

**TWO-YEAR  
POST GRADUATE DEGREE PROGRAMME**

**M.A. in EDUCATION**

**SEMESTER-III**

**COR-314**

**Historical Foundation of Education**

**Self-Learning Material**



**DIRECTORATE OF OPEN & DISTANCE LEARNING**

**UNIVERSITY OF KALYANI**

**KALYANI-741235, WEST BENGAL**

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## **Foreword**

Satisfying distance learners' needs of verifying kinds and magnitude as well as minimizing distance and to reach the unreached in Open and Distance Learning (ODL) systems has the novelty in it. Nevertheless, this novelty puts challenges to the ODL systems managers, curriculum designers, Self Learning Materials (SLMs) writers, editors, production professionals and may other personnel involved in it. A dedicated team of University of Kalyani under leadership of Hon'ble Vice-Chancellor have puts their best efforts, committed professionalism as a Team for promoting Post Graduate Programmes under distance mode under University of Kalyani. Developing quality printed SLMs for students under DODL within a limited time to cater academic requirements of the Course as per standards set by Distance Education Bureau of the University Grants Commission, New Delhi, India under Open and Distance Mode UGC Regulations, 2020 successfully completed with best efforts.

Utmost care has been taken to develop the SLMs useful to the learners and to avoid errors as far as possible. Further, suggestions from the learners-end will be gracefully admitted and to be appreciated.

During the academic productions of the SLMs, the team received continuously positive stimulations and feedback from **Professor (Dr.) Amalendu Bhunia**, Hon'ble Vice-Chancellor, and University of Kalyani, who kindly accorded directions, encouragements and suggestions, made constructive criticisms to develop it within proper requirements. We gracefully, acknowledge his inspiration and guidance.

Due sincere thanks are being expressed to all the Members of PGBOS (DODL), University of Kalyani, Course Writers- who are serving subject experts serving at University Post Graduate departments and also to the authors and academicians whose academic contributions have been utilized to develop these SLMs. We humbly acknowledge their valuable academic contributions. I would like to convey thanks to all other University dignitaries and personnel who have been involved either in conceptual level or in the operational level of the DODL of University of Kalyani.

For a comprehensive, learners friendly, adaptable text that meets curriculum requirements of the Post Graduate Programme through distance mode.

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University of Kaly

<b>SEMESTER – III</b>		
<b>COR-314: HISTORICAL FOUNDATION OF EDUCATION</b>		
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# COR-314

## HISTORICAL FOUNDATION OF EDUCATION

### BLOCK-1

#### Education in India during Ancient and Medieval period

#### UNIT: 1

#### Ancient System of Education

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#### CONTENT STRUCTURE

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#### 1.1.1: Introduction

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Indian education system is said to be one of the oldest. It bears thousands of years of legacy. It has modified itself as per the time and necessity of people. Since the Vedic age up to the modern time it has faced many transformations and has still stood like a palm tree. The present unit intends to inform you about the system of education prevalent in ancient India. When we say ancient India, to be very specific, we start with the Vedic age and extend it up to the end of Gupta Era around 500 CE. During that extended time period at-least three distinct education system flourished. These were Brahminical system of education, Post-Vedic system of education and Buddhist system of education. The first two are identical

in many aspects but having some subtle differences here and there. Therefore we can bring these two into one umbrella term, i.e., Brahminical System of Education. And the third one is a different system altogether. Let's know the first one.

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### **1.1.2: Learning Objectives**

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After going through this unit, you will/can–

- Know the salient features of Brahminical system of education
- Know different centres of learning prevalent then
- Differentiate between Brahminical and Budhhistic system of education

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### **1.1.3: Education in Vedic Period**

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The Vedas are the oldest scriptures of the world and are the fountain of knowledge and wisdom. The ancient 'Rishis' and 'Munis' through their extraordinary vision have brought this vast gamut of knowledge into a form of compilation so that humanity can get benefit out of it. The ancient education system in a way revolved around the Vedas. Therefore the system of education has been named as Vedic Education. The Vedas, which are four in number were the base of human life and had tremendously impacted both the mundane and other-worldly concept of the-then humanity.

The student was known as 'Brahmachari'. The teacher was known as 'Guru'. In order to learn, the *brahmachari* has to go to the house of Guru. Usually the house of guru was founded in a serene and quite place, far away from the dins and bustles of mundane life. This was called 'Gurukul'. Usually staying in Gurukul was preferred, though not compulsory always. This practice of staying in *gurukul* was known as 'Grugruha Vasa'.

The education of a *brahmachari* begins with a ceremony called 'Upanayana'. This was also later known as 'Vidyarambha'. In this ceremony, the impurities or the past 'samskaras' of a learner is given 'ahuti' through a fire ceremony called 'Yajna' and is initiated with knowledge and wisdom.

As the learner's past life was metaphorically burnt down by *yajna* fire and was initiated to lead a life completely different from that he led previously, he now is

called a 'Dwija' means twice born. Usually a child is brought to *gurukula* after eight years of age. Because it is said by the *Rishis* that the first four years of child's life is controlled by the *samskara* (tendency) of mother and the second four years of his life by father's *samskara*. It takes minimum eight years to come out of that baggage and initiate one into learning something new. For many students the time period extends even up to twelve years if the guru feels the heavy baggage of *samskara* in a learner. Twelve year is chosen because Jupiter, the celestial symbol of knowledge and wisdom takes twelve year to complete one cycle thus helping the learner to develop that bent of mind to learn. Two types of brahmacharis attended gurukulas during those days; they were: 'Upakurvana Brahmachari' who remains a student for a limited time period after which he marries and becomes a householder and 'Naishthika Brahmachari' who remains a student and celibate throughout life dedicated to the pursuit of learning. Education during those days was basically of two types: Para Vidya (the knowledge about liberation and other metaphysical concerns) and Aparavidya (knowledge of material prosperity and healthful living). Students were taught Aparavidya first. This was compulsory for all. If the guru feels that a particular student is fit to go for Para Vidya, then he is initiated into it. Usually naishthikabrahmacharis go for it. 'Upanishads', 'Brahmasutras' and 'Dharma Sastras' were taught to those students who had inclination for para vidya. But there was a comprehensive system of aparavidya or material knowledge starting from agriculture, carpentry, and medicine up to art, craft and gandharva kala (which includes singing, dancing and dramatization). Bharat muni's 'Natya Sastra' is the first treatise of such kind in the world that gives a comprehensive description about gandharva kala. Charaka's 'Charak Samhita' and Sushruta's 'Sushruta Samhita' were two masterpieces dealing with medicines.

Panini's 'Astadhyayi' is still a standard book for learning grammar. But this was written during that period.

The total span of life was divided into four categories—brahmacharya, gahyastha, vanaprastha and sanyasha. The first span of life was devoted to learning and developing skill for practical life. During the second span of life, which is

'gahyastha' the student leads a family life and serves his family and society. When 'vanaprastha' descends, he has to relinquish the family and has to prepare himself for spiritual *sadhana*. And at the last stage he completely dedicates his life for 'mokshya' or liberation. 'Mukti' or 'mokshya' or 'apavarga' had been the helm of life during Vedic period as they understood the fact that the life they got was a 'rina' (debt) which need to be cleared off.

The whole of education was dedicated to teach the learner four 'Purusartha' (the wheel of destiny) such as Dharma, Artha, Kama, Mokshya. The entire life at that time was governed by these four *purusarthas* and how to maintain balance among these. Superseding one to another would cause in-harmony and chaos to the whole society. Therefore education had to teach the students of how to strike a happy balance among these four.

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#### **1.1.4: Brahmanical System of Education**

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The following are the main features of Brahmanical education system. It is also popularly known as Vedic education system.

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##### **1.1.4.1: Aims of Education**

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*Mukti as the Ultimate Aim of Education:* The sages and seers of that time knew that human life is nothing but 'Rna' (debt) of three kinds: 'PitruRna', 'Deva Rna' and 'Rishi Rna'. The suffering and happening of a life is the conglomeration of these three 'Rna' or debts. 'PitruRna' is our debt towards the ancestors; 'Deva Rna' is debt towards the nature and natural force; 'Rishi Rna' is debt we owe to remove our ignorance and move towards knowledge. The mundane world is full of suffering and therefore the ultimate aim is to get rid of that suffering. And the end of suffering happens only when one frees oneself from these three debts. The first debt (PitruRna) is addressed by procreation and progeny and maintaining a life of decent living; the second debt (Deva Rna) is addressed by performing yajnas (sacrificial activities) and making the cosmic ambience clean; and the third debt (Rishi Rna) comes to an end when one gains knowledge and removes the dark

veil of ignorance.

The system of education was designed to help every individual achieve liberation or mukti. Chaturashrama (four quadrants of life) was prescribed for everyone. For every quadrant, specific duties and responsibilities were fixed. For the first quadrant which is 'Brahmacharya' knowledge of Para Vidya and Aparavidya are to be mastered. The second quadrant 'Gahyasthya' provides opportunity to maintain a decent life with the help of 'Aparavidya'. The third quadrant Vanaprastha signals him/her to relinquish mundane life and go for practicing penance. In the fourth quadrant, i.e., Sanyasa one establishes himself/herself with the divine and searches for salvation. The period of Brahmacharya was the toughest because during this phase of life one acquires the knowledge of this world and the other world.

#### *Development of Social Skills:*

Brahminical education was not anti family life. The whole compendium of Aparavidya was designed to help the learner for healthy and purposeful living. Education has four components: Adhyayana or learning; Shikshya or training and Vinaya or socialization and Prabodha or enlightenment. The first three are for worldly life and last is for preparing oneself for salvation. To help the learner survive perfectly, education as per aptitude (guna) was prescribed. The demand of social life urged the students to learn political and military science, law, medicine, agriculture and many other vocational practices.

Among social skills highest priority was given to character building. The second important social skill was promotion of vocational efficiency. The third was fulfillment of social responsibility.

#### *Education for Physical Efficiency:*

Sound physique is a pre-requisite both for worldly life and other worldly life. It is therefore said—SariramAdyamKhalu Dharma Sadhanam. First look after the body,

then think of spiritual practices. In the centres of learning, importance was given on physical fitness and exercises. Pranayama (breathing exercises), yogasana (meditation) and kusti (physical exercise) were compulsory part of the curriculum.

*Preservation, Promotion and Transmission of Cultural Heritage:*

As we know education at that time was mostly oral, it was quite important to remember the useful knowledge and pass it on to the next generation. Once a useful sutra or a gamut of knowledge is forgotten, it is forgotten forever. Therefore, it is vital to remember so that we preserve it; to teach to the next generation so that we can promote and transmit it to the next generation.

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#### **1.1.4.2: Curriculum**

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The aims or targets of an education system are fulfilled by its curriculum. If we summarize Vedic education system, it had two broad aims: spiritual aim and social aim. To realize spiritual aim, of course Vedic scriptures were prescribed; but to realize social aim a plethora of courses pertaining to social life are prescribed. The brahmanical education system represented a fine tuned combination of both spiritual and material knowledge.

For fulfilling the spiritual needs of people, the curriculum had Vedas, Vedangas and Upanishads.

For fulfilling the social and material needs subjects like Mathematics (Ganitashastra), Geometry (KhetraVidya), Medicine (Ayurveda), Economics (Artha Sastra), Nyaya (Logic), Political Science (Raajaneeti), Military Science (YudhaVidya), Botany (BrukhyaVidya), Grammar(Vyakarana), History (Itihaasa) , and various art and craft (shilpavidya) were taught.

Subjects were categorized into three standards: alpaprajna (lesser wisdom), madhyamaprajna (mediocre wisdom), and mahaprajna (greater wisdom).

The standard of graduation was assessed at three levels: Vidyasnataka, Vratasnataka and Vidya-Vratasnataka.

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### 1.1.4.3: Method of Teaching

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We know during Vedic period, there was no printing luxury. Students and teachers had to memorize every bit of knowledge for their future use. Therefore, the system of guru-parampara (lineage) was in practice. It is difficult to memorize huge texts, so texts were versified. And to add ease to it, texts were converted into sutras (aphorisms) so that students had to remember less.

Three distinct but ascending methods were practiced to teach young learners. These were: Sravana (listening), Manana (Deliberation), Nidhidhyasana (Mediation).

**Sravana** means listening to the teacher with utmost attention. As the whole process was pre-dominantly oral, the students had to learn via listening. Vedas and Upanishads were called 'Shrutis' (thing that is heard) for that reason. To have a meaningful listening a calm environment is a must. It is not possible in the duns and bustles of city life or in a place close to human habitation. So, teachers had their gurukuls in deep forests.

**Manana** means reflection or deliberation. Here the learner is asked to ponder and reflect on what has been taught by the teacher. This gives intellectual understanding about the topic taught by the teacher. Intellectual appreciation of truth was the main feature of this method.

**Nidhidhyasana** means realization of truth through meditation. This is the highest level of learning in ascending order. Intellectual understanding of truth gives surface level understanding of a subject matter. But to have complete mastery, one needs realization. And nidhidhyasana gives that. This is a method of intuitive perception of truth.

So, at the beginning level, a student learns a subject and tries to memorise it. This is receiving the truth. Then the learner deliberates on it. This is responding. And at last, the matter is realized by the learner. This is valuing.

But this is a whole process. It never happens over night. In Taittiriya Upanishad three practices were prescribed by Sage Bhrugu to have complete understanding of a subject. Tapasya for Sarira (i.e., body), Dhyana for Mana (mind) and Araadhanaa for Praana (vital energy) are needed to have a complete

understanding of the text.

The total learning does not happen at a time. It takes time and association of other peoples too. A beautiful sloka elaborates the whole process of learning during that period. Here it goes:

Aachaaryaat Paadamaadatte, PaadamShishya Swomedhayaa,  
Paadam Sah Brahmachaaribhya, Paadam Kaala Kramena cha.

It tells twenty five percent of the subject matter is learnt by the teacher; next twenty five percent is learnt by his own deliberation; another twenty five percent is learnt by the discussion and association of the learner with his co-learners; and the last twenty five percent is learnt by the passage of time which we can call maturity.

Another popular method of teaching was monitorial system wherein a brilliant and advanced student is given the responsibility to assist the teacher. The student learns all the skills needed through practical training. The teacher could deal large number of students quite effectively at the same time without compromising the quality of teaching.

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#### **1.1.4.4: Evaluation system**

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The evaluation system was based on assessment of learners' capability. It was both process based and product focused. Process based means importance was given on how a particular skill has been mastered or knowledge has been learned. The whole process must be ethical. For example, in Mahabharata, *Karna* was cursed by his Guru *Parshuram* that he would forget all his knowledge when it is best needed by him. Parshuram gave this curse to *Karna* because he adopted unfair means to gain knowledge by speaking untruth to his Guru. On the other hand a boy of lower birth whose name was *JabalaSatyakama* was blessed by his Guru sage *Haridrumata Gautama* because he told the truth about his lineage. The ChhandogyaUpanishad is all praise for this young boy for adopting the right process of knowledge acquisition. It is said that in his name still stood a city bearing the name Jabalpur.

To evaluate the product, assignment and project works were emphasized. Students had to demonstrate the skills and capabilities before their teachers through practical assignments and project works. Oral tests were conducted to know the memory capability of students. When the teacher feels perfection in the acquisition of skills, then he certifies the students. But there were no written or printed certificates at that time. The integrity of teacher was very high. Once he tells something, that was considered *vedavakya* (oral truth).

Examinations at that time were mostly oral. Full weightage was given to originality of the students. But subjects that demand practical application of knowledge were evaluated practically. At end of education scholars were given the titles by the assembly of learned. Some of the popular titles were 'vipra' or 'kabi'.

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### **1.1.5: Centre of Learning**

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#### **1.1.5.1: Takshyashila**

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*Takshyashila* was the capital of the then *Gandhar* State of northern India. The state is now found in modern day Pakistan and Afghanistan. The city of *Kandahar* in Afghanistan is nothing but the colloquial equivalent to *Gandhar*, the ancient north Indian state. It is believed that this town was established by the then *Gandhar* King *Bharat* in the name of his son *Taksha*. Afterwards, *Taksha* made this city his capital and invited scholars from different places to settle there. He donated them villages and entrusted the responsibility of education upon them. Slowly by slowly city became a centre of education besides being the capital city of the State. The city gave residence to the greatest of scholars from the field of language, literature religion, philosophy, medicine, art and craft and vocation of the then time. It remained as a grand centre of Vedic education till 7<sup>th</sup> Century B.C.

Taxila University was not a federated collective body. Men of erudition at different time periods assembled here and attracted students from far and wide. Each teacher and each school had the right of self-determination. As it was a centre of higher learning, students were admitted into it after they attain a particular standard of education. Usually after 16 years of age students were admitted. They

had to be with the teachers. In some schools students had to pay tuition fees, while some other schools were funded by rich people. But the standard of learning was very high in all these schools.

The curricula included three Vedas, various sciences and arts, vocational subjects, astronomy, astrology, commerce, agriculture, accountancy, the art of magic, hunting, archery, snake charming, medicine, dancing and drawing. Some specialized schools existed separately for Brahmins and Khsetriyas. The termination of formal education happens after an educational tour.

### **1.1.5.2:Nalanda**

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Nalanda is situated near Rajgiri, which is now in modern day Bihar. Nalanda was founded by Skandha Gupta and has been re-established trice in course of time. It continued its glory up to the Pal kings who contributed greatly for its flourishing. The famous traveler I-Tsing gave a comprehensive account of this university. 200 villages were donated for this university. Education was free for all students. Food, cloth, bed and medicine are free for everyone.

Nalanda was a place for post-graduation. The admission age was 20 years. If juniors were admitted, they had to attend preparatory courses for several years. Admission was selective. Only those who were selected by the *dwarpandit* could enter into the system. In an average twenty percentage of the total aspirants came out successful. The number of total teachers was 1500 and total students were 8500. The number of subjects taught was 100. Students outside the country were studying in Nalada during those days.

The curricula consisted of Budhistic and Brahminic scriptures, religious works, art and science studies. Some of the popular subjects were Vedas, Budhist Scriptures, Philosophy, Hetu, Sabda, Medicine, Linguistics, Law, Astronomy, Sankhya, Sanskrit, Panini Grammer etc. three big libraries–Ratnanidhi, Ratnasagara, RatnaRanjaka were founded for the study of students.

### **1.1.5.3: Vikramshila**

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Vikramshila was founded by the famous Pala King Dharma Pala near the bank of Ganga in Bhagalpur. There were 108 buildings and to watch each building 108 wardens were there. There were Acharyas, Upacharyas and Upadhyays. The administration was managed by a committee of teachers. Here also there were dwarapandits as was in Nalanda. The most learned teacher was selected as Kulapati.

The curricula were almost similar to that of Nalanda so also the rules and regulations. Not much information is available as most of its existence has been destroyed by the Turko-Afghans.

### **1.1.5.4: Nadia**

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Nadia is the youngest Brahmanical centre of learning while Taxila is the oldest. King Laxman Sen made Nadia his capital. Learners from Bengal who used to visit places like Mithila, Nalanda, Vikramshila now could study here. Graduation degrees were awarded independently. Though Nadia was famous nationwide for its Nyaya school of thought, other schools were in practice too. Raghunandan's Smriti School, Krishnananda Agambaghis school of Tantrism, Ramsundar Vidyanidhi School of Astronomy were some of the famous schools of astronomy. The University had three centers of learning—Navadwip, Santipur and Gopalpara. In the last part of 1800<sup>th</sup> Century Navadweep alone had 400 students and 150 teachers. Post graduate instruction was imparted in the chatuspathis of Navadweep.

Nadia was famous for its 'tol' culture. Its vernacular equivalence is 'chatuspada' which is the centre for the culture of four Vedas. These 'tol's were the centers of Sanskrit learning. Every 'tol' was a single teacher institution. The 'tol' excelled in that discipline in which the teacher was erudite. But there were pundits who did not own a 'tol'. Still they had high reputation.

Nadia basically provided knowledge in two fields—Smritis and Nyaya. Smritis require 8 years for completion while Nyaya requires 10 years. There were no fixed

routine for study. The teacher took classes with individual students whenever it was possible in the morning and in the evening. There were no summer or puja holidays. Nyaya schools were closed from *Rathayatra* day to *Rashpurnima* Day. Smriti schools were closed from the month of *Bhadrava* to the month of *Kartika*. There was a two week closure for *Saraswati Puja*.

For external students, residential facility was there which was mostly free of cost. Finances came from two sources—funding from *Zamindaars* and donations and awards received.

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### **1.1.6: Comparison Between Brahmanical and Buddhist System of Education**

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The Brahmanical system of education has been succeeded by the Buddhist education system in India. The whole educational ambience was almost swayed away by the Buddhist principles and ideals. But these two systems had a lot of similarities along with the differences they had. Let's know the similarities first.

#### **Similarities**

The aim of both educations was to help the learner move towards liberation. The Brahmanical system calls it 'mukti' and the Buddhist calls it 'nirvana'.

Discipline was given highest importance in both the systems. It was of their opinion that without discipline nothing happens substantially.

Both had their system of initiation ceremony. They knew the importance of initiation ceremony for the students. Therefore before a student starts education the process of initiation would help in the purification of the learner so that education enters smoothly in. the Brahmanical system calls it 'upanayana' and the Buddhist system calls it 'pabajja'.

#### **Differences**

The Brahmanical system gave more importance 'Gurugruha Vasa' i.e., staying in the house of the Guru during education which was known as Gurukul. And the

Guru had to teach everything that the student wanted. But in Buddhist system the students had to go to a 'vihara' for education. A 'vihara' is an institution of education where Buddhist 'sramanas' live. Unlike the Brahmanical system it is not a Guru or teachers own home.

The students in Brahmanical system had to stay in 'gurukul' for at least twelve years and after the completion had to come back to a life of his own. But in Buddhist system one had to stay for life time and dedicate his entire life for the preaching and propagation of Buddhism.

Brahmanical system of education was based on the principle of 'adhikaaravaada' or the principle of worthiness. The student is admitted to gurukul if passed in the preliminary test which ensures his true nature as a learner. Not any Tom Dick Harry was permitted to have education. But the Buddhist education was free for all. Anybody who wanted to get education was permitted. The Buddhist system made education democratized.

The language in Brahmanical education was Sanskrit, while the language of Buddhist education was Pali.

The Brahmanical education gave equal importance to both Aparā Vidya and Para Vidya. Therefore, its curriculum was a happy blend of vocational and theological subjects. But in Buddhist education system theology was given highest importance. Vocational education was sidelined.

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### **1.1.7: Let's Sum Up**

Brahmanical system of education has really set up the foundation of a great education system for all time. Its classification of education into 'Aparavidya' and 'Para Vidya' has created the eternal philosophy to know life and its true purpose. Thousands of years later, even for modern man, the goal of life has not changed. The values it fixed were really perennial. Vedic education has shown the path of

eternity for human civilization. Though many new subjects have come up, newer methodology with the help of technology have evolved, but the fundamental quest of humanity has always been the same. And Vedic education was a panacea for that eternal quest of mankind. It has given the first university to the world which was Taxila or Takhsyasila. It had given greatest of thinkers like Chanakya. It had given greatest of doctors like Sushruta and Charaka. Great kings have been prepared by this system so also great Seers.

Students had to stay in Gurukul for their education. The education usually started at the age of eight. But it could be twelve years of age if he is not found ready. Then the education period was for twelve years. After completing education he had to come back to his society and lead a life of normalcy.

The method of teaching had three stages: Sravana, Manana, and Nididhyasana. The teaching was mostly oral. If any practical demonstration was required it ought to follow practical demonstration.

The curriculum included both contents: of Social life and that of extra-terrestrial. Students were evaluated by their teachers after the end of the study and were awarded titles in a ceremony called 'Samaavartana'. Meritocracy was given highest importance.

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### **1.1.8: Assignment**

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Answer the following questions in your own words.

1. Write five distinct features of Brahmanical education system.
2. 'Vedic education is a perfect fountain for human quest' – Explain.
3. Give a comparison between Vedic methods of teaching with the method of teaching practiced now.
4. Give your comment on Vedic Curriculum. How far is it feet for modern time?

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### **1.1.9: Suggested Readings**

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## **BLOCK-1**

### **EDUCATION IN INDIA DURING ANCIENT AND MEDIEVAL PERIOD**

#### **UNIT: II**

#### **Medieval System of Education**

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#### **CONTENT STRUCTURE**

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- 1.2.1: Introduction
- 1.2.2: Learning Objectives
- 1.2.3: Education in Medieval Period
  - 1.2.3.1: General Characteristics
  - 1.2.3.2: Aims
  - 1.2.3.3: Curriculum
  - 1.2.3.4: Method of Teaching
  - 1.2.3.5: Evaluation system
- 1.2.4: Let us Sum up
- 1.2.5: Assignment
- 1.2.6: Suggested Readings

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#### **1.2.1: Introduction**

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The fall of Gupta Empire created a vacuum in Indian timeline. This was the time when a new religion called Islam emerged. The over enthusiastic Muslim rulers of Arab and Persia started conquering large mass of central Asia. They found an opportunity in India. They invaded it and established their kingdom. When we say medieval India, it is mainly the period in which the Muslims had their sway. The time period of medieval India starts from about the 10th century A.D. and continues up to the middle of the eighteenth century, i.e. before the British rule in India. During this time, the Muslim system of education was predominant. The Muslims invaded India and changed the fabric

of education. They destroyed many institutions of repute. For example, Nalanda University was destroyed by BakhtiarKhilji. They introduced a system of education as per their religious and ideological denomination. And because of that the ancient system of education was no longer in priority. Moreover, many Muslim rulers were not at all interested in education. Of course Akbar was an exception. Let's know the system of education in a bit detail.

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### **1.2.2: Learning Objectives**

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After going through this unit, the learners:

- Will know the system of medieval education system
- Can differentiate between Brahmanical and Medieval system of education
- Can understand the impact of such education on Indian psyche

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### **1.2.3: Education in Medieval Period**

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Education in medieval period is education provided by the Muslim rulers and preachers. During that period two types of institutions were mainly in vogue: the maktab and the madrasahs. Primary education was provided in maktab while madrasahs were the centres of higher learning. The maktab were usually run by public donations, while the madrasahs were maintained by the rulers and the nobles. Six different types of institutions were found during that time. These include: institutions maintained by the rulers and the nobles; institutions launched by the individual scholars with the help and support obtained

from the state or donations; institutions associated with the mosques; institutions associated with the tombs; institutions started by the individual scholars; and institutions attached to the Sufi hospices. Some of the renowned madrasahs were the Muizzi, the Nasiri and the Firuzi madrasahs in Delhi, Mohammed Gawani's madrasah in Bidar and AbulFazi's madrasa in Fatehpur Sikri.

The Sirat-i-figuz Shahi provides a list of 14 subjects that were taught in the madrasahs. Some of the dominant subjects were jurisprudence and the study of the Quran. Logic, mathematics, geometry, history, geography, accountancy, public administration, literature, science, and astronomy are the other dominant subjects during that time. The origin of vocational and technical education was considered as one of the major developments under the Muslim period. Women were disallowed to education because of a system called the Purdah system. Persian was the medium of instruction for these institutions.

Kings and sultans who patronized education were Balban, and FerozTughlaq. Especially Firoz Tughlaq was all devoted to education. He not only encouraged learning but also constructed new centers of learning and even repaired many old madrasahs. He founded nearly thirty madrasahs. The Lodhis also took interest in education. Sikander Lodhi gave a fresh start to the art of writing, compilation and translation. Standard literary works were produced under him. The Mughals patronized literature and its development. Akbar also had kin interest in education. His court was filled with learned men and men of letters.

It was the Muslims who introduced papers in India. This gave rise to the use of manuscripts. Translation works got impetus especially from Akbar's period. Dara Shikoh, one of the brothers of Aurangzeb, translated Upanishads into Persian language. This Persian translation was later on further translated into European languages and Europe could read the Indian philosophical text.

Like the Islamic education system, a parallel education system was there also for the Hindus. Sanskrit was the medium of instruction for the students. Pathshalas and Vidyapithas were for the Hindus. The Mughal emperor, Akbar gave grants to educational institutions, and established a college near Jama Masjid. During this time, education was not a state subject. Elementary education was provided in temples and mosques. The functioning of temples and was dependent upon the donations given by the rulers, wealthy individuals and donors. Another significant development took place during this period which is the development of Urdu language. This happened when Persian which is the language of the Muslims came in contact with Hindi, the language of the Hindus.

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### **1.2.3.1: General Characteristics**

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*Traditional in Spirit and Theological in Content:* Education in medieval period was quite traditional in its outlook. Its only aim was to provide

content mastery and knowledge of religion to students.

*Royal Patronage:* Most educational institutions were under royal patronage or under patronage of rich people of powerful nature. They financed and established institutions either for their name and fame or for religious propagation.

*Religion as Centre of Education System:* The whole system of education was pervaded with religious flavor. The aims, objectives, materials and the other aspects involved in the system of education were all based on religion.

*Importance to Vocational Education:* During this period, vocational education flourished. Skills and works of mundane life were given priority as they help to maintain a good life.

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### **1.2.3.2: Aims of Education**

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The following are some of the aims of medieval education.

1. Education as a means of propagating Islam
2. Education as a means to achieve material prosperity
3. To prepare the students to sustain their living and cope with challenges and problems of life

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### **1.2.3.3: Curriculum**

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The curriculum had been divided into two categories: the traditional (manqulat) and the rational (maqulat) sciences. Law, history and

literature come under the traditional sciences. The rational subjects include logic, philosophy, medicine, mathematics and astronomy. More emphasis was put on the rational sciences at a later stage as compared to the traditional sciences. Traditional subjects dominated education under the period of Illutmish, which was from 1211-1236 till the reign of Sikander Lodi from 1489-1517. The system of education began to experience a transformation, when logic and philosophy began to get introduced in the system of curriculum. The subjects like, accountancy, public administration and geometry were added by Emperor Akbar during his tenure.

Another important development during the Muslim period was the provision of vocational, technical and professional education. Students on the basis of their skills, abilities and interests were trained in number of occupations like silk weaving, carpentry, pottery making, dyeing, artworks, handicrafts, working with metals, precious stones, production of garments, jewellery etc. The Mughal emperors took keen interest in artworks and handicrafts. The Mughal paintings are famous even today for their excellence. The fine fabrics, shawls, painted wares and gold and silver ornaments of India were the outcomes of professional, technical and vocational education during that time. The individuals, who are engaged in the manufacturing and production of these items, need to possess adequate knowledge and skills.

The medium of instruction was Persian or Arabic. Though some institutions which teach in Sanskrit were found, but these were never been the mainstream.

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#### **1.2.3.4: Method of Teaching**

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The main method of teaching was oral. Memorization of facts was given importance in teaching. The whole class had to follow strict discipline. Like the Vedic system, the Islamic education also followed the monitorial system. That means more intelligent learners were asked to assist the teacher in their teaching.

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#### **1.2.3.5: Evaluation system**

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Evaluation was both oral and practical. Many contents require oral reproduction. These were tested orally. Some contents require practical demonstration. So, practical manifestation is required. Some subjects like military training, art, and handicraft were evaluated practically.

Students were tested from time to time periodically to know their mastery over a topic. No modern day annual examination was there. Promotion was based on the assessment of teachers. Degrees were awarded for specialized branches of learning. The three most important degrees were: Fazil (specialized in logic), Atim (specialized in theology) and Qubil (specialized in literature).

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#### **1.2.4: Let Us Sum Up**

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The medieval period was the time ruled by the Muslims in India. Royal

patronage was there for education. But these were mainly religious education. Many Muslim kings and sultans established Islamic centers of learning to promote Islam and its culture. The whole concentration was on theology and literature.

The Muslim period saw the use of paper which later on was used for writing manuscripts and translation works. Literatures flourished because of this.

The teacher followed monitorial approach. The teaching was mostly oral. Strict discipline was the core of education.

Evaluation was continuous. It was controlled by the teacher. Degrees were awarded according to the depth of the topic. Three main degrees which were famous at that time were fazil, atim and qubil.

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### **1.2.5: Assignment**

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1. Write the main features of education during the medieval period.
2. Find out the differences between Vedic education and Islamic education.
3. Point out the best contribution of Islamic education.

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### **1.2.6: Suggested Readings**

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## **COR-314**

### **HISTORICAL FOUNDATION OF EDUCATION**

#### **BLOCK-2**

#### **EDUCATION IN THE 19TH CENTURY INDIA**

#### **UNIT: I**

#### **Charter Act, Macaulay's Minute and Wood's Dispatch**

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#### **CONTENT STRUCTURE**

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- 2.1.1: Introduction
- 2.1.2: Learning Objectives
- 2.1.3: Charter Act of 1813
- 2.1.4: Oriental -Occidental Controversy
- 2.1.5: Macaulay's Minute
- 2.1.6: Bentinck's Declaration
- 2.1.7: Wood's Dispatch
  - 2.1.7.1 Context
  - 2.1.7.2: Recommendations
  - 2.1.7.3: Criticism
  - 2.1.7.4: Educational Significance
- 2.1.8: Let us Sum up
- 2.1.9: Assignment
- 2.1.10: Suggested Readings

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#### **2.1.1: Introduction**

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When we say nineteenth century education, we mainly mean the British education. At that time the British has expanded its sway to every length and breadth of India. It has its system of education. Indian education has its third stage of evolution after the British established its colony in India. This phase of education has been shaped by three forces: the British East India Company, the Christian Missionaries and the Indian intellectuals and reformers. All have their own motives. The motive of the company was to create a group of English educated youth who could help them in their administration. The motive of the Christian Missionaries was to spread the message of Christianity through education and ultimately convert them. The motive of the Indian intellectuals was to help Indians open their mind to modernity through education. Excepting a few

many of the Indian intellectuals considered English Education as modern education. But there were some intellectuals like Swami Vivekananda, Swami Dayananda, G K Gokhle, Mahatma Gandhi and Rabindranath Tagore who differed with the English system of Education and developed education system of their own. These systems went parallel with the English system of education and impacted Indian minds colossally. Nevertheless, the main trunk of education resided with the British as they had the power. Therefore their impact was the highest.

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### **2.1.2: Learning Objectives**

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After going through this unit, the learners:

- Can understand the British system of education
- Can decipher how this education shaped the education of India after independence

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### **2.1.3: Charter Act of 1813**

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The year 1813 was a landmark year in the educational history of India. After this, India experienced an official British system of education. Beforehand missionaries and religious groups used to use education as one of their means to enter Indian heartland. Some amount of English education was propagated through them. But these were all non-official. It was the Charter Act 1813 through which a state system of education was officially introduced in India.

All through 18th century, it was the Christian missionaries which dominated educating the Indian mass and it had a religious flavour pertaining to Christianity. But it was a matter of discomfort for East India Company as it felt that this would rouse religious sentiments among people of India which ultimately could affect the business policy and the diplomatic role of the East India Company.

Therefore, from 1793 to 1813 the company did not allow the missionaries to officially work in the field of education. This created an agitation against the East

India Company. It was perceived that the Company was opposed to the teachings of Christ. Added to this, this very agitation was supported by many in England which ultimately paved the way of introducing an education clause known as Charter Act of 1813. The Act introduced a State system of Education in India. Now the British government took the responsibility of education in India officially. The clause says, "It shall be lawful for the Governor-General-in-Council to direct that out of any surplus which may remain of the rents, revenues, and profits arising from the said territorial acquisition, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt in manner hereinafter provided, a sum of not less than one lac of rupees each year shall be set apart for the revival and improvement of literature and encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the science among the inhabitants of the British territories in India."

This clause of the Charter Act of 1813 compelled the East India Company to accept responsibility of education for Indian people. As a result, from 1813 to 1857, it opened many schools and colleges which laid the foundation of English education in India officially. The following are the impact of this charter.

1. The British administration in India realized its responsibility on education for the first time
2. An amount of one lakh rupees to serve the cause of Indian education was fixed
3. An opening of doors and windows to western literature and culture in India happened
4. The succeeding educational developments in British India owe their origin to this Charter Act of 1813.

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#### **2.1.4: Oriental -Occidental Controversy**

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After the Charter Act of 1813, that allowed grant-in-aid of one lakh rupees to be spent on education, schools and colleges were opened by the British administration. Another Charter Act 1817 increased the sum to two lakh rupees. As a result English education spread substantially. But this gave rise to a controversy which is known as *oriental-occidental controversy*. It was an ideological conflict between two Indian intellectual groups of that time. The ideological quarrel was about the organization of modern education in India. The former group which was known as the orientalist wanted vernacular languages such as Sanskrit and Persian to be the medium of instruction. While the latter group which was known as occidentalists wanted English as medium of instruction. Thus a clash erupted between these two groups. The former suspected the intention of the British as they experienced treachery earlier. The later wanted English education as it thought that it would bring modernity to India. The opportunistic tendency of the British made the orientalist think that everything would be anglicized gradually with the establishment of their educational system in India. On the contrary, the other group believed that English education would bring progressive changes in India. The controversy was related to the following domain.

*Target population:* The first controversy was about whom to educate. Is it better to go for educating the elites in higher education or to provide opportunity to the masses for their elementary education?

*Curriculum Content:* The second controversy was about the content of education. Is it necessary to introduce western science and culture to Indians or else they should be taught the oriental system of learning.

*Medium of Instruction:* Should English be adopted as the standard medium of instruction or vernacular languages should be adopted as medium of instruction.

*Administrative Agency:* who shall be entrusted the duty of educating Indians– The East India Company or the Missionaries? How much freedom should the missionaries enjoy?

The Orientalists led by Dr. H.H.Wilson and H.T. Prinsep advocated that Sanskrit, Arabic and Persian should be the medium of education. Initially, the company officials patronized oriental learning as a result of which the establishment of the Calcutta Madrasa by Warren Hastings in 1781, the Benares Sanskrit College by Jonathan Duncan in 1791 and the Asiatic Society of Bengal by William Jones in 1784 took place. This group wanted to teach the local language and culture to the British officials so that they could perform their job better. This was the prime objective behind the foundation of the Fort William College at Calcutta in 1800. The other motive was to develop friendly relations with the elites of the indigenous society and to understand their culture. This was the main reason behind the establishment of the Calcutta Madrassa and the Benaras Sanskrit College.

The Anglicists led by Charles Trevelyan, Elphinstone advocated that western education is to be imparted through English as the medium of instruction. This group was supported by people like Raja Ram Mohan Roy. For them western education was the “key to the treasures of scientific and democratic thought.”

Another group which supported the western education system was the Evangelicals and Utilitarians who considered the Christian ideas as superior. Two great exponents of the Evangelical view were Charles Grant and William Wilberforce.

The result of this controversy brought Lord Macaulay to India. He presented his report in 1835 and brought an end to this controversy through this report.

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### **2.1.5: Macaulay's Minute**

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The controversy between the orientalist and the occidentalists created hindrance in the progress of English education in India. Thomas Babington Macaulay who was also known as Lord Macaulay has been commissioned to India to bring a solution to this problem. He submitted a report to the governor general of the

time. The report is known as Macaulay's Minute. It was brought in the year 1835. This report put an end to the Oriental-Occidental controversy.

**On 2<sup>nd</sup> February 1835**, this British historian and politician delivered his '**Minute on Indian Education**,' which sought to establish English education and settled the dispute in favor of the *Anglicists*. Lord William Bentinck accepted the minute in March 1835. The following are the important recommendations.

- a. Now the government resources were to be devoted completely to the teaching of Western sciences and western literature.
- b. All colleges are to be closed which teach eastern philosophy and language.
- c. Down ward Filtration Theory is to be adopted for education. That means the British had to educate a small number of Indians who in turn have to educate the other Indians.
- d. Creation of a class of English educated who are Indian by blood but British by taste.
- e. Mass education of Indian people has to be abandoned.

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#### **2.1.6: Bentinck's Declaration**

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Lord William Bentinck the-then governor general of India accepted Macaulay's opinions towards education and made his famous policy announcement on 7<sup>th</sup> March 1835.

The resolutions says the promotion of European literature and science among the natives of India would be the priority of the British and that all the funds appropriated for the purpose of education would be best employed on English education.

The previously established oriental colleges would not be abolished. The pensions and stipends granted to the teachers and students respectively would not be withdrawn either. But new responsibility would not be taken in respect of orientalism.

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### **2.1.7: Wood's Dispatch**

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The aftermath of Macauley left many questions unsolved. Some newer problems took birth and created more mess. The need for a comprehensive educational policy was greatly felt. So on 1854 Sir Charles Wood was appointed by the British Government to look after these problems. A parliamentary committee under the guidance of Charles Wood considering all its problems sent a comprehensive report to the-then Governor General Dalhousie which is known as Wood's Dispatch. Let's know it in detail.

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#### **2.1.7.1: Context**

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Macaulay's Minutes (1835) though stopped the controversy that grew between orientalist and the occidentalists but brought more irritation among the mass. It contained more controversial recommendations: the first being the acceptance of English as the medium of instruction at all the levels of education; the second is teaching of European literature in all educational institutions of India; the third one that says about ending the grant-in aid system for the indigenous educational institutions in India; and at last the adoption of Downward Filtration Theory for educating the mass. The distortion created by Macaulay's Minutes worsened the situation. This ultimately led to the appointment of Charles Wood who later submitted his historic report called 'Wood's Dispatch'.

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#### **2.1.7.2: Recommendations**

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1. The aim of education in India should be the spread of the arts, science and philosophy of Europe so as to equip the East India Company with efficient people.
2. Vernacular or regional language would be the medium of instruction for the primary stage of education, while English is to be used in higher education.
3. Separate department of education should be established at each province under a Director of Public Instruction who should be assisted by Inspectors

to schools.

4. Universities should be established at Bombay, Calcutta and Madras following the model University of London. These universities should have a Chancellor, a Vice-chancellor and members who constitute a senate.
5. Vocational schools, technical institutions and colleges should be established at different parts of the country.
6. Teacher training institutions should be established by following the model of London, for giving exclusive training to teachers.
7. There should be grant-in-aid schemes for private schools for better spread and development of education.
8. Special arrangements should be there for providing modern education to women.

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#### **2.1.7.3: Criticism**

Wood's Dispatch failed to remove the imbalance in Indian education system. The rich people sent their children to English medium schools. The government gradually stopped financial aid to the indigenous schools. Therefore their existence became jeopardized. The Despatch succeeded only in producing a class of clerks and accountants.

The Despatch had a biased attitude towards the Christian missionaries. Christian religious books were easily available in the libraries whereas the eastern literatures were not. This ultimately favoured the missionaries.

The system of grant-in-aid did not operate properly, i.e., there was paucity of funds, the irregularity of their release and biased attitude towards the privately managed schools.

Indigenous schools remained neglected. Priority was given to people educated on English pattern with regard to government posts.

General education was neglected. Only the privileged class could get education.

The Despatch, in reality promoted Western literature and knowledge and government offices showed preferences for persons educated in English.

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#### **2.1.7.4: Educational Significance**

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The Wood's Dispatch gave a comprehensive ground to the education of India. Its provision of grant-in-aid, teacher training and women education had really given some solid ground for the education of Indians. It has paved the way for next level educational development in India. Some of the magnificent development in education happened after this dispatch. These are:

- a. Universities at Bombay, Madras and Calcutta were set up in 1857
- b. Education departments were set up in all provinces
- c. Bethune School (founded by J.E.D. Bethune) was set up for women education
- d. Agriculture Institute at Pusa (Bihar) and an Engineering Institute at Roorkee were started to give boost to technical education
- e. British India witnessed rapid westernization of education system with European headmasters and principals in schools and colleges
- f. Private Indian educators appeared

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#### **2.1.8: Let Us Sum Up**

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During the early 19<sup>th</sup> century, Indian Education was in a fishy state. There was no proper policy through which the system could be governed. The education was influenced by the East India Company and the missionaries and the Indian intellectuals. There was no clarity about what exactly the country wants. The British government brought a charter act in 1813 which made the provision of financial grant of one lakh to open schools and colleges in India. This was increased to two lakh in charter act 1817. This helped the spread of education in India. But a controversy erupted between two groups of intellectuals on the matter whether oriental knowledge or western knowledge should be the content of education. This snowballed into a great chaos and ultimately invited Lord Macaulay to present his minute in 1835 in favour of the Anglicists ending the controversy altogether. Lord Bentinck accepted this minute and a systematic foundation of English education took its shape afterwards. But Macaulay's minute

was highly biased towards English education which irritated the natives. They became highly critical to the motives of the British and their education system. There were other anomalies relating to education too. This pressured the British to bring a reform in education. The result was Wood's Dispatch 1854. It gave some beautiful recommendations like grant-in-aid to private schools, provision of women education, teacher training; opening of universities etc. The government did fulfill many of its promises too. That is why wood's dispatch was known as the Magna Carta of Indian education. Its impact was far futuristic as it shaped the further educational development of the country.

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**2.1.9: Assignment**

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1. Why did a controversy erupt between Orientalists and Anglicists?
2. Which important recommendations made the Wood's dispatch really a Magna Carta?
3. What is the contribution of Charter Act 1813 for Indian education?

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**2.1.10: Suggested Readings**

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Banerjee, J.P. (1994). Education in India: Past Present and Future, Central Library: Calcutta.

Dash, B.N. (1991). Development of Education in India, Ajanta Prakashan: Dehli.

**BLOCK-2**  
**EDUCATION IN THE 19TH CENTURY INDIA**

**UNIT: II**

**Serampore Mission and Indian Education Commission-1882**

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**CONTENT STRUCTURE**

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- 2.2.1: Introduction
- 2.2.2: Learning Objectives
- 2.2.3: Serampore Mission: Contribution of Trio to Education
- 2.2.4: Indian Education Commission, 1882
  - 2.2.4.1: Background
  - 2.2.4.2: Composition
  - 2.2.4.3: Criticism
  - 2.2.4.4: Educational Significance
- 2.2.5: Let us Sum up
- 2.2.6: Assignment
- 2.2.7: Suggested Readings

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**2.2.1: Introduction**

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The later nineteenth century saw a lot more educational development in India. The wood's dispatch made the provision for grant-in-aid, women education, teacher education etc. But the dissatisfaction was from the missionaries. They were not given that much space they wanted. Though some beautiful contributions were experienced later in the form of Serampore Trio and many more missionaries, their thirst was more. Moreover, there was a rise in nationalism amongst Indians. Demand for Mass education became the call of the natives. The rise of political consciousness was greatly experienced among the mass. The Aligarh movement of Sir Syed dawned a desire among the Muslims for better education. The Muslims felt betrayed because the British replaced their language i.e., Persian with English as language of instructions. They had reservations against English education too. This period also experience the rise

of Hindu nationalism in 1857. Now the government wanted to give some concession to the native. Thus came the Indian education commission, 1882. This was also known as the Hunter commission. Let's know these events in a bit detail.

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### **2.2.2: Learning Objectives**

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After learning this unit, the students:

- Can understand the contribution of Serampore trio in education.
- Can evaluate the contribution of Hunter commission for education of Indians

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### **2.2.3: Serampore Mission: Contribution of Trio to Education**

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*Serampore Mission* (1800-1845) was India's first Christian missionary organization established by William Carey and his two associates who were Joshua Marshman and William Ward. They established this mission on 10 January 1800. The Mission started preaching the message of Jesus Christ from two places of Hughli district—Bandel and Serampore. The first Catholic Church in Hughli was established at Bandel in 1599. About two hundred years later a Protestant Church was built in Serampore in 1800. It was through Carey's initiative that the Baptist Missionary Society was formed. On 24 April 1800 the Serampore Mission Church was inaugurated with Carey becoming the Chief Priest of the Church, and Marshman and Ward being Assistant Priests.

The Serampore trio practiced two important principles as derived from Jesus, Paul and Morariaus. *Firstly*, a missionary ought to be a companion and should consider himself equal with the people he is sent to serve. *Secondly*, a missionary must be indigenous, self-supporting and self-propagating. To make the first objective a reality; they learnt the local language and culture. After learning the local language they took the gospels of Christianity to streets, bazaars and river

banks where every common man can be interacted with. This helped them to make creative dialogue with the locals. As far as the second objective was concerned the Mission was self-supportive. The cost of the missionary activities was borne by their own earnings. Marshman took it from the schools, Ward from the Press and Carey from his teaching job.

The aim of the trio was spread of Christianity. But the company-government of British disallowed these activities. Therefore they had to shift to a Danish settlement Serampore.

In Bengal, Carey wrote books on natural history and botany for educating people for their agricultural advancements. He produced dictionaries and grammars of Bengali and of other languages too. Around thirty Bible translations were done by him. Some of the languages in which bible was translated were: Assamese, Bengali, Hindi, Hindusthani, Oriya and Punjabi, Awadhi, Baluchi, Bhatenari, Bhungali, Bikani, Bragbhasa, Dogri, Garwali, Gujarathi, Horothi, Jayouri, Konanji, Kashmiri, Khasi, Kumanni, Konkani, Kurnata, Maghdi, Manipuri, Marwari, Multani, Nepali, Palpa, Persian, Pusthu and Telegu. Along with Bible translation, Carey was also involved in producing grammars and dictionaries in many languages. He prepared grammars in seven languages, dictionaries in four languages. His contribution towards the development of Bengali prose was also praiseworthy. Marshman worked on Mandarin and Ward pioneered the establishment of a press at Serampore, along with the manufacture of paper.

The year 1812-13 gave a new turn to the mission and its activity. Because of fire the mission press was burnt. It was later revived the ban on the missionaries was lifted on 1813. Now the mission could widen its activities in the field of industry, literature, science, newspaper and periodicals, and in social reforms. This paved the way for renaissance in the country. In this period, the Mission opened up its branches at many places of Bengal.

The first Bengali medium school for boys was started on 1st June 1800 by the mission. Then vernacular schools by 1818 were opened with student strength of 10,000. In 1820, with the initiation of Hannah Marshman (wife of Joshua Marshman), the first school for girls was opened with eight pupils. The Serampore mission was a pioneer in promoting education for girls. Within six years 12 schools were opened and 300 girls received education. In 1818 Serampore College was established. Though the primary intention was to provide religious education, separate branches of secular education were also established. The College was given the status of a Deemed University in 1827 by the Danish Government. But activities got setback after the death of Carey and Marshman in 1834 and 1837 respectively.

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#### **2.2.4: Indian Education Commission, 1882**

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The Indian Education Commission (1882) which is also known as Hunter Commission was appointed by Lord Ripon on 3<sup>rd</sup> February 1882 to investigate the current educational need and problems of education at that time, particularly the aftermath of Wood's Dispatch. The Commission consisted of 21 members. Some members were Indian and were selected from different provinces of India while others are from UK. Sir William Hunter was an Indian Civil Service officer and a member of the Executive Council of the Viceroy. The Viceroy appointed him as the chairman of the commission. That is why it is also popularly known as Hunter Commission.

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##### **2.2.4.1: Background**

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After the Wood's Dispatch many significant incidents happened which substantially stirred the then government to think of a new education policy in India. The first complaint to the government was the non-implementation of the Wood's Dispatch. The second complaint was about the dilapidated condition of primary education which urgently needed a ground work. Side by side many more issues of education were under the scanner of government which needed attention. The country saw a painful sepoy mutiny in 1857. This really invoked nationalism among Indians. So the British India government felt a need to go for a

first of its kind educational policy having Indians as members. The following are some of the intentions of the government at that time.

- To assess the state of primary education in India and to make recommendations for its improvement.
- To evaluate the educational work of religious missionaries.
- To inquire about the implementation of Wood's Dispatch of 1854 particularly its grants-in-aid system, which was said to be biased towards the missionaries and make suggestions for its reform.
- To decide whether or not the government should be allowed to continue providing education to its people.

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#### **2.2.4.2: Composition**

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The Commission consisted of twenty members under the chairmanship of Sir William Wilson Hunter, a member of the Viceroy's Legislative Council. Members were taken from each of the Presidencies and Provinces excepting Burma and Assam who were expected to represent various races, classes, and stake holders in the field of education. Even Christian missionaries had representation in the commission.

The members from the missionary were Dr. Miller (the Principal of Christian College Madras), W. B. Blacket, (Principal Church Mission Divinity College Calcutta), and Rev. A. Jean, D. D. (Rector of St. Joseph's College Negapatam)

The commission gave its recommendations on many areas of education. But two significant areas for which the commission would be remembered are its recommendation on grant-in-aid and on primary education. Let's focus our discussion on these two.

*On Grant-in-Aid:*

- i) "Besides salaries of teachers and scholarships to students, grants should also be given for the construction of school building, laboratory and library etc".
- (ii) "The rules for the grant-in-aid should be simplified and liberalized".

- (iii) “The rules for the grant-in-aid should be made in conformity with the provincial needs”.
- (iv) “The rules for the grant-in-aid should be made separately for different aspects”.
- (v) “The revised rules for the grant-in-aid and any subsequent alterations made therein should be published in the official gazettes and communicated to all those involved in the field of education, especially to the principals”.
- (vi) “The schools should be inspected before taking decision on the application for grant-in-aid received from any school and for any aspect”.
- (vii) “No discrimination should be made while approving the grants to schools”.
- (viii) “Grants should be made available to schools without any delay”.
- (ix) “There should be no interference in their internal matters of those schools which receive grants”.
- (x) “Grants-in-aid to any schools should not be withheld without any reason”.

*On Primary Education:*

- “The administration and finance was entrusted to the local bodies. These local bodies will establish primary schools in their regions, appoint teachers in them, pay their salaries and shoulder all other expenses”.
- The two aim of primary education were: “Expansion of mass education and Education of practical life”.
- The curriculum should reflect provincial needs and aspirations.
- The medium of instruction is to be the provincial language.
- Indigenous schools should be facilitated through grants.
- Training of teachers need to be organized to make primary education more interesting.

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#### **2.2.4.3: Criticism**

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The commission brought many significant changes in education. But one of the most important demerits of it is its boundary was limited to the reformation of

schools only. Not only that the demand for primary education was huge. But the government grant was too small. This resulted in the demand for universal primary education. This was demanded by G K Gokhle in later years.

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#### **2.2.4.4: Educational Significance**

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The British government accepted majority of the recommendations, and the following impacts have been noticed.

- Significant reduction of the amount of time spent on British subjects in elementary school.
- The Punjab University was founded in 1882. This lessened the burden of Calcutta University.
- Between 1882 and 1901, a significant increase in the number of students enrolled in primary and secondary schools of India was noticed. This was because of the expansion of primary schools in backward districts.
- District and Municipal boards were entrusted with the management of primary education under the Local Self Government Act. The funds were separated for rural and urban areas to avoid funds earmarked for rural schools being misappropriated by urban schools.
- Secondary schools were found to be established by private parties with funds provided by the government. Their curriculum was also revised with academic and vocational courses diversified into different branches.
- Missionary schools were discouraged, and Indian participation in the private school system was solicited.
- Special care was taken in advancing the education of girls.
- Grant-in-aid system was made liberalized. Now it covered wide range of areas starting from salary of teachers and student stipends to construction of buildings and libraries.

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### **2.2.5: Let Us Sum Up**

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The later part of 19<sup>th</sup> Century saw an uneven rise of education in India. By uneven rise we mean mainly urban students and students who were proselytized to Christianity were studying. The missionary schools were given grants as private schools. This deterred the entry of indigenous private schools. Nevertheless, the reformatory work of the Serampore trio on education was praiseworthy.

The recommendations of Wood's Dispatch were poorly implemented. This brought the Indian Education Commission 1882. The commission gave beautiful recommendations on grant-in-aid and on primary education. This really brought new revolutions in Indian education.

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### **2.2.6: Assignment**

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1. Write the contribution of Serampore Trio in the field of education.
2. Why would you remember Indian education Commission 1882?

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### **2.2.7: Suggested Readings**

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Banerjee, J.P. (1994). Education in India: Past Present and Future, Central Library: Calcutta.

Dash, B.N. (1991). Development of Education in India, Ajanta Prakashan: Dehli.

**[https://en.banglapedia.org/index.php/Serampore Mission](https://en.banglapedia.org/index.php/Serampore_Mission)**

<http://hdl.handle.net/123456789/1277>

<https://www.bednotesatoz.in/2022/03/indian-education-commission-1882-or.html>

**COR-314**

**HISTORICAL FOUNDATION OF EDUCATION**

**BLOCK-3**

**Bengal Renaissance and its influence on Education**

**Unit-1**

**Bengal Renaissance and its influence on Education**

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**CONTENT STRUCTURE**

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**3.1.1: Introduction**

**3.1.2: Objectives**

**3.1.3: Meaning and concepts of Bengal Renaissance**

**3.1.4: Causes of Bengal Renaissance**

**3.1.5: Characteristics of Bengal Renaissance**

**3.1.6: Impact of Bengal Renaissance on Indian education**

**3.1.7: Let us Sum up**

**3.1.8: Assignment**

**3.1.9: Suggested Readings**

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**3.1.1: INTRODUCTION**

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The Bengal Renaissance refers to a cultural and intellectual movement that took place in the region of Bengal (which includes present-day West Bengal, India and Bangladesh) during the late 19th and early 20th centuries. This movement was marked by a revival of art, literature, science, and social reforms, and was spearheaded by a group of visionary thinkers, writers, artists, and social activists. The Bengal Renaissance was a response to the socio-economic and cultural changes that were taking place in Bengal under British colonial rule. The movement sought to revive and celebrate Bengal's rich cultural heritage, while also promoting modern scientific and intellectual ideas. It led to the emergence of modern Bengali literature, art, and music, and contributed to the development of modern Indian nationalism.

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**3.1.2: OBJECTIVES**

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After going through this Unit you will be able -

- To understand the meaning and concepts of Bengal Renaissance.
- To know about causes & characteristics of Bengal Renaissance.
- To know impact of Bengal Renaissance on Indian education.

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### 3.1.3: MEANING AND CONCEPTS OF BENGAL RENAISSANCE

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The Bengal Renaissance was a cultural, intellectual, and social movement that emerged in Bengal (now Bangladesh and the Indian state of West Bengal) in the late 19th century and continued into the early 20th century. It was a period of intellectual and artistic awakening that sought to modernize Bengali society and culture by promoting education,

literature, science, and social reforms. The Bengal Renaissance was influenced by the broader European Enlightenment movement, as well as the Indian struggle for independence and the social reforms of the 19th century. It was characterized by a renewed interest in the study of Bengali language, literature, and history, as well as a growing awareness of the need for social and political reform.

The movement sought to revive and celebrate Bengal's rich cultural heritage, while also promoting modern scientific and intellectual ideas.
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The key figures of the Bengal Renaissance included Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Bankim Chandra Chattopadhyay, Rabindranath Tagore, and Keshub Chandra Sen, among others. They promoted the values of rationalism, humanism, and individualism, and sought to challenge traditional religious and social practices such as caste discrimination, child marriage, and the dowry system.

The Bengal Renaissance had a profound impact on Bengali society, culture, and politics. It helped to create a new generation of Bengali intellectuals and artists, and contributed to the development of modern Bengali literature, music, and art. It also played an important role in the Indian independence movement, inspiring many Bengalis to take up the cause of national liberation.

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### 3.1.4: CAUSES OF BENGAL RENAISSANCE

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The Bengal Renaissance was a cultural, intellectual, and social movement that emerged in Bengal in the late 19th century and continued into the early 20th century. It was a period of intellectual and artistic awakening that sought to modernize Bengali society and culture by promoting education, literature, science, and social reforms. The causes and characteristics of the Bengal Renaissance are discussed below.

**i. Influence of the European Enlightenment:** The Bengal Renaissance was heavily influenced by the ideas of the European Enlightenment, which emphasized the importance of reason, scientific inquiry, and individual freedom.

**ii. Western education:** The spread of Western education, particularly the British education system, provided the intellectual framework for the Bengal Renaissance.

**iii. Social and economic changes:** The introduction of new technologies, the growth of the printing press, and the expansion of trade and commerce helped to create a new middle class in Bengal that was receptive to new ideas and values.

**iv. Reformist movements:** The Bengal Renaissance was also influenced by the various reformist movements of the 19th century, including the BrahmoSamaj, which sought to reform Hinduism and promote social and religious reforms.

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### 3.1.5: CHARACTERISTICS OF BENGAL RENAISSANCE

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**i. Promotion of education:** The Bengal Renaissance emphasized the importance of education, particularly in the areas of science and technology, to create a new generation of modern, enlightened individuals.

**ii. Emphasis on literature and the arts:** The Bengal Renaissance also promoted the study and appreciation of Bengali literature and the arts, with many artists and writers emerging as important figures of the movement.

**iii. Critique of traditional social practices:** The Bengal Renaissance challenged traditional social practices such as caste discrimination, child marriage, and the dowry system, and promoted gender equality.

**iv. Political consciousness:** The Bengal Renaissance played an important role in the Indian independence movement, inspiring many Bengalis to take up the cause of national liberation.

**v. Religious reform:** The Bengal Renaissance also promoted religious reform, with many figures of the movement advocating for the eradication of superstitions and dogma.

In conclusion, the Bengal Renaissance was a significant period of intellectual and cultural development in Bengal, characterized by a renewed interest in education, literature, and the arts, and a growing awareness of the need for social and political reform. It played an important role in shaping modern Bengali society and culture, and contributed to the broader Indian struggle for independence.

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### 3.1.6: IMPACT OF BENGAL RENAISSANCE ON INDIAN EDUCATION

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The Bengal Renaissance, which took place during the 19th and early 20th centuries in Bengal, had a significant impact on Indian education. This movement was characterized by a revival of traditional Indian values, a rejection of superstition and blind faith, and an embrace of rationality and scientific inquiry.

1. One of the key figures of the Bengal Renaissance was Raja Ram Mohan Roy, who was a social reformer and intellectual. He established the BrahmoSamaj, a society that rejected the caste system and promoted education for all. The BrahmoSamaj also encouraged the study of English and the sciences, which were seen as important for modernization and progress.

2. The Bengal Renaissance led to the establishment of several educational institutions in India, including universities, schools, and colleges. These institutions were based on Western models of education, which emphasized critical thinking, scientific inquiry, and rationality. This new approach to education was seen as a way to modernize India and to prepare its citizens for the challenges of the modern world.

3. One of the most important educational institutions established during the Bengal Renaissance was the University of Calcutta, which was founded in 1857. This university became a center of learning and scholarship, and it played a key role in the spread of modern education in India. Other important educational institutions established during this period include the Indian Institute of Technology, the Indian Statistical Institute, and the Indian Association for the Cultivation of Science.

Overall, the Bengal Renaissance had a profound impact on Indian education. It led to the establishment of new educational institutions, the promotion of modern education, and the rejection of blind faith and superstition. This movement paved the way for the development of modern India, and its legacy continues to be felt today.

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### **3.1.7: LET US SUM UP**

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The Bengal Renaissance was a significant period of intellectual and cultural development in Bengal, characterized by a renewed interest in education, literature, and the arts, and a growing awareness of the need for social and political reform. It played an important role in shaping modern Bengali society and culture, and contributed to the broader Indian struggle for independence. Despite the opposition, the Indian Universities Act was passed in 1904 and remained in effect until India gained independence in 1947. The act played a crucial role in shaping the modern Indian education system and laid the foundation for the establishment of prestigious institutions such as the Indian Institutes of Technology and the Indian Institutes of Management.

Overall, the Bengal Renaissance had a profound impact on Indian education. It led to the establishment of new educational institutions, the promotion of modern education, and the rejection of blind faith and superstition. This movement paved the way for the development of modern India, and its legacy continues to be felt today.

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### **3.1.8: ASSIGNMENT**

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1. Discuss the Meaning and concepts of Bengal Renaissance.
2. What are the Causes & characteristics of Bengal Renaissance?
3. What is the impact of Bengal Renaissance on Indian education?

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### **3.1.9: SUGGESTED READINGS**

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- 1) B. R. Purkai - Milestones of Modern Indian Education

- 2) J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- 3) S. S. Ravi – A Comprehensive Study of Education
- 4) J. P. Banerjee – Education in India: Past, Present and Future
- 5) S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- 6) B. K. Nayak- History Heritage and Development of Indian Education
- 7) B. N. Dash –History of Education in India.

## **BLOCK-3**

# **Bengal Renaissance and its influence on Education**

## **Unit-II**

### **Contribution of Indian education reformers**

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#### **CONTENT STRUCTURE**

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##### **3.2.1: Introduction**

##### **3.2.2: Objectives**

##### **3.2.3: Curzon's proposal on Indian education reform**

##### **3.2.4: Raja Rammohan Roy's Contributions in Indian education reform**

##### **3.2.5: Contribution of Derozio in Indian education reform**

##### **3.2.6: Contribution of vidyasagar in Indian education reform**

##### **3.2.7: Let us Sum up**

##### **3.2.8: Assignment**

##### **3.2.9: Suggested Readings**

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#### **3.2.1: INTRODUCTION**

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The Bengal Renaissance was a response to the socio-economic and cultural changes that were taking place in Bengal under British colonial rule. The movement sought to revive and celebrate Bengal's rich cultural heritage, while also promoting modern scientific and intellectual ideas. Key figures of the Bengal Renaissance included Rabindranath Tagore, Bankim Chandra Chattopadhyay, Ishwar Chandra Vidyasagar, Swami Vivekananda, and Keshub Chandra Sen, among others. The Bengal Renaissance had a profound impact on Bengal's society and culture, and its influence can still be felt today. It led to the emergence of modern Bengali literature, art, and music, and contributed to the development of modern Indian nationalism. The movement also played a crucial role in the social and political reforms that took place in Bengal, including the abolition of the caste system, the promotion of women's rights, and the establishment of educational institutions.

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#### **3.2.2: OBJECTIVES**

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After going through this Unit you will be able -

- To know Curzon's proposal on Indian education reform.
- To know Contribution of Raja Rammohan Roy's, Derozio, & vidyasagar in Indian education reform

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### 3.2.3: CURZON'S PROPOSAL ON INDIAN EDUCATION REFORM

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Curzon's proposal on Indian education reform, also known as the Indian Universities Act of 1904, was a controversial piece of legislation introduced by Lord Curzon, the then Viceroy of India. The act aimed to bring about major changes in the higher education system of India. The primary objective of the proposal was to modernize the Indian education system by introducing new subjects such as science, technology, and engineering. Lord Curzon believed that these subjects were essential for India to keep pace with the rest of the world in terms of progress and development.

Another significant feature of the proposal was the introduction of university-based examinations for the first time in India. The examinations were designed to ensure a standardized level of education across the country and to establish a merit-based system of selection for higher education and government jobs.

However, the proposal was met with strong opposition from various sections of Indian society, including the Indian National Congress, which saw it as an attempt by the British to assert their dominance over Indian culture and education. The proposal was criticized for being elitist, as it only targeted a small section of the Indian population who could afford higher education.

Despite the opposition, the Indian Universities Act was passed in 1904 and remained in effect until India gained independence in 1947. The act played a crucial role in shaping the modern Indian education system and laid the foundation for the establishment of prestigious institutions such as the Indian Institutes of Technology and the Indian Institutes of Management.

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### 3.2.4: RAJA RAMMOHAN ROY'S CONTRIBUTIONS IN INDIAN EDUCATION REFORM

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Raja Rammohan Roy (1772-1833) was a prominent social reformer and thinker who made significant contributions to the field of education in India. Some of his notable contributions are:

**i. Promotion of Modern Education:** Raja Rammohan Roy was a strong advocate of modern education and believed that it was essential for the progress of the society. He established the Hindu College in Calcutta in 1817, which later became the Presidency College. This institution played a significant role in promoting modern education in India.

**ii. Introduction of Western Education:** Raja Rammohan Roy was the first person to introduce Western education in India. He believed that the study of English, mathematics, and science was necessary for the development of India. He himself learned English and became proficient in it.

**iii. Criticism of Traditional Education:** Raja Rammohan Roy was critical of the traditional education system prevalent in India during his time. He believed that it was outdated and inadequate and that it needed to be replaced by a modern education system.

**iv. Promotion of Women's Education:** Raja Rammohan Roy was a strong advocate of women's education. He believed that women should have access to education, just like men. He established the Brahma Girls' School in Calcutta in 1822, which was one of the first institutions in India to provide education to girls.

**v. Emphasis on Moral and Religious Education:** Raja Rammohan Roy believed that education should not only impart knowledge but also instill moral and religious values. He believed that the

moral and religious education was necessary for the overall development of an individual and the society.

Overall, Raja Rammohan Roy's contributions to the field of education in India were significant, and his ideas continue to influence education in India even today.

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### 3.2.5: CONTRIBUTION OF DEROZIO IN INDIAN EDUCATION REFORM

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Henry Louis Vivian Derozio was a notable educator and poet who played a significant role in the Indian education reform movement during the early 19th century. He was born in Kolkata in 1809 to an Anglo-Indian father and an Indian mother. Derozio is considered to be one of the pioneers of modern Indian education, and his contributions are still remembered today.

Here are some of Derozio's notable contributions to Indian education reform:

**i. Advocacy for English education:** Derozio believed that English education was essential for the intellectual, social, and cultural progress of India. He was an ardent advocate of English education and believed that it could help Indians understand the world and be able to participate in it more fully.

**ii. Establishment of Young Bengal Movement:** Derozio established the Young Bengal Movement in 1828, which was a group of young Indian intellectuals who believed in social reform, modernization, and the spread of Western education. The movement was aimed at promoting rational thinking, scientific inquiry, and the spread of English education in India.

**iii. Introduction of critical thinking:** Derozio's teaching methods were innovative and focused on critical thinking. He encouraged his students to question established beliefs and values and to think independently. He was also known for his stimulating lectures, which inspired his students to think beyond the textbooks and explore new ideas.

**iv. Promotion of nationalism:** Derozio was a staunch supporter of Indian nationalism and believed that Indians should take pride in their culture and heritage. He encouraged his students to read Indian literature and history and to appreciate the richness of Indian culture.

**v. Establishment of Hindu College:** In 1817, Derozio joined the newly established Hindu College in Kolkata as a teacher of English literature. He played a significant role in shaping the intellectual environment of the college and in promoting the study of English literature and language.

Derozio's contributions to Indian education reform were groundbreaking and laid the foundation for the modern education system in India. His legacy lives on today, and he is remembered as one of the pioneers of Indian education.

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### 3.2.6: CONTRIBUTION OF VIDYASAGAR IN INDIAN EDUCATION REFORM

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Ishwar Chandra Vidyasagar was a prominent social reformer and educationist of the 19th century in India. He was born in 1820 in a village in West Bengal, and his contributions to Indian education reform are significant. Here are some of Vidyasagar's notable contributions:

**Promotion of women's education:** Vidyasagar was a strong advocate of women's education, and he believed that educating women was essential for the overall progress of society. He established several schools for girls, including the Bethune School in Kolkata, which is now one of the oldest and most prestigious schools for girls in India.

**Introduction of the Bengali alphabet:** Vidyasagar was instrumental in introducing the Bengali alphabet in a simplified form, which made it easier for people to learn to read and write. He published several books on Bengali grammar and literature, which helped to standardize the language and make it more accessible to the masses.

**Establishment of schools:** Vidyasagar played a significant role in the establishment of several schools and colleges in Bengal, including the Metropolitan Institution and the Sanskrit College in Kolkata. He believed that education was the key to social reform and worked tirelessly to promote it.

**Reform of the Hindu education system:** Vidyasagar was a strong critic of the traditional Hindu education system, which he felt was outdated and ineffective. He advocated for a more modern and practical approach to education, which would prepare students for the challenges of the modern world.

**Promotion of widow remarriage:** Vidyasagar was a strong advocate of widow remarriage, which was a taboo in traditional Indian society. He believed that women should have the right to choose their partners and that remarriage was essential for the welfare of widows.

Vidyasagar's contributions to Indian education reform were significant, and he is remembered as one of the pioneers of modern education in India. His work in promoting women's education and reforming the Hindu education system had a lasting impact on Indian society, and his legacy continues to inspire generations of educators and social reformers.

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### 3.2.7: LET US SUM UP

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The Bengal Renaissance was a cultural, intellectual, and social movement that emerged in Bengal (now Bangladesh and the Indian state of West Bengal) in the late 19th century and continued into the early 20th century. It was a period of intellectual and artistic awakening that sought to modernize Bengali society and culture by promoting education, literature, science, and social reforms.

The Bengal Renaissance was a significant period of intellectual and cultural development in Bengal, characterized by a renewed interest in education, literature, and the arts, and a growing awareness of the need for social and political reform. It played an important role in shaping modern Bengali society and culture, and contributed to the broader Indian struggle for independence. Despite the opposition, the Indian Universities Act was passed in 1904 and remained in effect until India gained independence in 1947. The act played a crucial role in shaping the modern Indian education system and laid the foundation for the establishment of prestigious institutions such as the Indian Institutes of Technology and the Indian Institutes of Management.

Overall, the Bengal Renaissance had a profound impact on Indian education. It led to the establishment of new educational institutions, the promotion of modern education, and the rejection of blind faith and superstition. This movement paved the way for the development of modern India, and its legacy continues to be felt today.

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### **3.2.8: ASSIGNMENT**

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1. Discusses about contribution of vidyasagar in Indian education reform.
2. Discusses about Curzon's proposal on Indian education reform.
3. Discusses about Raja Rammohan Roy's Contributions in Indian education reform.
4. Discusses about Contribution of Derozio in Indian education reform.

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### **3.2.9: SUGGESTED READINGS**

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- 1) B. R. Purkait- Milestones of Modern Indian Education
- 2) J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- 3) S. S. Ravi – A Comprehensive Study of Education
- 4) J. P. Banerjee – Education in India: Past, Present and Future
- 5) S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- 6) B. K. Nayak- History Heritage and Development of Indian Education
- 7) B. N. Dash –History of Education in India

# COR-314

## HISTORICAL FOUNDATION OF EDUCATION

### BLOCK-4

#### Education in India after Independence

#### Unit – I

#### University, Secondary and the Education Commission

#### Content structure:

- 4.1.1: Introduction
- 4.1.2: Learning Objectives
- 4.1.3: University Education Commission (1948-49)
- 4.1.4: Secondary Education Commission (1952-53)
- 4.1.5: The Education Commission (1964-66)
- 4.1.6: Let Us Sum Up
- 4.1.7: Assignment
- 4.1.8: Suggested Readings

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#### 4.1.1: Introduction

Great as were the changes that had taken place in the political and economic conditions of Indian society in the years that preceded the transfer of power on August 15, 1947, considerable as was the progress in education during that period, they are less great than the changes that have been crowded into these few months of freedom. The academic problem has assumed new shapes. After Independence, the major concern of Government of India has been to evolve its own indigenous system of education and break away from the British legacy. The country focused on quality-based education for all as education is universally accepted as a powerful tool for the development of individual as well as society as a whole. For developing sound education system in independent India, several initiatives have been taken in the form of commissions and policies. It was felt that Universities could play a significant role in the development process. It was suggested that the duties and responsibilities of the Universities were significant and needed in the light of the leadership they were expected to provide in politics, administration, the professions, industry and commerce. They were expected to enable the country to free itself from want, disease and ignorance by developing scientific and technical knowledge. So the first Commission formed was the Commission on University Education to suggest improvements and extensions that might be considered desirable to suit the present and future requirements of the country. This Unit is a discussion on Education Commissions on education in Independent India. The Unit will enable us to understand the initiatives taken by the Government of India through the reports by the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953) and the Education Commission (1964–66) to develop guidelines and provide directions to Indian education system have been discussed in detail.

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#### 4.1.2: Learning Objectives

After going through this Unit you will be able –

- 1) To understand the major recommendations related to the aims and objectives of higher education, secondary education.
- 2) To comprehend the specific recommendations regarding University System of Education.
- 3) To know the recommendations of different commissions related to structure of education, curriculum, role of teachers, medium of instruction, examination reforms, educational administration, finance, women's education etc at higher education, secondary education and elementary education levels

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### **4.1.3: University Education Commission (1948-49)**

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#### **4.1.3.1: Introduction**

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During British rule, there were several universities in India, but they were less than needed. Information is available that after the partition of the country, about 20 universities were recognized by the Government of India. But later the field of education expanded to meet the demand and new universities were needed. Even different universities were established all over India at different times under different rules and there was no correspondence between these universities. As a result, organizational and natural discrimination was created. This is why there was a need to reform universities in the post-independence period.

After liberation and independence from colonial rule, the Socio-economic condition of India, feels the need for citizens of eminent quality to make rapid changes. To create these expert citizens, the Government of India formed the University Education Commission on 5 November 1948 with Dr. Sarvepalli Radhakrishnan as Chairman, “to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country”. Hence, it is also known as 'Radhakrishnan Commission'. There were 10 members of the Commission. The commission prepared a comprehensive report in two parts - the first part is divided into 18 chapters and covers 747 pages. The second part of the Report contains figures, statistics, and evidence. This commission was the ‘First Education Commission’ in independent India.

Higher Education is a very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. The academic problem has assumed new shapes. We have now a wider conception of the duties and responsibilities of universities. They have to provide leadership in politics and administration, the professions, industry and commerce. They have to meet the increasing demand for every type of higher education, literary and scientific, technical and professional. They 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. India is rich in natural resources and her people have intelligence and energy and are throbbing with renewed life and vigour. It is for the universities to create knowledge and train minds who would bring together the two, material resources and human energies. The University Education Commission (1948-49) gave the foundations of the future of Indian Higher Education. This Commission prepared a long report of 747 pages in 1948 reviewing various aspects of education and submitted it to the government in 1949. The report was published in print as “Report of the University Education Commission (1948-49)”. The recommendations made by this Commission are, Objectives of Education, Curriculum,

Teachers, Medium Education, Quality of Education, Evaluation, Student Welfare, Women's Education, University Administration, Expenditure, etc.

#### **4.1.3.2: Aims and Objectives of University Education**

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The main objective of this commission was to decide what should be the aims and objectives of higher education or university-level education in India. Due to the increasing importance of higher education in the post-independence period, the responsibilities of the university in changing circumstances, and the expanding scope of work, etc., it was essential to set the goals of university education. The objectives of a university education are –

- 1. Education for Leadership Qualifications:** The goal and purpose of higher education in independent India will be to develop the most qualified leads in various fields such as politics, administration, industry, commerce, etc. According to the University Commission, the main goal of university education is to enable students to fulfill their national responsibilities by confronting problems in various areas of life to develop a democratic spirit and develop good citizenship.
- 2. Upholding the spirit of democracy:** The essence of democratic India is now — to create and maintain a sense of justice, equality, liberty, and fraternity. This education will aim to make every citizen of the country try to imbibe these values of democracy and build the education infrastructure accordingly. Social welfare will be the main goal of education. Radhakrishna said in this regard, "Giving correct social perspective is an essential goal of education. We do not operate in a social vacuum. Individual freedom is socially embedded."
- 3. Diffusion of Knowledge:** According to Radhakrishna Commission the goal of education is to create opportunities for students to acquire all kinds of knowledge. According to the report of the commission, "education is both a training of minds and training of souls, it should give both knowledge and wisdom." Education will train both the mind and souls of students. Knowledge and wisdom will be discovered only through higher education. Discovery and exploration will help in the discovery of knowledge by expanding the field of research.
- 4. Development and Utilization of Natural and Human Resources:** One of the aims of higher education is the utilization of natural resources and the development of various inherent human qualities in students. The development of humanism among students should be accelerated by including psychology in the university curriculum.
- 5. Development of a sense of brotherhood and internationalism:** One of the aims of higher education shall be to develop a sense of brotherhood and world brotherhood among the students. Through university higher education, individuals will get acquainted with the culture, traditions, and values of other countries and develop a relationship of unity and love with the ideals of different countries of the world.
- 6. Preservation and Development of Culture, and Customs:** Higher education will be conducted to develop qualities like self-confidence, self-esteem, and self-reliance based on one's culture, customs, and values. The commission also mentioned that the purpose of higher education will be to develop people with new thoughts and new values in social life. Inculcating moral values, belief in justice, and ideals will be the aim of education.
- 7. Preserving the culture and civilization of the country:** Universities should preserve the culture and civilization of the country. Contents of education must accept the best of what modern advancement has to offer but without neglecting our cultural heritage from the past. To be civilized, we should sympathize with the poor, respect women,

love peace and independence, and hate tyranny and illjustice. University education should infuse these ideals into the youth.

#### **4.1.3.3: Curriculum:**

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The commission has mentioned two types of curriculum in higher education, curriculum namely general or theoretical curriculum and practical curriculum. It is said to prepare the syllabus according to this pattern.

- a) **General Education:** Students can take admitted to the arts or science department at the undergraduate level in college or university after completing 12 years of high school or intermediate level in any school.
- b) **Vocational Education:** The Commission has given special importance to vocational education. The commission also makes recommendations on agriculture, commerce, technology, education, law, and medicine.
- c) **Agriculture:** Agriculture should be given priority in education from the secondary level to the university level. An agricultural research institute is also to be established. Agricultural colleges and rural universities should be established in rural environments with priority given to the rural economy.
- d) **Commerce:** Provision should be made for hands-on work for students in higher education. Because of the B. Compass, students will take education in several special disciplines. After passing M. Com students will focus on practical rather than books knowledge.
- e) **Education:** The curriculum of education subjects needs to be changed. Teachers with teaching experience in schools should be given opportunities to teach in training colleges. The commission recommended making the theoretical aspect of education more flexible.
- f) **Engineering and Technology:** Improvement of existing engineering colleges, as well as the establishment of new colleges, have been recommended. All these colleges should provide hands-on work opportunities for the students. More educational institutions should be established for the training of foremen, artisans, and overseers. Besides, it is also said to establish various centers for research. Technical education curriculum needs to change and expand according to time, environment, and situation.
- g) **Law:** There will be a 3-year degree course in Law. If want to get admission to this branch, you have to pass 3 years of graduation. One year of law course should be arranged for practical work i.e. one-year advocacy practice should be provided. In this case, it is also said that no other course can be taken while studying law. A student who wants to pursue higher education in degree of law will have good facilities.
- h) **Medical Science:** According to the Commission, not more than 100 students can be admitted to such colleges. 10 patient beds will be reserved for each student. The medical college will be adjacent to the hospital. Special importance is given to the ancient Indian herbal medicine system. There are several institutions to choose from for postgraduate studies. Special emphasis should be given to public health, engineering, and nursing.

#### **4.1.3.4: Teachers:**

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The success of university education depends on the qualifications, competence, character, and educational qualifications of the teachers. Teachers are the backbone of education and the builders of society. Be aware of the standards and responsibilities of the teacher. In this regard, the commission said, "The teacher is the cornerstone of the arch of education; he is no less if not more than books and curricula, building and equipment, administration and the rest". Therefore, teachers should be selected and promoted based on merit and scholarship.

Teachers' salaries should be increased. Care should be taken so that there is no political influence in the appointment of teachers. Based on merit and promotion, the Commission has mentioned four types of teachers - Professors, Readers, Lecturers, and Trainers. Also, some researchers have to be recruited. The quality of education should be increased. Also, all trained school teachers should be engaged in college teaching. Teachers should focus on class lectures as well as library work, seminars, workshops, tutorials, etc. Teachers usually retire at the age of 60. However, if there is performance, their tenure can be extended up to 64 years.

#### **4.1.3.5: Medium of Instruction:**

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The University Education Commission has recommended mainly tri-language formula as the medium of instruction from secondary education level to university education level –

- a) Regional language or mother tongue.
- b) All India Language or State Language.
- c) English language.

Any Indian language is said to be an alternative to English as a medium of higher education. However, the English language will be taught in secondary schools and universities and international language should be given priority in scientific terminology.

#### **4.1.3.6: Examination Reforms:**

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The Commission strongly criticized the existing examination system and said that the examination system has been the worst part of the education system for half a century. Also said, “We are convinced that if we are to suggest one single reform in university education. It should be that of the examinations. If the examination is necessary, a thorough reform of these is still more necessary.” The commission's recommendations in this regard are-

- a) The examination should be objective as possible rather than writing.
- b) Student work should be assessed throughout the year. 1/3rd of the total marks will be allotted for all academic year engaged.
- c) There will be 3 examinations in 3 years instead of one examination at the end of 3 years degree course.
- d) Care must be taken in hiring examiners. Must have at least 5 years of working experience in the post of the examiner.
- e) The grace-number system should be abandoned while passing.
- f) Students should score more than 70% for the first class, 55-69% for the second class, and 40-54% for the third class.

#### **4.1.3.7: Religious Education:**

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Maintaining religious neutrality is an important issue in a diverse and multi-religious India. Higher education should not be planned without religious education. The commission's recommendations regarding religious education are –

- a) A few minutes of silent prayer before starting daily activities at school.
- b) Reading biographies of great men in the first year of a degree course.
- c) Compilation of canonical sayings from each scripture in the second year of the degree course.
- d) To discuss the main problems of theology in the third year of graduation and to find solutions.

#### **4.1.3.8: Student Welfare:**

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The commission has given special importance to maintaining the good health of the students. The commission recommends considering admission of students, providing scholarships to the poor meritorious, encouraging various service activities in society, providing mid-day meals at low cost, free health check-ups at least once a year, etc. Also, hostel accommodation, sports equipment, N.C.C for its measures, compulsory physical education, and medical measures are recommended. The commission has recognized the need to constitute an advisory committee to look after the various problems of students.

#### **4.1.3.9: University Administration:**

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The recommendations made by the Commission on University Administration are-

- a) University education shall be the responsibility of both the central and state.
- b) The University shall have teaching as well as supervision.
- c) Government colleges will gradually evolve as university-affiliated colleges.
- d) Affiliated Colleges of the University should be converted into affiliated universities.
- e) There shall be for the management of the University - inspector, chancellor, vice chancellor, senate, syndicate, academic council, faculty, board of studies, selection committee, finance committee, etc.

#### **4.1.3.10: Finance:**

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In the financial recommendations of the commission, it is mentioned that the government should bear the cost of higher education i.e. college and university education. For this, the University Grants Commission should be formed. Government financial assistance will be distributed through the University Grants Commission. Various private colleges are also mentioned to have similar financial aid as government colleges. 10 crores rupees should be allocated for the development of the university. The money will help the colleges and universities in various areas such as - the purchase of buildings, machinery, and furniture, faculty salaries, provident fund, scholarships for research, higher education abroad, library, hostels, higher education in technology, etc.

#### **4.1.3.11: Women's Education:**

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The University Commission recommends that a special education system is needed for girls to get opportunities in the field of education. Women have responsibilities and duties as citizens of the state. For this, arrangements should be made to teach subjects such as home science, home management, home economics, etc. in the curriculum for girls. Colleges and universities should have all kinds of facilities for girls. So the commission said, "They should not try to imitate men, Women's and men's education should have many elements in common, but should not, in general, be identical in all respects." There shall be no discrimination in pay between men and women for the same work. Separate schools for girls should be maintained at the secondary level even if there are co-educational institutions. However, boys and girls will have the same educational institution for primary and higher education.

#### **4.1.3.12: Rural University:**

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The majority of the people of developing India i.e. about 85% of people live in rural areas as per the 1941 census. The rural economy is the foundation of India's development. About 80% of people are engaged in agriculture. The commission observed that while village children may complete their primary and secondary education in village schools, in many cases they may not complete their higher education to migrate to cities for higher education. Children in rural areas have been deprived of higher education for a long time. Hence scientific

restructuring is necessary for the overall development of rural India. Therefore, the University Education Commission has given importance to village children to complete higher education in a rural environment. The commission called for the establishment of rural universities in the country on the model of Janata College in Denmark. It has also offered a structure of rural education, shown in the table – 1:

**Table -1: Structure of Rural education:**

Level of Education	Period	Age
Primary Education	8 years	6 – 14
Secondary Education	3 – 4 Years	15 – 17
College Education	3 years	18 – 20
University Education	2 Years	21 – 22

- a) **Level of Primary Education:** The Commission has not discussed in detail about primary or basic education because it has been discussed before. The Commission has fixed the duration of primary education at 8 years, i.e. children aged 6-14 will receive lessons at the primary or basic level.
- b) **Secondary education level:** 3-4 years will be the period of secondary education i.e. 15-17 years old students belong to secondary education. The commission said the secondary schools will be residential. The site of each secondary school will be 30 – 60 acres which will include a school house, teacher's house, playground, agricultural land, workshop, garden arrangement, etc. The school will be located in the center of rural areas where students can come from all directions. Each secondary school cannot admit more than 150 students. It is also said that 50% of the school time will be theoretical discussions and the remaining 50% will be practical lessons.
- c) **Level of College Education:** Secondary education passed students can get admission in rural colleges in Arts or Science or Commerce. The college education level will be 3 years. Theoretical and practical education will be given equal importance and integrated into the college. Each college will not have more than 300 students.
- d) **University Education Level:** The duration of university education will be 2 years. Apart from teaching, the university will also have research facilities. Each university will not have more than 2500 students. The main subjects of the course will be Philosophy, Language, Literature, Sociology, Physics, Chemistry, Agriculture, Psychology, Economics, Biology, Physiology, etc. The commission cautioned that the rural education system should not be overburdened by examinations.

#### **4.1.3.13: Criticism**

The report of the commission is a document of great importance as it has guided the development of university education in India since independence. It accorded due attention to synthesis the knowledge and wisdom of the east and west of the ancient and modern. Accordingly, it gave its recommendations on the curriculum. It rightly recommended that so far as is feasible, agricultural education be given in a rural setting and new universities should be opened preferably in the rural areas. The Committee on Rural Higher Education was constituted in October 1954 with experts to review the recommendations of the Rural Higher Education Commission. The committee recommended the establishment of rural institutions on an experimental basis, which could take the form of universities if necessary. 14 Village Societies were established all over India including Sriniketan, Udaipur, Agra, Amravati, etc. Later in 1956 the 'National Council for Rural Higher Education' was established on the recommendation of the Rural Higher Education Committee. The main function of this council was to advise the state and central governments on the promotion and improvement

of rural education. Its recognition to the importance of the role of teachers in education process and recommendations pertaining to the improvement of their salary structure, service conditions, and avenues for their professional developments are path breaking contributions of the Commission which led to the improvement of the status of teaching profession and teachers. Colleges and universities shall have independent governing boards for their management and control.

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#### **4.1.4: Mudaliar Commission (1952-53) / Secondary Education Commission (1952-53)**

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##### **4.1.4.1: Introduction**

Regarding secondary education, before independence, the Hunter Commission (1882-83) was discussed in detail but was not implemented. The government of India was drawn attention to the falling standard of Secondary Education, as it was termed as the 'weakest link' by Radhakrishnan Commission. After India's independence, various committees and commissions discussed secondary education, but the Tara Chand Committee was formed in 1948-49 to improve the quality of secondary education. Although the Radhakrishna Commission made some recommendations on secondary education, the Government of India, on the advice of the Central Advisory Board of Education (CABE), constituted a Secondary Education Commission in 1952 under the chairmanship of Dr. Lakshmana Swamy, Vice-Chancellor of the University of Madras, for reform and development of secondary education. The commission is also called Mudaliar Commission after the chairman. The Commission worked tirelessly from October 1952 to June 1953 (9 months), examining all aspects of secondary education and submitting recommendations to the Government. In 1953, the Commission submitted its 311-page report to the Government of India on 29 August. The statement of the commission on secondary education is, "Our Secondary Education remains the weakest link in our Educational Machinery and needs urgent reforms."

##### **4.1.4.2: Aims and Objectives of Secondary Education**

The recommendations of the Mudaliar Commission on the aims and objectives of secondary education are –

- a) **Competent Democratic Citizens:** According to the Commission, the aim of secondary education is to produce democratic, secular, responsible, ideals and competent citizens of India. So that they can maintain the culture, values, and national unity of the country and develop a sense of internationalism. So it is necessary to be aware of this while designing the syllabus.
- b) **Increased National Wealth:** Increasing the national wealth of the country is one of the objectives of the Secondary Education Commission. Provision should be made that students can get an education useful for earning a living in the future. Through this students will be able to prove their ability to build a prosperous India.
- c) **Qualified Leaders:** Qualified, educated, honest, ethical, and valuable leaders are always acceptable for the development of the country. According to the commission, secondary education aims to produce competent future leaders to build a democratic society. Education will be the main role in this case.
- d) **Cultural Development:** Secondary education shall aim to encourage, preserve and transmit to the next generation an interest in literature, art, and culture. Students should be trained to keep in mind the national culture. Therefore the aim and objective of secondary education is cultural as well as physical, mental, social, and

intellectual development for the holistic development of students in an independent democratic state.

- e) **Removal of superstitions:** Education purifies the people. Therefore, a special aim of secondary education in the extension of science education is to train students in such a way that they can participate in building a prejudice-free society.
- f) **Development of human qualities:** One of the aims of secondary education is to develop human qualities in students. Developing human qualities like creativity, cooperation, empathy, compassion, enthusiasm, motivation, etc. to create suitable personalities and characters of people which will make smooth to their life path. Through character building, students can actively participate in various constructive activities in society.
- g) **Formation of Secular Attitude:** India is a secular country. Therefore, arrangements should be made to inculcate liberal secular nationalism among students through secondary education.

#### 4.1.4.3: Structure of Secondary Education

The structure recommended by the Mudaliar Commission for the improvement of secondary education was 4+4+3 or 5+3+3 years. Table – 2 shows the structure:

**Table -2: Structure of Secondary Education**

Education Level	Period	Class
Primary or lower basic level	4/5 years	I-IV or I-V class
Lower Secondary or Higher Basic Level	4/3 years	5th-8th or 6th-8th
Higher secondary level	3 years	9th-11th class

4 or 5 years of school education are mentioned as primary and lower primary level as per the recommendations of the commission. Secondary education level will have 2 levels –

- A. The secondary and Upper Primary education period will be three years.
- B. Higher secondary level education will be three years i.e. duration of schooling will be 11 years.

The commission also mentioned that 2 years of secondary level will be removed and 1 year will be added to secondary education to form a higher secondary level and the remaining 1 year will be added to the degree level.

#### 4.1.4.4: Curriculum

The Secondary Education Commission has previously reviewed that the curriculum of secondary education is too narrow, unscientific, and not realistic about life. Holistic development with the satisfaction of all the needs of the students is not possible with such a curriculum. It is suggested to design a curriculum that is conducive to the development of strong character, scientific-minded, fearless, humane qualities of the students, and overall development of the personality. The recommendations made by the commission regarding the curriculum of secondary education are –

1. **The curriculum at the Lower Secondary Level:** At the lower secondary level, students will generally study languages, general science, mathematics, social science, handicrafts, arts, physical education, etc.

2. **The curriculum at the Higher Secondary Education Level:** The curriculum will be arranged according to the student's interest, aptitude, inclination, and intelligence at the higher secondary education level. The syllabus for this level is divided into two parts –
- A. Compulsory Subjects:** Students in such courses include Language Education (two languages are compulsory – mother tongue or regional language and one ancient language. Also Hindi is An Indian Language), General Science and Mathematics, Social Science and Handicrafts (Gardening, woodworking, tailoring, embroidery, metalwork, etc.).
- B. Optional Subjects or "Seven Streams" or 'Saptaprabaha':** Mudaliar Commission divides optional subjects into 7 main streams. This stream is called 'Saptaprabaha'. Every student can choose any three subjects from seven categories based on their taste, interest, and aptitude. Topics covered in this stream are –
- 1) **Humanities:** Subjects included in this stream are - Ancient languages or other languages, sociology, economics, psychology, history, geography, logic, mathematics, music Home science, etc.
  - 2) **Science:** Subjects included in this stream are Physics, Chemistry, Biology, Mathematics, Geography, Physical Education Health Education, etc.
  - 3) **Commerce:** Subjects covered in this stream are Commerce, Bookkeeping, Commercial Geography, Economics, Municipalities, Shorthand Typewriting, etc.
  - 4) **Technical:** Subjects include practical mathematics and geometric drawing, applied science, mechanical, engineering and electrical, etc.
  - 5) **Agriculture:** Subjects such as general agriculture and animal husbandry, horticulture and agriculture, agricultural chemistry, and botany are included in this stream.
  - 6) **Fine Arts:** History of fine arts, drawing design, modeling, music, dance, etc. Fine arts subjects.
  - 7) **Home Science:** Home science includes food preparation, motherhood, child-rearing, household management, and home economics.

So students can take an additional subject in addition to the above-mentioned subjects. A good curriculum is not enough; the Commission feels that a new approach is needed.

#### **4.1.4.5: Multipurpose School**

The Secondary Education Commission (1952-53) made recommendations on the recruitment of teachers as well as recommended the establishment of multi-purpose schools, discussed the development of examination and evaluation systems, management of learning methods, school management, etc. According to the Mudaliar Commission, general education and vocational education will be provided in the multipurpose school to develop the emotional satisfaction and values of the students. In such schools, students will get the opportunity to study according to their interest, ability, need, inclination, etc. The course chosen will play an important role in life management. Multipurpose schools will be set up to reduce the overcrowding of students in general education. Through vocational education, students will become self-reliant and unemployment in the country will also decrease. Therefore, the Mudaliar Commission has given importance to a scholarship to protect the interests of students and the country. Technical institutes including multipurpose schools will be run independently and will also be linked to industrial plants. The Commission of Secondary Education has recommended the formation of an All India Technical Education for the development and management of technical schools.

#### **4.1.4.6: Administrative System of Educational Institutions**

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Regarding school administration, the Commission said that –

- a) SABE (State Advisory Board of Education) like the Central Advisory Board of Education (CABE) should be formed to advise the education department.
- b) Each school shall have a management committee for the smooth running of the work. On behalf of the school, the head teacher will serve as a member of the management committee.
- c) Secondary Education Council to be constituted to review and formulate policy on secondary education at all Indian levels. Education Board Chairman.
- d) Secondary schools should be improved through an inspection system. Inspectors will be highly educated.
- e) The number of students in the school will be between 500 - 750. No class will have more than 30-40 students. The school will have a playground and accommodations for teachers.
- f) Ananta has to study 200 working days a year and six days a week.

#### **4.1.4.7: Teaching Methodology:**

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The commission said, even if the curriculum is improved if the teaching method is stagnant, lifeless, and monotonous, the whole purpose of education is bound to fail. So the commission has given a new thought to the education system. The commission's recommendations in this regard are –

- a) Active acquisition of knowledge through personal effort without the aid of traditional rote learning. The teaching method will be such that the interest and thinking power of the student will be developed.
- b) Students should be given opportunities for group work through which a cooperative spirit is developed.
- c) Teaching methods will be such that students with all abilities benefit.
- d) In terms of teaching methods, apart from the classroom, there will be opportunities for learning in the library.

#### **4.1.4.8: Language Education**

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The recommendations made by the Mudaliar Commission on Language Education are -

1. The medium of instruction at the secondary level should be the mother tongue or the regional language.
2. Students should learn at least two languages at the lower secondary level or upper primary. English and Hindi will be taught at the lower basic level. But two languages cannot be taught in one year.
3. At least two languages will learn at a higher secondary level. One of them will be the mother tongue or regional language.

All India Council for Secondary Education (1956, 11 January) Mudaliar Commission discussed the problem of language teaching and decided that 3 languages should be taught in every secondary school. In 1963 Union Education Minister in a meeting with students decided to teach 3 languages. It says –

1. Mother tongue or regional language.
2. Hindi or any Indian language.

### 3. English language.

#### **4.1.4.9: Women's Education and Co-education**

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The commission was against organizing separate education for girls. Girls should be given equal opportunities in all fields without making any distinction between boys. The free movement of girls throughout society requires their access to all areas of education. The Indian Constitution provides universal equal rights to women. There are two views about women's education- (1) Home is the main place for women. So their education will be accompanied by a home or family upbringing that is different from that of boys. (2) Education of girls shall be equal to that of boys. Girls should also be educated so that they can compete with boys in all spheres of society.

However, the Commission recognized that the lives of girls and boys are intertwined with society and family. Girls are mostly attached to the family, they have more responsibilities. So the educational system should be the same to properly manage their responsibilities towards the family. Therefore, provision is made to teach Home science to girls to fulfill their social and family responsibilities.

Regarding co-education, the commission said, the primary and higher education systems in the country are being run without objection, with the only exception being secondary education. According to the Commission, where it is not possible to establish separate schools for girls, co-educational institutions should be established. If possible, co-curricular activities like music, fine arts, nursing, needlework, etc. should be introduced for girls in co-educational institutions. Co-educational schools have to appoint male teachers as well as female teachers. Even the school managing committee should have an adequate number of women representatives.

#### **4.1.4.10: Students' Welfare**

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The commission said, students should give importance to physical activity. Physical education is an integral part of student's education and good habits will be developed in students. Students can move forward for the welfare of the society and country if they are healthy along with their studies. Therefore the recommendations of the commission are –

- ❖ Regular health check-ups and the medical system should be kept in school. This will maintain a healthy environment in the school. For this, the schools should keep in touch with the local medical department.
- ❖ Teachers will be knowledgeable about first aid and general rules of health protection and will actively cooperate with the medical departmental staff.
- ❖ Physical education training facilities for school students should be increased.
- ❖ Team sports should be given priority for physical education besides organizing different types of sports in schools.
- ❖ Cleanliness must be maintained everywhere to maintain a healthy school environment.

#### **4.1.4.11: Improvement of the Status of Teacher**

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Teachers' are the backbone of society, effective facilitators of educational reforms, and planners. Therefore, there is a need to improve both the quality of education and the quality of life of teachers. In this regard, the Mudaliar Commission has mentioned several recommendations which are –

- ❖ To follow a policy in the recruitment of teachers. High school teachers must be trained and graduated.
- ❖ High school and college teachers should be of equal quality. Teachers should have tenure of up to 60 years.
- ❖ Teachers should provide free education to their children. Even quarters have to be arranged for the teachers.
- ❖ Pension, provident fund, life insurance, etc. should be started for the teachers.

#### **4.1.4.12: Examination and Evaluation System**

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An important aspect of the education system is the examination system. Examinations are measuring tools for learning success. Examinations are used to measure students' knowledge, detect errors, predict future success, and judge teacher ability. The examination system in our country is very flawed. Therefore, the commission has announced a radical change in the examination system. The commission has said to reduce the external examination. Emphasis is placed on objective tests rather than essay type of examinations. It is even mentioned to encourage understanding the importance of content rather than memorizing it. Schools should keep an overall record of students. At the secondary level, there will be an external examination system at the end of the year.

#### **4.1.4.13: Solution of Financial Problems**

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The Commission recommended that there should be financial and other cooperation between the State and Central Governments for the allocation of expenditure and development of secondary education schemes. An education tax called “Shilpa Shikshakar” will be introduced to promote technical and vocational education. The money allocated to this sector should be spent on industrial and vocational education. Surplus funds from religious and voluntary organizations can be spent on secondary education. No tax can be levied on school property and land.

#### **4.1.4.14: Technical Education and Agricultural Education**

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The Mudaliar Commission observed that many students join various professions after completing secondary education. So these students give special importance to technical and agricultural education so that they can engage in various professions based on their interests, interests, and aptitudes. The commission's recommendation in this regard is to equip students with technical and vocational education by setting up technical schools alongside major industrial centres. Apart from this, technical schools should be set up separately along with multi-purpose schools. The quality of technical education will be improved in terms of monitoring, conducting, approving, and determining teaching strategies. Artisans should be recruited for technical education. Agricultural schools should be set up in rural areas of every state. The rural school will have horticulture, animal husbandry, and cottage industries.

#### **4.1.4.15: Criticism**

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The need for the reorganization of secondary education with diversified courses had become urgent due to acceptance by the Government of India and the State Governments, of Basic Education as the pattern of education at the elementary stage. Therefore, the Central Advisory Board of Education in its meetings held in 1949 and 1951 recommended the appointment of a Commission for Secondary Education. The Government of India accordingly appointed the Secondary Education Commission under the Chairmanship of Dr. Lakshman Swami Mudaliar in 1952. The Commission's recommendations were accepted in toto by the Parliament. The commission underlined the need for providing educational and

vocational guidance to students and its suggestions for giving emphasis on agricultural education very valuable. It fully realized the need for providing dynamic and progressive methods of education. The commission made significant recommendations regarding the necessity of raising the economic and social status of teachers. It suggested several measures to reform the educational system which had far reaching impact on the secondary education. The objective types of tests have become an integral part of evaluation. Cumulative records cards are increasingly being used. From the above discussion, it can be said that the recommendation of the Mudaliar Commission on secondary education has some flaws but it is a significant recommendation to radically change the education structure of India. The commission tries to introduce similar industrial structures across the country. So, it can be said that the Mudaliar Commission has shown a new direction in the field of education.

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### **4.1.5: The Education Commission (1964-66)**

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#### **4.1.5.1: Introduction**

The Government of India proposed the formation of an Education Commission on 14<sup>th</sup> July 1964 to formulate a national plan for education in India and to advise the government on development at all levels. Accordingly, with 17 members under the chairmanship of D.S. Kothari and the leadership of J. P. Naik an Education Commission was formed which is known as Indian Education Commission or Kothari Commission. Apart from having experts from India, the Commission included distinguished educationists from UNESCO, USSR, the USA, Japan, and England. In the history of Indian Education, it is the first Commission to make a coordinated and comprehensive survey of all the branches of education. The commission discussed with about 9 thousand famous scientists, educationists, industrialists, etc. from different regions of the country. The report titled "Education and National Development" was published on 29 July 1966, and is a voluminous document of about 700 pages. This report covers various aspects of education from primary education to the highest level of education. The Education Commission has considered education as the most powerful tool for national development. Hence the commission said, "India's destiny is being made in its classrooms".

#### **4.1.5.2: Objectives of Education and Kothari Commission**

Objectives that are emphasized to keep the education system relevant in a changing society based on science and technology. They are –

1. **Productivity:** Education should be production oriented i.e. students will be engaged in any productive work after completion of education. Attention should be given to students so that they can develop all kinds of knowledge and skills related to science and technology. Education will aim to inculcate the spirit of science-minded productivity.
2. **Modernization:** Today society is changing rapidly. Various sciences are expanding. Education will aim to help students acquire a balanced understanding of the rapidly changing society and various sciences through which they will become modern.
3. **Character Development:** The value of education should be to build strong character in students by developing conviction, self-confidence, honesty, and value-based human qualities. Students are the citizens of tomorrow. So building their strong character should be the task of education.

4. **National Integrity:** Awareness of national integrity among students and its preservation will be one of the aims of education. Through education, students can be awakened in the spirit of national consciousness, unity, brotherhood, and world peace.
5. **Preservation of culture:** A country is known for its culture, customs, and values. Culture is the identity of a country. Through education, students can be given an idea about the culture, customs, and values of the country. Apart from this, the aim of education is to preserve culture, and values and transmit them to the next generation.
6. **Development of democracy:** India is a democratic country. One of the objectives of education is to inculcate in students the concept of a democratic society and create confidence in a democratic society.

#### **4.1.5.3: Pre-Primary Education**

Pre-primary education is the education that children generally receive from birth to five years of age in an informal family environment. Currently, this concept is changing in terms of the socioeconomic environment. Before primary education, children should be taught in a well-planned and controlled environment. Education starts from the age of 3 in the nursery, kindergarten, and Anganwadi educational institutions. Pre-primary education is the provision of education in a multifaceted controlled environment from age between two and a half or three years to five years. Important recommendations made by the Kothari Commission (1964-66) on primary education were –

- 1) **Structure of Pre-Primary Education:** According to the commission the duration of primary education will be one to three years.

**Table – 3: Structure of Pre-Primary Education**

<b>Level of Education</b>	<b>Nature of Education</b>	<b>Duration</b>	<b>Class</b>
Pre-Primary	Nursery	3 - 4 years	Lower Nursery, Nursery
	Kindergarten	4 – 5/6 years	Kindergarten – 1, 2

- 2) To give special importance to the physical, mental, physical, and Vedic development of the child in pre-primary education.
- 3) To encourage as many private institutions as possible to undertake the responsibility of setting up and running schools for pre-primary education.
- 4) Establishing institutions for official sports at state and district levels, training teachers at the pre-primary level, and conducting research and books.
- 5) In pre-primary school, children learn mainly through dance, music, and activities.

#### **4.1.5.4: Primary Education**

Primary education is important to make a child fit and responsible citizen of society. The Constitution of India mandates free and compulsory education for all children up to the age of 14 years. The commission considers four or five years of education i.e. the period from first class to fourth or fifth class as primary education. Currently, the level of free and unpaid education up to eighth grade for children aged 6 to 14 is called primary education. There are two levels of primary education. One is lower primary and the other is higher primary. The recommendations of the commission regarding primary education are briefly mentioned –

- 1) Each state and district has been asked to formulate appropriate plans and financial targets for the development of primary education.

- 2) Reduce wastage and stagnant in primary education. Schools should provide quality improvement, part-time education, and parent education to prevent wastage and stagnant.
- 3) Vocational education should be arranged according to the choice of the students.
- 4) Lower primary school should be located within 1 mile and upper primary school within 3 miles from the residence of students.
- 5) Literacy classes should be provided for those who have not completed primary education between the age of 11 and 14. Literacy programs will be flexible.
- 6) If a student after completing primary education and wants to study further due to financial weakness will have to arrange partial tuition.

**Structure of Primary Education:**

1. Lower Primary: Lower primary education is usually four or five years of education from first to fourth or fifth grade. The age of the students is considered to be 6 to 10 or 11 years.
2. Upper Primary: Upper primary education is the level of education that students aged 12 to 14 years receive over 3/4 years from V/VI to VIII grade.

**Table – 4: Structure of Primary Education**

Level of Education	Nature of Education	Class	Duration	Age
Primary Education	Lower Primary	I – IV/V	4/5 years	6 – 10/12 years
	Upper Primary	V/VI – VII/VIII	4/3 yeas	11/12 – 14 years

**The curriculum of Primary Education:** The commission has divided primary education into two levels and prescribed the curriculum accordingly.

**1) Lower Primary Education:** The commission's recommendations regarding the curriculum of lower primary education are-

- ❖ At the lower primary level students will learn a regional language or mother tongue.
- ❖ Develop a general understanding of mathematics.
- ❖ Children will take simple lessons about environmental science and sociology. They should be taught with teaching aids like pictures, charts, models, maps, etc.
- ❖ To impart vocational education to children through various handicrafts, gardening, model making, paper cutting, etc. and also keeping schools and classrooms clean, tidying schools, watering trees, creating a service attitude through help, etc.
- ❖ Emphasis on physical activity to keep children healthy.
- ❖ Creative activities like dancing, singing, reciting, acting, etc. should be organized to develop the various talents of children.

**2) Curriculum of Upper Primary Education:** The Commission states that the subjects to be learned by the students at the Upper Primary level are –

- ❖ Children will mainly learn two languages at the upper primary level. One is the regional language or mother tongue and the other is Hindi or English language.
- ❖ At this level, students will take lessons about Arithmetic, Algebra, and Geometry. Also, get an idea about various mathematical formulas, mathematical principles, logical thinking, various graphs, and diagrams.

- ❖ Familiarize yourself with sociology by acquiring knowledge of history, geography, and urbanism.
- ❖ Arts should be included in the upper primary level of the curriculum. Students will learn music, dance, painting, needlework, etc.
- ❖ Students will also be introduced to physical education. Students will develop the concept that health is wealth.
- ❖ Even upper primary level, students will develop vocational education and social service attitude through handicrafts, clay work, sewing, modeling, making, etc.
- ❖ The moral and spiritual development of upper primary level students should be provided in school in 2 or 1 period per week.

#### 4.1.5.5: Secondary Education

Secondary education is the second level of formal education. The system of education which aims to develop the life of the student at the stage of adolescence is called the secondary level of education. Secondary education is the level of education between primary and higher education. The secondary level of education is ninth to twelfth grade, usually aged between 15 and 18 years. Secondary education is divided into two levels.

**Table – 5: Structure of Secondary Education**

Level of Education	Nature of Education	Class	Duration	Age
Secondary Education	Lower Secondary	VIII – X/IX – X	3/2 years	14 – 16 years
	Upper Secondary	XI and XII	2 years	16 – 18 years

**Lower Secondary:** According to the Commission, two or three years i.e. up to eighth or ninth and tenth standard, 14 to 16-year-olds are included in lower secondary education level. At present, the duration of secondary education is two years i.e. ninth and tenth standard. Students can get admission to higher secondary levels after passing the 10th standard.

**The curriculum of Lower Secondary:** The Commission directs that the curriculum should be designed to produce good citizens with sound personalities and democratic and socialist spirit by imparting cognitive, social, and idealistic education to the students.

- ❖ At this level students will learn three languages i.e. three language formulas will apply. (1) Local language or mother tongue (2) Hindi or English language (3) Additional one ancient Indian language.
- ❖ Students will learn Physics, Life Sciences, and Mathematics within the science department.
- ❖ The sociology department will acquire knowledge of History, Geography, Sociology, etc.
- ❖ Students are referred to the work experience section for practical learning. This category includes vocational education, physical education, and social services. Through physical education, students are exposed to physical exercises and different types of exercises.
- ❖ Students can choose an additional subject of their interest.

#### 4.1.5.6: Higher Secondary Education

According to Kothari Commission +2 level i.e. 11<sup>th</sup> and 12<sup>th</sup> class is higher secondary education. This is two years education level. Generally, 16+ years to 18 years is considered as upper secondary level. The curriculum of Higher Secondary Education: The Kothari

Commission has defined higher secondary education level as general education as well as specialized or vocational education. The curriculum of higher secondary education is divided into two parts –

- 1) **General Curriculum:** The general curriculum is mainly divided into four parts. (1) Languages – at this level, the student will learn two compulsory languages. Namely - mother tongue or regional language and Indian language as a modern Indian language, modern foreign language, ancient Indian language - any two of these three. (2) Subjects will select according to the student's interests, and abilities, which will be compulsory and optional. (3) In addition to the three optional subjects, students can choose one additional subject according to their choice, ability, and interest. (4) Students will be taught vocational education, physical education, social service, etc.
- 2) **Courses of Vocational Education:** Vocational subjects for higher secondary students are mainly divided into four categories. (a) In this case, students will learn two languages. (b) Can choose any three subjects from among test-based and laboratory subjects. (c) Select one subject from Agriculture, Textiles, Technology, Commerce, and Paramedical subjects. (d) Like the General stream, this stream will have a system of work-oriented courses.

A summary of all the recommendations of the Kothari Commission on Secondary Education is mentioned below-

- ❖ Students should be admitted to the secondary level based on merit.
- ❖ Priority should be given to vocational education at the secondary level. 20% of lower secondary and 50% of higher secondary level students should be given scholarship opportunities in education.
- ❖ The provision of part-time courses in vocational education is necessary. The Central Government will assist the State Government in this regard. Special emphasis will be laid on Agriculture and Home Science.
- ❖ Multiple schools should not be set up in the same place. Schools with fewer students should be closed. Scholarships should be arranged by any industrial center.
- ❖ Special emphasis should be given to increasing the rate of female education. It should be noted that children are admitted in a ratio of 1:2 at the lower secondary level and 1:3 at the higher secondary level. The establishment of separate schools for girls, provision of scholarships, provision of hostels, and provision of short-term scholarships in education is necessary.

#### **4.1.5.7: Higher Education**

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Higher education usually starts after the successful completion of upper secondary education. Higher education is the highest level of formal education. Higher education is administered by universities. Higher education is the system of education starting from college or university up to a higher level. The scope of higher education is wide. Higher education includes college or graduate level, university or postgraduate, and research level.

**Structure of Higher Education:** The structure of higher education is mainly divided into two levels. –

- 1) **Graduation Level:** The three years education level in any college between 18 years to 21 years is graduation level or collegiate education level.

- 2) **Post-Graduate level:** Students who pass the undergraduate level can take admitted to post-graduate or university levels. The duration of this education is two years. 21 to 23 years of age of the student including the postgraduate level of education.

**Table – 6: Structure of Higher Education**

Education Level	Nature of Education	Class	Duration	Age
Higher Education	Graduation	1-3 years	3 years	18 – 21 years
	Post-Graduation	1 – 2 years	2 years	21 – 23 years

**The curriculum of Higher Education:** Higher education or university-level education is the level of specialization. The higher education curriculum is mainly divided into three phases. Namely –

- 1) **Undergraduate Courses:** College education is in the curriculum – Humanities (Languages, Sociology, Philosophy, Political Science, Economics, Education, etc.), Science (Mathematics, Chemistry, Physics, Biology, Psychology, Geography, etc.), and Commerce. (Accounts, Economic Geography, Management, etc.).
- 2) **The curriculum of Post Graduate:** There are three types of departments at the Post Graduate level. Students will acquire specialized knowledge by choosing a subject from any department.
- 3) **Curriculum for Vocational and Technical Education:** In this, the curriculum is prescribed according to different departments. Engineering, Law, Medical Science, etc. subjects are taught, and also in the engineering department electrical, computer science, printing, information technology, mining, etc.

#### **4.1.5.8: Teacher Education**

The Commission has given special attention to improving the quality of teacher education. Teacher education is given priority along with the personal education of teachers. It is recommended that the State and Central Governments provide financial assistance in teacher education. The Commission has observed that there is a considerable lack of interconnectivity among conventional teacher training institutions. Even the curriculum, learning methods, assessment methods, etc. are not time efficient at all. So, the Kothari Commission makes several recommendations to improve the quality of teacher education. They are briefly mentioned -

- ❖ Teacher training institutes should be linked with extension departments.
- ❖ To find out the development through discussion and formation of an 'Alumni Association' on educational plan and curriculum.
- ❖ State Boards of Teacher Education shall be established in each State. This organization will fulfill all the responsibilities related to teacher education.
- ❖ Comprehensive colleges of education should be established in every state for teacher education. Colleges will train teachers at different levels and in special subjects.
- ❖ There should be an arrangement of teachers between teacher training institutes and affiliated schools.
- ❖ Students undergoing teacher training will have schools of their choice for practical education where teaching aids and supervision will be provided.
- ❖ The duration of teacher training is stated to be two years for those who have passed Madhyamik and one year for graduates.

#### **4.1.5.9: Education for Schedule Caste and Tribes**

Schedule Caste constitutes about 15% of the total population of India and tribals about 8%. This community is still culturally backward in society. Therefore, the commission has paid special attention to the education of these two communities. The Commission recommends -

- ❖ Scheduled castes will have all the facilities.
- ❖ To promote higher primary and secondary education among tribal's.
- ❖ Hostel and special coaching should be provided for scheduled caste and tribal.
- ❖ Scholarship Scheme for Technical and Vocational Education.
- ❖ To promote education by developing teaching materials in tribal languages.

#### **4.1.5.10: Women's Education**

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The recommendations made by the Kothari Commission regarding women's education are mentioned below-

- 1) According to the Commission, the gender gap in education should be reduced as soon as possible to ensure equal rights for all. For this, special attention or importance should be given to the education programs for girls.
- 2) The report states that the ratio of boys to girls in higher education is 1:4. But considering the needs of girls this ratio should be increased to at least 1:3. The Commission said, within the next 20 years, the ratio of education of boys and girls should be equalized.
- 3) Establishment of separate schools for girls as well as the establishment of co-educational schools. Male teachers and women teachers should be kept in educational institutions.
- 4) There is no need to establish a separate educational institution for girls at the post-graduate level even establishing colleges for female education according to the needs and demands of the local area. Co-educational institution means boys and girls will take lessons in the same educational institution. The commission said in this context, "There is no need for a uniform policy of co-education for the level of education. Conditions vary from state to state."
- 5) Hostels should be arranged so that girls do not drop out of education, due to the distance between home and educational institutions.
- 6) Scholarships should be arranged to increase the interest of girls in education. Apart from this, it is important to choose a suitable profession for girls to become self-reliant. Women should be given equal opportunities to men in research work. The Commission, therefore, stated that 'One or two universities should set up research units to deal specifically with women's education. These should take up follow-up studies of educated women, consider women's education from the point of view of employment opportunities available to women, and ensure proper planning of women's education, particularly at the stage of higher education.'

#### **4.1.5.11: Education for Handicapped**

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The commission has given special importance to bringing the handicapped or children with special needs back into the mainstream of society. The main task of their education is to make them self-confident, adapt to the environment, become self-reliant, choose a career, etc. The education of children with disabilities is a part of general education. The following are the recommendations made by the commission to improve the quality of education for the disabled –

- 1) By 1986, at least 10% of children with disabilities should be brought into education.
- 2) At least 1 school should be established for them in every district.

- 3) Institutions for different types of disabilities should be set up on an experimental basis in the Five-Year Plan.
- 4) Teachers training in special schools and increasing the number of seats in existing training centers.
- 5) Private organizations and NGOs should come forward with the government to improve the quality of education of disabled children.

#### **4.1.5.12: Adult Education**

The organization of education of illiterate senior citizens is called Adult Education. Eradication of illiteracy, improvement of economic conditions, health education, leisure time, etc. is provided through adult education. Adult education is called social learning. The recommendations of the Kothari Commission on Adult Education are briefly mentioned –

- 1) To provide five years of education for every 5 to 11 years of students.
- 2) Provision of part-time education for students aged 11 to 14 who have not enrolled or left school before completing their education.
- 3) Part-time general and vocational education should be provided for students aged 15 to 30 years.
- 4) Literacy programs should be implemented in a very well planned. In this case, various media such as radio, television, film, etc. will be used.
- 5) Setting up an attractive library for senior citizens.
- 6) Every University shall constitute an ‘Adult Board of Education’. Also to provide financial assistance to all private institutions involved in the promotion of adult education.

#### **4.1.5.13: School Complex**

One of the recommendations of the Education Commission was about school complexes. In this case, a secondary school is said to consist of primary, basic, and lower secondary schools located in its vicinity. Like secondary school complexes, colleges, and universities will also be seen in phases. The secondary school complex will have 10 to 20. There will be two levels between secondary and primary school. The first level will consist of 8 to 10 lower primary schools along with upper primary schools. A committee will be formed with the headmasters of the respective lower primary schools under the chairmanship of the headmaster of the upper primary school. The second tier will consist of 3 to 4 upper primary schools centered within the secondary school.

- 1) Various deficiencies of primary schools can be overcome through school complexes. If primary schools lack various equipments like teaching materials, teachers, secondary schools will help them.
- 2) It is proposed to start a mobilized library for the teachers who are involved in the school complex system.
- 3) Primary schools don't have the necessary equipment to teach science education to students. In that case, the secondary school will help to make children aware of science education.
- 4) The maximum number of primary schools lack competent teachers in physical education, art, music, history, geography, etc. In this case, secondary schools can provide teachers and other materials through the school complex to the primary schools.
- 5) Various seminars, workshops, and conferences can be organized to improve the quality of primary schools with the help of skilled secondary school teachers.
- 6) Primary schools through school complexes may make limited changes to the curriculum with the approval of the board of the authority.

#### **4.1.5.14: Work Experience**

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The Kothari Commission has given special priority to work experience while discussing the school curriculum. The curriculum should be designed in such a way as to develop student's knowledge and skills as well as inculcate interest and values in various subjects. Emphasis is placed on developing students' content knowledge and skills. Work experience should be made compulsory by conducting various programs linking education with national production. Work experience is the active participation of students in productive activities at school, home, workshop, farm, or factory. The principles that have been prioritized in this regard are –

- 1) Selecting the curriculum depending on the research topic.
- 2) To prepare textbooks and other supporting materials in compatibility with the curriculum.
- 3) To impart special training to the teachers to conduct the curriculum properly.
- 4) Consult experienced teachers in selecting and designing curricula.

#### **4.1.5.15: Evaluation System**

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The Kothari Commission criticized the existing examination system. Earlier, the errors and deviations of the examination system were discussed in its various committees and commissions. The Commission is introducing a new concept of evaluation. Evaluation is to judge the overall development of the student. To improve the quality of education, the commission has mentioned two types of evaluation – (1) external examination and (2) internal assessment procedures. The commission noted that a select few schools will conduct the Class 10 final exam to reduce the importance of external exams. The certificate will be awarded based on the results of the school board examination. Special attention should be paid to curriculum, teaching methods, and teacher training to reduce the dropout rate.

#### **4.1.5.16: Criticism**

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The Kothari Commission made well-thought-out recommendations on higher education from the pre-primary level and other education areas in India. The commission outlined the future in all other areas, leaving only law and medicine out of the discussion. But in several cases the weakness is noticeable. Such as –

- 1) Has not formulated a strong policy for free and compulsory education at the primary level up to class VIII.
- 2) Applying the three-language formula in language learning has increased students' mental stress.
- 3) Linking local factories and agricultural farms to implement work experience education is only an unrealistic plan.
- 4) The Commission recognized common schools as well as private enterprise - two contradictory things.

The Commission made valuable contributions to the role of education, its contents, development expansion and planning etc. The present educational system in India, by and large, draws its inspiration from this report. The National Policy of Education (1986) is also based on it to a greater extent. The report provided not only sound philosophical and sociological bases of education but also a reasonably working programme for implementation. The most notable feature of the educational programme is that it also took

note of the financial aspects of various programmes it suggested. The commission considered the entire programme of educational reconstruction in the light of the needs, aspirations ideals and valuables set forth in the Constitution of free India. However, despite the commission's several shortcomings, we still see merit in its recommendations. If the recommendations of the commission are necessarily refined and implemented, the overall education system will improve. The commission's promotion of production-oriented education imparted a progressive and scientific spirit. Overall, the Education Commission of India is an important historical document of Indian education in the 20th and 21st centuries.

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#### **4.1.6: Let Us Sum Up**

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The Inter-university Board of Education of the Central Advisory Board of Education recommended to Government of India that an All India Commission on Education should be appointed to inquire into the requirements of higher education in India and put forward recommendations for reorganization of University education in the light of the requirements of the country and its traditions. On November 4, 1948, the Government of India appointed the University Education Commission with Dr. Sarvepalli Radhakrishnan as Chairman. Hence, it is also known as 'Radhakrishnan Commission'. University Education Commission (1948-49) was the first Commission on education after Independence. The Commission, which produced a comprehensive and voluminous report, set for itself the task of not only reorienting the education system to face the challenges emerging from a long period of colonization but also to increase the country's general prosperity, create an effective and functional democracy and reduce socio-economic inequalities. Higher education for the next generations was envisaged as one of the principal aims of the education policy that the country was proposing to formulate. This Commission had aimed at creating universities which would provide knowledge and wisdom for a comprehensive development of the personality. It considered university education as a pivotal step for higher level of learning. The main goal of establishing a university in a particular region was to make higher education accessible to all sections of society, irrespective of region, caste, gender and region. This report proposed the re-construction of education system in tune with the vision of the Indian constitution. The Radhakrishnan Commission on University Education defined the vital tasks of higher education.

The Secondary Education Commission presented its report in 1953 which had recommendations on almost all aspects of secondary education. The major recommendations of the Commission were installation of higher secondary system, diversified courses, three language formula, emphasis on education and vocational guidance, improvement in methods of teaching, text books and system of examination and improvement in building and equipment. The Commission introduced the policy of developing a three-year national system of secondary education (after eight years of elementary education). The recommendation of splitting intermediate stage into two parts, one year going to the school and other to the university turned out to be retrograde - the eleven year higher secondary course introduced specialisation too early (after class VIII) and made vocationalisation difficult. Though the major recommendations of the Commission were related to secondary education, but it clearly indicated the importance of elementary education. However, the recommendations of Mudaliar Commission occupy a very significant place in the development of secondary

education in independent India. Most of the educationists have praised its recommendations for providing very practical and useful suggestions.

The Mudaliar Commission was followed by the appointment of the Indian Education Commission under the chairmanship of D. S. Kothari. Popularly known as the Kothari Commission, it was entrusted with the task of dealing with all aspects and sectors of education and to advise the Government on the evolution of a National System of Education. It is in accordance with the recommendations of this Commission that the National Educational Policy of 1968 was formulated. In its opening paragraphs, the report of the Kothari Commission on Education observed that “the destiny of India is now being shaped in her classrooms. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people”.

The Commission was most comprehensive in nature, it reviewed almost all aspects of the education system without limiting itself to any one particular aspect, unlike the Commissions that came before and after it. According to the Commission, education was intended to increase productivity, develop social and national unity, consolidate democracy, modernise the country and develop social, moral and spiritual values. The crucial role of education in national development appears in all its vividness throughout in the report, appropriately titled “Education and National Development”. It suggested the restructuring of education into a uniform pattern of 10+2+3. The Commission sought to reorient educational system to the masses to help people come into their own. It sought to end the dichotomy between work and education to make the products good workers as well as educated individuals. It recommended a minimum of 10 years of common curriculum for building citizenship in a democracy and for linking the “work of knowledge” with the “world of work”. In this concept, diversified courses would be introduced only at the +2 stage. Major recommendations of the Commission included emphasis on Science and Mathematics, introduction of work experience as an integral part of school curriculum, introduction of common school system, educational structure with 12 years of schooling, free text-books at primary stage, provision of mid-day-meals, promotion of education of handicapped and special measures for ensuring equality of educational opportunities (regional, tribal and gender imbalances to be addressed), establishment of school complexes, neighborhood school, three language formula etc. For improving the quality of education, the Commission focused on institutional planning for improving standards nationwide, promotion of new work ethic, improved teaching and learning materials and methods of teaching and evaluation, and selective development of schools.

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#### **4.1.7: Assignment**

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- 1) Write a note about why the Radhakrishnan Commission Report is called a valuable document in the history of Indian education.

- 2) Discuss the aims and objectives of higher education according the Report of the Radhakrishnan Commission.
- 3) List out the major recommendations of the University Education Commission in your language.
- 4) Discuss which of the recommendations of the Radhakrishnan Commission you find acceptable at present – with reasons.
- 5) Briefly discuss the recommendations of the University Education Commission on rural universities.
- 6) What were the recommendations of the Secondary Education Commission with regard to structure of education, curriculum and quality of education?
- 7) What were the recommendations of secondary Education Commission on the principles of curriculum construction?
- 8) Describe the major recommendations of the secondary education Commission (1952-53) for reforming secondary education in the country.
- 9) What are the unique features and thrust areas of the Kothari Commission?
- 10) Write a few lines on structural change in the system of education as suggested by the Indian Education Commission (1964-66).
- 11) Evaluate the recommendations of the Education Commission 1964-66 for improvement of higher education in the country.

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#### 4.1.8: Suggested Readings

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- 1) Aggarwal, J. C. (2009). *Landmarks in the History of Modern Indian Education* (Sixth edition). New Delhi: Vikas Publishing House.
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- 4) C. P. S. Chauhan, C.P.S. - *Modern Indian Education - Policies, Progress and Problems*. New Delhi: Kanishka Publishers, Distributors.
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- 6) Chattopadhyay, S. (2015). *Bharatiya Shikshar Bikash O Samasya* (Second edition). Kolkata: New Central Book Agency.
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- 8) Ghosh, R. (2010). *Juge Juge Bharater Shiksha: Prachin, Madhya O Adhunik Jug*. Kolkata: Shova Publishers.
- 9) Government of India (1950). *Report of the University Education Commission 1948-149*. New Delhi: Ministry of Education, Government of India.
- 10) Government of India (1953). *Secondary Education Commission 1952-53*. New Delhi: Ministry of Education, Government of India.
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- 13) R.N. Sharma & S. K. Sharma, S.K. - *History of Education in India*, New Delhi: Atlantic Publishers & Distributors (P) Ltd.
- 14) Roy, S. (2012). *Bharater Shiksha O Shikshar Bharatayan*. Kolkata: Soma Book Agency.
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**BLOCK-4**  
**Education in India after Independence**

**UNIT – II**  
**National Policy on Education-1986 and POA-1992**

**Content structure:**

- 4.2.1: Introduction
- 4.2.2: Learning Objectives
- 4.2.3: Evolution of National Policy on Education
- 4.2.4: National Policy on Education 1986
- 4.2.5: Programme of Action 1992
- 4.2.6: Let Us Sum Up
- 4.2.7: Assignment
- 4.2.8: Suggested Readings

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#### **4.2.1.: Introduction**

Education is globally recognised as a fundamental human right and also considered as the bed-rock of all socio-economic mobility of the nation. National education policy of a nation is highly required for developing a robust and vibrant edifice of the education system across the nation. Arising out of the recommendations of the Kothari Commission, the first National Policy on Education in 1968 marked a significant step in the history of Independent India. Later, the Government of India reviewed the prevailing education system in 1985 and through a nationwide debate on education seeking suggestions in devising a New National Policy on Education on the part of the academic community and others. Consequent to the Prime Minister's appeal, on 20<sup>th</sup> August 1985, the former Union Education Minister, K. C. Pant published a document the “Challenge of Education - A Policy Perspective 1985” and also presented to the Parliament on the same day. This document was actually the forerunner to the National Policy on Education 1986. The second national education policy was intended to prepare India for the 21st century. The policy emphasized the need for change in the following words - “Education in India stands at crossroads today, neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation”. When this NPE 1986 was revised in 1992, in the same year the Ministry of Human Resource Development published revised Programme of Action. This Unit – IVB primarily deals with the policy reforms envisaged in the National Policy on Education 1986 and the set of strategies or plan of action of the POA 1992 for implementing the policy recommendations articulated in the revised POA 1992.

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#### **4.2.2: Learning Objectives**

After going through this Unit you will be able –

- 4) To be acquainted with the evolution of national policy on education in India after independence.
- 5) To understand the major policy reforms articulated in the National Policy on Education 1986 in the field of Indian education.
- 6) To comprehend the strategies or plan of action articulated in the POA 1992 for the implementation of the recommendations of the revised NPE 1992

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#### **4.2.3: Evolution of National Policy on Education**

On August 15, 1947 India emerged as an Independent nation. Since the attainment of independence, Government of India have been formulating commissions, committees, policies, schemes and programmes for the promotion of education among Indians. There is no dearth of such initiatives. Only the matter pertaining to national education system remained unheeded. Policy is generally understood as a set of guidelines or a decision-

making framework to achieve a desired effect or change. A policy usually takes the form of a general statement of intent. It is future oriented indicating the policy or policies that will be pursued to bring about much needed change in desired directions (Dhar, 2004). After passing more than two decades of independence, Government of India had paid attention to the formulation of a national education policy i.e. a set of national guidelines across India irrespective of union, state and union of territory. The concept of a National System of Education implies that up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality (Government of India, 1986).

After Independence governmental efforts were needed to transform the whole system of education to the national pattern. So accordingly, in January 1948, the first Prime Minister in Independent India, Jawaharlal Nehru in his opening address to the All India Education Conference stated that “Great changes have taken place in the country and the educational system must also be in keeping with them. The entire basis of education must be revolutionized”. However, from 1947 to 1966/1968 more than two decades, the Government of India failed to formulate a national policy on education. After independence the University Education (1948-49) and the Secondary Education Commission (1952-53) were constituted ignoring the importance of elementary education for erecting a robust edifice of education across India. However, its necessity was echoed in the report of the Radhakrishnan Commission “In a review of the expansion of university education it is neither possible nor desirable to ignore the obvious need for expansion of primary and secondary education ... It cannot be gainsaid that a proper edifice of university education can be built only if literacy is widespread and primary and secondary education is extended to a very large proportion of the youth of the country, even if it cannot be made universal and compulsory” (Government of India, 1950, p. 444). Unfortunately, the Secondary Education didn't put any observation on elementary education. It is generally understood that the secondary education supplies teachers to the primary schools and students to universities. The members of that commission should have realised that success at elementary education is a precondition for achieving success at secondary and higher education levels.

The question of evolving a national policy on education in various aspects for the first time had come up before the Parliament in Lok Sabha with a resolution by the Congress M. P. Professor Siddheshwar Prasad on May 1, 1964. Professor Prasad criticised the government for not paying enough attention to education. The Centre lacked a uniform vision and definite philosophy for education, he said, and suggested that a committee of members of Parliament should look into the formulation of a national education policy. The idea for formulating a national policy on education was also supported by of members. Considering the voice of Siddheshwar Prasad, the then Education Minister M. C. Chagla agreed that there should be a national and coordinated policy on education, and announced that the government would set up a national commission comprising outstanding educationists for this purpose. In his view, a Committee of members of Parliament would serve no purpose. Accordingly, in the same year, a 17-member Education Commission headed by the then UGC Chairperson D. S. Kothari was set up on July 14, 1964 during the tenure of the former Prime Minister Shri Lal Bahadur Shastri. After two years on 29 June, 1966, the chairman D. S. Kothari submitted the report to the Shri M. C. Chagla, Minister for Education during the tenure of the former Prime Minister, Shri Gulzari Lal Nanda. However, a consensus on the formulation of a national policy on education has been come out of this report that the Government of India should issue a Statement on the National Policy in Education which should provide guidance to the State Governments and the local authorities in preparing and implementing education plans in their areas.

Consequently, a Committee of Members of Parliament was set up by the Government of India on April 5, 1967 for drafting a Statement on the National Policy on Education and to consider the Education Commission under the chairmanship of Dr. Triguna Sen, Minister of Education during the tenure of Prime Minister Indira Gandhi. Lastly, a Resolution on National Policy on Education was issued by the Government on July 24, 1968 which came to be regarded as the first National Policy on Education in free India and called for a “radical restructuring” and equality of educational opportunities so that national integration and more cultural and economic development can be achieved.

Before the development of the next National Policy on Education - 1986, the former Prime Minister of India, Shri Rajiv Gandhi in a broadcast to the Nation on January 5, 1985, wanted a nationwide debate on education seeking suggestions in devising a New National Policy on Education on the part of the academic community and others. Consequent to the Prime Minister's appeal, on 20<sup>th</sup> August 1985, the former Union Education Minister, K. C. Pant published a document the “Challenge of Education - A Policy Perspective 1985” and also presented to the Parliament on the same day. This document was actually the forerunner to the National Policy on Education 1986. Ultimately, the National Policy on Education, 1986 approved by the Parliament in May, 1986. In the same year, the Parliament after adopting the NPE, 1986, constituted 23 Task Forces to prepare a Programme of Action (POA) dealing with the modalities of the implementation and the other details. The POA, 1986 was adopted by the Parliament in August, 1986. Later, the Central Advisory Board of Education (CABE) set up a committee on 31<sup>st</sup> July, 1991 under the chairmanship of Shri N. Janardhana Reddy, former Chief Minister of Andhra Pradesh, to consider modifications in the NPE, 1986 taking into consideration the report of the Ramamurti Committee. At the time endorsing the report of the Janardhana Committee, the CABE incorporated few changes. Lastly, the report in a document called ‘NPE, 1986-Revised Policy Formulations’ was laid in the Parliament on 7th May, 1992. Like modifications in NPE, 1986, the POA, 1992 was also evolved through the same consensual process. This Unit – IVB primarily deals with the policy reforms envisaged in the National Policy on Education 1986 and the set of strategies or plan of action of the POA 1992 for implementing the policy recommendations articulated in the revised POA 1992.

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#### **4.2.4: National Policy on Education 1986**

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##### **4.2.4.1: Introduction**

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Governments all over the world place a major emphasis on education policy. There is a global pressure on increasing attention on the outcomes of educational policies and their impact on social and economic development. Education policy refers to the rules and principles that govern the operation of educational systems. After independence, the Government of India set up many commissions (Radhakrishnan Commission, Mudaliar Commission, Kothari Commission) and committees (NPE - 1968, 1979 Draft Policy of Education) to develop and reform the education system. In 1985, the then Prime Minister of India Rajiv Gandhi promised to announce a National Education Policy that would review various aspects of education. Accordingly, on April 26, 1985, a report titled "**Challenges of Education: A Policy Perspective**" was passed in Parliament, known as the National Education Policy-1986. Out of the 12 chapters of this National Education Policy, excluding the first and last chapters, 10 chapters deal with the nature of education in India. This educational policy reformed and developed the education system. This educational policy has coordinated multiple processes of human resource development. Based on educational

opportunities, national integration, social justice, values, etc., NPE-1986 generally emphasizes the following topics – Primary Education, Child Education, Women's Education, Adult Education, Language Education, Medium of Instruction, Operation Blackboard Program (Development for Primary Education), Navodaya Vidyalaya scheme to improve quality at the secondary level, decentralization of jobs from degrees, autonomous colleges, teachers, etc. The major recommendations or policy reforms of the National Policy on Education (1986) are as follows:

#### **4.2.4.2: Essence and Role of Education**

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The NPE '86 has lucidly explained: “The concept of a ‘National System of Education’ implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. The National Education Policy – 1986 states the essence and role education –

- 1) **“In our national perception education is essential for all, as it is fundamental to our all round development - material and spiritual”.**
- 2) Education has to play an acculturating role as it refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
- 3) Education develops man-power for different levels of national economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance.
- 4) Education is a unique investment in the present and the future for all round development of nation in all its manifestations.

#### **4.2.4.4: National System of Education**

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The NPE 1986 has stated that the Constitution embodies the principles on which the National System of Education is conceived of. The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

#### **4.2.4.5: A Meaningful Partnership**

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The NPE 1986 has put emphasis on the sharing responsibility stated between Union Government and the States towards the development of education system in India. It has stated that the Constitutional Amendment of 1976, which includes Education in the Concurrent List, was a far-reaching step whose implications-substantive, financial and administrative-require a new sharing of responsibility between the Union Government and

the States in respect of this vital area of national life. While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country. Concurrency signifies a partnership, which is at once meaningful and challenging; the National Policy will be oriented towards giving effect to it in letter and spirit.

#### **4.2.4.6: Major Recommendations / Policy Reforms**

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**(1) Education for Equality:** The Policy has laid special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. For the first time, the NPE 1986 has prioritized education for establishing women's equality. It has stated that –

- a) Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women.
- b) The National Education System will play a positive, interventionist role in the empowerment of women.
- c) It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged for taking active programmes to further women's development.
- d) The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring.
- e) Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.
- f) The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

**(2) Education for Scheduled Caste:** The main focus in this regard is the equalization of SCs population with the non-SCs population X all stages and levels of education, in all areas and in all the four dimensions—rural male, rural female, urban male and urban female. **The measures contemplated include:**

- a) Incentives to indigent families to send their wards to school regularly till they attain the age of 14.
- b) Introduction of pre-matric scholarship scheme from class I onwards.

- c) Constant micro-planning and verification to ensure enrolment, retention and successful completion of courses, together with provision of remedial courses to improve their prospects for further education and employment.
- d) Recruitment of teachers from scheduled castes.
- e) Provision of facilities for SC students in hostels at district headquarters, according to a phased programme.
- f) Location of school buildings, Balwadis, Adult Education Centres, Non-formal Centres in such a way as to facilitate full participation of the scheduled castes.
- g) The utilization of NREP and RLEGP resources so as to make substantial educational facilities available to the scheduled castes.
- h) Constant innovation in finding new methods to increase the participation of the scheduled castes in the education process.

### **(3) Education of Scheduled Tribes:**

The role of education will be strengthened to bring Scheduled Tribes into the mainstream of society. The proposed system for the education of Scheduled Tribes is to set up primary schools in tribal areas, design a primary education curriculum in indigenous languages, recruitment of educated Schedule Tribes as teachers. **The following measures are to be taken:**

- a) The construction of school buildings will be undertaken in tribal areas on a priority basis under the normal funds for education, as well as under the NREP, RLEGP and Tribal Welfare Schemes.
- b) The need to devise the curricula and instructional materials in tribal languages at the initial stages, with arrangements for switching over to regional language.
- c) Educated and promising scheduled tribe youths will be encouraged and trained to take teaching in tribal areas.
- d) Residential schools, including Ashram Schools, will be established on a large scale.
- e) Incentive schemes like scholarships in higher education including technical, professional and para-professional courses will be taken for the scheduled tribes. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- f) Anganwadis, non-formal and adult education centres will be opened on a priority basis in areas predominantly dominated by scheduled tribes.
- g) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribals and their enormous creative talents.

**(4) Other Backward Sections and Minorities:** Special education facilities should be provided to socially disadvantaged other backward persons especially those living in rural areas, hilly areas, remote areas, and islands. Education of backward communities should be organized according to social justice, equity, and justice.

Greater attention will be focused on education of the minorities for promotion of social justice and equality. They would be helped to establish and administer their educational institutions, and protection to their languages and cultures should be ensured.

**(5) Education of the Handicapped:** Attention should be given to developing the solidarity of the general public with the handicapped and especially handicapped children. For this reason, the recommendations are - children with the low level of disabilities should be taught alongside regular school students. Special schools should be established for children with severe disabilities. Vocational and technical education should be provided for children with

disabilities so that they can become self-reliant. Various voluntary organizations should be encouraged and all facilities should be provided for education or all kinds of assistance to disabled children. **In short, it envisages the following measures in this regard:**

- a) Whenever possible, education of children with locomotors handicaps and other mild handicaps will be common with that of others.
- b) Provision of special schools with hostels as far as possible at district headquarters, for the severely handicapped children.
- c) Adequate arrangements for vocational training to the disabled to enable them to live with confidence.
- d) Re-orientation of teacher training programmes to deal with the special difficulties of the handicapped children.
- e) Voluntary efforts for the education of the disabled by the voluntary organisations.

**(6) Adult Education:** The overall development of a country depends on its human resources. Poverty alleviation, environment protection, national integration, women's equality, and the nature of the country are improved through adult education. Illiterate persons aged 15 to 35 years will be covered under adult education. The overall development of the country will be achieved if adult education is expanded. The recommendations that have been proposed to implement the education of the elderly are - setting up village-to-village educational centers, taking initiatives of public and private organizations, broadcasting education in various media, publishing books, establishing libraries, taking necessary vocational measures and technical education programs, etc.

**(7) Early Childhood Care and Education:** The National Policy on Children has specially emphasised investment in the development of young child, particularly children from sections of the population in which first generation learners predominate. Its recommendations are as follows -

- a) Recognising the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible. Day-care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.
- b) Programmes of ECCE will be child-oriented, focused around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes.
- c) A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. In continuation of this stage, the School Health Programme will be strengthened.

**(8) Elementary Education:** The new thrust in elementary education will emphasise two aspects: (i) universal enrolment and universal retention of children upto 14 years of age; and (iii) a substantial improvement in the quality of education. The policy has recommendation to

take up a child –centred approach because only a warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. For this purpose,

- a) A child-centred and activity-based process of learning should be adopted at the primary stage.
- b) First generation learners should be allowed to set their own pace and be given supplementary remedial instruction.
- c) As the child grows, the component of cognitive learning will be increased and skills organised through practice.
- d) The policy of non-detention at the primary stage will be retained, making evaluation as disaggregated as feasible.
- e) Corporal punishment will be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children.

The policy has also made a number of provisions for essential facilities in primary schools. The scope of Operation Blackboard will be enlarged to provide three reasonably large rooms that are usable in all weather, and black boards, maps, charts, toys, other necessary learning aids and school library. At least three teachers should work in every school, the number increasing, as early as possible, to one teacher per class. At least 50 per cent of teachers recruited in/future should be women. The Operation Blackboard will be extended to upper primary stage also.

**(9) Non-Formal Education:** According to the policy, the Non-formal Education (NFE) Programme refers to the education for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole-day schools. For strengthening and enlarging the NFE, -

- a) Modern technological aids will be used to improve the learning environment of NFE Centres.
- b) Talented and dedicated young men and women from the local community will be chosen to serve as instructors, and particular attention paid to their training.
- c) All necessary measures will be taken to ensure that the quality of non-formal education is comparable with the formal education.
- d) Steps will be taken to facilitate lateral entry into the formal system of children passing out of the non-formal system.
- e) Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment.
- f) Learning material of high quality will be developed and provided free of charge to all pupils. NFE programmes will provide participatory learning environment, and activities such as games and sports, cultural programmes, excursions, etc.
- g) Voluntary agencies and Panchayati Raj institutions will take much of the responsibility of running NFE programmes.

**(10) Secondary Education:** Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened to cover areas unserved by it. Vocationalisation through

specialised institutions or through the refashioning of secondary education will, at this stage, provide valuable manpower for economic growth

The policy has stated that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. **Pace-setting residential schools** intended to serve this purpose have been established in most parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aim will continue to be to serve the objective of excellence coupled with equity and social justice (with reservation for the rural areas, SCs and STs), to promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together, to develop their full potential, and, most importantly, to become catalysts of a nation-wide programme of school improvement

**(11) Vocational Education:** The policy has stated that the introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the mis-match between the demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest or purpose. The following are the policy reforms in the field of vocational education -

- a) Vocational Education will also be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after class VIII.
- b) Health education at the primary and middle levels will ensure the commitment of the individual to family and community health, and lead to health-related vocational courses at the +2 stage of higher secondary education. Efforts will be made to devise similar vocational courses based on Agriculture, Marketing, Social Services, etc. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment.
- c) The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors; the Government will, however, take special steps to cater to the needs of women, rural and tribal students and the deprived sections of society. Appropriate programmes will also be started for the handicapped.
- d) Graduates of vocational courses will be given opportunities, under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.
- e) Non-formal, flexible and need-based vocational programmes will also be made available to neoliterates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women.

- f) Tertiary level courses will be organised for the young who graduate from the higher secondary courses of the academic stream and may also require vocational courses.
- g) It is proposed that vocational courses cover 10 per cent of higher secondary students by 1990 and 25 per cent by 1995. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken. Government will also review its recruitment policy to encourage diversification at the secondary level.

**(12) Higher Education:** Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system. In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas. The steps are as follows -

- a) In view of the need to effect an all round improvement in the institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation of, and expansion of facilities in, the existing institutions.
- b) Urgent steps will be taken to protect the system from degradation.
- c) In view of mixed experiences with the system of affiliation, 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.
- d) Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability. Courses and programmes will be redesigned to meet the demands of specialisation better.
- e) Special emphasis will be laid on linguistic competence. There will be increasing flexibility in the combination of courses.
- f) State level planning and co-ordination of higher education will be done through Councils of Higher Education. The UGC and these Councils will develop coordinative methods to keep a watch on standards.
- g) A major effort will be directed towards the transformation of teaching methods. Audiovisual aids and electronic equipment will be introduced; development of science and technology curricula and material, research, and teacher orientation will receive attention. This will require preparation of teachers at the beginning of the service as well as continuing education thereafter.
- h) Teachers' performance will be systematically assessed. All posts will be filled on the basis of merit.
- i) An effort will be made to encourage the setting up of national research facilities within the university system, with proper forms of autonomous management.

- j) In the interest of greater co-ordination and consistency in policy, sharing of facilities and developing inter-disciplinary research, a national body covering higher education in general, agricultural, medical, technical, legal and other professional fields will be set up.

**(13) Open University and Distance Learning:** The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratising education. The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened.

**(14) Delinking Degrees from Jobs:** The policy has recommended delinking degrees from job *in selected areas*. The proposal cannot be applied to occupation-specific courses like Engineering, Medicine, Law, Teaching, etc. Similarly, the services of specialists with academic qualifications in the humanities, social sciences, sciences, etc. will continue to be required in various job positions. De-linking will be applied in services for which a university degree need not be a necessary qualification. Its implementation will lead to a re-fashioning of job-specific courses and afford greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

**(15) Rural University:** The new pattern of the Rural University will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of microplanning at grassroots levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education will be supported.

**(16) Value Education:** The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect.

**(17). Languages:** The Education Policy of 1968 had examined the question of the development of languages in great detail; its essential provisions can hardly be improved upon and are as relevant today as before. The implementation of this part of the 1968 Policy has, however, been uneven. The Policy will be implemented more energetically and purposefully.

**(18). Media and Educational Technology:** The policy has stated that modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism, modern educational technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability. The recommendations are as follows -

- a) Educational technology will be employed in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc., both in the formal and non-formal sectors.
- b) The generation of relevant and culturally compatible educational programmes will form an important component of educational technology, and all available resources in the country will be utilised for this purpose.
- c) The media have a profound influence on the minds of children as well as adults; some of them tend to encourage consumerism, violence, etc., and have a deleterious effect, Radio and T.V. programmes, which clearly militate against proper educational objectives, will be prevented.
- d) Steps will be taken to discourage such trends in films and other media also. An active movement will be started to promote the production of children's films of high quality and usefulness.

**(19). Work Experience:** Work experience, viewed 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, is considered as an essential component at all stages of education, to be provided through well-structured and graded programmes. It would comprise activities in accord with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. This experience would be helpful on his entry into the workforce. Prevocational programmes provided at the lower secondary stage will also facilitate the choice of the vocational courses at the higher secondary stage.

**(20). Environment Education:** There is a paramount need to create a consciousness of the environment. It must permeate *all ages* and *all sections of society*, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process.

**(21). Evaluation Process and Examination Reform:** Assessment of performance is an Integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative Improvements In education. The objective will be to re-cast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning; in functional terms, this would mean:

- a) The elimination of excessive element of chance and subjectivity;
- b) The de-emphasis of memorisation;
- c) Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time;
- d) Effective use of the evaluation process by teachers, students and parents;
- e) Improvement in the conduct of examination;
- f) The introduction of concomitant changes in instructional materials and methodology;
- g) Instruction of the semester system from the secondary stage in a phased manner; and
- h) The use of grades in place of marks.

**(22). Teacher:** The policy has remarked that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The

Government and the community should endeavour to create conditions, which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. The recommendations are as follows -

- a) The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements.
- b) The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession.
- c) Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country.
- d) Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance.
- e) Teachers' associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a Code of Professional Ethics for Teachers and see to its observance.

**(23). Teacher Education:** Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled in the following ways -

- a) The new programmes of teacher-education will emphasise continuing education and the need for teachers to meet the thrusts envisaged in this Policy.
- b) District Institutes of Education and Training (DIET) will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out.
- c) Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training.
- d) The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher-education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education.

**Criticism:** The policy has also suggested to review implementation of the various parameters of the New Policy every five years. Appraisals at short Intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time. Although the overall aspects of education are discussed in the National Education Policy, there are still some shortcomings. For example, nothing specific is said about solving the problem of dropout students. There is chaos in the college management. Navodaya Vidyalaya is designed for students of classes VI to XII only. The education policy calls for a gradual increase in funding for education. The policy has failed to ensure the financial allocation of 6

percent of GDP within a time-bound period. However, on the merits of NPE-1986, this policy is a reliable document for present and future education in India. So it can be said that the National Education Policy of 1986 is without any doubt a powerful step in the history of Indian education.

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#### **4.2.5: Programme of Action (POA) 1992**

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##### **4.2.5.1: Introduction**

The full form of POA is Programme of Action. The Programme of Action refers to a set of implementing strategies. It provides an indication of the nature of actions which will be needed in order to implement the directions of the policy. It provides a broad strategy within which detailed schemes will be subsequently drawn up. POA was formulated for the first time in 1986 just after adopting the NPE 1986. The first NPE 1968 did not contain any POA. While discussing and adopting the National Policy on Education (1986) in the parliament, a promise was made by Shri P. V. Narsimharao, the then Minister of Human Resource Development, that he would present in the parliament a Programme of Action for the implementation of the policy. In consequence, the ministry constituted a number of Task Forces and with their help and recommendations discussed and adopted in the parliament the Programme of Action in 1986. When the NPE 1986 was revised or reformulated in 1992 under the Chairmanship of the Chief Minister of Andhra Pradesh, Shri N Janardhana Reddy, it also required revised Programme of Action considerably. Accordingly, another Programme of Action was formulated in 1992 to implement the recommendations embedded in the revised NPE 1992.

This POA has mainly covered 23 areas like Education for Women's Equality, Education of Scheduled Castes, Scheduled Tribes and Other Backward Sections, Minorities' Education, Education of the Handicapped, Adult and Continuing Education, Early Childhood Care And Education, Elementary Education, Secondary Education, Navodaya Vidyalayas, Vocational Education, Higher Education, Open Education, Delinking Degrees From Jobs and Manpower Planning, Rural Universities and Institutes, Technical and Management Education, Research and Development, The Cultural Perspective, Development of Languages, Media and Educational Technology, Sports, Physical Education and Youth, Evaluation Process and Examination Reforms, Teachers and Their Training and Management of Education. The major implementation strategies or plan of action of the POA 1992 for materializing the policy reforms articulated in revised National Policy on Education 1992 are as follows:

**(1). Education for Women's Equality:** Education for Women's Equality is a vital component of the overall strategy of acquiring equity and social justice in education. Para 4.2 and 4.3 of the National Policy on Education (NPE), 1986 are very strong and forthright statement on the intervening and empowering role of education. The POA clearly spells out the actions which need to be taken to promote education for women's equality. In pursuance of NPE the main features of the implementation strategy will consist of the following:

- a) to gear the entire education system to play a positive interventionist role in the empowerment of women;
- b) to encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors;
- c) to widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes;

- d)** to create dynamic management structure that will be able to respond to the challenge posed by this mandate.

The Plan of action will consist of the following –

- a) All the Bureaus of the Department of Education will prepare a concrete action plan addressing gender related concerns in their specific area of work. Relevant nodal institutions like the UGC, AICTE, ICSSR, ICHR, CBSE, ICAR, ICMR, IAMR, State Boards, Vocational Education Bureaus, etc. will also prepare similar action plans.
- b) A monitoring unit will be created in the Planning Division of the Department of Education to ensure integration of gender issues into policies, programmes and schemes. This unit will develop indicators for monitoring implementation, ensure effective dissemination of information and coordinate action.
- c) Similar monitoring units/bureaus will be set up at the State level.
- d) All the Bureaus of the Department of Education and institutions in their annual reports will spell out the steps they have taken to enhance women's and girls' access to education, ensuring that the content and process of education is sensitive to gender and equal access is assured for science and technological education at all levels.

The NPE 1986 & revised NPE 1992 considered education as an effective tool for women's empowerment. Accordingly, the POA has taken following measures for empowerment of women –

- a) Every educational institution will take up active Programme of women's development.
- b) All teachers and instructors will be trained as agents of women's empowerment. Training programme will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System.
- c) Gender and poverty sensitization programmes will be developed for teacher educators and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive to the role of education in eliminating gender disparities.
- d) In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers.
- e) The common core curriculum is a potentially powerful instrument to promote a positive image of women. The Department of Women's Studies, NCERT will intensify activities already initiated in the areas developing gender sensitive Curriculum, removing sex bias from textbooks and training of trainers / teachers. SCERT and the concerned State level boards and institutions will initiate similar work.

Under this section 'Education for Women's Equality', the POA has also prescribed programme related to research and women's studies for promoting better understanding of women's contribution to social progress and to investigate and remove structural, cultural or attitudinal causes of gender discrimination. Girls who cannot attend formal schools and have had to drop out will be provided educational opportunities through Non-Formal Education (NFE). Total Literacy Campaigns (TLCs) should pay special attention to women in the 15-35 age groups. For the improvement of girls' access to technical, vocational and professional

education, women's ITIs, Polytechnics and women's wings in general ITIs, Polytechnics will be revamped with a view to diversify disciplines.

**(2). Education of SCs and STs and Other Backward Sections:** The POA detailed a number of strategies aimed at removal of disparities and attainment of equalization of educational opportunities for SCs, STs and other Backward Sections, especially for girls. A number of Centrally Sponsored Schemes are being continued in the 8th Five Year Plan (1992-97) for SCs, STs and other backward sections. These are (i) Post-matric scholarships; (ii) Grant-in-aid to voluntary organisations; (iii) Pre-matric scholarships for children of those engaged in un-clean occupations; (iv) Book banks; (v) Boys' and Girls' Hostels; (vi) Coaching and allied schemes. In addition to these, two schemes in the central sector have also been approved, viz., (i) special educational development programme for girls belonging to SCs of very low literacy levels, and (ii) educational complex in low literacy pockets for development of women's literacy in tribal areas. These programmes are in addition to the special thrust given to the weaker sections in the general programmes for educational development like opening of schools, running of Non-Formal Education (NFE) centres and adult education centres, schemes of Operation Blackboard, upgradation of merit of SC/ST students, reservation-in educational institutions, etc. The POA 1992 proposes the following strategies –

- ❖ In order to ensure universal access and enrolment of SC children in rural areas, henceforth, in opening primary and upper primary schools priority would be given to the needs of SC habitations and hamlets.
- ❖ Every Scheduled Tribe habitation will be provided with a primary school or other suitable institution before the end of the 8th Five Year Plan in order to ensure universal enrolment and participation.
- ❖ In tribal areas educational plan will be implemented in an integrated manner. Pre-school education (through Balwadis), Non-Formal Education, elementary education and adult education will be organically linked and integrated to ensure achievement of total literacy of the entire population.
- ❖ For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non-formal and distance education centres will be made to ensure universal access and enrolment.
- ❖ It will be the responsibility of the teachers to organize drives at the beginning of every academic session to enroll all school-age children specially girls belonging to SCs, STs and other backward sections.
- ❖ Adequate incentives will be provided for the children of SC, ST and other backward sections in the form of Scholarship, Uniforms, textbooks, stationery and midday meals.
- ❖ All schools, NFE centres and pre-school centres in SC/ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for Operation Blackboard and for achieving Minimum levels of Learning (MIL).

- ❖ Operation Blackboard shall cover within a period of two years all schools in tribal areas and Harijan Bastis irrespective of the date on which the school was set up.
- ❖ Standard teaching learning material will be re-written to make them intelligible to the SC/ST children-especially in areas where the standard language and the learners' dialect are different.
- ❖ Coaching, training and remedial teaching classes will be organized for students of SC, ST and Other backward sections in order to enhance the scholastic achievement of these students. Special coaching for entrance examinations for institutions of higher learning, particularly for professional courses to be provided to SC, ST students of Classes X and XII.
- ❖ Reservation in recruitment of teachers from SC, ST communities will be ensured in all educational institutions.
- ❖ In Navodaya Vidyalayas, admission for SCs and STs are reserved on the basis of either the national norm of 15% and 7.5% respectively or of the percentage of SC and ST population in the district, whichever is higher.
- ❖ Where teachers are not available in schools located in SC/ST localities, crash programmes for giving suitable training to eligible persons from SCs/STs will be started. The eligible amongst them will be appointed as teachers in the schools.
- ❖ Specified teacher training institutions such as DIETs will be identified for training of SC/ST teachers on a large scale.

**(3). Minorities' Education:** The POA 1992 formulated the following implementation strategies for the education of the minorities –

- ❖ Non Formal Education equivalent to primary schooling to be adequately provided in areas of concentration of educationally backward minorities.
- ❖ A time-bound crash programme of school improvement with an in-built mechanism for covering minority concentration areas with the on-going programmes of Operation Blackboard, Non-formal Education and District Institute of Education and Training to be implemented on priority basis.
- ❖ Remedial coaching schemes for SC/ST students to be extended to students belonging to educationally backward minorities also.
- ❖ Urdu teachers should be appointed in all the Kendriya Vidyalayas and Navodaya Vidyalayas located in minority concentration areas and arrangement for teaching Urdu as a subject should also be made in these schools with immediate effect.
- ❖ In the higher education sector, educational trusts, foundations and non-Governmental organisations to be supported and strengthened to cater to the educational needs of educationally backward minorities.

- ❖ In areas where there is concentration of the educationally backward minorities, girls hostels to be constructed in schools and colleges on a priority basis.

**(4). Education of the Handicapped:** As part of its concern for equalisation of educational opportunities, the NPE, 1986 focuses on the needs of children with disabilities. The NPE, 1986 recommended an integrated education in general schools for children with locomotor handicaps and with other mild disabilities, orientation and pre-service training of general teachers to meet special needs of these children, provision of vocational training, establishment of special schools for severely disabled children and encouragement of voluntary organisations in these tasks. The following were the major implementation Strategies suggested by the POA 1992 -

- ❖ The strategy of area-specific and population specific micro-planning for UEE is equally relevant for this disadvantaged group. Planning for UEE and adult literacy at all levels - Centre, State, District, Block and Project - should provide for the educational needs of this category of children.
- ❖ PIETs, CTEs and IASEs will have to pay particular attention to this aspect of teacher training. While drawing up schemes for strengthening SCERTs, cells for education of the handicapped may be considered as envisaged in Integrated Education for Disabled Children (IEDC)
- ❖ The material supplied under Operation Blackboard will have to take into consideration special needs of these children. School buildings will have to take note of architectural adjustments needed to ensure access to children with disability, at the construction stage itself so as to avoid expenditure on modifications later on. Special schools need to be opened in the districts which have no special school facilities.
- ❖ The curriculum adjustment and adaptation of teaching methods and material will be worked out
- ❖ The National Institutes for the Handicapped under the Ministry of Welfare will continue their efforts to provide vocational training to the handicapped.

The main emphasis of this Policy was to ensure quality in education by removing social, economic, and regional and gender disparities. It aimed to promote national integration, a sense of common citizenship and culture, inculcation of values among young minds and improve the quality of education at all levels.

From the discussion, it can be said that a very important and acceptable contemporary education document in India is the National Education Policy of 1986 which was subsequently revised in 1990 and 1992. This education policy established Navodaya Schools, Custom Free Education, Operation Blackboard, Decentralization in Education, Women Education, Social Equality Education, etc.

**(5). Adult and Continuing Education:** The programmes of literacy, post-literacy and continuing education during the past four years or so under the National Literacy Mission (NLM), a clear and comprehensive conceptualisation of the total programme has already emerged and would be adopted for future work. Post-literacy and Continuing Education

programmes would be organised keeping these objectives of adult education in view. The POA has prescribed the following strategies -

- a) Post-literacy would be a planned, structured and co-ordinated effort and would preferably be implemented in a campaign mode as in the TLC. The Saksharta Samiti at the district level and similar peoples' committees at the block/mandal panchayat, panchayat and village level would continue to provide leadership and direction for the post-literacy campaign as in the TLC.
- b) Skill development would be integrated in each programme of post-literacy and continuing education.
- c) The National Institute of Adult Education (NIAE) which has been set-up as a technically independent, administratively autonomous, professionally competent and a highly specialised body with research and academic orientation would undertake good quality action research on various aspects relating to adult education programmes of all descriptions. The emphasis in programmes and activities of NIAE would be on creative and innovative work and on collaboration and net-working with other agencies in India and abroad, working in the field of adult education.

**(6). Early Childhood Care and Education (ECCE):** The National Policy on Education (NPE) has given a great deal of importance to Early Childhood Care and Education (ECCE). It views ECCE as a crucial input in the strategy of human resource development (HRD), as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of the society. It has also taken into account the holistic nature of ECCE and has pointed out the need for organising programmes for the all-round development of the child.

The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. As such efforts will be made towards universalisation of ICDS by A.D. 2000. By the end of the Eighth Plan, 3.75 lakh Anganwadi centres would be established and by A.D.2000 seven lakh Anganwadi centres. Anganwadis will be gradually converted into Anganwadis-cum-creches. By the end of Eighth Plan, 25 per cent of Anganwadis will be converted into Anganwadis-cum-creches. The ECCE involves the total development of child, i.e. physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6years. Ongoing programmes/schemes (Balwadis run by Voluntary Agencies, Early Childhood Education Centres, Day Care Centres, Family Day Care Centres etc) that reflect a concern for the holistic development of young children will be improved to provide effectively integrated services.

**(7). Elementary Education:** Provision of free and compulsory education to all children until they complete the age of 14 years is a Directive Principle of the Constitution. However, Universalisation of Elementary Education (UEE) in its totality is still an elusive goal. The POA 1992 has prescribed to Existing schemes will be suitably modified and measures will be taken to incorporate the new policy formulations. The following measures have been prescribed for the **Provision of Universal Access** in the POA 1992-

- a) New primary schools according to the norms, will be opened in unserved habitations. NFE centres will be opened in smaller habitations and for children who cannot benefit from the school system.

- b) In addition, a new scheme of Voluntary Schools will be launched to achieve universal access for children in different areas.
- c) The existing norm of providing an upper primary school within 3 km. walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the upper primary level.
- d) A new scheme of Voluntary Schools will be launch to cater to the needs of neglected, hilly, tribal and difficult areas where there is no provision of schooling.
- e) Provision of NFE centres will be based on the Microplanning exercise carried out for UEE. NFE centres will invariably cater to the needs of children especially girls who are not able to go or who cannot attend the formal school.
- f) Microplanning is a process of designing "a family-wise and child-wise plan of action" by which " every child regularly attends school or NFE centre, continues his/her education at the place suitable to him/her, and completes at least 8 years of schooling or its equivalent at the non-formal centre." A revenue village would be ideal for specific planning; however, microplanning for UEE may be carried out at the Block, Taluk, District levels.

**(8). Operation Blackboard (OB):** The scheme of Operation Blackboard was launched in 1987 in pursuance of NPE-POA, to provide minimum essential facilities to all primary schools in the country. The following measures will be taken to improve the quality of implementation of OB -

- a) Teachers will be trained in using the OB teaching materials under a specially designed teacher training programme.
- b) State Governments will make provision for breakage and replacement of equipment.
- c) Enough flexibility will be provided for purchase of teaching learning materials relevant to the curriculum and the local needs. .
- d) At least 50% of the teachers appointed will be women. This will have a positive impact on girls' enrolment and retention.
- e) Wherever Micro-planning projects are taken up OB will form an integral part of Micro planning.
- f) As far as possible low cost and locally available designs relevant to the local conditions will be adopted for school buildings.

**(9). Minimum Levels of Learning (MLL)** emerges from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The MLL strategy for improving the quality of elementary education is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or levels of learning for each stage of elementary education. The strategy also prescribes the adoption of measures that will ensure achievement of these levels by children both in the formal schools as well as NFE centres.

The Revised Policy Formulations provide for launching of a **National Mission for the achievement of the goal of UEE**. The Mission will be made operational during the year 1993-94, when all centrally sponsored schemes such as Micro planning, OB, NFE, MLL for quality improvement, etc. will be transferred to the Mission, so that implementation of UEE at the State, District, Block and village levels can be operated through the Mission mode.

The NCERT revised the entire school syllabi and brought out revised textbooks for classes I to XII. Based on the National Curricular Framework and the NCBRT syllabi/textbooks, the State and Union Territories have also undertaken measures of curriculum renewal and development of new textbooks for different stages of school education for their introduction into the school system in a phased manner.

Central and state organisations such as NCERT, NIEPA, SCERT, etc. will determine criteria for assessment of performance of elementary education schools. An incentive scheme may also be worked out for the schools and community in order to motivate them to achieve the goal of UEE. This may be done at the block and district levels. .

**(10). Secondary Education:** The Revised Policy Formulations take note of the increased demand for secondary education and go beyond NPE, 1986 by calling for a planned expansion of secondary education facilities all over the country. Secondly, they call for higher participation of girls, SCs and STs, particularly in science, vocational and commerce streams. Thirdly, they call for reorganisation of Boards of Secondary Education and vesting them with autonomy so 'that their ability to improve the quality of secondary education is, enhanced'. Fourthly, they envisage that secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world. In order to ensure a common educational structure of school education, that is, 10(5+3+2) +2, through Out the country during the Eighth Plan period, States/UTs that have not yet switched over to the national common educational structure will be urged to see that every new school which is opened follows the 10(5+3+2)+2 structure. The POA 1992 envisaged the following broad parameters of strategy -

- a) Extending access to secondary education by setting up new schools in the unserved areas and by extending and consolidating the existing facilities, with particular emphasis on ensuring substantially increased enrolment of girls, the SCs and the STs.
- b) Progressively bringing in the higher secondary stage (and all its equivalents) as a part of the school system in all States.
- c) Formulating a National Curriculum Framework for the higher secondary stage as well as development of new curricula and instructional packages based on the semester pattern.
- d) Reviewing and revising the curricula of secondary education (classes IX and X).
- e) Implementing a comprehensive scheme of examination reform.
- f) Improving considerably the physical and infrastructural facilities in secondary and higher secondary schools.
- g) Providing for diversity of courses in higher secondary schools.
- h) Reviewing afresh the existing system of pre-service teacher education for the secondary stage and formulating and implementing an improved teacher education system.
- i) Institutionalising in-service teacher training.
- j) Transforming the role of the Boards of Secondary Education, Strengthening the academic institutions and bodies concerned with research and development in the areas of curriculum, instructional materials and equipment for secondary schools.

**(11). Navadaya Vidyalaya:** Since 1986, Navadaya Vidyalayas were set up in 280 districts spread over 29 States and Union Territories for children who are potentially high achievers, regardless of their socio-economic background. The POA envisaged establishing a Navodaya Vidyalaya in each district before the end of the 7th Five Year Plan, but this objective could

not be achieved for want of sufficient resources. The POA 1992 has adopted the following strategies -

- 1) All the districts in States will accept the scheme before the completion of the 8th Plan Period and preferably in the next three years. This will mean opening about 50 Navodaya Vidyalaya as every year.
- 2) The Navodaya Vidyalaya Samiti will eventually take over the conduct of tests; by mid-1994 a separate cell would be set up for doing so.
- 3) The Executive Committee of the Samiti will review in March every year the recruitment vis-a-vis the manpower requirements.

**(12). Vocational Education:** The NPE 1986 advocated a systematic, well planned programme of vocational education which would be a distinct stream intended to prepare students for identified occupations. It envisaged that vocational courses would ordinarily be provided at the higher secondary (+2) stage but flexibility was provided to start vocational education after class VIII. The NPE, 1986 set a target to cover 10% of higher secondary students under vocational courses. by 1990 and 25% by 1995. The Revised Policy Formulations in 1992 set revised target for coverage under vocational courses - ten per cent of the higher Secondary students by 1995 a~ 25 per cent by 2000. For the implementation of a complex programme of vocationalisation of education, the POA 1992 has prescribed that -

- a) A Joint Council of Vocational Education (JCVE) under the chairmanship of Union Education Minister for the planning and coordination of vocational programmes; to provide guidelines for development of vocational programmes at all levels, and to evolve schemes for involvement of public and private Sector industry in vocational education.
- b) The State Council of Vocational Education (SCVE) should be set up as a counterpart of the JCVE.
- c) Persuading the States which have not yet adopted the national vocational education curriculum for the +2 stage to adopt the design at the earliest.
- d) Vertical mobility can be provided for the +2 stage vocational students through specially designed diploma courses, general degree courses and professional degree courses.

**(13). Higher Education:** We have one of the largest systems of higher education in the world. However, the spread and developments in this area have been uneven. The infrastructural facilities of universities and colleges vary widely which accounts for variation in quality of teaching and research. The courses offered by the universities are generally of a traditional nature and few are related to the job market and environment. Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues. The NEP 1992 has taken a number of steps for overall improvement in higher education. Such as –

- a) The Government and UGC would persuade State Governments to set up State Councils of Higher Education (SCHEs) during the 8th Plan for State level

planning, Coordination of plans and programmes within the State and with UGC for maintenance of standards.

- b) The NPE, 1986 envisages establishment of a National Apex Body for bringing about greater coordination and integration in the planning and development of higher education system, including research. A proposal for establishing a National Council for Higher Education (NCHE) was prepared in consultation with concerned Ministries and Agencies. However, a consensus could not be reached on the structure and functions. Efforts would be made to operationalise a National Apex Body as early as possible.
- c) In March, 1992 UGC resolved to set up a National Accreditation and Assessment Council as an autonomous body for the achievement of the objectives envisaged in the NPE. Government would take an early view on UGC's proposal.
- d) It also suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of Vocational skill was to be stressed upon.

Following are the necessary strategies that should be kept up for improving the innovations in higher education -

- a) Consolidation and expansion of institutions
- b) Development of Autonomous colleges and departments
- c) Redesigning courses
- d) Training of teachers
- e) Strengthening research
- f) Improvement in efficiency
- g) Creation of structures for co-operation at the state and national levels,
- h) Mobility.

**(14). Open Education:** The open learning system augments opportunities for education, ensures access, is cost-effective and promotes a relevant, flexible and innovative system of education. The IGNOU has setup a Distance Education Council, a statutory body for the promotion, coordination and determination of standards of the Open university/distance education system. The Distance Education Council will ultimately assume the responsibility for developing the existing correspondence education programmes on a selective basis and converting them into distance education programmes of an acceptable quality. Each State should establish an, open university will be pursued with the State Governments for implementation during the Eighth Plan. The Distance Education Council will prepare guidelines for providing financial support to State Open Universities for their development. The National Open School (NOS) already established, will be strengthened and developed to widen access to education at the Secondary and Higher Secondary levels. The open learning system at the secondary and tertiary levels will focus attention on education and training in areas related to employment and self-employment. The delivery of various services to students through establishment of Study Centres at the work place will be established to maintain the cost-effectiveness of the open learning system. The open learning system will take steps to meet the continuing education needs of the manpower already employed in different sectors.

**(15). Teacher and Their Training:** The NPE, 1986 calls for a substantial improvement in the conditions of work and the quality of teachers' education. The Policy also emphasizes the teachers' accountability to the pupils, their parents, the community and to their own profession. The Revised Policy Formulations reiterate, without modifications, the NPE, 1986 postulates on Teachers and Teacher Education. The POA, 1986 spell out the main aspects of the strategy for implementation of these postulates. The area where significant advances were made since 1986 is teacher education. A Centrally Sponsored Scheme of Teacher Education was launched in 1987. The objective of this scheme was to orient teachers in the main priorities and directions envisaged in the NPE, 1986 and to improve their professional competence. The POA, 1986 envisaged setting up District Institutes of Education and Training (DIETs) to provide quality pre-service and in-service education to teachers and Adult Education (AE)/Non- Formal Education (NFE) personnel, to provide academic and resource support to the elementary and adult education systems and to engage in action research and innovation in these areas. The POA also contemplated upgrading Secondary Teacher Education institutes (STEIs) into Institutes of Advanced Study in Education (IASEs), and strengthening Colleges of Teacher Education (CTEs). By the end of March 1992, 31 CTEs and 121 IASEs have been sanctioned. The POA 1992 has prescribed the following plan of action -

- a) Under the DIETs, all the districts in the country will be covered by the end of the 8th Five Year Plan; about 250 CTEs/IASEs will be set up by that period. Efforts will also be made to provide programme support to other STEIs and also to develop training institutions not covered under the DIETs/CTEs/IASEs scheme. The SCERTs will be made independent and autonomous, overseeing the functioning of DIETs, DRUs, etc; and the NCTE will be conferred autonomous and statutory status and State Boards of Teacher Education will be set up for effective role in maintaining the standards of teacher training institutions and other-related functions.
- b) Efforts will also be made to provide training for preschool education.
- c) A special programme will be launched for preparation and production of teaching-learning materials for teacher education in different languages.
- d) The existing programme for teacher educators will be suitably modified taking into account the present day 1 training needs. The induction and continuing training programmes for the DIETs/CTEs/SCERTs faculty will be designed and implemented by the NCERT, NIEPA, etc.
- e) The National Council of Teacher Education (NCTE) will be provided statutory status. A Bill has been drafted for this purpose and would be introduced in the Parliament soon.
- f) Establishment and strengthening of Departments of Education in the Universities

**Criticism:** The POA has also formulated a number of plan of action related to delinking degrees from jobs and manpower planning, rural universities and institutes, technical and management education, research and development, the cultural perspective, development of languages, media and educational technology, sports, physical education and youth, evaluation process and examination reforms and management of education. Among these, the NPE and POA elaborately discussed about the concept of language development and

emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as implementation of three- language formula. While the formulating the national policy, the basic emphasis was given to interlinking education with culture. By interlinking education and culture, the stress was given in the development of child's personality, particularly in terms of helping the child to discover his inner talent and to express it creatively. In a nutshell, it can be concluded that many strategies of the POA 1992 are well-conceived and specific steps are also well-designed to provide concrete shape to these ideas and ideals embedded in the policy.

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#### **4.2.6: Let Us Sum Up**

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The National Policy of Education of 1986 provided a significant policy formulation regarding the content and process of education. Emphasis was given on the values of secularism, socialism, democracy to be imbibed by the citizens of the country. Education has been reformed as a powerful catalyst for gender equality and women empowerment in the NPE 1986. A paradigm shift from welfare to development and empowerment with regard to women education has been reflected in the policy. The policy has also utilized education to reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities. Emphasis was laid on adult education especially within the age group of 15 and 35 years. When the NPE 1986 has been revised in 1992, another revised POA has been formulated for implementation of the reforms embedded in the revised NPE 1992. The Programme of Action (POA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 years. POA also suggested decentralized planning and good management of primary education. NPE and POA gave due importance to improvement of education in educationally backward areas. The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunities for all. The NPE and POA emphasized on the importance of technology and formulated policy regarding the utilizations of computer education in our country. The policy and Programme stressed on the importance on non-formal and distance education modes to achieve the goal of universal education. Both the Policy and Programme laid importance on higher education and research work. Vocational education was given importance by the POA to increase individual competency and national productivity. It emphasized that teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved. The Plan of Action criticized the annual basis evaluation system and suggested the semester system with continuous and comprehensive evaluation system. NPE 1986 recommended the continuous evaluation, but silent about removing Annual Examination system which was taken care in POA 1992. According to the NPE and POA, educational planning should be linked to manpower planning. For this, such mechanism should be set up that can link the need based requirement of the society with what it has at present. Hence, in a nutshell, it can be concluded that many policy reforms embedded in the NPE 1986 are well-conceived. Its implementation strategies have also been well-formulated in the revised 1992. The revised NPE 1992 has directed the whole spectrum of Indian education system till the NEP 2020.

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#### **4.2.7: Assignment**

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- 1) Elaborate the salient recommendations of the National Policy on Education 1986.
- 2) Discuss the main recommendations of NPE 1986 with regard to elementary education.

- 3) NPE, 1986 introduced the concept of 'Operation Blackboard' in the context of school facilities.
- 4) Discuss its objectives and relevance. Explain some of the recommendations of NPE and POA which you consider as most important recommendations for policy formulations in education.
- 5) What were the major recommendations of the N.P.E. and POA of 1986 and 1992?
- 6) What were the suggestions of NPE of 1986 in terms of open universities and distance education in India?
- 7) Write down main plan of action of the POA 1992 with regard to elementary education and secondary education of Action 1992.

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#### **4.2.8: Suggested Readings**

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