who are not graduates. The trainees should be examined both in theory and practice of teaching.

7. **Grant-in-aid:** Hunter Commission suggested, due encouragement should be given to local co-operation and private efforts. It suggested for the creation of a fund for the development of education in the country and the government was made responsible for providing grant-in-aid.
8. **University Education or Higher Education:** The commissions gave some important suggestions for improvement of higher education. The commission has observed that at the time of giving grant it should be seen that the educational institutions well utilized the given grant. The grants should be determined keeping in view the strength of teachers and students, need and capacity of the institution. The colleges engaged in higher education should be given sufficient grants for experimental laboratories, reading rooms, libraries, equipments, science rooms, buildings and furniture etc. Meritorious and promising students may be sent to foreign countries for higher education on the Government scholarships. It again said that private colleges should be authorized to receive lesser fee as compared to the Government colleges. The commission recommended while appointing teachers such Indians should be preferred who have received education in European universities.
9. **Education Department:** Hunter Commission made the following recommendations in this regard:
 - I. The number of inspectors in every Province should be raised so that every institution may be inspected.
 - II. As far as possible Indians should be appointed on the post of District Inspector of Schools.
 - III. It also suggested that the Inspector of the Primary schools should be local.
10. **Women Education:** Hunter Commission was realized the pitiable condition of the women education of the time in the country. It gave out the following recommendations for overall growth and development of the women education:
 - I. Arrangements of Public Funds.
 - II. Appointment of lady teachers.
 - III. Appointment of lady inspectors.
 - IV. Free education for women.
 - V. Different curriculum for girls.
 - VI. Arrangement of hostels for girls.
 - VII. Liberal Grant-in-aid for girl education.
 - VIII. Special arrangement for education of "Pardah" observing ladies.
 - IX. Arrangements for Secondary Education.
11. **Muslim Education:** The commission considered that the education of the Muslims was not given sufficient and proper attention. The commission recommended that every effort should be made to popularise Muslim education. The commission also recommended for special funds for it. It again suggested the

teaching of Urdu and Persian in middle and high schools in the localities where Muslims are in majority. More scholarships should be given to Muslim students if they are unable to pay the fee. In the Government appointments, Muslim should be given proportionate representation.

12. Education of Harijans and Backward Classes and Aboriginals and Hill Tribes: In regard to the education of Harijans and Backward Classes, the following recommendations were put forward:

- I. All the schools run by Government, Municipalities and local boards should be directed to admit children of Harijans and Backward classes.
- II. In places where an objection is raised to the admission of these Harijans and Backward children, special schools should be opened for them.
- III. It was made recommendatory on the part of school teachers and inspectors to make judicious effects to remove caste prejudices.

In regard to the education of Aboriginals Hill tribes, commission made the following recommendations:

- I. It was recommended that the education of the Aboriginals Hill tribes cannot be left to private agencies only and so Government was expected to take up this job.
- II. Children of these tribes were not to be charged any fee.
- III. The education of students should be such as that it may help them to contact with the other people in society.
- IV. It was also recommended that subjects taught should be of the most elementary character.

13. Religious Education : The Commission made the following recommendations in regard to religious education :

- I. No religious education should be given in the public schools.
- II. Religious education may be imparted in the private institutions and the Government shall have nothing to do with it.
- III. While giving grant-in-aid to institutions imparting religious education as well, attention should be paid to their teaching work only.

The most important recommendation of the commission was with regard to the development and improvement of primary education. The practice of appointing Indian as school inspector in education department was adopted. The government institutions observed a policy of religious neutrality. Thus, the recommendations of the Hunter Commission 1882 gave a great set back to the efforts of the Christian missionaries. This led to Indianization of education. As a result, there was increased number of schools and colleges. The individual's efforts and local co-operation got due encouragement. Grant-in-aid system was recognized by the Government and emphasis was laid on imparting useful knowledge.

Criticism of the Commission:

The commission produced a report of about 700 pages within ten months after hard labour. This report is of historical importance. The Commission made several sittings for the first two months in Calcutta, then for the next eight months it toured round the whole country. The Commission elicited opinion from provincial Governments and formed a number of Committees in various provinces to study the problems of primary education. It obtained more than 300 suggestions from various groups of persons. Although the commission worked very hard for full ten months, but it could not give any original suggestion or educational ideas. In a way its report has been a revised and enlarged version of Charles Wood's Report of 1854.

A few points of criticism of the commission are given below:

1. The Hunter Commission favoured withdrawal by the Govt. from the field of education as early as possible. The effects of it were far reaching.
2. The Commission laid emphasis on primary education, but it was not made free, universal and compulsory.
3. The commission emphasized keenly on adult education with the intention to remove mass illiteracy in our country more than a century ago.
4. Administration of primary education was left to the local Self- Government bodies mostly represented by Indians. Thus a praiseworthy attempt was made to democratize and Indianize educational administration.
5. Indian enterprise in a national system of education was recognised by the Commission.
6. Religious neutrality in regard to education was no doubt commendable.
7. Two types of Courses 'A' and 'B' were to be introduced where vocational education in the upper classes of secondary schools was recommended for group B. But the 'B' course was never implemented.
8. Technical and industrial education was not recommended by the Commission. This major defect was later rectified in the field of secondary education.
9. It failed to make any suitable provision for financing primary education due to lack of adequate finances.
10. The principle of "**payment by result**" was not a desirable recommendation and as such it was later abolished by Lord Curzon.
11. The Commission was almost silent on the question of medium of instruction at the secondary stage and thereby indirectly supported English as the medium of instruction and neglected the claim of the mother-tongue and other modern Indian languages.
12. The recommendation for granting special educational facilities to the Muslim students introduced communalism in education in later years.
13. The Commission made some casual recommendations with regard to higher

education. As a result, some defects originated in the field of higher education which Lord Curzon had to abolish. These included disproportionate development of liberal education, neglect of professional education, deterioration in the quality of higher education and neglect of modern Indian languages.

Questions-

1. Discuss the importance of the Charter Act of 1813.
2. What were the Anglicists-Orientalists?
3. What is Downward Filtration Theory?
4. Discuss the recommendations given by the Hunter Commission.
5. Write down the merits and demerits of the Hunter Commission.
6. Discuss the recommendation of Indian Education Commission.
7. What were the criticisms of Indian Education Commission?

Unit-2**Raise of Nationalism and its impact on Education****Initiative of Gopalkrishna Gokhale:**

In the beginning of the twentieth century, people of the country started realizing that the country needs a nationalistic system of education based on its cultural heritage and tradition. Gopalkrishna Gokhale (9th May 1866- 19th Feb. 1915) laid the foundation for modern India. He was a renowned political leader, activist and social reformer. Gokhale was actively involved in the freedom movement of India spanning thirty years of his life. His effort to create a liberal, democratic, secular polity for India remains unmatched. He was an active member of the Indian National Congress. Gokhale was also elected as the President of the Indian National Congress in 1905. He became a non-official member of the British Imperial Legislative Council in 1902. Before that he was a professor and Principal of Ferguson College, Poona. As a nationalist leader Gokhale visualized the importance of primary education for the socio-political awakening of India. He made efforts to make the Government accept the demand of compulsory primary education. The demand for compulsory primary education was strengthened by the fact that the Maharaja Sayaji Rao Gaikwad of Boroda had made primary education free and compulsory within the territories of his state.

Gokhale advocated liberal values learnt through the teachings of his Guru Mahadev Govind Ranade. But Gokhale's liberalism was not a mere copy of the Western thoughts. He made them suit the Indian psyche, which comprised illiterate and poor masses of the society. Liberalism for Gokhale meant – good social system cannot exist if there is no accessibility to political rights. To enjoy political rights and privileges social system must be based on reason. A society cannot have a good economic system when the social arrangements are imperfect. Religion that Gokhale stood for was nationalism and did not mean the divisive religions like Hindu-Muslim-Christian and others. Gokhale felt one may practice some faith privately but when in public all discriminatory faiths must dissolve and the only religion that could take priority was the national interest.

Gokhale dreamed of modern India and wanted to lay the foundation for a lasting democratic system. This could only be possible by making more and more people to understand the burning issues of the day. Gokhale's interest in education was a part of this larger endeavour. Exercise of democratic values, passion for the ideas of liberty and social justice were in slow progress in the then Indian society. Gokhale felt education was the only way for the country to overcome all the obstacles in the path of progress.

Education would lead to realization of the self, which can lead to a liberal society. Gokhale proposed the idea of free and compulsory education through his Elementary Education Bill in 1910. Gokhale hoped that every child in India should have the accessibility to primary education. While introducing this Bill in the British Parliament Gokhale stated that education is a basic necessity of human kind and it must be cherished as a value. *“I beg to place the following resolution before the council for its consideration... the state should accept in this country the same responsibility in regard to mass education that the government of most civilized countries are already discharging and that a well considered scheme should be drawn up and adhered to till it is carried out...”*, stated Gopalkrishna Gokhale in the Imperial Legislative Council seeking provision of ‘Free and Compulsory Primary Education’ in India. Gokhale felt that there is power in education and it can help shape the future of this country.

Gokhale’s bill for Compulsory Primary Education 1910-1912:

As a member of the Legislative Council Gokhale put forward a proposal for compulsory primary education in 1910. The proposal was as follows- *“A beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non officials be appointed at an early date to frame definite proposal.”* Following were the important points of the resolution:

- Primary education should be made free and compulsory in the area where 35% of boys were receiving education.
- The provision of free and compulsory education should apply to the age group of 6-10 years.
- The cost of compulsory primary education should be shared by the provincial Government and the Local Bodies in the ratio of 2:1
- A separate department of Education shall be opened under the Central Government to draw up a scheme for the expansion of primary education.
- Appointed of a secretary to organize, supervise and look after the primary education.

As a response the Government assured Gokhale that the subject would receive careful contemplation. Consequently, Gokhale withdraw his resolution. Later on, the Government accepted only the last three resolutions of Gokhale. A department of Education was established under the Central Government and the secretary was also appointed, government started to publish record of the progress of primary education. But the main issue of free and compulsory primary education remained abandoned and unattended.

Gokhale made further attempt to draw the attention of the people of India as well as in England towards the condition of education. On 16th March of 1911, Gokhale presented a Bill in the Legislative Council to make a stronger fight against the Government. The main objective of the bill was to make primary education free and

compulsory. The Bill was basically based on the compulsory Education Acts of England of 1870 and 1876. Important clauses of the Bill may be placed below-

- Compulsory primary education should be introduced in those areas where a certain percentage of boys and girls of school-age (6-10) was already receiving instructions.
- The percentage of attendance should be fixed by the Governor General in Council.
- Implication of the Act should be left to the local bodies; whether to apply it to certain areas under their jurisdiction or not.
- Local bodies should be given the right to impose educational fees to meet the cost of compulsory primary education.
- Guardians whose income is less than Rs. 10/- per month should not be asked to pay any fee.
- Expenditure on education was to be shared by the Provincial Government and local bodies in the ratio of 2:1.
- Compulsory primary education is intended to apply in the first instance only to boys, though later on a local body may extend it to girls also.

Government's reaction to the bill:

Gokhale's Bill of 1911 was referred to a selected committee of 15 members for examination. Opinions regarding the Bill were collected from the state governments, Universities and local education authorities. The Bill was taken up for discussion in legislative council on 17 March, 1912. The debate continued for two days (March 18 & 19, 1912). Gokhale had raised powerful arguments in support of the Bill. But the Government was not ready to accept the Bill. Finally it was put to vote and the Bill was defeated by 35 votes to 13.

This did not come as a surprise to Gokhale. He had anticipated the result correctly. Even earlier in the debate he had already expressed: *"My Lord, I know that my Bill will be thrown out before the day closes. I make no complaint. I shall not even feel depressed. We the present generation of India can only hope to serve our country by our failures. The men and women who will be privileged to serve her by their successes will come later"*. Thus the Bill accepts a heroic defeat. The government put forward reasons for rejecting of the Bill. The Government stated several arguments and they are the following-

- There was no popular demand for introducing compulsory primary education in the country.
- People of the country were not prepared to accept compulsion.
- The local governments were not in favour of the Bill.
- The local bodies were not willing to impose educational fee.
- A section of the educated Indians were not supporting the Bill.
- There was still scope for extension of primary education on voluntary lines based on the system of grants-in-aid.

Gokhale's Bill being the first ever attempt to introduce free and compulsory primary education in our country focused the attention of the entire country. Although the Bill was rejected, it proved to be a landmark in the history of education in India. The Government could not entirely ignore the growing popular demand for the spread of mass education. Fortunately, in 1912 King George V came to India and declared a donation of 50 lakh rupees for the development of education in India. He expressed his dissatisfaction for rejecting Gokhale's Bill. As a result the Government had to modify the previous policy and declared a new policy with several reforms. Gokhale's Bill created a flutter in the British Parliament also. In the course of the discussion on the Indian budget, the Under Secretary of State for India admitted the need for paying more attention to Indian education. The Government of India passed the resolution on educational policy on February 21, 1913. Gokhale's Bill took the initiative to entirely change the scenario of primary education in the country.

All Indian Educational Conference, Wardha, 1937:

An attempt was made to develop an indigenous scheme of education in British India by Mahatma Gandhi, the father of our nation. This scheme called Wardha scheme of Education, popularly known as 'Basic education' occupies a unique place in the field of elementary education in India. Gandhi fully realized that the British system of education could not serve the socio-economic need of the country. At Round Table Conference in London (1931) Gandhi pointed out the ineffectiveness of the then system of primary education in India. He again maintained that the prevailing education system was not able to deal with the alarming low percentage of literacy among Indian people. He stated the policy of the British Government responsible for this painful situation in the field of mass education. Gandhiji said, "*I am convinced that the present system of education is not only wasteful but positively harmful.*"

The Government of India Act, 1935, introduced a constitutional reforms and a new system of Governance, popularly known as Provincial Autonomy, came into operation in 1937, in British India. As a result of this political change a wave of enthusiasm spread in the country. In seven provinces out of eleven Congress Ministry came to power. Prior to this Congress had been strongly pleading for free, compulsory and universal education. After having the power the Congress had to implement it in action. Gandhiji was the leading figure of the Indian political scene and he came forward to meet the situation. It was hoped that the new provincial Governments would be able to replant education with a more broader and structural hand and execution of the same in greater speed. Gandhiji advocated for a scheme of primary education totally based on Indian culture and tradition. He supported mother tongue to be the medium of instruction. This concept required a huge sum of money to be implemented. The situation was further complicated as Mahatma Gandhi promised to introduce total

prohibition which again meant the loss of a huge amount of revenue. Congress was committed to both 'prohibition and compulsion'. Gandhiji, to end this dilemma put forward the proposal of free and compulsory primary mass education by self supporting means of imparting education through a productive craft. Gandhiji expressed his views on education through articles in 'Harijan' in June 31, 1937. His views created controversies among the academic class of people. Finally, Gandhiji placed his Basic Education System to the nation in the Wardha Conference in 1937 on 22nd and 23rd October. The eminent educationists, congress leaders and workers alongwith the Education Ministers of the seven states had attended the conference. Gandhiji himself presided over it. After serious discussions the following four resolutions were passed.

1. Free and compulsory education to be provided on a nationwide scale.
2. It recommended the medium of instruction to be the mother tongue.
3. The process of education should centre round some form of manual productive work suitable for the local condition.
4. The system of education must be gradually able to cover the remuneration of the teachers.

The conference then appointed a committee consisted of nine members. Dr. Zakir Hussain the Chairmanship of the committee. The committee was to prepare a detailed education plan and syllabus on the lines of the mentioned resolutions. Besides Dr. Zakir Hussain, Prof. K. G. Saigidain's name is prominent. Other members included in the committee were Arya Nayakam, Vinova Bhavé, Kaka Kalelkar, J. C. Kumarappa, Kishori Lal, Prof. K. T. Shah etc. The committee submitted one of its report in December, 1937 and the other in April, 1938. It was approved by Mahatma Gandhi and was placed before the Indian National Congress at its Haripura session held in March, 1938. The report included the Wardha scheme of education, its objectives, organisation of schools, their administration, and inspection, promotion of craft centered education like spinning, weaving etc. The second report included agriculture, woodcraft metal work, and other basic handicrafts. A conference of education ministers and educational workers was called by B.G. Kher in 1946 that took some important resolutions which affected the quality of Basic Education in different provinces. Basic Education has finally emerged after a decade of experimentation and discussion. The scheme of basic education formulates the following proposals—

- Free, universal and compulsory education should be provided for all boys and girls between the ages of 7—14.
- This education should be imparted in the mother-tongue of the child.
- All education should centre round some basic craft chosen with due regard to the capacity of children and the needs of the locality. The committee suggested spinning and weaving, card-board and wood work, leather work, kitchen-gardening, agriculture and fishery as obviously suitable crafts.

- The selected craft should be both taught and practiced so that the children are able to produce articles which can be used and may be sold to meet part of the expenditure on the school.
- This craft must not be taught mechanically but its social and scientific implications were to be studied side by side.
- In this craft-centered education all the subjects to be taught were to be integrally related to the selected craft or the child's physical and social environment.

Gandhiji's Basic Education:

Concept and philosophy of basic education:

The term 'basic' is derived from the word 'base' which means the foundation upon which the whole thing is made to stand. The objective behind the scheme was that Mahatma Gandhi wanted to make a strong foundation of the education. Basic education has close relationship with the basic needs and interest of the children. It aims at making a child self-reliant by enabling him to use his acquired knowledge and skills in practical affairs of life. The central point of this scheme is some handicraft, whose teaching will enable the student to solve the problems of his livelihood and at the same time develop qualities of good citizenship. In Gandhiji's view, sound education must be rooted in the culture and life of the soil and therefore he strongly pleads for relating education to the environment. Gandhiji's definition of education gives an insight into his philosophy of education. By education Gandhi means an all-round drawing out of the best in child's body, mind and spirit. For Gandhi mere literacy is not the end of education rather it is only one of the means by which man and woman can be educated. Therefore, he attaches little value to literacy in his scheme of education.

Gandhiji was an experimentalist to the core. His experiments with truth and education were the instrument for the realization of his ideal in life. His educational system is the dynamic side of his entire philosophy. Gandhiji wanted to create a new social order based on truth and non-violence. He believed that revolutionary change in the educational system can help to bring this silent social revolution.

Salient features:

- 1. Free and compulsory education:** Free and compulsory education was to be given for children from 7 to 14 years of age. It was to be given in two stages, the junior stage covering 5 years and senior stage for 3 years.
- 2. Craft centered education:** The idea behind the scheme was to provide education through some form of craft or productive work. It was to relieve the child from the absolutism of purely academic and theoretical form of education and to break down the existing barriers of prejudice between manual and intellectual work.
- 3. Medium of instruction:** The committee had proposed that mother tongue should

be the foundation of all education. Mother tongue would have helped to speak, read and write correctly and effectively. It is again helpful to develop precision of thought and clarity of ideas.

4. **Self-supporting education:** It aimed to provide such kind of education which can be self-supporting in later life. The basic idea of Mahatma Gandhi was that if the craft which is chosen is taught properly, it would enable the school to pay the salaries of teachers. It would also ensure the dignity of labour along with livelihood for the students after leaving school.
5. **Education for modern citizenship:** The Wardha scheme aimed at providing the citizens of future an opportunity of personal growth, dignity and efficiency. A new system of education was required to secure for an intelligent exercise of various rights and duties of the citizens.
6. **Flexible curriculum:** The scheme provided for a flexible curriculum and the students and teachers were free to work according to their interest and requirement. There was no compulsion to complete a prescribed portion under the fear of examinations.
7. **A dynamic curriculum:** The various subjects were the basic craft, mother tongue, mathematics, Social Studies, painting, music, and sports etc. English was not included in the curriculum. However, it was mandatory to learn the Hindi language.
8. Religious education was not a part of the curriculum of Gandhi's wardha scheme of basic education 1937.

The basic education is designed for children between seven and fourteen years of age and accordingly curriculum has been suggested. General science for the boys and for girls home science have been emphasized. The various subjects as suggested below-

1. Basic Craft-
 - a) Spinning and Weaving
 - b) Carpentry
 - c) Agriculture
 - d) Fruit and Flower Cultivation
 - e) Leather work
 - f) Culturing Fish
 - g) Pottery
 - h) Any handicraft according to the local need
 - i) Home Science for girls
2. Mother tongue
3. Mathematics
4. Geography, History and Civics to be combined as Social Studies
5. Painting and Music
6. P.T., Drill and Sports etc.

7. General Science comprising Physics Chemistry, Botany, Zoology, Hygiene and Nature Study etc.
8. Hindi for that area in which it is not the mother tongue.

Characteristics of the curriculum-

1. English has not been included as a subject of study.
2. Although the medium of instruction is mother tongue, all students must learn Hindi language.
3. There is no place for religious and moral education in the curriculum.
4. The craft chosen must not be taught mechanically, but systematically and scientifically keeping in view the social significance.

Merits of Gandhi's Wardha Scheme of Basic Education:

1. The inclusion of craft work in the school was psychologically desirable as it balanced the intellectual and practical elements of experience. It was desirable as it introduced practical productive work and education.
2. Mahatma Gandhi wanted to make education work centric and self supporting. It was also for dealing with the problems of unemployment.
3. The Zakir Hussain committee had pointed out the problems of overdoing craft work. Thus it was modified to shift the emphasis from complete support to partial support.
4. The Wardha Scheme of Basic Education provided for free and compulsory education in mother tongue. This was thought to create a classless society, free from any form of exploitation, either social or economic.
5. The emphasis on the correlation between the physical and social environment is an effort to make knowledge easier and meaningful. This is even advocated by modern educationists.

Demerits of Wardha Scheme of Basic Education:

1. The Wardha Scheme of Basic Education has been criticized for ignoring the negative effects of work at such a young age. It would have been better if the provision to learn craft would have been after the age of 12 to allow for the proper mental and psychological development of the child.
2. Due to fast and rapid industrialization, the knowledge of science and mathematics may become more desirable than the skills in handicrafts.
3. Since the subjects included craft work due to which the students are sometimes too tired to take on the academic teaching properly. This hampers the overall objective of the education system.

Failure of Basic Education:

After independence, this basic scheme of education failed to become a permanent and lasting feature of the education system. The self supporting aspect of the system was severely criticized for turning the School into a small scale industry. The second criticism against Basic Education is its too much emphasis on a craft and neglect of liberal education which have sophisticated influence on the students. Very often a craft is not properly selected. There was a neglect of liberal education due to too much emphasis on craft. Lack of funds and absence of proper administrative policy was also responsible for its failure. Lack of supply of well trained teachers was also an important reason for its failure.

Some people think that the scheme cannot help rapid industrialization and economic regeneration of the country which is the need of the day. We want rapid change and modernization of our society. This can only be done through the application of modern science and technology in the fields and factories.

Lack of finance and absence of sound administrative policy has also given a death-blow to the cause of Basic Education. There was no co-ordination between the official and non-official agencies engaged in the organization and development of Basic Education. The curriculum was also unsuitable from the point of view of allocation of time in the time-table. Much time was devoted to the craft work and as such, less time and importance was attached to other academic subjects. Moreover, different subjects for boys and girls as given in the curriculum are not just a thing today.

Though this scheme has failed, its fundamental principles are still relevant for our present education system. The concept of Basic Education as an educational theory and practice is unique and unquestionable. It can be reformed on modern lines to serve the present requirements.

Questions-

1. Discuss the major recommendations of Gokhale's Bill. What was the government's reaction on it?
2. Write a short note on the All India Educational Conference, Wardha 1937.
3. Write down the concept of Basic Education as given by Gandhi.
4. Discuss the salient features of Gandhiji's Basic Education.
5. What were the merits and demerits of Basic Education?

Unit-3**Development of Indian Education: Post-Independence - I****University Education Commission-1948****Appointment of the Commission**

The University Education Commission was appointed by the Government of India through a resolution of the Central Ministry of Education on 4th November 1948 under the chairmanship of Dr Sarvapalli Radhakrishnan to report on Indian University Education and suggest improvements and extensions that may be desirable to suit the present and future requirements of the country. The Commission consisted of 10 members who were educationists and experts from the USA, UK and India. Some of them are Dr. Tara Chand, Dr. James F Duff, Dr. Zakir Hussain, Dr. Arthur E Morgan etc. The then minister of Education, Abdul Kalam Azad inaugurated the Commission on December 6, 1948. The members of the Commission showed great interest in their works. They prepared a comprehensive questionnaire and circulated it to the members of the constituent assembly, premiers and ministers of Education in the provinces and states, vice-chancellors of universities, directors of public instruction, heads of colleges and heads of departments in Universities, educationists, publicists and other prominent throughout the country and collected their viewpoints on the academic and financial problems of the Indian Universities. The commission had also visited 29 universities from different parts of the country and held interviews with vice-chancellors, teachers, students and other members. The Commission submitted its report in the year 1949.

Terms of References

The terms of references of the Commission were to consider and make recommendations in the following things –

1. The aims and objectives of university education and research in India
2. The changes are considered necessary and desirable in the constitution, control, function and jurisdiction of universities in India and their relations with governments, central and provincial.
3. The finance of universities
4. The maintenance of the highest standards of teaching and examination in the universities and colleges under their control
5. The courses of studies in the universities.

6. The standards of admission to university courses of study regarding the desirability of an independent university entrance examination and the avoidance of unfair discrimination which militate against fundamental rights 23 (2)
7. The medium of instruction in the universities etc.

Aims of University Education

The Commission in the second chapter of its report has discussed the aims of university education keeping in view the past traditions, present conditions and future aspirations of the country. While laying down the aims of university education, the commission has also shown its consciousness towards democratic values and their implementation through higher education. The major aims laid down by the commission have been stated below –

- 1) **Development of able Citizenships:** In the content of the rapid vast changes taking place in the political and economic conditions of the country after the independence, the university education should aim at producing able citizenship who can meet the increasing demand for every type of higher education, literacy and scientific, technical and professional. They have to provide leadership in politics and administrations, the professions, industry and commerce. The university education must enable the country to attain, in as short a time as possible freedom from want, disease and ignorance by the application and development of scientific and technical knowledge.
- 2) **Universities as the Organs of Civilization:** Universities should always play the role of preserver and developer of the culture and civilization of the land. The intellectual pioneers of civilization in every aspect are to be found and trained in the universities which are the sanctuaries of the inner life of the nation.
- 3) **Intellectual Adventure :** University education must be framed with the purpose of realizing the new dreams to make the country free from any backwardness, from the menace of superstitions and all other hurdles that prevent national growth. Universities are the homes of intellectual adventure and they should generate new ideas and a spirit of adventure.
- 4) **An Integrated Way of Life:** According to the Commission man cannot live by amass of disconnected information. He has a passion for an ordered intellectual vision of the connections of things. Education should therefore provide a coherent picture of the universe and an integrated way of life. Education must provide knowledge of life as a whole.
- 5) **Wisdom and Knowledge:** University education must imbibe the deep-rooted wisdom and knowledge among the students for their growth of mind and soul. The innate ability of men to live the life of the soul must be awakened by education.

- 6) **Aims of the Social Order:** Education must train the youth for the social order. It is the responsibility of the university to follow the principles of social philosophy which govern all the institutions, educational as well as economic and political. University education must create consciousness in students for protecting the values and principles of democracy and ensure the social integrity of the nation.
- 7) **Value of Individual:** In a democratic country, the self of the individual must get due dignity and value. Education in democratic India must be able to affirm that each individual is a unique adventure of life.
- 8) **Education as Growth:** The University has to aim at the development of the individual, the discovery, training and utilization of his special talents. The growth of the child must be advanced by the acquisition of knowledge and skills and education being a continuous and lifelong process should provide such ingredients for true growth of the students.
- 9) **Physical Education:** University education must encourage and provide scope for good health and physical fitness of the students. Education of the body through physical exercises, sports and athletic activities should be imparted through universities for building a strong physical foundation of the nation.
- 10) **Cultural Co-operation:** University education must build the path of cultural integration by removing the clashes of different cultures prevalent in the society.

Other Recommendations of the Commission

1) Teaching Staff: Universities and Colleges:

The Commission summarized the status, salaries and responsibilities of the teachers as well as the conditions of service and different classifications of teachers. In this regard, it recommended that the importance of the teacher and his responsibility be recognized. The conditions in universities that are suffering from lack of finances and consequent demoralization be greatly improved. The commission also recommended that there should be four classes of teachers, Professors, Readers, Lecturers and Instructors. Each university should have some research fellows

2) Standards of Teaching:

The Commission has shown good concern for the standards of teaching and has urged that the standard of teaching and examination should be raised that our students may be equal to their counterparts anywhere in the world. The commission also regretted that due to the low standard of degree education the prevailing standard of the university education has been deplorable. In this regard, the commission has put forward the following suggestions for improving university education.

1. Only those students who have passed the intermediate course should be admitted to universities.

2. In each province, a large number of well-equipped and well-staffed intermediate colleges should be established.
3. To divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened.
4. The universities should organize refresher courses for high school and intermediate college teachers.
5. The maximum number in the Arts and Science faculties of a teaching university be fixed at 3000 and in an affiliated college at 1500.
6. A degree college should have at least 180 working days in a year.
7. There should not be any prescribed textbooks for any courses of study.
8. The lectures should be carefully planned and supplemented by tutorials, library work and written exercises.
9. Attendance at lectures be compulsory for undergraduate students as at present and that private candidate of only certain categories be allowed to appear for public examinations.
10. Tutorial instructions should be developed in all institutions imparting university education.

3) Post-Graduate Training and Research:

The Commission has recommended the following in this regard:

1. There should be a uniformity in the regulations for the M.A and M.Sc. degrees. The course should include the advanced study of one special subject and training in methods of research, but not actual research. Admission to these courses should be on an all-Indian basis at every university.
2. Admission to Ph.D. courses should be made with great care and should be on an all-India basis.
3. Teaching universities should develop research training in as many branches of knowledge as they can, while the affiliating universities should develop post-graduate and research departments in subjects in which they can secure services of scholars of high quality.
4. Research Fellowships should be awarded to those Ph.D. Scholars who have shown a high degree of scholarship and competence for research.
5. The D.Litt. and D.Sc. degrees should be awarded on published work of outstanding quality and conspicuous originality.
6. The fundamental research should be the primary concern of the universities and universities should not be precluded from taking up special applied problems concerning their own regions.
7. Greater facilities should be provided for study and research in borderline sciences, like Biochemistry, Biophysics, Geochemistry, Geophysics etc.

4) Courses of Study

The Commission has given the following recommendations about the curriculum of university education.

1. The curriculum of the universities should be designed to provide complete knowledge to the student. While drawing up the courses of study the connections and inter-relations among the varying aspects must be established.
2. The rigid and fixed curriculum should be as far as possible avoided,
3. The principles and practice of general education should be introduced to correct the extreme specialization which is found to be common in the intermediate and degree programmes.
4. The relations of general and special education be worked out for each field, keeping in mind the general interests of the students as a personality and a citizen and his special occupational interest.

5) Professional Education:

The commission has stated that professional education is the process by which men and women prepare for exacting, responsible service in the professional spirit. In this regard, the commission paid due importance on priority basis on the development of vocational, technical, engineering medical education etc. and recommended the following suggestions.

- a. **Agriculture:** The commission recommended that Agricultural education should be recognized as a major national issue and the present agricultural colleges be strengthened in equipment and teaching staff. The existing agricultural research laboratories are to be supported and expanded to the full extent that the quality of their work justifies. An institute of Agricultural policy be established probably under the council of Agricultural Research
- b. **Trade and Commerce:** The commission suggested that a commerce student of a university must be provided opportunities for practical work in trade and commerce for three or four years. This kind of education should not be bookish at all.
- c. **Teacher's Training:** The courses of teacher's education should be remodelled and more time and weight should be given to practice in assessing the students' performance. More attention should be paid to practical experiences and for this purpose, suitable shorts should be used. The courses on the theory of Education be flexible and adaptable to local circumstances. Moreover, teachers in the training colleges should do original researches in the field of Education. Only after some years of experience of teaching, students should be allowed to proceed to a Master's Degree in Education.

Engineering and Technology: The Commission has recommended some important suggestions for engineering and technology education. It stated that engineering and technological institutes should be regarded as national assets. The number of engineering schools of different grades should be increased particularly for the training of grades 4 and 5. The curriculum of these institutes should be diversified according to the needs of the country and provision should be made for higher researches in these institutions.

- e) **Law Education:** The University Education Commission was in favour of thorough re-organisation of Law colleges of the country. It also recommended that the staff of the law Faculties be recruited and controlled by the universities in the similar way that is applied in Arts and Sciences Faculties. Moreover, the Commission recommended a three-year degree course in pre-legal and general studies for admission to Law College.
- f) **Education in Medicine:** The commission recommended that the maximum number of admission to a medical college be 100 and for it, necessary staff and equipment must be provided. All the departments of study which require hospital facilities be located in a single campus. There should be 10 beds per student admitted to a college. Training in the rural centres required both in the undergraduate and graduate stages. Post-graduate training should be offered in certain colleges taking into account the personnel and the equipment essential for the purpose.

5. Religious Education: Regarding the imparting of religious education the Commission didn't approve of the teaching of any particular religious educational institutions. But it recommended for institutions a few minutes for silent meditations before starting the daily work and in the first year of the Degree, Course lives of the great religious leaders like Gautam Buddha, Confucious, Zoroaster, Socrates, Jesus, Shankara, Ramanuja, Madhava, Mohammad, Kabir, Nanak, Gandhi be taught. Essentials of all religions should be taught in the second year and in the third year, the central problems of the philosophy of religion are to be considered.

6. Medium of Instruction:

Regarding the medium of instruction in higher education the commission recommended that:

- a. For the medium of instruction for higher education English should be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties.
- b. The pupils at the higher secondary and University stages be made conversant, with three languages- the regional language, the national language and English and higher education be imported through the instrumentality of the regional language, with

- the option to use, the national language as the medium of instruction either for some subjects or for all subjects.
- c. The national and regional languages should be developed.
 - d. For the national language one script, Devanagari should be employed and some of its defects should be removed.
 - e. A Board consisting of Scientists and linguists should be appointed to prepare a scientific vocabulary of words and it will be common to all Indian languages and it should also arrange for the preparation of books in different Sciences for translation into all Indian Languages.
 - f. The Provincial Governments should take steps to introduce the teaching of the national language in all classes of higher secondary schools in degree colleges and Universities.
 - g. Teaching of English be studied in high schools and Universities for keeping in touch with the living stream of ever-growing knowledge.

7. Examination:

The commission has extensively studied the prevailing examination system of higher education and offered the following suggestions to do necessary reform of it.

- a. A thorough study of the scientific methods of educational testing and appraisal be undertaken by the Ministry of Education.
- b. Each university should have a permanent full-time Board of Examiners with a small staff of assistants who can do clerical and routine work besides having at least five years of teaching experience and one should be a highly expert person in the field of testing and statistics.
- c. The Board of Examiners would advise the university or college on examination reformation and provide criteria and material for the Periodic revision of the curriculum.
- d. The Board of Examiners would also make periodic and thorough inspections of the affiliated colleges would be counted as required criteria for affiliation.
- e. The Government of India could also provide scholarships for Indians in American Universities and train the requisite number of experts.
- f. At the end of twelve years of schooling, a battery of psychological and achievement tests be developed.

The commission also made some recommendations for eradicating the defects of the existing examination system:

- i. For any government administrative services, a university degree should not be required.
- ii. Credit for classwork in courses should be given to students.
- iii. Three years will be involved for the first-degree course and there should be

- periodical examinations in these years instead of one examination at the end.
- iv. Examiners should be selected with care and they must have completed at least 5 years in teaching profession.
 - v. The standards for success at the examination should, as far as possible be uniform in the various universities and should be raised.
 - vi. Viva-Voce examinations should be employed only for post-graduate and professional degrees.

8. Students: Their Activities and Welfare

The Commission has given some important suggestions in this respect. These are:

- a. The admission of the students to Universities and Colleges should be based on merit without any kind of discrimination.
- b. In the first degree stage, there should be a variety of courses for the students.
- c. Scholarships should be awarded on merit only to the financially needy students.
- d. All Universities, with or without Medical Colleges must have hospitals and dispensaries for student services.
- e. The health service should include sanitary inspection of camps, buildings, hostels, dining rooms, kitchens and off-campus residences and regular reports submitted to the Vice-chancellor or other responsible administrative officer.
- f. Each University and college remote from a university unit shall have a Director of physical, Education.
- g. Provision of gymnasias, play grounds and equipment are essential to physical education and health.
- h. Two years of Physical Education be required for all students, men and women except those who are physically unfit or who are in the National Cadet Corps.
- i. All institutions must have the units or sub-units of the National Cadet Corps and the central government should take over the responsibility of the administration of NCC from the provinces and States.
- j. The Social Service be encouraged and remain on a completely voluntary basis.
- k. Good hostels should be constructed and these should be well furnished.
- l. The Students' Union should be operated by students and for students without the interference of University authorities.
- m. An Advisory Board of Student Welfare should be organized in Universities that do not have such a body.

9) Women's Education:

Following are the recommendations of the Commission on Women's education:

- a. There should not be any curtailment in educational opportunities for women, but rather a great increase.

- b. The ordinary amenities and decencies of life should be provided for in colleges of co-education.
- c. College programmes should be so designed that it may help the girl students to see their normal places in the society both as citizens and as women.
- d. Women should be encouraged to the optimum level to acquire education in home economics and home management.
- e. The students of courtesy and social responsibility should be emphasized on the part of men in mixed colleges.
- f. Women teachers should be paid the same salaries as men teachers for equal work.

10. Constitution and Control:

In this respect, the Commission recommended that University education should be placed on the concurrent list, that the concern of the Central Government with the Universities be with regard to finance, coordination of facilities, adoption of national policies, ensuring minimum standards of efficient administration and liaison between universities and national research laboratories and scientific surveys etc. A Central Grants Commission, helped by panels of experts in different branches should allocate grants to universities. There should be no university of the purely affiliating types. The authorities of the University should be classified as follows:

- a) The Visitor (Governor-General)
- b) The Chancellor (generally the provincial Governor)
- c) The Vice-Chancellor,
- d) The Senate,
- e) The Executive Council,
- f) The Selection Committers. Etc.

11. Finance:

The Commission noticed that most of the universities in the country are suffering from financial stringency for which they couldn't implement any useful scheme. Therefore, the commission suggested that the state governments should take the responsibility for the financing of higher education. The private colleges should be given financial aid for buildings and equipment and also for recurring expenditure. The Government should contribute an additional annual amount of about ten crores for the development of university education for a period of five years and University Grants Commission should be set up for allocating grants.

12. Rural Universities:

Admitting the lack of universities and well-equipped institutes for carrying out scientific studies in the rural areas of our country, the commission recommended to

establish new universities in rural areas. It is also advised to set up a rural education council in each province. Moreover, the rural university should have two governing bodies, namely Academic Council and Executive Council for its smooth administration.

Evaluation of the Recommendations of the Commission:

University Education Commission being the first Education Commission of independent India had offered very important recommendations covering a good number of aspects along with university education. The Commission studied the university education system and its inherent problems from a broader perspective and accordingly wanted to solve these problems by offering its recommendations. If we evaluate the recommendation of the Commission in a constructive way, it can be observed that they have both some merits and demerits which are outlined as follows:

Merits of the Recommendations:

The Commission has outlined the aims and objectives of university education keeping in mind the major role of university education in building a society that is rich in social, economical, educational, political, cultural and other aspects. It tried to formulate the objectives of university education in such a way that students may easily reach the goals of self-development in their lives. The commission realized that a newly independent democratic country urgently needs students who are self-reliant, strong, pragmatic and rich in moral and cultural values. The aims put forwarded by the Commission undoubtedly helped our country to frame the objectives of University education for the Welfare and progress of the country in the following years.

The Commission has rightly recommended for maintaining and enhancing the standard of teaching in the universities which were very necessary for the prevailing (of that time) deplorable standard of university and intermediate education.

Another point of merit of the commission is its recommendations on the university Examination system. Many reforms were done on the basis of the Commission's suggestions in respect of University Examination system.

The Commission has also offered some important recommendations relating to students' welfare and their character formation. Students facilities such as good hostels, sports, games, gymnasiums, students union were highly emphasized by the Commission.

Based on the Commission's recommendations mother-tongues were made as the medium of instruction up to the undergraduate level which helped the vernacular languages to make development in their states. Books for higher education were written in Indian languages. As a result of it higher education began to come closer to common people gradually.

One of the most significant recommendations of the Commission is the proposal for the establishment of Universities in rural areas. The Commission deeply felt the

requirement of higher education of the rural people and to meet this need it suggested establishing new universities in rural areas. It was an innovative concept of the Commission as Indian primarily is a country of villages.

The Commission considered the universities as the centres of development of Indian culture and civilization and accordingly wanted to build them stronger, expand their scopes for developing all the necessary love and respect for Indian heritage and civilization. As a result of such efforts the indifference and negligence of a section of Indian people towards their own culture, literature and heritage that were found to grow during the British rule came down and they became to be enthusiastic about it. Moreover, University Education Commission tried its best to create a good environment among the students for acquiring higher education in different branches. The recommendations of the Commission helped Indians in later years to proceed with innovation and creativity in different areas.

Demerits:

In spite of all the above-stated merits or satisfactory recommendations of the Commission, there are certain demerits of it on the other side. The recommendations are criticized on the ground that they are not framed from the realistic point of view and only idealism, is found to be very predominant in it. The objectives of university education are so high and ambitious that it was not possible to implement them effectively.

Moreover, such aims of education were feared to lead the youths of modern society to a dilemma resulting in ill adjustment to them in the socio-political and cultural environment.

Although, the Commission has recommended using regional languages as the medium of instruction at higher education level, yet it ignored the problem relating to such recommendation in a multilingual country like India.

The Commission is also criticized because of its low valuation of the problems of women education. The Commission is also found to ignore the education of fine Arts and Culture.

However, it cannot be denied that the University Education Commission under the chairmanship of Dr S Radhakrishnan, the great philosopher, has presented a valuable and much-needed report on higher education that has revolutionized the field of university education of our country by its much thought out suggestions.

Secondary Education Commission-1952-53

After the independence, the Government of India deeply felt the need of reconstructing secondary education. The Calcutta University Commission, of 1917 and University Education Commission, 1949 had also recommended that for the development of higher education secondary level of education needs to be restructured.

It was seen that the number of students increased rapidly at the secondary level before independence and secondary education made a satisfactory expansion too. But in reality, such expansion failed to fulfil the required aims of the country concerning this important stage of education. The aim of secondary education was either to enter into the higher education field or to get a job only. The Central Advisory Board of Education, in its meeting held in January 1948 and January 1951, suggested that a Commission should be constituted to examine the prevailing system of secondary education in the country and to offer suggestions for its reorganization and development.

Appointment of the Commission

On suggestions of the C.A.B.E. and with the felt needs (above stated) in view, the Government of India, on September 23, 1952, appointed the Secondary Education Commission under the chairmanship of Dr. A. Laxmanaswami, the then vice-chancellor of Madras University. There were another nine members in the Commission who were from India, U.K. and U.S.A. The Commission toured the whole country and extensively studied secondary education and the problem associated with it and submitted its report on August 29, 1953. The report of the Commission contains 15 chapters in 240 pages. The Commission is also popularly known as the Mudaliar Commission by the name of its chairman Dr. Laxman Swami Mudaliar.

Terms of Reference:

Under the terms of reference, the Commission was required to do the following things.

- a. To enquire into and report on the present position of Secondary Education in India all its aspects and
- b. To suggest measures for its reorganization and improvement with particular reference to –
 - i. the aims, organization and content of Secondary Education
 - ii. its relationship to primary, Basic and Higher Education
 - iii. the interrelation of Secondary schools of different types and
 - iv. other allied problems.

Recommendations of the Commission:

After carefully examining the existing pattern of Secondary Education in detail, the Commission has stated its recommendations on different aspects of secondary education such as reorientation of aims and objectives, new organizational pattern of secondary education, study of language etc in its reports.

Defects the Existing Secondary Education:

In the beginning, the Commission in the third chapter of its report has pointed out some gross defects found in the existing pattern of secondary education. These defects are:

Defects of the existing system of Education

In the beginning, the Commission in the third chapter of its report has pointed out the defects of the existing system of secondary education. These defects are:

- 1. Isolated from life:** The education imparted through secondary schools is not related to the real life of the students. Learning becomes very mechanical and it does not help them to adjust suitably to their socio-cultural environment.
- 2. Bookish and theoretical:** The education is purely bookish and narrowly conceived. It does not cater to the needs and aptitudes of the pupils. It also fails to develop the basic qualities of discipline, co-operation and leadership which were calculated to make them function as useful citizens.
- 3. Stress on Examination:** According to the Commission the secondary education is purely examination-oriented. The goal of the pupils is to appear in the examination only. Too much stress on examination has led the students to a dilemma in their learning period. The examinations system is defective too and it does not evaluate the ability of the students properly.
- 4. Domination of the English language:** Another defect of secondary education is the domination of the English language which has hindered the learning capacity of the pupils. Inability to attain the English language has led the students to show low performance in other subjects also and at the end, they have to fail in the final examination.
- 5. Defective Method of Teaching:** The method of teaching adopted in the secondary stage of education is not effective. It emphasizes cramming of the subject matter instead of attaining them in the true sense. The teaching method does not develop the desirable qualities like co-operation, self-respect, self-reliance, discipline independence of thought and initiative in action in the students.
- 6. Lack of Teacher-Pupil contact:** There is no personal contact between teachers and students due to the increased size of the classes. As a result of it, the character formation of the students and the development of proper discipline among them have been seriously undermined.

Recommendations of the Commission on Aims of Education

After pointing out the defects of the existing system of education the Commission has suggested the following aims of secondary education in the third chapter of its report.

1. Development of Democratic Citizenship:

Secondary education must aim at strengthening the values of democracy in the students so that they can be good citizens of India. To create good citizens in a democratic country is a challenging responsibility and to accomplish, the following things need to be done by education.

- a. Development of the capacity for clear thinking and a receptivity to new ideas. If a democracy like ours is to survive, a democracy which harbours so many faiths, races and communities, education must cultivate in our youth an openness of mind and largeness of heart which would make them capable of entertaining and of blending into a harmonious pattern of difference in ideas and behaviour.
- b. For the success of democracy clarity in speech and writing is very essential. Therefore secondary education must create an atmosphere wherein the students can exchange their ideas and opinions with open minds.
- c. The strength of democracy is dependent on the personality of the people. Therefore every person has a unique self-identity that must be respected by each other. Therefore secondary education must teach the pupils to show due honour and respect to their fellow citizens. It should fulfil the needs of the psychological, social, emotional and practical fields of the persons.
- d. The Secondary School must foster a sense of patriotism among the students. True patriotism- a sincere appreciation of the social and cultural achievements of our country, a readiness to recognize its weaknesses frankly and to work for their eradication and an earnest resolve to serve it to the best of one's ability, harmonizing and subordinating individual interests to the broader national interest. The school must address itself to building up this rich, three-fold concept of patriotism.
- e. The Secondary school must aim at developing the desire for co-operation in the social life. This co-operation must, however, be inspired by the faith that social purposes are worth striving for that life in a democratic set-up should be to equalize opportunities for all and an unremitting fight for justice for the underprivileged. The foundation for kindling the passion for social justice, based on sensitiveness to the social evils and the exploitation which corrupts the grace of life should be laid in the school. Equally, education must stress the importance of tolerance for the existence of democracy.

2. Improvement of vocational Efficiency:

The second aim of secondary education stated by the commission is the improvement of the productive or technical and vocational efficiency of the students. It means an attitude that implies an appreciation of the dignity of all work, a realization that self-fulfilment and national propensity are only possible through everyone's participation in work. Through education, technical skills and efficiency must be provided

to the students. For this purpose, greater emphasis should be laid on crafts and productive work in all schools, in addition, diversification of courses should be introduced at the secondary stage.

3. Development of Personality:

The third main function of secondary education is to release the sources of creative energy in the students so that they may be able to appreciate their cultural heritage to cultivate rich interests which they can pursue in their leisure and so contribute, in later life, to the development of this heritage. In view of the serious shortcomings found in the schools in respect of personality development, the Secondary Education Commission has recommended a diversified curriculum in which subjects like art, craft, music, dancing, development of hobbies are to be included.

4. Leadership Training:

Secondary education marks the completion of their formal education for a large majority of students. Therefore it should be viewed primarily as a stage complete in itself with its ends and special purposes. A democracy can not function successfully unless all the people are trained for discharging their responsibilities and this involves training in discipline as well as leadership. The special function of the secondary school is to train persons who will be able to assume the responsibility of leadership in the social, political, industrial or cultural fields in their respective small groups of community or locality.

Recommendations on New Organisational Pattern of Secondary Education

In the fourth chapter of its Report, the Commission has discussed the existing pattern of secondary education and recommended a new organizational pattern for it. In this regard, the Commission has stated that –

1. Secondary education should commence after four or five years period of primary or Junior Basic education and should include (a) the Middle or Senior Basic or junior Secondary Stage of three years. (b) The Higher Secondary stage of four years.
2. During the transitional stage, the existing High schools and Higher Secondary schools should function on the lines laid down.
3. The present Intermediate stage should be replaced by the Higher Secondary stage which should be four years duration, one year of the present Intermediate being included in it.
4. The first-degree course in the University should be of three years duration.
5. Admission to professional colleges should be opened to those who have completed the Higher Secondary Course or have taken the one year's pre-University course.
6. For those who pass out of High School, there should be provision for a pre-University course of one year.

7. 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 can provide for such courses.
8. Multipurpose schools should be established, wherever possible, to provide varied courses of interest to students with diverse aims, aptitude and abilities.
9. Those who have successfully completed those courses should be given opportunities to take up higher specialized courses in polytechnics or technological institutions.
10. All States should provide special facilities for agricultural education in rural schools and such courses should include Horticulture, Animal Husbandry and Cottage Industry.

Technical Education

11. Technical schools should be started in large numbers either separately or as part of multipurpose schools.
12. Central Technical Institutes should be established in large cities which may cater to the needs of several local schools.
13. Wherever possible Technical schools should be located in close proximity to appropriate industries and they should function in close co-operation with the industry concerned.
14. Apprenticeship training being an important part of the training needed, suitable legislation should be passed making it obligatory for the industry to afford facilities to students for practical training.
15. In the planning of technical and technological education at all levels, representatives of Commerce and Industry should be closely associated with the Educationists so that in the planning and direction of such education and in the maintenance of standards their view may be given effective weight.
16. A small cess to be called the industrial Education Cess should be levied on industries and proceeds of the cess should be used for the furtherance of technical education.
17. All Indian Council for Technical Education and the bodies functioning under it should be utilized for working out details of the courses.

Other types of Schools

18. Public schools should continue to, exist for the present and the pattern of education in them should be brought into reasonable conformity to the general pattern of national education.
19. The states or Center should provide for certain free studentships in terms to be given based on merit to selected students.
20. A number of residential schools should be established in suitable centres to provide

- proper opportunities for the education of children and particularly to meet the needs of children whose education suffers at present owing to exigencies of service of their parents.
21. "Residential Day Schools" should be established in suitable centres to provide greater opportunities for teacher-pupil contact and for developing recreational and extracurricular activities.
 22. For meeting the needs of handicapped children a large number of schools should be established for them.

Co-education

23. There should not be differences between education imparted to boys and girls. Special facilities for the study of Home Science should be made available in all girl's schools and in co-educational or mixed schools.
24. Efforts should be made by the state Governments to open separate schools for girls wherever there is demand for them.
25. Definite conditions should be laid down in regard to co-education or mixed schools to satisfy the special needs of girl students and women members of the teaching staff.

Recommendations on Study of Language

The Commission has discussed the problem of languages of the country at the secondary stage and made the following recommendations:

1. Mother tongue or 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.
2. 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.
3. 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.

Secondary Education Commission on Curriculum

The Commission has pointed out some serious defects that were found in the existing secondary school curriculum. The main points of such defects are

- i. The present curriculum is narrowly conceived
- ii. It is bookish and theoretical
- iii. It is overcrowded, without providing rich and significant contents

- iv. It makes inadequate provision for practical and other kinds of activities which should reasonably find room in it
- v. It does not cater to the needs and capacities of the adolescents
- vi. It is dominated too much by examination and
- vii. It does not include technical and vocational subjects.

Principles of Curriculum Construction

In view of the above problems the Commission made a careful study and investigation and made the following Principles for the construction of curriculum at the secondary stage of education:

1. Principle of the broader meaning of curriculum:

The curriculum should not be understood in terms of the academic subjects traditionally taught in the school but it means the totality of experiences that pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playgrounds in the numerous informal contacts between teacher and pupils.

2. Principle of variety and elasticity:

Secondly, there should be enough variety and elasticity in the curriculum to allow for individual needs and interests. Any attempt to force uncongenial subjects and studies on children, unfit to take them up is bound to lead to a sense of frustration and to hinder their normal development. Therefore the contents of different subjects of study should not go beyond the student's powers and capacities. The same standard of achievement should not be expected of all.

3. Principle of relation to community life:

The curriculum must be vitally and organically related to community life, interpreting for the child its salient and significant features and allowing him to come into contact with some of its important activities. The general curriculum, which may be prescribed by the Education Department for a whole school system, must be capable of adaptation to local needs and situations.

4. Principle of training for leisure:

Fourthly, the curriculum should be designed to train the students not only for work but also for leisure. For this purpose a variety of activities- social, aesthetic, sport etc. should be included in the school. Cultivation of varied interests and different hobbies provide excellent training for leisure which, after all, forms an important and quantitatively quite large area of every individual's life.

5. Principle of Inter-relation of the subjects:

The curriculum should not be split into several isolated, uncoordinated watertight subjects. Subjects should be interrelated and within each subject, the contents should so far as possible be envisaged as “broad fields” units that can be correlated better with life rather than narrow items of information.

Curriculum at the Middle School Stage:

The Commission has suggested the following subjects at the middle school stage of education

1. Language
2. Social Studies
3. General Science
4. Mathematics
5. Art and Music
6. Craft
7. Physical Education

Curriculum at the High and Higher Secondary Stage:

A.

- i. Mother-tongue or Regional language or a composite course of the mother-tongue and a classical language.
- ii. One other language to be chosen from among the following:
 - a. Hindi (for those whose mother-tongue is not Hindi)
 - b. Elementary English (for those who have not studied I the middle stage)
 - c. Advance English (for those who had studied English in the earlier stage)
 - d. A modern Indian language (other than Hindi)
 - e. A modern foreign language (other than English)
 - f. A classical language

B.

- i. Social Studies-general course (for the first two years only)
- ii. General Science including Mathematics-general course (for the first two years only)

C. One craft to be chosen from the following list (which may be added to according to needs) (a) Spinning and Weaving (b) Wood-work (c) Metalwork (d) Gardening (e) Tailoring (f) Typography (g) Workshop Practice (h) Sewing Needlework and Embroidery (i) Modeling.

D. There subjects from one of the following groups

Groups-1 Humanities

Groups-2 Sciences

Groups-3 Technical

Groups-4 Commercial

Groups-5 Agriculture

Groups-6 Fine Arts

Groups-7 Home Science

Textbooks: The Commission has stated the following recommendations in respect of textbooks in secondary schools.

1. A high-power Textbook committee should be constituted which should consist of a high dignitary of the judiciary of the state, preferably a judge of High Court, a number of Public Service Commission of the region concerned, a Vice-chancellor of the region, a headmaster or headmistress in the state, two distinguished educationists and the Director of Education; this committee should function as an independent body.
2. A fund should be maintained from the amount realized from the sale of publications which may be utilized for awarding scholarships and providing books and certain other amenities for school children.
3. The Textbook Committee should lay down clear criteria for the type of paper illustration, printing and format of the book.
4. The Central Government should set up a new, or help some existing Art school to develop training in the technique of book illustration.
5. The Central and State Governments should maintain libraries of blocks of good illustrations which could be loaned to Textbook Committees and publishers in order to improve the standard of book illustration.
6. Single textbooks should not be prescribed for every subject of study, but a reasonable number of books that satisfy the standard laid down should be recommended leaving the choice to the schools concerned.
7. In the case of languages, however, definite textbooks should be prescribed for each class to ensure proper gradation.
8. No book prescribed as a textbook or as a book for general study should contain any passage or statement which might offend the religions or social susceptibilities of any section of the community or might indoctrinate the minds of the young students with particular political or religious ideologies.
9. Frequent changes in textbooks and books prescribed for study should be discouraged.

Method of Teaching

The Commission should deeply concern for the appropriate methods of teaching at the Secondary stage of education and makes the following recommendations in this connection:

1. 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.
2. Teaching methods should provide opportunities for students to learn actively and to apply practically the knowledge that they have acquired in the classroom. 'Expression Work' of different kinds must, therefore, form part of the programme in every school subject.
3. The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose, the principle of "Activity Methods" and Project Method should be assimilated in school practice.
4. In the teaching of all subjects, special stress should be placed on clear thinking and clear expression-both in speech and writing.
5. Teaching methods should aim less at importing the maximum quantum of knowledge possible and more on training students in the techniques of study and methods of acquiring knowledge through personal efforts and initiative.
6. Attempts should be made to adopt suitable instructional methods for 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.
7. Students should be given adequate opportunity to work in groups and to carry out group projects and activities to develop in them the qualities necessary for group life and co-operative work.
8. Every secondary school should have a well-equipped library, class libraries and subject libraries.
9. In order to improve the general standard of work in school, necessary steps should be taken to produce textbooks as well as books of general reading of superior quality to the books at present available.
10. To popularise progressive teaching methods and facilitate the introduction of "Experimental" and "Demonstration" schools should be established and give special encouragement where they exist, so that they may try out new methods freely.

Discipline:

Regarding the discipline issue, the Commission has recommended that:

1. In order to Promote discipline, personal contact between teachers and the pupils

- should be strengthened, Self-Government in the form of a house system with prefects or monitors and student-councils, whose responsibility will be to draw up a code of conduct and enforce its observance, should be introduced in all schools.
2. Special importance should be given to group games and other co-curricular activities and their educational possibilities should be fully explored.
 3. Suitable legislation should be passed making it an election offence to utilize students below the age of 17 for the purpose of political propaganda or election campaigns.

Religious and Moral Instruction:

4. Religious instruction may be given in schools only voluntarily and outside the regular school hours, such instructions being confined to the children of the particular faith concerned and given with the consent of the parents and the management.

Extra-Curricular Activities:

5. Extra-Curricular activities should form an integral part of the school education and the teachers should devote a definite time to such activities.
6. The State Governments should give adequate financial assistance to the Scout Movement and should help to secure suitable sites for Scout Camps.
7. The N.C.C. should be brought under the Central Government which should take the responsibility for its proper maintenance, improvement and expansion.

Guidance and Counselling:

Emphasising the need for guidance and counselling in secondary schools the Commission States that educational guidance should receive much greater attention on the part of the educational authorities. The service of trained Guidance officers and Career Masters should be made available gradually and in an increasing measure to all educational institutions. Students should be acquainted with the scope, nature and significance of various occupations of different fields. Moreover, the Central Government should take up the responsibility of opening in different regional centres, of training for Guidance officers and career Masters to which each state may send a number of teachers or other suitable persons for training.

Physical Education

Physical education being an indispensable part of the health programme should find a major place in the secondary education programme. For this purpose, a properly organised school medical service should be built up in all states. A thorough medical examination of all pupils and necessary follow-up and treatment should be carried out in all schools. Some of the teachers should be trained in first aid and general principles

of health so that they may co-operate intelligently with the staff. In hostels and residential schools, proper nutritional standards should be maintained.

Examination and Evaluation:

The Commission studies the examination and evaluation of secondary education thoroughly and made the following recommendations in this regard ;

1. The number of external examinations should be reduced and the element of subjectivity in the essay-type tests should be minimised by introducing objective tests and also by changing the type of questions.
2. A proper system of school records should be maintained for every pupil indicating the work done by him from time to time and his attainments in different spheres.
3. In the final assessment of the pupils due credit should be given to the internal tests and the school records of the pupils.
4. Instead of numerical marking symbolic system should be adopted for evaluation and grading the work of the pupil in external and internal examinations and in maintaining the school records.
5. There should be one public examination at the completion of the secondary school course.
6. The system of compartmental examination should be introduced at the final public examination.

Improvement of Teaching Personnel:

The Commission paid attention to the need for improving the general conditions of teachers- their personal qualities, educational qualifications, professional training and the place that they occupy in the school as well as in the community. In this regard the following recommendations were made by the Commission :

1. A reasonably uniform procedure should be devised for the selection and appointment of teachers for all types of schools.
2. In all privately managed institutions and schools managed by local boards, there should be a small selection committee entrusted with the responsibility of recruiting the staff, with the headmaster as an ex-officio member.
3. The normal period of probation for a trained teacher should be one year.
4. Special committees should be set up to review the scales of pay of teachers of all grades and recommend such scales of pay that will meet in a fair and just manner the varying cost of the living.
5. The teachers possessing the same qualifications and performing the same type of work should be treated on a par in the matter of grades of salary irrespective of the type of institutions in which they are working.
6. To relieve teachers from anxieties about their own and their dependent's future

- which will affect the efficiency of their work, the system of triple benefit scheme pension-cum-provident fund-cum-insurance, should be introduced in all states.
7. Arbitration Boards or Committees should be established to look into the appeals and grievances of teachers and to consider matters relating to suspension, dismissal etc.
 8. The children of teachers should be given free education throughout the school stage.
 9. The leave rules should, as far as possible, be uniform for all educational institutions.
 10. Persons in high public positions should give special recognition to the teachers' social status and the dignity of their profession.

Teacher Training:

11. There should be only two types of institutions for teacher-training- I) for those who have taken the HSLC or HS certificates and it should be two years. II) For graduates for whom the training may be of one year but can be extended as a long term programme to two academic years.
12. Graduate teacher training institutions should be recognised by and affiliated to the universities which should grant the degrees, while the secondary grade training institutions should be under the control of a state board appointed for the purpose.
13. The teacher-training should receive training in one or more of the various extra-curricular activities.
14. The training colleges should conduct research work, in various important aspects of pedagogy and for this purpose, it should have under its control an experiment or demonstration school.
15. All training colleges should provide adequate residential facilities to arrange community life and other suitable activities for the trainees.
16. To meet the shortage of women teachers special part-time training courses should be provided.

Management and Administration of Secondary Schools

The Commission has given the following suggestions in this respect:

1. The Director of Education's post should have the equivalent status of a joint secretary and should have direct access to the minister.
2. A committee should be constituted both at the centre and in each state consisting of the ministers concerned with the various grades and types of education to discuss how best the resources of the department could be pooled for the furtherance of education of all types.
3. There should be a board of secondary education to deal with all matters of education at the secondary stage and to lay down general policies.

4. A sub-Committee of the Board should deal with the conduct of examinations.
5. The existing Central Advisory Board of Education should continue to function as a coordinating agency to consider the educational problems across the country. Accordingly, State Advisory Boards should be constituted on similar lines in each state to advise the Department of Education on all matters pertaining to education.
6. Recognition to schools should be given only on clearly defined conditions which will ensure their proper running and the maintenance of proper standards.
7. The managing boards of all schools should be registered and should consist of a limited number of persons with the headmasters as an ex-Officio member.
8. Every management should be required to draw definite rules of service wherein the conditions of salary, leave etc. should be definitely laid down.
9. For proper running of a school, every management should be required to provide endowment and the income occurring from this should be shown in the receipts of the year
10. Qualified staff must be made available by the management in accordance with the rules laid down by the department for affiliation.

An Evaluation of the Commission's Recommendations

Secondary Education Commission is the second Education commission of Independent India and it tried its best to make a thorough study of the secondary stage of education of the country and its different problems. The commission formulated the aims and objectives of secondary education keeping in view the changing socio-political and cultural needs of the country. The commission had rightly pointed out the drawbacks and defects of the prevailing secondary education system and offered suggestions to remove them. In its vast report, the commission has presented several constructive recommendations in different aspects of secondary education. A brief analysis of the merits and demerits of the recommendations of the Commission is presented below:

Merits:

The Commission has enthusiastically tried to make secondary education more effective, dynamic and practical for the students as well as for the society by recommending some important aims and objectives for it. It emphasised the development of democratic citizenship among the pupils for strengthening the spirit of democracy in the country. The Commission has also paid attention to the total development of personality of the pupils, their vocational efficiency along with their leadership abilities through secondary education. Such recommendations reflect the practical need for reorganising secondary education in a newly independent democratic country.

The Commission has suggested a diversified curriculum for the secondary stage

of education to meet the varied interests and needs of the pupils. Such a kind of curriculum is largely helpful for the students of this stage of education. Moreover, the Commission has also offered some important principles of curriculum construction which were found to be very essential in the content of the defects of the existing curriculum outlined by the commission. The improvement of teacher's conditions has also been well suggested by the Commission in its Report. The suggestions of the Commission in respect of the examination and evaluation are also welcomed by the educationists. Such suggestions were expected to help in reducing the pressure of examination and assessing the achievement of the students in a broader way. The Commission's recommendations for the opening of multi-purpose schools and agriculture schools in rural areas can be viewed as very helpful from the economic point of view. Besides, the recommendations on the management and administration of secondary schools are also praiseworthy.

Demerits:

Although the Commission has made such many good recommendations to be discussed as its merits still there are some demerits also on the other hand. The Commission is criticized for its recommendations on textbooks. The Commission recommended for a high power committee to select textbooks for the Secondary stage which was quite unrealistic. Moreover, the aims of secondary education as recommended by the Commission are criticized as inappropriate at the level of secondary education with the limited infrastructure and resources of the schools. The Government of India also did not pay much interest to translate the aims into action. The Commission has not offered any adequate recommendations on women education. Recommendations of the Commission on religious education are also sufficiently not clear.

Though such weaknesses are found in the Commission's report yet the recommendations of the Secondary Education Commission bear much significance for examining and restructuring the secondary education of our country. But unfortunately, many of such recommendations were found un-implemented for which the same problems and defects pointed out by the Commission remained unchanged at this stage of education in the subsequent years.

Questions

1. What aims and objectives of Higher Education were suggested by University Education Commission, 1948? How far these are being realised by Modern Indian Universities?
2. What are the recommendations of University Education Commission with reference to the improvement and reconstruction of University Education?
3. Discuss the Merits and Demerits of the University Commission of 1948-49.
4. What should be the role of Universities in promoting and maintaining the standard of education and culture in our country? Discuss with reference to the observations made in this regard by the University Education Commission, 1948-49.
5. What are the aims of education recommended by the Secondary Education Commission, 1952-53?
6. What are the defects of secondary education as outlined by the Mudaliar Commission, 1952-53?
7. Discuss the recommendations of the Secondary Education Commission, 1952-53 in regard to the curriculum of secondary and higher secondary stages of education?
8. What are the recommendations of the Mudaliar Commission, 1952-53 for the improvement of secondary education of our country?

Unit-4 **Development of Indian Education: Post- Independence-II**

After the independence, our country began the journey of development in different areas. The constitution was adopted, various five years plans started, changes in socio-economic aspects were witnessed. In the education sector too the Central Government undertook necessary initiatives to reform and reorganise it according to the changing needs and requirements of the country and appointed two Education Commissions for this purpose which have already been discussed in the earlier chapter. The execution of different plans and the recommendations of the Education Commissions however was not satisfactory. Education has been realised as the backbone of the nation and the most powerful instrument of social change. But at the same time, it was found that lots of shortcomings and unsolved problems were deeply inherent in the whole education system of the country. It was widely realized that to speed up the national development of the country a national system of education was the need of the hour system for fulfilling the growing needs and aspirations of all classes of people of the country. With this viewpoint the Ministry of Education Government of India, through a resolution adopted on 14th July, 1964 appointed an Education Commission under the Chairmanship of Dr. D.S.Kothari which is known as the Indian Education Commission, 1964-66 or Kothari Commission, 1964-66.

Appointment of the Commission:

The Education Commission was appointed by the Government of India by a Resolution, dated 14 July 1964, to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects (excluding the medical and legal education). The chairman of the commission was Dr. D. S. Kothari, the then chairman of the UGC. There were other 14 members of educationists from both inside and outside of the country. The Commission began its work on 2nd October 1964, the birthday of the Father of the Nation.

Making of the Report:

After starting its work on 2nd October 1964, the Commission worked hard and prepared its reports in a large volume and submitted it in 1966. The Commission deeply realized that Indian education needs a drastic reconstruction and for it, the country

must ring about a major improvement in the effectiveness of primary education to introduce work experience as an integral element of general education, to vocationalize secondary education, to improve the quality of teachers at all levels, liquidate illiteracy, to strength centres of advanced study and to attain the higher international standards by the universities and so on. The commission set up twelve task forces and seven working Groups for studying various problems of education in the country. They spent about one hundred days going around all the states and some Union territories, visited Universities, Colleges and Schools and discussed with teachers, educationists, administrators and students. The commission also convened two conferences of University Students' Representatives, interviewed about 9000 persons from different fields, invited written evidence memoranda and replies to the questionnaire prepared by it and derived valuable consultations from many internationally well-known educationists and scientists. The Commission submitted its Report to the then education minister of India on 29th June 1966.

The Report of the Kothari Commission is the largest educational report among other reports. The Report is divided into three parts covering 700 pages. In the first part chapter, I-VI are included. It deals with general aspects of educational reconstruction common to all stages and sectors of education. The second part covers chapters VII-XVII. It deals with different stages and sectors of education.

The third part deals with problems of implementation and it covers two chapters – XVIII and Chapter XIX. In the present Unit, some major recommendations of the commissions have been discussed briefly.

Major Recommendations of the Commission: Education and National Objectives:

The very first sentence of the Report, “the destiny of India is now being shaped in her class rooms’ states that education plays a pivotal role in the national reconstruction and it determines the level of prosperity, welfare and security of the people. To attain success in national development, the Commission has drawn the attention of all to the solution of four prime problems of national development. These are:

- a. Self-sufficiency in Food.
- b. Economic Growth and Full Employment
- c. Social and National Integration
- d. Political Development

The Commission has made some significant aims of education by overcoming such problems. By such efforts, it tried to relate education to the life, needs and aspirations of the people. The aims of education formulated by the Commission are.

1. **Education and Productivity:**

Education and economic productivity are closely related. An expansion of education leads to an increase in national income which, in turn, may provide the means for a larger investment in education. The link between education and productivity can be forged through the development of the following programmes:

- a. **Making Science as a Basis Component of Education and Culture:** In order to modernize society Science education must become an integral part of school education, some studies of Science should become a part of all courses in the humanities and Social Sciences at the University stage. The quality of science teaching has also to be raised considerably to achieve its proper objectives and purposes, namely, to promote an ever-deepening understanding of basic principles, to develop problem-solving and analytical skills and to promote the spirit of enquiry and experimentation.
- b. **Work - Experience:** Another programme to relate education to life and productivity, is work -experience which should be introduced as an integral part of general and vocational education. Work- experience can be an effective educational tool and can help to make the distinction between intellectual and manual work less marked. It could make the entry of youth into the world of work and employment easier by enabling them to adjust themselves to it.
- c. **Vocationalization:** To bring education to a closer relationship with productivity is to give a strong vocational bias to secondary education and to increase logic education at the university stage. The commission regretted that vocational education has been neglected in our country since the past despite the recommendations made by the different Commissions in the earlier years. Therefore to increase the productivity of the country its education system must encourage vocational education equally along with general education.
- d. **Improvement of Scientific and Technological Education:** For the planned development of the national economy the commission emphasises a large-scale expansion of enrolment in engineering and agriculture and at the postgraduate level, in a pure science subject. The quality of education and research should be improved.

2. **Education and Social and National Integration:**

Another objective of a national system of education is the achievement of social and national integration. Through it, the country can be strong and united which is an essential pre-condition for all progress. Education can and should play a very significant role in strengthening social and national integration. In this regard the Commission has stated the following suggestions as a part of the role of education in it:

- a. **The Common School:** It is the responsibility of the educational system to bring

different social classes and groups together and thus promote the emergence of an egalitarian and integrated society. The Common school system of public education will be open to all children irrespective of caste, creed, community, religion, economic conditions or social status.

- b. Social and National Service:** Social and national service programmes should be made obligatory for all students and should form an integral part of education at all stages. Students should be encouraged to be included in NCC (National Cadet Corps) and participate in community development programmes and national service.
- c. Evolution of Language Policy:** The development of a proper language policy can materially assist in social and national integration. The medium of instruction at the school and College stage should generally be the same. The regional languages should, therefore, be adopted as the medium of education in higher education. The University Grants Commission should assist the universities in producing books and literature particularly scientific and technical, in regional languages. English will serve as a link language in higher education for academic work and intellectual intercommunication.
- d. Promotion of National Consciousness:** Promoting national consciousness should be an important objective of the school system. This should be attempted through the promotion of understanding and re-evaluation of our cultural heritage and the creation of a strong driving faith in the future on the diverse language, literature, religions, philosophy and history of India.
- e. Education for International Understanding:** The promotion of national consciousness is keenly related to the development of international understanding. Schools should promote international feelings through the study of humanities and sciences simultaneously with the development of national integration.

3. Education and Modernisation:

There has been an unprecedented explosion of knowledge of all subjects during the last few decades. All these have changed society in a faster way. In a modern society, knowledge increases at a terrific pace. This needs a radical transformation in the educational system. Apart from raising the educational level of the average citizen, it must try to create an intelligentsia of adequate size and competence from all strata of society. Education should awaken curiosity, proper interests, attitudes and values and build up such essential skills as an independent study and the capacity to think and judge for oneself.

4. Social, Moral and Spiritual Values:

Modernization, if it is to be a living force, must derive its strength from the strength of the spirit and for it, our education system needs a proper value orientation. There is

an urgent need to pay attention to the inculcation of the right values in the students of all stages of education. The central and state governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their control on the line recommended by the University Education Commission on religious and moral instruction.

5. Education about Religions:

A multi-religious democratic country like India must promote a tolerant study of all religions so that its citizens can understand each other better and live amicably together. The syllabus should highlight fundamental similarities in the great religions of the world and emphasis should be laid on the cultivation of moral and spiritual values. There should be a common course on this subject in all parts of the country.

The Educational System: Structure and Standard:

In the second chapter of its Report, the Commission has discussed the structure and standard of the educational system of the country. The commission has recommended a new educational structure consisting of 1 to 3 years of pre-school education, a ten (10 years) year period of general education which may be subdivided into a primary stage of 7 to 8 years (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years) and lower secondary stage of 3 or 2 years) and lower secondary stage of 3 or 2 years of general education or 1 to 3 years of vocational education.

A higher-secondary stage of two years of general education or one to three years of general education or one to three years of vocational education (the enrolment in vocational education being raised to 50% of the total).

A higher education stage having a course of three years or more for the first degree and following by courses of varying duration for the second or research degrees. Therefore it is found that the Commission has suggested a 10+2+3 pattern of the education system to be accepted as the national system of education.

The Commission also suggested that the pre-university course should be transferred from the universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course should be lengthened to two years by 1985-86. Simultaneously higher-secondary classes should be started in selected schools by State Education Departments as self-contained units and assisted with adequate recurring grants. Moreover, a continual improvement of standards and their comparability between different parts of the country should be secured at the school stage through the creation of adequate and efficient machinery at the State and national levels.

Curriculum:

The Commission has recommended the curriculum of different stages of education in the following ways:

a. At the Lower Primary Stage:

- i. One Language (Mother tongue or Regional language)
- ii. Mathematics
- iii. Environmental Science and Social Studies from class three onwards
- iv. Creative activities
- v. Work experience and social service
- vi. Health education

b. At Higher Primary Stage

- i. Two languages (Mother tongue or regional language and Hindi or English)
- ii. Mathematics
- iii. Science
- iv. Social Studies (History, Geography, and Civics)
- v. Art
- vi. Work experience and social service
- vii. Physical education
- viii. Moral and spiritual education

c. At Lower Secondary Classes

- i. Three languages in non-Hindi speaking areas:
 1. Mother tongue or regional language
 2. Hindi in the higher or lower standard
 3. English in the higher or lower standard

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

 1. Mother tongue or regional language
 2. English and Hindi (If English is taken as the first language)
 3. One modern Indian language except Hindi
- ii. Mathematics
- iii. General Science
- iv. History, Geography, and civics
- v. Art
- vi. Work Experience and Social Service
- vii. Physical Education
- viii. Moral and Spiritual Education

d. At the Higher Secondary Stage

- i. Any two languages (which should include one MIL and one modern foreign language and anyone classic language)
 - ii. Any three of the following be selected:

1. One additional language	8. Art
2. History	9. Physics
3. Geography	10. Chemistry
4. Economics	11. Mathematic
5. Logic	12. Biology
6. Sociology	13. Geology
7. Psychology	14. Home Science
 - iii. Work experience and Social Science
 - iv. Physical Education
 - v. Art and Cruft
 - vi. Moral Education
- The commission suggested an amendment of three -language formula i.e.
- a) Mother-tongue or regional language
 - b) National language of union or associate national language
 - c) One modern Indian or European language not included in 'a' and 'b'.

Method of Teaching

The Commission suggested adopting dynamic methods of teaching. For this, it should be necessary to hold tests, organize seminars, conferences and workshops from time to time. To make the teaching-learning process lively, audio-visual aids should be made available for educational organizations.

Teacher Status:

1. Intensive and continuous efforts are necessary to raise the economic, social and professional status of teachers and to feedback talented young persons into the profession.
2. The remuneration of teachers should be upgraded, particularly at the school stage.
3. Scales of pay of school teachers belonging to the same category but working under different managements such as government, local bodies or private managements should be the same.
4. To facilitate the new scale of pay of the teachers in higher education, the Center and states should share the funds at 80:20 ratio.
5. The introduction of the new scales of pay should be linked with improvement in the qualifications of teachers and also in the selection procedures for their appointments.

6. The conditions of work in educational institutions should be such as to enable teachers to function at their highest level of efficiency.
7. Adequate facilities for professional advancement should be provided to all teachers.

Teacher education:

The Commission paid much importance to teacher education as it plays a crucial role in the qualitative improvement of education. It stated that to make the professional preparation of teachers, effective Teacher Education must be brought into the mainstream of the academic life of the universities and the school life and educational development.

Equalization of Educational Opportunity:

The Commission extensively studied the various inequalities of educational opportunities in the prevailing educational system and recommended that provision should be made in equalization of educational opportunities to all sections of people irrespective of class, caste, gender, tribe, language, and region. The educational organizations should provide facilities like tuition-free education, free textbooks and writing materials, provision of books-banks, libraries with adequate books, scholarship, transport facilities etc., to their students particularly, to the poor students. Regional imbalances in educational development in different states must be bridged by equalizing educational opportunities. Likewise, education of women, backward classes and, the tribal people should gain due importance in the educational system of the country.

Effects of the Recommendations on Indian Education:

The Report of the Kothari Commission is widely regarded as one of the most important documents in the history of the development of education in post-independent India. The Commission tried to examine all the aspects of Indian education from the point of view of practical needs of the country as well as of the students. It also wanted to reconstruct education as a vital factor for national development and security and provided many concrete suggestions for evolving a national system of education. The overall review of the reports reflects that the Commission has suggested some very useful objectives for Indian education to make education a productive instrument for national progress.

The aims and objectives made by the commission are viewed as very effective for bringing about smooth national development in our country. The subject Work-experience was introduced in the school curricula as a result of the recommendation of the commission. It helped the students to learn about different kinds of handicrafts practically. Introduction of such practical works as the core subject has brought a new outlook towards the productivity of education right from the secondary stage.

Commission's emphasis on science and technology education has also brought a good effect to our education system. In order to keep pace with the rapid changes of science and technology of a modern world, it was an urgent need of India to reorient the education system as per the recommendations of the Kothari Commission. Moreover, agricultural education was given due importance and several agricultural Colleges and universities were established in the different parts of the country by the government and it is found that due to such importance given on education and productivity, our country was able to bring Green revolution and thereby attained self-sufficiency in food.

One of the most effective implications of the commission is the introduction of a uniform pattern of education system in the country. The Commission recommended a 10+2+3 pattern and it has been accepted as the national system or pattern of education in our country till now. Moreover, the pre-university course which was prevalent in colleges and universities has been transferred to Higher Secondary Schools.

Though the recommendations of the Commission were offered with a broader point of view of transforming the country into a developed, modern and, science-based one, it is very unfortunate that many recommendations couldn't be translated into practical implications. It is also criticized that subjects like Sanskrit and Hindi did not receive due weightage and importance in the Commission's report. Through it felt the need of productivity of education no importance was paid to Gandhiji's Basic Education. The recommendations on commonschool also remained unimplemented. Despite such weaknesses, the Commission is regarded as one of the significant milestones of the national system of education in the post-independence period. The National Education policies of 1968 and 1986 were formulated on the basis of the recommendations of the Commission of 1964-66.

National Policy on Education-1986

Background:

In 1985 the Government of India announced that a new education policy would be formulated keeping in view of the changing situation of the country. The then prime minister of India, Late Rajiv Gandhi stated that "India has made tremendous development in respect of science and technology after independence but the most valuable resources of the country-human resources have not been developed as expected." Education must be made the highway to reach the changes to all sections of people of the country. A comprehensive appraisal of the existing educational scenery was made followed by a countrywide debate. The then Education Minister of India, Krishna Ch. Pant, through the booklet, 'Challenge of Education: a Policy Perspective', called upon the educationists, related persons and, educational organizations to discuss

and evolve a national policy. In response to his call, a good number of seminars, workshops, and symposiums were held across the country. After collecting the suggestions and recommendations of such seminars and workshops a draft was made ready and it was discussed and adopted in the parliament during the Budget Session in May 1986. The National Policy on Education, 1986, popularly known as the New Education Policy is a very significant document in the history of the development of Indian education and for gearing it up for the 21st century. Based on an in-depth review of the whole gamut of the educational situation and formulated on the basis of a national consensus, the NPE, 1986 enunciated a comprehensive framework to guide the development of education in its entirety.

Needs of the Policy

The National Policy on Education, 1986 is the second NPE after the National Policy on Education, 1968 which was formulated by the government of India based on the report and recommendations of the Kothari Commission. The NPE 1968 laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, gave much greater attention to science and technology, the cultivation of moral values. Since the adoption of the 1968 policy, there has been considerable expansion in educational facilities all over the country at all levels which called for the planned and qualitative development of education of the country. There has been a gap after the Kothari Commission and NPE, 1968 for which it was felt necessary to formulate and implement educational policies for literacy enhancement, to make the education system a dynamic growth process for keeping pace with the socio-economic changes and to make the learner as a precious national resource. Moreover, the education system of the country could not be free from the problems of wastage and stagnation, gender disparity inaccessibility, inequality of educational opportunities, financial outlay etc., accumulated over the years.

In a democratic country, education plays a pivotal role to keep its principles and values alive. The goals of socialism, secularism, democracy and, professional ethics are needed to be strengthened through the well planned out educational policy the country was going to enter into the 21st century the people of India must be able to face a variety of new challenges and social needs with aspiration hope knowledge and skill. All these made it imperative to formulate the National Policy on Education, 1986. The Policy was followed up by an elaboration through the Programme of Action which was placed before Parliament and adopted in August 1986.

Subject-matter of National Policy on Education 1986:

The different areas covered in the NPE,1986 are divided into 12 parts- 1) Introductory 2) The Essence and role of education 3) National System of education 4)

Education for equality 5) Reorganisation of Education at different stages 6) Technical and Management education 7) Making the system work 8) Reorienting the content and Process of education 9) The teacher 10) Management of education 11) Resources and review 12) The Future.

Major Educational Objectives of the Plan:

The NPE, 1986 has stated some major aims and objectives of it at the beginning of its report. These may be enumerated as below:

1. National system of education will be established in the country. It implies that up to a given level, all students should have access to education of comparable quality or standard.
2. National system of Education will require a common educational structure. Therefore the present 10+2+3 pattern will be accepted throughout the country.
3. A common corecurriculum will have to be prepared which will be all over the country. Through such curriculum the cultural heritage of the country would be protected, democratic and secular values will be promoted and environmental protection, inculcation of scientific temper will be developed.
4. Education will help to grow the feelings of international co-operation in the minds of the students. It will strengthen the spirit of co-existence.
5. Education will establish social equality by removing the social narrowness and sense of complexity from the minds of people.
6. Education will have to inculcate in the minds of students an understanding of the diverse cultural and social system of people living in different parts of the country through the promotion of link languages publication of multilingual dictionaries and glossaries.
7. Arrangements will be made for exchanges between higher education institutions and technical institutes.
8. For eradication of education inequality universalization of primary education and introduction of the Adult Literacy program and life-long education will be practised.
9. For Promoting scientific and technological research coherence should be established among the different institutes.
10. The existing higher education like UGC, AICTE, ICAR, IMC, NCERT, NIEA etc. will be strengthened to enable them to establish the national system of education.
11. The Central and state governments will take the educational responsibilities jointly.

Education for Equality:

The new policy of education will lay special emphasis on the removal of disparities prevalent in the educational system and equalize educational opportunity to all sections of people of society, such emphasis will be laid for:

1. Education of women's Equality:

The national education system will give more importance to female education. Education will be used as an agent of basic change in the states of women. To speed up women literacy, new values through redesigned curricular, textbooks, the training and orientation of teachers, decision-makers and administrators and the active involvement of educational institutions will be fostered by the national system of education. Women's participation in the vocational, technical and professional education of different levels will be encouraged.

2. Education of Scheduled castes:

The central focus in the development of education of SC's will be on the equalization with the non-SC population at stages and levels of education, in all areas and in all the four dimensions-rural male, rural female, urban male and urban female. For this purpose enrolment, retention and completion of courses by the SC students are ensured by constant planning and monitoring. Educational facilities for SC students in students hostels at district headquarters will be provided in a phased way, Formal schools, adult education centres and non-formal centres will be within easy reach from the habitation of SC students.

3. Education for Scheduled Tribes:

Various measures like priority on the opening of primary schools in tribal areas, developing curricula and device instructional materials in tribal languages, encouraging and providing training to the educated and promising ST youths, establishing residential and Ashram School on a large scale, providing scholarship for higher, professional, technical and para-professional courses, opening of Anganwadis, non-formal and Adult education centres in the areas predominantly inhabited by STs will be taken urgently.

4. Education for Minorities:

Greater attention will be paid to the education of minority groups. Constitutional guarantees given to them for establishing and administering their own educational institutions and protection to their languages and culture will be implemented.

5. Education of the Handicapped:

Special measures will be taken to integrate the physically and mentally handicapped with the general community as equal partners. Such measures will include:

- i. Wherever it is feasible the education of children with motor handicaps and other mild handicaps will be common with that of others.
- ii. Special schools with hostels will be provided as far as possible at district headquarters for severely handicapped children.

- iii. Adequate arrangements will be made to give vocational training to the disabled.
- iv. Elementary teacher's training programmes will be reoriented.
- v. Voluntary efforts for the education of the disabled will be encouraged in every possible manner.

6. Adult Education:

Education being the most powerful instrument for liberation from ignorance and oppression, the illiterate adults must be provided total literacy. Comprehensive programmes of post-literacy and continuing education will be provided for neo-literates. Continuing education centres of diverse kinds will be established for the adults to enable them to continue their education. Moreover, wider promotion of books, libraries and reading rooms, use of radio, T.V. and films will be done for them.

Bold Reorganization of Education at Different Stages:

Early Childhood Care and Education:

The development of a child takes place in a holistic way i.e. nutrition health and social, mental, physical, moral and emotional development are found to begin in the early childhood period. Therefore Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services programmes wherever possible. Programmes of ECCE will be child-oriented, focused around play and the individuality of the child. The local community will be fully involved in these programmes. Full integration of childcare and pre-primary education will be brought about both as a feeder and a strengthening factor for primary education and human resource development.

Elementary Education:

Elementary education in the new education system will emphasise three aspects: 1) Universal access and enrolment 2) Universal retention of children up to 14 years of age and 3) a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

A warm, welcoming and encouraging approach will be adopted for learning at this stage. A 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 adjusted to the convenience of children.

For the development of the infrastructural facilities in primary schools, Operation Black boards will be implemented. This scheme will include minimum material facilities and learning types of equipment like i) there reasonably large rooms that are usable in all weather ii) blackboards iii) Maps iv) Charts v) Toys vi) Other necessary learning aids vii) school library.

For the school dropouts, children from habitations without schools, working children and girls who cannot attend whole-day schools the non-formal education programme will be strengthened and enlarged. Modern technological aids will be used to improve the learning environment of the Non-Formal Education Centres. Necessary measures will be taken to ensure that the quality of non-formal education is comparable with the formal education.

Secondary Education: Access to secondary education will be widened with emphasis on enrolment of girls, SC's and ST's, particularly in science, commerce and vocational stream, Boards of Secondary Education will be recognised and vested with autonomy to enable them to improve the secondary education, efforts will be made to provide computer literacy in as many Secondary level Institutions as possible.

Children with special talent or aptitude should be provided opportunities to proceed at a faster pace. Pace-setting schools like Navodaya Vidyalays will be open in different rural areas of the country to serve the purpose. These kinds of schools will aim at serving the objectives of excellence coupled with equity and social justice, promoting national integration by providing opportunities to talented children from different parts of the country.

Vocationalisation: The NPE, 1986 recommends the introduction of a systematic, well planned and rigorously implemented programme of vocational education in the proposed educational reorganisation. Efforts will be made to provide children at the Higher Secondary level with generic vocational courses. Vocational Education will also be a distinct stream. Occupation spanning several areas of activity. Though the courses will ordinarily be provided after the secondary stage. They may also be made available after class (viii).

Higher Education: In the context of the unpredicted explosion of knowledge higher education has to become dynamic as never before, constantly entering uncertain areas. Higher education being at the apex of the educational pyramid has also a key role in producing teachers for the education system. Autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Courses and programs will be redesigned to meet the demands of specialisation, better state-level planning and co-ordination of higher education will be done through councils of Higher Education Research and the universities will have enhanced support and steps will be taken to ensure its high quality

In order to augment the provision of opportunity for higher education the open learning system has been initiated and in this the IGNOU (Indian Gandhi National

Open University) established in 1985 in fulfilment of these objectives will be strengthened.

Delinking Degrees from jobs: The National policy of Education stated that a beginning will be made in De-linking degrees from jobs in selected areas. Of courses, it will not be applied to occupation-specific courses like engineering, medicine, law, teaching, etc. Delinking will be applied in service for which a university degree need not be a necessary qualification

Rural University: The new pattern of the Rural University will be consolidated and developed along the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro-planning at grassroots levels for the transformation of rural areas. Institution and Programs of Gandhian basic education will be supported

Technical and Management Education: The reorganisation of Technical and Management Education should take into account the anticipated scenario by the turn of the century. The infrastructure and service sectors as well as the unorganised rural sector also need a greater induction of improved technology and a supply of technical and managerial manpower.

Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections and the physically handicapped.

Voluntary and private efforts for expansion of professional education will be encouraged

The Cultural Perspective: The curricular and process of education will be enriched by cultural content in as manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement. Linkages will be established between the university system and institutions of higher learning in Art, archaeology, Oriental studies etc. Due attention will also be paid to the specialised disciplines of Fine Arts, Musicology, Folklore etc.

Value Education: In a culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of people. Value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Value education should be based on Indian heritage, national and universal goals and perceptions.

Work Experience: The NPE, 1986 viewed work experience as purposive and

meaningful manual work, organised as an integral part of the learning process and resulting in either goods or services useful to the community. It would comprise activities in accord with the interests, abilities and needs of the student, the level of skills and knowledge to be upgraded with the stages of education.

Education and Environment: There is an increasing need in creating consciousness towards the environment and it must permit all ages and all sections of society beginning with the child.

Evaluation process and Examination Reform: The examination system must be a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. Such a method would eliminate the excessive element of chance and subjectivity, de-emphasize memorization introduce continuous and comprehensive evaluation covering scholastic and non-scholastic aspects of education. Moreover, the NPE also suggested for introduction of semester system from the secondary stage in a phased manner and the use of grades in place of marks

The Teacher and Teacher Education: The Government and the community should endeavour who create condition for motivating and inspiring the teachers on constructive and creative lines. The methods of recruiting teachers will be reorganized to ensure merit, objectivity and conformity with spatial and functional requirements.

The system of teacher education will be overhauled. District Institute of Education and Training (DIET) will be established with the capability to organize pre-service and in-service courses of elementary school teachers and for the personal working in non-formal and adult education. Selected Secondary Teacher Training Colleges will be upgraded to complement the work of state councils of Educational Research and Training.

Impact of the NPE, 1986 on Indian Education: The New Education Policy of 1986 was an attempt to move the education system of our country towards the 21st century. The unprecedented changes and developments that have been brought by science and technology made it a timely necessity. The Policy wanted to straighten the foundation of the socio-intellectual and economic lives of the country to fulfil the needs of the next century through the proper mobilization of human resources. It may be stated that after the independence that for the first time the Govt. of India prepared such an elaborate national policy on education which had paid attention to actual implementations of various programs of education. Some of the positive impacts of the policy can be enumerated as below:

- 1 **Uniformity in the Educational System:** The NPE, 1986 has firmly implemented the common structure of education that was made by the Kothari commission for which our country was able to have a common or uniform pattern of Education system in the form of 10+2+3
- 2 **National Curriculum:** Another Impact of the NPE, 1986 is found in constructing a national curriculum for the whole country which had included some core subjects along with a number of optional. It helped the country to bring national integration and harmony among the different states of the country.
- 3 The NPE, 1986 paid adequate attention to establishing equality and social justice in the field of education.
- 4 The NPE, 1986 has enhanced the accountability of the Government regarding the universalization of primary education. Schemes like operation Black Board was introduced for this purpose. It was followed by Sarva Siksha Abhijan (SSA). RTE Act, 2009, the introduction of Midday Meal etc. in the later years.
- 5 Application of Scientific techniques in all stages of education was highly emphasized in the NPE, 1986 for raising the quality development of all stages of education. As an impact of such efforts computer literacy programmes was introduced at secondary schools and computer base learning was adopted at higher and professional institutions.
- 6 The recommendations of NPE, 1986 on Secondary Education are encouraging. Vocationalisation of Secondary education, equalization of educational opportunities to all sections of people, the establishment of Navodaya Vidyalayas in rural areas are some of the important recommendations under it for secondary education. In response to such recommendations, the Central Government established Navodaya Vidyalayas, the residential school for the brilliant rural students, in different parts of the country. Secondary school curriculum was made flexible to permit the interested students to take up some vocational courses after the 8th class.
- 7 In the field of higher education, the principles of flexibility and autonomy were formulated and adopted. Institutes like UGC, AICTE, NCTE were made more responsible in their respective fields. The Policy has emphasized raising the standard of university education along with granting some autonomy to affiliated colleges. In pursuance of the recommendation of NPE, 1986, the teachers training programs for college and university teachers were organized for this purpose. Academic Staff Colleges (ASCs) were established in 25 states.
- 8 The impact of NPE, 1986 can be found in the teaching methods and evaluation process of almost all stages of education right from secondary to university level. Use of educational technology in the teaching-learning process, introduction of continuous and Comprehensive Evaluation at the Secondary School stage and the semester system was introduced at university and undergraduate levels. The scope

- of higher education was widened through the open and distance education mode by establishing open universities at the national and state level.
- 9 The NPE laid considerable importance on value education, inculcation of democratic principles and protection of cultural diversity of the country.
 - 10 Another impact of the NPE of Indian education can be seen in respect of Environmental Education. The policy rightly said that there is a paramount need to create a consciousness of environmental education, hence it was included as a core subject of study in all stages of education of our country.

Therefore it is seen that the NPE, 1986 has many positive impacts on Indian education which have helped it to prepare and proceed for the 21st century. In other words, it can be said that the policy has strengthened the national system of education in India.

Of course, the policy is criticized on several grounds. It is said that the NPE, 1986 has presented nothing new regarding the development of Indian education and it was only the revised form of the recommendation of Kothari Commission and the Education Policy of 1986. It did not say anything of the private institutions and on indigenous crafts and industries

Questions

1. What are the objectives of Indian education as suggested by the Indian Education Commission of 1964-66?
2. What were the suggestions of the Indian Education Commission of 1964-66 for the correlation of education and national development?
3. What are the structural pattern of education as suggested by the Indian education Commission?
4. What are the recommendations of the Kothari Commission for qualitative improvement of education at all levels?
5. Discuss the merits and demerits of the recommendations made by the Kothari Commission for reforms in education in India?
6. What is NPE,1986? Discuss the main aims and objectives of it.
7. Discuss the main features of the National Policy on Education,1986.
8. What do you mean by education for equality ? what does the NPE,1986 recommend for it?
9. What does the NPE,1986 state regarding primary and secondary education?
10. Critically examine the role of NPE,1986 in preparing the country for the 21st century.

Unit-5 Recent Developments in Indian Education

The National Knowledge Commission's Report:

It was constituted on 13 June 2005, by the Prime Minister of India, Manmohan Singh with a time frame of three years, i.e. from 2nd October 2005 to 2nd October 2008. As a high-level advisory body to the Prime Minister of India, the National Knowledge Commission has been given the mandate to guide policy and direct reforms. It focuses on certain areas like- education, science, technology, agriculture, industry, e-governance etc.

In particular, the Commission was to advise the Prime Minister's Office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy. The Commission was to recommend reform of the education sector, research labs, and intellectual property legislation. The National Knowledge Commission also focused on whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent. The NKC website was launched in February 2006.

Terms of Reference:

The terms of reference of the National Knowledge Commission are:

1. To build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
2. To promote the creation of knowledge in Science and technology laboratories.
3. To improve the management of institutions engaged in Intellectual Property Rights.
4. To promote knowledge applications in Agriculture and Industry.
5. To promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

Objectives

The overall task before the National Knowledge Commission is to take steps that will make India the knowledge edge in the coming decades. The three major objectives of the Commission are:

The creation of new knowledge principally depends on strengthening the education system, promoting domestic research and innovation in laboratories as well as

at the grassroots level, and tapping foreign sources of knowledge through more open trading regimes, foreign investment and technology licensing.

Application of knowledge will primarily target the sectors of health, agriculture, government and industry. This involves diverse priorities like using traditional knowledge in agriculture, encouraging innovation in industry and agriculture and building a strong governance framework for public services.

Dissemination of knowledge will focus on ensuring universal elementary education, especially for girls and other traditionally disadvantaged groups.

The organizational structure of the NKC is smooth. The Secretariat is headed by an Executive Director and consists of around 8-9 research associates. It also has four advisors who advise the commission on different issues. The Secretariat of the Commission is located in Chanakyapuri, New Delhi. In December 2006, the Commission brought out a 'Report to the Nation 2006'. The report included the following-

1. **Access to knowledge:** Providing access to knowledge is the most fundamental way of increasing the opportunities and reach of individuals and groups. Therefore, means must exist for individuals who have the ability to receive and comprehend knowledge to readily obtain it.
2. **Knowledge concepts:** Knowledge concepts are organized, distributed and transmitted through the education system. It is through education that an individual can make better-informed decisions, keep abreast of important issues and trends around him or her and most importantly, question the socio-economic arrangements in a manner that can lead to change and development.
3. **Creation of knowledge:** A nation can develop in two ways – either it learns to use existing resources better, or it discovers new resources. Both activities involve the creation of knowledge. This makes it important to consider all activities that lead to the creation of knowledge directly or help in protecting the knowledge that is created.
4. **Knowledge applications:** Knowledge can be productively applied to promote technological change and facilitate a reliable and regular flow of information. This requires significant investment in goal-oriented research and development along with access models that can simplify market transactions and other processes within an industry.
5. **Delivery of services:** Knowledge services have the potential to simplify many different points at which citizens interact with the State. Technology provides us with an opportunity to ensure accountability, transparency and efficiency in government services. E-governance is one of the ways in which citizens can be empowered to increase the transparency of government functioning, leading to greater efficiency and productivity.

National Curriculum Framework 2005

The National Curriculum Framework 2005 (NCF 2005) is the fourth National Curriculum Framework published by the National Council of Educational Research and Training (NCERT) in India. It serves as a guideline for syllabus, textbooks, and teaching practices for the schools in our country. The policy of the National Curriculum Framework 2005 is based on previous government reports on education, such as Learning Without Burden and National Policy of Education 1986–1992 etc. Its draft document was criticized by the Central Advisory Board of Education (CABE). In February 2008, Krishna Kumar, the then director of NCERT, also discussed the challenges faced by the document in an interview. The National Curriculum Framework 2005 includes all educational institutions in India. The syllabus and textbooks based on it are being used by all the CBSE schools and multiple state schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabus in 17 states. The NCERT provided a grant of 10,00,000 to all states to promote NCF in their local language and to compare its current syllabus with the syllabus proposed so that a plan for future reforms could be made. This was executed with the support of State Councils for Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET).

Objectives of National Curriculum Framework:

1. To promote an all-around development of the individual – physical, intellectual, social and emotional; leading to a balanced, healthy and productive lifestyle.
2. To foster understanding and appreciation of the biological, physical and technological world.
3. To enable the learner to meet the changing needs of individual lives and societies.
4. To develop in the learner knowledge and skills that empower him to participate meaningfully in an information-driven economy.
5. To develop creative thinking and learning skills in the learner that will help them in future establishments.
6. To promote equity and social justice by providing opportunities for every learner according to their needs, interests and aptitudes.
7. To foster national unity by promoting the individual understanding of and respect for our multicultural heritage.
8. To promote in the learner an appreciation of their nation in an interdependent global context.
9. To promote a culture of lifelong learning for better access to an ever-growing job market.
10. To develop a sense of self-reliance and dignity of the individual, this would form the basis of social relationships and would develop a sense of nonviolence and

- oneness across the society.
11. To develop a child-centred approach and to promote universal enrollment and retention up to the age of 14.
 12. To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation to reevaluate.

Recommendations on learning and knowledge: Learning should be an enjoyable act. In the teaching-learning environment, children should feel valued and their voices should be heard. To bring about the overall development of the students adequate nutrition, physical exercise and other psycho-social activities like participation in yoga and sports are required. Learning should be related to real-life experiences. It should focus on concepts and deeper understanding. Adolescence is a vulnerable age for students and the curriculum should prepare the students and provide for social and emotional support that will inculcate positive behaviour and provide skills essential to cope with situations that they encounter in their day-today lives.

Language: Three language formula systems to be followed. The medium of communication should be the home language or regional language. The First language to be studied must be the mother tongue or the regional language. The Second language in Hindi speaking states will be some other Modern Indian Language or English and in non-Hindi speaking states, the second language will be Hindi or English. The Third language in Hindi speaking states will be English or a Modern Indian Language not studied as the second language and in non-Hindi speaking states the third language will be English or a Modern Indian Language not studied as the second language.

Mathematics: The emphasis for learning mathematics is so that all students can learn the need to learn mathematics. Pedagogy and learning environment has to be made favourable for students to develop interest by going far beyond basic skills and include a variety of mathematical models which devotes a greater percentage of instructional time to problem-solving and active learning. The assurance of Mathematics the learner methodical, self-assured, self-evaluated, self-reliable etc should be felt.

Computers: The introduction of computers in schools is to move from a predetermined set of outcomes and skillsets to one that enables students to develop 16 explanatory reasoning and other higher-order skills. It enables students to access sources of knowledge, interpret them, and create knowledge rather than be passive users. Knowledge of computers promotes flexible models of curriculum transaction. It also develops individual learning styles and encourages the use of flexible curriculum content at least

in primary education and flexible models of evaluation.

Science: Pedagogy of learning sciences should be designed to learn the facts and principles of science and its applications, consistent with the stage of cognitive development. It aims to acquire skills and understand the methods and processes that lead to the generation and validation of scientific knowledge. Science relates to the local as well as global scale and appreciates the issues at the interface of society. It helps acquire the requisite theoretical knowledge and practical technological skills to enter the world of work.

Social Sciences: Social science is a subject that is included in schools to assist students to explore their interests and aptitudes. It encourages them to explore higher levels of knowledge in different disciplines. The social science subjects promote problem-solving abilities and creative thinking in the citizens of tomorrow. It aims to introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process.

Art education: The objectives of including art education in schools is to bring about the complete development of the student's personality and mental health and to appreciate the cultural heritage and develop respect for each other's work and connect to the environment.

Health and Physical education: It provides theoretical and practical inputs to an integrated and holistic understanding of health, disease, accidents and physical fitness among children. It provides skills for dealing with psycho-social issues in the school, home and the community and aims to help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides, etc.

Study of Peace: Skills that are developed as part of curriculum activity such as listening with patience and endurance, purity of mind to develop concentration, aptitude for cooperation and teamwork, curiosity and rational inquiry and a positive attitude to work are the trademarks of a good student which in turn are also the skills of a peace-oriented person. Thus the curriculum also inculcates peace and democracy into students.

Work and Education: Work-related education is made as an integral component of the school curriculum, in the form of work experience, work education, craft education, life-oriented education, pre-vocational education and generic education. Work-based

education aims at involving children in a variety of production or service-oriented activities, to develop skills, positive attitudes and values through work and also to develop work-related competencies.

School and Classroom Environment: Physical environment has to be maintained favourable to students in terms of infrastructure, adequate light and ventilation, student-teacher ratio, hygiene and safe environment. Schools should also treat students with equality, justice, respect, dignity and right of the students. It aims to give equal opportunities for all students to participate in all activities without any bias. The policy of inclusion has to be part of the school where differently-abled and children from marginalized sections get equal opportunities. The schools should also be well equipped with libraries, laboratories and educational technology laboratories.

Government Programmes of Education: SSA, RMSA and RUSA

So far we have found that the Government of India has constituted many commissions, committees, formulated policies and undertaken many reforms for the development of Indian education in the post-independence era. The National Knowledge Commission's Report aims at transforming the country into a knowledge hub. On the other hand, the National Curriculum framework, 2005 gave a stable and organised direction to the curriculum construction policy. Besides such kinds of continuous measures, many other schemes or programmes have been adopted by the Government of India from time to time. The education system of a country needs redirection and rejuvenation from time to time in accordance with social, cultural, economic and technological changes to make education as a powerful instrument of social change. Among such programmes SSA, RMSA and RUSA are some important developmental programmes implemented for different stages of education.

Sarva Siksha Abhiyan (SSA)

Sarva Siksha Abhiyan (SSA) is an Indian Government Programme launched in 2001 with the aim of attaining 100% universalization of primary education within 2003. The Constitution of India in its Article No. 45, states that free and compulsory education will be provided to all children until they complete the age of fourteen years within a period of ten years from the commencement of the constitution. The National Policy on Education 1986, and Programme of Action 1992 also accorded top priority for achieving the goals of universal elementary education. Again 86th Amendment to the constitution of India made it a fundamental right (Article 21-A) to provide free and compulsory to all children between the ages of 6 to 14 years. But despite such rigorous efforts, the literacy rate of India was found only 65.38% in 2001 and about 5.8 crore children of the 6-13 age group remained out of the reach of schools. Hence continuous

efforts were going on and with the aim of achieving Universal Elementary Education (UEE) in the entire country through one mission mode, Sarva Shiksha Abhiyan (SSA) was launched in 2001. It is a comprehensive and integrated flagship programme of the Government of India in partnership with the State Governments and Local self-Governments in regard to the universalization of elementary education. It is a programme with its own targets, norms and processes on the one hand and on the other, it is an umbrella programme covering other programmes like District Primary Education, Lok Jumbish, Operational Blackboard, etc. With the passage of the Right to Education (RTE) Act, 2009 changes are incorporated into the SSA approach, strategy and norms.

Major Characteristics of SSA:

Sarva Shiksha Abhiyan is an attempt to provide quality education to all children through the active participation of community in all its programmes. The main characteristics of SSA are :

- * It is a programme with a clear frame for universal elementary education
- * It is a response to the demand for quality basic education all over the country.
- * SSA is an opportunity for promoting social justice through basic education
- * It is an effort at effectively involving the Panchyat Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grassroots level structures in the management of elementary schools.
- * It is an expression of political will for universal elementary education across the country.
- * SSA is a partnership between the Central, State and local government
- * It is an opportunity for States to develop their own vision of elementary education.

Aims of SSA:

The main goals or aims of SSA are:

- * To provide elementary education for all children in the 6-14 age group.
- * To bridge social, regional and gender gaps
- * To develop children materially as well as spiritually
- * To inculcate value-based learning
- * To make realize the importance of Early Childhood Care and Education.

Objectives of SSA :

The Sarva Shiksha Abhiyan aThe main objectives of SSA are:

- * All children are to be included in school, Education Guarantee Centre, Alternate School, Back-to-schoolcamp by 2003.

- * All children complete five years of primary schooling by 2007.
- * All children complete eight years of elementary schooling by 2010.
- * Focus on elementary education of satisfactory quality with emphasis on education for life.
- * Bridge all gender social category gaps at the primary stage by 2007 and at the elementary education level by 2010.
- * Universal retention by 2010.

Basic features of SSA:

The salient features of SSA are :

- * Institutional reforms in states
- * Sustainable financing in partnership with states (IX:After X Plan 50:50).
- * Community ownership of school-based interventions through effective decentralisation
- * Institutional capacity building for quality improvement.
- * Community-based monitoring with full transparency in all aspects of implementation.
- * Community-based approach implementation to planning with habitation as a unit of planning.
- * A mainstreaming gender approach
- * Focus on the educational participation of children from the SC/ST, religious and linguistic minorities, etc.
- * Thrust on quality and making education relevant.
- * Recognition of the critical role of teachers and focus on the Human Resource development needs of teachers.
- * Preparation of District Elementary Education Plans reflecting all government and non-governmental investments.

Approaches to achieving Objectives of SSA:

SSA has adopted the following approaches for achieving its objectives:

- 1) Access and Retention
- 2) Infrastructure Development
- 3) Equality and
- 4) Providing Quality Education

1) Access and Retention

The components under Access and Retention are:

- * School and Social Mapping —Mapping of neighbourhood schools and ensuring school availability within a specific area to all children are to be done.

- * Opening of New Schools— Primary schools in neighbourhood areas are to be opened,all new primary schools will be provided Teachers,infrastructure and Teaching Learning Equipment (TLE)as per the Act.
- * New primary school building as per requirements would be constructed
- * There should be at least two primary school teachers and additional teachers as per enrolment to meet the pupil-teacher ratio
- * Opening of new upper primary schools —the new upper primary schools/sections would be opened in the neighbourhood area or can be added to the existing primary schools.
- * Conversion of EGS Centres into Schools—Under this component, all Education Guarantee Scheme (EGS) centres are to be converted into regular schools. And also all upgraded EGS schools would get prescribed infrastructure.
- * Residential Schools-Residential schools would be established in the sparsely populated hilly and densely forest areas. Such areas would be notified by State Governments.
- * Special Training-Special training facilities would be created with appropriate training aids,class or residential mode. The duration would be a minimum of 3 months to a maximum of 2 years duration.
- * Transport/Escort Facility—Transport cost would be allowed only where residential schools cannot be set up especially in case of the sparse population in non-terrain areas and in urban for the deprived poor.

2) Infrastructure Development

The components under the infrastructure development approach are :

- * New school—School infrastructure would include required classrooms and community participation in school infrastructure development will be encouraged.
- * Additional Class Rooms- Additional classrooms would be constructed to improve student -classroom ratio and to provide space for office and store,to meet the requirement of RTE Act specifying one classroom for every teacher.
- * Block Resource Centres—In order to facilitate residential training for teachers Block Resource Centres would be established.
- * Cluster Resource Centres—To facilitate monthly teachers meeting CRC may be used as an additional classroom in schools on days when CRC is not held.
- * Residential Schools—Such schools will be set up to cover sparsely populated geographically disadvantaged terrains and also cover urban deprived children,homeless and street children in difficult circumstances without adult protection.
- * Toilets and Drinking Water—Provisions of separate toilets for boys and girls, incinerators in girls toilets, drinking water would be made available in the primary

schools.

- * Furniture—Furniture may be provided to existing Government upper primary schools, which don't already have furniture, for its stock register to be maintained as per procedures laid,
- * Repairs to School Building—The State needs to develop a repairs manual to help Community on how to carry out repair works and accounts to be maintained etc. Major repair would be part of AWP & B and would be appraised and approved by the Government of India.
- * Maintenance Grants for Schools—For annual maintenance and repairs of the existing school's community contributions should be involved.

Equality

This approach involves the following components:

- * Kasturba Gandhi Balika Vidyalaya(KGBV)-Such kind of upper primary residential schools will be set up in the SC,ST,OBC and Minority dominated areas,
- * Innovation Fund for Equity—Priority will be given on Girls education,Early Childhood Care and Education that are not covered under other components of SSA and retention of SC,ST,Muslim children for completion of their elementary education,creating facilities for urban street children,migrant children,rag pickers etc.to enable them to join elementary education.
- * Provision for children with special needs—It will cover the identification of children with special needs,educational placements,Aids and appliances,teacher training,curricular access,support services,resource support,individualised educational plan,building synergy with special needs,removal of architectural barriers etc.
- * Community Mobilisation—Enhancing community participation,awareness generation in the locality,deepening parents-teachers association etc,
- * Training for SMC,VES,Panchayati Raj Institution Members—Capacity building of the community members is required on a continuous basis. Each SMC must be trained at least once in 2 years and the training has to be budgeted for in the AWP&B,

Providing Quality Education

The components envisaged under the quality education approach are:

- * Additional Teachers—To meet the norms of the RTE Act and maintain the teacher-pupil ratio in schools additional teachers can be deployed as per the qualification prescribed.
- * Uniforms— To inspire a sense of belongingness and equality uniform should be there in all schools and the design of it has to be local. Two sets of uniforms for all

- girls and children of SC/ST/BPL in Govt.schools with a ceiling of Rs.400/- per annum to be procured locally.
- * Curriculum & Textbooks—States prescribe curriculum and textbooks and the State Council of Educational Research Training (SCERT) design the textbook content,design,quality etc.
 - * Learning Enhancement Programme—Such programme is supported to initiate and institute curriculum reforms,development of syllabi,textbooks,supplementary reading materials.
 - * Training—Teachers training is provided to improve pedagogical practices and upgrade knowledge and skill.
 - * Teaching-learning types of equipment for new primary and upper primary schools—Based on requirements identified by the Teachers and School Management Committee,TLE will be provided for each class,states.
 - * Research,Evaluation,Monitoring and Supervision—It will include support for monitoring of children rights and SSA monitoring,technical resource support to State for promoting innovation,research,capacity building and also for social mapping.
 - * Innovation Fund for Computer-Aided Education—It will cover maximum upper primary schools with special emphasis on Science and Mathematics.
 - * Libraries—Emphasis will be given on infrastructure development for setting up of library in existing government schools.
 - * State Institute of Educational Management & Training—It will provide capacity building and support for revamping and strengthening education planning and management structures and systems to train education administrators.

Role of Non-Government Organizations in SSA

Non-Government Organizations have been able to make significant contributions in the educational sector. Therefore Sarva Siskha Aviyan can also involve Non-Government Organizations to play a meaningful role in the proper implementation of the universalisation of education campaigns. For this purpose, it was decided that a financial grant would be offered to them under the 'Siksha Guarantee Scheme' and 'Alternative and Innovative Education' through state mission director. Their activities will be properly monitored.

SSA is a well-framed out and long-running campaign in the field of universalisation of elementary education in our country. It has been trying to remove the obstacles in the path of providing free and compulsory education to all children aged 6-14 years and thereby achieve the target of a 100% literacy rate within 2010. It mainly emphasizes child-centric learning and an attractive and encouraging school environment with the active participation of the local community. It is noteworthy that under this scheme the

infrastructures, the teaching methods, equipment, evaluation process of the primary and upper primary schools were improving over the years. The programme is still going on in our country as the formulated goal (Universalization of elementary education) of it is yet to be achieved.

Rastriya Madhyamik Siksha Abhiyan (RMSA)

Secondary education can be said as a crucial stage in the educational hierarchy. It is such a stage of education that connects primary education on hand and higher education on the other hand. It also prepares the students for the world of work. Moreover, for a larger section of students, it is the terminal period of education. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. It was deeply felt to reform and reorganize secondary education after the independence of the country. The Secondary Education Commission, 1952-53 has thoroughly examined the existing secondary education system of our country and made all the necessary recommendations for its reorganisation and improvement. The National Education Commission, 1986 and Programme of Action (POA), 1992, stressed the need for expanding facilities for secondary education in India. The launching of SSA and enactment of RTE, 2009 have enhanced access to primary education which has led to increasing demand for secondary education in the country. The report of the Central Advisory Board of Education (CABE) on the universalization of Secondary Education promoted to launch of a programme on secondary education in the country. Further, with the emergence of a knowledge-based society secondary education needs to be treated as a basic requirement for personal progress in life, as well as for meeting national development goals. In this context, the Government of India launched a centrally sponsored scheme to enhance access to and improve the quality of education at the secondary stage called Rastriya Madhyamik Shiksha Abhiyan (RMSA) in March, 2009. The implementation of the scheme started in 2009-10.

Vision of RMSA

The vision of RMSA is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.

The vision envisaged to achieve the following:

- * Making secondary schooling provisions available within a reasonable distance of any habitation i.e 5 kilometres for secondary schools and 7-10 kilometres for higher secondary schools.
- * Ensuring universal access to secondary education by 2017 (GER of 100%)
- * Universal retention by 2020 and
- * Higher Level of Equity: Providing access to secondary education with special references to focus groups-i.e economically and educationally backward sections,

the girls and disabled children residing in rural areas and other marginalised categories like SC,ST,OBC and Educationally Backward Minorities (EBM)

Four guiding principles are formulated to achieve the vision of universalisation of secondary education. These principles are:

1. Universal Access
2. Equality and Social Justice,
3. Relevance and Development and
4. Curricular and Structural Aspects

Objectives of Rastriya Madhyamik Shiksha Abhiyan (RMSA)

The objectives of RMSA are

- i) To improve access to secondary schooling to all young persons' according to norms-through proximate location(for example Secondary Schools within 5 km,and Higher Secondary Schools within 7-10 km),safe transportation,residential facilities,depending on local circumstances including open schooling.
- ii) To ensure that all secondary schools have physical facilities,staffs and supplies in accordance with the prescribed standards through financial support.
- iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender,socio-economic,disability and other barriers.
- iv) To improve the quality of secondary education resulting in enhanced intellectual,social and cultural learning.
- v) To ensure that all students pursuing secondary education receive education of good quality,and
- vi) Universal access to secondary level education by 2017 i.e,by the end of 12 th Five Year Plan.

Strategies of the Scheme

There are certain main strategies of RMSA adopted for achieving universalisation of secondary education. These strategies are Access,Equity,Quality,Institutional Reforms and Empowering resource institutions,Centrally Sponsored Schemes(CSS), the significant role of Panchayat,SMDC and PTA.

1) Access

Access to secondary education will be improved through the provision of a secondary school within a reasonable distance of every habitation. This is proposed to be achieved through the opening of new secondary schools or up-gradation of upper primary schools to the secondary stage.

Strengthening of existing secondary schools through the construction of additional classrooms, laboratories, libraries, computer rooms, separate toilets for girls and boys,

the appointment of additional teachers etc. Rain water harvesting systems will be installed in existing school buildings also and made disabled-friendly. New schools will also be set up in PPP mode (Public Private Partnership) with the purpose of enhancement of quality of education and expanding facilities available for education.

While examining access to institutions, importance on access to infrastructural facilities is also given. The details of the building in terms of rooms and its dimensions are given in the mission document which should be examined with respect to the conditions of each state

- * Classrooms with Natural light and proper aeration
- * Adequate seating facilities and facilities to store school bags and other amenities
- * Safe and permanent roof without asbestos sheet
- * Facilities to store learning materials
- * Dining facilities with Drinking water and handwashing facilities proportionate to the number of students
- * Adequate number of toilets especially for girls with the mechanism for regular cleaning and hygiene.
- * Adequate mechanism for waste disposal and management
- * Safe compound with playground and green plants and trees
- * Collision safe and fire safety measures in buildings with wide corridors and staircases.

2) Equity

India is a country of diversity in almost every sphere and RMSA visualised to provide equity in education through the following measures

- a) Special focus on Girls through,
 - * Focus on the Girl students during micro-planning
 - * Appointment of more female teachers
 - * Hostels/ residential schools for girls
 - * Separate toilets block for girls

- b) Special focus on SC/ST/Minorities is ensured through
 - * Giving special preference to Ashram schools while upgrading upper primary schools.
 - * Engagement of community organisers from SC/ST communities with a focus on the schooling needs of children from specific households.
 - * Ensuring a sense of ownership of School Management Communities with a focus on the schooling needs of children from specific households.
 - * Training programmes for motivation for schooling
 - * Using community teachers
 - * Free lodging/boarding facilities for students belonging to SC,ST,OBC and Minority communities.

- * Priority in the opening of new schools in SC/ST/Minority concentration areas and special focus districts.
- * Special enrolment drive in SC/ST/Minority concentration areas
- c) Providing scholarships to meritorious/needy students at the secondary level.
- d) Expansion of Open and Distance Learning needs to be undertaken, specifically for those who cannot pursue full-time secondary education, and for supplementation/ enrichment of face-to-face instruction.
- e) Providing all necessary facilities for the differently-abled children in all the schools.

Quality

For ensuring the quality of secondary education RMSA will do the following:

- * Provision of science lab, computer lab, libraries
- * Appointment of permanent teachers in all vacant posts and provide in-service training to teachers
- * Recruitment of additional teachers
- * Providing leadership training to school heads
- * Examination and curriculum reforms
- * Importance on Science and Maths education
- * Computer-aided education
- * Co-curricular activities
- * Teaching-learning aids
- * Remedial teaching
- * Residential accommodation for teachers in rural and difficult areas, preference will be given for female teachers.
- * Curriculum revision in accordance with National Curriculum Framework (NCF 2005)

Institutional Reforms and Strengthening Resource Institutions

In order to receive Central assistance for the implementation of the scheme, institutional reforms in each state will be a precondition. Such Institutional Reforms will include :

- * Reforms in school governance — Improving schools' performance by decentralizing their administration, management and accountability.
- * Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement.
- * Undertaking reforms in educational administration including modernisation/ e-governance and delegation / de-centralization
- * Provision of necessary professional and academic inputs in the secondary education system at all levels i.e from the school level onwards

- * Necessary strengthening of resource institutions at, various levels, e.g, NCERT, NIEPA and NIOS at the national level, SCERTs, State Open Schools, SIEMATs, etc, at the State level and University Departments of Education, Reputed Institutions of Science/Social Science Education (CTEs), Institution of Advanced Study in Education (IASEs)funded under the Centrally -Sponsored Scheme of Teacher Education.

Centrally Sponsored Schemes:

In the RMSA Programme Central Government operates four kinds of centrally sponsored schemes:

- i) ICT @ Schools —Scheme for providing financial assistance to State Governments for computer education and computer-aided education in secondary and higher secondary schools,
- ii) Integrated Education for Disabled Children (IEDC) —Scheme for assisting State Governments and NGOs in mainstreaming for the education of children with physical and mental special care and assistance.
- iii) Girls' Education—Strengthening of Boarding and Hostel facilities for Girl students of secondary and Higher secondary schools (Access and Equity) for providing assistance to NGOs to run Girls' hostel in the rural areas and
- iv) Quality Improvement Programme—Scheme which included the provision of assistance to State Governments for the introduction of Yoga,for improvement of Science education in schools,for environmental education and for population education in addition to supporting International Science Olympiads.

Interventions under the scheme:

The following interventions are envisaged under the scheme:

Infrastructure in schools:

- * Construction of new classrooms with furniture
- * A good library in every school
- * Well-equipped Science laboratory
- * Computer room
- * Toilet block
- * Drinking water
- * Electricity facilities
- * Telephone and Internet

Teachers

- * Recruitment of additional teachers with an emphasis on Science,Mathematics and English teachers

- * More emphasis on in-service training teachers
- * Residential accommodation for teachers in difficult and remote areas.

Teaching aids:

- * Emphasis on use of ICT
- * Other teaching aids

Reforms:

- * Curricular and examination reforms
- * School governance reforms

Management Structure for Implementation of the Scheme :

The programme will be implemented in mission mode. Mainstream structure will primarily be used for implementing the programme. There will be a National Mission on Madhyamik Shiksha Abhiyan headed by the Hon'ble Human Resource Development Minister with representatives of States, head of the Resource Institutions and Experts as a member. The Secretary, Department of School Education and Literacy will be the vice-Chairperson of the Mission. The National Mission will be actively associated with developing capabilities and will also actively associate in disseminating good practices across the states. There will be a State Mission Authority for RMSA. All activities in the Secondary education sector should be under State Mission Authority. There will also be a State Mission on Rashtriya Madhyamik Shiksha Abhiyan headed by the Hon'ble Chief Minister of the States with the head of the Resource Institutions and Experts as Member.

The RMSA scheme will be implemented through State government societies established for the implementation of the scheme. To implement the scheme in smaller States/UTs there will be an option for the existing society that implements SSA. The starting point for planning activities has to be the creation of a Core Group of governmental and non-governmental persons at the District level, entrusted with the task of implementing RMSA. The State level Implementation Society has to exercise utmost caution and care in ensuring that the core team at the District level is carefully selected and is committed to the task of Universalisation of secondary education. To initiate a comprehensive school mapping exercise at the Secondary and Higher secondary levels, it is necessary to develop a reliable database, i.e., the creation of Secondary Education Management Information System (SEMIS) with disaggregated data at the State, District, Block and School Levels.

Funding Pattern:

As far as the funding pattern for implementation of the scheme is concerned the Central Government shall bear 75% of the project expenditure during the 11th Five

Year Plan, with 25% of the cost to be borne by State Governments. The sharing pattern in the North Eastern States is 90:10. Any changes in funding patterns may be notified by MHRD from time to time.

Financial Management

For strong and smooth financial management of the scheme all the components of management namely Planning, Budgeting, Monitoring, Auditing, Disbursement, Accounting, Fund flow and Procurement must be strengthened. The financial management system is to ensure the availability of timely, relevant and reliable information, to pace up the expenditure within the time frame, to review the progress of the programme, to use resources efficiently, effectively and economically, to prepare a budget and budget calendar and to avoid the misuse of funds and resources.

Revision of certain norms of the Scheme:

The Government of India has revised certain norms of RMSA with effect from 01.04.2013:

- To permit State/UT Governments to use State Schedule of Rates (SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA.

- To increase the Management, Monitoring, Evaluation and Research (MMER) from 2.2 % to 4 % of the total outlay under the programme, with 0.5 % 4 % earmarked for national level and the rest of the 3.5% as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5% MMER would not be adequate and would hamper the activities under the head within the 3.5% of the overall State MMER component, variations across States/ UTs can be approved by the PAB, subject to a maximum of 5 % the outlay in any particular State / UT.

- To subsume the other Centrally Sponsored Schemes of Secondary Education— Information and Communication Technology Stage and Vocational Education in their existing form under the Umbrella of RMSA.

- To extend the benefit of RMSA to aided Secondary Schools for quality interventions as per RMSA umbrella schemes components for aided schools.

- To continue the existing fund sharing pattern of 72:25 for the remaining of the 12th Plan the period for non-NER States and 90:10 for NER States (including Sikkim)

- To authorise the RMSA Project Approval Board (PAB) of the Ministry of Human Resource Development to consider for approval Integrated Plan of the Umbrella scheme of RMSA, including the four subsumed Centrally Sponsored Schemes Of Secondary Education.

- To authorise the release of funds to the RMSA State Implementation.

Thus Rastriya Madhyamik Siksha Abhiyan ,like that of SSA by covering all the components,has been trying to reach the goal of universalisation of secondary education since its launch. As mentioned earlier,secondary education being one of the determining stages of our life ,needs much improvement in both quantities and qualities. The quality of secondary education determines the strength of higher education and also helps in the universalisation of it. The vision,objectives,strategies,implementation pattern etc. of RMSA have given a new form to secondary education which can be said as a learner and community-friendly education.

RUSA —Rashtriya Uchchar Shiksha Abhiyan

Higher education is a powerful instrument for social change and development. It builds the foundation of a knowledge society.Higher education needs to be viewed as a long-term social investment for the promotion of economic growth,cultural development,social cohesion,equity and justice.India has a glorious past in regard to higher education with the existence of some reputed universities like Nalanda,Taxashila,Vikramshila and Vallabhi. Of course, the modern form of University in our country is found since 1857 with the establishment of Calcutta,Madras and Bombay university by the British rulers. The number of universities rose from three to nineteen (19) from 1857 to 1947. Though over the years,higher education in India has gone through a phase of unprecedented expansion,marked by a huge increase in the volume of students,an exponential increase in the number of institutions and a quantum jump in the public funding,the increase,however, has not been commensurate with the growth of the population and its diverse needs. It was seen that the sphere of higher education had not found any concerted effort for improvement in access or quality. It was also widely felt that in the coming decades India is to reap the benefits of demographic dividend with its huge working-age population. The International Labour Organization (ILO) has predicted that by 2020, India will have 116 million workers in the age bracket of 20 to 24 years age as compared to China's 94 million. This trend is very significant as it is related to age structure.To get an educated and productive workforce through a concerted effort higher education must improve its quality and relevance and also needs to remove the inequities in access to education amongst social groups.It is honestly admitted that the higher education system as a whole is faced with many challenges such as financing and management,access,equity,relevance and reorientation of policies and programmes for laying emphasis on values,ethics ,low rate of GER and quality of higher education together with assessment and accreditation of the institutions. In the globalised era of today, the quality of higher education needs to be sustained at the desired level.

With a view to addressing these concerns and given the fairly notable success of Sarva Shiksha Abhiyan(SSA) and the Rastriya Shiksha Abhiyan (RMSA), the Ministry

of Human Resource Development, Government of India launched the Rastriya Uchchar Shiksha Abhiyan (RUSA) to transform higher education in 2013.

The RUSA is a centrally sponsored scheme initiated to reform the state higher education sector, strategically using central funds to ensure holistic planning at the state level and enhancement of allocations for the state institutions. The scheme was designed to be spread over the two plan periods i.e XII and XIII and an overarching scheme for funding the State Universities and colleges in order to achieve the aims of equity, access and excellence.

Salient Features of RUSA

There are certain salient features of RUSA. These are:

- * It is an umbrella mission mode project scheme that would subsume other existing schemes in the sector.
- * The central funding would flow from MHRD to institutions, through the State Councils of Higher Education.
- * The funding to states would be made on the basis of critical appraisal of State Plans for higher education. The plans would describe each state's strategy to address issues of equity, access and excellence in higher education.
- * All funding under the RUSA would be norm based and future would outcome dependent. Certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA.

Centre-state funding for the scheme will be in the ratio of 90:10 for North-Eastern States, Sikkim and J& K, 75:25 for the Other Special Category States and 65:35 for the Other States and UTs. Funding will also be available for private-aided institutions subject to their duration of existence for permitted activities based on certain norms and parameters, in a ratio of 50:50

Goal of RUSA

The main objectives of RUSA can be enumerated as follows:

- * To improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- * To usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions
- * To Ensure academic and examination reforms in the higher educational institutions.
- * To enable conversion of some of the universities into research universities at par with the best in the world.

- * To create opportunities for states to undertake reforms in the affiliating system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.
- * To ensure adequate availability of quality facilities in all higher educational institutions and ensure capacity building at all levels of employment.
- * To create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- * To expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- * To bridge regional imbalances in access to higher education by facilitating access to high-quality institutions in urban & semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in unserved & underserved areas.
- * To improve quality in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes, promote inclusion of women, minorities, and differently-abled persons.

Scope of RUSA

All-State Universities and colleges (Both 12 B and 2 f compliant and non-12B and non-2f) from all states and Union Territories across the country will be eligible to be covered under RUSA. An estimated (subject to eligibility) 286 state universities and 8500 colleges would be eligible to be covered under this initiative to improve the learning outcomes and employability of graduates and to scale -up research, development and innovations. It will also support these institutions to improve their policy, academic and management practices. Public funded colleges and universities would be eligible for all components and the private aided colleges would be entitled to some components but the funding ratio would be 50:50. Funding to such colleges would be decided based on their antiquity and relevance. The fund would be provided both for infrastructure and quality improvement.

The scheme would also enable and empower the states to develop sufficient capabilities to plan, implement and monitor initiatives for the higher education sector. Each state must undertake a Baseline Survey followed by the preparation of State Higher Education Plans, which would be further broken down into annual plans. These annual plans will constitute the basis for determining the funding to states. The plans would have mainly two components, state components, and institutional plans. RUSA will support the states to create new systems and processes.

Approach

RUSA will fund the institutions under a few key components. The yardstick of

deciding the quantum of funds for the states and institutions will be the norms that will reflect the key result areas (access, equity and excellence). The State Higher Education Plans will capture the current position of the states and institutions based on these norms as well as the targets that need to be achieved. The State Higher Education Council will undertake this process of planning and evaluation, in addition to monitoring and capacity building functions. The State Higher Education Councils will be the key institution at the state level to channel resources to the institutions.

To realize the intended outcomes, certain prior commitments towards the reform process have to be made by the states. Some of these conditions will be in the nature of a-priori and non-negotiable prerequisites. These prerequisites include academic, sectoral and institutional governance reforms, creation of State Higher Education Councils, funding commitments by states, filling faculty positions (or a commitment to do so within a fixed time frame) etc. Once eligible for funding under RUSA after fulfilling the prerequisites prior commitments, the state will receive funds on the basis of their achievements viz-a-viz the targets. Future funds flow would be determined based on outcomes and achievements against the targets.

Strategic Focus of RUSA

Funding to the state institutions under the RUSA Scheme is based on certain strategic points.

The eligible state institutions must ensure that the issues of quality and access are addressed equitably. The States would prepare Higher Education Plan in which the following aspects will have to be included:

- * Spatial and regional planning after due mapping.
- * Programme and discipline planning
- * Mandatory accreditation and quality improvement
- * Reforms—governance and academic
- * Infrastructure saturation
- * Review of the affiliation system
- * Transparent and norm-based funding
- * Outcome- based reimbursements.
- * Faculty planning
- * Equity interventions
- * Focus on research and innovation

Components of RUSA

RUSA is envisaged as a prime vehicle for strategic funding of state institutions so as to ensure that issues of access, equity, and quality are addressed in an equitable manner with the state as a composite unit of planning. The primary components of RUSA that

capture the key action and funding areas for full filling the targets are as follows:

1. New Universities
2. Up-gradation of existing autonomous colleges to Universities
3. Conversion of colleges to Cluster Universities
4. Infrastructure grants to Universities
5. New Model Colleges (General)
6. Upgradation of existing degree colleges to model colleges
7. New Colleges (Professional)
8. Infrastructure grants to colleges
9. Research, innovation and quality improvement
10. Equity initiatives next number
11. Faculty recruitment support
12. Faculty improvement
13. Polytechnic colleges
14. Research universities
15. Vocationalisation of Higher Education
16. Leadership Development of Educational Administrator
17. Medical College up-gradation
18. Institutional restructuring & reforms
19. Capacity building and preparation, data collection & planning
20. All India Survey of Higher Education
21. Capacity building of Central Institutions/Agencies

The objectives of RUSA would be achieved through need-based and customized equity interventions, quality improvement programmes, and obtain mandatory accreditation. Faculty issues would be addressed through the creation of new posts, filling of existing posts by full-time faculty improvement programmes. To address the equity issue in a holistic and integrated manner RUSA will adopt the following components:

- * Girls hostel and girls toilets
- * New hostels wherein 50% of capacity would be used for SC/ST and socially and educationally backward classes.
- * Converting existing buildings into fully disabled friendly environments
- * Special facilities/equipment for the disabled (computers, lab equipments)
- * Model colleges in each district
- * Special innovative programmes for focus groups and ODL strategies

Guiding Principles of RUSA

RUSA is structured on certain inviolable guiding principles. These tenets constitute the foundational premise and all the decisions taken under the scheme must be guided by them. The States are expected to keep these principles as guiding posts while

formulating their State Higher Education Plans and their strategies. These principles are stated below:

1. Performance-Based Outlays and Outcomes-Based Reimbursements

The states and state institutions will be funded based on their performance on the targets mutually agreed to between the states and the centre. The funds given to a state will be linked with the outcomes it can achieve in the higher education sector. These results and parameters of performance will be defined through norms that will focus on the key areas of equity, access and excellence.

2. Incentivizing and Dis-incentivizing

Another guiding principle of RUSA is incentivizing desirable actions of states and institutions and disincentivising undesirable actions. Abiding by the rules and fulfilment of norms by the states and institutions will be supported by incentives and non-performance or non-fulfilment of prerequisites and norms will invite sanctions/penalties/reduced allocations for states and institutions.

3. Apolitical Decision-making

Decision making regarding the centre's allocations to various states will be done in an unbiased, apolitical and professional manner, based on the performance of states on the predefined norms. The process of decision making and its result will have to be transparent and the method of decision making should also be impartial. It is expected that states will also be unbiased, apolitical and professional while planning and ushering governance reforms at the state level.

4. Disclosure Based Governance

The RUSA authority, the States Councils and the institutions must follow the disclosure based governance as far as decision and outcome achievements are concerned. The stakeholder institutions must be responsible for their quality not just to the regulatory authorities but also to the students, parents and society. As RUSA envisages a higher education system that has greater participation of all stakeholders, a policy of full disclosure and clean governance are the first step towards establishing such a system of higher education.

Institutional Structure of RUSA

The institutional structures under the RUSA scheme are found at three levels- National level, the State level and the institutional level. The central or national level consists of four bodies, namely the RUSA Mission Authority, Project Approval Board, Technical Support Group and the Project Directorate (in MHRD). These bodies will

be responsible for overall guidance, policy decisions and project management, coordination and implementation of the scheme.

1. National Level:

* **RUSA Mission Authority** — The composition of this body includes the following:

- Union Human Resource Minister —Chairman
- Secretary,Department of higher education,MHRD,— Vice-Chairperson
- Chairperson,UGC,—Co-Vice Chairperson
- Chairperson,AICTE,
- Chairpersons of the SHECs of all states,
- Three experts in the field of higher education,
- Financial Advisor to MHRD,
- Chairperson,MCI
- Chairperson,BCI
- Secretary,Sports
- Secretary,Culture
- Secretary,S&T
- Joint Secretary (Higher Education)-Member Secretary

* **Project Approval Board(PAB)** — The composition of PAB is as follows:

- Secretary of higher education —Chairman,
- Chairman of UGC —Co-Chair
- Vice-Chairman,UGC
- Chairman,AICTE,
- Secretary,UGC
- Chairman,SHEC of the concerned State,
- Two experts in Higher Education Sector,
- Financial Advisor in MHRD,
- Joint Secretary (Higher Education),Convenor

* **Technical Support Group**

A Special Purpose Vehicle would be established as a Section 25 company and it will create and operate a Technical Support Group (TSG) for providing professional support to the RUSA Mission Authority under the overall control of the SPV. The TSG will be headed by a Chief Executive Officer and supported by a Finance Officer and an Administrative Officer.

* **Project Directorate(in MHRD)**

It will be located within the Department of Higher Education (DHE) in the MHRD and headed by the National Project Director. The composition of it includes-

- Joint Secretary (Higher Education) —National Mission Director,
- Two Deputy Secretary/ Director rank officers,(from existing strength)
- Two under Secretary rank officers (from existing strength)
- Adequate support staff

2. State Level :

* **State Higher Education Council :** There will be an institutional mechanism called State Higher Education Council (SHEC) in each state/UTs to implement the scheme. The formation of SHEC forms the primary block towards building a sound planning and funding mechanism for higher education at the state level. The SHECs would be responsible for the planned and coordinated development of higher education in the State and to foster sharing of resources between universities, benefit from synergy across institutions, lead academic and governance reforms at the institution level, establish principles for funding institutions, maintain a databank and on higher education and conduct research and evaluation studies.

* **State Project Directorate (SPD)**

The State Higher Education Councils would be supported by the Project Directorate (created by the State Government) and State TSGs. They would report to the SHECs and will be directly responsible for management, coordination, implementation and monitoring of the project at the state/ UT levels. The SPD will consist of State Project Director and such adequate support staff as may be required for the effective functioning of the State Project Directorate. The State Project Director must be a senior officer of the rank of Commissioner/ Secretary.

* **Technical Support Group (State)**

The State Council may appoint and decide the composition of TSG(State) to monitor flow of funds and information, generate MIS reports as required, provide all operational support to the SHEC.

3. Institutional Level:

There will be two bodies at the institutional level for the implementation arrangements of the scheme—the Board of Governors (BoG) and a Project Monitoring Unit.

Each institution must constitute its own BoG as per the State Universities Act or as per the guidelines issued by regulatory bodies or, as the case may be, either by the

sponsoring Government or by itself through the due procedure. The BoG will take all policy decisions with regard to smooth, cost-effective and timely implementation of the institutional project, form, supervise and guide various Committees required for project implementation and internal project monitoring, ensure overall faculty development, enable implementation of all academic and non-academic institutional reforms etc.

Project Monitoring Unit

Every institution must form an Institutional Monitoring Unit headed by the Head of the Institution and with appropriate representation from academic officials of the institutions, faculty, senior administrative officers, technical and non-technical support staff and students. It will be responsible for the monitoring of the institutional project. An institutional arrangement will be created separately for the implementation of the project.

Approach, Planning and Appraisal

Bottom-up Approach

RUSA follows a Bottom-Up Approach for planning and budgeting. The process begins at the Institutional Level, which prepares the "Institutional Action Plan" based on inputs/discussions with multiple stakeholders within its jurisdiction and sends to SCHE. The SCHE should also engage in consultation with multiple stakeholders across the State taking into account regional requirements as also requirements in keeping with equity and access concerns. These Action Plans are then aggregated to form State Higher Educational Plan (SHEP). All SHEPs are reviewed and compiled to estimate the next year's fund requirements for programmes implementation activities under RUSA.

Preparation of Plans

The Ministry of Human Resource Development is the nodal agency administering the RUSA programme. It receives the budget targets of participating states, reviews/analyses them & then gives approval and makes disbursements and so the entire process runs through a two-way mechanism-1) Budgetary Demands-emanating from Institutions to the MHRD, Government of India through the State Councils and 2) Budgetary Approval/ Allocations conveyed from MHRD, Government of India to the State Councils and in turn to the institutions.

Approval Process

The Project Approval Board at the Government of India level undertakes a detailed review of the SHEPs submitted by the states. It also assesses the performance of the State and looks at the targets that have been set. The SHEP will then be approved by

the PAB (in case any changes are made the states will make the changes and resubmit the same to PAB) and funds will be released to states accordingly.

Rastriya Uchcharat Siksha Abhiyan (RUSA) is one of the outstanding programmes on the part of the Central Government in the higher education sector with the ambitious aims of providing access, equity and excellence. The scheme also adopts the strategy of fostering autonomy and managerial flexibility with effective monitoring and overall accountability through competitiveness. Such initiatives of RUSA have paved the way for transforming higher in both qualitative and quantitative ways in the present century.

Right to Education Act, 2009

The right to education has been recognized as a Human Right by the UN Universal Declaration of Human Rights (1948). It proclaimed that Education shall be free, at least in the elementary and fundamental stages. "The International Convention on Economic, Social and Cultural Rights" (1966) in its Article 13 and 14 also stated education of children to be a human right. The Constitution of our country through the Article 45 of the Directive Principles of State Policy has directed to provide and compulsory primary education for all children until they complete 14 years of age within 10 years from that on which the Constitution come into force. But the target has not been reached till today. The 86th Amendment of the Constitution had made education a fundamental right in 2002. Still, the dream of universalization of primary education remains at a far distance as the country attained only a 65.33% literacy rate in the 2001 census. Hence the initiative to make primary education free and compulsory went on and as a part of it, the parliament passed an Act known as the Right Education Act, 2009. The Act came into force in April 2010.

The Right to Education Act is a historic step in providing free and compulsory education to all children in the age group of 6-14 years based on principles of equity and non-discrimination.

1. Right of child to free and compulsory education.

In the second chapter of the Act, it is stated that (3.1)."Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education." For this purpose, no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. It also provided equal opportunities and protection to the children suffering from disability in accessing free and compulsory education. The various provisions of the act are as follows:

2. Special provisions for children not admitted to, or who have not completed elementary education

If a child above six years has not been admitted to any school or though admitted, could not admit his or her elementary education, he or she shall admit to a class appropriate to his or her age. Further, a child shall admitted to elementary education shall be entitled to free education till completion of elementary education even after 14 years

3. Right of Transfer to other School

Where in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school for completing his or her elementary education

Where a child is required to move from one school to another either within a state or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school for completing his or her elementary education for seeking admission in such other, the Headteacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate.

4. Duty of Appropriate Government and local authority to establish school.

For carrying out the provisions of the Act the appropriate Government and the local authority shall establish within such area or limits of the neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.

5. Sharing of financial and other responsibilities

The Central Government and State Governments shall have concurrent responsibilities for proving funds for carrying out the provisions of this Act.

The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act and it shall provide to the State Governments, as grants-in-aid of revenues, such percentage of expenditure may be determined, from time to time, in consultation with the State Governments. The Central Government shall also develop a framework of national curriculum with the help of an academic authority.

The duty of the appropriate Government will be to provide free elementary education to every child of the age of six to fourteen years and to ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years.

6. Duties of a local authority shall be to provide free and compulsory education to

every child, ensure availability of a neighbourhood school, ensure and monitor admission attendance and completion of elementary education by every child residing within its jurisdiction, provide infrastructure including school building, teaching staff and learning material, provide a training facility for teachers, decide the academic calendar etc.

7. Duty of Parents and Guardians:

It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward as the case may be, to elementary education in the neighbourhood school.

8. Responsibilities of Schools and Teachers:

For the proper implementation of the Act. A school shall provide free and compulsory elementary education to all children admitted therein, shall admit in class I to the extent of at least twenty-five percent of the strength of that class, children belonging to weaker section and disadvantaged till its completion.

9. No Capitation fee and screwing procedure for admission.

No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screwing procedure. Receiving a capitation fee by any school or person shall be punishable with a fine which may extend to ten times the capitation fee charged.

10 Proof of age for admission:

For admission to elementary education, the age of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provision of the Birth, Deaths and Marriage Registration Act, 1886. No child shall be denied admission in a school for lack of age proof.

11. Provision of holding back and expulsion

No child admitted to a school shall be held back in any class or expelled from school till the completion of elementary education.

12 Prohibition of physical punishment and mental harassment to child.

No child shall be subjected to physical punishment or mental harassment. Whoever contravenes it shall be liable to disciplinary action under the service rules applicable to such person.

13. No school to be established without obtaining certificates of recognition.

After the commencement of this Act, no school other than a school established,

owned or controlled by the appropriate Government or the local authority shall be established or function without obtaining a certificate recognition from such authority with proper procedure.

14. Function of School Management Committee

The school management committee shall perform the following functions, namely:

- a) Monitor the working of the school.
- b) Prepare and recommend a school development plan.
- c) Monitor the utilization of the grants received from the appropriate government of local authority or may other source and perform such other functions as may be prescribed.

15. Pupil-Teacher Ratio:

Within six months from the date of commencement of the Act, the appropriate Government and local authority shall ensure that the pupil-teacher ratio is maintained properly.

Implementation of the RTE Act:

A decade has been passed since the RTE Act, 2009 came into effect. But it can be observed that the result of the Act is not so satisfactory. In an audit report on the implementation of the Act published by the CAG (Comptroller and Auditor General of India) in 2017, some observations were stated. These are:

- i) Retention of huge balances by the State government which indicates poor internal financial control.
- ii) Non-maintenance of a record of the number of children eligible for elementary education.
- iii) Children above the age of 14 years being retained in elementary classes in violation of the Act.
- iv) School being run without recognition.
- v) Inadequate pupil-teacher ratio due to poor mobilisation of teacher and deployment of existing teachers for non-educational purposes.
- vi) School were not mentioned using comprehensive and continuous assessment
- vii) Delays in the formation of SMCs ranging from one month to three years preventing the continuous assessment and inspections conducted by them.

The CAG report also noted that during 2015-16 nine states did not have any school development plans (SPPs) prepared which a strategic plan is prepared by the SMCs for improvement in school functioning. Moreover, the National Advisory Council (NAC) which was formed in 2010 to advise central government on implementation of the provisions of the RTE Act, 2009, remained largely ineffective. Of

course, it can be observed that enrolment in primary schools increased since the implementation of the Act. It has successfully managed to increase enrolment in the upper primary schools too. In 2009-10, the total enrolment in the upper primary schools were 5,44,67,415 which was increased to 6,75,93,727 in 2015-16. As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. As an outcome of the RTE Act, 2009, the number of students in the age group 6-14 who are not enrolled in school has come down to 2.8% in the academic year 2018.

Questions:

1. When did the National Knowledge Commission establish?
2. What were the major focus areas of the National Knowledge Commission's report?
3. What were the objectives of National Curriculum Framework?
4. What did the National Curriculum Framework suggest on the medium of instruction?
5. Answer the following in brief:
 - a. What is the full meaning of SSA ?
 - b. In which year SSA was launched?
 - c. What are the approaches of SSA for achieving its objectives?
 - d. Write the full form of RMSA .
 - e. When did RMSA introduce?
 - f. Discuss the objectives of RMSA
 - g. What is SHEP?
 - h. What is the Institutional Structure of RUSA?
 - i. Who is the nodal agency of administering the RUSA programme?
 - j. Describe the scope and strategic focus of RUSA
6. What are the aims of SSA?
7. Discuss the objectives of SSA.
8. What are the measures under SSA in respect of 'Access 'to primary education?
9. What are the components that are included for providing quality education in SSA?
10. Discuss the role of SSA in universalization of primary education in our country.
11. In which year the RTE Act, 2009 was enacted?
12. When did the RTE Act 2009 come into force?
13. What are the main provisions of RTE, 2009?
14. Write the responsibilities of Central government in implementing the RTE, 2009?
15. Discuss the responsibilities of state and Local authorities in implementing the RTE, 2009?

Bibliography

- Aggarwal J.C : Landmarks in the History of Modern Indian Education, Vikas Publishing House. Ltd., New Delhi, 1993
- Aggarwal J.C : Development and Planning of Modern Education, Vani Educational Books, New Delhi, 1985
- Aggarwal J.C : Modern Indian Education-History, Development and Problems, Shripa Publication, Delhi
- Ayyar ,R.V. Vaidyanatha : History of Education Policymaking in India, 1947-2016, Oxford University Press, 2018
- Chaube, S.P : History and Problems of Indian Education in India, Vinod Pustak Mandir, Agra, 2016
- Ghose, Suresh Chandra : The History of Education in Modern India 1957-2012, Orient Blackswan, Guwahati, 2013
- Hota Ashok Kumar,
Mishra Jogamaya : History of Indian Education-Karan Paperbacks, New Delhi, 2019
- Naik J.P, Nurullah Syed : A Students' History of Education in India 1800-1973, Rajiv Beri for Macmillan Publishers India Ltd. 1996
- Rai, B.C : History of Indian Education, Prakashan Kendra, Lucknow
- Rao, VK, RV : Education and human Resource Development, Allied Publishers, 1996
- Rawat, P.L : History of Indian Education, Ram Prasad Publication, Agra, 2019
- Sarma R.Nath,
Sarma R Kumar : History of Education in India, Atlantic Publishers & Distributors, 2004
- Sing. Yogesh Kr.,
Nath Ruchika : History of Indian Education System, A P Publishing Corporation, 2014
The Report of the Secondary Education commission, 1952-53-Government of India
The Report of the University Education Commission, 1948-49, vol-1-Government Of India, Ministry of Education.
The Report of the Kothari Commission, 1964-66-Government of India, Ministry of Education
National Policy on Education, 1968—Ministry of Human

- Challenges of Education :
- Resource Development, Government of India
 - A Policy Perspective, Ministry of Education, Government of India, 1985
 - National Policy on Education, 1986—Ministry of Human Resource Development, Government of India
 - Report of the National Knowledge Commission, Report to the Nation, Government of India, 2009
 - The Right of Children to free and Compulsory Education Act, 2009—Government of India, 2009
 - Report of the Comptroller and Auditor General of India (CAG), 2017