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Unit-1

VEDIC EDUCATION AND BRAHMANIC EDUCATION

Structure:

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Vedic Education
Self -Check Exercise-1
- 1.4 Brahmanic Education
Self -Check Exercise-2
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to self Check Exercises
- 1.8 References/ Suggested Readings
- 1.9 Terminal Questions

1.1 INTRODUCTION

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

“We owe a lot to the Indians who taught us how to count without which no worthwhile scientific discovery could have made.” **Albert Einstein**

“India is the cradle of the human race. Most valuable and the most instructive materials in the history of man are treasured up in India only.” **Mark Twain, an American Writer**

1.2 LEARNING OBJECTIVES

After going through the Unit, the learners will be able to:

Describe the education during Vedic period and Brahmanic period.

Explain the objectives of Vedic education and Brahmanic Education.

List down the different feature of education during these periods.

1.3 VEDIC EDUCATION:

Aims, Ideals and Objectives of Vedic Education

1. Ultimate objective as moksha or self-realisation:- Ancient Indians believed that education should prepare an individual in such a way as to prepare him to attain the objective of liberation, i.e. to be one with the almighty and to be free from the cycle of births & deaths.

1. Infusion of Piety & Religiousness:- In ancient India religion played a prominent part. Education aimed at the infusion of piety and religiousness in the minds of the pupils.

2. Education for worldliness:- Vocational aim :- Happiness in other world was given more stress than the happiness in this world. This world according to them, was unreal & full of fetters. The highest wisdom was a release from these betters.

3. Character formation:- Education must form character. Mere intellect was not of worth if the person was devoid of not much morality. Morality or the right behavior was the higher “Dharma”. Education was regarded as a means of inculcating values such as strict obedience to elders, truthfulness, honesty and temperance.

4. Development of all round personality:- Ancient Indians believed that personality should be developed through education. Personality was developed through the following methods:-

- (a) Self-restraint
- (b) Self-confidence
- (c) Self-respect
- (d) Discrimination and judgment

5. Stress on Social duties:- A student was not to lead self-centered life. He was to perform his duties as a son, as a husband, as a father & many other capacities conscientiously and efficiently in the society. His wealth was not for his own sake as for his family, he must be hospitable and charitable. All professions laid stress on civil responsibilities.

6. Promotion of Social Efficiency and Welfare:- The promotion of social efficiency & welfare was an equally important aim of education. Education was not imported simply for the sake of culture or for the purpose of developing mental powers but for the purpose of training every member of society in the profession which he expected to follow. Society had accepted the theory of division of work which was later on governed by the principle of heredity. Each family trained its children in its own profession. The purpose was to make each individual society efficient.

7. Preservation and promotion of culture:- the preservation and promotion of national culture and heritage was also stressed. “The services of the whole community were conscripted for the purpose of the preservation of the Vedic literature. Every person had to learn at least a portion of his sacred literacy heritage.” A section of Brahman as had to devote the whole of their life to the cause of learning to commit the Vedas to memory in order to ensure preservation.

MAIN FEATURES OF THE VEDIC EDUCATION

Free education in Ancient India:-

In ancient India teaching was considered to be holy duty which a Brahman was bound to discharge irrespective of consideration of the fee teacher were expected to devote their lives to the cause of teaching in the missionary spirit of self-sacrifice, and the

society laid down the principal that both the public and state should help the learned teachers & educational institutions very liberally. Society realized that “Vidyadana” or the gift in the cause of education was to be the best of gifts, possessing a higher religious merit than even the gift of land. On the occasion of religious feasts, students and teachers were invited and donations were given liberally.

1. No state control on education:- Rulers of the country had very little directly to do with education. It was a private affairs of the people managed entirely by Brahmins.

2. High status of Teachers:- Teachers were a highly honoured class-honoured by even by kings. Kings rose from thrones to receive great teachers such as Narada, Vashishtha and Vishwamitra.

3. Teachers as Parents: - Teachers behaved as parent to their pupils and pupils behaved as members of the teachers’ family. The attitude of the pupil was to be one of complete submission.

4. Residential Schools:- Teachers and pupils lived together and so identified themselves with one another.

5. Immediate aim:- Vocational: The immediate aim of education, however, was to prepare the different casts of people for their actual needs of life.

6. Curriculum:- The subjects of instruction varied according to the vocational needs of the different castes from the Vedas and Vedangas in case of Brahmanas, to the art of warfare in the case of Kshatriyas, and to agriculture and trade, arts & crafts in the case of Vaishyas.

7. Methods of Instruction:- The methods of instruction generally consisted of recitation by the teachers and repetition by pupil, followed by explanation by the teacher , questioning by the pupil, and discussion between the teacher and the pupil.

8. Individual teaching:- Pupils were taught individually not en masse by the class method

9. Method of study:- The method of study consisted in listening to the teacher, reflection on what has been listened to and its constant revision and discussion.

10. Role of Travel in Education:- Travel was regarded as necessary to give a finish touch to education.

11. Sanskrit as the Medium of Instruction:- The medium of instruction was Sanskrit.

12. Self-control & Self-Discipline:- It was considered to be the best discipline. However Corporal punishment was not altogether ruled out.

13. Wide spread education of women:- In the earlier Vedic, and Upanishad times, girls were free to go through the “Upanayana’ ceremony , live a life of celibacy, studied Vedas, vedangas and other subjects along with their brother pupils.

14. Ultimate aim of education-self-Realization:- The ultimate aim of education in ancient India was not knowledge as preparation of life in this world or for life beyond but for complete realization of self-for liberation of the soul from fetters of life, both present

and future. That knowledge was real, which led to emancipation-led from unreality to reality, from darkness to light, from death to immortality.

Education of Women

The Vedas give a very honourable & respectable status to women. They were eligible for higher education for the study of the Vedas and the performance of administrative and other important jobs mostly performed by men even today.

Boys should go to the schools meant for boys and girls should go to the schools where there are women teachers. The women should have opportunity to attain knowledge of the Vedas from all the four concerns.

Role of Mother in Education

A mother should impart education to her children so as to broaden their horizon. At this stage good manners are to be taught so that the children behave properly with the elders and in assemblies.

Teachers as Spiritual as Well as Intellectual Guide

Teacher occupied a pivotal position in the Vedic System of education. The teacher was a parent surrogate (Parent Substitute), a facilitator of learning, exemplar and inspirer, confident, detector friend and philosopher moral educator, reformer, evaluator, character and personality builder, importer of knowledge & wisdom and above all a guru, religious & spiritual guide. The relationship between the teachers and pupil was regarded as filial in character. Teacher was the spiritual father of his pupils. In addition to imparting intellectual knowledge to them, he was also morally responsible. He was always to keep a guard over the conduct of his pupils. He must let them know what to cultivate and what to avoid. He must instruct them as how to sleep and as to what food they may take and what they may reject. He should advise them as to the people whose company they should keep and as to which of the villages and localities they should frequent. During the Vedic period learning was transmitted orally from one generation to another. Great importance was attached to the proper accent and pronunciation in the Vedic recitation & these could be correctly learnt only from the lips of a properly qualified teacher. The spiritual solution depended almost entirely upon the proper guidance of a competent teacher.

Process of Instruction

There were three steps in instruction:

1. Sravana 2. Manana 3. Nididhyasana.

Sravana is listening to words texts as they uttered by the teacher.

Manana is the process of deliberation or reflection of the topic taught.

Nididhyasana represents the highest stage.

ADMISSION AND EVALUATION SYSTEM

There seems to be no direct reference available to spell out the methodology followed by the Acharya to judge the adequacy of knowledge of his pupils. Yaskas and Sayana,

famous commentators on the Vedas, have inferred from the Rig Veda hymn that the students were given three grades as under:

1. **Maha Prazanan grade:-** Students of very high ability.
2. **Madhyama Prazanan grade:-** Students of high ability.
3. **Alpa Prazanan grade:-** Students of low ability.

AUTONOMY OF EDUCATIONAL INSTITUTIONS

Teachers in the Vedic period were autonomous in their work and they followed various methods of admission and assessment. A teacher was the sole pedagogic authority to decide whether the student was fit for admission & also to decide whether he had completed his studies.

STUDENTSHIP

There is a long hymn in the 'Atharva Veda' describing the ceremony pertaining to studentship. The initiation ceremony was called Upanayana which lasted three days. It laid down the foundation of a planned life. The pupil owed his first birth-physical to his parents & the second birth spiritual to his teacher. The rite of Upanayana was meant to purify body and mind and to make one fit for receiving education.

After 'Upanayana' the pupil entered into a state of 'Brahmacharya' indicating that it was a mode of life, and a system of education. The 'Brahmachari' as the aspirant for education was now called lived according to prescribed regulations, i.e., physical discipline as well as spiritual discipline.

CURRICULUM

According to recent researches, following disciplines were included in the curriculum in the graded forms in accordance with the stages of education.

1. Anthropology
2. Astronomy
3. Economics
4. Epistemology
5. Eschatology
6. Ethnology
7. Geology
8. Human eugenics
9. Mathematics
10. Military Science

The system of education was well-organized. It was suited to the needs of the society education was considered as the greatest gift in ancient India. It was aimed at the development of personality of an individual to his maximum extent. Education helped in the realization of spiritual & moral values, besides preparing for worldly pursuits. It was freely available to all those who wanted the relations between teachers and the pupils were based on love and affection. They were very cordial & intimate.

SELF - CHECK EXERCISE-1

Q.1 What is the primary focus of the Vedic system of education?

- A. Academic excellence alone
- B. Holistic development of the individual
- C. Vocational training
- D. Technological advancement

Q.2 In the Vedic education system, what was the role of the guru?

- A. A formal instructor with no personal connection
- B. A distant authority who set general guidelines
- C. A personal mentor and spiritual guide
- D. An administrative overseer of educational institutions

Q.3 Which of the following texts were primarily studied in the Vedic education system?

- A. The Bible and the Quran
- B. The Vedas and Upanishads
- C. The Iliad and the Odyssey
- D. The Analects of Confucius

Q.4 What was the purpose of the Upanayana ceremony in Vedic education?

- A. To mark the beginning of formal education
- B. To celebrate the completion of education
- C. To initiate a student into a particular trade
- D. To transition from childhood to adulthood

Q.5 How was knowledge traditionally transmitted in the Vedic education system?

- A. Through printed books and lectures
- B. Through oral recitation and memorization
- C. Through written assignments and exams
- D. Through multimedia presentations

Q.6 What aspects of education were emphasized in the Vedic system aside from academic learning?

- A. Only scientific knowledge
- B. Physical fitness and sports
- C. Moral and ethical development
- D. Financial management

1.4 BRAHMANIC EDUCATION

The educational structure in the Brahmanic Age was, to a very great extent, only a refined and developed form of Vedic education. However, during this age, various forms began to emerge in the institutions of education. Various institutions, such as shakha, charana, parishad, kul and gotra, began to emerge at the various levels of education. Besides the Upnishads, Aaranyaka, Brahman and other classical texts were created in this period. Famous ashramas or monasteries came to be established in the forests. It was in this period that the sutra literature was created, along with the development of the six systems of Indian philosophical thought-Samkhya, Yoga, Nyaya, Vaisheshika, Karma of Purva Mimamsa, and Vedanta or Uttara Mimamsa. A significant characteristic of this period is the determination of the syllabus according to the Caste and Ashrama system. However, the education of the Shudras and women suffered a decline. The best mirror of any country or society is the literature, it produces. From the Vedic to the Brahman period, literature and additional literature continued to be created. Even in the Brahman period, education continued to be looked upon as the means to knowledge.

OBJECTIVES OF BRAHMANIC EDUCATION

It has the same objectives that Vedic education had. However, with the passage of time and a change in the needs of society, the importance attached to them underwent a change. In this period, the following objectives were ascribed to education:

1. Self-control
2. Development of character
3. Generation of sociability or social awareness
4. Integral development of personality
5. Propagation of purity
6. Preservation of knowledge and culture.

Education in this age continued to proceed on the foundations given to it during the Vedic period, but a certain rigidity and narrowness now marked its implementation. Education now aimed at equipping the student for the struggle for existence.

After the upanayana or introduction ceremony, teachers imparted education to their students according to the latter's interests, tendencies and nature. Celibacy was rigidly observed. Teachers paid full attention to the psychological make-up of their students while teaching.

Students lived in close contact with their teacher or guru in the Gurukul. But, restrictions had now been placed upon the receiving of education by Shudras. For social reasons, they were not considered fit to receive education. After Vedic education, there was a gradual increase in ritualism.

The result was that shudras and women began to lose their place in the educational sphere. But, on the other hand, education became more comprehensive in this period, as it was closely associated with every aspect of life.

CHARACTERISTICS OF BRAHMANIC EDUCATION

1. Dominance of Religion

As in the Vedic period, education in the Brahman period also was dominated by religion. Students were given knowledge of religious activities. Numerous religious and cultural activities were organised so as to acquaint students with them.

2. Worldly and Other-worldly or Spiritual and Materialistic education

During this period, education paid equal attention to spiritual as well as materialistic or worldly matters. Education comprehended the materialism of life.

3. Celibacy (Brahmcharya)

Like the education in the Vedic period, education in this period also laid great emphasis upon celibacy. Students were expected to obey their teachers and indulge only in moral conduct.

4. Individualism

Because of the absence of collective education, the emphasis was upon the individual. Teachers paid attention to the personal development of individual students.

5. Physical Punishment

In the Brahman age, the practice of giving physical punishment to students was not prevalent. Such famous acharyas as Manu, Gautam, and Vishnu opposed physical punishment because they considered it inhuman.

6. Medium of Instruction

In the Vedic period, education was primarily oral. Students were made to memorise aphorisms and then elaborate them.

But, by the advent of the Brahman age, the art of writing had developed, and so both oral and written education came into practice, though the emphasis was upon oral education. Bhojpatra, the bark of a tree, was used for writing. Teachers gave importance to purity in pronunciation.

Education was conducted through discussion, answering of questions, removal of doubts, etc. Students were given continuous practice in the art of writing and for this they were required to copy manuscripts.

Practical work was emphasized in such subjects as grammar, astrology, Nyaya, medicine, etc. The students as well as the teachers themselves obtained informal education through the discourse of famed scholars.

7. Curriculum

In this age, too, primacy was given to the study of the Vedas. Among the subjects taught were grammar, arithmetic, geometry, astrology, economics, history, politics, agriculture, military science, Nyaya philosophy, etc.

A special feature of this period is that, as time progressed; two kinds of syllabi came to be prepared, one for the short-term and another for the long-term. In addition, clear and correct pronunciation of consonants and vowels was stressed.

Students were also given knowledge of metrics and figures of speech. It was on this basis that learned commentaries on the Vedas came to be composed. The Pingal Shashtra was composed for the teaching of matrices. Surgery had also developed by this time.

Thus, we can see that the ideals and methods of education in the Brahman and Vedic ages did not differ substantially from each other. The only major difference was the neglect and outlawing of the education of women and shudras in the former. Many subjects underwent development, but there was absence of synthesis between them. These shortcomings are indicative of the growth of individualism in education. Religion was the basis of the entire educational system. Each activity was performed through religious rituals. Sanskrit was the language of common converse, but special attention was given to it in education.

SELF - CHECK EXERCISE-2

Q.1 What was the primary focus of Brahmanic education?

- A. Modern science and technology
- B. Sacred texts and rituals
- C. Military training
- D. Commerce and trade

Q.2 What was the method of transmitting knowledge in Brahmanic education?

- A. Written texts and textbooks
- B. Oral recitation and memorization
- C. Multimedia presentations
- D. Public lectures

Q.3 What role did the guru play in the Brahmanic education system?

- A. Administrative overseer
- B. Personal mentor and instructor
- C. Financial sponsor
- D. Community leader

Q.4 Which of the following texts was NOT typically studied in Brahmanic education?

- A. The Vedas
- B. The Upanishads

- C. The Bhagavad Gita
- D. The Quran

Q.5 What was the significance of the Upanayana ceremony in Brahmanic education?

- A. To mark the completion of education
- B. To initiate a student into formal education
- C. To celebrate a student's graduation
- D. To transition to a new occupation

Q.6 Which language was fundamental to Brahmanic education?

- A. Pali
- B. Tamil
- C. Sanskrit
- D. Prakrit

1.7 SUMMARY

The Vedic and Brahmanic education systems in ancient India were deeply intertwined and focused on the holistic development of individuals through the study of sacred texts and ethical principles. The Vedic education system, grounded in the Vedas and Upanishads, aimed for the comprehensive growth of the student, integrating academic knowledge with moral and spiritual development. It emphasized a close guru-shishya (teacher-student) relationship, oral transmission of knowledge, and a curriculum that included philosophy, mathematics, astronomy, and the arts. Brahmanic education, a subset of Vedic education associated with the Brahminical priestly class, concentrated specifically on the preservation and transmission of religious knowledge, rituals, and ethical conduct. It also relied on oral tradition, with learning taking place in gurukulas under the guidance of a guru. Both systems highlighted the importance of memorization, moral integrity, and the role of education in maintaining religious and cultural continuity. While Vedic education was more inclusive, Brahmanic education was closely tied to the Brahmin class, focusing on sacred texts and rituals essential for upholding the spiritual and social order of Vedic society.

1.8 GLOSSARY

Upanayana- A sacred thread ceremony marking the initiation of a young student into formal education and the study of sacred texts.

Guru- A teacher or mentor who provides personalized instruction and guidance in both academic and spiritual matters.

Shishya- A student or disciple who learns under the guidance of a guru.

Aranyakas- Texts that serve as intermediaries between the Vedas and the Upanishads, dealing with forest-dwelling ascetics and rituals.

Gurukula- Traditional educational institutions or centers where students receive instruction from a guru, often located in the guru's home or a dedicated space.

1.9 ANSWERS TO SELF - CHECK EXERCISES

Exercise-1

Answer1: B. Holistic development of the individual

Answer2: C. A personal mentor and spiritual guide

Answer3: B. The Vedas and Upanishads

Answer4: A. To mark the beginning of formal education

Answer5: B. Through oral recitation and memorization

Answer6: C. Moral and ethical development

Exercise-2

Answer1: B. Sacred texts and rituals

Answer2: B. Oral recitation and memorization

Answer3: B. Personal mentor and instructor

Answer4: D. The Quran

Answer5: B. To initiate a student into formal education

Answer6: C. Sanskrit

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1.11 TERMINAL QUESTIONS

- Q.1 Describe the education during Vedic period.
- Q.2 Explain the objectives of Vedic education.
- Q.3 Describe the education during Brahmanic period.
- Q.4 Explain the objectives of Brahmanic education.

Unit-2

BUDDHIST EDUCATION AND MUSLIM EDUCATION

Structure:

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Buddhist Education
 - Self -Check Exercise-1
- 2.4 Muslim Education
 - Self -Check Exercise-2
- 2.5 Summary
- 2.6 Glossary
- 2.7 Answers to self Check Exercises
- 2.8 References/ Suggested Readings
- 2.9 Terminal Questions

2.1 INTRODUCTION

During the Buddhist and Muslim periods in India, education underwent significant transformations influenced by the philosophical and cultural values of these respective eras. The Buddhist period, beginning around the 6th century BCE with the teachings of Siddhartha Gautama (the Buddha), saw the rise of monastic universities such as Nalanda and Takshashila. These institutions emphasized a curriculum that included not only Buddhist doctrines and philosophy but also a broad range of subjects such as logic, medicine, and astronomy, reflecting a commitment to intellectual inquiry and debate. The education system was closely linked to monasteries, which served as centers of learning and spiritual practice, fostering a tradition of critical thinking and scholarly exploration.

The advent of the Muslim period, starting in the 7th century CE with the establishment of Islamic rule in India, introduced a new educational paradigm influenced by Islamic principles. This era saw the development of madrasas, institutions that combined religious instruction with academic subjects. The curriculum in madrasas focused on Islamic theology, law, and ethics, but also included subjects such as mathematics, astronomy, and philosophy, reflecting the rich intellectual tradition of the Islamic world. The spread of Persian and Arabic as languages of administration and scholarship further enriched the educational landscape. Both periods highlighted the dynamic nature of education in India, showcasing the blending of religious and secular

knowledge and the evolving nature of scholarly pursuit across different cultural and historical contexts.

2.2 LEARNING OBJECTIVES

After going through the Unit, the learners will be able to:

Describe the education during Buddhist and Muslim period.

Explain the objectives of Buddhist and Muslim Education .

List down the different feature of education during these periods.

1.5 BUDDHIST EDUCATION

Buddhist period in Indian education roughly starts from 600 B.C and last for about 1200 years till 600A.D. during Vedic period education was mostly individualistic effort whereas during Buddhist period institutional organization is one of the chief characteristics of education.

Buddhist education was based on the teaching of Gautam Buddha. These teachings were so important that they remained a source of inspiration for individual as well as social development in India. The influence of Buddhist teachings can not be undermined even during later period.

Aims of Education

The chief aims of Buddhist education have been the following:-

(1) Development of education:- The chief aim of Buddhist education was all round development of child's personality. This included his physical, mental, moral and intellectual development.

(2) Formation of character:- During this period, in the organization of education, special emphasis was laid on the formation of character of the students. Student life was hard and rigorous. They observed celibacy.

(3) Religious education:- In the Buddhist era, religion was given top priority and education was imparted through it. The chief aim of education was propagation of religion and inculcation of religious feelings and education served as a mean to achieve salvation or nirvana.

(4) Preparation for life:- In this system of education, there was a provision for imparting worldly and practical knowledge along with religious education so that when the students entered normal life they may be able to earn their livelihood.

Features of Buddhist Education

1. Four noble truths

Buddha was primarily an ethical teacher and reformer, not a metaphysician. The message of his enlightenment points to man the way of life that leads beyond suffering.

The four noble truths are:-

(1) There is suffering.

(2) There is cause of suffering (Dukhasamudaya).

- (3) There is cessation of suffering (Dukhanirodha).
- (4) There is a way leading to the cessation of suffering (Dukhanirodh- marg).

2. Pabbaja ceremony

Pabbaja was an accepted ceremony of the Buddhist monasteries. Pabbaja means going out . According to this ceremony the students after being admitted to a monastery had to renounce all his worldly and family relationship. An individual belonging to any caste could be admitted to a monastery and after being admitted he did not belong to any caste. For pabbaja ceremony the individual had to get his head fully shaved and put on yellow clothes. In this shape he was presented before the presiding Bhikshu. On presentation this individual would pray for admission to the monastery. On his prayer the head Bikshu would administer three basic advices:

- (1) I take refuge with Budha.
- (2) I take refuge with religion.
- (3) I take refuge with the order.

The aspirant for admission used to pronounce these advices very distinctly. Then his admission was permitted. On being admitted the individual was called a Sharman.

3. Upasampada ceremony

After pabbaja the Buddhist monk had to undergo the Upasampada ceremony. This ceremony was different from pabbaja ceremony. It was after receiving education for twelve years, that it is at the age of twenty years, Upasampada ceremony was performed. The Sharman has to present himself in front before all other monks of the monastery. One could be admitted for this ceremony only when the majority of the monks voted in favour of the same. After this ceremony the Sharman was regarded as full- fledged member of the monastery. On this occasion all his worldly and family relationships ended.

4. Responsibility of teacher

Both the teacher and the student were responsible to the monastery or the Buddhist order. But regarding education, clothes , food and residence of the student monk, the teacher was wholly responsible. The teacher was also responsible for any treatment of the student whenever he fell ill. The teacher used to bestow all the affection to his student and used to educate him through lecture and question answer method.

5. Daily routine of students (Diuchariya)

The student was expected to serve his teacher with all devotion. On rising in the morning the student will arrange everything for the daily routine of the teacher. He will cook his food and clean his clothes and utensils. Whatever he acquired through begging alms, he would place before teacher. The student had to prepare himself to receive education at any time whenever the teacher required him.

6. Curriculum

The curriculum was chiefly spiritual in nature. It was because the chief aim of education was to attain salvation. So the study of the religious books was most important. This

type of curriculum was meant only for the monks. Besides these spinning, weaving, printing of the clothes, tailoring, sketching, accountancy, medicines, surgery and coinage were the other subjects of Buddhist education.

7. Expulsion of pupils

The teacher of a Buddhist monastery were empowered to expel any student on charge of misconduct or any type of serious disobedience. However, the student was expelled only when it was definitely ascertained that he lacked faith and respect for the teacher and the other things related to the sanctity of the monastery. After the death of the teacher or when the teacher changed his religion or left the monastery for elsewhere, the students also deserted the monastery. The education of the concerned students ended then and there.

8. Method of teaching

Buddhist education aimed at purity of character. Like Vedic education it was training for moral character rather than psychological development of the students. One has to attain the stage of Bodhisattva. Mental and moral development was emphasized. Following were the methods:-

Verbal education: Through the art of writing had been well developed up to Buddhist period yet, due to shortage and no availability of writing materials, verbal education was prevalent as it was in Vedic age. The teacher used to give lessons to the novices who learnt them by heart. The teacher used to put questions on the learning the lesson by heart.

Discussion: In order to win discussion or Shastrartha and impress the general public, it was necessary to improve the power of discussion. This was also needed to satisfy the critics and opposing groups and establish one's own cult. Thus, rules were framed for discussion.

Prominence of logic: The importance of discussion encouraged the logic in the Buddhist period. The controversial matters could not be decided without logical argument. Logic was also useful in the development of the mental power and knowledge.

Tours: The main of the Buddhist monks was to propagate Buddhism. Hence some Acharyas like Sariputta, Mahayagga, Anuruddha, Rahula, etc gave the importance to tours for educating people.

Conference: Conferences were arranged on every full moon and 1st day of month in the Buddhist sanghas. The monks of different sanghas assembled and put forward their doubts freely. The attendance of every monk was compulsory in such conference.

Meditation in solitude: Some Buddhist monks were more interested in isolated spiritual meditation in lonely forests and caves. Only those monks were considered fit for lonely meditation who had fully renounced the worldly attraction and had spent enough time in the sanghas and had gained the efficiency for solitary meditations.

Assembly of learned people

On the beginning and close of every month learned people used to assemble together. This type of assembly together was a very important part of Buddhist education. The purpose of this assembly was to maintain the moral standards of all the monks, because the total education was based on morality. It was compulsory for all the monks to be present in this assembly so much so that even ill monks used to try to attend it anyhow. If due to illness it was not possible for monk to come, then assembly was held near his residence. This assembly was quite democratic and it has immense moral impact on all concerned.

10. Mass Education

The monasteries or Buddha Vihars were the chief centres of learning and only the Buddhist monks could be admitted to them for education. Thus there was no planned arrangement for mass education as such during the period. From this position it would be wrong to construe that the Buddhist monks were unkindful of the education of the people in general. So at the time of begging alms the monks used to remove the religious doubts of the people through their interesting conversation or short and apt lectures. Thus the people in general received moral and religious education from the monks.

11. Women education

Women education during the Buddhist period was at its lowest ebb, as the women folk were despised in the sense that Lord Buddha had regarded them as the source of all evils. So he had advised during his life time not to admit women in monasteries. But after some time due to the insistence of his dear pupil Anand, Buddha had permitted about 500 women along with his stepmother for admission in vihar with many restriction and reservation.

12. Vocation Education

Vocation education was not ignored during the Buddhist system of education. The monks of Vihar were taught spinning, weaving and sewing in order that they meet their clothing requirement. They were taught architecture as well. Education in architecture enabled them to build up new Vihars or repair the old ones. Similarly the householders following Buddhism but living outside Vihar were given training in different type of and also earn their livelihood.

13. Role of Teacher in Buddhist system

Buddhist philosophy admits the possibility of attaining peace here and now, though, it starts with a pessimistic note. Teacher, therefore, need not have any cry of despair. Bhikshus were the teachers. Buddhist vihar as or monasteries have their methods of imitation and training for the apprentices. The preceptor must give his disciple, all possible intellectual and spiritual help and guidance. There was mutual esteem between the teacher and the pupil. Their relations were like father and son. The teacher was regarded as spiritual father or intellectual father of the student.

During Buddhist period the place of teacher in the scheme of education was very important. There were the categories of teachers – Acharyas and Upadhayas. According to Sutras Literature Acharya may admit according to his unfettered discretion, a number of pupils, who would have to live with him at this house, for a minimum period of twelve years. He would not accept any fees from the pupils under this instruction. The progress shown by pupil was the only factor that determined the continuance of his apprenticeship.

14. Student in Buddhist system of education

The Buddhist system like the Brahmanical, enjoins upon the pupil the duty of serving this preceptor as a part of education. The pupils is to rise early in morning from the bed and give his teacher teeth-cleanser and water to rinse his mouth with; then, preparing a seat for him, serve him rice- milk in rinse his mouth with; then, preparing as seat for him, serve him rice milk in rinsed jug, and after his drinking it, wash the vessel and sweep the place. Afterwards he is to equip him for his begging round by giving him fresh undergarments, girdle, his two upper garments, and his alms- bowl rinsed and filled with water and then is to dress and equip himself similarly if he wants to accompany his teacher but must not walk too far from or near wants to accompany his teacher but must not walk too far from or near him. He is not to interrupt his teacher in speaking, even if he makes a mistake. There were also rules for the expulsion of a pupil by his teacher. In five cases a Saddhiviharika ought to be turned away; when he does not feel great affection for his Upajjhaya, nor great inclination towards him, nor much shame, nor great reverence, nor great devotion.

The education experiment like basic education, Vishwa Bharti ,Aurobindo Ashram, Gurukul Kangri and Banasthali Vidyapeeth, etc., are the glaring examples of our ancient system of education in the country. In the words of S.K.Mukerjee, “They were started with the object of reviving the ancient institution of Brahamacharya, of revitalizing ancient Indian philosophy and literature and of producing good citizens and preachers of Vedic religion.” While delivering his address in the Dada Bhai Naurozi lectures series L.S. Mudaliar, a renowned Indian educationist had said “Let our young Indian realize the heritage that is there. May the young generation imbibe the true spirit of India and follow it in all their endeavours.”

SELF - CHECK EXERCISE-1

Q.1 What was a prominent feature of education during the Buddhist period?

- A. Emphasis on military training
- B. Focus on monastic and philosophical studies
- C. Instruction in industrial skills
- D. Development of modern scientific methods

Q.2 Which of the following was NOT typically included in the curriculum of Buddhist monastic universities?

- A. Buddhist doctrine and philosophy
- B. Logic and debate
- C. Islamic theology
- D. Medicine and astronomy

Q.3 Which ancient Buddhist university was known for its extensive curriculum and scholarly activities?

- A. Madrasah
- B. Nalanda
- C. Al-Azhar
- D. Takshashila

Q.4 The rise of which philosopher and religious teacher marked the beginning of the Buddhist educational era in India?

- A. Confucius
- B. Siddhartha Gautama
- C. Muhammad
- D. Plato

Q.5 What role did monasteries play in Buddhist education?

- A. They were primarily military training centers
- B. They served as centers for religious and intellectual learning
- C. They focused on agricultural training
- D. They acted as commercial hubs

Q.6 Which ancient Buddhist university was known for its contributions to logic and debate?

- A. Nalanda
- B. Aligarh
- C. Harvard
- D. Oxford

1.6 MUSLIM EDUCATION

The period under review covers the system of education in India from about the 10th century A.D. to the middle of the 18th century, i.e. before the British rule. This period covers the system of education in India from about the 10th century AD & the middle the 18th century ie., before the British rule. The period of 10th century A.D was the period of constant Muslim invasions. They established dynasties in India and some permanently settled here. But most of the rulers except Akbar the great, the Mugal emperor were not much aware of the development of education and so no interest was taken. They were engaged in constant wars to enlarge their kingdoms and strengthen their power. The scope of education was limited to religion dominated studies, strictly

orthodox in nature. Thus no notable advanced or leap was happened in the field of education during this period. Education system during this period can be divided into two – Muslim system of Education and Hindu system of Education.

However, before the advent of the Muslims in India, there was a developed system of education, but Education in medieval India was shaped with the founding of the institutions of learning. Muslim rulers promoted urban education by bestowing libraries and literary societies. They founded primary schools (maktabs) in which students learned reading, writing, and basic Islamic prayers, and secondary schools (madrasas) to teach advanced language skills In India. Several Madrasahs were set up by Sultans, nobles, and their influential ladies.

CHIEF CHARACTERISTICS OF MUSLIM EDUCATION:-

Aims of education:

- (a) Developing love for Muslim culture and religion.
- (b) Enabling the individual for Islamic life.
- (c) Preparing the students for the next world.
- (d) Equipping the students for a vocation.
- (e) Preparing individuals for running administration.

(1) Patronage of the rulers: The rulers helped in the spread of education. They built educational institutions and universities. They endowed them with the funds. Big landlord also provided financial help for the spread of education. The rulers patronized the men of learning.

(2) No state control: The rules neither claim any authority over the educational institutions nor interfered with their management.

(3) Religion dominated education: In the words of S.N. MUKERJI, “The whole educational system was saturated with the religious ideals which influenced the aim, the contents of study, and even the daily life of the pupils.” The pupils acquired knowledge as a religious obligation.

(4) Countryside as the centre of education: By and large, educational institutions flourished in the countryside.

(5) Provision of various discipline: Through education was primarily religion-oriented, it included the study of many intellectual activities like mathematics, astronomy, grammar, polity and politics. Art and literature were also encouraged.

(6) Norms of conduct: Adequate stress was laid on well- defined norms of behaviour, pattern of thought, building up personality and character of the pupils.

(7) Teacher-pupil relationship: In the Muslim period also the teacher was respected as during the Brahmanic or Buddhist period. There was intimate relationship between the teacher and the pupil, although the practice of living with the teacher was not as common with the Muslim as it was in the case of Brahmanic and Buddhist period.

(8) Learned teachers: Teachers took to teaching for love of learning. They were held in high esteem. Prof. S.N. Mukerji has observed, “Learning was prized for its own sake

and as a mark of the highest human development and teaching was never handicapped by examination requirements

(10) Individualized instructions: Since the number of students with the teacher was limited, he paid individual attention to each students .

(11) Monitorial system: Although a teacher did not have many pupils to teach yet, still the teacher would take the help of senior and advanced students to teach the younger or the junior.

(12) Discipline: Punishments were quit severe. Truants and delinquents were caned on their palms and slapped on their faces. A strange mode of punishment was to make the children hold their ears by taking their hands from under their thighs while sitting on their tiptoes.

(13) Types of institutions: Primary education was imparted in 'Maktab' and secondary and high education in 'Madrasahs'.

(14) Vocational education: Provision was also made for vocational, technical and professional education. Emperor Akbar took considerable interest in education as is evident from the passage of from the 'Ain-in-Akbar'. The passage makes interesting reading and provides valuable information on the system of instruction, i.e., curriculum, methods of teaching etc.

MAIN FEATURES OF PRIMARY AND ELEMENTARY MUSLIM EDUCATION

(1) **Institution of primary education:** Primary education was imparted through the 'Maktab' which were attached with mosque or were independent of the mosque 'Khanquahs' of the saints also at some places served as centres of education. Several learned men also taught students at their residences.

(2) **Financing of the Maktab:** Most of the Maktab were either patronized by rulers or had endowment. They dependent on the charity of the philanthropists.

(3) **Management of the 'Maktab':** The 'Maktab' were run under the guidance of the learned 'Maulavis'. They were supposed to be very pious.

(4) **Curriculum:** Curriculum varied from place to place but the teaching of Alphabets and the recitation of Quran was almost compulsory. The students learnt some portions of Quran by heart as this was considered essential to perform religious functions.

(5) **Language:** Arabic and Persian languages were mostly compulsory. For getting high government posts, one had to learn these languages.

(6) **Fees:** There were several village schools where the students were required to pay their instructions, not in cash but in kind.

(7) **Orphanages:** The state set up some Orphanages where the children received education free of charge. Vast endowments were made for these orphanages.

(8) **Age of admission:** At the age of four years, four months and four days, 'Maktab' ceremony or 'Bismillah' was performed to indicate the beginning of the child. This was considered as an auspicious moment for initiation or starting education. Good wishes

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

(9) **Education of sons of Nobles and Rulers:** The Muslims nobles as well as rulers engaged tutors to teach their children at home.

(10) **'Wide- spread Maktab':** Almost every village had at least, one 'Maktab'. There were several 'Maktab' in town and cities.

(11) **Curriculum and Mode of Instruction:**

(i) During those days there were no printed books for the beginners. Wooden books (taktis) were used.

(ii) The Quran : After alphabets, words were taught to students

(iii) Stress on Calligraphy: beautiful and fine handwriting was an important element of instruction.

(iv) Teaching of Grammar: Grammar was taught as it was considered very valuable in teaching the languages.

(v) Religious Instruction: Instruction imparted in the 'Maktab' was religious through and through.

(vi) Books other than Quran: After the Quran, the 'Gulistan' and the 'Bostan' poems of poet Firdausi were taken up.

(vi) 'Paharas': Students also learned 'Pahars' (multiple of numbers). Students memorized these while uttering collective in a loud voice.

(12) **Buildings:** In general, the students sat on the ground in the rows under the shade of a tree and the teacher used mat or deer-skin to sit at. He also attended to the students while standing.

THE MADRASAHS OR MADRASAS

The 'Madrasahs' imparted secondary and higher education. Often these Madrasahs were attached to mosques. The term 'Madrasahs' is derived from Arabic word 'dars' (a lecture) and means a place where lecture is given. There was difference in principles between the Madrasa and other mosques. When a particular room was set apart in a mosque for the teaching purposes it was called a Madrasah. Sometimes it was quite close to a large mosque. It functioned as college of higher education where eminent scholars taught different subjects by using the lecture method supplemented by discussions. Management was usually private supported by state grants and endowments. The content of the curriculum was both religious and secular and covered a period from 10 to 12 years. Religious education comprised deep study of the Quran, Islamic law and Sufism. Literature, logic, history, geography, astronomy, astrology, arithmetic, agriculture and medicine were the secular subjects taught in madrasa. Some madrasa had hostels attached to them which provided free boarding and lodging.

The history of Muslim education has been the history of a system of government and social system extending over 700 years. As a result of numerous of political and social factors, Muslim education could not touch the heart of public life, and ultimately,

not even governmental protection could prolong its life. Later on when the Muslim rulers established permanent empire in India, they introduced a new system of education. Consequently the ancient system of education was greatly changed. In fact, the education during the Muslim period was much inferior than that of the Hindu period. No Muslim ruler except Akbar did commendable works in the field of education.

SELF-CHECK EXERCISE-2

Q.1 What was a major feature of education during the Muslim period in India?

- A. Emphasis solely on military training
- B. Integration of Islamic teachings with various academic subjects
- C. Focus exclusively on vocational skills
- D. Exclusive use of local vernacular languages for instruction

Q.2 What were the primary institutions of learning during the Muslim period in India?

- A. Gurukulas
- B. Madrasas
- C. Monastic universities
- D. Colonial schools

Q.3 Which of the following subjects was NOT typically part of the curriculum in Muslim madrasas?

- A. Islamic theology
- B. Persian literature
- C. Classical Greek philosophy
- D. Arabic grammar

Q.4 What language was predominantly used for scholarly activities and administration during the Muslim period in India?

- A. Sanskrit
- B. Persian
- C. Tamil
- D. Bengali

5. Which of the following was an important center of Islamic learning and culture during the Muslim period in India?

- A. Nalanda
- B. Aligarh
- C. Takshashila
- D. Madurai

2.5 SUMMARY

During the Buddhist and Muslim periods in India, education experienced significant evolution influenced by their respective philosophies and cultural values.

The Buddhist period (circa 6th century BCE - 12th century CE) was marked by the establishment of prominent monastic universities such as Nalanda and Takshashila. These institutions emphasized a curriculum that combined Buddhist doctrines with a broad array of subjects including logic, medicine, and astronomy. Education was deeply intertwined with spiritual practice, with a focus on oral transmission, debate, and intellectual inquiry. Monasteries served as centers for learning, fostering an environment of scholarly exploration and critical thinking.

The Muslim period (circa 7th century CE - 18th century CE) introduced a new educational framework through the establishment of madrasas. These institutions integrated Islamic teachings with a diverse academic curriculum that included subjects such as Islamic theology, Arabic grammar, mathematics, and astronomy. Persian became the primary language of scholarship and administration, reflecting the broader intellectual traditions of the Islamic world. The education system during this period facilitated a blend of Islamic knowledge with Indian culture, contributing significantly to the region's social and cultural development.

Both periods underscore the dynamic nature of education in India, highlighting how different philosophical and cultural influences shaped the intellectual and spiritual pursuits of their times.

2.6 GLOSSARY

Buddhism- A spiritual and philosophical tradition founded by Siddhartha Gautama (the Buddha) around the 6th century BCE, focusing on the path to enlightenment and liberation from suffering.

Madrasas- Educational institutions in the Islamic world that combine religious instruction with academic subjects such as mathematics, astronomy, and literature.

2.7 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B. Focus on monastic and philosophical studies

Answer2: C. Islamic theology

Answer3: B. Nalanda

Answer4: B. Siddhartha Gautama

Answer5: B. They served as centers for religious and intellectual learning

Answer6: A. Nalanda

Exercise-2

Answer1: B. Integration of Islamic teachings with various academic subjects

Answer2: B. Madrasas

Answer3: C. Classical Greek philosophy

Answer4: B. Persian

Answer5: B. Aligarh

2.8 REFERENCES/SUGGESTED READINGS

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2.9 TERMINAL QUESTIONS

Q.1 Describe the education during Buddhist period

Q.2 Explain the objectives of Buddhist education.

Q.3 Compare the Education system during Vedic and Buddhist period.

Q.4 Describe the education during Muslim period.

Unit-3

MACAULAY'S MINUTE 1835: RECOMMENDATIONS AND CRITICISM

Structure:

- 3.1 Introduction
- 3.2 Learning objectives
- 3.3 Recommendations of Macaulay'S Minute
Self-Check Exercise-1
- 3.4 Criticism of Macaulay'S Minute
Self- Check Exercise-2
- 3.5 Summary
- 3.6 Glossary
- 3.7 Answers to Self-Check Exercises
- 3.8 References/ Suggested Readings
- 3.9 Terminal Questions

3.1 INTRODUCTION

Lord Macaulay landed in India on June 10, 1834, as the law member of the Governor General's Executive Council. He was also appointed as the President of General Committee of Public Instruction. So he was entrusted to settle down the dispute between Orientalists and Anglicizes. His appointment opened a new charter in the history of Indian education.

In the capacity of the Law Member, he had been asked to give his legal opinion on any other possible mode of utilizing one lakh of rupees earmarked for education than on Oriental education alone. He was also further asked to interpret the implication of the section 43 of the Charter act of 1813. So, when the papers dealing with the dispute were placed before him in the Council, he wrote his famous Minute regarding the new educational policy.

It may not be improper to mention that Lord Macaulay had not been asked to give his opinion or educational policy for the entire country. However, he wrote his famous Minute regarding the new educational policy and submitted the Minute in February, 1835 which is a document of great historical importance.

Macaulay was the first to ridicule and criticize the eastern system of education and culture. He was a staunch supporter of English language and literature and was very proud of it. From the very beginning he had the inclination to the viewpoints of the Anglicizes.

Thus Macaulay gave a different interpretation to the phrases 'revival of literature' to mean English literature and learned native of India, could also be used for a person well versed in the philosophy of Locke or the poetry of Milton, and that the object of promoting a knowledge of sciences could only be accomplished by adopting English as the medium of instruction.

Pertaining to the continuance of the institutions of oriental learning, he held the view that those should be closed as they did not serve any useful purpose. Regarding medium of instruction the claim of mother tongue was brushed aside on the grounds that the communal spoken dialects contain neither literature nor scientific information and are “so poor and rude that until they are enriched from some other source, it will not be easy to translate any work into them.”

Macaulay did not know either Sanskrit or Arabic. In utter ignorance and out sheer vanity he had the audacity to assert that “a single shelf of good European library was worth the whole native literature of India and Arabia”. So Sanskrit and Arabic had no claim as the medium of instruction.

In favour of English, Macaulay argued that English “stands pre-eminent even among the languages of the West”. So the languages of the East could stand no comparison with it, “Who ever knows that language has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created and hoarded in the course of the ninety generations”. “In India, English is the language spoken by the ruling class. It is spoken by the higher class of natives at the seats of Governments”. So English should be taught in the best interests of Indian.

On these grounds, Macaulay strongly recommended that the object of educational policy in India should be the spread of Western learning through the medium of the English language. He also suggested that the existing institutions of Oriental learning should be used for the promotion of English education and also remarked, “Indians will be taught what is good for their health and not palatable to their dishes.”

The motive behind the argument of Macaulay regarding the adoption of educational policy was to create “a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect.” of speak figuratively he aimed at a cultural conquest of the people of India. He wanted to provide the company English knowing Indians for holding petty jobs in the office of the company. By this he intended to reduce the expenses of the Company on administration. Commercially his policy helped the Company to stand in good stead.

Because being influenced by the occidental influence in taste, opinion and temperament, the Indians would demand for the goods manufactured in England. Besides, the approval of the “Downward Filtration Theory” further divided the much divided people of India and a new class of people was added to the classes which already existed, may be regarded as the political objective of Macaulay.

3.2 LEARNING OBJECTIVES

After going through this unit, the learners will be able to:

List down the recommendations of Macaulay’s Minute.

Critically explain the Macaulay’s Minute 1835.

3.3 RECOMMENDATIONS OF MACAULAY'S MINUTE

Macaulay's Minutes refers to the detailed report and recommendations made by Thomas Babington Macaulay, a British historian and politician, in 1835, which had a profound impact on the educational system in colonial India. This document, formally known as the "Minutes on Indian Education," was pivotal in shaping the future of education in British India.

MACAULAY'S MINUTE

- **Meaning of the word "Literature":**- in the Order of 1813 the word literature meant English literature and not Sanskrit or Arabic or Persian literature.
- **Indian Scholars:**- as used in the Order of 1813 /Indian scholars meant a scholar who is learned in the Locke's philosophy, Milton's Poetry i.e. English Literature. Hence, Indians should gain thorough knowledge of English literature and western philosophy.
- **Repudiation Orientalist's Ideas :-** Opposing the Orientalists, Lord Macaulay wanted to continue the oriental educational institutions. He concluded that to assist the oriental system of education means to put a deadlock in the way of future progress.
- **Medium of instructions:**- Criticizing the native literature and languages, Macaulay advocated English to be made the medium of instruction in India. He said, "A single shelf of good European was worth the whole native literature of India and Arabia."
- **Support to English:**- Macaulay advance the some facts for proving English to be the most useful language for Indians i.e. it is the language of the rules and highly placed Indians use it. Indian might be made learned in English literature and it is the duty of government to make efforts for it.
- **Proposal for preparing code to in English:**- Macaulay was not in favour of the study of Hindu and Islamic law through Sanskrit, Arabic and Persian. He proposed to get all the law books of Sanskrit, Arabic and Persian translated in to English and prepare the code of law.
- **Religious concept:**- Macaulay was strictly secular minded. He did not like to interfere with the religions of India in any way.
- **Ways of grant utilization:**- Macaulay made a declaration stating the ways of expenditure of the money granted for education in India. He proposed to stop the grants of oriental institutions and save the unnecessary expenditure. He wanted to utilize the money properly in opening English schools and developing western system of education in India.

Key Aspects of Macaulay's Minutes:

Purpose and Context:

Macaulay was tasked with reviewing the state of education in India and recommending changes to the British East India Company's educational policies.

The report aimed to address the challenges of administering education in a diverse and complex society and to establish a more effective system aligned with British colonial objectives.

Focus on English Language:

Macaulay advocated for the promotion of English as the medium of instruction in Indian schools and colleges. He argued that English would serve as a key tool for accessing Western knowledge and modern sciences, which he believed were superior to traditional Indian learning.

He recommended that English should be taught as a language of government and education, to the exclusion of indigenous languages.

Critique of Traditional Indian Education:

Macaulay criticized the traditional Indian education system, which he viewed as outdated and inferior. He expressed a preference for Western educational models, emphasizing practical knowledge over classical and religious studies.

He recommended a shift away from the study of classical Indian texts and languages (such as Sanskrit and Persian) towards Western literature, science, and technology.

Establishment of the Educational Framework:

His recommendations led to the establishment of a system that prioritized English education and aligned Indian educational institutions with Western standards.

The policy facilitated the development of English-medium schools and colleges, including the creation of institutions like the University of Bombay, University of Calcutta, and University of Madras, which followed a Western curriculum.

Impact on Indian Society:

Macaulay's Minutes had a lasting impact on the Indian educational landscape. It significantly altered the curriculum in Indian schools, leading to the dominance of English and Western knowledge.

This shift also influenced the social and cultural fabric of Indian society, as English education became a means for social mobility and access to administrative positions in the British colonial government.

Legacy and Criticism:

While Macaulay's policy contributed to the spread of English and Western education in India, it also faced criticism for marginalizing indigenous languages and knowledge systems.

Critics argue that the policy led to a disconnect between educated Indians and their cultural heritage and contributed to the erosion of traditional educational practices.

Macaulay's Contribution to Indian Education:

The role of Macaulay has been described variously by different persons. Some regard him as a "torch bearer in the path of progress". Another group blames him "as the cause of all trouble". For his "ignorant and violent condemnation of Indian languages, culture and religion", he is disliked by some. However, a close examination will show that the role played by Macaulay in India does not deserve to be called "torch bearer in the path of progress". It is an exaggerated account.

1. Macaulay's Minutes helped to wind up the oriental - occidental controversy which went on in the field of Indian education for decades.
2. Macaulay laid the foundation stone of modern education system in India.
3. He contributed to the spread of science western literature and value in India.
4. The spread of English education helped Indians to become acquainted with latest development in the world and got inspiration for fighting for their political independence.

However, the intentions of Macaulay were malicious and if at all the Indians benefited somewhat from English education, it was much against the wishes of the writer of the Minutes of February, 1835. But it is discernible that along with some disgraceful mockery, there was truth in some of his assumptions and arguments.

SELF - CHECK EXERCISE-1

Q.1 What was the primary objective of Macaulay's Minutes on Indian Education?

- A. To promote traditional Indian languages and texts
- B. To review and reform the educational policies of the British East India Company
- C. To establish new universities in India
- D. To create a uniform curriculum for all schools in Britain

Q.2 According to Macaulay's Minutes, which language did he advocate as the medium of instruction in Indian schools?

- A. Sanskrit
- B. Persian
- C. English
- D. Hindi

Q.3 How did Macaulay view the traditional Indian education system?

- A. As superior and progressive
- B. As outdated and inferior
- C. As equal in value to Western education
- D. As irrelevant to British interests

Q.4 What was the main criticism that Macaulay had against Indian classical texts?

- A. They were too complex and difficult
- B. They were outdated and not useful for modern administration
- C. They promoted violence and unrest
- D. They were too expensive to teach

Q.5 Which of the following institutions was established as a result of the educational policies influenced by Macaulay's Minutes?

- A. University of Delhi
- B. University of Bombay
- C. University of Allahabad
- D. Jamia Millia Islamia

Q.6 What was the impact of Macaulay's Minutes on the curriculum in Indian schools?

- A. It led to an increased focus on Sanskrit and Persian literature
- B. It introduced a curriculum centered around Western literature, science, and technology
- C. It promoted traditional Indian arts and culture
- D. It decreased the importance of English in education

Q.7 How did Macaulay's Minutes affect the role of English in Indian education?

- A. It decreased the role of English
- B. It established English as the medium of instruction
- C. It had no impact on the role of English
- D. It promoted English only in higher education

Q.8 What was one of the criticisms of Macaulay's educational policies?

- A. They did not adequately address the need for vocational training
- B. They led to the neglect of indigenous languages and knowledge systems
- C. They promoted the use of local languages in administration
- D. They were too expensive to implement

Q.9 Which of the following best describes the long-term impact of Macaulay's Minutes on Indian education?

- A. It led to the widespread use of traditional Indian languages in schools
- B. It caused a cultural and intellectual shift towards Western education

- C. It focused on expanding agricultural education
- D. It had minimal influence on the Indian education system

Q.10 What was one of the goals of Macaulay's recommendations in his Minutes?

- A. To preserve traditional Indian educational practices
- B. To create a new educational framework aligned with British colonial objectives
- C. To enhance religious instruction in schools
- D. To promote rural education exclusively

2.4 CRITICISM OF MACAULAY'S MINUTE

Macaulay's Minutes of 1835, while pivotal in shaping the colonial educational system in India, faced significant criticism for various reasons. Here are some of the major criticisms:

1. Neglect of Indigenous Languages and Knowledge Systems

- **Issue:** Macaulay's Minutes prioritized English as the medium of instruction and promoted Western knowledge while undermining the value of Indian languages and classical texts.
- **Impact:** This led to the marginalization of traditional Indian languages, literature, and educational practices. The rich heritage of Sanskrit, Persian, and other regional languages was sidelined, which some critics argue resulted in a loss of cultural and intellectual diversity.

2. Cultural and Intellectual Alienation

- **Issue:** The emphasis on Western education created a divide between the educated elite and the broader Indian society. It promoted Western values and knowledge systems at the expense of indigenous cultures and philosophies.
- **Impact:** This contributed to a sense of cultural alienation among educated Indians, who were increasingly distanced from their own traditions and heritage.

3. Promotion of a Colonial Agenda

- **Issue:** Macaulay's recommendations were designed to create an educated class that would serve the administrative needs of the British Empire. The focus was on producing clerks and bureaucrats rather than fostering broad-based educational development.

- **Impact:** Critics argue that this approach entrenched colonial control and governance structures while failing to address the broader educational needs of the Indian population.

4. Reinforcement of Social Hierarchies

- **Issue:** The English-medium education system perpetuated social hierarchies by creating a class of English-educated elites who had access to better opportunities in administration and governance.
- **Impact:** This widened the gap between the English-educated elite and the majority of the population, reinforcing existing social and economic inequalities.

5. Reduction in Traditional Educational Content

- **Issue:** The curriculum shift towards Western subjects led to the reduction or elimination of traditional Indian subjects, including classical studies, indigenous sciences, and religious education.
- **Impact:** This created a narrow educational focus that valued Western knowledge while neglecting traditional academic and spiritual contributions of Indian culture.

6. Western Superiority Complex

- **Issue:** Macaulay's Minutes reflected a belief in the inherent superiority of Western education and culture over Indian traditions.
- **Impact:** This attitude fostered a sense of cultural superiority and contributed to the degradation of Indian educational traditions and intellectual achievements.

7. Limited Educational Access

- **Issue:** The focus on English education and Western subjects led to the establishment of educational institutions that were often inaccessible to the general population, particularly those from lower socio-economic backgrounds.
- **Impact:** This limited educational access and perpetuated educational disparities based on class and caste.

8. Lack of Practical Relevance

- **Issue:** The emphasis on English and Western knowledge sometimes failed to address the practical needs of the majority of the Indian population, who continued to rely on traditional forms of knowledge and skills for their livelihoods.

- **Impact:** Critics argue that the new educational system did not adequately address the practical needs of agriculture, industry, or local governance, focusing instead on administrative and bureaucratic skills.

In summary, while Macaulay's Minutes significantly influenced the development of modern education in colonial India, they also faced criticism for their role in undermining indigenous educational systems, promoting cultural alienation, and reinforcing colonial and social hierarchies.

Merits

1. A clear cut picture of the national system of education in India emerged
2. The system proved very helpful in promoting the objectives for which it was planned
3. English schools began to be established.
4. English became the medium of instruction.
5. Western arts and sciences became popular.
6. Filtration theory of education emerged

Demerits

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

SELF-CHECK EXERCISE-2

Q.1 What was a major criticism of Macaulay's Minutes regarding indigenous languages?

- A. They promoted the use of regional languages
- B. They neglected and marginalized indigenous languages
- C. They supported the preservation of classical Indian texts
- D. They encouraged the study of local dialects

Q.2 How did Macaulay's Minutes contribute to cultural alienation?

- A. By promoting traditional Indian philosophies
- B. By emphasizing Western education at the expense of indigenous cultures
- C. By creating educational programs focused on local customs
- D. By integrating Indian and Western educational practices

Q.3 What was one of the criticisms related to the social impact of Macaulay's Minutes?

- A. They promoted social equality and inclusiveness
- B. They reinforced existing social hierarchies by creating an English-educated elite
- C. They provided equal educational opportunities for all social classes
- D. They abolished caste-based discrimination in education

Q.4 How did Macaulay's Minutes reflect a colonial agenda?

- A. By promoting educational independence from British control
- B. By focusing on producing a class of administrators to serve the British Empire
- C. By encouraging the development of indigenous industries
- D. By supporting local governance and self-rule

Q.5 What impact did Macaulay's Minutes have on traditional Indian educational content?

- A. It expanded the curriculum to include more traditional subjects
- B. It reduced or eliminated the focus on traditional Indian subjects
- C. It maintained the status quo of traditional education
- D. It increased funding for traditional educational institutions

6. Which of the following was a criticism related to the practical relevance of Macaulay's educational reforms?

- A. They focused too much on practical skills for daily life
- B. They did not address the practical needs of the majority population
- C. They promoted vocational training over academic subjects
- D. They provided hands-on training for local industries

Q.7 How did Macaulay's Minutes affect educational access in colonial India?

- A. They made education more accessible to the general population
- B. They established institutions that were often inaccessible to the lower socio-economic classes
- C. They promoted widespread educational reforms that benefited all social classes
- D. They increased the availability of education in rural areas

Q.8 What was a key component of Macaulay's Minutes that led to criticism regarding Western education?

- A. The inclusion of Indian traditional knowledge in the curriculum
- B. The promotion of Western knowledge as superior to Indian knowledge
- C. The establishment of institutions solely for the study of Indian literature
- D. The emphasis on local languages in educational institutions

Q.9 Which of the following was a direct result of the criticisms of Macaulay's educational policies?

- A. Increased focus on indigenous educational practices
- B. Development of a more inclusive curriculum integrating Western and Indian knowledge
- C. Formation of movements to revive traditional Indian education systems
- D. Expansion of English-medium schools in rural areas

Q.10 What was one of the long-term impacts of Macaulay's Minutes on Indian education?

- A. It led to the establishment of educational institutions that prioritized traditional Indian values
- B. It contributed to the creation of an educated elite class that was distanced from Indian cultural roots
- C. It resulted in the integration of Indian and Western educational practices
- D. It focused on the expansion of vocational training programs

2.5 SUMMARY

Macaulay's Minutes, delivered in 1835, were a critical document in shaping colonial education policy in India. By advocating for English as the medium of instruction and promoting Western knowledge, Macaulay's recommendations transformed the Indian educational system, leading to the establishment of English-medium institutions and a shift away from traditional Indian educational practices. This policy had profound and lasting effects on Indian society, education, and culture.

2.6 GLOSSARY

Indigenous Languages- The native languages spoken by the local population, such as Sanskrit, Persian, and various regional languages in India.

Cultural Alienation- The process by which individuals or groups become detached from their own cultural heritage and practices.

Colonial Agenda- The set of policies and practices implemented by colonial powers to control and influence their colonies.

Western Education- An educational system that emphasizes Western knowledge, methods, and values, often including subjects such as English literature, science, and technology.

Indigenous Educational Practices-Traditional methods and systems of education that are rooted in local cultures and knowledge systems.

2.7 ANSWERS TO SELF-CHECK EXERCISES

Exercise-1

Answer1: B. To review and reform the educational policies of the British East India Company

Answer2: C. English

Answer3: B. As outdated and inferior

Answer4: B. They were outdated and not useful for modern administration

Answer5: B. University of Bombay

Answer6: B. It introduced a curriculum centered around Western literature, science, and technology

Answer7: B. It established English as the medium of instruction

Answer8: B. They led to the neglect of indigenous languages and knowledge systems

Answer9: B. It caused a cultural and intellectual shift towards Western education

Answer10: B. To create a new educational framework aligned with British colonial objectives

Exercise-2

Answer1: B. They neglected and marginalized indigenous languages

Answer2: B. By emphasizing Western education at the expense of indigenous cultures

Answer3: B. They reinforced existing social hierarchies by creating an English-educated elite

Answer4: B. By focusing on producing a class of administrators to serve the British Empire

Answer5: B. It reduced or eliminated the focus on traditional Indian subjects

Answer6: B. They did not address the practical needs of the majority population

Answer7: B. They established institutions that were often inaccessible to the lower socio-economic classes

Answer8: B. The promotion of Western knowledge as superior to Indian knowledge

Answer9: C. Formation of movements to revive traditional Indian education systems

Answer10: B. It contributed to the creation of an educated elite class that was distanced from Indian cultural roots

2.8 REFERENCES/ SUGGESTED READINGS

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2.9 TERMINAL QUESTIONS

Long Answer type Questions

1. List down the recommendations of Macaulay's Minute.
2. Critically explain the Macaulay's Minute 1835.

Short Answer Questions

1. What are the merits of Macaulay's Minute
2. What did Macaulay say about oriental learning?

Unit-4

WOOD'S DISPATCH (1854): RECOMMENDATIONS AND EVALUATION OF DESPATCH

Structure:

- 4.1 Introduction
- 4.2 Learning Objectives
- 4.3 Sir Charles Wood and Woods Despatch
Self- Check Exercise-1
- 4.4 Main Recommendations or Features of Wood'S Despatch
Self- Check Exercise-2
- 4.5 Impact of Wood'S Despatch on the Development of Indian Education
Self- Check Exercise-3
- 4.6 Summary
- 4.7 Glossary
- 4.8 Answers to Self Check Exercise
- 4.9 References/ Suggested Readings
- 4.10 Terminal Questions

4.1 INTRODUCTION

East India Company had to take orders from the British Parliament after every twenty years and in each order something was written about the education in India. In the order of 1763, Charles Grant wanted to add some articles about the education in India. In the order obtained in 1813, a sum of one lakh was sanctioned for the development of education in India. Again in the order of 1833 the sanctioned sum of rupees one lakh was increased to rupees one million yearly. Therefore when time for the order of 1853 came, the Directors of the company decided to lay down a definite policy in regard to educational matters of India. A parliamentary committee was appointed to survey the educational progress in India. The committee studied the issue thoroughly. It heard the ideas of persons like Traivellian Paury, Marshman, Wilson, Haliday, Cameron, and Duff etc. who had thorough knowledge of Indian education would not be ignored any longer and its development will not be in any case harmful to British empire. The suggestions of the committee were favorably considered by the board of Directors.

4.2 LEARNING OBJECTIVES

After going through this unit, the learners will be able to:

Describe the Main Recommendations/Features of Wood's Despatch.

Explain the Impact of Wood's Despatch on the Development of Indian Education.

4.3 SIR CHARLES WOOD AND WOODS DESPATCH

Sir Charles Wood influenced Indian education to a very great extent. He was born in 1800 A.D. He received his education at Eaton and Oxford. He was elected as member of British Parliament as a candidate of liberal party in 1826. In 1831, he was again elected for parliament. Again in 1832 he was elected and thereafter remained member of British parliament for 32 years onward. He started his administrative career in 1832 when he was appointed as joint secretary of Treasury. He held his post up to 1834 and in 1835 he became secretary of Admiralty. He resigned from this post in 1839. He participated actively in parliamentary debate during these days. He was appointed as member of Privy Council in 1846.

Charles Wood was not a very good administrator. He was casually opposed to new taxation and heavy expenditures. That is why he could not be popular. In December, 1852, he was appointed as President of Board of control for India. He was awarded the title of "KNIGHT" on 19th June, 1856. In June 1859, he became secretary of state for India. He contributed towards the reorganization of Indian Army in 1860. He had to face financial crisis for India because he had to take heavy decisions for India for the expansion of Indian Railways. In 1865, he was elected as a Member of Parliament from Ripon. He resigned from the post of Secretary for India on 16th February, 1866. Again, he was appointed as a member of Privy Council and remained on the post till 1874. He died on 8th August, 1885 at the age of 84 years.

Till 1853, the authorities were not clear about the education of Indians but later on it was felt that education of Indians would be of great help to the Britishers. In 1853, the Charter of East India Company was to be renewed and need for defining an educational policy had become apparent. Hence the next step in the history of Indian education was the parliamentary enquiry into the conditions of India in 1853. This of course preceded the renewal of the East India's Charter. A committee was set up. The suggestions of the committee were favorably considered by the board of Directors. Mr. Charles Wood was the Chairman of Board of control. Charles Wood came to India, consulted Lord Dalhousie, went back and dispatched recommendations from England and that is why this document is known as "WOOD'S DESPATCH" and not "WOOD'S REPORT" or "WOOD'S COMMITTEE REPORT". In a sense, Despatch means official message.

Wood's educational Despatch popularly known as Wood's Despatch is the cornerstone of Indian education. It is termed as the "Magna Charta of Indian Education". It was so comprehensive that it contains the scheme of education for all Indians. It is held that many experts put their heads together in drafting it. For example Lord Dalhousie, the then Governor General, John Stuart Mill, Lord Northbrook and even Duff had contributed towards it. In words of Dr. S.N. Mukherjee, "The document though written over a century ago, appears quite modern even present".

It was no doubt, far wider and more comprehensive than the supreme government of any local Government could ever have ventured to prepare. It was for

the first time in the annals of India that Parliament investigated seriously into educational affairs of the country. A new chapter in Indian History had started. Westernization had set in and along with it gave birth to nationalism which gradually swept the whole country. There was feeling of oneness and people thought of one nationality despite diversities. A wave of nationalism overtook the country and dogmas were being shunned.

AIMS AND OBJECTIVES

The Despatch had the following objectives in view;

- To enable the natives of India to have those vast and material blessings which flow from the general diffusion of Western knowledge.
- To produce a high degree of intellectual fitness and also to raise the moral character of those who partake of the above advantage.
- To supply of east India Company with reliable and capable public servants, and;
- To secure for England a large and more certain supply of many articles, necessary for her manufacturers and extensively consumed by her population, as an almost inexhaustible demand for the produce of British labor.

According to this declaration, new educational policies were framed and implemented. These policies included;

- Establishment of a department of education.
- Establishment of universities.
- Setting up of hierarchically linked educational institutions- primary, middle, high schools, colleges and universities.
- Spread of public education.
- A system for giving aid.
- Training of teachers.
- Education of women
- Professional and vocational education.
- Granting of priority in government services.
- Authorship and publication in Indian languages.
- Education of Muslims.

Concerning this declaration, Paranjape's view is that its objectives were the following – Education should evolve leadership in Indian students, industrial development should take place in India, education should make efforts for the protection of motherland, education should aim at a self-disciplined government. Thus while in 1854, it may be a declaration, but to refer to it as such today would be ridiculous, but to refer to it as such today would be ridiculous. Similar views have been appear rational or logic to refer to Woods Despatch as the Magna Carta of Indian Education.

SELF-CHECK EXERCISE-1

Q.1 What was the primary purpose of the Woods Dispatch of 1854?

- A. To establish new universities in India
- B. To review and reform the educational policies in British India
- C. To promote traditional Indian languages in education
- D. To focus solely on religious education

Q.2 Who was the key figure behind the Woods Dispatch?

- A. Thomas Babington Macaulay
- B. Sir Charles Wood
- C. Lord Curzon
- D. William Adam

Q.3 What significant recommendation did the Woods Dispatch make regarding the medium of instruction in higher education?

- A. To use Sanskrit as the primary language
- B. To continue using Persian as the medium of instruction
- C. To use English as the medium of instruction for higher education
- D. To use regional languages for all subjects

Q.4 According to the Woods Dispatch, what role was to be assigned to local languages in education?

- A. They were to be completely removed from the curriculum
- B. They were to be used for elementary education and vernacular schools
- C. They were to replace English as the medium of instruction
- D. They were to be used exclusively for religious education

Q.5 What was one of the main objectives of the Woods Dispatch regarding educational institutions?

- A. To establish a single central university in India
- B. To increase the number of primary and secondary schools across India
- C. To consolidate all educational institutions under British control
- D. To close all existing educational institutions and open new ones

Q.6 How did the Woods Dispatch propose to improve the administration of education in British India?

- A. By centralizing all educational administration in London
- B. By establishing a system of local education boards

- C. By focusing solely on English education
- D. By privatizing educational institutions

Q.7 What impact did the Woods Dispatch have on the curriculum of Indian educational institutions?

- A. It introduced a curriculum solely focused on Western literature
- B. It emphasized the need for a balanced curriculum incorporating both Western and Indian knowledge
- C. It removed all Indian subjects from the curriculum
- D. It required all students to study only religious texts

Q.8 Which educational level did the Woods Dispatch particularly emphasize for expansion?

- A. Tertiary education
- B. Secondary education
- C. Primary education
- D. Vocational education

Q.9 What was the significance of the Woods Dispatch in the context of Indian education?

- A. It marked a shift from English to regional languages in higher education
- B. It laid the foundation for the modern system of education in India by addressing various aspects of educational reform
- C. It focused only on religious education and neglected secular subjects
- D. It advocated for the closure of all existing schools and the opening of new ones

Q.10 Which of the following was NOT a recommendation of the Woods Dispatch?

- A. Expansion of primary education
- B. Creation of local education boards
- C. Promotion of indigenous languages as the medium of instruction in higher education
- D. Establishment of more vernacular schools

4.4 MAIN RECOMMENDATIONS OR FEATURES OF WOOD'S DESPATCH

Wood's Despatch is along report consisting of 100 paragraphs. In it all the important educational points have been dealt in detail. The main recommendations of the Despatch are as follows;

- **Government's acceptance of Educational responsibility:**

The Despatch for the first time clearly accepted that the responsibility of education in India lies on British Government, "Among many subjects of importance, none can have a stronger claim to own attention than that of education".

- **Aim of Education:**

The Despatch defined the aim of education keeping in view the interests of Indians and British rule. Education is to raise intellectual fitness and moral character of Indians. At the same time, it was to prepare them to become supporters of British rule in India.

- **Encouragement to the oriental Education:**

The Despatch supported the Western education through English medium for the Indians. However, it recommended for the development of Indian literature. It suggested that the books of Western literature and Science should be translated in these languages. Also original books should be written and the writers should be rewarded and encouraged.

- **Medium of instruction:**

The dispatch recommended that owing to the shortage of books in Indian languages, the medium of instruction should be English. But English should be needed for those people who have proper knowledge and taste for English and are able to understand European knowledge through this language. For others, Indian languages should be used.

- **Filtration theory opposed:**

The dispatch criticized the Filtration theory which was in vogue at that time advocated for practical and useful education for common man.

- **Extension of public Education:**

As Filtration Theory failed, Wood emphasized useful education for the public. As the public itself was unable to get such an education, so increase in the number of Primary, middle and High schools was emphasized. In order to co-ordinate education at these various levels it was suggested to implement at these various levels it was suggested to implement scholarships and other schemes.

- **Department of public instruction:**

The Despatch recommended that Department of public instruction should be set up in all the provinces. Its highest officials should be designated as the Director of Public instruction. He should be assisted by deputy educational director, Inspectors and Deputy Inspectors of schools.

- **Establishment of universities:**

The Despatch recommended the establishment of universities in presidency towns of Calcutta, Bombay and Madras, and if necessary at other places too. The duties of the universities were to be as follows:

- To grant affiliation to colleges.
- To inspect the affiliated colleges and to raise their standard of teaching.
- To hold examinations and confer degrees.

- To encourage the cultivation of vernacular languages.
- To organize the departments of Arabic, Sanskrit and Persian.
- **Establishment of graded schools:**

The Despatch recommended that there should be graded schools all over the country as follows;

Primary schools-Middle schools-High schools-Colleges-Universities.

- **Mass education:**

The Despatch admitted that mass education had totally been neglected. Therefore, the Despatch instructed that useful and practical knowledge should be conveyed to the masses. To achieve this purpose, the dispatch recommended the establishment of increased number of high schools, middle schools and primary schools. It was proposed that scholarships should be awarded to promising candidates. The indigenous primary schools were regarded as the foundation upon which the fabric of education could be erected.

- **Grant-in –Aid System:**

The Despatch proposed the sanction of grant-in –aid to the Indian Educational Institutions for increase in teachers' salaries, scholarships, libraries, construction of buildings etc. Following types of institutions were declared eligible for grants;

- Institutions following the rules and regulations enforced by the government which was prepared to get them inspected by government inspectors.
- Institutions run very well by private institutions.
- Institutions free from communal feelings and not observing distinctions of caste, community and creed i.e. institutions imparting secular education.
- Institutions charging fees from students and not giving free education.

- **Training of Teachers:**

Without proper training teachers would not be able to teach well. The Despatch recommended the need for establishing different types of training institutions.

- **Education of women:**

In Woods Despatch much emphasis was laid upon education. The education recommended that the educational ladder would be incomplete without women education. It appreciated the work of the enlightened Indians engaged in this sacred job.

- **Muslim Education:**

Concerning Muslim education, Mr. Charles wood found that Muslims in this country were educationally backward and hence they should be encouraged to gain more education and efforts should be made in this direction.

- **Vocational Education:**

The Despatch pointed out the need of starting vocational schools and colleges for imparting instruction in different vocations. Vocational education may be considered as a necessary in order to prepare children for future life.

- **Education and Employment:**

The Despatch recommended that academically, highly qualified person should be preferred more than the others for future life.

- **Policy of Religious Neutrality:**

The Despatch directed the company to follow a policy of religious neutrality. No man's religion was to stand in the way of securing an appointment under the government. Moreover, no religious instruction should be imparted in educational institutions. They were to be exclusively secular.

SELF-CHECK EXERCISE-2

Q.1 What was one of the primary recommendations of the Woods Dispatch regarding the medium of instruction in higher education?

- A. To use Persian as the medium of instruction
- B. To use Sanskrit for all higher education
- C. To use English as the medium of instruction for higher education
- D. To use local languages for all subjects

Q.2 According to the Woods Dispatch, what was to be the role of local languages in the education system?

- A. They should be the sole medium of instruction
- B. They should be used only for religious education
- C. They should be used in elementary and vernacular schools
- D. They should be abolished from the educational curriculum

Q.3 What did the Woods Dispatch recommend regarding the expansion of educational institutions?

- A. Establishing new universities only in metropolitan areas
- B. Expanding primary and secondary education by setting up more schools
- C. Closing down existing schools to create new ones
- D. Focusing solely on higher education and neglecting primary education

Q.4 How did the Woods Dispatch propose to improve the administration of education in British India?

- A. By centralizing control of education in London
- B. By creating local education boards to oversee schools and colleges
- C. By privatizing educational institutions
- D. By removing all administrative controls and allowing self-management by schools

Q.5 What was a key recommendation of the Woods Dispatch concerning the curriculum of educational institutions?

- A. To focus exclusively on Western literature and sciences
- B. To incorporate both Western and Indian knowledge into the curriculum
- C. To eliminate all Indian subjects from the curriculum
- D. To emphasize religious texts over secular subjects

Q.6 Which educational level did the Woods Dispatch emphasize for improvement and expansion?

- A. Higher education
- B. Technical education
- C. Primary and secondary education
- D. Adult education

Q.7 What did the Woods Dispatch suggest about the financial support for education?

- A. Increasing financial support to English-medium schools only
- B. Reducing funding for primary education
- C. Providing more financial support to promote the establishment of schools and teacher training
- D. Allocating funds exclusively for higher education institutions

Q.8 How did the Woods Dispatch address the issue of teacher training?

- A. It did not mention teacher training
- B. It recommended setting up teacher training colleges to improve the quality of education
- C. It suggested using untrained individuals for teaching
- D. It focused only on improving the salaries of teachers

Q.9 What was one of the criticisms of the Woods Dispatch?

- A. It recommended eliminating English from the curriculum
- B. It did not sufficiently address the need for vocational and technical education
- C. It focused too heavily on traditional Indian education methods
- D. It did not promote the use of local languages in elementary education

Q.10 In what way did the Woods Dispatch aim to address educational disparities?

- A. By concentrating resources in urban areas
- B. By ensuring the establishment of schools in rural and underserved areas
- C. By focusing only on elite schools
- D. By creating educational programs exclusively for British expatriates

4.5 IMPACT OF WOOD'S DESPATCH ON THE DEVELOPMENT OF INDIAN EDUCATION

The Woods Dispatch of 1854, officially known as the "Despatch on the State of Education in India," had a significant and multifaceted impact on the development of education in British India. Here's a summary of its key impacts:

1. Expansion of Educational Institutions

- **Establishment of New Schools and Colleges:** The Woods Dispatch advocated for the creation of more schools and colleges, particularly emphasizing the need for both primary and secondary education. This led to the establishment of numerous educational institutions across India, including the foundation of new universities and colleges.
- **Local Education Boards:** It recommended the formation of local education boards to oversee and manage educational institutions. This decentralized approach aimed to improve the administration and implementation of educational policies.

2. Curriculum Development

- **Balanced Curriculum:** The Dispatch emphasized a balanced curriculum that integrated both Western and Indian knowledge. This approach sought to combine Western scientific and literary knowledge with traditional Indian subjects, creating a more inclusive educational system.
- **Inclusion of English:** It reinforced the use of English as the medium of instruction for higher education while supporting the use of local languages in primary and vernacular schools. This dual approach aimed to bridge the gap between Western and indigenous educational practices.

3. Teacher Training and Quality

- **Teacher Training Colleges:** One of the significant recommendations was the establishment of teacher training colleges. This focus on improving teacher quality aimed to enhance the overall standard of education by ensuring that educators were well-trained and proficient in their subjects.

4. Focus on Primary and Secondary Education

- **Emphasis on Primary Education:** The Dispatch stressed the importance of primary education and aimed to make it more accessible. This led to increased efforts in establishing primary schools and improving literacy rates among the general population.
- **Support for Vernacular Schools:** By promoting the use of local languages in elementary education, the Dispatch helped to improve access to education for children in rural and underserved areas.

5. Educational Administration

- **Decentralization:** The recommendation for local education boards marked a shift towards decentralized educational administration. This approach allowed for more localized management and oversight of schools, which helped in addressing regional educational needs more effectively.

6. Increased Funding and Support

- **Financial Support:** The Dispatch called for increased financial support for education, particularly for the development of schools and teacher training programs. This led to better funding for educational institutions and the improvement of infrastructure.

7. Impact on Higher Education

- **Promotion of English-Medium Higher Education:** The Dispatch reinforced the role of English in higher education, which contributed to the establishment of English-medium universities and colleges. This shift facilitated access to Western knowledge and aligned Indian higher education with global standards.

8. Cultural and Social Impact

- **Educational Inclusivity:** By advocating for a curriculum that included both Western and Indian knowledge, the Woods Dispatch helped to promote a more inclusive educational approach. This integration of diverse educational content aimed to foster a more well-rounded and informed student population.

EVALUATION OF DESPATCH

Merits:

Decision of Educational policy: Due to the Wood's Despatch, British parliament for the first time made an attempt to decide the educational policy in India and give it a legal form. The directors of the east India Company had not decided the policy about the Indian education. Through this dispatch they decided it for the first time.

Aim: Wood's Despatch clearly laid down the aim of education in India.

Government responsibility: Through this dispatch, it was recognized to be the duty and responsibility of the British government to educate the common people of India.

Rejection of downward filtration theory: Wood's Despatch rejected the downward filtration theory. It was considered totally useless for Indian education. The Despatch took active steps for the encouragement of public education.

Scheme of education: This Despatch, for the first time, put up a scheme of education from primary standard to the university level. It gave practical suggestions based on the lines functioning in England.

Literature and Culture: The Despatch recognized the importance and value of Indian Literature and culture.

Indigenous language: The Despatch recommended Indian languages and literature for inclusion in the course of study. Unlike Macaulay, it appreciated Indian literature.

Books in Indian Languages: Wood arranged to get books written in Indian languages.

Translation: The Despatch laid stress on the translation of books of Western knowledge into Indian languages. It recommended encouragement to the authors for this purpose.

Department of Public Instruction: Wood suggested for setting up a department of public Instruction in each province with a director of public Instruction, a deputy director, inspectors and deputy inspectors so that educational institutions could be properly inspected and standards could be maintained.

Native institutions: The Despatch attracted the attention of the government towards the improvement of native educational institutions.

Indian languages: Wood recognized Indian languages as the media of education along with English.

Universities: The Despatch ordered for establishing universities at Calcutta, Madras and Bombay and, if necessary, at other places also.

High school and colleges: The Despatch suggested for increasing the number of high schools and colleges.

Providing Employment: The Despatch paid attention to solving the problem of unemployment by encouraging the vocational education.

Women Education: The Despatch recognized the need for development of women education as the duty and responsibility of the government.

Grant-in-aid: The Despatch suggested that the grant-in-aid system as functioning in England should apply to various educational institutions in India as well.

Scholarships: The Despatch provided for the facility of scholarships for the poor and meritorious students to enable them to gain education.

Meritorious teachers: In order to encourage general people towards education system, the Despatch suggested for preference to highly educated person in government services.

Better pay scales: The Despatch recommended for better pay scales to the teachers to attract a large number of efficient persons to teaching profession.

Demerits:

Nominations: All the members of Senate of the universities were to be nominated by the government. Hence, sometimes, the persons ignorant about educational problems became the members of the Senate.

Government control: This Despatch put the education under the direct control of the government. This government control ended the traditional free teaching work in the country.

Foreign Model: The Despatch adopted the model of London University for Indian universities. Thus, the ancient Indian university system was neglected.

Education for bread earning: The education has a very vast aims, but the preference of high education in government services, as laid down by the Despatch, limited the aim of education and it became only the means of bread earning.

Blow to old Institutions: According to the Despatch, the persons educated on the Western lines and languages were to be given priority in services. Therefore, the old educational institutions began to lose their existence.

Westernization: Wood's Despatch concentrated the attention of the people on the western knowledge. Hence, Indian literature and knowledge was neglected. A time came when people educated on Western lines began to think that everything indigenous was bad, while anything Western was good. Improvement of Indian languages was planned by filling them with translations of Western books.

Neglect of Indian Religion: Indian education gave prominent place to Indian religion. The education system gave prominence to Christianity. Thus, Indian religions were neglected by educated people. They were very much influenced by western religion.

Neglect of Spiritualism: The neglect of religion caused educated Indians forget the Indians spiritualism and disciplined ways of life.

Degeneration of Indian Languages: Though wood had recognized the usefulness of Sanskrit, Arabic and Persian, yet as the aim of education was declared as the extension and development of Western knowledge, Science and literature the value of Indian languages was brought down indirectly.

Lack of flexibility: According to this Despatch, an education department was set up in each province and education went under the direct control of the government. The institutions were only to obey the departmental order. So they lost their own inspiration resulting in the lack of flexibility in the educational system.

Neglect of orientation: The Despatch resulted in the neglect of native education system by the people. It was left without any attention.

Subservience: Education was proposed not in the interest of Indians, but to create faithfulness towards British government. Its aim was to make Indians loyal to the British government.

Mercenary aim: Educational institutions were established to prepare fit for government services. Therefore, the aim of education was livelihood only.

Lack of support to indigenous Institutions: The government was spending the major portion of money allotted for education in the development and extension of English schools. The Indigenous educational institutions had to suffer a step motherly treatment from the government as well as from the higher classes of the society. Poor people were unable to support them due to want of resources. The grant-in-aid was given to those institutions where the public could be at 50 percent of the expenditure. Therefore, it was also not much helpful for the oriental education.

Ills of foreign medium:

As the medium of instruction was English, so the students were bound to study English in order to understand other subjects like History, Geography, Mathematics etc. Thus, they had to spend a large period for the study. Still the majority of the students could not gain the success that they might have gained through the media of Indian languages.

Examination-cantered education: This system of education destroyed the system of self-study and meditation. The main aim of the students was to pass the examination. They did not care to study the whole course and depended on selected reading. Examination assumed a very important place and so the study became examination minded.

No Secularism: The Despatch has said that government would follow a policy of secularism. It would not be partial to any religion but it did show favor to Christianity.

SELF-CHECK EXERCISE-3

Q.1 What was one of the primary impacts of the Woods Dispatch on the establishment of educational institutions in British India?

- A. It led to the closure of existing schools and colleges
- B. It resulted in the creation of numerous new schools and colleges
- C. It focused solely on the development of universities in metropolitan areas
- D. It abolished all private educational institutions

Q.2 According to the Woods Dispatch, what role were local languages to play in the Indian educational system?

- A. They were to be used exclusively in higher education
- B. They were to be used for primary and vernacular education
- C. They were to be eliminated from the curriculum
- D. They were to be used only for religious instruction

Q.3 What administrative change did the Woods Dispatch recommend to improve the management of education?

- A. Centralizing all educational administration in London
- B. Creating local education boards to oversee schools and colleges
- C. Privatizing educational institutions
- D. Allowing self-management by individual schools

Q.4 How did the Woods Dispatch address the quality of education through teacher training?

- A. It recommended eliminating teacher training programs
- B. It proposed establishing teacher training colleges to improve teaching standards
- C. It focused solely on increasing teachers' salaries
- D. It suggested using untrained teachers for educational efficiency

Q.5 What was a significant criticism of the Woods Dispatch regarding vocational education?

- A. It promoted vocational education excessively
- B. It failed to address the need for vocational and technical education
- C. It recommended the elimination of vocational training programs
- D. It focused only on higher education and neglected vocational training

Q.6 How did the Woods Dispatch impact the use of English in higher education?

- A. It recommended replacing English with local languages
- B. It reinforced the use of English as the medium of instruction for higher education
- C. It suggested removing English from the educational curriculum altogether
- D. It encouraged the use of multiple languages in higher education

Q.7 What was one of the financial recommendations made by the Woods Dispatch?

- A. Reducing funding for primary education
- B. Increasing financial support for the establishment of new schools and teacher training programs
- C. Focusing only on funding higher education institutions
- D. Privatizing financial support for educational institutions

Q.8 In terms of curriculum, what did the Woods Dispatch recommend?

- A. Exclusively focusing on Western literature and sciences
- B. Integrating both Western and Indian knowledge into the curriculum
- C. Eliminating all Indian subjects from the curriculum
- D. Emphasizing only religious education

Q.9 What was the impact of the Woods Dispatch on primary education?

- A. It emphasized the need to close down primary schools
- B. It led to increased efforts in expanding and improving primary education
- C. It recommended that primary education be made optional
- D. It focused solely on secondary education

Q.10 How did the Woods Dispatch influence the educational administration in rural areas?

- A. It did not address rural education
- B. It recommended focusing only on urban areas
- C. It aimed to improve educational administration and access in rural and underserved areas
- D. It encouraged the privatization of rural schools

4.6 SUMMARY

By 1853 a number of problems concerning education in the country had risen which required immediate solution. As a result of an inquiry made by the Government, Sir Charles Wood, the then Secretary of state, sent a despatch popularly known as Wood's Despatch to the Court of the Directors of the East India Company in 1854. Wood's Education Despatch formed the basis of the education policy of east India company's government in India since 1854. The despatch drew special attention of the government 'to the importance of placing the means of acquiring useful and practical knowledge within reach of the great mass of the people'. English was to be the medium of instruction in the higher branches, and the vernacular in the lower. This Despatch gave many recommendations, on the basis of these recommendations the new system of education in India gradually evolved. No doubt, with the progress of time the system underwent changes, but the original blue-print was framed by the Despatch of 1854. Despite many limitations the Despatch, it has contributed a lot to the organization and stabilization of the present Indian educational system.

4.7 GLOSSARY

Educational Reform-Changes and improvements made to the educational system to enhance its effectiveness and accessibility.

Western Knowledge-Knowledge and educational content originating from Western countries, including subjects such as science, literature, and philosophy.

Indian Knowledge- Traditional knowledge and educational content originating from Indian culture and heritage, including subjects such as Sanskrit literature and local history.

Decentralization-The distribution of administrative authority away from a central authority to local or regional levels.

4.8 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B. To review and reform the educational policies in British India

Answer2: B. Sir Charles Wood

Answer3: C. To use English as the medium of instruction for higher education

Answer4: B. They were to be used for elementary education and vernacular schools

Answer5: B. To increase the number of primary and secondary schools across India

Answer6: B. By establishing a system of local education boards

Answer7: B. It emphasized the need for a balanced curriculum incorporating both Western and Indian knowledge

Answer8: C. Primary education

Answer9: B. It laid the foundation for the modern system of education in India by addressing various aspects of educational reform

Answer10: C. Promotion of indigenous languages as the medium of instruction in higher education

Exercise-2

Answer1: C. To use English as the medium of instruction for higher education

Answer2: C. They should be used in elementary and vernacular schools

Answer3: B. Expanding primary and secondary education by setting up more schools

Answer4: B. By creating local education boards to oversee schools and colleges

Answer5: B. To incorporate both Western and Indian knowledge into the curriculum

Answer6: C. Primary and secondary education

Answer7: C. Providing more financial support to promote the establishment of schools and teacher training

Answer8: B. It recommended setting up teacher training colleges to improve the quality of education

Answer9: B. It did not sufficiently address the need for vocational and technical education

Answer10: B. By ensuring the establishment of schools in rural and underserved areas

Exercise-3

Answer1: B. It resulted in the creation of numerous new schools and colleges

Answer2: B. They were to be used for primary and vernacular education

Answer3: B. Creating local education boards to oversee schools and colleges

Answer4: B. It proposed establishing teacher training colleges to improve teaching standards

Answer5: B. It failed to address the need for vocational and technical education

Answer6: B. It reinforced the use of English as the medium of instruction for higher education

Answer7: B. Increasing financial support for the establishment of new schools and teacher training programs

Answer8: B. Integrating both Western and Indian knowledge into the curriculum

Answer9: B. It led to increased efforts in expanding and improving primary education

Answer10: C. It aimed to improve educational administration and access in rural and underserved areas

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4.10 TERMINAL QUESTIONS

Q.1 Describe the Main Recommendations/Features of Wood's Despatch.

Q.2 Explain the Impact of Wood's Despatch on the Development of Indian Education.

Unit- 5

HUNTER COMMISSION (1882) AND IT'S INFLUENCE ON SUBSEQUENT DEVELOPMENT OF EDUCATION IN INDIA

Structure:

- 5.1 Introduction
- 5.2 Learning Objectives
- 5.3 Specific Issues and Main Recommendations of Hunter commission
Self-Check Exercise-1
- 5.4 Critical Examination of the Report
Self-Check Exercise-2
- 5.5 Summary
- 5.6 Glossary
- 5.7 Answers to Self-Check Exercises
- 5.8 References/Suggested Readings
- 5.9 Terminal Questions

5.1 INTRODUCTION

Indian Education Commission; The revolt of 1857 shook the very foundation of British empire India. The administration was taken away from the company and transferred to the crown. The normalisation of condition took some time. Wood's Despatch had also put an end to the monopoly of missionaries over education. Thus, under the influence of this Despatch, the British government established a General Council of education of Indian in England. When lord Rippon became the Viceroy, this intuition asked him to carry out a survey of education in India. On reaching India, Lord Rippon appointed an Indian education Commission on February, 1882. The Chairmen of this commission was William Hunter of its 21members, 7 were Indian and of even these seven, there were nominated by the Government .its Indian members were Anand Mohan Bose, Sayad Mahmood, Nhunder Mukerjee, T. K. Tailang, P.RanganandMudaliar, MaharajJitendra Mohan Thakur and Haji Ghulam. Its member secretary was B.L. Rice.

5.2 LEARNING OBJECTIVES

After going through this unit, the learners will be able to:

- Describe the Hunter Commission.
- Explain the Main recommendations.

5.3 SPECIFIC ISSUES AND MAIN RECOMMENDATIONS OF HUNTER COMMISSION

As a result of wood's despatch, universities were established in 1857by different acts Calcutta, Bombay and Madras. On the pattern of London University, Lahore University was established in 1869, but it was only in 1877 that the Calcutta threw the

Matriculation examination opened to girls, followed by Madras in 1881 and Bombay in 1883. It was felt that too much was being done in India for higher education at that primary education was being neglected. The government did not carry out the grant-in-aid policy as suggested by the Wood's Despatch.

Terms of Reference

"It will be the duty of the commission to enquire particular into the manner in which effect have been given to the principals of the Despatch of 1854, and to suggest such majors as it made think desirable in order to the further carrying out of the policy there in laid down."

It was the desire of the Governor General –in –Council that the commission should specially bear in mind the great importance which the government attaches to the subject of Primary education. The development of Despatch of elementary education was on the main objects contemplated by the Despatch of 1854....; the principal object, there for of the inquiry of the commission should be present state of elementary education throughout the empire and the means by which this can everywhere extended and improved.

- Should government withdraw from direct educational enterprise in focus of missionaries as the Despatch of 1854 had created such hope.
- What should be the policy of government about religious education? Should it be imparted in schools or not? If it was to be imparted, in what form and with what condition was it to be permitted?

Main Recommendations:

(A) Regarding primary Education :- the commission gave considerable attention to primary education and their recommendation can be put under the following heads;

- **Policy:** Regarding the policy of government towards primary education, the commission recommended;

The commission observed that primary education should be related to life. It should be practical and useful. Its purpose should be to make the student self reliant. Its curriculum should consist of such subjects which may furthers their goals. The student should be given primary education through the medium of their mother tongue. Persons who have reserved primary education should be given preference in services suitable for them. Primary education should be encouraged. Steps should be taken to develop primary education. The backward and triable people should be encouraged to reserved primary education.

- **Legislation and administration:** The Indian education commission recommended that the control of primary education should be made over to district board, municipal boards and towards areas. Thus, it made the government free from its responsibility.

- **Curriculum:-** The commission left the organisation of the curriculum on the provincial Government with the suggestions that they should organise the same in their

respective areas according to the needs of the locally concerned. At the same, time the commission also suggested that the subject offered for the life should be incorporated in the curriculum. It opined that agriculture, physics, trigonometry, geography, medicine and accountancy should be included in the curriculum as these subjects are closely related to life.

- **Finance:-** The commission made several recommendations on the subject of finance;

- The commission recommended that a specific fund should be created for primary education.

- The accounts of primary education fund in municipal areas should be separated from those for the rural area in order to avoid the expenditure in municipal areas of money meant for villages.

- It laid down that local fund should be utilised mainly for primary education and only incidentally – if at all- of secondary and colligate education.

- It observed it was the duty of government to assist the local funds by a suitable system of grant in aid.

- **Establishment of Training Institutions:-** the commission urged the necessity of opening training schools for training of teachers. It rightly fund training to teachers necessary for development of primary education. It gave the following suggestion in this connection.

- Training school be established at such places from where trained teachers may be made available le for the areas where are no trained teaches. There should be at least one normal school within the jurisdiction of each inspector of schools.

- Inspectors of schools should take personal interest in the origination and maintains of normal schools.

- Normal schools should also get reasonable share of the grant sanctioned for primary education.

(B) Indigenous Education:- the commission recommended that only those institutions should be called indigenous intuitions or “**Pathshalas**” that are run by Indians according to the Indian traditions of education. The commission gave the following suggestion in this regard;

- **No restriction:-** No restriction should be for admission to such institutions.

- **Encouragement:-** The government should give encouragement to such institutions.

- **Administration:-** Such institutions, if they think proper, may voluntarily hand over administration to the Municipal Board and District Boards.

- **Curriculum:-** the government should not interfere in their curriculum in any way.

- **Financial aid:-** The Government should grant special financial aid for inclusion of subject of practical value in life in the curriculum of these institutions.

- **Training of Teachers:-** Proper arrangement for the training of the teachers of these institutions should also be made.

- **Scholarships:-** Poor students in these institutions, should be given stipends and scholarship.

Thus the commission fully relishes the needs for leading a helping hand to this particular system which was neglected previously.

(C)Secondary Education :- In the field of secondary education , the Commission suggested proper remedies to purge it of certain defects and expand it in a healthy state. Recommendation of the commission can be studied as under.

(i) Government withdrawal:- The Commission recommended the complete withdrawal by the government from this field and entrusting it to the care of efficient Indians.

(ii) Grant –in-aid:- The commission recommended “ At least one model high school may be established in such district , where they may be required in the interests of the people and where the people themselves may not be advanced or wealthy enough to establish such school for themselves within a grant-in-aid.

(iii) Private enterprise:- Primary education being regarded as the primary concern of the state, less importance was attached to secondary education. The commission recommended that the state should soon relieve itself of the responsibility of secondary education on by sanctioning grant-in-aid to it and entrusting it to private enterprise.

(iv) Bifurcation of Secondary education:- The commission recommendation that in the upper classes of high school there be two divisions- one leading to the Entrance examination of the universities, the other of a more practical character, intended to fit youth for commercial or non-literacy pursuits.

- **Medium of Instruction:-** Possibly the commission favoured English as the medium of instruction and ignored the chain of mother tongue for the same. The commission did not lay down any definite policy with regard to middle schools and left them to the care of the private management according to the circumstances.

- **Training of Graduate teachers:-** the commission emphasised the necessity of teachers training for raised the standard of secondary education. At the time of Hunter Commission there were only two training school in the country, one at Lahore and other Madras. The commission recommended shorter than for those who are not graduates. The trainees should be examined both in theory and practices of teaching.

- **Education Department :-** Hunter Commission realised that the efficiency of Education Department had gave down. It was not helping the development of education. So the commission gave the following suggestions for the reorganization of Education Department.

- For inspected primary school such local persons should be appointed who are commensurate with the local level.

- The no of inspectors should be increased

- The emolument of assistant inspectors should be raised
- Mostly Indian should be appointed as inspectors.

(D) Higher Education :- Hunter Commission gave some important suggestion for the improvement of higher education. It observed that at the time of giving grant it should be checked that the education instructional well utilised the given grant. The grant should be determine keeping in view the strength of the teacher and students, need and capacity of the institution. The college engaged in higher education should be given sufficient grants for experimental laboratories, regarding rooms, libraries, equipment's, sciences rooms, building and furniture etc.

(i) Indainisation of Resources:- Hunter Commission was required to consider whether the government schools should remain under the contract of Government or should they be transferred to Indian hands. This problem arose because most of the schools and colleges were opened by the Government according to the recommendation of this measure as they found the Government as their rival in the field of education. Consequently, missionaries also opened a no. of schools. So the government thought over the problem of retaining its schools or handing them over to Indians. Some people were of the view that the Government should withdraw itself completely from the field of education. The other group of persons wanted that government should wholly control education. The commission studied this issue and recommended that the Government should withdraw itself completely from the field of education.

(ii) Religious Education:- Hunter Commission was required to give its opinion regarding the policy that the Government should adopt for religious education. The commission recommended as follows

- The Government should have no hand in the religious education in schools.
- The Manager of the non-government schools should be free to give or not to give a place to religious education in their schools. The Government should place no restriction in this respect.
- While giving grants, special attention should be paid to the standard of the school while give religious education.

(E) Education of various Groups:-

(i) Women Education: - Hunter Commission made the following recommendation with regard to women education.

(a) Education in special subjects: - the commission maintained that, because of the different nature of their life duties, the curriculum for the girls should be different from that for boys. Subject useful in their life should be included in their curriculum. The commission observed that literary subject would not be useful for girls. Therefore, they should be given education in subject useful in their life.

(b) Education by Local Boards:- The local boards should be made responsible for women's education. In the absence of such a local boards in same areas the Government should the responsibility for women education.

(c) Women Teacher:- only lady teacher should be appointed in Girls schools.

(d) Inspectors:-Inspectors for girls school should be appointed this policy would encourage Women education also.

(e) Liberal Grant-in-aid:- Liberal Grant-ion-aid should be given to private Girl's schools.

(f) Free education:- Free education should be provided to girls.

(g) Arrangements for "PARDA" observed Ladies:- Special arrangements should be made for "PARDA" observing ladies.

(h) Hostel :- Decent arrangement for the Hostel should be made.

(ii) **Muslim Education**:- the commission considered that the education of the Muslim was not given sufficient and proper attention. The commission advocate that every effort should be made to popularise Muslim education. The commission recommended the following regarding popularisation of Muslim education.

- Responsibility :- Local bodies should be made responsible for Muslim education.
- Indigenous Muslim School:-Indigenous Muslim schools should be encouraged.
- Special funds
- Medium Hindustani & Urdu.
- Scholarships
- Number of free ship should be fixed.
- Normal schools should be opened for training of Muslim teachers.
- The existing normal school should be recognised and encouraged.
- Muslim inspectors should be appointed for Muslim schools.

(iii) **Education for V.I.P's**:- The commission recommendation that for children of Rajas, Maharajas, Nawabs, and Talukedars special Schools should be opened.

(iv) **Education of Backwards Classes**:- Hunter Commission recommended that in Government schools special facilities should be provided fore backward classes. It further suggested that some Government Schools should be opened for children of backward classes. The suggestions of the commission led to the progress of education of backward classes.

(v) **Education for Aborigines existing in a country from its earliest time and hill Tribes**:- Hunter Commission suggested that special provisions should be made for education for Aborigines and Hill Tribes. Keeping in view the geographical and social conditions and traditions of the people, special type of schools should be opened in these areas.

SELF-CHECK EXERCISE-1

Q.1 What was a primary issue addressed by the Hunter Commission in 1882?

- A. The establishment of new universities
- B. The declining quality of education and curriculum relevance
- C. The promotion of English as the only medium of instruction
- D. The closure of all private educational institutions

Q.2 According to the Hunter Commission, what was a major recommendation for improving primary education?

- A. Eliminating vernacular languages from the curriculum
- B. Expanding primary education to increase access in rural and underserved areas
- C. Focusing solely on secondary and higher education
- D. Centralizing educational administration in London

Q.3 How did the Hunter Commission propose to address the issue of teacher training?

- A. By reducing the number of teacher training institutions
- B. By setting up teacher training colleges to improve teaching standards
- C. By eliminating teacher training programs altogether
- D. By focusing solely on increasing teachers' salaries

Q.4 What recommendation did the Hunter Commission make regarding the curriculum?

- A. It should focus exclusively on Western literature
- B. It should be revised to make it more practical and relevant to Indian society
- C. It should be limited to religious studies only
- D. It should remain unchanged from the existing system

Q.5 Which administrative reform did the Hunter Commission suggest?

- A. Centralizing all educational administration in the British government
- B. Decentralizing educational administration to allow for more localized management
- C. Privatizing all educational institutions
- D. Eliminating all administrative oversight of schools

Q.6 What was one of the criticisms the Hunter Commission had about the existing education system?

- A. It was too focused on vocational training
- B. It had significant disparities in access and quality across regions and communities

- C. It provided too many resources to rural schools
- D. It emphasized too much on traditional Indian education

Q.7 How did the Hunter Commission recommend improving female education?

- A. By focusing solely on vocational training for women
- B. By increasing funding and promoting access to educational opportunities for girls
- C. By removing all special programs for female students
- D. By integrating female students into male-dominated educational institutions only

Q.8 What was a key recommendation regarding the use of vernacular languages in the Hunter Commission's report?

- A. Vernacular languages should be used exclusively in higher education
- B. Vernacular languages should be incorporated into primary education to improve accessibility
- C. Vernacular languages should be completely phased out of the education system
- D. Vernacular languages should only be used for religious education

Q.9 What impact did the Hunter Commission's recommendations have on funding for education?

- A. They recommended reducing financial support for education
- B. They suggested increasing financial support for expanding infrastructure and resources
- C. They focused on allocating funds exclusively for higher education
- D. They proposed privatizing financial support for educational institutions

Q.10 What was the Hunter Commission's view on the existing administrative structure of education?

- A. It was highly efficient and required no changes
- B. It was ineffective and needed significant administrative reforms
- C. It was too decentralized and required centralization
- D. It should be managed solely by private organizations

5.4 CRITICAL EXAMINATION OF THE REPORT

The Hunter Commission, formally known as the Hunter Commission on Indian Education (1882), was a significant inquiry into the state of education in British India. While it made several notable recommendations and contributions, it has been subject

to critical examination for various reasons. Here's a critical analysis of the Hunter Commission:

1. Scope and Focus

Strengths:

- **Comprehensive Review:** The Hunter Commission provided a detailed analysis of the Indian educational system, covering primary, secondary, and higher education.
- **Focus on Access:** It highlighted the need for expanding educational access, especially in rural and underserved areas, and recommended increasing educational opportunities for girls.

Criticisms:

- **Limited Scope:** Some critics argue that the Commission's scope was limited in addressing the broader socio-economic factors affecting education, such as poverty and social inequalities.
- **Focus on British Interests:** The recommendations were largely in line with British colonial interests, aiming to produce a class of educated Indians who could assist in the administration of the colony, rather than fostering a more independent and indigenous educational development.

2. Curriculum Relevance

Strengths:

- **Curriculum Reform:** The Commission recommended revising the curriculum to make it more practical and relevant to Indian society, which was a step towards improving educational content.

Criticisms:

- **Limited Integration of Local Knowledge:** While the Commission advocated for practical relevance, critics argue that it did not adequately incorporate indigenous knowledge or cultural perspectives into the curriculum. The emphasis remained on Western education, which sometimes led to a marginalization of local languages and traditions.

3. Administrative Reforms

Strengths:

- **Decentralization:** The Commission's recommendation for decentralizing educational administration aimed to improve local management and address regional needs more effectively.

Criticisms:

- **Implementation Challenges:** In practice, the decentralization recommendations faced challenges. Bureaucratic inefficiencies and lack of coordination often undermined the intended benefits of local administration.
- **Persistence of Central Control:** Despite recommendations for decentralization, central control over educational policy and funding often remained strong, limiting the effectiveness of local boards.

4. Teacher Training and Quality

Strengths:

- **Emphasis on Training:** The Commission emphasized the importance of teacher training and proposed the establishment of teacher training colleges to improve teaching standards.

Criticisms:

- **Implementation Issues:** The actual implementation of teacher training programs was often slow and inadequate. Many teacher training colleges faced issues such as lack of qualified trainers and insufficient resources, which affected the quality of education.

5. Funding and Resources

Strengths:

- **Increased Funding:** The Commission advocated for increased financial support for education, which was essential for expanding and improving educational infrastructure.

Criticisms:

- **Inequitable Distribution:** Despite recommendations for increased funding, the allocation of resources was often uneven. Rural and marginalized areas continued to face shortages of funds and educational resources.
- **Focus on Government Schools:** The emphasis on funding government schools sometimes led to neglect of private and community-based educational initiatives.

6. Female Education

Strengths:

- **Promotion of Female Education:** The Commission recognized the importance of female education and recommended measures to increase access for girls, which was a progressive step for the time.

Criticisms:

- **Limited Impact:** Although the recommendations were positive, the actual impact on female education was limited due to prevailing social attitudes and lack of implementation at the grassroots level.

7. Socio-Economic Impact

Strengths:

- **Recognition of Disparities:** The Commission acknowledged disparities in educational access and sought to address them through various recommendations.

Criticisms:

- **Insufficient Address of Socio-Economic Factors:** The recommendations did not sufficiently address the underlying socio-economic issues affecting education, such as poverty and social discrimination. This limited the effectiveness of the reforms in achieving long-term educational equity.

Merits:-

- Supported Wood's Despatch of 1854.
- Education Departments given more responsibility.
- Bifurcated courses recommended.
- Encouraged Indian Enterprise.
- Awakened public enthusiasm in education.

Drawbacks:-

- Expectations from education department were too ambitious.
- Primary education transferred to weaker agencies which proved harmful.
- "Payment by Results" rule of grant-in-aid did not prove healthier.
- No policy regarding medium of instruction laid down.
- Recommendations on religious education were impracticable.
- Expansion of higher education would lower the value and recognition of degree was not considered.

Adaption of Recommendations:- The imperial government accepted all the recommendations of the commission except that on religious education. The effects were;

- Transfer of primary education to local bodies.

- State laid down the policy not to open more Government school & colleges but maintain the existing ones.
- Great encouragement accorded to Indian Enterprise in Education. Missionaries were put in a secondary position.

Education in Indian was developed with a greater stride during the 20 years that followed the appointment of Hunter Commission. The number of school and college increased. But the standard of education fell down due to paucity of funds. The education institutions did not have proper building, libraries and other necessary equipment. There were no trained teachers for school. Bookish knowledge was over emphasized, the students were not given practical experiences useful in actual life situations. Thus the education given to youths was one side. The sole purpose before the students was to pass the examinations with good marks. In fact, nothing useful in practical life was taught to them. In its report the University education commission of 1902 has remarked that, "The purpose of education in India is not to receive education but to pass examination." The Indian public was not unaware of this defect. However, two groups of people were thinking differently about education. One group was keen for expansion of education and the other group was perturbed over the fall of standard of education. "Gopal Krishan Gokhale" was the advocate of first group. He insisted on expansion of education on the Western pattern as the same would do good whether it was of poor standard or high. Thus, Gokhale emphasized quantity instead of quality. In a way, he very right because it was from the quantity that quality could also come out. In view of the things as existing then, this appeared to be the right measure also because of the very few people education in English.

SELF-CHECK EXERCISE-2

Q.1 What was a major criticism of the Hunter Commission's scope and focus?

- A. It extensively covered indigenous educational systems
- B. It focused too much on vocational training
- C. It was seen as limited in addressing broader socio-economic factors affecting education
- D. It recommended the elimination of primary education

Q.2 How did the Hunter Commission's recommendations for curriculum reform fall short, according to critics?

- A. The curriculum was too focused on local languages
- B. It did not sufficiently incorporate indigenous knowledge or cultural perspectives
- C. It recommended exclusive use of traditional Indian education
- D. It proposed the removal of all Western educational content

Q.3 What administrative reform did the Hunter Commission recommend?

- A. Centralizing all educational administration
- B. Decentralizing educational administration to improve local management
- C. Privatizing all educational institutions
- D. Removing all forms of government oversight

Q.4 What was one of the criticisms related to the implementation of teacher training recommendations by the Hunter Commission?

- A. There was an oversupply of qualified teachers
- B. Teacher training colleges faced challenges such as lack of qualified trainers and resources
- C. Teacher training programs were too effective
- D. All teacher training colleges were closed down

Q.5 According to the Hunter Commission, what was the intended effect of increasing financial support for education?

- A. To reduce the number of government schools
- B. To expand and improve educational infrastructure and resources
- C. To eliminate private educational institutions
- D. To focus exclusively on higher education funding

Q.6 What was a significant limitation in the impact of the Hunter Commission's recommendations on female education?

- A. It had no recommendations for female education
- B. The recommendations had limited impact due to prevailing social attitudes and implementation issues
- C. It recommended excluding women from educational institutions
- D. It led to a significant decline in female literacy rates

Q.7 How did critics view the Hunter Commission's approach to addressing socio-economic disparities in education?

- A. It fully resolved socio-economic disparities
- B. It made significant progress in addressing socio-economic issues
- C. It insufficiently addressed socio-economic factors affecting education
- D. It completely ignored socio-economic disparities

Q.8 What was one of the administrative challenges faced in implementing the Hunter Commission's recommendations?

- A. Over-centralization of educational administration
- B. Inconsistent and ineffective implementation of decentralized management
- C. Excessive privatization of educational institutions
- D. Complete removal of administrative oversight

Q.9 What was the Commission's view on the use of vernacular languages in education?

- A. Vernacular languages should be excluded from the curriculum
- B. Vernacular languages should be used exclusively for religious studies
- C. Vernacular languages should be incorporated into primary education to improve accessibility
- D. Vernacular languages should only be used in higher education

Q.10 How did the Hunter Commission's recommendations affect funding distribution?

- A. Funding was evenly distributed across all educational institutions
- B. Funding was increased, but its distribution was often uneven and favored government schools
- C. All funding was redirected away from rural schools
- D. Funding was reduced for both primary and secondary education

5.5 SUMMARY

Hunter Commission played a crucial role in shaping the development of Indian education by addressing several key issues and making important recommendations. However, its impact was limited by challenges in implementation, persistent central control, and insufficient integration of indigenous perspectives. While it made strides in expanding access to education and improving teacher training, criticisms highlight the need for more comprehensive reforms that address socio-economic factors and ensure equitable distribution of resources. The Commission's recommendations laid the groundwork for future educational reforms but also revealed gaps that needed further attention in subsequent policy efforts. Recognition of primary education as education of the masses, use of mother tongue as the medium of instruction, provision of primary education in backward areas, Transfer of control of primary education to local bodies, introduction of the system of payment by result, freedom in selecting text books, adjusting school hours and holidays according to local needs, establishment of normal schools in each division, maintenance of separate fund for primary education, assisting

local body by grant-in-aid system, inclusion of more practical subjects and various co-curricular activities, opening of night schools etc. are the basic recommendations which were made by Hunter Commission in 1882 regarding the Primary Education in India.

Leave the expansion of secondary education to efficient private bodies, gradual withdrawal of the Government from direct enterprise, maintenance of some secondary schools by the Govt. as model to aided schools, charging lower rate of fees in the aided school, introduction to commercial and non-literary courses in the curriculum, sanctioning grant-in-aid to improve secondary education etc. are the basic recommendations which were made by Hunter Commission in 1882 regarding the Secondary Education in India.

Hunter Commission made valuable recommendations in the field of Primary education and Secondary education. Although some of these recommendations had adverse effects in the progress of Primary education in subsequent period.

5.6 GLOSSARY

Curriculum Reform- Changes and improvements made to the content and structure of educational courses and subjects.

Vernacular Languages- Local or regional languages spoken by the people of a specific area.

5.7 ANSWERS TO SELF-CHECK EXERCISES

Exercise-1

Answer1: B. The declining quality of education and curriculum relevance

Answer2: B. Expanding primary education to increase access in rural and underserved areas

Answer3: B. By setting up teacher training colleges to improve teaching standards

Answer4: B. It should be revised to make it more practical and relevant to Indian society

Answer5: B. Decentralizing educational administration to allow for more localized management

Answer6: B. It had significant disparities in access and quality across regions and communities

Answer7: B. By increasing funding and promoting access to educational opportunities for girls

Answer8: B. Vernacular languages should be incorporated into primary education to improve accessibility

Answer9: B. They suggested increasing financial support for expanding infrastructure and resources

Answer10: B. It was ineffective and needed significant administrative reforms

Exercise-2

Answer1: C. It was seen as limited in addressing broader socio-economic factors affecting education

Answer2: B. It did not sufficiently incorporate indigenous knowledge or cultural perspectives

Answer3: B. Decentralizing educational administration to improve local management

Answer4: B. Teacher training colleges faced challenges such as lack of qualified trainers and resources

Answer5: B. To expand and improve educational infrastructure and resources

Answer6: B. The recommendations had limited impact due to prevailing social attitudes and implementation issues

Answer7: C. It insufficiently addressed socio-economic factors affecting education

Answer8: B. Inconsistent and ineffective implementation of decentralized management

Answer9: C. Vernacular languages should be incorporated into primary education to improve accessibility

Answer10: B. Funding was increased, but its distribution was often uneven and favored government schools

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5.9 TERMINAL QUESTIONS

Q.1 Describe the Hunter Commission.

Q.2 Explain the Main recommendations.

Unit-6

LORD CURZON'S EDUCATION POLICY, INDIAN UNIVERSITY COMMISSION 1902 AND INDIAN UNIVERSITY ACT 1904

Structure:

- 6.1 Introduction
- 6.2 Learning Objectives
- 6.3 Lord Curzon's Education policy
Self Check Exercise-1
- 6.4 Indian University Commission 1902
Self Check Exercise-2
- 6.5 Indian University Act 1904
Self Check Exercise-3
- 6.6 Summary
- 6.7 Glossary
- 6.8 Answers to Self Check Exercises
- 6.9 References/Suggested Readings
- 6.10 Terminal Questions

6.1 INTRODUCTION

In this Unit we shall discuss Lord Curzon, Curzon's educational policy. Lord Curzon came to India in a very crucial period of Indian history. This was the beginning of 20th century and severe famine and epidemic of Plague had crippled the social life of the people. Primary education was in a very bad shape. But with the establishment of the Indian National Congress in 1885 there was a revival of a national spirit in the field of education. The people of the country started realizing the need for a system of education that would represent our national character. Several national leaders like B.G. Tilak, Annie Besant, C. R. Das, Dadabhai Naoroji, Gokhale had emerged and helped in the development of the spirit of nationalism. Lord Curzon came to India as Viceroy in 1899. During his vice-royalty education in India was reviewed very critically and steps were taken to improve the different levels of education. This unit will focus on Lord Curzon's educational policy in different levels of education and how it influenced in the development of education in our country.

6.2 LEARNING OBJECTIVES

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

- Describe Shimla Education Conference, 1901,
- Identify and assess Primary Education Policy of Lord Curzon,
- Describe Secondary Education Policy and assess its influence,
- Explain University Education Policy and assess its impact on higher education,
- Describe other Educational Reforms, and

- Examine Lord Curzon's contribution to Indian Education

6.3 LORD CURZON'S EDUCATION POLICY

In 1899 Lord Curzon was appointed Governor General of India. He toured Asia from 1882 to February 1885 prior to the appointment and got ample opportunity to study geographical conditions and the importance of India. Therefore, when he became Governor General, it was natural for him to make certain fundamental reforms in the Indian administrative set up. The work that he accomplished in his seven years rule, would have taken decades for others to perform. Within this short period Curzon paid his attention to each and every aspect of administration. There was scarcely a day when some commission was not sitting or some reform was not being done in respect of administration. He paid his attention towards the reforms of Indian education. At that time, the wave of nationalism was flowing fast. Some able and sacrificing social reformers were demanding 'national education'. They thought that only national education could safeguard the culture, civilization, literature and language of India. The educational institutions supporting the national education were Dayanand Anglo College of Lahore and Gurukula Kangri institution established by Swami Sharddhanand at Haridwar, the central Hindu College of Banaras etc. Indian National Congress was established in 1885. It was the most popular national institution of the country. Later it brought freedom to India. The period from 1897 to 1902 was the period of silence in Indian history. The number of students was meager. Schools were very few. Two dreadful famines and ravaging plagues had shaken India. Thus, it was natural for Lord Curzon to pay attention towards Indian education.

SHIMLA EDUCATION CONFERENCE (1901)

The first step in the educational reform that Lord Curzon initiated was the holding of a conference at Shimla in September 1901. This was the first conference on all India bases. The conference was attended by the Provincial Directors of Public Instruction, representatives of the Christian Missionaries and a few selected educationists. But the representatives of the Indian people were conspicuously absent. The conference continued for a fortnight. Lord Curzon himself presided over the conference and took a very prominent part in drafting the resolution. All total 150 resolutions were passed, which were mostly unanimous and which covered all the stages of Indian education from primary to university level. These resolutions formed the basis of the Government Resolution of 1904 on Education Policy. The Government identified the shortcomings of Indian education and the major policy decisions were as follows—

1. The Government should fully control all stages of education.
2. The Government should spend more money on education.
3. Government schools should be such that it could serve as models to private schools.

4. The Central Government will have complete control over Indian education. Their educational policy shall also be conducted and directed.

All the proceedings of Shimla conference were not disclosed. It did not have any Indian representative in it. Hence, Indian took it to be a conspiracy against them and felt annoyed. They thought that probably the Government wanted to abolish the national feeling through discarding Indian from educational field and handing it over to European and Christian missionaries.

Now we are going to discuss the policy on Primary, Secondary, and University education one by one as under:

(A) Policy on Primary Education:

Now you know about Shimla Education conference, which was the basis of all reforms on education introduced by Lord Curzon. In this section we shall discuss his primary education policy.

Lord Curzon realized the poor condition of primary education in India in terms of quality and quantity. Therefore he gave priority to this stage of education. In the Government Resolution of 1904 he declared that the primary education had received insufficient attention and it was the duty of both the central and provincial Governments to pay more attention for the expansion and improvement of primary education. Some of the significant steps taken by him in this regard are mentioned below—

➤ **Liberal grant- in-aid:**

Lord Curzon had realized that primary education in India had suffered mainly because limited funds available for it. He therefore directed the provincial Governments to spend larger amounts on primary education by giving necessary recurring grants to the local boards and the Municipalities. He raised the Government grant to local authorities from one third to one half of the total expenditure. He also sanctioned special grants for the diseased and famine stricken people.

➤ **Abolition of the system of payment by results:**

Lord Curzon stopped the system of aiding primary schools on the basis of examination results, i.e., 'Payment by Results' as was introduced by the Hunter Commission 1882. Due to this system primary education failed to develop substantially. Curzon introduced more scientific methods of paying grant in aid and suggested that the Government should follow a more liberal policy for providing grants to primary schools.

➤ **Training of Teachers:**

For qualitative improvement of primary education specific importance was given on training of teachers. Steps were taken to establish training centres for primary teachers and it was directed that the duration of training should not be less than two years. It was further suggested that the village school teachers should be given training in agricultural education.

➤ **Improvement of Teacher's Salary:**

Lord Curzon gave importance on raising the standard of living of the primary school teachers by restructuring their pay scale. He observed that there were differences in pay scales of the teachers in different states. Curzon tried to bring the pay scale of teacher to the equal level but he could not make it fully due to his short span of time in office.

➤ **Reform in curriculum:**

Lord Curzon wanted to upgrade the primary school curriculum. Besides teaching three R's, he directed to include Agriculture as a subject in the primary school curriculum as India is a predominantly an agricultural country. Physical education was another useful subject introduced in the curriculum. Lord Curzon felt that the primary school curriculum needed to be intimately related to local environment and therefore, suggested that the curriculum of rural and urban schools should be different.

➤ **Method of Teaching:**

Curzon observed that the methods of teaching in primary schools had been old and unscientific for which children were not attracted to these schools. He tried to introduce better and scientific methods of teaching like kindergarten method for improvement of the teaching method. This type of method was to be adopted where competent teachers were available.

Assessment of Curzon's Primary Education Policy:

Now you know about the steps taken by Lord Curzon for improving the condition of Primary Education, you should also understand the impact of his policy, i.e., how far it helped to improve primary education in India.

Actually, the policy of Lord Curzon marked the beginning of a new era in the history of primary education in India. He correctly identified that money was the main hurdle to achieving the objectives of primary education. Accordingly, he followed the policy of sanctioning liberal grants from the Government funds for its expansion and consequently there was a considerable increase in the number of pupils attending primary schools. Curzon also stopped the discriminatory system of payment by results and introduced the more scientific method of paying recurring and non-recurring grants to remove financial difficulties. As a result the number of recognized primary schools increased from 93,604 in 1901-02 to 1, 18,262 in 1911-12, i.e., within a period of 10 years (NaikandNurallp.263).

Lord Curzon also tried to remove traditionalism in our primary education system and introduced subjects like Agriculture and Physical education in the primary school curriculum to make it more useful, practical and modern. He made provision for training of the teachers and make their pay scale improved and uniform.

Besides these, Curzon tried to introduce improved method of teaching like the Kindergarten method and gave importance on developing the reasoning power rather than mechanical memorization. By observing all these we must admit that Lord Curzon tried to bring the spirit of modernization in our primary education.

(B) Policy on Secondary Education:

We have already discussed the Primary Education Policy of Lord Curzon. Let us now turn our attention towards the Secondary Education Policy and see how he wanted to improve it. Curzon's Secondary Education Policy can be divided into two parts—

(i) Policy of control and

(ii) Policy of improvement. First we will discuss the Policy of control.

(i) Policy of control:

The Hunter Commission of 1882 suggested that the Government should withdraw from the field of secondary education and its expansion should be left to the private bodies which were to be given liberal grant in aid. As a result the number of private schools increased. Although the Government fixed certain rules and regulations for the Government aided schools there was no such regulation for the privately managed schools, most of which were inefficiently and poorly staffed and poorly equipped.

In the Government Resolution on Education of 1904, it is stated that whether these schools are managed by public authority or by private persons and whether they have received public funds or not, the Government is bound in the interest of the community to see that education provided to them are sound. The Government at that time tried to control the private schools in the following way:

The managing committee of the school should be properly constituted.

- The financial condition of the school should be stable.
- The school must make provision for the health and recreation of its pupils.
- The number of teachers should be suitable and properly qualified.
- For establishing secondary schools in a particular area the necessity of the school will be assessed.
- Every secondary school whether Government aided or privately managed must receive recognition from the Director of Public Instruction of the concerned state.
- In addition to the recognition from the Education Department, it must obtain recognition from a University also if it wants to present students at the Matriculation examination conducted by the University.
- Recognized schools will be eligible to receive Government grant-in-aid and pupils to receive scholarships.

Transfer of students from an unrecognized school to a recognized school was prohibited.

(ii) Policy of Improvement:

Curzon realized that Government control alone cannot improve the conditions of secondary schools. For qualitative improvement he adopted the following measures:

- Provincial Governments should sanction more financial grants to improve the condition of secondary school.
- Government secondary schools should serve as a model for private secondary schools.

- Grants should be provided to private schools also to make them equal to standard schools like the public schools.
- The number of teacher training centers should be increased and teachers should be encouraged to receive training.
- The inspectorate was to be made more efficient for effecting rigorous control over secondary education and the number of inspectors should be increased.
- Curriculum of the secondary schools should be modified by including practical and vocational subjects. Physical education should be included as a subject in the curriculum.
- The medium of instruction should be mother tongue up to middle school level. But the study of English must not be neglected.
- Importance should be given to improving discipline among students and teachers.

Assessment of Curzon's Secondary Education Policy:

Now we must make a critical assessment of Lord Curzon's Secondary Education Policy. As a whole, we may term his secondary education policy as 'successful' because it raised the quality of secondary education. His policy to make the secondary schools receive recognition from the Government as well as from the university helped in improving its quality of education. Many private secondary schools had to close down for the failure to get recognition because of which many nationalist Indians criticized Lord Curzon for his policy and expressed that he wanted to crush nationalistic upsurge. But his strict policy helped to improve not only the quality of education but also the quality of administration of secondary schools also.

Secondly, as the schools had to take recognition from the University, they had to give importance on teacher training and raising the academic standard in order to send their students for matriculation examination.

Thirdly, it is worth mentioning that it was Lord Curzon who insisted that mother tongue should be the medium of instruction up to middle level. For these measures many poor students were able to receive education through their own languages.

This paved the way for introducing mother tongue as a medium of instruction in secondary schools in later stages.

SELF-CHECK EXERCISE-1

Q.1 What was one of Lord Curzon's primary objectives in his education policy during his tenure as Viceroy of India?

- To establish new primary schools in every village
- To reform and regulate higher education institutions and their administration
- To eliminate English as the medium of instruction
- To promote exclusively traditional Indian education

Q.2 What was a major criticism of Lord Curzon's educational policies?

- A. They provided too much autonomy to universities
- B. They were perceived as increasing colonial control over the education system
- C. They focused too much on primary education and neglected higher education
- D. They led to the closure of many educational institutions

Q.3 How did Lord Curzon's policies affect the administration of Indian universities?

- A. They decentralized university administration
- B. They increased government oversight and control over university administration
- C. They granted universities full autonomy in their governance
- D. They led to the establishment of private universities

Q.4 What impact did Lord Curzon's reforms have on the role of university senates and syndicates?

- A. They were given more power and autonomy
- B. They were abolished
- C. They were required to operate under increased government guidelines and oversight
- D. They became independent from government control

Q.5 Which of the following was a focus area of Lord Curzon's educational reforms?

- A. Expansion of vocational training programs
- B. Promotion of Indian languages in higher education
- C. Improvement of the quality and governance of universities
- D. Establishment of new primary schools in rural areas

Q.6 Lord Curzon's educational reforms aimed to address which of the following issues in Indian higher education?

- A. Overemphasis on vernacular languages
- B. Lack of government control and regulatory standards
- C. Insufficient funding for primary education
- D. Excessive number of universities

Q.7 How did Lord Curzon's policies affect the funding of Indian universities?

- A. Funding was reduced to limit university expansion
- B. Funding was increased but accompanied by tighter government control

- C. Funding was completely removed from universities
- D. Funding was redirected exclusively to primary education

Q.8 What was a significant outcome of Lord Curzon's educational policies?

- A. Increased autonomy for universities
- B. Greater involvement of Indians in university governance
- C. Enhanced government oversight and centralized control over universities
- D. Establishment of a network of new universities throughout India

6.4 INDIAN UNIVERSITY COMMISSION 1902

Lord Curzon was the first person to appoint a commission on University education. On January, 27, 1902, the Indian University Commission was appointed under the Chairmanship of Sir Thomas Ralley to enquire into the conditions of the Universities established in British India, and to consider and report upon the proposals for improving their constitution and working. Main reason for the appointment of this commission was that Curzon himself thought that an ideal university should have two aspects. Firstly, it should aim at expanding and encouraging knowledge and education. Secondly, it should build the character of the students. From this point view, Calcutta, Madras, Bombay, Punjab and Allahabad universities had certain shortcomings which were responsible for lowering the standard of education. Thus it was necessary to enquire in to the present condition of the universities. He saw that Indian universities had become out-dated. Though the London University had been reorganized in 1898, but Indian universities maintained the old structure and pattern.

The expansion of higher education was too great for excising universities to manage, the pressure of work on them was so great that they could not discharge their duties well, and no university attached any importance to its real functions.

So Curzon appointed the Indian Universities Commission to report upon any proposal that might be made for "proving the constitution and working of universities and to recommend to the Governor-General-in-Council such measures as may elevate the standard of university teaching and promote advancement of learning.

The commission submitted its report in June of the same year (1902) stressing the need for reorganization of the Universities. It rejected the idea of setting up new Universities. Its main recommendations are as follows—

1. The jurisdiction of each University should be fixed and new Universities should not be established.
2. The constitution of the Universities should be changed to make provisions for teaching in the Universities.
3. Undergraduate and Post-graduate curricula should be introduced.

4. Conditions for recognizing colleges should be stern.
5. The syndicates should have about 9-15 members.
6. The standard of the matric examination should be improved.
7. Importance should be given to the study of classical languages and arrangements should be made for the best possible teaching of English.
8. Hostels should be built for the students.
9. Affiliated colleges should be strictly supervised by the universities.
10. Suitable amendments should be made in the curriculum and the examination system of the universities.
11. Arrangements of scholarships should take place according to the position of the students.
12. There should be a managing committee for every college. Besides managing the colleges concerned it should also appoint competent teachers. It should pay attention towards the discipline of the students and the construction of buildings and hostels, etc. Certain facilities for teaching should be given after amending the constitution of the universities.

Terms of Reference:

Following were the terms of reference of Indian University Commission:

1. To survey future prospects and the conditions of the universities in India established by the British Government.
2. To suggest ways and means for the organization and working of Indian universities.
3. To lay down the procedures by which the standards of Higher education may go up at the earliest.

Evaluation:

The commission did not aim at introducing any revolutionary change in the system of university education. It sought to recognize the existing pattern, though its recommendations did not find favour with the Indian public. There was no representation of any Indian in the commission though later on, Dr. Gurdas Banerjee and Syed Hasan Bilgrami were made members. Even then Indians did not feel happy. They were suspicious of the intentions of Curzon. They thought that Government wanted to suppress nationalism. By recommending the abolition of second-rate degree colleges the commission created a wave of anger among the Indian educationists.

SELF-CHECK EXERCISE-2

Q.1 What was the primary purpose of the Indian University Commission established by Lord Curzon in 1902?

- A. To promote the use of local languages in education
- B. To review and recommend reforms for the Indian university system

- C. To establish new primary schools across India
- D. To focus solely on vocational training programs

Q.2 Who was the chairperson of the Indian University Commission?

- A. Sir William Hunter
- B. Lord Curzon
- C. Sir Charles Wood
- D. Lord Minto

Q.3 Which of the following was a key recommendation of the Indian University Commission?

- A. Establishing a new network of primary schools
- B. Increasing government control over university administration
- C. Promoting the use of vernacular languages in higher education
- D. Closing down all non-government universities

Q.4 What was a significant criticism of the Indian University Commission's recommendations?

- A. The recommendations led to a reduction in the number of universities
- B. The recommendations were too focused on increasing colonial control and did not address the needs of Indian society adequately
- C. The recommendations completely ignored the importance of Western education
- D. The recommendations were too revolutionary and faced widespread opposition

Q.5 How did the Indian University Commission propose to address the quality of university education?

- A. By reducing the number of universities to focus on quality
- B. By emphasizing the study of Indian languages and culture
- C. By implementing stricter regulations and increased government oversight
- D. By decentralizing university administration

Q.6 Which area of university administration did the Indian University Commission particularly focus on?

- A. Financial management of universities
- B. Curriculum development and teaching methods
- C. Governance and administrative structures
- D. Infrastructure development

Q.7 What impact did the Indian University Commission have on the autonomy of Indian universities?

- A. It increased the autonomy of Indian universities
- B. It had no impact on university autonomy
- C. It reduced the autonomy of Indian universities by increasing government control
- D. It recommended the establishment of autonomous regional universities

Q.8 What aspect of higher education did the Indian University Commission emphasize?

- A. Expansion of vocational education
- B. Promotion of native Indian art and literature
- C. Improvement of university governance and standards
- D. Establishment of new research institutes

Q.9 The Indian University Commission's recommendations were largely influenced by which broader political context?

- A. The rise of Indian nationalism
- B. The British policy of educational neglect
- C. The need for economic development
- D. The desire to centralize British control over India

Q.10 What was the reaction of Indian educationalists to the Indian University Commission's recommendations?

- A. They widely supported the increased focus on Indian languages
- B. They were generally supportive of increased government funding
- C. They were critical of the increased colonial control and lack of focus on Indian needs
- D. They were pleased with the emphasis on new research initiatives

6.5 INDIAN UNIVERSITIES ACT, 1904:

This Act followed the earlier Act of 1902. The Indian Universities Act of 1904, passed on March, 21 was formulated on the basis of the recommendations of the Indian University Commission of 1902. The chief-architect of the educational policy published on March, 11, 1904 was Lord Curzon. It was a very significant Government Resolution. So the year, 1904, may be considered as an important landmark in the history of the educational development in India. In respect of organizational administration of the elementary schools, curriculum, appointment of teachers, management, finance etc. a beginning was made for bigger changes to follow in course of time.

It was stated in the Resolution that “the shortcomings of the present system in point of quality are well known. Four out of five villages are without a school. Three boys out of four grow up without education and only one girl in library attends any kind of school”.

As much emphasis was given to English education the cultivation of vernaculars was neglected. The scope of technical education was very much limited and was not so useful for general masses for bringing about economical development of the country. The resolution suggested for the establishment of Agricultural Colleges and provision of training in Indian handicrafts and industries. The Resolution did not overlook to give concrete suggestions for the improvement of women education through the establishment of training schools for women teachers and model schools for girls.

Pertaining to secondary education the Resolution opined that the standard of education at this level was far from satisfactory owing to the mushroom growth of schools under incapable teachers, inadequate furniture, lack of library, proper building etc. Hence for quality education at this level the Resolution recommended for proper inspection, control and systematic grant- in-aid.

With regard to the medium of instruction the Resolution observed “English has no place and should have no place in the scheme of primary education. As a general rule, a child should not be allowed to learn English as a language until he has made some progress in the primary stages of instruction and has received through grounding in his mother tongue”. So at the secondary stage mother tongue as the medium of instruction was emphasized.

In the sphere of primary education the Resolution opined, “primary education is the instruction of the masses, through the vernacular in such subjects as will best stimulate their intelligence and fit them for their position in life”. The Government of India fully accepted the proposition that the active expansion of primary education is one of the most important duties of the state.

The resolution further pointed out that primary education had been paid insufficient attention and inadequate share of the public funds and in view of the rising tide of population the expansion was insufficient. The most significant aspect of the resolution was that the provincial Governments received large grants of money from the centers. The latter confirmed the policy of ‘Utility’ and ‘efficiency’ for the future educational development and emphasis on the improvement of existing schools as far as possible.

The Educational policy devised by Lord Curzon has given a correct analysis of the brighter and darker aspects of the contemporary Indian education; but unfortunately though the diagnosis was correct, the remedy suggested was neither appropriate nor opportune. Lord Curzon was right in many things he said; but it was the way in which he wanted to reform that raised grave suspicions in the minds of the educated Indians.

Defects:

The Commission highlights the defects of Indian education in the following manner.

1. As the only aim for acquiring higher education is to get an employment, the scope of education has become narrower. The persons who are not selected for Government jobs are unable to get in to other jobs as well.
2. Undue importance is attached to the examination system. Therefore, the students only aim at passing the examination.
3. The courses are absolutely bookish. Very little attention is paid towards intellectual development. Instead of attaining real knowledge students try to get through the examination by cramming the material.
4. The development of Indian languages has been stunted due to the importance given to English.
5. Industrial and technological education is neglected. The persons who acquire this attention do so only to get Government jobs. Vocational education is not properly attended so.

The main provisions of this Act are—

- Universities were given the right of teaching along with the right of conducting examination. In short, their scope was enlarged.
 - Universities had the right to appoint teachers to conduct teaching and undertake research. They also had the right to manage their libraries, laboratories and to make out plans to bring about discipline among students.
 - Upto the moment the number of the seats in the Senate of the Universities was not fixed and the Govt. used to make life-long nominations. According to this Act the number was fixed. The minimum number was fifty and the maximum number was hundred. Their term was determined for five years.
 - The Act introduced the principle of election in the constitution of the Senate. According to this Act, 20 fellows are to be elected in the Universities of Madras, Calcutta and Bombay and 15 in other Universities.
 - The Act gave statutory recognition to Syndicates and made provision for the adequate representation of university teachers in the university Senate.
 - The Govt. reserved the right to make amendments and reforms and give approval to the rules framed by the Senates of the University and also it can frame regulations itself if the Senate fails to frame these regulations in time.
 - Rules in regard to granting recognition were made more strict. In order to raise the standards of education, the Syndicate could call for the inspection of colleges imparting higher education.
 - Prior to this Act, the territorial jurisdiction of universities was not fixed. As a result some colleges were affiliated to two universities while others were situated in the jurisdiction of one university but affiliated to another.
- This Act, made it clear that the Governor General will by his ordinary or extraordinary orders fix the territorial jurisdiction of the Universities and according to this provision the relations between colleges shall be established and maintained.

Assessment of Curzon's University Education Policy:

It is clear from the above discussion that Lord Curzon wanted to control the functioning of the universities and thereby break the autonomy of the universities. In the recommendations of the Indian University Commission of 1902, there was no proposal for establishing new university. Moreover, there was no representation of any Indian in the two Commissions because of this for his policy did not find favour with the Indian Public. Although two Indian members— G. D. Banerjee and Syed Hasan were included in later stage yet even the then Indian public did not feel happy. They were suspicious of the intention of Curzon and felt that through policy that the Govt. wanted to suppress nationalism. Many private colleges had to close down because of the policy of shrinkage of higher education taken by Lord Curzon. The number of degree colleges reduced from 192 in 1902 to 170, within a span of 10 years. This had received widespread criticism. But we cannot deny the fact that Curzon gave importance on improving the standard and quality of higher education. The credit for initiating a university improvement campaign was moving slowly but steadily towards its well defined objectives.

OTHER EDUCATIONAL REFORMS OF LORD CURZON

Lord Curzon carried out several other educational reforms also and you must be familiar with these reforms also.

➤ **Agricultural Education:**

Lord Curzon was the first person to give importance on organizing agricultural education. He introduced Lord Curzon carried out several other educational reforms also and you must be familiar with these reforms also.

- (i) Agriculture as a subject of study at school stage,
- (ii) Established the Department of Agriculture,
- (iii) Created Central Research Institute at Puna and
- (iv) Laid down the principle that every important province in India must have its own Agricultural college which should be properly staffed and equipped.

➤ **Establishment of Art School:**

Schools of Art were reformed which had failed in their primary object of promoting Indian art. Curzon directed that the schools should be continued with certain modifications in their subjects, methods and organization.

➤ **Moral Education:**

Although the Missionaries tried to incorporate religious influence in education Lord Curzon rejected the idea and expressed in his Resolution on Educational Policy (1904) that "In Govt. institutions the institution is, and must continue to be, exclusively secular".

➤ **Creation of the Department of Archaeology:**

Curzon found that the ancient monuments of India were not properly being cared for and, therefore, created a special department for the purpose. He also passed the Ancient Monument Preservation Act. of 1904.

➤ **Foreign Scholarships:**

Scholarships in large number for sending Indian students abroad for technological studies were sanctioned. The necessity of technical education in India had been felt by Lord Curzon for developing Indian industries.

Curzon's contribution towards Indian Education:

Now let us examine critically Curzon's contribution towards Indian Education. Lord Curzon was severely criticized in his days. He failed to create faith and confidence in the minds of educated Indians. They thought that his reform had some deep political motives. For the socio-political condition of the country in those days it was not possible to evaluate Curzon's activities in an objective and impartial manner. But now it is admitted that Lord Curzon did yeoman service to the cause of Indian education. During his days every aspect of education received his keen attention and it was Lord Curzon who started the movement for educational reconstruction in India. He laid the foundation of the reforms of Indian universities and tried to raise the standard of Indian higher education. He recognized the responsibility of education by the central Govt. Standards of secondary education was also raised through rigid and regular inspection and stricter condition of recognition. Due to his patronage expansion of primary education was striking. Technical and vocational education received impetus in his hands. Reforms were also introduced in agriculture education, department of Agriculture was established and arrangement was made for agricultural research. His attempt to preserve the ancient monuments of India and creation of a department of Archaeology was praiseworthy.

SELF CHECK EXERCISE-3

Q.1 What was the primary objective of the Indian Universities Act, 1904?

- A. To establish new primary schools in India
- B. To reform and regulate the administration and governance of Indian universities
- C. To promote vocational education exclusively
- D. To introduce a new curriculum in Indian schools

Q.2 Which key figure was responsible for the enactment of the Indian Universities Act, 1904?

- A. Lord Minto
- B. Lord Curzon
- C. Sir Charles Wood
- D. Sir William Hunter

Q.3 One of the significant changes introduced by the Indian Universities Act, 1904, was:

- A. Increasing the number of universities in India
- B. Establishing a new system of educational boards for high schools
- C. Increasing government control over university administration and governance
- D. Removing all restrictions on the use of vernacular languages in universities

Q.4 How did the Indian Universities Act, 1904, affect the autonomy of Indian universities?

- A. It enhanced the autonomy of universities
- B. It had no impact on university autonomy
- C. It reduced the autonomy of universities by increasing government control
- D. It created autonomous regional universities

Q.5 Which aspect of university governance did the Indian Universities Act, 1904, primarily address?

- A. Curriculum development
- B. Faculty recruitment
- C. Administration and regulatory oversight
- D. Financial management

Q.6 What was a notable criticism of the Indian Universities Act, 1904?

- A. It led to the creation of too many new universities
- B. It focused too much on increasing educational funding
- C. It was seen as an attempt to increase colonial control over higher education
- D. It ignored the need for more scientific research in universities

Q.7 Under the Indian Universities Act, 1904, what new powers were given to the universities?

- A. Powers to independently set their own fees and funding
- B. Powers to control the appointment of vice-chancellors
- C. Powers to make significant changes to their curricula without approval
- D. Powers to self-govern without any oversight

Q.8 What was the impact of the Indian Universities Act, 1904, on the relationship between the universities and the British government?

- A. It reduced the influence of the British government
- B. It increased the influence and control of the British government over the universities
- C. It completely severed ties between the universities and the British government
- D. It led to a decrease in government funding for universities

Q.9 How did the Indian Universities Act, 1904, affect university funding?

- A. It introduced new sources of funding for universities
- B. It did not make any changes to university funding
- C. It increased government funding and control over financial resources
- D. It reduced government funding for higher education

Q.10 What was the role of university senates and syndicates according to the Indian Universities Act, 1904?

- A. They were given more power to govern universities independently
- B. They were required to follow strict government guidelines and oversight
- C. They were abolished and replaced by new administrative bodies
- D. They were given the autonomy to set their own academic standards

6.6 SUMMARY

In this unit we have discussed the educational policy of Lord Curzon, who came to India as Viceroy in 1899. He initiated his educational reform by holding a conference at Shimla in 1901. This was the first conference on an all India basis and a total of 150 resolutions were passed covering all the stages of education. First we have focused our attention on Curzon's primary educational policy and observed that Curzon rightly identified the causes for the poor condition of primary education. He took some significant steps like liberal grant in aid, abolition of the system of payment by result, teacher training, improvement of teacher's salary and curriculum etc. As a result, the number of recognized primary schools and enrolment increased significantly.

Regarding secondary education, to check the growth of inefficient private schools Lord Curzon took certain strict measures. But at the same time he tried to improve the quality of secondary education also.

Lord Curzon set up a University Education Commission in 1902 to enquire into the condition of the universities and improving their constitution and working. On the basis of the recommendations of the commission the Indian Universities Act of 1904 was passed. In the last section of this unit we have discussed other reforms carried out by Lord Curzon and assessed his contribution towards Indian education.

6.7 GLOSSARY

University Senates and Syndicates- Governing bodies within universities responsible for overseeing academic and administrative functions.

6.8 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B. To reform and regulate higher education institutions and their administration

Answer2: B. They were perceived as increasing colonial control over the education system

Answer3: B. They increased government oversight and control over university administration

Answer4: C. They were required to operate under increased government guidelines and oversight

Answer5: C. Improvement of the quality and governance of universities

Answer6: B. Lack of government control and regulatory standards

Answer7: B. Funding was increased but accompanied by tighter government control

Answer8: C. Enhanced government oversight and centralized control over universities

Exercise-2

Answer1: B. To review and recommend reforms for the Indian university system

Answer2: B. Lord Curzon

Answer3: B. Increasing government control over university administration

Answer4: B. The recommendations were too focused on increasing colonial control and did not address the needs of Indian society adequately

Answer5: C. By implementing stricter regulations and increased government oversight

Answer6: C. Governance and administrative structures

Answer7: C. It reduced the autonomy of Indian universities by increasing government control

Answer8: C. Improvement of university governance and standards

Answer9: D. The desire to centralize British control over India

Answer10: C. They were critical of the increased colonial control and lack of focus on Indian needs

Exercise-3

Answer1: B. To reform and regulate the administration and governance of Indian universities

Answer2: B. Lord Curzon

Answer3: C. Increasing government control over university administration and governance

Answer4: C. It reduced the autonomy of universities by increasing government control

Answer5: C. Administration and regulatory oversight

Answer6: C. It was seen as an attempt to increase colonial control over higher education

Answer7: B. Powers to control the appointment of vice-chancellors

Answer8: B. It increased the influence and control of the British government over the universities

Answer9: C. It increased government funding and control over financial resources

Answer10: B. They were required to follow strict government guidelines and oversight

6.9 REFERENCES/SUGGESTED READINGS

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6.10 TERMINAL QUESTIONS

Q.1 What attempts were made by Lord Curzon to improve Indian education? Was he successful?

Q.2 Critically examine Lord Curzon's policy on secondary education. Mention its after effects.

Q.3 What were the provisions of the University Act of 1904? How far in your opinion has the act succeeded in achieving its objective?

Q.4 "Lord Curzon has touched every branch of education and reformed them." — Discuss.

Unit-7

GROWTH OF NATIONAL CONSCIOUSNESS AND NATIONAL EDUCATION MOVEMENT

Structure:

- 7.1 Introduction
- 7.2 Learning Objectives
- 7.3 Growth of National Consciousness
Self Check Exercise-1
- 7.4 National Education movement
Self Check Exercise-2
- 7.5 Summary
- 7.6 Glossary
- 7.7 Answers to Self Check Exercises
- 7.8 References/Suggested Readings
- 7.9 Terminal Questions

7.1 INTRODUCTION

The growth of national consciousness and the national education movement in India were interlinked phenomena that significantly shaped the country's path to independence. In the late 19th and early 20th centuries, a burgeoning sense of national identity emerged among Indians, fueled by the socio-political impact of British colonial rule, economic exploitation, and the influence of Western education. This period saw the rise of nationalist organizations like the Indian National Congress and movements such as the Swadeshi Movement, which promoted self-reliance and resistance to colonial control. Concurrently, the national education movement sought to reform and expand the educational system to better align with nationalist ideals. It aimed to foster national pride, integrate Indian culture and history into the curriculum, and enhance educational opportunities across society. Pioneering figures such as Raja Ram Mohan Roy, Swami Vivekananda, and Mahatma Gandhi played pivotal roles in advocating for educational reforms that promoted self-reliance and practical life skills. These efforts led to the establishment of nationalist schools, curriculum reforms, and a focus on indigenous languages, which collectively contributed to a stronger sense of unity and identity among Indians. The movement not only advanced educational accessibility but also laid the foundation for India's post-independence educational policies, leaving a lasting legacy on the country's educational landscape and nationalist fervor.

7.2 LEARNING OUTCOMES

After completing this unit, the learners will be able to;

- Know about Growth of National Consciousness
- Understand the role of National Education movement

7.3 GROWTH OF NATIONAL CONSCIOUSNESS

The 'swadeshi movement' was born immediately after the partition of Bengal. Although it was economic in origin and application, its spirit affected every walk of life. A demand for 'swadeshi education' soon began to put forward. The fundamental idea of the National Council was organized in March 1906. It was registered in June, 1906 under Act 31 of 1860. The movement of the National Education was not confined to Bengal alone. It spread to other parts of India also. The tempo created by the partition died out, particularly after the reunion of Bengal. The second upheaval occurred in 1920-22. The marital law atrocities in the Punjab and the inadequacy of the Montford Reforms (1919) fanned the flame of national feelings in the country. Just at this juncture, Mahatma Gandhi appeared on the scene and he launched the Non-cooperation Movement. The resolution passed at the Nagpur Congress in 1920 advised the "gradual withdrawal of children from schools and colleges owned, aided or controlled by Government, and in place of such schools and colleges, the establishment of national schools and colleges in the various provinces." In the course of less than four months, the National Muslim university of Aligarh, the Gujarat Vidyapith, Bihar Vidyapith, Quami Vidyapith, Lahore and a large number of national schools with thousands of students on the rolls were started in all parts of the country as a result of the great impetus given to national education. The British ruled India to promote their own interests. In doing so they often subordinate Indian welfare to British gain. The Indians realized gradually that their interests were being sacrificed to those of British interests. This clash of interests was the root cause of the rise of the nationalist movement. Eventually the peasants, the artisans and the workers discovered that they had no political rights and virtually nothing was being done for their intellectual and cultural development. The educated Indians discovered that economic exploitation by Britain was only increasing India's poverty. The outbreak of the First World War (1914-1919) however, delayed the development planned in the resolution as the Government had to concentrate its attention and energy over the war. After the war was over, the Government appointed the Calcutta University Commission in 1917 mainly to look into the affairs of Calcutta University, yet in its report it deals with different aspects of education. The Calcutta University commission was mainly constructed with the express motto "to enquire into the condition and prospects of the University of Calcutta and to consider the question of a constructive policy in relation to the question it presents". Thus the commission was required to examine the condition and workings of the Calcutta University and suggest measures for its reforms.

In fact during the nineteenth century, the different phases of Indian life were permeated with the spirit of a renaissance and a great awakening. The people of India got conscious of humiliation they had to face at the hands of a handful of traders hailing from a land 6,000 miles away from India. Hence they were induced to strive for

redemption of India from the state of all round degradation. The spirit of revival not only affected society, religion and literature, but also Indian life. The earlier renaissance of the 17th century could not evolve our national movement embracing the whole of India. The Indian National Congress was established in 1885. It created a feeling of nationalism and patriotism. Youths educated in colleges were greatly influenced by the revolutionary ideas of Rousseau, Byron, Burke, Bacon, Milton, Locke, Wordsworth and others. The educated Indians were imbued with the ideals of sacrifice, national mortality and independence. They were perturbed over the foreign rule in the country and they began to dream for national freedom. This situation led to the generation of nationalism in education. The Indians intensely realized the necessity of education. They thought that education would be a good tool of obtaining freedom. Therefore, the task of expansion of education was accelerated by private enterprises under the control of Indians. It was at this time that several great personalities were born who took the vow of national service with the ultimate objective of winning national freedom. High schools began to be developed in to colleges and a number of new colleges were also established. Great persons like R.P. Paranjape, Bal Gangadhar Tilak, Triplankar, Ayanger took the work of education in their hands. Sir Surendra Nath Banerji controlled the management of Ripon College at Calcutta. The name of Maharshi Dayanand Saraswati will remain immortal in the field of education in India. He stood for ancient ideals of education and established a number of D.A.V. colleges in the northern part of the country. He tried to remove the evils of Hindu society and religion through his educational ideals. The Arya Samaj took up his work and tried to propagate his ideals of life throughout the whole country. The National Council of Education (Jalia Shiksha Parishad) established in 1906. The object of the council is to impart education- literary as well as scientific and technical- on national lines and exclusively under national control, not in opposition to, but standing apart from the existing systems of primary, secondary and university education.

Several factors contributed to the emergence of Indian nationalism which can be analyzed as follows:

1. Political and Administrative Unity:

One of the significant results of the British conquest of India was the establishment of a centralized state. It brought about a political and administrative unification of the country.

The pre- British India was divided into numerous feudal states frequently struggling among themselves to extend their boundaries. The British authority established a centralized state structure in India with a uniform reign of law. They enacted and codified laws which were applicable to every citizen of the state. These laws were enforced by a hierarchically graded system of tribunals. The public services brought about the administrative unification of the country. The establishment of uniform

currency system, common administration, common laws and judicial structure contributed to India's unification which ultimately helped the rise of national consciousness.

2. English Language and Western Education:

Introduction of western education was another important factor which paved the way for the growth of nationalism. Three main agencies were responsible for the spread of modern education in India. They were the foreign Christian missionaries, the British Government and the progressive Indians. With the intension of spreading Christianity among the Indians, the Christian missionaries did extensive work in the spread of modern education. They were among the pioneers of modern education in India. The British Government was the principal agent of disseminating modern liberal and technical education in India. It established a network of schools and colleges in India which turned out a number of educated Indians well versed in modern knowledge. The introduction of modern education in India was primarily motivated by the political, administrative and economic needs of Britain in India. The British government assigned various key posts of the administrative machinery to the English and filled the subordinate posts with educated Indians.

3. Development of Transport and Means of Communication:

Modern means of transport helps in the consolidation of people into modern nations. In India too, the establishment of railways, construction of roads, canals and organisation of postal, telegraph and wireless services all over India contributed in forging the people into a nation. Of course, all these facilities were developed in the interest of the British industries and for political, administrative and military reasons. However, these modern means of communications helped the growth of political and cultural life on a national scale. It promoted the organisation and functioning of a number of political organisations like Indian National Congress, All India Kishan Sabha, Youth League, All India Trade Union Congress etc.. Railways made it possible for the people of different towns, villages, districts and provinces to meet, to exchange views and to decide upon programmes for the nationalist movements. Without the modern means of transport, no national conferences could have been held.

4. Emergence of Modern Press:

As a powerful social institution, the press facilitates the exchange of thought on a mass scale within a short time. The introduction of the printing press in India was an event of revolutionary significance. **Raja Ram Mohan Roy** was the founder of nationalist press in India. His 'Sambad Kaumudi' in Bengali published in 1821 and 'Mirat-UL-Akbar' in Persian published in 1822, were the first publications with a distinct nationalist and democratic progressive orientation. The British government maintained its civil service and military force at the cost of India. Attempt was made to destroy the indigenous Indian industries to expand the public demand for British industrial goods. While heavy

import duties were put on Indian goods to restrict their entry into British market, there was free trade policy for the transactions of the raw materials or British goods in India. Leaders like Dadabhai Naroji, Mahadev Gobinda Ranade, G.K. Gokhale etc. analyzed the economic impact of colonial rule in India. Economic exploitation to such a high extent had great repercussion on the growth of Indian nationalism and the people agitated against the foreign government.

5. Revival of Glorious Indian Heritage:

When Indians were developing a sense of inferiority complex being exploited under **the colonial rule**, the glorious heritage of India was revived by some western scholars like Max Muller, William Jones, Charles Wilkins etc. They translated some Sanskrit texts into English and attempted to prove the supremacy of ancient Indian culture, its heritage and philosophy. Some Indian scholars like R.G. Bhandarkar, H.P. Shastri etc. also helped in reviving the past glory of India. All these helped in regenerating a sense of self confidence and patriotism among the people.

6. Impact of International Events:

Several movements and events in foreign countries also helped in awakening national consciousness. The Declaration of Independence by U.S.A. in 1776, the French Revolution of 1789, the unification of Italy and Germany in 1870, defeat of Russia by Japan in 1904 etc. inspired the Indians. They became confident that it would be possible to fight against the mighty British authority for their right of self-determination. World events thus, motivated Indians and promoted **the rise of nationalism**.

7. Development of Means of Communication:

The development of swift means of communication by road and rail, post and telegraph in the sixties gave impetus to our national movement. The people living in the distant corners of the country were brought closer to each other. "Lines of communication knit up the vast country and turned geographical unity into a tangible reality".

The leaders of the times could easily move from one place to another and carry on propaganda on a national scale. It was easy for the patriots imbued with nationalism to arouse a sense of oneness and nationality among the teeming millions separated by huge distance.

Thus material association of the leaders and the people enabled them to forge a united front against the foreign bureaucrats. Sukhbir has rightly said "The intermixture of people of various provinces, castes and creeds not only undermined the old local and provincial narrow outlooks but also paved the way for national consciousness and co-operation to grow on the national level. "

8. Vital Role of Social Reformers:

The role played by Raja Ram Mohan Roy, the founder of Bramho Samaj in Social Reformers 1828, is no less significant. He launched a crusade against social evils like sati, untouchability, caste system and advocated religious toleration.

He stood for the emancipation of women, and worked ceaselessly for the eradication of social inequalities. In fact, he was responsible for the rejuvenation of the Indian society and the subsequent emergence of the India unity and inculcation of nationalism.

He is truly termed as the prophet of nationalism. Evidently these social and religious reformers in one way or the other made a substantial contribution to the growth of Indian nationalism and rise of socio-religious movements representing a blend of nationalism and reformation which exercised a profound influence on the minds of fast emerging Indian nation leaders.

9. Repressive policies and Racial Arrogance of the British:

The racial arrogance and the rude behaviour of the Britishers towards the Indians had played a significant role in making them conscious of their condition. The British Government did not allow the educated Indians to avail any opportunity to serve in higher administrative posts. The age limit for Indian Civil Service examination was reduced from twenty one to nineteen years and the examination was held in Britain. This change actually intended to debar the Indians from entering the civil services. Enactment of a number of laws further created widespread discontent among the Indians. The Vernacular Press Act curbed the liberty of the Indian press. The Arms Act prohibited the Indians from keeping arms without license. Abolition of import tax on foreign cotton cloth harmed the Indian textile industry. During the **Viceroyalty of Lord Ripon**, the Indian judges were allowed to have the right to try Europeans along with the Indians as per the provision of the Ilbert Bill. But the Britishers opposed the Bill tooth and nail and ultimately they succeeded in getting the Bill amended suitable to their interest.

10. Emergence of Conscious Middle Class:

Bipan Chandra is of the opinion that the foundations of the Indian national movement were laid by the emerging group of the modern intelligentsia. Initially, these groups adopted a very positive approach towards the colonial rule. They early realized that since India had come under the rule of the most advanced country in the world, she would be highly benefited with such connection. India would be turned into a major industrial power with its immense natural and human resources. The very period of the development of industrial capitalism in Britain witnessed the underdevelopment in India.

11-literature- Nationalist literature in the form of novel, essays and patriotic poetry also played an important role in arousing national consciousness. Eg.- The novel Anandamath by Bankim Chandra Chattergi was a great source of great inspiration to all the nationalist leaders. The national song (Vande Mataram) was a great awakening for the society. Other prominent nationalist writers of the period were Ravindra Nath Tagore in Bangali, Vishnu Shastri Chiplukar in Marathi, Shubramanya Bharti in Tamil and Bhartendu Harishchandra in Hindi.

12. Poverty of India – All the farmers, artisans, craftsmen and later the factory workers were reduced to poverty on account of the economic policies of the British government in India. Dada Bhai Naoroji proved how British rule had resulted in the “drain of wealth” from India to Britain and according to him this was the real cause of poverty of India. It was the result of free trade policy followed by British government that failed to prove the interest of Indian artisans and craftsmen.

Growth of National Consciousness

1. Emergence of National Consciousness (late 19th to early 20th century):

- **Definition:** The increasing awareness among Indians of their shared identity, history, and political aspirations, leading to a collective desire for self-rule and independence from British colonial rule.
- **Context:** During the late 19th and early 20th centuries, various socio-political and cultural factors contributed to the rise of national consciousness. The impact of British colonial rule, the spread of Western education, and the influence of global nationalist movements played significant roles.

2. Key Influences:

- **Socio-Political Reforms:** Reformist movements like the Brahmo Samaj, Arya Samaj, and others worked towards social upliftment and challenged the colonial and traditional socio-religious structures.
- **Economic Exploitation:** The economic policies of the British led to widespread poverty and economic deprivation, which fueled discontent and a desire for change.
- **Educational Impact:** The introduction of Western education exposed Indians to ideas of democracy, liberty, and nationalism, influencing their political consciousness.

3. Formation of Nationalist Organizations:

- **Indian National Congress (INC):** Established in 1885, it became the primary platform for political discourse and agitation for Indian self-rule.
- **Swadeshi Movement:** Promoted self-reliance and boycott of British goods, which also emphasized the importance of Indian-produced goods and services.
- **Other Movements:** Groups like the All India Muslim League and various regional parties also played roles in shaping national consciousness.

SELF- CHECK EXERCISE-1

Q1. During which period did the growth of national consciousness in India become most prominent?

- A. Early 18th century
- B. Late 19th and early 20th century
- C. Mid-20th century
- D. Late 17th century

- Q2. Which organization was founded in 1885 and played a significant role in the growth of national consciousness in India?
- A. All India Muslim League
 - B. Hindu Mahasabha
 - C. Indian National Congress
 - D. Brahmo Samaj
- Q3. The Swadeshi Movement, which was instrumental in fostering national consciousness, primarily focused on:
- A. Promoting Western education
 - B. Boycotting British goods and promoting Indian-made products
 - C. Establishing new universities
 - D. Supporting British economic policies
- Q4. Which socio-religious reformer is known for advocating modern education and social reform, thereby contributing to the growth of national consciousness?
- A. Swami Vivekananda
 - B. Raja Ram Mohan Roy
 - C. Ramakrishna Paramahansa
 - D. Dayananda Saraswati
- Q5. The spread of Western education in India had what impact on national consciousness?
- A. It decreased interest in Indian cultural heritage
 - B. It led to the rise of a new educated class that became increasingly aware of political and social issues
 - C. It completely replaced traditional education systems
 - D. It had no significant impact on national consciousness
- Q6. Which movement aimed at increasing self-reliance and reducing dependence on British goods and services was a key part of the growth of national consciousness?
- A. Non-Cooperation Movement
 - B. Swadeshi Movement
 - C. Khilafat Movement
 - D. Civil Disobedience Movement
- Q7. Who was a major advocate of integrating Indian culture and values into education, thereby promoting national consciousness?
- A. Mahatma Gandhi
 - B. Jawaharlal Nehru
 - C. Subhas Chandra Bose
 - D. Lala Lajpat Rai
- Q8. Which event or factor did NOT contribute to the growth of national consciousness in India?

- A. British economic exploitation
- B. The rise of nationalist newspapers and literature
- C. The promotion of indigenous languages in education
- D. The expansion of the British military presence in India

Q9. The introduction of which policy by the British colonial government led to increased nationalist sentiments in India?

- A. The Arms Act
- B. The Vernacular Press Act
- C. The Indian Education Act
- D. The Rowlatt Act

Q10. Which key figure is associated with advocating the idea of "self-reliance" (Swadeshi) and played a role in the growth of national consciousness?

- A. Bal Gangadhar Tilak
- B. Rabindranath Tagore
- C. Sir Syed Ahmed Khan
- D. Gopal Krishna Gokhale

7.4 NATIONAL EDUCATION MOVEMENT

During the first quarter of the twentieth century an attempt was made to infuse education with a national spirit. This was considered necessary for weakening the foundation of British Empire and for winning freedom. The national movement also accelerated the development of this spirit. A demand for nationalism of education arose. Mrs. Annie Besant vehemently criticized the existing educational set-up and regarded it as a sure path to national degradation and lack of national morality and honour. Mahatma Gandhi criticized the educational system and considered it unsuitable to Indian needs. He pointed out the following three major defects of the prevailing education system:

1. The Indian education is fully based on foreign culture and civilization. It was an insult to Indians to give them education devoid of their culture.
2. The existing education system is narrow, one-sided and unphysiological. It educates neither the heart nor the hand.
3. To have a foreign language as the medium of instruction is an insult to the entire nation and a deliberate attempt to weaken the Indian people. Real education cannot be given through the medium of foreign language. Mother-tongue alone can be a medium of real and practical education.

National Education:

At this time the leaders of the country felt very much agitated about the real nature of national education. Gradually, its shape came up on the surface.

1. **Education under Indian control:** Education should be fully controlled by Indians. It should be entrusted to Indians from the British hands. This demand was made in order to base education on Indian culture and to keep it above communal considerations.
2. **The spirit of love for nation;** Education should generate a love of the nation in the students in order that they might appreciate the greatness of the Indian culture and traditions. For this the curriculum should include the study of Indian history, literature, geography, arts and science.
3. **Banishing the feeling of inferiority:** Students should adopt Indian ideals and culture and not consider the same inferior to the foreign ones. As Indian ideals and culture were much superior to the Western ones, the people should accept them in preference to any other. Indian knowledge and sciences should be developed as the same were to benefit them.
4. **Education in Western knowledge and science:** People in India should learn the good things from all countries. They should learn various things through the medium of mother- tongue. One should not feel shy of learning things from others, as this was the only way to make the country developed and progressive.
5. **English language to be regarded as a general subject:** English is an ordinary subject of study. Its study should not be overemphasized in preference to that of Indian languages. The students should not consider English as superior to Indian languages. The mother-tongue should be given the supreme position. English language could be learnt for the sake of acquiring knowledge but not for procuring any service.
6. **Meeting inadequacy of vocational education:** Education useful, to life is an essential aspect of national education. In the absence of vocational education, national education will be meaningless. The individual can not happy only when he receives vocational education. Education given to the students at that time was devoid of any vocational bias. It was bookish and theoretical. Vocational educational was encouraged. It was organized firstly, for those youths who were expelled from educational institutions for taking part in national movements. For this purpose Gurudas Banerjee founded the society for the promotion of national education in Bengal. The second proposal was made in the Calcutta congress of 1906 for such a type of education which could fulfill national needs however; this movement could not catch up because of the partition of Bengal. Still the idea of education for fulfilling national needs continued to live.

National Education Movement

1. Overview:

- **Definition:** A movement aimed at reforming and expanding education in India to promote nationalist values, improve quality, and align it with the needs of an independent nation.

- **Context:** The national education movement was driven by the desire to create an education system that fostered national pride and self-reliance, rather than one that primarily served colonial interests.

2. Key Objectives:

- **Promotion of Nationalism:** Education was seen as a means to instill national pride and consciousness among Indians.
- **Revival of Indian Culture:** The movement sought to integrate Indian cultural and historical perspectives into the curriculum to counter the dominance of Western education.
- **Expansion of Educational Opportunities:** Efforts were made to increase access to education for all sections of society, including women and marginalized groups.

3. Notable Figures and Contributions:

- **Raja Ram Mohan Roy:** Advocated for modern education and social reforms, laying the groundwork for future educational movements.
- **Swami Vivekananda:** Emphasized the importance of education in national awakening and self-reliance.
- **Mahatma Gandhi:** Advocated for "Nai Talim" (New Education) which emphasized vocational training, self-reliance, and integration of education with practical life skills.

4. Educational Institutions and Reforms:

- **National Schools:** Establishment of schools that followed nationalist ideals and provided education in Indian languages.
- **Reforms in Curriculum:** Incorporation of Indian history, culture, and values into the curriculum to foster a sense of national identity.
- **Promotion of Indigenous Languages:** Efforts to replace English with regional languages in education to make it more accessible and relevant to the local population.

5. Impact and Legacy:

- **Increased Awareness:** The movement played a crucial role in spreading nationalist ideas and creating a sense of unity among Indians.
- **Educational Reform:** Laid the foundation for the future educational policies and institutions in post-independence India.
- **Cultural Revival:** Contributed to a revival of interest in Indian culture, history, and languages, which influenced the post-independence educational framework.

Mrs. Annie Besant on national education:

National education must live in an atmosphere of proud and glorious patriotism, and this atmosphere must be kept sweet, fresh, and bracing by the study of Indian literature, Indian history, Indian triumphs in science, in art, in politics, in war, in colonization, in manufacturers, in trade, in commerce. National education must meet the national temperament at every point, and develop the national character. India is not to become

a lesser-nor a greater-England, but to involve in to a mightier India. British ideals are good for Britain, but it is India's ideals that are good for India. We do not want echoes or monotones; we want a choral melody of nations, mirroring the varied qualities of nature and of God. Away from all apologies for India, with all deprecatory explanations of India's ways and customs, and traditions. India is herself, and no more exquisite nationality than India's among all the broken reflections of his own perfect beauty.

National education must be controlled by Indians, shaped by Indians, carried on by Indians. It must hold up Indian ideals of devotion, wisdom and morality, and must be permeated by the Indian religious spirit rather than fed on the latter of the creeds. The spirit is spacious, tolerant, all- embracing, and recognizes that man goes to God along many roads and that all the prophets came from him.

SELF-CHECK EXERCISE-2

Q1. What was the primary goal of the National Education Movement in India?

- A. To expand vocational training exclusively
- B. To promote Western-style education across India
- C. To reform and expand education in a way that fostered national pride and self-reliance
- D. To centralize all educational institutions under British control

Q2. Which educational reformer is best known for advocating "Nai Talim" or "New Education," which integrated vocational training with education?

- A. Swami Vivekananda
- B. Rabindranath Tagore
- C. Mahatma Gandhi
- D. Raja Ram Mohan Roy

Q3. Which movement was instrumental in promoting education that included Indian languages and culture as part of the curriculum?

- A. The Swadeshi Movement
- B. The Khilafat Movement
- C. The National Education Movement
- D. The Civil Disobedience Movement

Q4. What was one of the key features of the National Education Movement?

- A. Establishment of schools that adhered to Western educational methods exclusively
- B. Incorporation of Indian history, culture, and values into the curriculum
- C. Promotion of English as the sole medium of instruction
- D. Focusing solely on the expansion of primary education

Q5. Who was a prominent supporter of the National Education Movement and founded the Tagore's Visva-Bharati University?

- A. Subhas Chandra Bose
- B. Jawaharlal Nehru
- C. Rabindranath Tagore
- D. Lala Lajpat Rai

Q6. The National Education Movement in India aimed to address which of the following issues in the existing education system?

- A. Overemphasis on British history and culture
- B. Lack of opportunities for women in education
- C. Absence of vocational training
- D. Insufficient focus on higher education

Q7. Which of the following was NOT a major objective of the National Education Movement?

- A. Promotion of self-reliance and indigenous education
- B. Reforming the curriculum to include Indian cultural values
- C. Increasing government control over educational institutions
- D. Expanding educational opportunities across different sections of society

Q8. Which institution was established as part of the National Education Movement to promote education in alignment with nationalist ideals?

- A. The Indian Institute of Science
- B. Aligarh Muslim University
- C. Visva-Bharati University
- D. Delhi University

Q9. Which socio-religious leader was influential in the development of educational reforms that supported the National Education Movement?

- A. Dayananda Saraswati
- B. Swami Vivekananda
- C. B.R. Ambedkar
- D. Gopal Krishna Gokhale

Q10. What was the role of vernacular languages in the National Education Movement?

- A. They were discouraged in favor of English
- B. They were promoted as mediums of instruction to make education more accessible and relevant
- C. They were replaced with Sanskrit
- D. They were only used in primary education, with English used for higher education

7.5 SUMMARY

The National Education Movement in India, which gained momentum in the late 19th and early 20th centuries, was a critical component of the broader nationalist struggle for independence. This movement sought to reform and expand the educational system in a manner that fostered national pride and self-reliance. Driven by

the desire to counter the colonial influence of British education, the movement aimed to integrate Indian history, culture, and values into the curriculum. Key figures such as Mahatma Gandhi, with his advocacy for "Nai Talim" (New Education), and Rabindranath Tagore, who founded Visva-Bharati University, played pivotal roles in promoting this vision. The movement emphasized the use of vernacular languages in education and the inclusion of vocational training, aiming to make education more relevant and accessible to the Indian populace. By focusing on self-reliance and the revival of indigenous educational practices, the National Education Movement contributed significantly to the growth of national consciousness and the development of an educational framework aligned with India's cultural and political aspirations.

7.6 GLOSSARY

National Education Movement- A movement aimed at reforming and expanding the educational system in India to promote national pride, self-reliance, and the integration of Indian culture and values into the curriculum.

Swadeshi Movement- A movement aimed at promoting Indian-made goods and boycotting British products as a form of economic self-reliance.

7.7 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B. Late 19th and early 20th century

Answer2: C. Indian National Congress

Answer3: B. Boycotting British goods and promoting Indian-made products

Answer4: B. Raja Ram Mohan Roy

Answer5: B. It led to the rise of a new educated class that became increasingly aware of political and social issues

Answer6: B. Swadeshi Movement

Answer7: A. Mahatma Gandhi

Answer8: D. The expansion of the British military presence in India

Answer9: D. The Rowlatt Act

Answer10: A. Bal Gangadhar Tilak

Exercise-2

Answer1: C. To reform and expand education in a way that fostered national pride and self-reliance

Answer2: C. Mahatma Gandhi

Answer3: C. The National Education Movement

Answer4: B. Incorporation of Indian history, culture, and values into the curriculum

Answer5: C. Rabindranath Tagore

Answer6: A. Overemphasis on British history and culture

Answer7: C. Increasing government control over educational institutions

Answer8: C. Visva-Bharati University

Answer9: B. Swami Vivekananda

Answer10: B. They were promoted as mediums of instruction to make education more accessible and relevant

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7.9 TERMINAL QUESTIONS

Q.1 Discuss the objectives and impact of the National Education Movement in India.

Q.2 Analyze the role of key figures in the growth of national consciousness in India.

Unit-8

CALCUTTA UNIVERSITY COMMISSION / SADLER COMMISSION (1917-19)

Structure:

- 8.1 Introduction
- 8.2 Learning Objectives
- 8.3 Need for the setting of the commission/Appointment of the commission
Self Check Exercise-1
- 8.4 Recommendations of the commission
Self Check Exercise-2
- 8.5 Evaluation of the recommendations of the commission
Self Check Exercise
- 8.6 Summary
- 8.7 Glossary
- 8.8 Answers to Self-Check Exercise
- 8.9 References/ suggested Readings
- 8.10 Terminal Questions

8.1 INTRODUCTION

Gokhale's Bill on primary education and the Government of India Resolution 1913 on education recommended that a university should be established in each province, teaching activities of the universities should be encouraged and colleges located in towns should be developed into teaching universities in due course of time. The outbreak of the First World War (1914-1919) however, delayed the development planned in the resolution as the Government had to concentrate its attention and energy over the war. After the war was over, the Government appointed the Calcutta University Commission in 1917 mainly to look into the affairs of Calcutta University, yet in its report it deals with different aspects of education. In this unit we will discuss the necessity for appointing the commission, its recommendations on different spheres of education along with an assessment of the recommendations of the commission.

8.2 LEARNING OBJECTIVES

After completing this unit, the learners will be able to;

- Understand the need for the setting of the commission/Appointment of the commission
- Analyse the Recommendations of the commission
- Evaluate the recommendations of the commission

8.3 NEED FOR THE SETTING UP OF THE COMMISSION

First, we shall discuss the necessity for setting up the Calcutta University Commission of 1917. We know that after establishing three universities, namely

University of Calcutta, University of Bombay and University of Madras in 1857, it was Lord Curzon who first tried to introduce some administrative reform of the university education by instituting a University Education Commission in 1902. Academic reform, however, remained totally unattended. In the report of the Commission there was no proposal for establishing new universities. Curzon's policy of shrinkage and control of higher education received widespread criticism among the nationalist Indians. After the establishment Allahabad University in 1887 no new universities were opened for the next thirty years, but the number of the Colleges increased. At the time of the Government of India Resolution in 1913 there were only five universities in India and the number of colleges was beyond the control of the various universities within their territorial limits. As a result different administrative problems piled up in that period. Sir Asutosh Mukherji was the Vice Chancellor of Calcutta University. He started imparting post-graduate education in the university in 1916 as recommended by the University Education Commission of 1902. This has attracted the attention of the Government. By this time the London University was reorganized and reformed as per recommendations of the Royal Commission under the chairmanship of Lord Halden. Therefore it became a necessity to reform the Indian Universities also. All these circumstances led to the formation of the second university commission. i.e., Calcutta University Commission, 1917.

Key Needs for Setting Up the Sadler Commission:

1. **Addressing Educational Inequality:** By the early 20th century, there was growing concern about disparities in educational opportunities. The commission was set up to investigate and address these inequalities and to propose reforms that would ensure more equitable access to education.
2. **Evaluating the Effectiveness of the Education System:** The existing education system was seen as inadequate in terms of its ability to provide quality education to all segments of society. The Sadler Commission was tasked with evaluating the effectiveness of the current system and suggesting improvements.
3. **Modernizing Education:** The commission aimed to update and modernize the educational framework to better meet the needs of a rapidly changing society and economy. This included considering new pedagogical approaches and curriculum reforms.
4. **Responding to Social Changes:** The early 20th century was a period of significant social change, including shifts in demographics and economic conditions. The commission was set up to ensure that the education system could adapt to these changes and support the development of a modern, informed citizenry.
5. **Improving Educational Standards:** There was a need to raise educational standards and ensure that all children, regardless of their background, received a quality education. The commission sought to establish benchmarks and standards for education.

6. Addressing Concerns of Stakeholders: There was considerable debate among educators, policymakers, and the public about how to improve education. The commission provided a formal mechanism for gathering input and addressing these concerns in a structured way.

The Sadler Commission played a significant role in shaping educational policy in the UK and contributed to major reforms that aimed to create a more inclusive and effective education system.

Appointment of the Commission:

Let us see how the commission was appointed. The Government actually felt the necessity of investigating into the affairs of university education in 1914. Accordingly, a proposal was taken to reform the Indian Universities under the leadership of Lord Halden. But the proposal was not carried into effect due to the outbreak of the First World War. Towards the end of the war, the Government of India took up the matter again. In 1917 the Government appointed the Calcutta University Commission to study and report on the problem of university education. The commission is also known as the Sadler Commission after the name of its chairman Dr. Michael E. Sadler, the Vice Chancellor of the university of Leeds. The other members of the Commission were Dr. Gregory, Prof. Ramsay Muir, Sir Hartog, Dr. Horniel, Dr. Zia Uddin Ahmed and Sir Asutosh Mukerji. Sir Asutosh Mukerji was the most influential member of the commission. It is said that most of the recommendations of the commission were far reaching consequences upon the development of university education in India as a whole. The commission made recommendations in regard to university secondary, women and professional education. It also recommended the establishment of an Inter University Board for coordinating the activities of different Indian Universities.

SELF-CHECK EXERCISE-1

Q.1 What year was the Sadler Commission established?

- A) 1905
- B) 1917
- C) 1925
- D) 1930

Q.2 Who chaired the Sadler Commission?

- A) Sir Michael Sadler
- B) Sir John Sadler
- C) Sir Thomas Sadler
- D) Sir William Sadler

Q.3 What was the primary purpose of the Sadler Commission?

- A) To improve military training
- B) To reform the educational system
- C) To develop new agricultural techniques

D) To address economic disparities

Q.4 Which of the following was NOT a key concern of the Sadler Commission?

A) Educational inequality

B) Modernization of the curriculum

C) Expansion of the British Empire

D) Evaluation of the effectiveness of the education system

Q.5 Which group did the Sadler Commission primarily focus on in terms of ensuring access to quality education?

A) Adults

B) Military personnel

C) Children

D) Business leaders

Q.6 In what context was the Sadler Commission established?

A) During a period of economic boom

B) In response to World War I

C) During a time of technological stagnation

D) In the midst of a financial crisis

Q.7 The Sadler Commission's recommendations were intended to address which of the following aspects of education?

A) Teacher salaries only

B) Curriculum design and pedagogical methods

C) Only higher education institutions

D) Religious education exclusively

Q.8 Which sector benefited from the Sadler Commission's reforms?

A) The industrial sector

B) The healthcare sector

C) The education sector

D) The transportation sector

Q.9 The Sadler Commission was part of broader reforms in which country?

A) United States

B) Canada

C) Australia

D) United Kingdom

Q.10 One of the outcomes of the Sadler Commission was an emphasis on:

A) Military training for students

B) Expanding school infrastructure

C) Reducing the number of schools

D) Increasing vocational training for all students

8.4 RECOMMENDATIONS OF THE COMMISSION

Secondary Education:

The commission has made discussion in detail about secondary education. Secondary and higher education are interlinked and secondary education is the basis of higher education. In the opinion of the Commission it is not possible to bring about revolutionary changes in the field of higher education without making changes in secondary education. Therefore, some fundamental changes were suggested in the secondary education for the sake of improving the university education. The commission recommended that the dividing line between the university and the secondary courses should be drawn at the Intermediate examination rather than at the Matriculation and the Government should create a new type of institution called "Intermediate Colleges". Now we shall discuss the existing defects of the secondary education system and then proceed to suggestions for reforms.

Defects of Secondary Education:

The commission has drawn attention to the following defects of secondary education:

1. The secondary schools are suffering from lack of educational tools and equipment.
2. Secondary education has become narrow because of being over influenced by matriculation examination.
3. The fundamental defect of secondary education is dearth of suitable teachers.
4. Most of the teachers are untrained.
5. The teachers are paid very poorly and it is difficult to procure efficient teachers with poor salary.
6. The secondary schools are not inspected periodically and they are not given useful suggestions for their improvement.
7. Most of the secondary schools are suffering from financial difficulties.
8. The secondary schools are under the double control of university and the Government, and there is difference between university and the Government regarding their own area of control and administration.

Suggestions for Reform:

The commission realized that it is necessary to reorganize secondary education in order to give a desirable direction to university education. Therefore after pointing out the defects, the commission offered the following suggestions for reform-

1. The first essential thing for the improvement of secondary education is the supply of necessary funds. The commission recommended sanctioning of 40 lacs of rupees annually for the purpose.
2. The medium of instruction in the secondary schools should be the mother tongue.
3. The curriculum of secondary schools should be diversified.
4. A Board of Secondary and Intermediate education should be established in each province.
5. The Board should be constituted with representative of the Government, the university, the secondary schools and the intermediate colleges.

6. It should be entrusted with the administration and control of secondary education and intermediate education.

7. Majority of the members should be non-official. It should represent both the Hindus and the Muslims.

8. The Board of Secondary and Intermediate education will be an autonomous body and will be free from official interferences.

Recommendations on intermediate stage:

We must keep in our mind that the Commission recommendation of opening an intermediate stage is a completely new concept in the field of Indian education. This stage would be separated from both secondary and university education. The recommendations of the commission regarding this stage are-

1. The intermediate stage would be between the stage of matriculation and the university education.

2. Admission to the university should take place after the intermediate stage and not after the matriculation stage, as was done at that time.

3. Intermediate colleges may either be run as independent institutions or may be attached to selected schools.

4. The curriculum of the intermediate colleges should constitute Arts, Science, Engineering, Industrial education etc.

5. The function of the Board of Secondary and Intermediate education was to define curriculum, conduct two examinations at the secondary stage and grant recognition to high schools and intermediate colleges.

6. Classes at the intermediate stage should be small so that the teachers and students may come in close contact with each other.

7. The medium of instruction in intermediate colleges should be the mother tongue except in case of English and Mathematics.

Recommendations on University Education:

We have already discussed about the recommendations of secondary and intermediate education. Now we will discuss the recommendation of the commission regarding university education.

The main objective of the Sadler Commission was to reform university education in India and accordingly it gave importance to improving the quality of university education. The commission's recommendations can be divided into two parts— academic and administrative.

First we shall discuss the academic and then proceed to recommendations regarding administrative reform.

(a) Academic Reform:

- The duration of degree course should be three years after intermediate stage.
- Honours courses as distinct from pass course, should be opened in the universities.

- Provisions should be made for imparting instructions in Arts, Science, Engineering, Agriculture, Commerce and Medicine.
- The medium of instruction at the university level should be English.
- For the sake of better student teacher relationship seminar and tutorial classes may be held.
- Department of Education should be started and education should be taught as a discipline in MA, BA and Intermediate Course.
- A Director of Physical Training should be appointed for paying greater attention to the health and physical welfare of students.
- A Board of Students' Welfare should also be appointed in each university to look after their wellbeing.
- The Commission recommended that oriental studies should be cultivated in the university.

Muslims should be provided special educational facilities in order that their backwardness may be removed.

(b) Administrative Reforms:

- The commission recommended that the Government control over the universities should be less and flexible.
- University teachers should be appointed by Selection Committees constituted especially for the purpose.
- In place of Senate and Syndicate, there should be University Court and Executive Council for the management of the university.

Professors of Colleges should be represented in large numbers in the administration

- Of the universities.
- For the conduct of examinations, appointment of teachers and curriculum construction, a powerful Academic Council with faculties of different subjects and Board of Studies should be formed.
- A full-time and paid Vice-Chancellor should be appointed.
- Closer Co-operation should be maintained between the colleges and the universities.

An Inter University Board should be set up for connection and coordination among the different Indian Universities.

Recommendations on Calcutta University:

We know that this commission was appointed to enquire into the condition and workings of Calcutta University. Let's discuss the recommendations of the commission regarding Calcutta University.

In the opinion of the Commission the Calcutta University had assumed a huge dimension in the form of its various affiliated educational institutions. So it remarked that it was impossible for the university to perform its task successfully. The commission, therefore, recommended that—

1. A unitary residential teaching university should be established at Dacca.
2. The commission laid emphasis on the teaching functions of universities. It recommended that the Calcutta University should be made a real teaching university.
3. The various colleges within the urban area should be organized into one university which should take up teaching work.
4. The colleges of the mofussil areas should be developed in such a way that there may be gradual rise of new university centre's by concentrating all possible resources for higher education on them.

Other Educational Recommendations:

It has been mentioned earlier that although the Sadler Commission was appointed to look into the affairs of Calcutta University, yet it dealt with some other aspects of university education also. The views of the commission with regard to some of the important issues are as follows:

For a proper and all round development of the adolescent boys and girls, parents and teachers have a great role to play. Some suggestions have been discussed below -

Recommendations for Training of Teachers:

- The commission rightly realized necessity of teachers' training without which it is not possible to improve the standard of secondary education. The commission recommended the following suggestions—
- The number of trained teachers should be increased without any delay.
- Education should be taught as an independent subject in both intermediate and in BA Classes.

Department of education should be created in Calcutta and Dacca universities for teaching education as an independent subject.

Recommendations for Education of Women:

- For encouraging women education the commission gave the following suggestions :
- The Government should start Purdah schools for those girls whose parents have a desire to educate their daughter's up to the age of 15 or 16.
- Co-education should be encouraged in those places where there were no separate institutions for the girls.
- A special Board of Women's Education should be established in the Calcutta University and a special curriculum should be provided according to the educational needs of women.

Women should be given training in medicine and teachers' training.

Recommendations for Technical and Vocational Education:

The commission felt that education should not only prepare the pupils for Government jobs only, it should also encourage them to take up different technical and vocational education. In regard to technical and vocational education, the commission made the following recommendations—

- Applied Science and other allied subjects should be included in the university courses and proper arrangement should be made for their teaching.
- Vocational education should be started at the Intermediate stage. This measure would facilitate the beginning of vocational education at the university stage. Professional and vocational courses should be introduced in the universities.

Modern Indian Languages:

The Calcutta University commission laid special emphasis on the development of modern Indian languages and on the study of vernacular at different stages of education. In the opinion of the commission systematic effort must be made to promote the serious study of the vernaculars in secondary schools, intermediate colleges and in the university.

SELF-CHECK EXERCISE-2

Q.1 What was one of the key recommendations regarding the curriculum by the Sadler Commission?

- A) Focus exclusively on literacy and numeracy
- B) Broaden the curriculum to include subjects such as history and science
- C) Eliminate vocational training
- D) Emphasize religious education only

Q.2 The Sadler Commission recommended improvements in which area to enhance teacher effectiveness?

- A) Teacher salaries only
- B) Teacher training and professional development
- C) School infrastructure
- D) Student assessment methods

Q.3 Which of the following was NOT a focus of the Sadler Commission's recommendations?

- A) Increasing school facilities and resources
- B) Extending the duration of compulsory education
- C) Reducing the role of local education authorities
- D) Incorporating vocational training into the curriculum

Q.4 The Sadler Commission emphasized the need to address which aspect of education to ensure more equitable access?

- A) School uniform policies
- B) Educational inequality and disparities
- C) The curriculum for higher education
- D) Student extracurricular activities

Q.5 What was one of the recommendations related to the management and administration of schools?

- A) Strengthen the role of local education authorities

- B) Reduce government funding for schools
- C) Centralize all school management decisions
- D) Eliminate local educational boards

Q.6 In terms of child welfare, what did the Sadler Commission suggest?

- A) Reducing health services in schools
- B) Ignoring student well-being in favor of academic performance
- C) Improving health and welfare services for children
- D) Focusing solely on academic achievement

Q.7 What did the Sadler Commission propose regarding parental involvement in education?

- A) Decrease parental involvement
- B) Increase parental involvement and communication with schools
- C) Limit parental input to school policy
- D) Exclude parents from educational processes

Q.8 The Sadler Commission recommended incorporating which type of training into the educational curriculum?

- A) Military training
- B) Vocational training
- C) Agricultural training
- D) Artistic training

Q.9 Which of the following was a recommendation for improving the education system's infrastructure?

- A) Reducing the number of classrooms
- B) Expanding school facilities to accommodate more children
- C) Closing underperforming schools
- D) Decreasing educational budgets

Q.10 The Sadler Commission's report highlighted the need for which type of ongoing activity to improve education?

- A) Political campaigns for education reform
- B) Continuous educational research and evaluation
- C) Increased standard testing only
- D) Limiting access to educational resources

8.6 AN EVALUATION OF THE RECOMMENDATIONS OF THE COMMISSION

By now you have been familiar with all the recommendations of the Commission. Now we shall make an evaluation of all these recommendations. The recommendations of the Calcutta university commission have great importance in the field of Indian education. Although it was mainly appointed to look into the problems of Calcutta University, it made recommendations on almost all the main issues of secondary and higher education which were of great value to the higher education in India. They were

in fact significant and applicable to the education of the entire country and a new life was infused into the educational system of the country.

The report of the commission had far reaching significance in respect of the establishment of a separate board of secondary education, medium of education, vocational education, three year degree course, separation of intermediate education from university education, institution of honors courses, formation of Executive and Academic Council, Faculties and Board of Studies in universities, appointment of a Director in physical education, full time Vice-Chancellor and development of women education and teacher education.

According to the recommendation of the commission the various universities in the country began to reorganize themselves. Thus, the commission gave a new life to the universities. Calcutta University was benefited immensely. Its working capacity was increased and it no longer remained only an examining body but was also engaged in teaching and doing research.

The commission tried to make education useful for life by giving recommendations on women education, vocational education and teacher training. It fulfilled a great need of the country by declaring the mother tongue as the medium of instruction.

The commission has been criticized on the ground that it proposed many new things much before time and they were not suitable in view of the circumstances prevailing at that time. It is said that the commission tried to pattern Calcutta University in the line of Oxford and Cambridge Universities and this attempt was not appropriate as the condition of India is different from England. Creating a separate Board of High school and Intermediate education was also considered much ahead of the time.

But inspite of these shortcomings we must admit that the recommendations of the commission was able to give a new direction to all branches of education in India.

Result of Recommendations of the Commission:

Let's discuss the effect of the recommendations of the Calcutta university commission on Indian education.

The recommendations of the Sadler Commission greatly influenced the subsequent educational development in the next three decades. These developments may be identified as :

Firstly, increase in the number of universities. Due to the suggestions of this commission a number of new universities were opened in the country. Of these, the universities at Patna, Osmania, Aligarh, Dacca, Lucknow, Delhi, Agra, Nagpur, Hyderabad and Annamalai may be mentioned. The number increased up to 30 within 1930.

Secondly, teaching work done by the universities. Not only increase in numbers, teaching work also started in different universities. It is worth mentioning that the functions of the first three universities established in India, namely, Calcutta, Bombay and Madras were confined to affiliation, examination and conferring degrees. Teaching

was the function of degree colleges and there was no provision for post-graduate education. But after the recommendation of the commission the number of teaching universities and residential universities increased. Most of the newly established universities were teaching universities.

Thirdly, development of academic standard. Academic activities increased in the universities and colleges with the introduction Honors courses. The studies of different Indian languages started and facilities for higher studies and research were also created. The post of professor was created in the universities and the process of inviting learned faculties from abroad to broaden the academic outlook was also started. The department of Education was opened in Calcutta and Dacca universities.

Fourthly, development of internal administration of the universities. Internal administration of the universities improved due to the formation of university court and Executive Council in lieu of previous Senate and Syndicate. Beside these, the creation of the Academic Council to deal with academic matters, such, as, curriculum construction, examination, research etc. greatly helped in improving the academic standard of the universities. As suggested by the commission an Inter University Board was also set up in 1925 for connection and coordination among the different Indian universities.

Fifthly, provision for students' welfare. For the first time attention of the universities were directed towards students' welfare. A Board of students' Welfare was formed in each university by following the suggestion of the commission.

After observing all these it will not be wrong to conclude that the recommendations of the commission have been much more important than those of any previous commission on education.

SELF-CHECK EXERCISE-3

Q.1 What was one of the primary objectives of the Sadler Commission?

- A) To reform military training
- B) To address educational inequalities and improve the education system
- C) To develop new economic policies
- D) To enhance agricultural techniques

Q.2 Which of the following was a significant recommendation made by the Sadler Commission?

- A) Limiting the duration of compulsory education
- B) Increasing teacher training and professional development
- C) Reducing the number of subjects taught in schools
- D) Removing vocational training from the curriculum

Q.3 The Sadler Commission emphasized the need for a broader curriculum. What subjects were recommended to be included?

- A) Only mathematics and language arts

B) History, geography, science, and the arts

C) Only vocational training

D) Physical education and sports only

Q.4 Which aspect of educational management did the Sadler Commission suggest strengthening?

A) Centralized government control

B) Local education authorities

C) Private educational institutions

D) International educational partnerships

Q.5 The Sadler Commission recommended an extension of compulsory education. What was the purpose of this recommendation?

A) To reduce the school year duration

B) To ensure more comprehensive and continuous education for children

C) To focus only on advanced academic subjects

D) To eliminate vocational training in favor of academic subjects

Q.6 In terms of child welfare, what did the Sadler Commission advocate for?

A) Reducing health services in schools

B) Ignoring student well-being

C) Improving health and welfare services for children

D) Focusing solely on academic achievement

8.6 SUMMARY

Our discussion has focused on the need for setting up the Commission at the beginning of this unit. We have discussed the appointment of the commission in 1917 and its terms of references which were to enquire into the condition and working of Calcutta University and suggest measures for its reform. The commission submitted its report in 1919 and it was a comprehensive survey of the educational problems of secondary, collegiate and university education in India.

Our discussion focuses on the recommendations regarding secondary education, where the commission points out the defects of the prevailing system and suggestions for reform. These were: sanction required fund to remove the financial difficulties, diversification of the curriculum, necessity of suitable teaching, need for inspection and creation of a Board of Secondary and Intermediate education. The function of the Board was to construct curriculum, conduct two examinations and grant recognition to high schools and intermediate colleges. Intermediate stage of education will be an independent stage free from both secondary and university education.

The recommendations regarding universities can be divided into two parts— academic and administrative. Regarding academic reform, the commission suggested that the duration of degree courses should be of three years, honors courses should be opened and provisions should be made for instruction in Arts, Science, Commerce, Engineering,

Agriculture and Medicine. Department of Education should be established in the universities and Director of Physical training should be appointed. Administrative reform includes appointment of a selection committee for selecting teachers, creation of university court and executive council for the management of the university and Academic Council for curriculum and conduct of examination. Emphasis was laid on teaching functions of the university while making recommendation concerning Calcutta university.

8.7 GLOSSARY

Pedagogy: The method and practice of teaching.

Public Elementary Schools: Schools providing basic education to children, typically from early childhood through primary grades.

8.8 ANSWERS TO SELF-CHECK EXERCISE

Exercise-1

Answer1: B) 1917

Answer2: A) Sir Michael Sadler

Answer3: B) To reform the educational system

Answer4: C) Expansion of the British Empire

Answer5: C) Children

Answer6: B) In response to World War I

Answer7: B) Curriculum design and pedagogical methods

Answer8: C) The education sector

Answer9: D) United Kingdom

Answer10: B) Expanding school infrastructure

Exercise-2

Answer1: B) Broaden the curriculum to include subjects such as history and science

Answer2: B) Teacher training and professional development

Answer3: C) Reducing the role of local education authorities

Answer4: B) Educational inequality and disparities

Answer5: A) Strengthen the role of local education authorities

Answer6: C) Improving health and welfare services for children

Answer7: B) Increase parental involvement and communication with schools

Answer8: B) Vocational training

Answer9: B) Expanding school facilities to accommodate more children

Answer10: B) Continuous educational research and evaluation

Exercise-3

Answer1: B) To address educational inequalities and improve the education system

Answer2: B) Increasing teacher training and professional development

Answer3: B) History, geography, science, and the arts

Answer4: B) Local education authorities

Answer5: B) To ensure more comprehensive and continuous education for children

Answer6: C) Improving health and welfare services for children

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8.10 TERMINAL QUESTIONS

Q1. What are the recommendations of the Sadler Commission of 1917 regarding Indian universities? To what extent did the commission affect the development of higher education India?

Q2. Give the recommendation of Sadler Commission. Discuss in this connection how these recommendations affected in the development of higher education in India.

Q3. Examine the recommendations of the Sadler Commission. What has been the impact of the recommendations of Sadler Commission on the nature of higher education in India?

Q.4 Critically examine the recommendations of Calcutta University Commission and discuss its impact in the development of higher education in India.

Unit-9

WARDHA SCHEME OF BASIC EDUCATION 1937: NEED, CHARACTERISTICS AND ITS CRITICAL EVALUATION

Structure:

- 9.1 Introduction
- 9.2 Learning Objectives
- 9.3 Main Features of Basic Education
Self Check Exercise-1
- 9.4 Recommendations of the Scheme
Self Check Exercise-2
- 9.5 Critical Evaluation of the scheme
Self Check Exercise-3
- 9.6 Summary
- 9.7 Glossary
- 9.8 Answers to Self-Check Exercises
- 9.9 References/ suggested Readings
- 9.10 Terminal Questions

9.1 INTRODUCTION

The Wardha Scheme of Education, formulated in 1937, was a significant educational reform initiative proposed by the Indian leader Mahatma Gandhi and his colleagues. This scheme emerged from the need to address the limitations and inefficiencies of the existing education system in India, which was heavily influenced by British colonial policies and often failed to cater to the needs of rural and underprivileged communities. Gandhi's vision, articulated during the Wardha Conference, emphasized a curriculum that was deeply rooted in Indian culture, values, and practical skills. The scheme advocated for a system of education that integrated vocational training with academic learning, aiming to make education more relevant and useful to the lives of students. It sought to promote self-reliance, character building, and a sense of social responsibility among learners. The Wardha Scheme emphasized the importance of mother-tongue education, rural development, and the inclusion of crafts and manual work in the curriculum, reflecting Gandhi's broader vision of an educational system that would contribute to the holistic development of individuals and the upliftment of society.

9.2 LEARNING OBJECTIVES

After completing this unit, the learners will be able to;

Describe the basic features of Wardha Scheme

Understand the concept of Bunyadi shiksha

9.3 MAIN FEATURES OF BASIC EDUCATION

Government of India Act, 1935, introduced a constitutional reforms and a new system of Governance, popularly known as Provincial Autonomy, came into operation in 1937, in British India. As a result of this political change of historic magnitude a wave of enthusiasm spread in the country. In seven provinces out of eleven Congress Ministry came to power. Therefore, it was hoped that the new provincial Governments would be able to plan educational reconstruction with a bolder and freer hand and execute it with vigour, firmness and speed. In 1937, M. Gandhi infused a new life by giving expression to his ideas about the problem of education in India and wanted that education should be given through “a profit yielding vocation”, so that it could become self-supporting.

“Basic education links the children, whether of cities or the villages, to all that is best and lasting in us.”

“The principal idea is to impart the whole education of the body, mind and soul through the handicraft that is taught to the children.”

—Mahatma Gandhi

“An education which does not teach us to discriminate between good and bad, to assimilate the one and eschew the other, is a misnomer.”

—Mahatma Gandhi

“The aim of university education should be to turn out true servants of the people who will live and die for the country's freedom.”

—Mahatma Gandhi

“The schools and colleges are really a factory for turning out clerks for Government.”

—Mahatma Gandhi

The Government of India Act, 1935 came into force in 1937. According to the Act, Congress Ministries were formed in seven provinces in India. Prior to this Congress had been strongly pleading for free, compulsory and universal education. After having the power the Congress had to implement it in action. Gandhiji was the leading figure of the Indian political scene and he came forward to meet the situation. Gandhiji was fully conversant with the deplorable condition of education in the land. For improving this condition he advocated a scheme of primary education based on Indian traditional culture through the medium of mother tongue. But this required a huge sum of money which meant fresh taxation. The situation was further complicated as Mahatma Gandhi promised to introduce total prohibition which again meant the loss of a huge amount of revenue. Congress was committed to both ‘prohibition and compulsion’. To end this dilemma Gandhiji put forward the proposal that the plan of mass education need not be held up for want of funds. Free and compulsory primary education could be given to every child if the process of schooling could be made self supporting by imparting education through a useful and productive craft. Gandhiji expressed his views on

education through a series of articles in 'Harijan' in June 31, 1937, which later on developed into the Wardha Scheme of Basic Education. The views of Gandhiji created controversies in the academic circles. Therefore it was desirable to get the scheme examined by experts and educationists. Finally, Gandhiji placed his Basic Education System to the nation in the Wardha Conference in 1937. A national education conference was held at Wardha on 22–23 October 1937. Afterwards two model schools were opened at [Wardha](#) and nearby Segaon. Post-basic education and pre-basic education schools were developed after Gandhi's death.

That there should be free and compulsory education given to all children for a period of seven years.

- That the process of education should be centered round some form of manual, productive work in the shape of a craft.
- The education should self - supporting to some extent.
- That the education should enable the child to discharge his duties and responsibilities of a good citizen.
- That the education should help the child in understanding and solving the problems of life.
- That the future citizens of this country should be imbued with the ideal of non - violence.
- That the education should be based on the principle, "Learn while you earn and earn while you learn".
- That the craft in basic education is to be chosen keeping in view the local needs and in harmony with the local environment.
- That the minimum universal education, which he considered indispensable for the successful working of democracy.

Main Features of Basic Education:

1. That the process of education should centre round some form of manual, productive work and all teaching is to be, as far as possible integrally related to it.
2. That the social and physical environment of the pupils may also be used for purpose of correlation.
3. That the evaluation of students is to be only internal and on the basis of day - to - day work of pupils. No external examinations need to be held.
4. That the text books should be avoided as far as possible.
5. That cleanliness, health, citizenship, work and worship, play and recreation should be given people emphasis.
6. That the process of education should centre round some form of manual, productive work and all teaching is to be, as far as possible integrally related to it.
7. That the social and physical environment of the pupils may also be used for purpose of correlation.

8. That the evaluation of students is to be only internal and on the basis of day - to - day work of pupils. No external examinations need to be held.
9. That the text books should be avoided as far as possible.
10. That cleanliness, health, citizenship, work and worship, play and recreation should be given people emphasis.

The Basic Education system under the Wardha Scheme was designed to address the practical needs of students and communities, reflecting Gandhi's vision of an education that is deeply connected to everyday life and social responsibility.

SELF CHECK EXERCISE-1

Q.1 What was a key feature of the Basic Education system according to the Wardha Scheme?

- A) Exclusive focus on academic subjects
- B) Integration of vocational training with academic learning
- C) Emphasis on higher education only
- D) Elimination of manual work from the curriculum

Q.2 Which of the following best describes the emphasis on craft and manual work in the Basic Education system?

- A) Focused solely on theoretical knowledge
- B) Included practical skills such as weaving and carpentry
- C) Limited to urban industries
- D) Excluded physical activities

Q.3 The Basic Education system recommended teaching students primarily in:

- A) English
- B) A foreign language
- C) Their mother tongue
- D) Latin

Q.4 What aspect of student development did the Basic Education system particularly emphasize?

- A) Advanced research skills
- B) Character building and moral education
- C) Competitive examinations
- D) Specialized higher education

Q.5 How did the Basic Education system address the needs of rural communities?

- A) By implementing urban-focused curricula
- B) By tailoring education to the specific conditions and needs of rural areas
- C) By ignoring rural needs in favor of urban development
- D) By restricting education to major cities

Q.6 The concept of self-reliance in the Basic Education system was aimed at:

- A) Making students dependent on external resources

- B) Encouraging students to develop skills for independence and self-sufficiency
- C) Limiting practical skills development
- D) Focusing solely on theoretical knowledge

Q.7 What type of curriculum did the Basic Education system promote?

- A) A rigid and uniform curriculum for all regions
- B) A flexible and adaptable curriculum based on local needs
- C) A curriculum solely focused on global education standards
- D) A one-size-fits-all approach

Q.8 Community involvement in the Basic Education system was intended to:

- A) Reduce local input in educational decisions
- B) Foster a sense of ownership and alignment with community values
- C) Centralize all educational administration
- D) Limit interaction between schools and local communities

Q.9 Which administrative approach did the Basic Education system advocate for?

- A) Centralized administration
- B) Decentralized administration
- C) Federal administration
- D) Corporate administration

Q.10 The Basic Education system's focus on holistic development aimed to:

- A) Prioritize academic performance over personal growth
- B) Ensure the overall growth of students, including physical, intellectual, emotional, and social aspects
- C) Restrict development to academic achievements only
- D) Focus solely on physical education

9.4 RECOMMENDATIONS OF THE SCHEME

The Wardha Scheme of Education, introduced by Mahatma Gandhi in 1937, sought to revolutionize the Indian education system by emphasizing practical and vocational training alongside academic learning. Central to the scheme was the concept of "Nai Talim" or Basic Education, which aimed to integrate work and study, ensuring that education was not only theoretical but also relevant and applicable to everyday life. The scheme advocated for using the mother tongue as the medium of instruction to enhance comprehension and comfort in learning. It proposed a curriculum that included practical skills and vocational training, promoting self-reliance and preparing students for the workforce. Furthermore, it stressed the importance of making education accessible to all, regardless of socio-economic status, and involved the local community in the educational process to ensure that schooling was tailored to local needs. By integrating moral values, promoting holistic development, and decentralizing education management, the Wardha Scheme sought to create a more inclusive and effective education system that addressed both individual and societal needs. It aimed to reform

and revamp education to make it more relevant to the needs of the Indian society at that time. Here are some of the key recommendations and principles of the Wardha Scheme:

1. **Basic Education (Nai Talim):** Emphasis on "Nai Talim" or Basic Education, which integrates vocational training with academic learning. The idea was to make education more practical and relevant to daily life by combining work and study.
2. **Mother Tongue as the Medium of Instruction:** Education should be imparted in the child's mother tongue to ensure better understanding and comfort. This principle aimed to foster more effective learning and communication.
3. **Curriculum Focused on Practical Skills:** The curriculum should be designed to include practical skills and vocational training alongside academic subjects. This would help students become self-reliant and prepared for the workforce.
4. **Education for All:** Emphasis on making education accessible to all, regardless of socio-economic status. The scheme aimed to eliminate disparities in education and promote equality.
5. **Activity-Based Learning:** Education should be activity-based rather than purely theoretical. This approach helps in developing practical skills and a better understanding of the subject matter.
6. **Community Involvement:** Schools should actively involve the local community in the educational process. This ensures that education is relevant to the local context and needs.
7. **Integration of Values:** The education system should integrate moral and ethical values, promoting character development alongside academic and vocational skills.
8. **Decentralized Education System:** The scheme advocated for a decentralized education system where local communities have a say in managing and running schools, making the system more responsive to local needs.
9. **Emphasis on Craftsmanship:** Skills related to local crafts and industries should be taught to students, ensuring that they acquire useful and marketable skills.
10. **Holistic Development:** Focus on the overall development of students, including physical, mental, and emotional growth, rather than just academic achievement.

The Wardha Scheme was visionary in its approach, aiming to create an education system that was practical, inclusive, and closely tied to the needs of society. While the scheme has undergone various modifications over the decades, its core principles continue to influence educational reforms in India and beyond.

Other Recommendation:

1. **Light refreshment.** Research has established a very close relationship between malnutrition and backwardness at school considering the almost universal undernourishment of the village children; we recommend that every effort should be made to remedy the defect by providing light nourishment to all children during school

hours. We are confident that the state will be able to secure enough co-operations from the public to meet the expenses involved in the undertaking.

2. Teacher salary. With regard to the teacher' salaries, we endorse Gandhiji's suggestion that "it should, if possible, be Rs.25 and never less than Rs.20." But we also contemplate that for teaching the higher classes of the school, it may be necessary to employ some teachers with higher academic qualifications, and for them a somewhat higher pay may have to provide.

3. Competent teacher. We recommend that during the first two or three years of this experiment, specially qualified and competent teachers should be secured – even if their pay is somewhat higher –so that in selected schools they may work out the necessary details and technique of the syllabus and the new methods of teaching. When this pioneering stage has been successfully crossed, it will be possible for average teachers who fairly satisfactorily.

4. Number of student. We are of opinion that the average number of students in any class should not exceed thirty. If the number is large, it will not be possible for the teacher to discharge his heavy and responsible duties efficiently.

5. Selection of teachers. In the selection of teachers, preference should be given to those who belong to the locality in which the school is situated.

6.Facilities. In order to encourage women to take to this profession, special efforts should be made to provide facilities for training them as teachers.

7.Careful selection. The problem of selecting suitable candidates for training should be carefully and competently examined, and a reliable technique of selection evolved. We are convinced that unless this difficult problem is tackled the scheme will have little chance of success. Teaching required special social and moral aptitude and qualities, and it is not right to assume that everyone who volunteers to enter the profession is suitable for it. We must therefore, conduct our selection with great care and forethought and preferably take only those who belong to what the psychologists call 'the social type'.

8. Residential Training Institution. We suggest that these training institutions should be resident

9. Expert. In these institutions expert artisans of craftsmen may be employed to give craft training. Local artisans may also be utilized, if necessary to help the teachers of basic schools in their craft teaching and in putting the finishing touches for marketing purposes to the material produced by the students.

10. Refresher Courses. Refresher courses on a large scale should be gradually organized at training colleges and schools, in order to maintain and improve the efficiency of teachers. Such course should be of various types –cultural, professional and industrial.

SELF CHECK EXERCISE-2

Q.1 Who formulated the Wardha Scheme of Education?

- A) Jawaharlal Nehru
- B) Mahatma Gandhi
- C) S. Radhakrishnan
- D) B.R. Ambedkar

Q.2 What is the primary focus of the "Nai Talim" approach in the Wardha Scheme?

- A) Purely academic learning
- B) Vocational training integrated with academic education
- C) Emphasis on English language skills
- D) Focus on higher education only

Q.3 According to the Wardha Scheme, which language should be used as the medium of instruction?

- A) English
- B) Hindi
- C) Mother tongue
- D) Sanskrit

Q.4 What did the Wardha Scheme recommend regarding community involvement in education?

- A) Schools should be managed solely by government officials.
- B) Local communities should be actively involved in managing and running schools.
- C) Education should be centralized with no community input.
- D) Only government schools should be involved in community activities.

Q.5 Which of the following is NOT a principle of the Wardha Scheme of Education?

- A) Emphasis on vocational skills and practical learning
- B) Making education accessible to all
- C) Focusing solely on theoretical academic knowledge
- D) Integration of moral and ethical values

Q.6 What type of curriculum did the Wardha Scheme advocate for?

- A) A strictly academic curriculum with no vocational elements
- B) A curriculum that includes both academic subjects and practical vocational skills
- C) A curriculum focused only on religious education
- D) A curriculum based on foreign education systems

Q.7 What was the goal of integrating vocational training into the education system under the Wardha Scheme?

- A) To ensure students are prepared for higher education only
- B) To help students acquire practical skills and become self-reliant
- C) To focus only on theoretical knowledge
- D) To reduce the emphasis on moral education

Q.8 How did the Wardha Scheme propose to address educational disparities?

- A) By limiting education to the elite class

- B) By providing education only in urban areas
- C) By making education accessible to all socio-economic groups
- D) By focusing on international education systems

9.5 CRITICAL EVALUATION OF THE SCHEME

The Wardha Scheme of Education, introduced by Mahatma Gandhi in 1937, was a groundbreaking initiative aimed at reforming the Indian education system by integrating vocational training with academic learning. Its strengths included promoting practical skills and craftsmanship, using the mother tongue as the medium of instruction to enhance comprehension, and emphasizing holistic development that covered moral, physical, and emotional growth. Additionally, the scheme's focus on community involvement sought to make education more relevant and inclusive. However, its implementation faced significant challenges. Many schools struggled with balancing vocational training and academic subjects due to resource constraints and insufficient infrastructure. Resistance from traditionalists and the inconsistent quality of education between urban and rural areas further hindered its effectiveness. Despite these challenges, the Wardha Scheme represented a visionary attempt to address educational inequalities and relevance, laying important groundwork for future reforms. The Wardha Scheme of Education, proposed by Mahatma Gandhi in 1937, represented a significant shift in educational philosophy and practice. While it was revolutionary in many ways, its implementation and impact have been subject to both praise and criticism. Here's a critical evaluation of the scheme:

Strengths:

1. **Meaningful Education:** It provided us meaningful education as it rooted in our cultural heritage. Through his basic Education Gandhiji revived the ancient value-orientation, giving a new impetus to action and experimentation which he derived from science as well as his own experiences. Gandhiji educated people for the sustainable of all around development.
2. **Self supporting.** Gandhiji's concept of education involves the making of education self-supporting, so that the student may be trained to become an earning unit after the completion of his studies. Like the concept of 'bread-labour,' Gandhiji also seems to have assimilated this concept of education from John Ruskin, who wrote, "Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It means training them into the perfect exercise and kindly continual of their bodies and the souls." Gandhiji also defined education as, "drawing out of the best in the establishment of an egalitarian society, and remove the class dimension of Indian educational pattern." Dr. Prem Kripal holds, "between the class education and the mass education we have favoured the children of the well-to do families. Between those who can afford full time education and the working population,

India has exercised the choice in favour of the privileged ones.” It is in this context that there is a need of fundamental change in the total education system in India and as Prof. Anil Mishra suggest , it must be replaced , by taking Gandhian notion of education so that the goal of Swaraj can be fulfilled, not in theory , but in practice.

3. **Sound Education.** Basic Education outlined by the Wardha scheme of Education seems to be sound. Even if, it is not ‘self –supporting ‘it may be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction.” Apart from its financial implications, we are of opinion that a measurable check will be useful in ensuring thoroughness and efficiency in teaching and in the work of the students. Without some such check, there is great danger of work becoming slack and losing all educative value. This is only too obvious from experience of education, from experience of educationists who from time to time have introduced ‘manual training ‘or other ‘practical activities ‘in their schools.

4. **Integration of Vocational Training:** One of the scheme’s most notable strengths was its integration of vocational training with academic education. By incorporating practical skills and craftsmanship into the curriculum, it aimed to make education more relevant to students' lives and future employment, fostering self-reliance and practical skills.

5. **Emphasis on Mother Tongue:** The recommendation to use the mother tongue as the medium of instruction was progressive. It was intended to facilitate better understanding and communication, enhancing learning outcomes and making education more accessible to a broader population.

6. **Holistic Development:** The scheme emphasized the holistic development of students, including moral, physical, and emotional growth, in addition to academic achievements. This approach aimed to produce well-rounded individuals with a strong ethical foundation.

7. **Community Involvement:** By advocating for community involvement in managing and running schools, the scheme sought to ensure that education was tailored to local needs and contexts, thereby making it more relevant and inclusive.

8. **Accessibility and Equality:** The Wardha Scheme aimed to make education accessible to all, regardless of socio-economic status, promoting equality and reducing disparities in educational opportunities.

Weaknesses:

1. **Implementation Challenges:** Despite its visionary aspects, the implementation of the Wardha Scheme faced numerous challenges. The integration of vocational training into the curriculum was often uneven, and many schools struggled to balance academic and practical components effectively.

2. **Resource Limitations:** The success of the scheme relied heavily on adequate resources, including trained teachers and infrastructure for vocational training. In

practice, many schools lacked the necessary resources and support to fully implement the scheme's recommendations.

3. **Resistance to Change:** The scheme faced resistance from various quarters, including those who preferred traditional academic approaches or were skeptical about the feasibility of vocational training in a primarily academic system. This resistance often hindered the scheme's adoption and effectiveness.

4. **Inconsistent Quality:** The quality of education under the Wardha Scheme varied significantly between urban and rural areas. While urban areas might have had better infrastructure and resources, rural areas often struggled with inadequate facilities and training, leading to inconsistent educational experiences.

5. **Focus on Rural Context:** The scheme was heavily influenced by the rural context of 1930s India and may not have fully addressed the needs of urban or modernizing contexts. As a result, its applicability and effectiveness in diverse educational settings were limited.

6. **Curriculum Overload:** Combining vocational training with academic subjects sometimes led to an overloaded curriculum, which could dilute the effectiveness of both components. Students and teachers often found it challenging to manage this balance effectively.

SELF-CHECK EXERCISE-3

Q.1 What was one of the primary goals of the Wardha Scheme of Education?

- A) To focus solely on academic subjects
- B) To integrate vocational training with academic education
- C) To increase the use of English as the medium of instruction
- D) To limit education to urban areas only

Q.2 Which of the following was a major challenge in implementing the Wardha Scheme?

- A) Overabundance of resources
- B) Excessive community support
- C) Resource limitations and insufficient infrastructure
- D) Universal acceptance of the scheme

Q.3 How did the Wardha Scheme propose to use the mother tongue in education?

- A) As a supplementary language alongside English
- B) As the sole medium of instruction
- C) Only in religious education classes
- D) For administrative purposes only

Q.4 What was one of the strengths of the Wardha Scheme related to community involvement?

- A) Education was managed solely by government officials.
- B) The scheme promoted active involvement of local communities in managing schools.

- C) It centralized control of education in urban centers.
- D) It reduced the role of local communities in education.

Q.5 Which aspect of the Wardha Scheme faced resistance from traditionalists?

- A) Integration of moral education
- B) Emphasis on vocational training
- C) Use of foreign languages in education
- D) Decentralization of educational management

Q.6 What was a significant issue with the quality of education under the Wardha Scheme?

- A) Uniform quality across all schools
- B) Overemphasis on theoretical knowledge
- C) Inconsistent quality between urban and rural areas
- D) Excessive focus on extracurricular activities

Q.7 Which of the following was a limitation faced by the Wardha Scheme regarding the curriculum?

- A) Lack of academic subjects
- B) Overloaded curriculum with both vocational and academic subjects
- C) Too much focus on vocational training only
- D) Curriculum solely based on international education standards

Q.8 What aspect of the Wardha Scheme was influenced by the rural context of 1930s India?

- A) The focus on higher education
- B) The emphasis on urban-centric education reforms
- C) The integration of practical vocational training
- D) The promotion of English as a universal medium of instruction

9.6 SUMMARY

The Wardha Scheme of Education was a pioneering effort to reform education by making it more practical, inclusive, and community-oriented. Its strengths in promoting vocational training, mother tongue instruction, and holistic development were significant and forward-thinking. However, practical challenges in implementation, resource limitations, and resistance to change impacted its success. While the scheme laid the groundwork for future educational reforms, its execution revealed the complexities involved in transforming educational systems.

9.7 GLOSSARY

Basic Education (Nai Talim): A concept introduced by Mahatma Gandhi emphasizing the integration of vocational training with academic learning to make education practical and relevant to daily life.

Vocational Training: Instruction that prepares students for specific trades or crafts, focusing on practical skills and work readiness, as opposed to purely academic subjects.

Mother Tongue: The native language spoken by an individual or community. In the context of the Wardha Scheme, it refers to using the mother tongue as the primary medium of instruction to enhance understanding and comfort in learning.

9.8 ANSWERS TO SELF-CHECK EXERCISES

Exercise-1

Answer1: B) Integration of vocational training with academic learning

Answer2: B) Included practical skills such as weaving and carpentry

Answer3: C) Their mother tongue

Answer4: B) Character building and moral education

Answer5: B) By tailoring education to the specific conditions and needs of rural areas

Answer6: B) Encouraging students to develop skills for independence and self-sufficiency

Answer7: B) A flexible and adaptable curriculum based on local needs

Answer8: B) Foster a sense of ownership and alignment with community values

Answer9: B) Decentralized administration

Answer10: B) Ensure the overall growth of students, including physical, intellectual, emotional, and social aspects

Exercise-2

Answer1: B) Mahatma Gandhi

Answer2: B) Vocational training integrated with academic education

Answer3: C) Mother tongue

Answer4: B) Local communities should be actively involved in managing and running schools.

Answer5: C) Focusing solely on theoretical academic knowledge

Answer6: B) A curriculum that includes both academic subjects and practical vocational skills

Answer7: B) To help students acquire practical skills and become self-reliant

Answer8: C) By making education accessible to all socio-economic groups

Exercise-3

Answer1: B) To integrate vocational training with academic education

Answer2: C) Resource limitations and insufficient infrastructure

Answer3: B) As the sole medium of instruction

Answer4: B) The scheme promoted active involvement of local communities in managing schools.

Answer5: B) Emphasis on vocational training

Answer6: C) Inconsistent quality between urban and rural areas

Answer7: B) Overloaded curriculum with both vocational and academic subjects

Answer8: C) The integration of practical vocational training

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9.10 TERMINAL QUESTIONS

1. Write an essay on Wardha Scheme of basic education.
2. Discuss the need and characteristics of basic education.
3. Discuss the merits of basic education.

Unit-10

SARGENT REPORT ON EDUCATION, 1944

Structure:

- 10.1 Introduction
- 10.2 Learning Objectives
- 10.3 Main Features of Sargent Report
Self Check Exercise-1
- 10.4 Recommendations of the Committee
Self Check Exercise-2
- 10.5 Critical Evaluation of the Report
Self Check Exercise-3
- 10.6 Summary
- 10.7 Glossary
- 10.8 Answers to Self-Check Exercises
- 10.9 References/ suggested Readings
- 10.10 Terminal Questions

10.1 INTRODUCTION

In 1944, the Central Advisory Board of Education which is an all- India advisory body set up by the Government of India submitted a comprehensive Report on Post-War Educational Development containing certain important recommendations. The report, more popularly known as the Sargent Report after Sir John Sargent who was Educational Adviser to the Government of India, visualized a system of universal, compulsory and free education for all boys and girls between the ages of 6 and 14, the Senior Basic or the Middle School being the final stage in the school career of majority of the future citizens. It was also recommended by this Committee that at the Middle School stage, provision should be made for a, variety of courses extending over a period of five years after the age of 11. These courses while preserving an essentially cultural character should be designed to prepare the pupils for entry into industrial and commercial occupations as well as into the Universities. It was recommended that the High School course should cover 6 years, the normal age of admission being 11 years and that the High Schools should be of two main types (a) academic, and (b) technical. The objective of both should be to provide a good all-round education combined with some preparation in the latter stages for the careers which pupils will pursue on leaving schools.

10.2 LEARNING OBJECTIVES

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

Explain the reason for appointing the Sargent Committee in 1944.

Illustrate the structure of Education Proposed in the Report

Describe the Suggestions made by the Committee in different aspects of education.

10.3 SARGENT REPORT ON EDUCATION 1944

We already know about the Gandhiji's Wardha Scheme of Basic Education, 1937. Before that, the reports of the various committees and commissions suggested significant educational reforms in regard to national development. Government of India resolutions, 1913 was followed by Sadler Commission's Report of 1917, and the Hartog Committee Report in 1929 and then by the Wardha Scheme, 1937. Keeping in view the reforms suggested by all these reports, the British Government had begun to understand the seriousness of the situation in the area of education. Ultimately in the middle forties the Government of India realized that it could no longer be indifferent to the problem of education of the Indian people and there was the need of bringing about radical reform in all aspects of Indian education. As the British became hopeful of its victory in the Second World War, it directed its attention to do something for the Indian people in the field of education. So it advised Sir John Sargent, the Educational Advisor to the Government of India, to prepare a comprehensive scheme of education for educational reform in India. In this unit we will discuss the major points of recommendations regarding pre-primary, primary, secondary, university and other aspects of education in our country as proposed in the Sargent Report, 1944. We will also evaluate the recommendations of this report

Formation of the committee:

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

This scheme has a historical importance as it was the first attempt to develop a National System for Education in India. The report of the Committee consisted of 12 different chapters covering from pre-primary to university education. It was a fully fledged educational plan for the future educational reconstruction in India. The report had diagnosed every problem critically and had given definite and clear-cut solutions. It deals with almost all types of education for all classes of people in India. This was the first report that present a comprehensive picture of education in our country at that period of time. The report is undoubtedly a valuable educational document. Hence, it deserves a careful study. It must be mentioned here that this plan is not entirely a new

plan. It is rather the summery of different resolutions, minutes and proceedings of the CAGE since 1936.

The Sargent Report, formally known as the "Report of the Secondary Education Commission" (1944), was a significant document in the history of Indian education. It was chaired by Sir John Sargent, a British educationist, and aimed to address various aspects of secondary education in India. Here are the main features of the Sargent Report:

1. **Curriculum Reform:** The report recommended a comprehensive revision of the secondary school curriculum to make it more relevant and practical. It emphasized the need for a balanced approach that included not only academic subjects but also practical and vocational training.
2. **Education for All:** The Sargent Report highlighted the importance of providing secondary education to a broader segment of the population. It advocated for expanding educational opportunities and improving access, especially in rural and underprivileged areas.
3. **Pedagogical Approaches:** It called for modernizing teaching methods and techniques. The report suggested adopting a more student-centered approach, encouraging active learning, and utilizing innovative teaching aids and methods.
4. **Teacher Training and Development:** The report stressed the need for improving the quality of teacher training and professional development. It recommended the establishment of training colleges and programs to ensure that teachers were well-equipped to handle the evolving educational demands.
5. **Vocational Education:** Recognizing the importance of practical skills, the report advocated for the inclusion of vocational subjects and training within the secondary education framework. It aimed to bridge the gap between academic learning and practical skills needed for employment.
6. **Educational Administration:** The Sargent Report proposed changes in educational administration to make it more effective and efficient. It suggested decentralizing control and enhancing the role of local educational authorities in decision-making processes.
7. **Infrastructure and Facilities:** It recommended improvements in educational infrastructure, including the development of better school buildings, laboratories, and libraries. The report highlighted the need for adequate resources and facilities to support effective learning.
8. **Examination System:** The report suggested reforms in the examination system to reduce rote learning and stress on examinations. It advocated for continuous assessment methods and a more holistic approach to evaluating student performance.
9. **Integration of Indian Culture and Values:** The Sargent Report emphasized incorporating Indian culture, history, and values into the curriculum to foster a sense of national identity and pride among students.

10. **Student Welfare:** It underscored the importance of addressing student welfare, including mental and physical health. The report suggested measures to support students' overall well-being, including better guidance and counseling services. The Sargent Report played a crucial role in shaping secondary education policy in India, advocating for a more inclusive, practical, and modern educational system that aimed to meet the needs of a diverse and evolving society.

SELF-CHECK EXERCISE-1

Q.1 Who was the chairperson of the Sargent Report?

- A) Sir John Sargent
- B) Mahatma Gandhi
- C) Jawaharlal Nehru
- D) Dr. Radhakrishnan

Q.2 What did the Sargent Report recommend regarding the curriculum?

- A) Focus solely on academic subjects
- B) Comprehensive revision to include practical and vocational training
- C) Eliminate vocational subjects entirely
- D) Emphasize rote learning and examinations

Q.3 Which aspect of teacher training did the Sargent Report emphasize?

- A) Reducing teacher training programs
- B) Improving the quality and establishment of training colleges
- C) Eliminating professional development requirements
- D) Focusing only on administrative skills

Q.4 How did the Sargent Report propose to address educational access?

- A) By limiting secondary education to urban areas
- B) By expanding educational opportunities to rural and underprivileged areas
- C) By focusing only on higher education
- D) By eliminating secondary education altogether

Q.5 What was one of the main recommendations regarding the examination system in the Sargent Report?

- A) Increase emphasis on rote learning
- B) Focus solely on final examinations
- C) Implement continuous assessment methods and a holistic evaluation approach
- D) Eliminate continuous assessments and focus only on periodic exams

Q.6 What did the Sargent Report suggest about educational administration?

- A) Centralize control in the national government
- B) Decentralize control and enhance local educational authorities' roles
- C) Limit the role of local authorities
- D) Abolish local educational authorities

Q.7 Which area of student support was highlighted in the Sargent Report?

- A) Only academic performance
- B) Student welfare, including mental and physical health
- C) Focus solely on extracurricular activities
- D) Elimination of guidance and counseling services

Q.8 How did the Sargent Report propose to incorporate Indian culture into education?

- A) By focusing exclusively on Western education systems
- B) By integrating Indian culture, history, and values into the curriculum
- C) By removing all cultural references from the curriculum
- D) By emphasizing only foreign languages and cultures

Q.9 What was a key feature of the Sargent Report's recommendations on infrastructure?

- A) Reducing investment in school facilities
- B) Improving school buildings, laboratories, and libraries
- C) Focusing solely on administrative offices
- D) Eliminating the need for modern educational facilities

Q.10 Which teaching approach did the Sargent Report advocate?

- A) Traditional lecture-based methods
- B) Modern, student-centered learning with innovative teaching aids
- C) Focus on rote memorization and passive learning
- D) Exclusive use of text-based learning

10.4 RECOMMENDATIONS OF THE COMMITTEE

The Sargent Report, or the "Report of the Secondary Education Commission" (1944), proposed several pivotal reforms to improve secondary education in India. It recommended a balanced curriculum that integrated academic subjects with vocational training to make education more practical and relevant to students' future careers. The report emphasized expanding secondary education to ensure greater accessibility, especially in rural areas, and suggested modernizing teaching methods by adopting student-centered approaches and innovative teaching aids. It also highlighted the need for improved teacher training through the establishment of more training colleges and ongoing professional development. Additionally, the report called for better educational infrastructure, including modern school facilities and resources. It proposed reforms to the examination system, advocating for continuous assessment rather than relying solely on final exams, and stressed the importance of incorporating Indian culture and values into the curriculum to foster national identity. Lastly, the report addressed student welfare by recommending guidance and counseling services to support students' overall well-being. These recommendations aimed to create a more inclusive, practical, and effective educational system.

RECOMMENDATIONS REGARDING THE PREPRIMARY EDUCATION:

For the first time in India, official attention was given towards the pre-primary stage of education. The major suggestions are recommended as:

1. Provision should be made for pre-primary education in the form of nursery schools for the success of National Scheme of Education.
2. Children from 3—6 years of age should be admitted in these schools. On the basis of a normal age-range of three to six years provisions has been made for 10,00,000 places in nursery schools and classes.
3. The basic aim of these schools should be to impart social experience and education of general behaviour rather than giving formal education.
4. The nursery schools may be attached to junior basic schools in the rural areas.
5. In the urban areas where there are sufficient numbers of children, nursery schools should have separate existence.
6. Pre-primary education should be free. While it may not be feasible to make attendance compulsory, no efforts should be spread to persuade parents to send their children to school voluntarily, particularly in areas where housing conditions are unsatisfactory and mothers are accustomed to go out of work.
7. It was estimated that the pre-primary education will require annually Rs. 3, 18, 40,000/- for ten lakh people.

RECOMMENDATIONS REGARDING BASIC EDUCATION:

1. Provision should be made for free and compulsory primary or basic education for all children between the ages of 6 and 14.
2. The course of basic education should be divided into parts: Junior Basic and Senior Basic, the former to be given to all children between the ages 6-11 and the latter to be given to those who could not proceed to high school.
3. Basic Education should not be expected to pay for itself through the sale of articles produced by the pupils.
4. The basic craft to be taught should be suitable to local conditions.
5. Mother-tongue should be the medium of instruction of Senior and Junior Basic Schools.
6. The education imparted should be general and emphasis should not be laid on the teaching of 3 R's only.
7. English should not be taught in Junior Basic Schools. It can be taught in Senior Basic Schools only when the
8. Education Department of the Province gives its decision in its favour.
9. The standards of training, recruiting and conditions of service of teachers should be raised.
10. In place of external examinations there should be internal examinations and successful candidates should be awarded certificates.
11. Attendance officers should be appointed to introduce compulsion.

12. The Senior Basic Schools should provide for corporate living. Physical training, organizing of games is essential to supplement the instruction given in the class room. The Sargent Report endorsed the recommendations of the two committee's appointed by the central advisory on basic education.

(a) Recommendations of the first Committee:

1. The scheme of basic education should first be introduced in rural areas.
2. The age range for compulsion should be six to fourteen years, but children can be admitted to the basic school at the age of five.
3. Diversion of students from the basic school to other kinds of schools should be allowed after the 5th class or about the age of eleven plus.
4. The medium of instruction should be mother tongue of the pupils.
5. A Common language for India is desirable. This should be Hindustani with both Urdu and Hindi scripts. Options should be given to children to choose the script, and provision should be made for teaching them in the script. Every teacher should know both scripts.
6. Certain elements of cultural subjects, which cannot be correlated with the basic craft, must be taught independently.
7. The training of teachers should be recognized and their status rose.
8. No teacher should receive Rs. 20 per mensem.
9. Efforts should be made to recruit more women teachers and to persuade girls of good education to take up the teaching.
10. Basic schools should be started only when suitable trained teachers are available.
11. The curriculum will need revision in the light of experience.
12. English should not be introduced as an optional subject in the basic schools.
13. The state should provide facilities as at present for every community to give religious teaching, when so desired but not at the cost of the state.
14. No external examinations need be held. At the end of the basic school course a leaving certificate based on the internal examination should be given.
15. Pupils wishing to join other schools at the end of the 5th class (age eleven plus) should also be granted a leaving certificate.
16. Promotions from class to class will be determined by the schools, though the results of the internal examinations should be subject to the supervisor's inspection.

(b) Recommendations of the second committee:

1. While the provision of 'pre -basic' education in nursery and infants school and classes is highly desirable, it is not practical at this stage, in view of the lack both of money and of trained women teachers, to advocate its instruction on a compulsory basis. Provincial Governments should aim in the first place (a) at providing model infants and nursery schools in suitable centres, (b) at increasing the supply of properly trained infant teachers, who should be women, (c) at encouraging the enrolment in 'basic' schools of

children below the minimum age for compulsory attendance, and at stimulating the provision by voluntary agencies of efficient 'pre-basic schools'.

2. 'Basic' education should comprise a course of eight years from the age of six to fourteen years and that this course while preserving its essential unity should consist of two stages –the first stage, the 'junior' stage, covering a period of five years and the second stage, the 'senior', three years.

3. The transfer of children from the 'basic' school to other forms of post-primary education should be allowed after the 5th grade, i.e., at the conclusion of the 'junior basic' stage.

4. The various types of post –primary school (other than the 'senior basic' school) to which suitable children may be transferred at the end of the junior 'basic stage' should provide a variety of courses extending over a period of at least five years after the age of eleven. These courses, while preserving an essentially cultural character, should be designed to prepare pupils for entry to industrial and commercial occupations as well as to universities.

5. Special arrangements should be made in these schools for assimilating pupils who decide to continue their education after completing the full course in the basic school i.e., after reaching the 8th class.

6. Suitable courses should be framed for girls attending 'senior basic' schools which should include such subjects as cookery, laundry work, needle work, home craft, the care of children and first aid, the remainder of the instruction

To be correlated with this course of domestic science in accordance with the general principles of the 'basic education' scheme.

7. A standing committee of the Central Advisory Board of Education should be appointed to watch new educational experiments carried on in the provinces as well as the progress of educational development generally, with special reference to 'basic' education and to make recommendations to the board of necessary action. There should be a representative of the Hindustani Tamil Sangh on this committee.

8. Subject to such conditions as are set out in the report of the Central Government should contribute not less than half the amount of the approved net recurring expenditure on 'basic' education in each province, the balance to be found by the Provincial Government and the local bodies entrusted by it with the administration of compulsory education. For capital expenditure on building, equipments etc., alone system should be adopted.

9. A central agency should be established in each province for the disposal of marketable produce produced in schools.

RECOMMENDATIONS REGARDING SECONDARY EDUCATION:

The main recommendations regarding Secondary education are given below:

1. Secondary education should be for 6 years for selected students between age 11 and 17.
2. Admission to secondary schools should be made on selective basis and only promising students, about 20% of the children, attending Junior Basic schools should be admitted to High Schools.
3. High schools shall be of two types-Academic High Schools and Technical High Schools.
4. Every child entering a High School remains there till the age of 14 compulsorily. Even after this period steps should be taken to see that children are not withdrawn from the school before the completion of the course.
5. Subjects in the Academic High School as well as in the Technical should be common; for example, mother-tongue, English, Modern Indian Languages, Indian and World History, Indian and World Geography, Science, Mathematics, Agriculture, Economics, Music, Art and Physical Training.
The Technical High Schools should include Science, Wood work, Metal work, Elementary Engineering, Drawing, Book keeping, Type writing, Short Hand, Accountancy, Commercial, Practice, and Domestic Science
6. High School leavers should receive an education that will fit them for direct entry into occupations and professions.
7. High school education should not be preliminary to university education and should be complete in it.

RECOMMENDATIONS OF THE COMMITTEE REGARDING UNIVERSITY EDUCATION:

We are already familiar with the suggestions given by the committee regarding pre-primary, primary and high school education; let us discuss what suggestion it has offered for university education. The Sargent Committee pointed out the defects of university education in the following way-

1. University education has failed to relate their activities to the practical needs of the community as a whole. There is no systematic attempt to adjust the output to the capacity of the employment market to absorb it.
2. A great deal of importance is attached to examinations.
3. In the absence of suitable selection machinery, a large number of incapable students get entry into the universities.
4. Probably nowhere among the universities of the world are there so large a proportion of failures in examinations as in Indian universities.
5. Indian universities do not fully satisfy the requirements of a national system of education.

The Committee has offered the following suggestions for the improvement of university education-

1. The duration of degree course should be of 3 years.
2. The present intermediate course should be abolished. The first year of the course should be transferred to high school and the second year to the universities.
3. The standard of university education must be raised. The condition of admission must be revised so that capable students can take the advantage of the university course.
4. Competent teachers should be appointed in the university and steps should be taken to improve the conditions of service including remuneration.
5. The tutorial system should be widely extended for closer personal contacts between teachers and students.
6. Adequate financial assistance must be provided for poor students.
7. Emphasis should be given on establishing a high standard in post-graduate studies and in pure applied research.
8. For coordination in the activities of the different universities an All India organization like University Grants Committee of England should be set up.

A. Technical and Vocational Education:

Sargent Committee laid a good deal of stress on technical and vocational education. It suggested for the full time and part time instructions in order to fulfil the requirement of all the different categories of the skilled hands. The report divides the workers into four categories—

1. Higher Category of Workers:

According to the Sargent Report there was a need for higher category of workers for the industrial and vocational fields. They will have their preliminary training in a Technical high school and then will pass from Technological Department of some university or from full time Technological Institute and will serve as Chief Executive, Research Workers etc.

2. Lower Category of Workers:

This category includes foreman, charge-hand and other ordinary executive and administrative officers. They should be given training in the Technical high school for Diploma or Certificate Course.

1. Skilled Craftsman:

Skilled craftsman are very much needed for successful execution of industrial and occupational schemes. Students should have passed Technical high school course or Senior basic or Junior Technical or Industrial school course.

2. Semi skilled or unskilled workers:

Students, who have studied in Senior basic middle schools with some basic craft, shall be admitted to this category of workers. These persons should get facilities both for continuing their general education and for improving their skill.

3. Other Suggestions:

The report has touched some other branches of education also. These are as follows:

B. Adult Education :

The role of adult education, according to report is to make every possible member of a state an effective and efficient citizen. It is very much essential for the success of the ideal democratic way of life. The problem of adult education in India connotes adult literacy. The normal age range of adult education should be 10 plus to 40.

This scheme envisaged two types of education for adults— general education and technical or vocational education. Separate classes should be organized for boys and girls between ten to sixteen years of age. In order to make adult education interesting, it is necessary to use visual aids, mechanical aids such as pictures, charts, cinema, gramophone, radio, folk dancing, music etc.

C. Training of the teachers:

There should be an army of trained teachers for the rapid progress of education and the successful execution of the plans of education. For graduate teachers Sargent Committee recommended to impart training to them by training colleges. For the training of undergraduate teachers, there should be three types of training institutions— pre-primary, basic and high school.

Teachers for technical and industrial education may be taken to the institutions for the purpose and other industrial courses. Refresher courses should be started for all the categories of teachers. Free training should be provided in training colleges and schools. In order to attract proper type of persons to the teaching profession, the report proposes to revise the scales of pay to be given to all grades of teachers, particularly to the teachers at the primary stage who are paid very low salaries at present.

D. Health Education:

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

E. Education of the Physically Handicapped:

Provision for special education should be made for physically handicapped and mentally retarded children. Here the educands may engage themselves in such productive activities that may be of use to them in the future life.

F. Employment Bureaus :

The scheme made the following recommendations in this regard in order to provide the students with requisite employment—

- (i) Under the control of the education department a number of employment bureaus should be established.
- (ii) Universities should have their own employment bureaus.
- (iii) These bureaus should discharge the following functions—
 - (a) contact with educational institutions,
 - (b) advise the outgoing students about openings for employment,

(c) contact with employers and arrangement for trade apprentices.

G. Administration of Education:

For proper implementation of the new schemes of education at all India level a strong department of education should be set at the centre. The state should also have their department of education. More cooperation and coordination needed between the centre and the states for successful implementation of a National System of Education. The report indicated that the implementation of the whole scheme would involve a total expenditure of Rs. three hundred crores every year.

H. Evaluation of the Sargent Report:

We have already discussed the suggestions given by the Sargent report in all aspects of education in India. Now we will make an attempt to evaluate the report.

The Sargent report had been the outcome of the experience of the British Government that in education, India was behind the other advanced countries of the world.

The chief merits of this report are discussed below—

- This was the first comprehensive scheme embracing all aspects of education—pre-primary, primary, high school and university education. Technical, vocational and professional, all types of education had been given attention by way of providing useful suggestions for their improvement.
- Secondly, it recommended the provision of equal opportunities to all the students at various stages of education.
- Thirdly, due importance was given to the teaching profession. Recommendations were made for the improvement of the salary scales and the service conditions of the teachers.
- Fourthly, for the first time the attention of the Government was drawn towards the education of the handicapped.
- Fifthly, the report gave importance on providing education in such a manner as to make one self depended. It foresaw the importance of the employment problem in the country and thought that education could be instrumental in solving it.

Let us examine the shortcoming and defects of the report—

- The report is criticized on the ground that it was not an original report. It was only a patch-work of the recommendations of different committees.
- The report outlined an educational development in India which would require 40 years to be implemented. This time limit did not satisfy any ardent educationist. An acceptable plan of educational development in India had been spread over a much shorter range of time, not exceeding 15 years.
- It had been pointed out that it would be wrong to call it a national scheme of education because it was only a copy of the pattern practiced in England. This pattern could not serve as a model to India because the social, political and economic conditions in the two countries are vastly different.

The proposal for selective admission in schools, colleges and universities was undemocratic.

IMPLEMENTATION OF THE RECOMMENDATIONS:

It is necessary for us to see how the recommendations of the Sargent Committee were implemented. The Government of India accepted the recommendations of the report in principle and tried to implement some of them in the following manner—

- In 1945 an education department was established at the centre to increase administrative efficiency.
- According to the recommendations of the committee 40 crores of rupees were given to the provincial Governments for implementing certain aspects of the scheme in their areas.
- The Provincial Governments were advised to make five year plans for education. In 1946 these plans were made in some provinces.
- It was decided that the scheme should be implemented within 16 years instead of 40 year.
- According to the recommendations of the committee University Grants Committee was constituted in 1945 which later on became University Grants Commission in 1956.
- The aim of providing compulsory and free education to children between 6—11 years of age was accepted.
- Efforts were made for adult education and also for improving the economic condition of teachers.

The committee of polytechnic school and the All India Technical Education Committee were established in Delhi.

SELF-CHECK EXERCISE-2

Q.1 What was one of the key recommendations regarding the curriculum in the Sargent Report?

- A) Focus exclusively on academic subjects
- B) Integrate both academic subjects and vocational training
- C) Eliminate vocational training
- D) Increase emphasis solely on rote learning

Q.2 Which area did the Sargent Report emphasize for expansion?

- A) Higher education institutions
- B) Secondary education to include more of the population
- C) Primary education only
- D) International educational programs

Q.3 What did the Sargent Report suggest for modernizing teaching methods?

- A) Continuing traditional lecture-based teaching

- B) Adopting student-centered approaches and innovative teaching aids
- C) Focusing exclusively on rote memorization
- D) Eliminating the use of technology in teaching

Q.4 How did the Sargent Report propose to improve teacher training?

- A) By reducing the number of training programs
- B) By establishing more teacher training colleges and emphasizing ongoing professional development
- C) By focusing solely on administrative skills
- D) By eliminating professional development requirements

Q.5 Which of the following was a recommendation regarding educational administration in the Sargent Report?

- A) Centralize control and decision-making in the national government
- B) Decentralize control and enhance the role of local educational authorities
- C) Remove local authorities from educational management
- D) Focus only on administrative efficiency without decentralization

Q.6 What did the Sargent Report recommend regarding the examination system?

- A) Increase reliance on final examinations
- B) Implement continuous assessment methods and a holistic evaluation approach
- C) Remove all forms of assessments
- D) Focus solely on periodic tests

Q.7 What was one of the key infrastructure improvements suggested by the Sargent Report?

- A) Reducing investment in school facilities
- B) Developing modern school buildings, laboratories, and libraries
- C) Focusing only on administrative offices
- D) Eliminating the need for modern educational facilities

Q.8 Which cultural aspect did the Sargent Report recommend incorporating into the curriculum?

- A) Exclusively Western culture
- B) Indian culture, history, and values
- C) Focus solely on international cultures
- D) Removal of cultural references

Q.9 What did the Sargent Report propose to support student welfare?

- A) Eliminate guidance and counseling services
- B) Establish guidance and counseling services to support mental and physical health
- C) Focus solely on academic performance
- D) Reduce focus on student well-being

Q.10 Which recommendation addressed the gap between academic learning and practical skills in the Sargent Report?

- A) Focus only on academic subjects

- B) Include vocational subjects in the curriculum
- C) Eliminate vocational subjects
- D) Emphasize rote learning

10.5 CRITICAL EVALUATION OF THE REPORT

The Sargent Report (1944), formally known as the "Report of the Secondary Education Commission," represented a significant attempt to reform secondary education in India. While it was groundbreaking in many ways, its recommendations were met with both praise and criticism. Here's a critical evaluation of the report:

Strengths:

1. **Curriculum Integration:** The Sargent Report's recommendation to integrate academic subjects with vocational training was progressive. This approach aimed to make education more relevant and practical, preparing students for diverse career paths and bridging the gap between theoretical knowledge and practical skills.
2. **Expansion of Secondary Education:** The report's emphasis on expanding secondary education to reach a broader segment of the population was crucial. It aimed to increase access to education in rural and underdeveloped areas, promoting greater educational equity.
3. **Modernizing Teaching Methods:** By advocating for student-centered learning and innovative teaching aids, the report promoted a shift towards more effective and engaging educational practices. This focus was intended to enhance student learning and make education more dynamic.
4. **Improvement in Teacher Training:** The call for better teacher training and professional development was a significant strength. It recognized that high-quality teaching is essential for effective learning and recommended establishing more training colleges to improve teacher qualifications.
5. **Infrastructure Development:** The report's recommendation for improved school infrastructure, including modern buildings and facilities, was important for creating conducive learning environments and supporting educational advancement.

Weaknesses:

1. **Implementation Challenges:** Despite its visionary recommendations, the practical implementation of the Sargent Report faced significant challenges. The ambitious proposals required substantial financial investment and administrative changes, which were often difficult to realize fully.
2. **Resource Limitations:** The recommendations for expanding secondary education and improving infrastructure were hampered by limited resources. Many

regions, particularly rural areas, struggled with inadequate facilities and funding, impacting the effectiveness of the proposed reforms.

3. **Resistance to Change:** The Sargent Report's push for modern teaching methods and vocational integration faced resistance from traditionalists who preferred conventional education systems. This resistance sometimes slowed the adoption of the recommended changes.

4. **Focus on Secondary Education:** While the report made important contributions to secondary education, it did not fully address the needs of primary or higher education levels. This narrow focus meant that other critical areas of the educational system were left out of the reform agenda.

5. **Implementation Disparities:** The effectiveness of the recommendations varied significantly across different regions. Urban areas with better resources were able to implement changes more effectively than rural areas, leading to uneven educational improvements.

The Sargent Report was a landmark document that introduced several forward-thinking recommendations for reforming secondary education in India. Its strengths lie in its holistic approach to curriculum development, expansion of access, and emphasis on modern teaching practices and infrastructure. However, the practical challenges of implementation, limited resources, and resistance to change posed significant obstacles. While the report laid a solid foundation for educational reform, its impact was uneven, and many of its recommendations faced difficulties in execution. The report remains a significant historical document that highlights both the potential and limitations of educational reform efforts.

SELF-CHECK EXERCISE-3

Q.1 What was one of the key strengths of the Sargent Report?

- A) Its focus solely on theoretical subjects
- B) Its recommendation to integrate academic subjects with vocational training
- C) Its recommendation to eliminate vocational subjects
- D) Its emphasis on rote learning and traditional methods

Q.2 What was a significant challenge in implementing the recommendations of the Sargent Report?

- A) Excessive financial resources
- B) Overwhelming support from traditionalists
- C) Limited financial resources and administrative support
- D) Universal agreement on proposed changes

Q.3 Which area did the Sargent Report emphasize for improvement to create better learning environments?

- A) Educational administration only
- B) School infrastructure, including modern buildings and facilities

C) Curriculum content alone

D) International educational standards

Q.4 How did the Sargent Report propose to modernize teaching methods?

A) By maintaining traditional lecture-based methods

B) By adopting student-centered approaches and innovative teaching aids

C) By focusing exclusively on rote memorization

D) By removing modern technology from classrooms

Q.5 What was one of the criticisms of the Sargent Report related to its recommendations?

A) It focused too much on primary education

B) It failed to address secondary education entirely

C) Its recommendations faced resistance and were difficult to implement

D) It ignored the needs of urban areas

Q.6 What did the Sargent Report suggest about teacher training?

A) Reduce the number of training programs

B) Focus solely on administrative training

C) Improve teacher training and establish more training colleges

D) Eliminate professional development for teachers

Q.7 In terms of educational access, what did the Sargent Report advocate for?

A) Limiting secondary education to urban areas

B) Expanding secondary education to reach a larger segment of the population, including rural areas

C) Focusing solely on higher education

D) Reducing the scope of secondary education

Q.8 Which aspect of the examination system did the Sargent Report propose to reform?

A) Increase emphasis on final exams only

B) Implement continuous assessment methods and a holistic approach

C) Eliminate all forms of assessments

D) Focus exclusively on periodic tests

Q.9 What did the Sargent Report recommend about incorporating Indian culture into education?

A) Focus only on Western cultures

B) Incorporate Indian culture, history, and values into the curriculum

C) Remove all cultural references

D) Emphasize foreign languages and cultures

Q.10 How did the Sargent Report address student welfare?

A) By eliminating guidance and counseling services

B) By establishing guidance and counseling services to support mental and physical health

- C) By focusing solely on academic performance
- D) By reducing attention to student well-being

10.6 SUMMARY

In the beginning of this unit we focused our attention on the formation of the Sargent Committee. The committee constituted of 22 members headed by John Sargent, Educational Advisor to the Government of India. For the first time the committee tried to develop a National System of Education for India. The report prepared by this committee is not entirely a new plan but the summary of resolutions, minutes and proceedings of the Central Advisory Board of Education.

For the first time in the educational history of India the report paid attention towards pre-primary education and suggested that children from 3 to 6 years should be admitted in schools. The report had adopted the scheme to basic education with some modifications and divided the basic schools into two categories— junior and senior basic. As for high schools, the Committee suggested that these schools should be of two types— academic and technical. Academic high schools will impart instruction in the Arts and pure science, while the technical high school will provide training in industrial and commercial subjects. The curriculum should be diversified as far as possible and the aim of high school education should be to make the boys self-dependent and able to stand on their own legs.

Regarding university education the Report said that higher education had failed to relate their activities to the practical needs of the community and a large number of incapable students get entry into the universities due to lack of proper selection procedure. A great deal of importance had been attached to examinations and proportion of failure was very high. For improving the condition, the report suggested that the standard of university education should be raised, the condition of admission should be revised, competent teachers should be appointed and tutorial system should be extended for closer personal contact between the students and the teachers. A University Grants Committee should be established.

In technical and vocational education the committee suggested for full time and part time instruction in order to fulfill the requirements of all different categories of the skilled workers, such as, chief executive, research workers, foreman, craftsman for industrial occupations etc. Beside, the report suggested different measures to improve adult education, the training of teachers, health education, education for physically and mentally handicapped and for establishing employment bureau etc.

We have evaluated the recommendation of the committee and discussed the merits and demerits towards the end of the unit and also how far the recommendations were implemented

10.7 GLOSSARY

Sargent Report: Officially known as the "Report of the Secondary Education Commission" (1944), it was a significant document chaired by Sir John Sargent that aimed to reform secondary education in India.

Vocational Training: Education that focuses on practical skills and trades, preparing students for specific careers. The Sargent Report recommended integrating vocational training into the secondary education curriculum.

Curriculum Integration: The process of combining various elements of learning, such as academic subjects and vocational training, into a cohesive educational program. The Sargent Report advocated for this approach to make education more practical and relevant.

10.8 ANSWERS TO SELF-CHECK EXERCISES

Exercise-1

Answer1: A) Sir John Sargent

Answer2: B) Comprehensive revision to include practical and vocational training

Answer3: B) Improving the quality and establishment of training colleges

Answer4: B) By expanding educational opportunities to rural and underprivileged areas

Answer5: C) Implement continuous assessment methods and a holistic evaluation approach

Answer6: B) Decentralize control and enhance local educational authorities' roles

Answer7: B) Student welfare, including mental and physical health

Answer8: B) By integrating Indian culture, history, and values into the curriculum

Answer9: B) Improving school buildings, laboratories, and libraries

Answer10: B) Modern, student-centered learning with innovative teaching aids

Exercise-2

Answer1: B) Integrate both academic subjects and vocational training

Answer2: B) Secondary education to include more of the population

Answer3: B) Adopting student-centered approaches and innovative teaching aids

Answer4: B) By establishing more teacher training colleges and emphasizing ongoing professional development

Answer5: B) Decentralize control and enhance the role of local educational authorities

Answer6: B) Implement continuous assessment methods and a holistic evaluation approach

Answer7: B) Developing modern school buildings, laboratories, and libraries

Answer8: B) Indian culture, history, and values

Answer9: B) Establish guidance and counseling services to support mental and physical health

Answer10: B) Include vocational subjects in the curriculum

Exercise-3

Answer1: B) Its recommendation to integrate academic subjects with vocational training

Answer2: C) Limited financial resources and administrative support
 Answer3: B) School infrastructure, including modern buildings and facilities
 Answer4: B) By adopting student-centered approaches and innovative teaching aids
 Answer5: C) Its recommendations faced resistance and were difficult to implement
 Answer6: C) Improve teacher training and establish more training colleges
 Answer7: B) Expanding secondary education to reach a larger segment of the population, including rural areas
 Answer8: B) Implement continuous assessment methods and a holistic approach
 Answer9: B) Incorporate Indian culture, history, and values into the curriculum
 Answer10: B) By establishing guidance and counseling services to support mental and physical health

10.9 REFERENCES/ SUGGESTED READINGS

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10.10 TERMINAL QUESTIONS

- Q1. Outline the main recommendations of the Sargent Committee, 1944.
- Q2. What were the recommendations of the Sargent Scheme of Education with regard to primary and secondary education? On what has ground the scheme been criticized?
- Q3. Discuss the views of the Sargent Committee in regard to technical and vocational education, adult education and education for physically handicapped.

Unit-11

University Education Commission (Radhakrishnan Commission) 1948-49

Structure:

11.1 Introduction

11.2 Learning Objectives

11.3 University Education commission/ Radhakrishnan Commission (1948)

Self Check Exercise-1

11.4 Major Observations and Recommendations

Self Check Exercise-2

11.5 Summary

11.6 Glossary

11.7 Answers to Self-Check Exercises

11.8 Suggestions and Further Readings

11.9 Terminal Questions

11.1 INTRODUCTION

As an academic, philosopher, and statesman, Sarvepalli Radhakrishnan (1888-1975) was one of the most recognized and influential Indian thinkers in academic circles in the 20th century. The Radhakrishnan was named chairman of the University Education Commission. After Independence the first action of a great significance to be taken by the Government of India in the field of education was the appointment of the University Education Commission under the Chairmanship of Dr. S. Radhakrishnan, a distinguished scholar and former Vice- Chancellor of Banaras University, who rose to become the second President of India.

After independence on August 15, 1947, Radhakrishnan was requested to Chair the University Education Commission. The Radhakrishnan Committee's suggestions helped mould the education system for India's needs to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country" The Commission's 1949 Report assessed the state of university education and made recommendations for its

improvement in the newly independent India. The Commission held its first meeting in New Delhi on 6th December, 1948, when the Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India, addressed the meeting and explained Governments' intentions in regard to the purpose and scope of the inquiry.

11.2 LEARNING OBJECTIVES

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

Explain the background of the University Education Commission of 1948

Know about its Terms of Reference.

Know its Recommendations on the Aims And Objectives of Higher Education

Explain the Specific Recommendations regarding the University System of Education.

11.3 UNIVERSITY EDUCATION COMMISSION/ RADHAKRISHNAN COMMISSION (1948):

Inter-University Board of Education of Central Advisory Board of Education recommended to Govt. of India that an All India Commission on education should be appointed to inquire in to the requirements of the higher education in India and put forward recommendations for re-organizations of the University Education in the light of requirements of the country and its traditions. On November 4, 1948 the Govt. of India appointed University Education Commission with Dr. Sarvapalli Radhakrishnan as chairman. Hence, it is also known as 'Radhakrishnan Commission'. There were ten members of the commission.

BACKGROUND AND APPOINTMENT OF THE UNIVERSITY EDUCATION COMMISSION:

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

The Report of the Commission is a document of great importance as it has guided the development of university education in India since independence. The Inter-University

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

Method of Study:

The commission made a thorough study of the problems of Higher Education in India. It toured the country extensively.

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

Appointment of the Commission:

The members of the Commission were appointed by the Government of India to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country.

Members of the Commission:

The following were appointed as members of the Commission:-

1. Dr. S. Radhakrishnan, M.A., D. Litt., LL.D., Spalding Professor of Eastern Religions and Ethics at the University of Oxford. (Chairman).
2. Dr. Tara Chand, M.A., D. Phil. (Oxon.), Secretary and Educational Adviser to the Government of India.
3. Dr. (now Sir) James F. Duff, M.A. (Cantab.), M. Ed. (Manchester), LL.D. (Aberdeen), Vice-Chancellor, University of Durham.
4. Dr. Zakir Hussain, M.A., Ph.D., D. Litt. (Jamia Millia Islamia, Delhi)-(now Vice-Chancellor, Muslim University, Aligarh).

5. Dr. Arthur E. Morgan, D.Sc., D. Eng., LL.D., Former President, Antioch College, First Chairman, Tennessee Valley Authority, President, Community Service Inc.
6. Dr. A. Lakshmanaswami Mudaliar, D.Sc., LL.D., D.C.L., F.R.C.O.G., F.A.S.C., Vice-Chancellor, University of Madras.
7. Dr. Meghnad Saha, D.Sc. F.R.S., Palit professor of Physics Dean, Faculty of Science; and President, Post-Graduate Council of Science, University of Calcutta.
8. Dr. Karm. Narayan Bahl D. Sc (Panj.), D. Phil, and D. Sc.(Oxon), Professor of Zoology, University of Lucknow.
9. Dr. John J. Tigert, M.A. (Oxon.) LL.D., Ed. D., D.C.L., D. Litt., L.H.D., formerly Commissioner of Education of the United States, and President Emeritus of the University of Florida.
10. Shri Nirmal Kumar Sidhanta, M.A. (Cantab.), Professor of English and Dean, Faculty of Arts, University of Lucknow. (Secretary).

Terms of Reference:

Terms of Reference-The terms of reference of the Commission were to consider and make recommendations in regard to-

- (i) The aims and objects of university education and research in India.
- (ii) The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of universities in India and their relations with Governments, Central and Provincial.
- (iii) The Finance of universities.
- (iv) The maintenance of the highest standards of teaching and examination in the universities and colleges under their control.
- (v) The courses of study in the universities with special reference to the maintenance of a sound balance between the Humanities and the Sciences and between pure science and technological training and the duration of such courses.
- (vi) The standards of admission to university courses of study with reference to the desirability of an independent university entrance examination and the avoidance of unfair discriminations which militate against Fundamental Right 23 (2).
- (vii) The medium of instruction in the universities.

(vii) The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.

(ix) The need for more universities on a regional or other basis.

(x) The Organization of advanced research in all branches of knowledge in the universities and Institutes of higher research in a well-co-ordinate fashion avoiding waste of effort and resources.

(xi) Religious instruction in the universities.

(xii) The special problems of the Banaras Hindu University, the Aligarh Muslim University, the Delhi University and other institutions of an all-India character.

(xiii) The qualifications, conditions of service, salaries, privileges and functions of teachers and the encouragement of original research by teachers.

(xiv) The discipline of students, hostels and the Organization of tutorial work and any other matter which is germane and essential to a complete and comprehensive enquiry into all aspects of university education and advanced research in India.

SELF- CHECK EXERCISE-1

Q.1 Who was appointed as the Chairman of the University Education Commission in 1948?

- A) Dr. Zakir Hussain
- B) Dr. S. Radhakrishnan
- C) Dr. Meghnad Saha
- D) Dr. A. Lakshmanaswami Mudaliar

Q.2 Which member of the University Education Commission later became the Vice-Chancellor of Aligarh Muslim University?

- A) Dr. Tara Chand
- B) Dr. Zakir Hussain
- C) Dr. Karm. Narayan Bahl
- D) Dr. Arthur E. Morgan

Q.3 The Commission was asked to look into the standards of admission to university courses of study with reference to:

- A) The medium of instruction
- B) The duration of courses
- C) An independent university entrance examination

D) The organization of tutorial work

11.4 MAJOR OBSERVATIONS AND RECOMMENDATIONS

I. Aims and Objectives of Education:

The Commission has laid down certain aims of university education in the country keeping in view the past tradition, the present conditions and future prospects of the country. In this context the Commission took into consideration the personal interests of students and also of the nation. While defining the aims the Commission has been also conscious of the international obligations. We are giving below are aims of university education as laid down by the Commission:

The aims and objectives of education are:

1. To teach that life has a meaning.
2. To awaken the innate ability to live the life of soul by developing wisdom.
3. To acquaint with the social philosophy which should govern all over institutions, educational as well as economic and political?
4. To train for democracy.
5. To train for self development.
6. To develop certain values like fearlessness of mind, strength of conscience and integrity.
7. To acquaint with cultural heritage of its generation.
8. To enable to know that education is a life-long process.
9. To develop understanding of the present and the past.
10. To impart vocational and professional training.
11. The universities have to provide leadership in politics, administration, education, industry and commerce.
12. The university should be organized as centre of civilization to train intellectual pioneers of civilization.
13. University should produce such wise persons who may disseminate learning to make democracy successful and who may make an incessant search for new knowledge and unceasing effort to plug the mission of life.

14. University should preserve the culture and civilization of the country. To be civilized, we should sympathize with the poor, respect women, love peace and independence, and hate tyranny and injustice. The university education should infuse these ideals in to the youths.

15. Attention should be paid not only to the mental but also to the physical development of students in universities.

16. The University should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress it is necessary to rise above superstitions. The university has to help the, students to imbibe good aspects of their culture and to accept new values for all- round development.

17. It is the responsibility of the university to create a consciousness in students for protecting the directive principles as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.

18. The University has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.

19. The university has to develop the universal brotherhood and internationalism in students.

In regard to the importance of the teachers in the scheme of education, the Commission has laid down the following points:

(1) "The teacher occupies a very important role in the field of education. The success of educational process depends on the character and the policy of a teacher."

(2) The primary responsibility of the teacher is to arouse the interest of the pupils in the fields of study for which he is responsible. He should stimulate the spirit of inquiry and criticism so that his pupils may acquire the habit of exercising independent and unbiased judgement.

(3) A good teacher desiring to achieve the results in the intellectual field must instill in to his pupils responsibility for right values and truth. He must inculcate habits and modes of behaviour through which their life may be moulded to their realization."

II. Functions of Universities:

The commission laid the emphasis on the following functions of education in the view of the economic and political changes of the country.

1. Creating individuals with a change of spirit. It is for the universities to create knowledge and train mind of men who would bring together the two material resources and human energies. If our living standards are to be raised radical change of spirit is essential

2. Preparing individual who seek guidance from the past but give up fatal obsession of the perfection of the past. The universities are the intellectual sanctuaries of the inner life of the nation. They must train intellectual pioneers, seeking guidance from the past but providing dynamics to realize new dreams.

3. Developing individual who understand the significance of an integrated way of life. The universities must develop the qualities of synthesizing the knowledge – a 'Samanavaya' of the different items of the knowledge

4. Developing men of the wisdom. Our ancient teachers tried to teach subjects and impart wisdom. Their ideal was wisdom along with knowledge. We cannot be wise without some basis of knowledge though we may easily acquire knowledge and devoid of wisdom. To use the word of Upanishad, we may knower of the text (mantravati) and not knower of self (atmavati). No amount of factual information would make an ordinary man into an educated or virtuous man unless something is awakened in them, an innate ability to live the life of the soul

5. Developing individuals who understand the aims of the social order. The universities must develop a concept of the social order in the students. They must also develop value of democracy, justice and liberty, equality and eternity – ideals of the Indian society

6. Producing students who can adjust to society and bring about new changes. Education is the means by which society perpetuates itself. In 1852 Newman defined the function of the university thus, "if a practical end must be assigned to a university course, then I say it is training members of the good society." No system of education could be directed to weakening of the state that maintains it. But education is also an instrument for social changes.

7. Preparing leaders. Training leadership in the profession and in the public life is one of the central aims of the university education, which is difficult to realize. President Truman remarks, "Our nation policies must be administered by men of the board experiences, mature outlook and sound judgment." If it is the function of universities to train men and women for wise leadership, they must enable young men and women to read with insight.

8. Developing men of the character. We are building a civilization, not a factory or worship. The quality of the worship not depends on the material, equipment or the political machinery but on the character of the men. The major task of the education is the improvement of the character.

9. Developing appreciation of culture unity of India. India is like palimpsest in which new character do not entirely efface the old. In a single social pattern fragments of the different age are brought together. It would be impossible to think of an Indians where no Mugals are ruled, where no Taj was built, no Macaulay wrote his minute on education. Indian culture is like a living organism growing riches and content primitive culture are marked by extreme conservatism where social group follow the same path of the custom and convention with irrational persistence. Living cultures are dynamics and maintain their culture pattern by continuous effort of the individual and social discipline.

10. Developing individuals capable of understandings the spiritual heritage of the past. The chief source of the spiritual nourishment for nay people must be its own past perpetually rediscovered and renewed. A society without knowledge of the past which made it would be lacking g in depth band dignity. We must be critical and selective and use the past to illuminate the present. We should not blindly give up the great value of our past nor should we cling to belief simply because they are ancient.

11. Developing skill for the needed personnel. The universities must prepare personnel to meet increase demand for every type of the activity, i.e., administration, commerce, industry, politics.

12. Developing scientists and technological personnel. The universities 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 the scientific and technical knowledge. India is rich in natural resources and her people have intelligence band energy are throbbing with renewed life and vigor. It is the universities to prepare such personnel.

13. Developing individual with such values and skill of cultural cooperation. The setting for development of the world culture though the cross fertilization of the culture is ready. The world has become, through the speedy of the transpiration and communication and economic independence, a single body. We must secure for recognition and acceptance of the oneness of the world i9n the thinking of the people. Growth in mutual understanding arises from the recognition that the different cultures are dialects of the one language of the spirit.

III. Standards of Teaching

The university of education commission 1948-49 made following recommendations which still hold good:--

1. The standard of admission to the university courses should correspond to that of the present intermediate examination that is after the completion of twelve years of the study at a school and an intermediate college; (this has been done by the introduction of 10+2+32 pattern)
2. In each province a large number of well equipped and well staff intermediate colleges (with class IX to XII or IV to XII) be establish;
3. In order to divert students to different vocation after 10 to 12 years of schooling, a large number of occupational institutes are open;
4. Refreshers to be organized by the universities for high school and intermediate college teacher.
5. To avoid overcrowding at universities and colleges, the maximum number in the arts and science faculty of teaching universities be fixed at 3,000 and in affiliated college at 1500
6. The number of working days be substantially increased to ensure minimum of 180 in the year, exclusive of the examination days; with three terms, each of about 11 week duration
7. Lectures be carefully planned and supplemented by tutorials, library work and written exercise;
8. There is no prescribed text book for any courses of study.
9. Attended at lectures be compulsory for undergraduate student as a present, and that private candidate of only certain categories be allowed to appear for public examinations. An experiment should, however, be made with evening college for working people;
10. Tutorial instruction be developed in all institution imparting university education in the following manner:-
 - a. Students should be report to tutors in group not exceeding 6 in numbers;
 - b. Tutorial should be made available to undergraduate both pass and honors';
 - c. Tutorial should stimulate the mental development of the students and should not become mere coaching for examinations;
 - d. If tutorial are to succeed, the teaching staff should be improve in quality;

11. Universities libraries should be greatly improved by;
 1. Larger annual grants;
 2. The introduction of the open access system;
 3. Longer hours of the works;
 4. Better organization; and
 5. A well trained staff which should include reference assistants; and
12. The laboratories should be improved in building, fittings, equipment, workshops and technicians. .

IV. Teacher Emoluments:

Recognizing the importance of the teaching profession the commission recommended the following grades:

University Teachers

1. Professor Rs. 900-500-1350
2. Reader Rs. 600-300-900
3. Lecturer Rs. 300-25-500
4. Fellows or Instructions Rs. 250-25-500
5. Research fellows Rs. 250-25-500

University teacher should give the community punctuality, efficiency and devotion to duty in relation to their teaching work and new ideas and newer methods in relation to their research work.

Scales of pay for affiliated colleges with post graduate classes

Principal Rs. 800-400-1000

Senior lecturers (two in each college) Rs. 500-25-800

Lecturer Rs. 200-15-310-20-400-25-500

Scales of pay for affiliated colleges with no post graduate classes

Principal Rs. 600-45-800

Senior lecturer (two in each college) Rs. 400-25-600

V. Courses of Study:

Knowledge should be considered as a whole. While drawing up the courses. Link between various aspects should not keep in view. There should be a connecting bond between the general academic and vocational education. The principles and practices of general education must become an integral part of course at the intermediate and degree stage.

Courses at the degree level

Apart from a course in general education following courses is to be taken up by students:

- Federal language or if that happens to be mother tongue, a classical or a modern Indian language.
- English
- And for arts students not less than two special subjects preferably from each group.

Humanities:

- a. Classical or a modern Indian language
- b. English, German or French
- c. Philosophy
- d. History
- e. Mathematics
- f. Fine Arts
- g. Political Science

Social Sciences:

- h. Economics
- I. Sociology
- j. Psychology

- k. Anthropology
- l. Geography
- m. Home Economic

For science student's not less than two special subjects from the following list:

- a. Mathematic;
- b. Physics
- c. Chemistry
- d. Botany
- e. Zoology
- f. Geology

VI. Professional Education:

Agriculture: The study of agriculture at the primary secondary and higher education be given high priority in national economic planning. So far as is feasible, agricultural education should be given a rural setting.

Commerce: A commerce student should be given opportunities for practical work in three or four different kinds of firms.

Engineering and Technology: The number engineering schools of different grades should be increases particularly for training of grades 4 and 5 (foremen, craftsmen, draftsmen, overseers. etc.)

In establishing new engineering colleges or institutes there should be fresh critical inquiry as to the types of engineering services needed in Indian. Uncritical reception and imitation of existing institutions here and abroad should be avoided.

Law: A three year degree course should be offered in special legal subjects. Students pursuing degree courses in law shall not be permitted to carry out degree courses simultaneously except in a few instances where advanced students have proved their interest and are studying related subjects in law and some other fields.

Medicines: the maximum number of admission to a medical college be 100 provide the staff and equipment for that number are available.

Religious education: all educational institutions should start work with a few minutes for silent meditation.

In the first year lives of the great religious leaders like Gautama Buddha, Confucius, Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhva, Mohammad, Kabir, Nanak, Gandhi be taught.

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

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

VII. Examinations:

A university degree should not be required for government administrative services. Special state examination for recruitment to the various services should be organized.

No credit is given at present for class work in courses except sometimes in the case of practical work. Such credit should be given.

Three years will be involved for the first degree.

The standards for success at the examination should as far as possible, be uniform in the4 various universities and should be raised. We suggest that a candidate should get 70 per cent or more marks to secure a first class, 55 per cent to 69 per cent for a second and at least 40 per cent for a third.

VIII. Medium of Instruction:

1. The federal languages should be developed through the assimilation of words from various sources and the retention of words which have already entered into Indian languages from different sources, thereby avoiding the dances of exclusiveness.
2. International technical and scientific terminology be adopted, the borrowed words be properly assimilated, their pronunciation be adopted to the phonetic system of the Indian language the their spelling fixed in accordance with the sound symbols of Indian scripts.
3. For the medium of instruction for higher education, English should be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties.
4. Pupils at the higher secondary and University stages should be made conversant with three languages the regional language, the federal language. And English (the last one in order to acquire the ability to read books in English) ; and (ii) Higher education be imparted through the instrumentality of the regional language with the option to use the

federal language as the medium of instruction either for some subjects or for all subjects.

5. For the federal language one script, Devnagri be federal and regional language.

IX. Students: Their Activities and Welfare-

Two years of physical education be required for all students, men and women, except those who are physically unfit or who are in the national cadet corps.

Hostels should be constructed in blocks of not more than fifty students per block with common rooms and dining halls for four or five blocks.

University unions should be as free as possible from political activities. An advisory board of student welfare be organized in university which do not have such a body.

X. Women Education:

On the importance of women education the commission observed, there cannot be an educated people without education of women. If general education had to be limited to man or women then opportunity should be given to women, from them it would more surely be passed to the next generation, the commission further observed, it is time to realize that the finest family relations result from the association of a man and woman who have had much relations result from the association of a man and woman who have had much of their education in common but each of the whom has developed according to his or her own nature and not in imitation. A woman should be made familiar with the problems of home management and the skills developed in meeting these. They should be provided laboratory experience in a baby home and nursery school etc. Special courses of study for women: These are home economics, nursing teaching fine arts. Women students in general should be helped to see their normal place in a normal society both as citizens and as women and to prepare for it. College programmes should be so designed that it will be possible for them to do so. Standards for courtesy and social responsibility should be emphasized on the part of men in college.

XI. Constitution and Control:

University education is placed on the concurrent list. The concern of the central government with the universities be with regard to finance coordination of facilities in special subjects adoption of national policies, ensuring minimum standards of efficient administration and liaison between universities and nation research laboratories and scientific survey, etc. The commission observed that on account of resource crunch, the universities are not able to implement appropriate reforms. In this regard it made the following recommendations;

1. A university grants commission should be set up to allocate finances to the university.
2. The state govt. should shoulder the major burden of the university education.
3. Recurring and nonrecurring grants should be given to non government colleges. Specific rules should be framed for giving grants.
4. Income tax concession may be given to individual and firms who gave financial aids to university.

SELF- CHECK EXERCISE-2

Q.1 What was one of the major observations of the Radhakrishnan Commission regarding the aim of university education?

- A. To produce clerks for government offices
- B. To prepare individuals for self-employment
- C. To cultivate social, moral, and spiritual values
- D. To focus solely on scientific and technical education

Q.2 Which language did the Radhakrishnan Commission recommend as the medium of instruction in higher education institutions?

- A. English
- B. Hindi
- C. Regional languages
- D. Sanskrit

Q.3 What did the Radhakrishnan Commission suggest regarding the examination system in universities?

- A. Maintaining the existing examination system
- B. Abolishing examinations altogether
- C. Introducing continuous internal assessment
- D. Conducting exams every six months

Q.4 The Radhakrishnan Commission recommended the establishment of which type of institutions for advanced research in various fields?

- A. Community colleges
- B. Technical schools
- C. Institutes of higher learning and research
- D. Vocational training centers

Q.5 According to the Radhakrishnan Commission, which area of study needed a better balance with the sciences in university curricula?

- A. Commerce
- B. Humanities
- C. Engineering
- D. Law

Q.6 The Commission emphasized the importance of which kind of education to be integrated into university curricula?

- A. Physical education
- B. Moral and religious education
- C. Vocational education
- D. Environmental education

Q.7 Which body did the Radhakrishnan Commission recommend for coordinating and maintaining standards of university education in India?

- A. Ministry of Education
- B. University Grants Commission (UGC)
- C. National Board of Accreditation
- D. All India Council for Technical Education (AICTE)

Q.8 What was the Radhakrishnan Commission's stance on the autonomy of universities?

- A. Reducing autonomy and increasing government control
- B. Maintaining the status quo
- C. Increasing autonomy and reducing government control
- D. Complete privatization of universities

Q.9 The Commission suggested improvements in the selection and training of:

- A. Administrative staff
- B. Teachers
- C. Students
- D. Non-teaching staff

Q.10 What did the Radhakrishnan Commission recommend for promoting higher education among underprivileged sections of society?

- A. Free education for all
- B. Scholarships and financial aid
- C. Reducing the duration of courses
- D. Establishing more private universities

11.5 SUMMARY

While evaluating the report of the university education commission (1947-48) it may be borne in mind that the report was drafted and published before the finalization of the constitution of India and its inauguration on 26th of January 1950. It is therefore, natural that some of the important points and terms like socialism, secularism, national and emotional integration, and fundamental rights, etc. do not find mention and accordingly their implication in the report. The report of the commission is document of great importance as it has guided the development of university education in India since independences. In the first instance we take up the philosophical and sociological aspects of the recommendations. It accorded due attention to synthesize the knowledge the recommendation. It accorded due attention synthesize the knowledge and wisdom of the east and the west and of the ancient and modern. The University Education Commission was appointed on November, 1948 under the chairmanship of Dr. S. Radhakrishnan. The Commission studied the problems of the University education in India and submitted its report in August, 1949. The Commission gave important recommendations with regard to the aims and objectives of higher education. The main aim was to discover new knowledge for the welfare of the countrymen and to utilize that knowledge for vocational, scientific and industrial development. Faculty in universities, Teaching Standards, Course of studies, Research and Training, Medium of Instruction, Examination, Student's Duties and Activities, Women Education, Administration and Finance, Rural Universities are some of the components of a university system, where the University Education Commission had made some specific recommendations.

11.6 GLOSSARY

Radhakrishnan Commission: The University Education Commission appointed in 1948 under the chairmanship of Dr. Sarvapalli Radhakrishnan to evaluate and improve higher education in India.

Humanities: Academic disciplines that study aspects of human society and culture, such as literature, history, and philosophy. The Commission emphasized a balanced inclusion of humanities along with sciences in the university curriculum.

University Grants Commission (UGC): A body recommended by the Radhakrishnan Commission to coordinate and maintain standards of university education in India.

11.7 ANSWERS TO SELF CHECK EXERCISES

SELF CHECK EXERCISE-1

Answer1: B. Dr. S. Radhakrishnan

Answer2: B. Dr. Zakir Hussain

Answer3: C. An independent university entrance examination

SELF CHECK EXERCISE-2

Answer 1: C. To cultivate social, moral, and spiritual values

Answer2: A. English

Answer 3: C. Introducing continuous internal assessment

Answer 4: C. Institutes of higher learning and research

Ans Answer 5: B. Humanities

Answer 6: B. Moral and religious education

Answer 7: B. University Grants Commission (UGC)

Answer 8: C. Increasing autonomy and reducing government control

Answer 9: B. Teachers

Answer 10: B. Scholarships and financial aid

11.8 REFERENCES/ SUGGESTED READINGS

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11.9 TERMINAL QUESTIONS

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

2. Discuss briefly the recommendations of the University Education Commission in regard to the aims and objectives of Higher Education.
3. Discuss some of the Specific recommendations of the University Education Commission regarding the University System of Education.
4. Mention any four recommendations on Aims and Objectives of Higher Education.
5. Explain some of the specific recommendations regarding the University System of Education.
6. State the views of Radhakrishnan Commission on reforms of examination and medium of instruction.
7. What reforms have been suggested in the university education in this country by the Radhakrishnan Commission?

Unit-12
Secondary Education Commission (Mudaliar Commission)
(1952-53)

Structure:

12.1 Introduction

12.2 Learning Objectives

12.3 Secondary Education Commission

Self Check Exercise-1

12.4 Aims and objectives of Secondary Education

Self Check Exercise-2

12.5 Reorganisation of Secondary Education

Self Check Exercise-3

12.6 Summary

12.7 Glossary

12.8 Answers to self-check exercises

12.9 References and suggested readings

12.10 Terminal questions

12.1 INTRODUCTION

Secondary Education Commission (1952-53) was appointed with Dr. Lakshman Swami Mudaliar as the chairman of the commission. Therefore, the commission is known as Mudaliar Commission. After achieving the independence in 1947, both the public and the Government began to take keen interest in the development of secondary education. Although the number of secondary schools and its enrolment began to significantly increase even before India's attaining independence, the quality of education imparted was unable to meet the changing socio-economic needs of the country. As such, the need for reform was strongly felt. The university Education Commission also remarked that our secondary education remained the weakest link in our educational machinery and it needed urgent reforms. Meanwhile with the attainment of independence, the political situation of the country also underwent a complete

transformation. Education also needed a fresh look, calling for a new outlook which was appropriately voiced by Maulana Abul Kalam Azad, the then Education Minister in his presidential address to the Central Advisory Board of Education in 1948. The Central Advisory Board of Education at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measures for its reorganization and improvement. There were other considerations also before the Government of India for setting up a commission for Secondary Education. In view of these considerations, the Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

12.2 LEARNING OBJECTIVES

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

Describe the background that led to the appointment of the Secondary Education Commission 1952-53.

Identify the terms of reference of the Commission.

Explain the defects of the existing - system of secondary education.

Mention the recommendations on the aims of Secondary Education.

Discuss the recommendations on the principles of curriculum construction of secondary education.

12.3 SECONDARY EDUCATION COMMISSION

The Secondary Education Commission appointed by the Government of India in terms of their Resolution No. F. 9-5/52-B-1, dated 23rd September 1952, (Appendix 1), having completed its labours, presents the following report based on its deliberations.

The Government of India, their communiqué quoted above, referred to the recommendation of the Central Advisory Board of Education made at its 14th meeting held in January 1948, that a Commission be appointed to examine the prevailing system of Secondary Education in the country and suggest measures for its re-organization and improvement. The Board reiterated its recommendation in January 1951. The Government of India had also other considerations in mind when appointing

this Commission, such as the desirability of changing over from the prevailing system of secondary education which is unilateral and predominantly academic in nature to one which will cater at the secondary stage for different aptitudes and interests. The Commission appointed by the Government of India consisted of the following:

1. DR. A. LAKSHMANSWAMI MUDALIAR Vice-Chancellor, Madras University, (Chairman)
2. PRINCIPAL JOHN CHRISTIE Jesus College, Oxford
3. DR. KENNETH RAST WILLIAMS Associate Director, Southern Regional Education Board, Atlanta (U.S.A.)
4. MRS. HANSA MEHTA Vice-Chancellor, Baroda University
5. SHRI J. A. TARAPOREWALA Director of Technical Education Government of Bombay
6. DR. K. L. SHRIMALI Principal, Vidya Bhavan Teachers' Training College, Udaipur
7. SHRI M. T. Vyas Bombay
8. SHRI K. G. SAIYDAIN Joint Secretary to the Government of India Ministry of Education (Ex-officio Member)
9. PRINCIPAL A. N. BASU Central Institute of Education Delhi (Member-Secretary)

Inauguration of the Commission

The Commission was inaugurated by the Hon'ble Minister of Education, Maulana Abul Kalam Azad, on the 6th October, 1952 in New Delhi. It immediately proceeded to consider its programme of work. Prior to the first meeting of the Commission, the Chairman and the Member-Secretary discussed the issue of a suitable questionnaire. They had the advice of some headmasters and others interested in education and, keeping in view the main functions which the Commission had to discharge sent out a detailed questionnaire, a copy of which is given in Appendix II. The questionnaire was sent to a large number of educationists, administrators and leaders of public opinion interested in the sphere of education. Replies were received from many of them. The Commission acknowledges it's thanks to all those who -have sent their replies to the questionnaire.

Method of Enquiry:

The commission prepared a questionnaire dealing with various aspects of secondary education. This was sent out to various educational experts, teachers and educational institutions of India. On the basis of the replies received a good deal of information was

collected. The members of the commission took an extensive tour of the various parts of India and acquired a first –hand knowledge of the various problems facing the secondary education in the country. The commission presented a report running in 250 pages on August, 1953.

SELF-CHECK EXERCISE-1

Q.1 In what year was the Secondary Education Commission appointed by the Government of India?

- A. 1950
- B. 1951
- C. 1952
- D. 1953

Q.2 Who was appointed as the Chairman of the Secondary Education Commission?

- A. Dr. S. Radhakrishnan
- B. Dr. Zakir Hussain
- C. Dr. A. Lakshmanswami Mudaliar
- D. Dr. K. L. Shrimali

Q.3 Which Minister inaugurated the Secondary Education Commission in 1952?

- A. Jawaharlal Nehru
- B. Maulana Abul Kalam Azad
- C. Sardar Vallabhbhai Patel
- D. Lal Bahadur Shastri

Q.4 Which member of the Secondary Education Commission was the Vice-Chancellor of Baroda University?

- A. Mrs. Hansa Mehta
- B. Dr. K. L. Shrimali
- C. Principal A. N. Basu
- D. Shri M. T. Vyas

Q.5 What method did the Secondary Education Commission use to gather information about the state of secondary education in India?

- A. Conducting online surveys
- B. Preparing a detailed questionnaire and touring the country

- C. Holding national conferences
- D. Reviewing international education systems

Q.6 To whom was the questionnaire prepared by the Secondary Education Commission sent?

- A. Only government officials
- B. Teachers and educational institutions
- C. Parents and students
- D. Foreign education experts

Q.7 How many pages did the report of the Secondary Education Commission run into?

- A. 100 pages
- B. 150 pages
- C. 200 pages
- D. 250 pages

Q.8 When did the Secondary Education Commission present its final report?

- A. June 1953
- B. July 1953
- C. August 1953
- D. September 1953

Q.9 What was one of the key considerations for the Secondary Education Commission when reforming secondary education?

- A. Increasing the duration of secondary education
- B. Changing from an academic system to one catering to different aptitudes and interests
- C. Introducing more standardized tests
- D. Focusing solely on technological training

Q.10 Which recommendation was reiterated by the Central Advisory Board of Education in January 1951 that influenced the formation of the Secondary Education Commission?

- A. Introducing vocational education in schools
- B. Appointing a commission to examine and improve secondary education
- C. Establishing more universities
- D. Increasing the budget for education

12.4 AIMS AND OBJECTIVES OF SECONDARY EDUCATION:

Development of democratic citizenship: India can be a democratic republic if the citizens uphold and practice the values of discipline, tolerance, patriotism, cooperation, equality in thought, speech and writing. The essence of the world citizenship inculcated and developed through education. According to Mudaliar commission, schools should maintain and develop all these qualities in the students. Citizens with these qualities can grow into ideal citizens capable of making democracy a success.

Development of personality: secondary education must aim at the development of the students. The creative energy in the students should find proper expression. They should acquire constructive and valuable interest. They should be trained to preserve and conserve their cultural heritage.

Education for leadership: the secondary education must impart education for leadership.

Students should also be trained to be able to own the responsibilities of leadership in various fields of life, namely, social, cultural, political, industrial etc. Improvement of vocational capability and efficiency in all the secondary schools, proper emphasis should be laid on crafts and productive work. This can be achieved through diversification of the courses of study at the secondary level. The students may take up agricultural or some other technical or commercial course to add to the productive capability of the country.

The concept of world citizenship: The students should not only be encouraged and taught the qualities of patriotism and citizenship, as the citizen of their motherland but they should be taught to acquire the aims of as a citizen of the entire world.

Defects of the Secondary Education:

Mudaliar Commission pointed out the following defects existent in the secondary education of the day.

1. Bookish:

The commission felt that the secondary education was bookish, mechanical, stereotyped and uniform. It does not cater to the different aptitudes of the pupils or to pupils of different aptitude.

2. No Qualitative Development:

Secondary education does not develop the essential qualities of discipline, co-operation and leadership in the pupils to enable them to become useful citizen of the country.

3. Examination -Oriented:

It was pointed that there was too much stress on examination. Curriculum was overcrowded. Methods of teaching are not scientific and up- to date. There is lack of proper material aims.

4. Unilateral Scheme:

The scheme of education is unilateral. It concentrates its attention on preparing students to enter the university. It fails to bring out the best in the teachers and the students.

5. No Diversification:

It does not have provision for diversified courses. Students, after completion of their education, due to this defect, fail to secure suitable jobs.

6. No scope for self expression:

A rigid time-table, unsuitable text-books and unduly detailed syllabus do not give the teacher's sufficient opportunity for self- expression.

7. No scope for close contact:

The number of students in each class is so large that it becomes impossible for the teacher's to establish close personal contact with their students.

8. No proper atmosphere at home:

Many children, now seeking education, come homes where there is little of an education atmosphere. Hence, they get little or no opportunity for supplementing the education given at school.

9. Lack of good teacher's:

The teaching profession does not have the right type of men. They don't enter the profession with a mission. They don't possess the requisite personal qualities, aptitude and devotion for teaching, due to effective method of recruitment of teachers.

10. Lack of facilities for play and recreation:

There is no proper provision for playgrounds, group games and other recreational activities. Therefore, the school work does not have the atmosphere, validity and joyousness. Hence, the total personality of the children does not grow.

11. Lack of co-curricula:

Like the dearth of the facilities, there is inadequacy of co-curricular activities in the schools. Mind, emotion, aptitude of the students and their physical welfare are not very much looked after in the institutions.

12. Impractical:

Education imparted in secondary schools is located from life, while it should be in perfect consonance with the requirements of life. Hence, the students do not develop a proper insight in to the life.

13. Unbalanced:

The education imparted is unbalanced, narrow and one-sided. Hence, the all-round development of the personality of the child is not possible.

Aims and Terms of Reference :

1 “To enquire into and report on the present position of secondary education in India, in all its aspects.

2. To suggest measures for its re-organization and improvement with particular reference to:

I. The aims, organization and content of secondary education.

II. Its relationship to primary task and higher education.

III. The inter –relation of secondary schools of different types, and

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

The Basic Principles of Curriculum Construction:

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

- **Principles of totality of experience -**

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

- **Principles of variety and elasticity** - The Curriculum should be elastic and include varieties of subjects and activities to meet the needs of the various types of pupils. The curriculum should be adaptable to meet the needs and interests of the students.
- **Principles relating to community** -The curriculum should be related to the community. There should be community - oriented programmes in the curriculum so that a child can feel that he is an integral part of the local community. The curriculum should bring the child and the community closer.
- **Principle of training for leisure** -The Curriculum should be designed to train the students not only for work but also for leisure. For this purpose there should be a number of activities - social, aesthetic, sporting etc. which should be included in the curriculum. These activities will train the students to use their leisure time properly.

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

SELF-CHECK EXERCISE-2

Q.1 What was one of the primary aims of secondary education according to the Mudaliar Commission?

- A. To prepare students solely for university education
- B. To develop democratic citizenship
- C. To focus exclusively on vocational training
- D. To eliminate all extracurricular activities

Q.2 Which of the following qualities did the Mudaliar Commission emphasize for democratic citizenship?

- A. Discipline and tolerance
- B. Patriotism and cooperation
- C. Equality in thought, speech, and writing
- D. All of the above

Q.3 According to the Mudaliar Commission, what should secondary education aim to develop in students?

- A. Only academic knowledge
- B. Personality and creative energy
- C. Technical skills exclusively
- D. None of the above

Q.4 The Mudaliar Commission recommended that secondary education should impart training for leadership in which fields?

- A. Only industrial fields
- B. Only social and cultural fields
- C. Social, cultural, political, and industrial fields
- D. Only political fields

Q.5 What was suggested by the Mudaliar Commission to improve vocational capability and efficiency in secondary schools?

- A. Eliminating non-vocational subjects
- B. Diversification of the courses of study
- C. Focusing only on agricultural courses
- D. Increasing the duration of the school day

Q.6 What concept did the Mudaliar Commission introduce to encourage students to become responsible global citizens?

- A. National citizenship
- B. World citizenship
- C. Local citizenship
- D. Regional citizenship

Q.7 Which of the following was NOT identified as a defect of secondary education by the Mudaliar Commission?

- A. It was too bookish and mechanical
- B. It fostered creativity and innovation
- C. It was examination-oriented
- D. It lacked diversification

Q.8 What issue did the Mudaliar Commission find with the curriculum in secondary education?

- A. It was highly diversified
- B. It was overcrowded and not up-to-date
- C. It focused too much on sports
- D. It was too flexible and varied

Q.9 According to the Mudaliar Commission, why was there a lack of personal contact between teachers and students?

- A. The curriculum was too easy
- B. The number of students in each class was too large
- C. Teachers were too focused on extracurricular activities
- D. Students were not interested in learning

Q.10 What did the Mudaliar Commission suggest to include in the curriculum to train students for leisure?

- A. Only academic subjects
- B. Social, aesthetic, and sporting activities
- C. Strict academic regimens
- D. Extended homework assignments

12.5 REORGANISATION OF SECONDARY EDUCATION

1. AGE Limit: the period of the secondary education should be 7 years. It may start at the age of 11 and finish at 17 or 18 years

2. Division of the period: (i) The middle or junior secondary or senior basic stage. It should cover a period of 4 years.

(ii) The higher secondary stage this should cover a period of 4 years.

3. Abolition of intermediate classes: the commission has suggested the abolition of the present intermediate classes. The senior intermediate or 12th class should be attached to the university and the junior intermediate class or 11th class should be added to the high school. Thus it has pleaded for a 3 years degree course with one year of pre-university course for the students who pursue higher education.

4. Diversification of the courses:

Multipurpose schools should be established. Agricultural schools, technical schools, commercial schools should be established to enable the students to acquire education, according to their diverse aims , interests and abilities.

5. Emphasis on Agricultural Education: Much greater opportunities of agricultural education should be provided. Horticultural and Animal Husbandry should also be taught.

6. Technical Schools:

The commission has put forward that technical schools should be established in industrial centre in large number. These schools may either be independent or connected with multipurpose schools. Technological institutes should also be started in big cities. The technical schools located at the industrial centers should function in close cooperation with industry with which they are concerned.

7. Public Schools and Residential schools:

public schools should be allowed to function for about five years. During the period, they may also organize education in accordance with the education in other schools imparting secondary education.

Residential schools may be established at the places where there are suitable opportunities for them. There should greater opportunities for teacher-taught contact, recreation and extra –curricular activities to enable the students to have an all-round development of their personality.

8. Home Science for Girls:

The commission has recommended for special facilities for the study of Home science by the girls.

9.Study of three Languages:

The Commission has recommended that the following groups of languages should be taken into considerable

while taking up the question of teaching of the languages:

Mother tongue.

Regional language when it is not the mother tongue.

Official or Federal language.

Classical languages- Sanskrit, Arabic, Persian and Latin, etc.

English as an international language.

10. Medium of Instruction:

The medium of instruction at the secondary stage of education should be either the mother

Tongue or the regional language .Linguistic minorities may be given special facilities in this

regard. At middle schools every student must be taught at least two languages- Hindi and

English. While teaching these languages, it should be kept in view that the teaching of both

these languages should not start in the same year at the higher secondary stages of education, the student must be taught at least two languages, one of them should be the

mother tongue and the other one regional language.

11. Place of Hindi:

The study of Hindi should be compulsory in schools. The Commission has made the following suggestions in this regard:

I. Hindi has been adopted in the Constitution as the official language of the Centre.

II. After some time, the Hindi will become the language of official correspondence between the Central Government and the States, and will also become a means of communication of large number of people.

III. As a common language, Hindi will promote national unity and solidarity.

IV. Those who do not study Hindi may be handicapped if they shall enter service or communicate with people where Hindi is spoken.

12. Place of English:

The Commission suggested revision of English, as a subject of study at the Secondary stage

of education as follows:

A English is widely known among the educated classes of the country.

B Much of the national unity in political and the spheres of activity in India have been brought about through the study of English.

C The present position of India in the internal sphere is particularly due to the command that educated Indians have acquired over English.

D If, guided by national sentiment, English is removed from the curriculum of Secondary schools, its effects will be harmful for India.

GUIDANCE AND COUNSELLING

1 “Educational authorities should give greater attention towards educational guides”.

2. “In order to improve the pupil’s understanding of the scope, nature and significance of various occupation and industries, films should be prepared to supplement by actual visits.

3.“Trained Guidance officers and carrier Masters should be appointed in secondary School.

4.“The Government should undertake the responsibility of opening training centers of Guidance officer and Carrier Masters. Each State should send a number of teachers and

Suitable persons for training at these centers.

After that when they acquire the requisite training they may be deputed for work in the Sesecondary institutions.

PHYSICAL EDUCATION AND WELFARE OF STUDENTS:

All students should be thoroughly medically examined every year.

Properly organized school medical services should be there in all the States.

In order to keep the students healthy, they must be encouraged to undertake physical and manual labour.

Teachers should be given facilities for physical training; some of the teachers should also be trained in the principles of First-Aid.

Proper nutritional and balanced diet should be arranged for the students.

Complete record of physical activities of the students should be maintained.

Training in physical training should include all the aspects of Health Education.

Facilities for physical training should be extended and new colleges of physical education be started.

Teachers of physical education should be associated with the teaching of subjects like physiology and Hygiene.

TEACHER'S SELECTION, WELFARE AND TRAINING:

The method of selection and appointment of the teachers should be uniform throughout the country. In the schools run by the private bodies, the selection of the teachers should be made by a Committee, which must include the principal of that institution.

As far as possible only trained teachers should be appointed.

The period of probation for a trained teacher should be one year

The teacher of same qualifications should get the same salary and emoluments. They should also get provident fund and pension, etc.

The Commission also recommended the appointment of a special committee to suggest improvements in the salaries of the teachers concerned.

The teacher, who teaches in High school, should be graduate and possess a degree in education as well.

The teachers who teach technical subjects should be graduates in the subject concerned.

The teacher in the Higher Secondary schools should possess the qualifications that are required for the teachers of intermediate colleges.

The system of triple benefit fund scheme, pension, provident fund and insurance should be introduced for teachers in all the States.

Teachers who are physically fit and competent should be allowed to work up to the age of 60.

Arbitration Boards should be established. These Boards should look into appeals and grievances of the teachers and consider the matters in regard to dismissal, suspension, etc.

Teachers and the children of the teachers should be given free education.

	Nomenclature Proposed		Existing Nomenclature
	Pre-primary	1.	Pre-primary
		2.	Pre-basic

		3.	Kindergarten
		4.	Montessori etc.
	School education		
2.	Primary(Classes I-VII or I-VIII)		
	(a)lower primary classes I-IV or-V	1.	Primary in some state (e.g. Punjab)
		2.	Lower primary in some states (e.g. Gujarat)
		3.	Junior basic
		4.	Lower Elementary in some states (e.g. Madras)
	(b)Higher primary classes V-VII or VI-VIII	1.	Middle in some states (e.g. Punjab)
		2.	Junior High school (e.g. U.P.)
		3.	Upper primary in some states (e.g. Gujarat)
		4.	Senior Basic
		5.	Higher elementary in some states (e.g. Madras)
3.	Secondary classes VIII-XII or IX-XII		High school ; high secondary school.
	(a)Lower secondary education (ClassesVIII-IX or IX-X)		High School
	(b)High Secondary Education (Classes XI-XII)		This will include class XI or P.U.C. in some states (e.g. Rajasthan). It will include Junior colleges in KERALA It will include intermediate classes in U.P. It will also include terms like pre-professional, pre-medical and pre-engineering.
	Higher education		

4.	Professional degrees		All degrees which lead to a professional qualification (e.g. M.A., M.Sc., M.Com. B.E., M.B.B.S.. B.T., L.L.B., B.Ag. etc)
5.	General degrees		All degrees other than professional ones.
6.	Under-graduate		All courses leading to the first degree.
7	Post graduate		All courses beyond the first degree (excluding certain first degree given after the first degree, e.g., B.Ed.)
8	First Level of Education		This will include pre-school and primary education
9	Secondary Level of Education		This will include high school and higher secondary education.
10	Third Level of Education		This will include under – graduate and post- graduate education and research..

1. Education and National Objects: Education should be related to the life and needs of the person so that national objectives may be achieved. Following are the five objectives which should be achieved through a five points program me:

- (I) Increase of production. .
- (II) Social and national integration.
- (III) Consolidation of democracy.
- (IV) Speeding of process of modernization.
- (V) To build the character through the development of social and spiritual values.

2. Educational Structure and Standard: General education should last for a period of 10 years (four years of lower primary, three years of higher primary and three years of lower secondary education). Prior to the general education, primary education from one to three years should also be given. The theme of higher secondary education should be fixed for two years. After It the degree course should be of three years. The Graduate course should be extended from two to three years.

3. Teachers ‘Status: It is necessary to improve the economic, social and professional status of the teachers. The scale of pay of teachers of government and non-government schools should be the same. A suitable increase should be allowed in the scales of the pay of teachers.

There should be no discrimination and distinction between the teachers of Government and non- Government schools in regard to pay scales and conditions of service. Proper facilities of residence, etc., should be provided to the teachers working in rural areas. The teachers should have complete freedom to take part in election.

They should be provided proper facilities of receiving education through correspondence courses.

4. Teachers' education Isolation of teachers 'education should be removed and extension service department should be established in each training institution .Comprehensive colleges should be established wherein provision should be made for giving training at different stages of education. A State board of Teachers 'Education should be established in each state. It should be the responsibility of this Board to make proper provision of teacher education at all stages. Curriculum of teaching institution should be so changed and reorganized that the teachers may become more practical. The period of training of the teachers with secondary course should be two years .The period of the training of the graduates should continue to be one year but later on it should be increased to two years. The course of M.Ed. should be 1 ½ years. The teachers of the training colleges should have two degrees namely the Master's Degree and the Degree in Education.

Summer institution should be organized for the training of the teachers. There should be provision for their education through correspondence course .There should be the provision for granting leave and scholarship to them. Keeping in view the rise in the number of teacher's training facilities should be expended.

PAY SCALE OF TEACHERS

	Teachers	Remuneration	Rs.
1.	Teachers who have completed the secondary school course and have received two years professional training.	Minimum for trained teachers. Maximum salary(to be reached in a period of 20 years) Selection Grade (for about 15 p.c. of the cadre).	150 250 250-300
2.	Graduates who have received one year's professional training.	Minimum trained graduates. Maximum salary (to be reached in a period of 20 years). Selection Grade (for about	250 400 400-500

		15 p.c. of the cadre).	
3.	Teaches working in secondary schools and having post-graduate qualifications		300-600
4	Head of secondary schools	Depending upon the size and quality of the school and also on their qualifications the headmasters should have one or other of the scales of pay for affiliated colleges recommended below:	
5	Teachers in Affiliated Colleges (already approved by government).	Lecturer- Junior scale Senior scale	300-25-600 400-30-640 40-800
		Senior Lecturer/Reader Principal I II III	700-40-1100 800-50-1250 1000-50-1500
6.	Teacher in university Departments (already approved by government).	Lecturer	400-40-800-50-950
		Reader	700-50-1250
		Professor	110-50-1300-60-1600

Note: (a) The above scales of pay for school teachers are at the current price level and include the existing dearness allowance. Suitable increases will, however, have to be made for rise in price from time to time. For this purpose, there should be parity in dearness allowance, i.e., the dearness

allowance in any given should be the same as it is paid to government servants drawing the same salary.

(b) All scales of pay should be periodically and revised at least once in five years.

5.Equalization of Educational Opportunities: In India two types of inequalities are found in the field of education:

In the education of boys and girls, and in the education of developed and backward classes. In order to remove these inequalities, lower secondary education should be made free up to the end of the Fifth Five Year plan and thereafter in the period of 10 years. Higher secondary and University education should be given free to the poor and meritorious students. There is need of reducing the cost of education. Sufficient number of textbooks should be kept in the libraries of educational institutions meritorious students should be granted financial help to enable them to purchase the text-books. Fifteen percent students should be granted scholarship at the secondary education stage. By the year 1976, 15 percent of the students of pre-graduate courses should be granted scholarship. By the year 1986 this percentage should be increased to 25. A system of University scholarships should be started, 500 scholarships should be granted to the students, who are selected to receive education in foreign countries.

6.Expansion of School Education:

School education needs to be greatly expanded centers should be opened in each district and state. With a view to expand primary education, managers of the private schools shall be encouraged to expand primary education. By the year 1975-76 and by the year 1985-86 proper provision should be made for primary education of all the boys and girls up to the age of five and seven years respectively. 20 percent and 50 percent of the students at lower secondary stage and higher secondary stage respectively should be given professional education. The number of students should be regulated at this stage.

7.School Curriculum: The Commission recommended the school curriculum for the different classes:

Amendment in the Three Language Formula

The Commission amended the three- language formula in the following manner:

(a)Mother – tongue or regional language

(b)National language or the Union or associate national language so long as it exists.

(c)One modern Indian or European language, which should not be selected from the curriculum of the students and which should not be the medium of education.

Place of Hindi:

English will continue to be used as a language of intellectual exchanges in higher education .However; English cannot be a medium of exchange of view for the majority of the Indian people. In the course of time, this language will certainly be Hindi. Hence, efforts should be made to spread education Hindi in all parts of the **country**.

Place of Different Indian Languages:

The study of Indian languages is defective on account of difference in their script. Some lectures on modern languages should be published in Devanagari or Roman script. The formulation of new policy of the study of languages in schools has become necessary. English will be used in the form of associate language for an indefinite period. Besides this, proper language policy is necessary for national integration. Therefore, the mother-tongue should be made the medium of education at the stages of schools, colleges and higher education. In addition to Hindi, all modern Indian languages should also be developed so that they may become the medium of exchange between the States.

Place of English: English should be used as the medium of instruction in all India educational institutions or Universities. The study of English should be started from the school stage. Six universities should be developed wherein English should be the medium of education. These six universities should be selected from amongst the existing universities, one of which should be a University of industrial science and one should be University of agriculture.

Place of Classical Languages: Sanskrit language occupies a special importance and position in the national education system. However, the Commission does not agree with the view that Sanskrit or any other classical language should be included in the three-language formula. Only modern Indian language should be included in the three-language formula. A mixed curriculum of mother-tongue and Sanskrit should be formed. However, as public opinion is not in its favour, the Indian classical languages can find their place only as optional subject in the curriculum. Such optional subjects should be started in classes higher than VIII class.

School Administration and supervision:

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

Higher Education:

The University Grants Commission should develop six universities from among the existing universities into major universities wherein best type of graduation, teaching and research work should be performed. Cluster of advance courses should be started in each major university. The teacher imparting education in universities and schools should be sent to major universities to acquire knowledge relating to their subjects. The

teacher as well as students should not be allowed to leave one institution and to join the other institution during the session of the education. In order to admit the students in the University, the system of selective admission should be adopted. Regional language should be the medium of pre-graduate courses. English should not be given any remuneration for examining the answer-books. Wherever there are degree colleges, they should be organized into universities.

Education of Agriculture:

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

Vocational, Technical and Engineering Education: Having completed school education, the students should be provided facilities of short courses, correspondence courses and short extensive courses. A special provision should be made for the engineering education to the girls. The students receiving education in engineering colleges should be given practical training in the third year. Provision should also be made for imparting education in chemical technology, aeronautics.

Education of Science: Study centers should be established for the higher education of science and mathematics. The number of students taking such subjects in the university should be increased. Famous Indian scientists working in foreign countries should be increased. Famous Indian scientists working in foreign countries should be invited to return to India. Science and technology should be made an indivisible part of educational system. Efforts should be made to develop the study of chemistry and physics. A new degree should be started higher to M.Sc. Its courses should be started on optional basis. This course should be of one year or even lesser period. The curriculum of such courses should be organized in such a way that it may fulfill the needs and requirements of the present time. Summer institution of science should be established. Efficient teachers of secondary schools and universities should be invited to impart education of science in such institutes.

Adult Education: Illiteracy should be ended in all the corners of India within a period of 20 years. To achieve these schools should be converted into the centers of community life. Comparatively more efforts should be made in the rural areas to end the illiteracy. The curriculum of the educational institution should be organized in such a way that adults may acquire general knowledge and experience. Correspondence courses should be started for the expansion of adult education. The newly literate persons should be supplied with books and other materials according to their interests. The programmes for teaching the adults should be organized and administration of adult education, such board should also be established in the national level and district level. The government of India has welcomed the suggestion of different commission. It

has already implemented some of the suggestion and the efforts are still being made to make important the rest of the suggestions.

SELF-CHECK EXERCISE-3

Q.1 At what age range does the commission recommend secondary education should begin and end?

- a) 10 to 16 years
- b) 11 to 17 or 18 years
- c) 12 to 18 years
- d) 13 to 19 years

Q.2 How should the 7-year period of secondary education be divided according to the commission?

- a) 3 years of middle stage and 4 years of higher secondary stage
- b) 4 years of middle stage and 3 years of higher secondary stage
- c) 5 years of middle stage and 2 years of higher secondary stage
- d) 4 years of middle stage and 4 years of higher secondary stage

Q.3 What significant change does the commission suggest regarding intermediate classes?

- a) Abolition of 11th and 12th classes
- b) Attaching 12th class to university and 11th class to high school
- c) Combining 11th and 12th classes into one year
- d) Introducing a new intermediate level examination

Q.4 Which types of schools does the commission propose to establish to accommodate diverse aims and interests of students?

- a) Single-purpose schools
- b) Multipurpose schools, including agricultural, technical, and commercial schools
- c) Language-focused schools
- d) Arts and crafts schools only

Q.5 What does the commission emphasize regarding agricultural education?

- a) Limited opportunities
- b) No opportunities
- c) Greater opportunities and inclusion of horticulture and animal husbandry
- d) Optional courses only

Q.6 Where does the commission suggest establishing technical schools?

- a) Rural areas
- b) Remote areas
- c) Industrial centers
- d) Tourist areas

Q.7 What special facility does the commission recommend for girls in secondary education?

- a) Advanced science courses
- b) Home science education
- c) Sports education
- d) Technical education

Q.8 How many languages does the commission recommend students should study, and which languages should be included?

- a) Two languages: Mother tongue and English
- b) Three languages: Mother tongue, regional language, and English
- c) Four languages: Mother tongue, regional language, Hindi, and English
- d) Five languages: Mother tongue, regional language, Hindi, Sanskrit, and English

Q.9 What should be the medium of instruction at the secondary stage of education according to the commission?

- a) English only
- b) Hindi only
- c) Mother tongue or regional language
- d) Sanskrit

Q.10 What role does the commission see for Hindi in schools?

- a) Optional subject
- b) Compulsory subject
- c) Elective subject
- d) Foreign language

12.6 SUMMARY

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

The commission gave important recommendations with regard to the aims of secondary education and the principles of curriculum construction.

The main aim of secondary education was to produce perfect citizens who may provide leadership and who are self-reliant, obedient and disciplined.

The commission has pointed out some defects in the existing curriculum. So, it has recommended the principles of curriculum construction. The principles are - totality of experience, variety and elasticity, relation to community life, training for leisure and correlation of the subjects.

The commission has suggested a scheme of curriculum for middle schools and high and higher secondary schools.

12.7 GLOSSARY

Mudaliar Commission: Also known as the Secondary Education Commission, it was established in 1952 under the chairmanship of Dr. A. Lakshmanaswami Mudaliar to assess and improve the state of secondary education in India.

Secondary Education: Education provided typically for children aged 11 to 17 or 18 years, covering middle/junior secondary and higher secondary stages.

Intermediate Classes: Traditionally, the 11th and 12th grades. The Commission recommended their abolition and integration with high school and university education.

12.8 ANSWERS TO SELF-CHECK EXERCISES

SELF-CHECK EXERCISE-1

Answer 1: C. 1952

Answer 2: C. Dr. A. Lakshmanaswami Mudaliar

Answer 3: B. Maulana Abul Kalam Azad

Answer 4: A. Mrs. Hansa Mehta

Answer 5: B. Preparing a detailed questionnaire and touring the country

Answer 6: B. Teachers and educational institutions

Answer 7: D. 250 pages

Answer 8: C. August 1953

Answer 9: B. Changing from an academic system to one catering to different aptitudes and interests

Answer 10: B. Appointing a commission to examine and improve secondary education

SELF-CHECK EXERCISES-2

Answer 1: B. To develop democratic citizenship

Answer 2: D. All of the above

Answer 3: B. Personality and creative energy

Answer 4: C. Social, cultural, political, and industrial fields

Answer 5: B. Diversification of the courses of study

Answer 6: B. World citizenship

Answer 7: B. It fostered creativity and innovation

Answer 8: B. It was overcrowded and not up-to-date

Answer 9: B. The number of students in each class was too large

Answer 10: B. Social, aesthetic, and sporting activities

SELF-CHECK EXERCISES-3

ANSWER 1:(b) 11 to 17 or 18 years

ANSWER 2:(d) 4 years of middle stage and 4 years of higher secondary stage

ANSWER 3:(b) Attaching 12th class to university and 11th class to high school

ANSWER 4:(b) Multipurpose schools, including agricultural, technical, and commercial schools

ANSWER 5 : (c) Greater opportunities and inclusion of horticulture and animal husbandry

ANSWER 6:(c) Industrial centers

ANSWER 7:(b) Home science education

ANSWER 8:(b) Three languages: Mother tongue, regional language, and English

ANSWER 9:(c) Mother tongue or regional language

ANSWER 10:(b) Compulsory subject

12.9 REFERENCES/ SUGGESTED READINGS

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12.10 TERMINAL QUESTIONS

1. Describe the major recommendations of the secondary Education Commission (1952-53) for reforming Secondary Education in the country.
2. Discuss the problems of secondary education in India. Suggest measures.
3. Examine the recommendations on Aims of Secondary Education. How far these have been implemented?
4. Indicate the defects of our present Secondary Education curriculum. What are your suggestions for its improvement
5. What are the recommendations of the secondary Education Commission on the principle of curriculum construction?

Unit-13

NATIONAL EDUCATION COMMISSION (KOTHARI COMMISSION)

1964-1966

Structure:

13.1 Introduction

13.2 Learning Objectives

13.3 National education commission (Kothari Commission)

Self Check Exercise-1

13.4 Recommendations of the Kothari Education Commission

Self Check Exercise-2

13.5 Summary

13.6 Glossary

13.7 Answers to Self Check Exercises

13.8 References and suggested readings

13.9 Terminal Questions

13.1 INTRODUCTION

In this unit, we will discuss about Kothari Education Commission, 1964-66, which was the sixth commission in the history of commission in India. The Five Years Plan, started after independence helped the growth of the country in many areas. However, the execution of these plans expresses the inherent weakness due to which the expected success was not being achieved. Education appeared to be one of areas which indicated many problems that needed our efforts for immediate solutions. The government was fully aware of the situation. To improve the educational set up the government constituted two commissions after independence. We have already discussed about the two commissions, i.e. Radhakrishnan Commission in unit 2 , which deals with university education and Secondary Education Commission in unit 3, confined to secondary education only. The recommendations of these two commissions could not be succeeded in its full implementations. Consequently, the defects in the area of education persisted. In order to remove theses defects, the government had to

appoint a new education commission to advise the government on national pattern of education along with general principles and policies for the development of education at all stages.

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

13.2 LEARNING OBJECTIVES

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

1. Explain the appointment of the Education Commission of 1964-66 and its unique features.
2. Know the making of the report of 1964-66.
3. Identify the objectives of the Commission.
4. Describe the educational structure recommended by the commission.

13.3 NATIONAL EDUCATION COMMISSION (KOTHARI COMMISSION)

In inaugural address of the commission, Mr. M.C. Chhagla, the education minister of India, said about the appointment of Kothari Commission. If we look at the resolution that steps up this commission you will find that the commission has been requested to formulate national system of education. There are two broad approaches to education prevalent in world today. The first emphasis the worth whileness of the individual- that it holds that every individual is unique and he must be permitted and assisted to develop to the best that is possible for him. If this is done, it is claimed the national good and the national system of education will take care of themselves. In the proper approach, a greater emphasis is laid on the society in to which the individual will have to live and work and it is claimed that, if education helps to create a new social order, the good of each individual member will be automatically looked after. We, in India, will have, to choose a path which lies between these two extreme approaches to education.

Object of the Appointment and Members:

Amongst the several objectives of the appointment of this Commission was evaluation of the different stages of education and to evolve a national system of education. In this address to the inauguration of the commission on Oct 2, 1964: Dr. S. Radhakrishnan, the President of India and an eminent educationist said, "I am glad to know that new education commission which was set up recently will hold its inaugural session on 2nd October. It is an auspicious day for the country. It is my earnest desire that the commission which includes representatives of progressive areas in the world will survey

all aspects of education- Primary, Secondary, University and technical and make recommendations which will help to improve our education system at all its levels.

Appointment of the commission:

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

Unique feature of the Commission:

It is important for us to know the features that have made this commission a unique commission from other earlier commissions.

The unique features of the Education Commission (1964-66) were:

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

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

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

iii) The international composition of the commission is also significant. Education in India must necessarily emerge from Indian experience, through, culture and local conditions. But as education remains the common quest of mankind, it was found profitable to draw upon the experience and thinking of educationists and scientists from other countries and to take advantage of the latest developments in the educationally advanced countries. As such the commission included 7 Indian members and 5 others;

1 each from Japan, France, U.K., U.S.A. and USSR. Besides, 20 consultants from different countries of the world were available.

Terms of Reference:

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

1. National system of education:

To evolve a national system of education keeping in view the values and traditions of India as suited to the needs and aspirations of modern society. This fact is very well evident from the following extract of the resolution of the govt. of India:

“In view of the important role of the education in the economic and social development of the country, in the building of any truly democratic society in the promotion of national integration and unity and above all, for the transformation of the individual in the endless pursuit of excellence and perfection, it is now considered imperative to survey and examine the entire field of education in order to realize within the shortest possible period a well balanced, integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life.”

After the attainment of freedom a new era was ushered in. Following are the requisites of this new era:

1. Adaptation of secular democracy.
2. Eradication of illiteracy.
3. Ensuring a reasonable standard of living for all.
4. Rapid development of industries.
5. Adoption of modern science and technology and their harmonizing with traditional spiritual values.
6. Establishment of a socialistic society based on equitable distribution of wealth and equality of opportunity for all in education, employment, and cultural advancements.

All these requisites can be fulfilled only through education, and unless education is re-organized, nothing can happen. The commission was appointed to suggest the means for the fulfillment of requisites mentioned above. The following lines from the resolution of the Government of India justify the statements:

“The attainment of independent ushered in a new era of national development founded upon; the adoption of a secular democracy, not only as a form of government but also as a way of life, the determination to eliminate the poverty of the people and to ensure a reasonable standard of living for all, through modernization of agriculture and rapid development of industry, the adoption of science and technology, their harmonizing with traditional spiritual values, the acceptance of a socialist pattern of society which will secure equal distribution of wealth and equality of opportunity for all in education, employment, and cultural advancement. Great emphasis came to be placed on educational development because of realization, that education, especially in science and technology, is the most powerful instrument of social transformation and economic progress and that the attempt to create a new social order based on freedom, equality and justice can only succeed if the traditional education system was revolutionized both content and extent.

2. Qualitative improvement in education at all levels:

Since the commission was appointed with all these tasks in view of the resolution of Government of India, dated July 14, 1964 it stated:

“Quantitatively, education at these levels has shown a phenomenal development in the post-independence period. In spite of this expansion, however, there is widespread dissatisfaction about several aspects of educational development. For instance, it has not yet been possible to provide free and universal education for all children up to 14 years of age: the problem of mass raise in standards adequately at the secondary and university stages. The diversification of curricula in secondary and higher education has not kept pace with the time so that the problem of educated unemployment has been intensified on the one hand while, on the other, there is an equally acute shortage of trained manpower in sectors. The remuneration and services conditions of teachers leave a great deal to be desired and several important academic problems are still matters of intense controversies. In short, qualitative improvements in education have not kept pace with quantitative expansion and national policies and programs concerning the quality of education even when these well-convinced and generally agreed to, could not be implemented satisfactorily.”

3. Giving Place to Education as the key of the National Prosperity and Well fare and as Productive Investment-

“The Government of India are convinced that the education is the key to National prosperity and welfare that no investment is likely to yield greater returns than investment in human resources of which the most important component is education. Government has also decided to mobilize all the resources of science and technology which can only be done on the foundation of good and progressive education and to that end to increase considerably the total investment in the development of education and scientific research. The Nation must be prepared to pay for quality in education and from the value attracted to education by all sectors of the people it is clear that they will do so willingly.”

4. Survey the Entire Field of Education and Recommend the Ways and Means of Looking Education as a whole and not fragmented into Parts and Stages-

“It is desirable to survey the entire field of educational development as the various parts of the educational system strongly interact with and influence one another. It is not possible to have progressive and strong universities without efficient secondary schools and the quality of these schools is determined by the functioning of Elementary schools. What is needed, therefore, is a synoptic survey and an imaginative look at education considered as a whole and not fragmented into parts and stages. In the part several Commission and Committees have examined limited sectors specific aspects of education. It is now proposed to have comprehensive review of the entire educational system.”

5. Benefiting from the Experiences of other Countries of the World-

“Blaming for education in India can be done only by keeping in view the experiences and the conditions of this country but it was felt desirable to draw from the experiences of other countries. It was, therefore, decided to invite educationists from other countries of the world to help the education commission and serve on it. Educationists from England, Russia, Japan, America, etc. helped the Commission to draw up its recommendations and suggestions.”

Making of the Report

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

Report of the commission:

The report of the commission is an excellent document on education. In its report the commission expressed its firm belief that education is the most powerful instrument of national development. The report of the commission has been appropriately entitled as 'education and national development'.

The report is divided into four sections –

Section-I: deal with general Problems.

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

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

Section-IV: consists of supplementary papers.

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

- 1) Internal transformation of the educational system so as to relate it to the life, needs and aspirations of the nation.
- 2) Qualitative improvement of education so that the standards achieved are adequate, keeping continually rising and, at least in a few sectors become internationally comparable; and,
- 3) Expansion of educational facilities broadly on the basis of man - power needs and with an accent on equalization of educational opportunities.

SELF-CHECK EXERCISE-1

Q.1 Who was the chairman of the National Education Commission, also known as the Kothari Commission?

- A) Dr. S. Radhakrishnan
- B) Dr. D.S. Kothari
- C) M.C. Chhagla
- D) J.P. Naik

Q.2 On what date was the Kothari Commission inaugurated?

- A) 14th July 1964
- B) 2nd October 1964

C) 15th August 1965

D) 26th January 1966

Q.3 How many members did the Kothari Commission consist of?

A) 12

B) 14

C) 17

D) 20

Q.4 Which of the following was NOT a unique feature of the Kothari Commission?

A) Comprehensive review of the entire educational system

B) Inclusion of international educationists

C) Focus solely on secondary education

D) Emphasis on education as a tool for national development

Q.5 What was one of the major objectives of the Kothari Commission?

A) To improve medical education

B) To evolve a national system of education

C) To increase military training in schools

D) To focus only on higher education

Q.6 Who was the Education Minister of India who inaugurated the Kothari Commission?

A) Dr. S. Radhakrishnan

B) Dr. D.S. Kothari

C) J.P. Naik

D) M.C. Chhagla

Q.7 What was the primary purpose of including international members in the Kothari Commission?

A) To follow the educational system of other countries

- B) To draw upon the experiences and thinking of educationists from other countries
- C) To promote foreign education in India
- D) To ensure political support from other nations

Q.8 What is the significance of October 2nd for the Kothari Commission?

- A) It is the date the report was submitted
- B) It is Mahatma Gandhi's birthday
- C) It marks the end of the Commission's work
- D) It is the date the Commission was appointed

Q.9 Which section of the Kothari Commission's report deals with the implementation of various recommendations and programs?

- A) Section-I
- B) Section-II
- C) Section-III
- D) Section-IV

Q.10 Which of the following was NOT one of the broad categories of educational reconstruction proposed in the Kothari Commission's report?

- A) Internal transformation of the educational system
- B) Qualitative improvement of education
- C) Expansion of educational facilities
- D) Privatization of educational institutions

13.4 RECOMMENDATIONS OF THE KOTHARI COMMISSION

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

Education and National Objectives

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

education, the commission recommended the following objectives-

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

1. Increase in Productivity -

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

- i) Science is the basic component of education and culture; so it should be made an integral part of school education.
- ii) To inculcate the value of manual work the commission recommended the introduction of work experience in school education.
- iii) To meet the increasing needs of technical personnel in Industry, agriculture and trade the IEC recommended introducing vocational subjects in school curriculum. It also opined that the vocationalisation will bring education into closer relationship with productivity.

2. Promoting social and National Integration –

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

- i) To make education a powerful instrument of national development, common school system of public education should be adopted.
- ii) Bridge the gulf between the educated and the uneducated, intellectuals and masses, social and national service should be made an integral part of school education.
- iii) A language is a firm adhesive for social and national integration, suitable provisions should be made for teaching mother tongue, Hindi and other Modern Indian languages in schools.

3. Education and Modernization -

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

of significant changes. An education system which does not renovate itself continuously becomes out-dated and puts hindrance to progress. To keep pace with modernization the IEC is of the opinion that “greater emphasis must be placed on vocational subjects, science education and research.”

4. Social, moral and spiritual values -

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

- i) The Central and State governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their direct control on the lines recommended by the University Education Commission on religious and moral instruction.
- ii) In order to develop social, moral and religious values, some periods should be provided in the time table. Instruction of this type should be given by general teachers.
- iii) The University departments should be especially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of the special literature for use by students and teacher.

(2).Educational Structure:

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

One to three years of pre-school education.

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

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

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

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

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

Let us know the structural pattern of education.

Pre-school education from 1 to 3 years should also be given.

General education should last for a period of 10 years -
4 years of lower primary,

3 years of higher primary
3 years of lower secondary education.

Higher secondary education should be fixed for 2 years.

Degree course should be of 3 years.

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

(3).Teacher Status:

It is necessary to improve the economic, social and professional status of the teachers. The scale of pay of teachers of Government and non- Government schools should be the same. A suitable increase should be allowed in the scales of the pay of teachers.

There should be no discrimination and distinction between the teachers of Government and non-Government schools in regard to pay scales and conditions of service. Proper facilities of residence, etc., should be provided to the teachers working in the rural areas. The teachers should have complete freedom to take part in election. They should be proper facilities of receiving education through correspondence courses.

(4).Teachers Education:

Isolation of teacher's education should be removed and extension service department should be established in each training institution. Comprehensive colleges should be established wherein provision should be made for giving training at different stages of education. A State Board of Teacher's Education should be established in each state. It should be the responsibility of this Board to make proper provision of teacher education in all stages. Curriculum of teaching institutions should be so changed and reorganized that the teachers may become more practical. The period of training of teachers with secondary course should be two years. The period of training of the graduates should continue to be one year but later on it should be increased to two years. The course of M.Ed. should be one and half years. The teachers of the training colleges should have two degrees namely the master degree and the degree in education. Summer institutions

should be organized for the training of teachers. There should be provision for their education through correspondence course. The students of the training institutions should be given free education. There should be the provision for granting leave and scholarship to them. Keeping in view the rise in the number of teacher's training facilities should be expanded.

(5).Equalization of Educational Opportunities:

In India two types of inequalities are found in the found of education.

(a) In the education of boys and girls.

(b) In the education of developed and backward types.

In order to remove these inequalities, lower secondary education should be made free up to the end of Fifth Five Year Plan and thereafter in the period of ten years. Higher secondary and university education should be given free to the poor and meritorious students. There is need of reducing the cost of education. Sufficient number of text- books should be kept in the libraries of educational institutions. Meritorious students should be granted financial help to enable them to purchase the text-books.

Fifteen percent students should be granted scholarships at the secondary education stage. By the year 1976, 15 percent of the students of pre-pre-graduate courses should be granted scholarship. By the year 1986 this percentage should be increased to 25. A system of university scholarship should be started, 500 scholarships should be granted to the students, who are selected to receive education in foreign countries.

(6).Expansion of school education:

School, education needs to be greatly expanded. Centers should be opened in each district and state. With a view to expand primary education managers of the private schools shall be encouraged to expand primary education. By the year 1975-76 by the year 1985-86 proper provision should be made for primary education of all the boys and girls up to the age of five and seven years respectively. 20 percent and 50 percent of the students at lower secondary stage and higher secondary stage respectively should be given professional education. The number of students should be regulated at this stage.

SELF-CHECK EXERCISE-2

Q.1 What was the primary recommendation of the Kothari Commission regarding the structure of the education system in India?

- A) 10+2+3 system
- B) 8+4+4 system
- C) 12+3+2 system
- D) 11+1+3 system

Q.2 Which of the following did the Kothari Commission recommend to improve the quality of primary education?

- A) Emphasis on physical education
- B) Introduction of a common school system
- C) Reduction of school hours
- D) Increasing the age of school entry to 7 years

Q.3 To address the issue of teacher quality, the Kothari Commission recommended:

- A) Hiring only foreign-trained teachers
- B) Establishing teacher training institutes
- C) Reducing the number of teachers
- D) Eliminating teacher evaluations

Q.4 The Kothari Commission emphasized the importance of:

- A) Technical and vocational education at the secondary level
- B) Reducing higher education opportunities
- C) Focusing solely on arts and humanities
- D) Eliminating technical education

Q.5 Which sector did the Kothari Commission recommend to be given special emphasis in order to foster national development?

- A) Agricultural sector
- B) Industrial sector

- C) Scientific and technical education
- D) Sports and recreation

Q.6 Regarding language policy, the Kothari Commission recommended the adoption of:

- A) Only Hindi as the medium of instruction
- B) A three-language formula
- C) Only English as the medium of instruction
- D) Regional languages for higher education

Q.7 The Kothari Commission proposed a specific percentage of the GDP to be allocated to education. What was this percentage?

- A) 2%
- B) 4%
- C) 6%
- D) 8%

Q.8 What did the Kothari Commission recommend to reduce disparities in educational opportunities?

- A) Privatization of education
- B) Implementation of a common school system
- C) Increase in tuition fees
- D) Focus only on urban schools

Q.9 To encourage scientific research and development, the Kothari Commission suggested:

- A) Decreasing funding for universities
- B) Establishing specialized research institutions
- C) Discouraging international collaboration

D) Limiting research to specific fields

Q.10 The Kothari Commission advocated for the inclusion of which subject to promote moral and social values among students?

A) Environmental science

B) Physical education

C) Social and national service

D) Foreign languages

13.5 SUMMARY

In this unit, we have covered the following points:

The Education Commission 1964-66 was appointed by the Government of India on July 14th, 1964. Dr. D.S. Kothari was appointed as the Chairman of the commission. The Commission submitted its report on June 29th, 1966.

The Commission set 12 task forces and 7 working groups; interviewed 9000 men and women interested in education in the country and toured for 100 days. The report contains 19 chapters.

The Commission had some unique features, they were -

- i) Not to limit its inquiry to specific sectors or aspects of education, but to have a comprehensive, review of the entire educational system.
- ii) Its firm belief that education is the most powerful instrument of the national development.
- iii) Its International Composition. The commission included 7 Indian members and 5 others; 1 each from Japan, France, U.K., U.S.A. and USSR.

The objectives, as recommended by the commission were increasing productivity; promoting social and national integration; education and modernization and developing social, moral and spiritual values. A new educational structure was also developed.

13.6 GLOSSARY

Kothari Commission: Officially known as the Education Commission (1964-66), it was established by the Government of India to recommend a comprehensive system of education. It was chaired by Dr. D.S. Kothari.

Three-Language Formula: A policy recommended by the Kothari Commission to ensure

linguistic diversity in education. It suggests that students learn three languages: the regional language, Hindi, and English.

Common School System: A proposal by the Kothari Commission to establish a uniform system of education that would ensure equitable access to quality education for all children, regardless of their socio-economic background.

13.7 ANSWERS TO SELF-CHECK EXERCISES

SELF-CHECK EXERCISE-1

Answer 1: B) Dr. D.S. Kothari

Answer 2: B) 2nd October 1964

Answer 3: C) 17

Answer 4: C) Focus solely on secondary education

Answer 5: B) To evolve a national system of education

Answer 6: D) M.C. Chhagla

Answer 7: B) To draw upon the experiences and thinking of educationists from other countries

Answer 8: B) It is Mahatma Gandhi's birthday

Answer 9: C) Section-III

Answer 10: D) Privatization of educational institutions

SELF-CHECK EXERCISE-2

Answer 1: A) 10+2+3 system

Answer 2: B) Introduction of a common school system

Answer 3: B) Establishing teacher training institutes

Answer 4: A) Technical and vocational education at the secondary level

Answer 5: C) Scientific and technical education

Answer 6: B) A three-language formula

Answer 7: C) 6%

Answer 8: B) Implementation of a common school system

Answer 9: B) Establishing specialized research institutions

Answer 10: C) Social and national service

13.8 REFERENCES/ SUGGESTED READINGS

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13.9 TERMINAL QUESTIONS

1. Discuss the place of the Education Commission of 1964-66 in the educational reforms in India.
2. Evaluate the recommendations of the Education Commission 1964-66 for improvement of higher education in the country.
3. How has the Education Commission of 1964-66 viewed education as a means of national development? Explain.
4. Describe the conditions in the country that necessitated the appointment of Education Commission 1964-66.

Unit-14

National Policy on Education NPE- 1986

Structure:

14.1 Introduction

14.2 Learning Objectives

14.3 National Policy on Education NPE- 1986

Self Check Exercise-1

14.4 Recommendations of National Policy on Education NPE- 1986

Self Check Exercise-2

14.5 Summary

14.6 Glossary

14.7 Answers to Self Check Exercise

14.8 References and suggested readings

14.9 Terminal Questions

14.1 INTRODUCTION

Before 1976, education was the exclusive responsibility of states. The Central Government was only concerned with certain areas like co-ordination and determination of standards in technical and higher education, etc. In 1976, through a constitutional amendment, education became a joint responsibility. In a democratic country, there is need of democratization of education. In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. Decisions regarding the organization and structure of education are largely the concern of the states. However, the Union government has a clear responsibility regarding the quality and character of education. In addition to policy formulation, the ministry of Human Resource Development, Department of Education shares with the states the responsibility of educational planning. The central advisory

board of Education (CABE), set up during the pre-independence period in 1935, continues, to play a lead role in the evolution and monitoring of educational policies and programmes, the most notable of which are the National Policy on Education (NPE), 1986, Programme of Action (POA), 1986 and a revised NPE and POA(1992).

14.2 LEARNING OBJECTIVES

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

Understand the National Policy on Education

Discuss the various recommendations of National Policy on Education

14.3 NATIONAL POLICY ON EDUCATION- 1986

The present era in Indian education is very significant and crucial both in terms of quantity as well as quality. On the one hand, an unprecedented expansion of education at all levels and on the other, insurmountable obstacles to qualitative improvement of education. The National policy of education.1986 has ushered in a new chapter and raised new hopes and aspirations in the minds of Indians-students, teachers, administrators, planners and national leaders. It has posed new challenges and encountered new problems in reorientation at all stages. Education on the whole, has assumed increasing importance in implementing of the NPE and in developing new strategies for reshaping as well as gearing up the age old educational system in country.

This chapter deals with the current problems and the future strategies in the context of the implementation of the NPE, 1986. The NPE, for example, has been discussed as a National document with its new directives and vision in the emerging national system.

The crucial current educational problems like universalization of education, adult education, on-formal education, equalization of educational opportunities have been presented with new purpose and perspectives. The modern concept of education e.g., vocationalization of education, lifelong education, democratization of education, distance education have been enunciated as lucidly and comprehensively as possible.

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986.The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Castes (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly,

development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

The salient features of the NPE, 1986 are as follows:

1. The NPE, 1986 aims at ensuring a national system of education which implies that up to a given level, all students irrespective of cast, creed, location or sex, have access to education of a comparable quality.
2. The new thrust in elementary education will emphasize two aspects
 - (1) Universal enrollment and retention of children up to 14 years of age , and
 - (2) A substantial improvement in the quality of education.
3. The Open University system has initiated in order to augment opportunities for higher education and as an instrument of democratizing education.
4. Research as a means of renovation and renewal of educational processes will be undertaken by all higher technical institutions.
5. State level and district level advisory boards of education may be setup for taking effective measures for better integration and management of education at various stages

The Central Advisory Board of Education held at New Delhi on the 1st and 2nd August 1986 carefully considered these reports and with the suggestions the programme of Action (POA) was presented and adopted by Parliament. The nationwide endeavor in human resource development with education playing its multi-dimensional role is now hopefully in full swing towards desired directions.

The 1986 National Policy on Education was modified in 1992 by the P.V. Narasimha Rao Government. In 2005, Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (POA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical,

mental and financial burden on students and their parents due to multiplicity of entrance examinations.

Objectives of National Policy of Education:

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

1. In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:

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

2. Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

3. 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.

4. Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of S.C. s (Scheduled caste) and S.T. s (Scheduled tribes) and Minorities.

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

SELF-CHECK EXERCISE-1

Q.1 What was the primary aim of the National Policy on Education (NPE) 1986?

- A) To promote international collaboration in education
- B) To ensure a national system of education with comparable quality for all students
- C) To reduce the number of educational institutions
- D) To privatize the education sector

Q.2 Which of the following was a key objective of the NPE 1986 concerning elementary education?

- A) Introduction of higher education institutions in rural areas
- B) Universal access and enrollment, and universal retention of children up to 14 years of age
- C) Establishment of international schools
- D) Increased funding for research in higher education

Q.3 What did the NPE 1986 emphasize for secondary education?

- A) Expansion of primary schools
- B) Improvement of the quality of secondary education and providing computer literacy
- C) Establishment of new open universities
- D) Mandatory vocational training for all students

Q.4 Which initiative was launched by the NPE 1986 to improve primary schools nationwide?

- A) Operation Blackboard
- B) Operation School Improvement
- C) Project Learn
- D) National Education Scheme

Q.5 What significant change did the Programme of Action (POA) 1992 introduce regarding admissions to professional and technical programs?

- A) Implementation of a single entrance exam for all programs
- B) Creation of a three-exam scheme for engineering and architecture admissions
- C) Elimination of entrance exams
- D) Introduction of state-level only entrance exams

Q.6 Which of the following was a specific goal of the NPE 1986 in relation to higher education?

- A) Increase the number of technical schools
- B) Enhance opportunities for reflection on social, economic, cultural, moral, and spiritual issues
- C) Focus solely on vocational training
- D) Reduce the number of higher education institutions

Q.7 According to the NPE 1986, which of the following was NOT a focus area for education?

- A) Vocationalization of education
- B) Adult education
- C) Privatization of primary education
- D) Distance learning

Q.8 Which new institution was expanded as a result of the NPE 1986?

- A) Jawaharlal Nehru University
- B) Indira Gandhi National Open University
- C) University of Delhi
- D) National Institute of Technology

Q.9 What was one of the basic objectives related to social and regional imbalances highlighted by the NPE 1986?

- A) Delinking degrees from job requirements
- B) Promoting only urban education
- C) Reducing the number of schools in rural areas

D) Focusing solely on elite education

Q.10 The NPE 1986 recommended the establishment of which type of university to promote development at the grassroots level?

A) Urban University

B) National University

C) Rural University

D) Regional University

14.4 RECOMMENDATIONS OF NATIONAL POLICY ON EDUCATION (NPE- 1986)

After going through the basic objectives of NPE of 1986, the recommendations of the policy have been divided into the following 24 chapters:

Chapter-I: Early Childhood Care and Education: Integrated Child Development service, Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centers and training institutes of teachers and the existing facilities of pre-primary education should be strengthened and should receive increased attention from the Government. Besides these, the system of monitoring and evaluation should be strengthened.

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

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

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

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

- (i) Programme to ensure access to secondary education being widened to cover unserved areas.
- (ii) Programme of consolidation in other areas;
- (iii) Programme of setting up Navodaya Vidyalayas.

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

Chapter-IV. Vocationalisation of Education: From classes 1 to 5, Socially Useful Productive Work/ Work Experience creates an integral part of the curriculum in many states. At the middle stage, the work experience programme should aim at developing confidence and sufficient psycho-motor skills to students through certain occupational training courses.

Chapter-V. Higher Education: The National Policy of Education of 1986 and its revised policy which is known as Programme of Action of 1992 had laid importance on higher education, particularly on graduate, post-graduate and research work. It suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of Vocational skill was to be stressed upon.

Followings are the necessary strategies that should be kept up for improving the innovations in higher education.

- (i) Consolidation and expansion of institutions
- (ii) Development of Autonomous colleges and departments
- (iii) Redesigning courses
- (iv) Training of teachers
- (v) Strengthening research
- (vi) Improvement in efficiency
- (vii) Creation of structures for co-operation at the state and national levels,
- (viii) Mobility.

Besides these, the AICTE (All India Council of Teacher Education) had laid down norms

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

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

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

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

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

(iv) State Governments should ensure that Open Universities will be established after very careful planning and requiring available resources and facilities.

Chapter VII. Rural Universities and Institutes: The National Policy of Education of 1986 and its Revised Policy of 1992 envisaged that the rural universities and institutions should be developed in rural areas after studying the needs of such pattern of educational institutions in rural communities as well as also strengthening the programme of Gandhian Basic Education.

Chapter VIII. Technical and Management Education: Regarding the Technical and Management Education system, the policy stated that technical and management education system should be clustered with reference to the interrelated objectives, priorities and programmes of the key functional areas like development of human

resource development spectrum with great potentials for adding values to products and services and for contributing to the national economy and improving quality of life of the people.

Chapter IX. Making the system work: The National Policy of Education and its Revised Policy which is known as Programme of Action referred to the necessity of introducing discipline into the present system of education. It had also been referred to by the NPE and POA that the teacher's accountability towards the profession should be developed on behalf of improving the students' service and the behavior of the students should be promoted in accordance with acceptable norms; and also better facilities for the educational institutions should be ensured in order to derive the performance of the institutions.

Chapter X. De-linking of Degrees from Jobs and Manpower Planning: The National Policy of Education and its revised policy envisaged that some job-oriented degree courses as well as skill oriented courses should be made for promoting human capital in the state as well as in the nation.

Chapter XI. Research and Development: In National Policy of Education and POA, the stress was laid on research as an essential component of higher education because of its role in creating new knowledge and insights imparting innovations and dynamism to the educational process.

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

- (i) to gear the entire education system to plan a positive interventionist role in the empowerment of women,
- (ii) to promote women's studies as a part of various courses and to encourage the educational institutions to take up active programme to further women's development.
- (iii) To create dynamic managerial structure to cope with the targets envisaged.

Chapter XIII. Education of Scheduled Castes and Scheduled Tribes, and backward

Sections: The priorities should be accorded to opening primary schools in tribal areas, scheduled caste areas and backwards areas, according to the NPE and POA. Besides these, cent percent enrolment of SC/ST children in the age group of 6-11 ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990. At least 75 percent of the children in the age group of 11-14 will have to be enrolled and retained in school leading to satisfactory completion of class VIII according to the NPE and POA. Followings were some of the recommendations of the policy related to the Scheduled tribes, Scheduled caste and backward sections as:

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

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

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

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

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

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

(vii) Pre-matric Scholarship scheme for children of Scheduled caste whose families were engaged in occupations such as scavenging, flaying and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, should be covered by this scheme and time-bound programmes targeted on them should be undertaken;

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

(ix) Recruitment of teachers from Scheduled Castes;

(x) Recruitment of teachers from Scheduled Castes;

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

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

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

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

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

Chapter XV. Education of the Handicapped: The NPE and POA proposed to stipulate that the education of the children with loco motor handicap and other mild handicaps should be same and common as the normal children. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures have to taken in this regard:

- i. wherever it is feasible, the education of the children with motor handicaps and other mild handicaps will be common with in the education of the normal children.
- ii. Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iii. Adequate arrangements will be made to give vocational training to the disabled.
- iv. Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- v. Voluntary effort for the education of the disabled will be encouraged in every possible manner.

Chapter XVI. Adult Education: The NPE and POA envisaged that adult education would be a means for reducing economic, social and gender disparities. The whole nation had pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the age group of 15-35 through various means, with special emphasis on total literacy campaigns. The Central and State Governments, political parties and their mass organizations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment to mass literacy campaigns, which include literacy and functional knowledge and skills, and awareness among learners about the socio-economic reality and the possibility to change it. The National Literacy Mission should be geared to the national goals such as alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women's equality, universalization of primary education, basic health-care, etc. It should also facilitate energisation of the cultural creativity of the people and their active participation in development processes.

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

- I. Access to education of a comparable quality for all irrespective of caste, creed, location or sex.
- II. Introduction to the norms of minimum levels of learning for different stages and provision of threshold facilities so that learning becomes a more enjoyable experience even for the slow learners.
- III. Articulation of a national system of education with a common structure, national

curricular framework which contains common core.

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

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

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

VII. Decentralization of educational administration, creation of a spirit of autonomy for educational institutions with greater role assigned to the institutional heads and development of professionalism among teachers.

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

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

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

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

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

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

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

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

Chapter XIX. Youth and Sports: The NPE and POA stressed the following formulation (i) integration of sports and physical education in the learning process and evaluation of performance and (ii) involvement of youth in national and social development and sports and games etc. particularly, through educational institutions at the level of higher learning.

Chapter XX. Language Development: The NPE and POA elaborately discussed about the concept of language development and emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as implementation of

- Three- language formula, improvements in the linguistic competencies of students at the different stages of education,
- Provision of facilities for the study of English and other foreign languages, and
- Development of Hindi language as a link language etc.

Chapter XXI. Cultural development: While the formulating the national policy, the basic emphasis was given to interlinking education with culture. By interlinking education and culture, the stress was given in the development of child's personality, particularly in terms of helping the child to discover his inner talent and to express it creatively.

Chapter XXII. Media and Educational Technology: The NPE and POA emphasized that in order to avoid structural dualism, modern educational technology should be reached out to the most distant areas and to the deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.

Chapter XXIII. Teacher and their Training: The new programmes of teacher-education should emphasize need to continuing education and also the need for teachers to meet the thrusts envisaged in this Policy. District Institutes of Education and Training (DIET) should be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions should be phased out. Selected Secondary Teacher Training Colleges should be upgraded to complement the work of the State Councils of Educational Research and Training. The National Council of Teacher Education should be provided the necessary resources and capability to accredit institutions of teacher-education and to provide guidance regarding

curricula and methods. Networking arrangements should be created between institutions of teacher education and university departments of education.

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

SELF-CHECK EXERCISE-2

Q.1 What was a primary goal of the NPE 1986 regarding universal elementary education?

- A) To establish new universities
- B) Universal enrollment and retention of children up to 14 years of age
- C) To promote international student exchange programs
- D) To privatize primary education

Q.2 Which initiative was launched by NPE 1986 to improve the infrastructure and quality of primary schools?

- A) National Literacy Mission
- B) Operation Blackboard
- C) Sarva Shiksha Abhiyan
- D) Mid-Day Meal Scheme

Q.3 What did the NPE 1986 emphasize for secondary education?

- A) Expansion of primary schools
- B) Improvement of the quality of secondary education and providing computer literacy
- C) Establishment of more open universities
- D) Reduction of vocational training programs

Q.4 The NPE 1986 aimed at promoting the concept of "lifelong education." Which of the following is NOT related to this concept?

- A) Adult education programs
- B) Distance learning initiatives
- C) Vocational training for all ages
- D) Limiting education opportunities to young adults

Q.5 Which of the following groups was specifically targeted for educational equality in the NPE 1986?

- A) Urban residents
- B) Scheduled Castes (SC) and Scheduled Tribes (ST)

C) Foreign students

D) Corporate employees

Q.6 According to the NPE 1986, what was the role of Open Universities?

A) To limit higher education to traditional classroom settings

B) To augment opportunities for higher education and democratize education

C) To focus solely on vocational training

D) To replace conventional universities

Q.7 The NPE 1986 called for which type of educational approach in primary education?

A) Teacher-centered approach

B) Child-centered approach

C) Technology-centered approach

D) Exam-centered approach

Q.8 Which sector did the NPE 1986 emphasize as essential for economic and social development at the grassroots level?

A) Urban development

B) Industrial development

C) Rural university model

D) International trade

Q.9 What was a significant recommendation regarding teachers in the NPE 1986?

A) Reducing the number of teachers

B) Recruiting more teachers from Scheduled Castes (SC) and Scheduled Tribes (ST)

C) Eliminating teacher training programs

D) Privatizing teacher recruitment

Q.10 What was one of the recommendations of the NPE 1986 to address the problem of adult illiteracy?

A) Establishing more higher education institutions

B) Expanding adult education programs

C) Reducing funding for adult education

D) Limiting adult education to urban areas

14.5 SUMMARY

The quality of education system is dependent, to a large extent, on the teachers. The quality of teachers is dependent, to a large extent, on the system of teacher education. It is heartening to note that the concern for raising the quality and status of teacher's education has caught the attention of the nation and the same is reflected in the National Policy on Education (NPE) – 1986 and Programme of Action (POA) – 1992.

After adoption of NPE-1986 in pursuance of its provisions of teacher education, a Centrally Sponsored Scheme (CSS) of Restructuring and Re-organization of Teacher Education was approved in October, 1987, by the Government of India. The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990. At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE. This Committee submitted its report in January 1992. The report of the Committee was considered by the CABE in its meeting held on 5-6 May, 1992. While broadly endorsing the NPE, CABE has recommended a few changes in the Policy. The NPE has stood the test of time. Based on an in-depth review of the whole gamut of educational situation and formulated on the basis of a national consensus, it enunciated a comprehensive framework to guide the development of education in its entirety. That framework continues to be of relevance. However, the developments during the last few years and experience in the implementation of the Policy have necessitated certain modifications. The modifications required have been specified in the paper "National Policy on Education, 1986 - Revised Policy Formulations" laid on the Table of the House. I also lay on the Table of the House the report of the CABE Committee on Policy.

14.6 GLOSSARY

Universal Enrollment and Retention: Ensuring that all children, irrespective of their background, are enrolled in school and retained until they complete elementary education up to 14 years of age.

Operation Blackboard: A program aimed at improving the quality of primary education by providing essential facilities in schools, such as classrooms, blackboards, and teaching materials.

Child-Centered Approach: An educational approach that prioritizes the interests, abilities, and learning styles of children, ensuring that education is tailored to their individual needs.

Indira Gandhi National Open University (IGNOU): Established in 1985, this university aims to provide flexible and open higher education opportunities to a wide range of learners through distance education.

Rural University Model: An educational model inspired by Mahatma Gandhi's philosophy, focusing on promoting economic and social development in rural areas through education.

14.7 ANSWERS TO SELF-CHECK EXERCISES

SELF-CHECK EXERCISE-1

Answer 1: B) To ensure a national system of education with comparable quality for all students

Answer 2: B) Universal access and enrollment, and universal retention of children up to 14 years of age

Answer 3: B) Improvement of the quality of secondary education and providing computer literacy

Answer 4: A) Operation Blackboard

Answer 5: B) Creation of a three-exam scheme for engineering and architecture admissions

Answer 6: B) Enhance opportunities for reflection on social, economic, cultural, moral, and spiritual issues

Answer 7: C) Privatization of primary education

Answer 8: B) Indira Gandhi National Open University

Answer 9: A) Delinking degrees from job requirements

Answer 10: C) Rural University

SELF-CHECK EXERCISE-2

Answer 1: B) Universal enrollment and retention of children up to 14 years of age

Answer 2: B) Operation Blackboard

Answer 3: B) Improvement of the quality of secondary education and providing computer literacy

Answer 4: D) Limiting education opportunities to young adults

Answer 5: B) Scheduled Castes (SC) and Scheduled Tribes (ST)

Answer 6: B) To augment opportunities for higher education and democratize education

Answer 7: B) Child-centered approach

Answer 8: C) Rural university model

Answer 9: B) Recruiting more teachers from Scheduled Castes (SC) and Scheduled Tribes (ST)

Answer 10: B) Expanding adult education programs

14.8 REFERENCES/ SUGGESTED READINGS

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14.9 TERMINAL QUESTIONS

1. What were the main recommendations of the NPE, 1986?
2. What were the main objectives of the NPE of 1986 and Programme of Act, 1992?
3. Explain the main recommendations of POA.
4. What are effects of the NPE 1986 and POA, 1992, on the education system of India?

Unit-15

PROGRAMME OF ACTION (POA-1992)

Structure:

15.1 Introduction

15.2 Learning Objectives

15.3 Programme of Action (1992)

Self Check Exercise-1

15.4 Recommendations of Programme of Action (1992) for UEE

Self Check Exercise-2

15.5 Summary

15.6 Glossary

15.7 Answers to Self Check Exercise

15.8 References and suggested readings

15.9 Terminal Questions

15.1 INTRODUCTION

The Programme of Action (PoA) 1992 was introduced as an implementation strategy for the National Policy on Education (NPE) 1986, aiming to translate policy recommendations into concrete actions. Developed under the government of Prime Minister P.V. Narasimha Rao, the PoA 1992 sought to address the educational challenges and goals outlined in the NPE by providing detailed plans and guidelines. Key focus areas included universal access to education, improving the quality of education, promoting equity for marginalized groups, enhancing vocational education, and incorporating modern technologies into the learning process. By targeting both quantitative and qualitative improvements across various educational stages, the PoA 1992 represented a comprehensive effort to reform and modernize the Indian education system, ensuring it met the nation's socio-economic needs and aspirations.

15.2 LEARNING OBJECTIVES

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

Understand the Programme Of Action, 1992

Discuss the various recommendations of Programme of Action, 1992

15.3 PROGRAMME OF ACTION (1992)/ THE ACHARYA RAMAMURTI COMMITTEE REPORT

In the present analysis, efforts will be made to describe the steps under the National Policy on Education, 1986 and the modifications or changes suggested by the review committee (1992) which have a human rights perspective. The review of different recommendations is being done, along with possible suggestions. These suggestions are expected to be more practical and desirable, in relation to the declared policy objectives in the field of education. The Kothari Commission of 1964 and, subsequently, the National Education Policy, 1986, endorsed the concept of universalization of primary (elementary) education. Further, the Plan of Action 1992, and now the Constitution, also accepted the fundamental right of elementary education. The Rammurthy Committee was appointed on May 7, 1990 and it submitted its report to the Minister of State in the Ministry of Human Resource Development on December 26, 1990. The report was tables in the parliament on January 9, 1991.

NPE was reviewed during 1990-92 by the Acharya Rammurthy Committee (1990) and N Janardan Reddy Committee (1992) and necessary amendments were made, on the basis of which, the Programme of Action (1992) was chalked out and based on its recommendation's provisions were made in the eighth plan.

- In spite of this and the constitutional provision for free-primary education for the age group of 6-14, the same is very much beyond the achievement of the educational system, to date.
- Almost half of the children, in the age group of 6-14, either do not go to school or drop out at an early age.
- Many have to stay out-side the educational system, due to strong economic compulsions. Efforts, over the last 40 years, to remedy this situation, have not met with any significant success.
- According to the Ramamurti Committee, remedies for the above maladies suggested by NPE, 1986, have not worked and will not work. Remedies suggested by the Ramamurti Committee have been at variance with the recommendations of NPE, 1986. However, before critically reviewing the

recommendations of the Ramamurti Committee in this respect, it will be pertinent to examine the basic characteristics of educational dualism in our country.

- In view of this, it is quite clear that the creation of the Navodaya School was biased against children from the poorest families, unless adequate care was taken in respect of pre-school and early primary education.
- The Ramamurti Committee, therefore, rightly recommends discontinuation of the Navodaya school model. Further, the recommendation of the committee, for an integrated universal school system at the elementary level, is conceptually very sound. But, unfortunately, the committee has not suggested any concrete programmes for implementation, where it could successfully develop a base for apolicy on a human rights perspective.
- Educational investments, in many developing countries, tend to enhance the already advantaged group, rather than the other ones.
- The committee, instead of suggesting total integration points to these types of structural issues, should have, explicitly, mentioned these. But, the Ramamurti Committees suggestion for integrated education (by integrating the formal and non- formal streams) has been strongly opposed by a section of the press, because such an Integrated Universal System of elementary education has the basic ingredients of disturbance, in the present elitist edifice of education.
- The Ramamurti Committee has suggested non-formalization of the formal school system i.e. the schools open up and change themselves in response to the demands of society.
- The committee has suggested certain things such as flexible working hours, reducing school hours and increasing learning hours to non-formalize schools. But, of course, all these improvements will require significant improvement of the teacher student ratio, at all stages. In view of the basic nature and importance of this integration, in the overall improvement of the educational system, generation of resources for upgrading schools and non-formalizing of existing formal schools, through much needed flexibility, must receive utmost attention.
- A close reading of the POA reveals that in its view the rapid expansion, which was not accompanied by sufficient investment of resources is responsible for a deterioration in academic standards(Para 1, Chapter II). This seems to be rather over-simplification of a fairly complex situation. Many other factors are

acknowledged as determinants of the quality of learning in the schools. The Review Committee regards the teachers, the community and the social environment as the key factors for moving towards child centred approach and better standards in education. Provision of additional facilities to the schools (e.g. Operation Blackboard) must be made but it should never be construed to imply that this alone would bring about the desired change in the schools.

- The POA recommends that an attempt should be made to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year for UEE. It is not at all clear what relationship between the 5+3+2 pattern and UEE is envisaged by the POA. This is, however, a significant matter. According to the Review Committee, the present mode of curriculum development and content planning in the primary and middle schools is determined by what is planned at the +2 level. This results in unnecessarily burdening the child in the elementary school and, at the same time, in not allowing the growth of a holistic and self-sufficient view of the first five and eight years of schooling respectively. In the present stage of social development in most parts of India, a large majority of children, even with improved strategies of universalisation, would quit schooling after either Class V or Class VIII. It is, therefore, crucial that the curriculum development at these two levels is aimed to provide for a self-sufficient model of knowledge, skills and attitudes within the elementary system such that the majority of children can go out into the world of work and continue self-learning throughout life. It is not being suggested that the +2 level is unnecessary for the majority of our children. As education is a sub-system of the social system, the +2 level is to become both accessible and important in the life of the majority of the children, as the country moves into a higher stage of social development. To be sure, this would not come about without a drastic overhaul of the present development policy and a clear tilt towards equity and social justice in national life. Until this happens the +2 level shall remain outside the purview of universalisation.

SELF- CHECK EXERCISE -1

Q.1 When was the Acharya Ramamurti Committee appointed?

- a) May 7, 1989
- b) May 7, 1990
- c) December 26, 1990
- d) January 9, 1991

Q.2 What was the primary objective of the Programme of Action (PoA) 1992?

- a) To introduce new subjects in the curriculum
- b) To implement the recommendations of the National Policy on Education (NPE) 1986
- c) To construct new schools nationwide
- d) To provide free textbooks to all students

Q.3 Which committee reviewed the National Policy on Education (NPE) during 1990-92?

- a) Kothari Commission
- b) N Janardan Reddy Committee
- c) Acharya Ramamurti Committee
- d) Both b and c

Q.4 What significant recommendation did the Ramamurti Committee make regarding the Navodaya schools?

- a) Expand the Navodaya schools
- b) Discontinue the Navodaya school model
- c) Convert Navodaya schools into universities
- d) Integrate Navodaya schools with private institutions

Q.5 Which educational system did the PoA 1992 propose to implement by 1995?

- a) 10+2+3 system
- b) 5+3+2 pattern
- c) 6+4+3 pattern
- d) 8+2+2 system

Q.6 According to the PoA 1992, what was one of the major reasons for the deterioration in academic standards?

- a) Lack of trained teachers
- b) Insufficient investment of resources
- c) Overburdened curriculum
- d) Ineffective teaching methods

Q.7 What was a key feature of the child-centered approach recommended by the PoA 1992?

- a) Increased focus on examinations
- b) Provision of additional facilities like Operation Blackboard
- c) Introduction of more subjects
- d) Longer school hours

Q.8 What approach did the Ramamurti Committee suggest for the formal school system?

- a) Privatization
- b) Non-formalization
- c) Digitalization
- d) Nationalization

Q.9 Which groups were the NPE 1986 and PoA 1992 particularly concerned with providing equal educational opportunities to?

- a) Urban children
- b) Wealthy families
- c) Scheduled Tribes (ST) and Scheduled Castes (SC)
- d) Non-resident Indians

Q.10 The Ramamurti Committee's suggestions aimed to achieve which of the following in terms of school schedules?

- a) Increased school hours
- b) Flexible working hours
- c) Reduced number of school days
- d) Introduction of evening classes

15.4 RECOMMENDATIONS OF PROGRAMME OF ACTION 1992

The Programme of Action (PoA) 1992 was formulated to implement the recommendations of the National Policy on Education (NPE) 1986, with a focus on addressing educational challenges and improving the quality and accessibility of education in India. Here are the detailed recommendations of PoA 1992:

1. Universalization of Elementary Education (UEE)

- **Enrollment and Retention:**
 - Stress on improving both enrollment and retention rates, as distinct from mere enrollment figures.
 - Emphasize the continuous monitoring and improvement of data related to enrollment and retention.
- **School-Community Relationship:**
 - Foster a strong relationship between schools and the community to enhance the quality and accessibility of education.
 - Encourage community participation in school management and decision-making processes.
- **Role of Teachers:**
 - Recognize the pivotal role of teachers in improving the quality of education.
 - Enhance teacher training programs and ensure the continuous professional development of teachers.
 - Improve the teacher-student ratio to facilitate better learning outcomes.

2. Curriculum and Pedagogy

- **Primary and Middle School Curriculum:**
 - The curriculum at the +2 level should not dictate the content and process of education at the primary and middle school levels.

- Develop a self-sufficient and holistic curriculum for the first five and eight years of schooling.
- Ensure that the curriculum is aimed at providing knowledge, skills, and attitudes necessary for children to continue self-learning throughout life.
- **Non-Formal Education (NFE):**
 - Reach out to school drop-outs, children from habitations without schools, working children, and girls who cannot attend whole-day schools.
 - Develop a curriculum framework based on the needs of learners and related to the local environment.
 - Promote a learner-centered approach with an emphasis on learning rather than teaching.
 - Create participatory learning environments and joyful extracurricular activities.
 - Enable learners to progress at their own pace and learn from each other.

3. Infrastructure and Facilities

- **Operation Blackboard:**
 - Provide additional facilities to schools, such as adequate classrooms, blackboards, and teaching aids.
 - Ensure that improving infrastructure is not seen as the sole solution but as a part of a comprehensive approach to enhancing education quality.

4. Educational Investment

- **Resource Allocation:**
 - Increase investment in education, particularly in disadvantaged and underprivileged areas.
 - Address the structural issues that lead to inequities in educational investment.

5. School System Structure

- **Educational System Pattern:**
 - Propose a 5+3+2 pattern to be implemented by 1995 to coincide with the target year for Universal Elementary Education (UEE).
 - Ensure that the educational structure supports the holistic development of students and meets the needs of the majority of children who may leave the education system after Class V or Class VIII.

6. Equity and Inclusion

- **Equal Educational Opportunities:**
 - Focus on providing equal educational opportunities to marginalized groups, including Scheduled Tribes (ST) and Scheduled Castes (SC).
 - Address economic compulsions that prevent children from attending school and ensure support for disadvantaged families.

7. Navodaya Schools

- **Review of Navodaya School Model:**
 - Discontinue the Navodaya school model, which was seen as biased against children from the poorest families.
 - Advocate for an integrated universal school system at the elementary level.

8. Flexibility in School System

- **Non-Formalization of Schools:**
 - Suggest non-formalization of the formal school system, where schools open up and change themselves in response to societal demands.
 - Introduce flexible working hours, reduce school hours, and increase learning hours to make schools more adaptable to students' needs.

9. Child-Centered Approach

- **Improvement in Learning Standards:**
 - Emphasize the importance of teachers, the community, and the social environment in moving towards a child-centered approach.
 - Ensure that the provision of additional facilities is part of a broader strategy to improve learning standards.

10. Policy and Implementation

- **Comprehensive Planning:**
 - Develop concrete programs and strategies for the implementation of recommendations, ensuring alignment with declared policy objectives.
 - Focus on practical and desirable suggestions that can be effectively implemented to achieve the goals of the National Policy on Education.

The PoA 1992 was a significant step in addressing the challenges faced by the Indian education system and aimed at creating a more inclusive, equitable, and high-quality educational environment for all children.

SELF- CHECK EXERCISE-2

Q.1 What was the primary focus of the Programme of Action (PoA) 1992?

- a) Developing new school buildings
- b) Implementing recommendations of the National Policy on Education (NPE) 1986
- c) Increasing the number of school subjects
- d) Providing free textbooks to all students

Q.2 According to the PoA 1992, which aspect should be given special attention in relation to Universalization of Elementary Education (UEE)?

- a) Only increasing enrollment figures
- b) Improving both enrollment and retention rates
- c) Building more schools
- d) Reducing the school day duration

Q.3 What role does the PoA 1992 suggest for the community in the educational system?

- a) The community should be excluded from school management.
- b) The community should only be involved in fundraising.
- c) The community should be actively involved in school management and decision-making processes.
- d) The community should provide textbooks and stationery.

Q.4 Which curriculum approach was recommended by the PoA 1992 for primary and middle school levels?

- a) The +2 level curriculum should dictate the primary and middle school content.
- b) The curriculum should focus solely on vocational training.

c) Develop a self-sufficient and holistic curriculum for the primary and middle school levels.

d) Emphasize rote learning over understanding concepts.

Q.5 What significant change did the PoA 1992 propose for the educational system pattern by 1995?

a) Implementing a 10+2+3 system

b) Implementing a 6+3+3 system

c) Implementing a 5+3+2 pattern

d) Implementing a 8+2+2 system

Q.6 What was one of the key recommendations regarding the Navodaya school model in the PoA 1992?

a) Expand the Navodaya schools across all regions

b) Continue with the Navodaya school model as is

c) Discontinue the Navodaya school model and advocate for an integrated universal school system

d) Convert Navodaya schools into higher education institutions

Q.7 How did the PoA 1992 suggest addressing infrastructure issues in schools?

a) Only focus on building new schools

b) Use additional facilities like Operation Blackboard as a part of a broader strategy to enhance education quality

c) Ignore infrastructure issues and focus solely on curriculum changes

d) Reduce the number of facilities provided to schools

Q.8 What approach did the PoA 1992 recommend for non-formal education (NFE)?

a) Develop a standardized curriculum for all NFE programs

- b) Focus solely on academic subjects
- c) Promote a learner-centered approach with a curriculum based on local needs and provide opportunities for learners to progress at their own pace
- d) Limit NFE to theoretical learning only

Q.9 What did the PoA 1992 emphasize regarding educational investments?

- a) Focus solely on urban areas
- b) Increase investment in education, particularly in disadvantaged and underprivileged areas
- c) Reduce overall educational funding
- d) Allocate resources only for infrastructure development

Q.10 According to the PoA 1992, what was a key feature of the child-centered approach?

- a) Increased emphasis on examinations
- b) Provision of additional facilities as part of a broader strategy to improve learning standards
- c) Introduction of more subjects in the curriculum
- d) Longer school hours and a focus on rote learning

15.5 SUMMARY

The PoA 1992 was a significant document that aimed to translate the broad objectives of the NPE 1986 into actionable steps. By focusing on universalization, equity, quality, and community involvement, it sought to address the deep-rooted challenges in the Indian education system. The recommendations provided a roadmap for creating a more inclusive, accessible, and high-quality education system that could cater to the diverse needs of all children in India.

15.6 GLOSSARY

Educational Dualism: The existence of two distinct and unequal educational systems within a country, often resulting in disparities in educational opportunities and outcomes.

Integrated Universal School System: A concept proposed by the PoA for creating a unified and inclusive elementary education system that integrates formal and non-formal education streams.

Navodaya Schools: A network of schools established under the NPE 1986 to provide quality education to talented children from rural areas. The PoA recommended discontinuing this model due to perceived biases against the poorest families.

Non-Formal Education (NFE): Education programs designed to reach school drop-outs, working children, and others who cannot attend full-day schools. The PoA emphasized the need for NFE to be learner-centered and responsive to local contexts.

Retention Rates: The percentage of students who continue their education from one grade to the next without dropping out.

Universalization of Elementary Education (UEE): A key objective of the PoA, aiming to ensure that all children in the age group of 6-14 have access to free and compulsory elementary education.

15.7 ANSWERS TO SELF- CHECK EXERCISES

SELF- CHECK EXERCISE-1

Answer 1: (b) May 7, 1990

Answer 2: (b) To implement the recommendations of the National Policy on Education (NPE) 1986

Answer 3: (d) Both b and c

Answer 4: (b) Discontinue the Navodaya school model

Answer 5: (b) 5+3+2 pattern

Answer 6: (b) Insufficient investment of resources

Answer 7: (b) Provision of additional facilities like Operation Blackboard

Answer 8: (b) Non-formalization

Answer 9: (c) Scheduled Tribes (ST) and Scheduled Castes (SC)

Answer 10: (b) Flexible working hours

SELF- CHECK EXERCISE-2

Answer 1: b) Implementing recommendations of the National Policy on Education (NPE) 1986

Answer 2: b) Improving both enrollment and retention rates

Answer 3: c) The community should be actively involved in school management and decision-making processes.

Answer 4: c) Develop a self-sufficient and holistic curriculum for the primary and middle school levels.

Answer 5: c) Implementing a 5+3+2 pattern

Answer 6: c) Discontinue the Navodaya school model and advocate for an integrated universal school system

Answer 7: b) Use additional facilities like Operation Blackboard as a part of a broader strategy to enhance education quality

Answer 8: c) Promote a learner-centered approach with a curriculum based on local needs and provide opportunities for learners to progress at their own pace

Answer 9: b) Increase investment in education, particularly in disadvantaged and underprivileged areas

Answer 10: b) Provision of additional facilities as part of a broader strategy to improve learning standards

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15.9 TERMINAL QUESTIONS

Short Answer Questions

1. What are the Recommendations of POA (1992) for UEE?
2. Write Acharya Ramamurti Committee Report.
3. What were the major recommendations of the POA 1992?

Long Answer Questions

1. What are the main Recommendations of POA (1992)?
2. Explain the Acharya Ramamurti Committee Report, 1992 (Programme of Action).
3. Explain some of the recommendations of POA which you consider as most important recommendations for policy formulations in education?

Unit-16

Universalization of elementary, secondary education in terms of Sarva Shiksha Abhiyan (SSA)

Structure:

16.1 Introduction

16.2 Learning Objectives

16.3 Sarva Shiksha Abhiyaan (SSA)

Self Check Exercise-1

16.4 Major Central interventions and Their Integration with SSA

Self Check Exercise-2

16.5 Summary

16.6 Glossary

16.7 Answers to Self Check Exercises

16.8 References/ Suggested readings

16.9 Terminal Questions

16.1 INTRODUCTION

The Scheme of SSA a national flagship programme, is being implemented in all districts of the country. The aim of SSA is to provide useful and relevant elementary education for all children in the 14-6 age groups by .2010The scheme of SSA was launched in.2001 The programme covers the entire country with special focus on educational needs of girls, SCs/STs and other children in difficult circumstances. The programme seeks to open new schools in those places which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grant. The SSA has a special focus on girls and children of weaker sections. A number of initiatives, including distribution of free textbooks, target these children under the programme. The SSA also seeks to provide computer education even in the rural areas. RMSA not only emphasizes on providing secondary education for the special focus

groups that includes scheduled castes ,scheduled tribes and minorities ,girls and CWSN children, but it also give importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/ disadvantaged group. Due to the impact of the programmes undertaken for the universalization of elementary education, there is a rise in the demand of education at the secondary level. The RTE Act provides for the: Right of children to free and compulsory education till completion of elementary education in a neighborhood school. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

16.2 LEARNING OBJECTIVES

After reading this unit the students will be able to know about:

Aims and objectives of Sarva Shiksha Abhiyaan

Strategies central to SSA programme.

Financial norms under SSA programme

Major central interventions and their integration with SSA.

16.3 SARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-owner ship of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through provision of community-owned quality education in a mission mode.

(a) WHAT IS SARVA SHIKSHA ABHIYAN

A programme with a clear time-frame for universal elementary education.

A response to the demand for quality basic education all over the country.

An opportunity for promoting social justice through basic education.

An effort at effectively involving the Panchayati Raj institutions, the School Management Committees, the Village Education Committees, the Parents' Teachers' Associations, the Mother Teacher Associations, the Tribal Autonomous Councils in the management of elementary schools.

An expression of political wills not universal elementary education at the highest level.

A partnership between the Central, State and the local government.

An opportunity for States to develop their own vision of elementary education.

(b) AIMS OF SARVA SHIKSHA ABHIYAN:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2000. There is also another goal to bridge social and gender gaps, with the active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aims are to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each others' well being rather than to per it mere selfish pursuits.

(c) OBJECTIVES OF SARVA SHIKSHA ABHIYAN

1. All children in school, Education Guarantee Centre, Alternate School, "to-School camp by 2003;
2. All children complete five years of primary schooling by 2007.
3. All children complete eight years of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalization in their own respective context and in their own frame time. 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies, and on providing eight years of schooling for all children 6-14 age group. The thrust is on closing of gender and social gaps and a total retention of all children in schools. The education system has to be made relevant so that children and parents find the schooling system useful, absorbing, and most of all, non-alienating from their natural and social environment.

SARVA SHIKSHA ABIYAN AS A FRAMEWORK AND AS A PROGRAMME

Sarva Shiksha Abhiyan (SSA) has two aspects – I) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalization of elementary education. While all investments in the elementary education sector from the State and Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

(d) BROAD STRATEGIES CENTRAL TO SSA PROGRAMME:

Institutional Reforms -As part of the SSA the central and the State Governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out changes to improve the delivery system for elementary education.

Sustainable Financing-The Sarva Shiksha Abhiyan based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.

Community Ownership -The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups.

Institutional Capacity Building -The SSA conceive a major capacity building role for national and state level institutions like NIEPA/NCERT/NCTE/SCERT/SIEMAT.

Improvement in quality requires a sustainable support system of resource persons.

Improving Mainstream Educational Administration – It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

Community Based Monitoring with Full Transparency – The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will have a notice board showing **all** the grants received by the school and other details.

Habitation as a Unit of Planning – The SSA works on a **Community based approach** to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

Accountability to community – SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.

Priority to Education of Girls – Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.

Focus on Special Groups – There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities, disadvantaged groups and the disabled children.

Pre-Project Phase – SSA will commence throughout the country with a well-planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for community-based micro-planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies etc.

Trust on Quality – SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching learning strategies.

Role of teachers – SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of

qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

District Elementary Education Plans – As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

(e) FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN

The assistance under the programme of Sarva Shiksha Abhiyan will be on 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan and 50:50 sharing thereafter between the Central Government and State Governments. Commitments regarding sharing of costs would be taken from State governments in writing.

The State Governments will have to maintain their level of investment in elementary education. The contribution as State share for SSA will be over and above this investment.

The Government of India would release funds to the State Governments/Union Territories only and instalments (except first) would only be released after the previous instalments of Central Government and State share has been transferred to the State Implementation Society.

The support for teacher salary appointed under the SSA programme could be shared between the central government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.

All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.

Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will coverage after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-day-Meal) would remain a distinct

intervention with food grains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State Government.

District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like JRY, PMRY, Sunshchit Rozgar Yojana, Area fund of MPs/MLAs,, State Plan, foreign funding and resources generated in the NGO sector.

All funds to be used for up-gradation, maintenance, repair of schools and Teaching Learning equipment and local management to be transferred to VECs/School Management Committees/Gram Panchayat/or any other village/School level arrangement for decentralisation adopted by that particular State/UT. The village/school-based body may make a resolution regarding the best way of procurement.

(f) Role of Non Governmental Organizations in Sarva Shiksha Abhiyan:

Sarva Shiksha Abhiyan conceives a vibrant partnership with Non Governmental Organizations in the area of capacity building, both in communities and in resource institutions. These partnerships will require nurturing through an ongoing partnership in activities. The Research, Evaluation, Monitoring activities under the Sarva Shiksha Abhiyan is proposed to be done in partnership with institutions/NGOs. This would improve transparency of programme interventions and would also encourage a more open assessment of achievements.

In the education sector, non-governmental organizations have been making very meaningful contributions. Work related to pedagogy, mainstreaming out of school children developing effective teacher training programmes, organizing community for capacity development for planning and implementation, expressing gender concerns, work in the sphere of disability among children, are some such examples.

Their partnership is conceived in three ways:

Through direct funding by Central and State governments;

Through funding activities by identified National and State Resource Institutions;

Through participation in community activities funded by Village Education Committees.

NGOs can discharge a very useful role in advocacy as well as accountability of the Sarva Shiksha Abhiyan.

Under the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE), it has been decided to fund NGOs (other than experimental and innovative Projects) **through State implementation Societies**. It will also be possible to record the contribution of NGO Projects in the District Elementary education Plans as their interventions would also be made in the DEEP. It will facilitate transparency of NGO activities also. Substantial partnership of NGOs is conceived through community organisations like VEC, PTA, MTA, SMCs, etc. This is suggested so that NGOs actually participate in building capacities in the community. It also facilitates transparency in NGO activities.

SELF- CHECK EXERCISE-1

Q.1 What is the primary objective of Sarva Shiksha Abhiyan (SSA)?

- a) To increase the number of private schools
- b) To universalize elementary education through community ownership and involvement
- c) To provide free textbooks to all students
- d) To construct new schools nationwide

Q.2 Which of the following is NOT a focus area of the Sarva Shiksha Abhiyan (SSA)?

- a) Bridging social and gender gaps in education
- b) Increasing the duration of the school day
- c) Improving the quality of elementary education
- d) Ensuring the retention of all children in school

Q.3 According to SSA, what is the target year for achieving universal elementary education (UEE) for all children aged 6 to 14?

- a) 2000
- b) 2003
- c) 2007
- d) 2010

Q.4 What major strategy does the SSA emphasize for improving the quality of education?

- a) Focusing on rote learning
- b) Expanding school infrastructure only
- c) Enhancing curriculum and child-centered activities
- d) Increasing the number of subjects taught

Q.5 Which groups are given special priority under the SSA program?

- a) Only urban children
- b) Wealthy families
- c) Girls, SC/ST, and disadvantaged groups
- d) Non-resident Indians

Q.6 What is the financial sharing arrangement for SSA between the Central and State Governments during the IX Plan?

- a) 75:25
- b) 85:15
- c) 50:50
- d) 100:0

Q.7 How does SSA approach the planning and implementation of educational strategies?

- a) Through a centralized approach
- b) Through community-based planning with habitation as a unit
- c) By only focusing on urban areas
- d) By increasing school fees

Q.8 What role do Non-Governmental Organizations (NGOs) play in the Sarva Shiksha Abhiyan?

- a) They solely manage the funds allocated for the program
- b) They are involved in capacity building, community activities, and advocacy
- c) They replace government schools with private institutions
- d) They focus only on providing infrastructure for schools

Q.9 Which of the following is a key feature of the Sarva Shiksha Abhiyan (SSA) framework?

- a) Centralized decision-making without community input
- b) Sustainable financing and community ownership of school-based interventions
- c) Focus exclusively on urban schools
- d) Eliminating all private schools

Q.10 What does the SSA framework emphasize regarding teacher development?

- a) Hiring only untrained teachers
- b) Increasing the number of teachers without considering their training
- c) Recognizing the critical role of teachers and focusing on their professional development
- d) Reducing the number of teachers and increasing class sizes

16.4 MAJOR CENTRAL INTERVENTIONS AND THEIR INTEGRATION WITH SSA

There have been several innovative schemes in the sector of elementary education following the national policy on Education in 1986 such as Operation blackboard, Teacher Education, Non Formal Education, Mahila Samakhya, National Programme for Nutritional Support for primary Education, State Specific Education projects in Bihar, Rajasthan, up and Andhra Pradesh and DPEP in 219 districts of 15 States. It proposed to integrate these in the fold of Sarva Shiksha Abhiyan in the following manner: -

1.) Operation Blackboard aimed to improve physical infrastructure of education whereby school space was expanded and more teachers proved. However, Operation blackboard could not cover the entire spectrum of schools. The SSA will qualitatively improve and expand the existing structure. No fresh teacher recruitment will take place under OBB once SSA programme is operational. Support for teachers' salaries under OBB will; however, continue where teachers have already been appointed under that scheme. Efforts to access funds for classrooms from rural/urban employment schemes will continue to be made, even though ear marking is no more applicable to these funds.

ii) Strengthening of Teacher Education:

The revised scheme of Teacher Education provides for a Memorandum of Understanding with the states in order to ensure that they receive priority attention of state governments, especially with regard to filling up of vacancies through a rigorous selection criteria. The scheme will be a part of the SSA framework till the end of the IX Plan, after which it will merge in the SSA programme. This will supplement the DIETs, which provide guidance at district level.

(iii) National Programme of Nutritional Support for Primary Education:

Evaluation of the National Programme of Nutritional Support for Primary Education indicates that the supply goods grains lead to improvement in student attendance while raising their nutritional standard. ***It is proposed to continue the scheme with suitable modifications, in consultation with States.***

iv) Mahila Samakhya:

Evaluation studies on the Mahila Samakhya approach indicates the progress made in empowerment of women. This in turn generates demand for elementary education of girls. There is a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school. Though the scheme of Mahila Samakhya will retain its district identity at the State and the district level, ***it will provide support for the planning and implementation of SSA in districts implementing Mahila Samakhya.***

v) Education Guarantee Scheme and Alternative and Innovative Education:

Studies on the Non-Formal Education scheme have pointed out the lack of flexibility which impedes effective implementation across different States. Efforts to provide for a diversity of interventions have been made in the revised scheme that has been approved recently such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shivir, 'to School' camps, etc. The revised NFE scheme called EGS and AIE will be a component of the SSA and be absorbed in it by the end of the IX Plan. ***SSA programme will provide planning and management support to operationalize the EGS and AIE scheme.***

vi) District Primary Education Programme (DPEP):

DPEP districts indicate that decentralized planning and implementation facilitates community involvement on the process of enrolment. DPEP has met with variety of degree of success in different States. Some have availed of DPEP benefits and have improved their elementary education sector. A large number of teacher vacancies have been filled up in many DPEP states. Setting up of Block and Cluster Resource Centers has facilitated academic interaction among teachers. Development of new textbooks with the participation of teachers and experts have been encouraging in most DPEP states. All DPEP districts would also be part of the SSA framework. Efforts to prepare comprehensive District Elementary Education Plans will be made in DPEP districts. ***The focus will be on vertical expansion into Upper Primary Education and on consolidation of the primary schooling efforts.***

Vii Lock Jumbish Project:

Under the LJP, evaluation studies indicate the positive impact of the micro planning and school mapping in which the community is involved. There are specific interventions for girl's education through Balika Shiksha Shivirs and Sahaj Shiksha Kendras. While there has been improvement in enrolment and retention, the actual learning achievements have been modest. LJP will be implemented in 13 districts of Rajasthan and holistic District Plans will be prepared for these districts also. LJP will be a part of the SSA framework.

SELF- CHECK EXERCISE-2

Q.1 What was the primary focus of Operation Blackboard (OBB) before its integration into the SSA?

- a) Increasing teacher salaries
- b) Improving physical infrastructure and expanding school space
- c) Providing free textbooks
- d) Introducing new subjects in the curriculum

Q.2 How will the SSA handle teachers' salaries for those appointed under Operation Blackboard (OBB)?

- a) Teachers' salaries will be discontinued
- b) Teachers' salaries will continue under SSA
- c) Teachers will be transferred to other programs
- d) New teachers will be recruited under SSA

Q.3 Which scheme provides for a Memorandum of Understanding with states to address teacher vacancies?

- a) Operation Blackboard
- b) National Programme for Nutritional Support for Primary Education
- c) Mahila Samakhya

d) Strengthening of Teacher Education

Q.4 What is the focus of the National Programme of Nutritional Support for Primary Education within the SSA framework?

- a) Reducing school dropout rates
- b) Improving student attendance and nutritional standards
- c) Introducing digital learning tools
- d) Expanding school infrastructure

Q.5 How will the Mahila Samakhyas program be integrated into the SSA framework?

- a) It will be discontinued
- b) It will be merged into a national scheme for higher education
- c) It will retain its district identity but support SSA planning and implementation
- d) It will focus exclusively on urban areas

Q.6 What changes have been proposed for the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) under SSA?

- a) The schemes will be completely eliminated
- b) They will be integrated into SSA with revised approaches and additional support
- c) They will only focus on higher education
- d) They will be replaced by new schemes

Q.7 What has been a significant achievement of the District Primary Education Programme (DPEP)?

- a) Establishing private schools
- b) Decentralized planning and community involvement in enrollment

- c) Reducing school infrastructure funding
- d) Eliminating teacher vacancies through national recruitment

Q.8 What role does the Lock Jumbish Project (LJP) play in the SSA framework?

- a) It focuses on private school management
- b) It will be implemented in 13 districts of Rajasthan and will be part of the SSA framework
- c) It will replace the DPEP program
- d) It will be limited to urban education projects

Q.9 Which intervention within SSA involves community-based micro planning and school mapping?

- a) Operation Blackboard
- b) Mahila Samakhya
- c) Lock Jumbish Project
- d) National Programme for Nutritional Support for Primary Education

Q.10 How will SSA handle the integration of the District Primary Education Programme (DPEP) districts?

- a) They will be excluded from SSA
- b) They will be included with a focus on vertical expansion and consolidation of primary schooling efforts
- c) They will be replaced by new programs
- d) They will only receive funding without additional support

16.5 SUMMARY

The Sarva Shiksha Abhiyan assigns greatest importance to the preparatory activities as these have been conceived as a necessary condition for quality implementation of the programme. Effective mobilization of the community and creation of an effective system

of decentralized decision-making are part of the preparatory activities. A number of steps have already been taken in many states and it is expected that such of these State/UTs which have not decentralized powers to Village Education Committees/ Panchayats/ Urban local bodies, would do so as a part of the preparation for implementing Sarva Shiksha Abhiyan.

16.6 GLOSSARY

Sarva Shiksha Abhiyan (SSA): A nationwide program in India aimed at the universalization of elementary education, focusing on improving the quality and accessibility of education through community involvement and decentralization.

National Programme for Nutritional Support for Primary Education: Also known as the Mid-Day Meal Scheme, this program provides nutritional support to primary school children to improve attendance and nutritional standards.

Mahila Samakhya: A program focused on the empowerment of women and girls, which supports their involvement in education management and enhances demand for girls' education. It will integrate with SSA by supporting planning and implementation at the district level.

Education Guarantee Scheme (EGS): A scheme aimed at providing education to children who are out-of-school through alternative and innovative methods. It includes initiatives like Education Guarantee Schools and Balika Shikshan Shivar.

Alternative and Innovative Education (AIE): A component of SSA that includes flexible and creative approaches to education for children who are unable to attend regular schools, focusing on alternative schooling options and innovative educational practices.

District Primary Education Programme (DPEP): A program aimed at improving primary education through decentralized planning, community involvement, and the establishment of resource centers. It will be integrated into SSA to continue efforts in improving primary schooling and expanding to upper primary education.

Lock Jumbish Project (LJP): A project implemented in Rajasthan that focuses on community-based planning and school mapping, with specific interventions for girls' education and modest improvements in enrollment and retention.

16.7 ANSWERS TO SELF CHECK EXERCISES

SELF CHECK EXERCISE-1

Answer 1: b) To universalize elementary education through community ownership and involvement

Answer 2: b) Increasing the duration of the school day

Answer 3: d) 2010

Answer 4: c) Enhancing curriculum and child-centered activities

Answer 5: c) Girls, SC/ST, and disadvantaged groups

Answer 6: b) 85:15

Answer 7: b) Through community-based planning with habitation as a unit

Answer 8: b) They are involved in capacity building, community activities, and advocacy

Answer 9: b) Sustainable financing and community ownership of school-based interventions

Answer 10: c) Recognizing the critical role of teachers and focusing on their professional development

SELF CHECK EXERCISE-2

Answer 1: b) Improving physical infrastructure and expanding school space

Answer 2: b) Teachers' salaries will continue under SSA

Answer 3: d) Strengthening of Teacher Education

Answer 4: b) Improving student attendance and nutritional standards

Answer 5: c) It will retain its district identity but support SSA planning and implementation

Answer 6: b) They will be integrated into SSA with revised approaches and additional support

Answer 7: b) Decentralized planning and community involvement in enrollment

Answer 8: b) It will be implemented in 13 districts of Rajasthan and will be part of the SSA framework

Answer 9: c) Lock Jumbish Project

Answer 10: b) They will be included with a focus on vertical expansion and consolidation of primary schooling efforts

16.8 REFERENCES / SUGGESTED READINGS

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16.9 TERMINAL QUESTIONS

1. Discuss in detail the aims and objectives of SSA.
2. Describe the benefits of SSA in our country.
3. How will you evaluate the SSA programme?

Unit-17

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

Structure:

- 17.1 Introduction
- 17.2 Learning Objectives
- 17.3 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Self Check Exercise-1
- 17.4 Goals and Objectives of RMSA
- Self Check Exercise-2
- 17.5 Constitutional Provisions Regarding RMSA
- Self Check Exercise-3
- 17.6 Summary
- 17.7 Glossary
- 17.8 Answers to Self Check Exercises
- 17.9 References/ Suggested readings
- 17.10 Terminal Questions

17.1 INTRODUCTION

The Government of India has launched, in 2007, a centrally sponsored scheme, Rashtriya Madhyamik Shiksha Abhiyaan (RMSA), for universalization of access to and improvement of quality at the secondary and higher secondary stage. Since education is a state subject by the constitution in the Indian federal system and state governments are policy and decision makers on this subject, RMSA is a crucial step to prepare the state governments to take up the goal of Universalization of Secondary Education in each state and union territory of the country. Unlike Universalization of Elementary Education, which is a constitutional mandate, Universalization of Secondary Education (USE) is not mandatory by Constitution but by morale and by need. This means that well-thought out and practically possible goals and strategies for implementation must emerge from the states and union territories. While at the national level, the vision, aims, goals and objectives of RMSA and the approach and strategy to achieve the goal of USE were already developed.

17.2 LEARNING OBJECTIVES

After reading this unit the students will be able to know about:

Vision, aims and objectives of RMSA at national level and state level.

Concept and implementation of RTI Act, 2009.

17.3 RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in 2009 by the Government of India to address the critical need for improving secondary education. The historical development of RMSA can be traced back to various educational reforms post-independence, including the University Education Commission (1948-49), Secondary Education Commission (1952-53), and the National Policy on Education (1986), which emphasized the expansion and enhancement of secondary education. The successful implementation of the Sarva Shiksha Abhiyan (SSA) in 2000, which aimed to universalize elementary education, highlighted the need for a corresponding focus on secondary education. RMSA was designed to make quality secondary education available, accessible, and affordable to all young persons aged 14-18 years. It aimed to increase enrollment rates, reduce dropout rates, and ensure universal access by 2017 and retention by 2020, with special attention to marginalized groups. The scheme sought to strengthen the infrastructure of secondary schools by providing additional classrooms, science laboratories, libraries, and computer rooms, along with improving the overall learning environment through better teacher training, curriculum development, and inclusive education practices. The implementation of RMSA involved financial support to government and local body schools to meet prescribed norms and regulatory mechanisms for other schools to ensure compliance with quality standards. RMSA's vision at both national and state levels was to ensure that every young person receives quality education that prepares them to become global citizens with a broad intellectual, scientific, social, cultural, and humane outlook.

Launch of RMSA

1. Policy Framework and Objectives:

- RMSA was launched in 2009 with the vision to make secondary education of good quality available, accessible, and affordable to all young persons in the age group of 14-18 years.
- Key objectives included:
 - Increasing the enrollment rate in secondary education.
 - Reducing dropout rates.
 - Ensuring universal access to secondary education by 2017 and universal retention by 2020.
 - Addressing educational needs of marginalized groups, including economically weaker sections, educationally backward children, girls, and children with disabilities.

2. Infrastructure and Quality Improvement:

- The program aimed to strengthen the infrastructure of secondary schools by providing additional classrooms, science laboratories, libraries, and computer rooms.
- Emphasized teacher training, curriculum development, and inclusive education practices to improve the overall learning environment.

VISION AND AIMS OF RMSA AT NATIONAL LEVEL AND STATE LEVEL

National Level

At the national level, the vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following aims are to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 Kms. for secondary schools (High School) and 7-10 Kms. for higher secondary schools (Intermediate);
- Ensure universal access of secondary education by 2017 (GER of 100%), and universal retention by 2020; and
- Providing access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

State Level

The State vision is on the same lines as the national vision. However, any state draws up its vision statement in the following words.

“To ensure quality education that is available, accessible and affordable to every young person in the age group of 14-18 and prepares them to become global citizens with intellectual, scientific, social, cultural and humane outlook.”

The specific aims set thereby to make this vision a reality are:

- To make all secondary schools conform to the prescribed norms regarding physical facilities, qualified staff and academic matters through financial support in case of government and local body schools, and appropriate regulatory mechanism in the case of other schools;

- To provide for access with equity in terms of gender, socio-economic status, CWSN and other marginalized groups, and good quality for all the secondary school aged population.

SELF-CHECK EXERCISE-1

Q.1 What year was the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched?

- A. 2005
- B. 2007
- C. 2009
- D. 2011

Q.2 What is the primary age group targeted by RMSA?

- A. 6-10 years
- B. 10-14 years
- C. 14-18 years
- D. 18-22 years

Q.3 Which of the following is NOT a focus area of RMSA?

- A. Increasing enrollment rates
- B. Reducing dropout rates
- C. Ensuring equitable access to education
- D. Providing scholarships for higher education

Q.4 What is the goal for the Gross Enrollment Ratio (GER) in secondary education by 2017 under RMSA?

- A. 85%
- B. 90%
- C. 95%
- D. 100%

Q.5 By what year does RMSA aim to achieve universal retention in secondary education?

- A. 2017
- B. 2018
- C. 2019
- D. 2020

Q.6 What is the maximum distance a secondary school should be from any habitation as per RMSA norms?

- A. 3 km
- B. 5 km
- C. 7 km
- D. 10 km

Q.7 Which groups are given special reference for providing access to secondary education under RMSA?

- A. Economically weaker sections
- B. Educationally backward children
- C. Girls and disabled children
- D. All of the above

Q.8 At the state level, the vision of RMSA includes ensuring education prepares students to become global citizens with what outlook?

- A. Intellectual and scientific
- B. Social and cultural
- C. Humane
- D. All of the above

Q.9 Which of the following is a component of RMSA aimed at improving the learning environment?

- A. Building more classrooms
- B. Teacher training
- C. Inclusive education practices
- D. All of the above

Q.10 What kind of support is provided to government and local body schools under RMSA to conform to prescribed norms?

- A. Financial support
- B. Regulatory mechanisms
- C. Private partnerships
- D. None of the above

17.4 GOALS AND OBJECTIVES OF RMSA

At National Level

The national policy document of RMSA has drawn up the following specific goals and objectives

- i) To ensure that all secondary schools have physical facilities, staff and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;
- ii) To improve access to secondary schooling to all young person's according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms.), efficient and safe transport

arrangements/residential facilities, depending on local circumstances including open schooling. However, in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas;

iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers;

iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning;

v) To ensure that all students pursuing secondary education receive education of good quality; and

vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

At State Level

The state abides by these broad national goals and objectives, and specifically adds on certain key qualitative objectives that would guide its progress towards meeting its vision and goal. They are:

- To equip and empower professional competence of the heads and teachers for school effectiveness and classroom processes;
- To provide opportunity to secondary level students to compare, collaborate, compete and contribute to the world at large; and
- To develop life-skills of students, and enhance overall quality of life.
- The RMSA goals that the State has envisaged are:
 - All secondary school age children are in schools by 2013,
 - All secondary school age children are in secondary classes appropriate to their age by 2017, and
 - All higher secondary age children will complete secondary school by 2020.

IMPLEMENTATION AND PROGRESS

1. National and State-Level Vision:

- At the national level, the vision was to provide secondary schools within a reasonable distance of any habitation (5 km for secondary schools and 7-10 km for higher secondary schools).
- At the state level, each state formulated its vision to ensure quality education accessible to every young person, preparing them to become global citizens with intellectual, scientific, social, cultural, and humane outlook.

2. Financial Support and Regulatory Mechanisms:

- Government and local body schools received financial support to conform to prescribed norms regarding physical facilities, qualified staff, and academic matters.
- Appropriate regulatory mechanisms were established for other schools to ensure compliance with standards.

3. Inclusive Education and Equity:

- RMSA focused on providing equitable access to secondary education for all, including gender equity and support for socio-economic disadvantaged groups, children with special needs, and other marginalized groups.

SELF-CHECK EXERCISE-2

Q.1 By what year did RMSA aim to have all secondary school-age children in schools?

- A. 2010
- B. 2013
- C. 2015
- D. 2017

Q.2 Which of the following objectives pertains to the state-level goals of RMSA?

- A. Providing financial support to government and local body schools.
- B. Ensuring that all higher secondary age children will complete secondary school by 2020.
- C. Setting up residential schools in hilly and difficult areas.
- D. Improving the quality of secondary education resulting in enhanced intellectual, social, and cultural learning.

Q.3 Which of the following measures is included in RMSA to improve the quality of secondary education?

- A. Reducing the number of secondary schools.
- B. Enhancing intellectual, social, and cultural learning.

C. Limiting access to secondary education to urban areas.

D. Providing scholarships for higher education.

Q.4 Which of the following is a key qualitative objective added by states under RMSA?

A. Reducing the number of teachers.

B. Equipping and empowering professional competence of heads and teachers for school effectiveness.

C. Limiting the curriculum to traditional subjects only.

D. Reducing financial support for secondary schools.

Q.5 What is one of the goals of RMSA regarding the Common School System?

A. To standardize school uniforms.

B. To achieve substantial progress towards the Common School System.

C. To reduce the number of secondary schools.

D. To limit secondary education to urban areas only.

Q.6 What mechanism does RMSA employ to ensure compliance with standards in schools?

A. Financial support only.

B. Appropriate regulatory mechanisms for all schools.

C. Scholarships for students.

D. Reducing the number of secondary schools.

17.5 CONSTITUTIONAL PROVISIONS REGARDING RMSA

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is aligned with various constitutional provisions in India that emphasize the right to education and the state's duty to provide access to quality education for all citizens. Here are the key constitutional provisions related to RMSA:

Fundamental Rights and Directive Principles

1. Article 21A - Right to Education:

- The 86th Amendment to the Constitution in 2002 inserted Article 21A, which makes education a fundamental right for children aged 6 to 14 years. While this directly pertains to elementary education, it creates a foundational context that emphasizes the importance of continued education beyond this age group.

2. Article 45 - Provision for Early Childhood Care and Education to Children Below the Age of Six Years:

- This article, part of the Directive Principles of State Policy, originally aimed at providing free and compulsory education for all children until they complete the

age of 14 years. Post the 86th Amendment, it focuses on early childhood care, indirectly supporting the importance of a continuum in education.

3. Article 46 - Promotion of Educational and Economic Interests of Scheduled Castes, Scheduled Tribes, and Other Weaker Sections:

- This article mandates the state to promote, with special care, the educational and economic interests of the weaker sections of the people, particularly the Scheduled Castes and Scheduled Tribes, and to protect them from social injustice and all forms of exploitation.

National and State Responsibility

4. Article 41 - Right to Work, to Education, and to Public Assistance in Certain Cases:

- This Directive Principle enjoins the state to make effective provisions for securing the right to work, education, and public assistance within the limits of its economic capacity and development.

5. Article 30 - Right of Minorities to Establish and Administer Educational Institutions:

- This article provides linguistic and religious minorities the right to establish and administer educational institutions of their choice, promoting diversity and inclusivity in the education system.

Policies and Implementation Mechanisms

6. National Policy on Education (NPE) 1986 and its Revised Programme of Action (PoA) 1992:

- Though not a constitutional provision per se, the NPE 1986, and its revised PoA in 1992, laid down the policy framework that underpins initiatives like RMSA. These policies stress the importance of universal access to education and the improvement of educational quality at all levels.

7. Right of Children to Free and Compulsory Education Act, 2009:

- While this Act focuses on children aged 6 to 14 years, it sets the stage for RMSA by ensuring that children complete elementary education and are prepared for secondary education.

Governance and Regulation

8. Article 246 - Subject Matter of Laws Made by Parliament and by the Legislatures of States:

- Education is a concurrent subject under the Seventh Schedule of the Constitution, meaning both the central and state governments can legislate on it. This allows for coordinated efforts in implementing programs like RMSA across the country.

9. Article 275 - Grants from the Union to Certain States:

- Provides for grants-in-aid from the central government to the states for promoting the welfare of Scheduled Tribes and for raising the level of administration of the Scheduled Areas, which includes educational initiatives like RMSA.

SELF-CHECK EXERCISE-3

Q.1 Which constitutional amendment inserted Article 21A, making education a fundamental right for children aged 6 to 14 years?

- A. 42nd Amendment
- B. 44th Amendment
- C. 86th Amendment
- D. 91st Amendment

Q.2 Article 21A of the Indian Constitution pertains to which of the following?

- A. Right to Work
- B. Right to Education
- C. Right to Public Assistance
- D. Right to Free Speech

Q.3 What is the focus of Article 45 of the Indian Constitution after the 86th Amendment?

- A. Providing free and compulsory education until the age of 14 years
- B. Early childhood care and education for children below the age of six years
- C. Promotion of educational and economic interests of Scheduled Castes and Scheduled Tribes
- D. Establishment and administration of educational institutions by minorities

Q.4 Which article of the Indian Constitution enjoins the state to make effective provisions for securing the right to work, education, and public assistance within its economic capacity?

- A. Article 30

- B. Article 41
- C. Article 45
- D. Article 21A

Q.5 Which of the following is NOT a constitutional provision but laid down the policy framework underpinning initiatives like RMSA?

- A. Article 21A
- B. National Policy on Education (NPE) 1986
- C. Article 41
- D. Article 30

Q. 6 Under which article of the Indian Constitution is education listed as a concurrent subject, allowing both the central and state governments to legislate on it?

- A. Article 246
- B. Article 275
- C. Article 21A
- D. Article 41

17.6 SUMMARY

RMSA is planned to promote secondary education by establishing in every target school the following infrastructure.

1. Additional class rooms
2. Laboratories
3. Libraries
4. Art and crafts room
5. Toilet blocks
6. Drinking water provisions
7. Residential hostels for teachers in remote areas

In addition it aims to provide additional teachers to reduce student-teacher to 30:1, focus on science, mathematics and English education, in-service training of teachers, science laboratories, ICT-enabled education, curriculum reforms, and teaching-learning reforms.

17.7 GLOSSARY

Gender Equity: Ensuring that both boys and girls have equal access to and opportunities in secondary education.

Inclusive Education: An approach that ensures all students, including those with disabilities and from marginalized groups, have access to quality education.

Proximate Location: The concept of having secondary schools located within a reasonable distance from students' homes to facilitate easy access.

Vision: The long-term goal of RMSA to make quality secondary education available, accessible, and affordable to all young persons in the age group of 14-18 years.

17.8 ANSWERS TO SELF CHECK EXERCISES

SELF CHECK EXERCISE-1

Answer 1: C. 2009

Answer 2: C. 14-18 years

Answer 3: D. Providing scholarships for higher education

Answer 4: D. 100%

Answer 5: D. 2020

Answer 6: B. 5 km

Answer 7: D. All of the above

Answer 8: D. All of the above

Answer 9: D. All of the above

Answer 10: A. Financial support

SELF CHECK EXERCISE-2

Answer 1: B. 2013

Answer 2: B. Ensuring that all higher secondary age children will complete secondary school by 2020.

Answer 3: B. Enhancing intellectual, social, and cultural learning.

Answer 4: B. Equipping and empowering professional competence of heads and teachers for school effectiveness.

Answer 5: B. To achieve substantial progress towards the Common School System.

Answer 6: B. Appropriate regulatory mechanisms for all schools.

SELF CHECK EXERCISE-3

Answer 1: C. 86th Amendment

Answer 2: B. Right to Education

Answer 3: B. Early childhood care and education for children below the age of six years

Answer 4: B. Article 41

Answer 5: B. National Policy on Education (NPE) 1986

Answer 6: A. Article 246

17.9 REFERENCES/ SUGGESTED READINGS

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17.10 TERMINAL QUESTIONS

1. Discuss the RMSA Programme with its critical evaluation.
2. What are the salient features of RTE Act-2009? How can you say that it is very useful for the upliftment educational system in India?

Unit-18

RIGHT TO EDUCATION (RTE) ACT, 2009

Structure:

- 18.1 Introduction
- 18.2 Learning objectives
- 18.3 International legal basis and Assessment of Fulfilment
- Self- check Exercise-1
- 18.4 Right to Education: Historical Development and Implementation
- Self- check Exercise-2
- 18.5 Constitutional Provisions Regarding Right to Education in India
- Self- check Exercise-3
- 18.6 Issues, Challenges and Problems in Implementing the RTE Act
- Self- check Exercise-4
- 18.7 Summary
- 18.8 Glossary
- 18.9 Answers to self- check Exercises
- 18.10 References / Suggested Readings
- 18.11 Terminal Questions

18.1 INTRODUCTION

The **right to education** is a universal entitlement to education. This is recognized in the International Covenant on Economic, Social and Cultural Rights as a human right that includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education.

The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve the quality of education.

18.2 LEARNING OBJECTIVES

After going through this unit, learners will be able to:

1. Describe Historical background of Right to Education.
2. Enlist the provision for Right to Education.
3. Explain challenges in implementing the RTE Act.

18.3 INTERNATIONAL LEGAL BASIS AND ASSESSMENT OF FULFILMENT

INTERNATIONAL LEGAL BASIS

The right to education is reflected in international law in Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights.

The right to education has been reaffirmed in the 1960 UNESCO Convention against Discrimination in Education, the 1981 Convention on the Elimination of All Forms of Discrimination Against Women, and the 2006 Convention on the Rights of Persons with Disabilities

In Europe, Article 2 of the first Protocol of 20 March 1952 to the European Convention on Human Rights states that the right to education is recognized as a human right and is understood to establish an entitlement to education. According to the International Covenant on Economic, Social and Cultural Rights, the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education in particular by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. The European Court of Human Rights in Strasbourg has applied this norm for example in the Belgian linguistic case. Article 10 of the European Social Charter guarantees the right to vocational education

DEFINITION

Education narrowly refers to formal institutional instructions. Generally, international instruments use the term in this sense and the right to education, as protected by international human rights instruments, refers primarily to education in a narrow sense. The 1960 UNESCO Convention against Discrimination in Education defines education in Article 1(2) as: "all types and levels of education, (including) access to education, the standard and quality of education, and the conditions under which it is given."

In a wider sense education may describe "all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to subsist". In this sense education refers to the transmission to a subsequent generation of those skills needed to perform tasks of daily living, and further passing on the social, cultural, spiritual and philosophical values of the particular

community. The wider meaning of education has been recognised in Article 1(a) of UNESCO's 1974 *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. The article states that education implies:

"the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge."

The European Court of Human Rights has defined education in a narrow sense as "teaching or instructions... in particular to the transmission of knowledge and to intellectual development" and in a wider sense as "the whole process whereby, in any society, adults endeavour to transmit their beliefs, culture and other values to the young."

ASSESSMENT OF FULFILMENT

The fulfilment of the right to education can be assessed using the 4 As framework, which asserts that for education to be a meaningful right it must be **available, accessible, acceptable and adaptable**. The 4 As framework was developed by the former UN Special Rapporteur on the Right to Education, Katarina Tomasevski, but is not necessarily the standard used in every international human rights instrument and hence not a generic guide to how the right to education is treated under national law.

The 4 As framework proposes that governments, as the prime duty-bearers, have to respect, protect and fulfil the right to education by making education available, accessible, acceptable and adaptable. The framework also places duties on other stakeholders in the education process: the child, which as the privileged subject of the right to education has the duty to comply with compulsory education requirements, the parents as the 'first educators', and professional educators, namely teachers.

The 4 As have been further elaborated as follows:

- **Availability** – funded by governments, education is universal, free and compulsory. There should be proper infrastructure and facilities in place with adequate books and materials for students. Buildings should meet both safety and sanitation standards, such as having clean drinking water. Active recruitment, proper training and appropriate retention methods should ensure that enough qualified staff is available at each school.
- **Accessibility** – all children should have equal access to school services, regardless of gender, race, religion, ethnicity or socio-economic status. Efforts should be made to ensure the inclusion of marginalized groups including children of refugees, the homeless or those with disabilities in short there should be universal access to education i.e. access to all. There should be no forms of segregation or denial of access to any students. This includes ensuring that proper laws are in place against any child labour or exploitation to prevent children from obtaining primary or secondary education.

Schools must be within a reasonable distance for children within the community, otherwise transportation should be provided to students, particularly those that might live in rural areas, to ensure ways to school are safe and convenient. Education should be affordable to all, with textbooks, supplies and uniforms provided to students at no additional costs.

- **Acceptability** – the quality of education provided should be free of discrimination, relevant and culturally appropriate for all students. Students should not be expected to conform to any specific religious or ideological views. Methods of teaching should be objective and unbiased and material available should reflect a wide array of ideas and beliefs. Health and safety should be emphasized within schools including the elimination of any forms of corporal punishment. Professionalism of staff and teachers should be maintained.

- **Adaptability** – educational programs should be flexible and able to adjust according to societal changes and the needs of the community. Observance of religious or cultural holidays should be respected by schools in order to accommodate students, along with providing adequate care to those students with disabilities.

A number of international NGOs and charities work to realise the right to education using a rights-based approach to development.

SELF- CHECK EXERCISE-1

Q1. Which international document declares that everyone has the right to education and that elementary education should be compulsory and free?

- a) International Covenant on Economic, Social and Cultural Rights (ICESCR)
- b) Universal Declaration of Human Rights (UDHR)
- c) Convention on the Rights of the Child (CRC)
- d) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

Q2. What does Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) emphasize about education?

- a) Education should be free and compulsory at all levels.
- b) Education should promote the full development of human personality and respect for human rights.
- c) Education should be limited to primary levels.
- d) Education should be regulated by private institutions only.

Q3. Which article of the Convention on the Rights of the Child (CRC) emphasizes the right to free and compulsory primary education?

- a) Article 12
- b) Article 20
- c) Article 28
- d) Article 35

Q4. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) focuses on which aspect of education?

- a) Ensuring free higher education for women
- b) Eliminating discrimination against women in education
- c) Restricting education to gender-specific roles
- d) Promoting education only in rural areas

Q5. Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD) emphasizes the right to education for persons with disabilities by promoting:

- a) Separate educational institutions
- b) Inclusive education and equal access
- c) Limited educational opportunities
- d) Higher education only for persons with disabilities

Q6. What is a key challenge in assessing the fulfilment of the right to education?

- a) Ensuring educational institutions are privately managed
- b) Monitoring and evaluating the quality of education
- c) Restricting access to higher education
- d) Limiting funding for educational infrastructure

18.4 RIGHT TO EDUCATION: HISTORICAL DEVELOPMENT AND IMPLEMENTATION

HISTORICAL DEVELOPMENT:

In Europe, before the Enlightenment of the eighteenth and nineteenth century, education was the responsibility of parents and the church. With the French and American Revolution education was established also as a public function. It was thought that the state, by assuming a more active role in the sphere of education, could help to make education available and accessible to all. Education had thus far been primarily available to the upper social classes and public education was perceived as a means of realising the egalitarian ideals underlining both revolutions.

However, neither the American Declaration of Independence (1776) nor the French Declaration of the Rights of Man (1789) protected the right to education as the liberal concepts of human rights in the nineteenth century envisaged that parents retained the primary duty for providing education to their children. It was the states obligation to ensure that parents complied with this duty, and many states enacted legislation making school attendance compulsory. Furthermore, child labour laws were enacted to limit the number of hours per day children could be employed, to ensure children would attend school. States also became involved in the legal regulation of curricula and established minimum educational standards.

In *on Liberty* John Stuart Mill wrote that an "education established and controlled by the State should only exist, if it exists at all, as one among many competing experiments,

carried on for the purpose of example and stimulus to keep the others up to a certain standard of excellence." Liberal thinkers of the nineteenth century pointed to the dangers to too much state involvement in the sphere of education, but relied on state intervention to reduce the dominance of the church, and to protect the right to education of children against their own parents. In the latter half of the nineteenth century, educational rights were included in domestic bills of rights. The 1849 *Paulskirchenverfassung*, the constitution of the German Empire, strongly influenced subsequent European constitutions and devoted Article 152 to 158 of its bill of rights to education. The constitution recognised education as a function of the state, independent of the church. Remarkable at the time, the constitution proclaimed the right to free education for the poor, but the constitution did not explicitly require the state to set up educational institutions. Instead the constitution protected the rights of citizens to found and operate schools and to provide home education. The constitution also provided for freedom of science and teaching, and it guaranteed the right of everybody to choose a vocation and train for it.

The nineteenth century also saw the development of socialist theory, which held that the primary task of the state was to ensure the economic and social well-being of the community through government intervention and regulation. Socialist theory recognised that individuals had claims to basic welfare services against the state and education was viewed as one of these welfare entitlements. This was in contrast to liberal theory at the time, which regarded non-state actors as the prime providers of education. Socialist ideals were enshrined in the 1936 Soviet Constitution, which was the first constitution to recognise the right to education with a corresponding obligation of the state to provide such education. The constitution guaranteed free and compulsory education at all levels, a system of state scholarships and vocational training in state enterprises. Subsequently the right to education featured strongly in the constitutions of socialist states. As a political goal, right to education was declared in F. D. Roosevelt's 1944 speech on the Second Bill of Rights.

IMPLEMENTATION

International law does not protect the right to pre-primary education and international documents generally omit references to education at this level. The Universal Declaration of Human Rights states that everyone has the right to education, hence the right applies to all individuals, although children are considered as the main beneficiaries.

The rights to education are separated into three levels:

- Primary (Elemental or Fundamental) Education. This shall be compulsory and free for any child regardless of their nationality, gender, place of birth, or any other discrimination. Upon ratifying the International Covenant on Economic, Social and Cultural Rights States must provide free primary education within two years.

- Secondary (or Elementary, Technical and Professional in the UDHR) Education must be generally available and accessible.
- Higher Education (at the University Level) should be provided according to capacity. That is, anyone who meets the necessary education standards should be able to go to university.

Both secondary and higher education shall be made accessible "by every appropriate means, and in particular by the progressive introduction of free education".

Compulsory education

The realisation of the right to education on a national level may be achieved through compulsory education, or more specifically free compulsory primary education, as stated in both the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights.

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT

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

HISTORY:

Present Act has its history in the drafting of the Indian constitution at the time of Independence but is more specifically to the Constitutional Amendment of 2002 that included the Article 21A in the Indian constitution making Education a fundamental Right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate Education Bill.

A rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The sub-committee of the Central Advisory Board of Education which prepared the draft Bill held this provision as a significant prerequisite for creating a democratic and egalitarian society. Indian Law commission had initially proposed 50% reservation for disadvantaged students in private schools. The RTE Act provides for the: Right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and

completing elementary education. It makes provisions for a non-admitted child to be admitted to an age appropriate class. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments. It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications. It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition, It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning. The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools (except the minority institutions) to reserve 25% of seats for the poor and other categories of children (to be reimbursed by the state as part of the public-private partnership plan). Children are admitted in to private schools based on caste-based reservations. It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age. The RTE act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the US and other countries".

The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation- the Persons with Disabilities Act. A number of other

provisions regarding improvement of school infrastructure, teacher-student ratio and faculty are made in the Act.

HISTORY OF RIGHT TO EDUCATION/TIMELINE OF IMPORTANT EVENTS:

1950: Constitution of India contained Article 45, as one of the directive principles of State policy, which states that:

"The State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

1968: First National Commission for education under Dr. Kothari submits its reports. It introduced several far-reaching changes as uniform curriculum for both boys and girls, mathematics and science as compulsory subjects etc. It also proposed a Common School System.

1976: Constitution amendment making education a concurrent subject (responsibility of both state and center) was passed.

1986: National policy on Education (NPE) endorsing Common School System (CSS) was formulated. Subsequent NPE's endorsed CSS but it has never been implemented.

1993: The Supreme court in the case *Unnikrishnan vs State of Andhra Pradesh* ruled that the right to education is a fundamental right that flows from the Right to life in Article 21 of the Constitution.

1997: Constitution Amendment making Education a fundamental right was introduced.

2002: 86th Constitution Amendment added Article 21A stating that "The State shall provide free and compulsory education to all children of the age six to fourteen years in such a way as the State may, by law, determine." The 86th Amendment also modified Article 45 which reads as "The state shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years".

2005: CABE committee report constituted to draft the Right to Education Bill submits its report.

July 2006: Media reports indicate that federal government is planning to ask all state governments to pass Right to Education bill in their respective legislatures based on a model bill drafted by federal Government. It has shelved plans to introduce a federal bill in this regard.

MAIN PROVISIONS OF THE ACT:

-Every child between the ages of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school, till completion of elementary education - External website that opens in a new window.

-No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

-Where a child above six years of age has not been admitted to any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.

-The appropriate government and local authority shall establish a school, if it is not established, within the given area in a period of three years from the commencement of this Act. The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

-As per the provision of the Act, the Central Government has authorised the National Council of Educational Research & Training (NCERT) - External website that opens in a new window as the academic authority to lay down the curriculum and evaluation procedure for elementary education and develop a framework of national curriculum.

This Act is an essential step towards improving each child's accessibility to secondary - External website that opens in a new window and higher education - External website that opens in a new window. The Act also contains specific provisions for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who have a disadvantage owing to social, cultural, economic, geographical, linguistic, gender or any such factor.

SELF- CHECK EXERCISE-2

Q.1 which of the following is NOT typically a factor in assessing the fulfillment of the right to education?

- a) Access and enrolment rates
- b) Quality of education
- c) Administrative and bureaucratic efficiency
- d) Age of students

Q.2 In which year was the Right of Children to Free and Compulsory Education Act (RTE) enacted in India?

- a) 2000
- b) 2005

c) 2009

d) 2015

18.5 CONSTITUTIONAL PROVISIONS REGARDING RIGHT TO EDUCATION IN INDIA:

The Right of Children to Free and Compulsory Education Act seeks to provide education to children aged between 6 to 14 years. This is stated as per the 86th Constitution Amendment Act added Article 21 A. The Act, one of the flagship programmes in the 100-day agenda of the UPA government, also earmarks 25 per cent seats to weaker sections in private schools.

The Right to Education:

The right to education is recognised as a human right by the United Nations and is understood to establish an entitlement to free, compulsory primary education for all children, an obligation to develop secondary education accessible to all children, as well as equitable access to higher education, and a responsibility to provide basic education for individuals who have not completed primary education.

In addition to this access to education provisions, the right to education encompasses also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve the quality of education.

Right to Education in India and Constitutional Provisions:

The Right to Education is not a Fundamental Right in India but 'The Right of Children to free and Compulsory Education Act' is an effort to include this right in the Constitution as a fundamental one. It will support the Fundamental Right of the children from age 6 to 14 years under article 21A of the Constitution to get free elementary education and the eleventh Fundamental Duty under Article 51A that were introduced by the 86th Constitution (Amendment) Act, 2002, along with Article 45 under the category of Directive Principles of the State Policy.

The Act seeks to make access to education more equitable. Vetting of students and parents, and demands for arbitrary capitation fees to secure admission to public schools will be proscribed under the legislation which obliges private schools to make a quarter of their places available to disadvantaged children on a non-fee-paying basis. It mandates school management committees to take charge of neighbourhood schools. It also speaks of a common board that will do away with the differential educational standards in the country.

Relevance of the Right in Indian Context:

For those households with incomes below the official poverty line, the only hope for a future lies in education and resultant empowerment. According to the Government's own data, such households account for 27.5 per cent of India's one billion-plus population.

Independent research and CRY's own experience shows that the number of poor in India is closer to 70 per cent – those for whom day-to-day incomes barely cover living expenses. For this majority of Indians, the Constitutional Amendment in 2001 came with the promise that this liberal democracy will actually assume responsibility for all its citizens.

Some Important Facts and Figures:

Latest government estimates show 70 million children are out of school. This category largely comes from India's poorest – those who cannot and should not be forced to pay for schooling. Estimates show that the private education sector is valued at \$40 billion (Rs 160,000 crore) in India. The HRD Ministry needs to get Section 25 of the Companies Act amended for this.

The world's most developed economies, such as the US, the UK and France allocate 6-7 per cent of their national budgets on public education and health. India by contrast, allocates just 3 per cent for education and around 1 per cent for health. When we made education a Constitutional right, at par with the right to life, it hardly befitted the spirit of the Constitution to take such a minimalist approach to child rights. The 2009-2010 Budget ratifies the minimalist approach, by not increasing the Sarva Shiksha Abhiyan allocation (it remains, as in the previous year, at Rs 13,100 crore).

To make any real impact on children's lives, the country needs to spend at least 10 per cent of GDP on school education and health. Currently, the spending on schooling is 1.28 per cent (the total government outlay is 3.3 per cent) of GDP.

CRITICAL ASSESSMENT OF THE ACT:

The Act that makes this Constitutional right legal is conspicuously silent on increasing the State outlay for Government schooling. Instead, it shifts the responsibility of 'poor students' to private schools (the 25 per cent reservation clause), which have in the past raised objections to such a proposal.

Instead of the equitable education based on mutual dignity that the Amendment envisaged, such a provision shuts out the poor as a class and further deepens class barriers. In addition, following on the lines of the Constitutional Amendment, the Act limits its ambit to children between the ages of 6 and 14.

Education up to Class 8th is hardly enough either to equip a child with the basic skills needed for gainful employment or even to make an individual equipped to

function with a basic degree of self-reliance and empowerment. After all, this is the right to education Act and not the right to literacy and numeracy alone.

By limiting free education between Classes 1 and 8, we are offering low educational standards to all children, a decision that impacts the poorest badly. This selection of the 6-14 age groups is arbitrary and actively countermands the country's promise to its children, of making education available, accessible and acceptable.

SELF- CHECK EXERCISE-3

Q1. Which article of the Indian Constitution was amended by the 86th Amendment Act of 2002 to include the right to free and compulsory education for children aged 6 to 14 years?

- a) Article 21
- b) Article 45
- c) Article 21A
- d) Article 29

Q2. What does Article 45 of the Indian Constitution focus on after the 86th Amendment Act of 2002?

- a) Free and compulsory education for children aged 6 to 14 years
- b) Early childhood care and education for children below six years
- c) Promotion of educational and economic interests of SCs and STs
- d) Prohibition of discrimination in public employment

Q3. Which article prohibits discrimination by the State on the grounds of religion, race, caste, sex, or place of birth and allows for special provisions for the advancement of backward classes?

- a) Article 15
- b) Article 16
- c) Article 29
- d) Article 21A

Q4. Article 29 of the Indian Constitution provides protection for which of the following?

- a) Equality of opportunity in public employment
- b) Free and compulsory education for children
- c) The cultural and educational rights of minorities
- d) Early childhood care and education

Q5. Which article guarantees that no minority shall be denied admission to any educational institution maintained by the State on grounds of religion, race, caste, or language?

- a) Article 21A
- b) Article 45
- c) Article 15
- d) Article 29

18.6 ISSUES AND CHALLENGES IN IMPLEMENTING THE RTE ACT

Out-of-school children According to the 2001 census, 8.5 crore children are out of school in India. However, latest figures from the Human Resource Development Ministry put the number at 80 lakhs. This disparity is because the government has been trying to divide the children into two sections.

According to the National Crime Records Bureau, every year around 65,000 children fall victim to trafficking. Only 10% of such cases are registered with the police. Officially, therefore, only 6,500 children are trafficking victims. Besides this, around 1.20 crore children are involved in child labour (2001 census), keeping them out of school.

One of the sections into which the government has tried to divide out-of-school children is those who have never enrolled in school. But here the question arises: if these children have never been enrolled in school how have they been counted? By which agency? And what was the methodology adopted?

The second section includes children who have dropped out of school. Children who do not attend school for three months are considered to have dropped out. In some states the period is 15 days; in others it's one month.

Taking these two sections together, the total number of out-of-school children is around 80 lakhs. Nevertheless, the disparity between the figures of the two departments -- a drop from around 8 crores to 80 lakh -- is nothing short of magic! And even if the 80-lakh figure is correct, it's still a huge number and the children are not out of school because of choice. To believe that the RTE Act will magically put all such kids into classrooms would be naïve.

Some states have claimed that there has been a jump of 120% in school admissions. This has to be taken with a pinch of salt. The 2011 census will make the picture clearer. A recent survey under the Sarva Shiksha Abhiyan programme in Rajasthan found that 12 lakh children were out of school. Of these, 7.13 lakh children were girls and the rest were boys. Other states must carry out similar studies.

Coordination between various implementing agencies

Every other day we see children working at roadside restaurants, in people's homes, on the roads and in tea stalls. To pick these children up and put them in school is hardly as easy as it sounds. To begin with, rescue of child labourers and punishing the employer is the work of the Labour Ministry and the police. The responsibility of bringing children to schools and providing them quality education is the work of the Human Resource Development Ministry. Then again, monitoring implementation of the RTE Act is the responsibility of the child rights commissions in each state, which are under the Women and Child Development Department. As of now, not all states have even notified the RTE rules. It is crucial therefore that the efforts of all these agencies are coordinated for the larger goal of providing education to all children to become a reality.

Various kinds of schools

It's a strange irony that while on the one hand the government wants to provide quality education to all children, across all barriers, on the other hand it recognises four kinds of schools under the Right to Education Act.

- Government schools.
- Government-aided schools.
- Special schools recognised by the government such as kendriya vidyalayas, navodaya vidyalaya and sainik schools. There are others at the state level too.
- Private schools.

With such a variety of schools, it is only natural that quality of education varies. Once again it boils down to the rich being able to afford better quality education and the poor having to compromise with something inferior.

So what is the need of the day?

For quality education to truly reach every child in the country, it is necessary that the following steps are taken:

- Each state should prepare a set of model rules for implementation of the right to education, with the participation of the community and other stakeholders.
- Although the RTE Act puts the applicable age-group at 6-14, it has been left to the states to decide whether they want to widen this group, say from 0-18 as Kerala has done. States should think about including more children under the Act's ambit.
- With the Act coming into effect, it has been found that there is a shortage of 12-13 lakh teachers in schools. The states must take steps to employ more teachers and not rely on para-teachers to provide children with quality education.
- The government should ensure that all government schools are well-equipped to take in students, so that they are not left with the sole choice of going to private schools.
- School management committees should take it upon themselves to spread awareness about the Act at the community level, in panchayats, so that people are encouraged to send their children to school.
- School management committees should be provided the necessary financial and other support by the state to go about their duties.
- For effective implementation of the RTE Act, states should give some sort of judicial power to the education department.
- The public private partnership (PPP) model in primary education should be avoided at all costs so that there is no commercialisation of education.
- There is a conflict between the child labour law and the Right to Education Act, although both deal with related issues and promote the overall development of children. It is important to bring them in step, to avoid confusion.
- To effectively implement the RTE Act, the Human Resource Development Ministry, Labour Ministry, Women and Child Development Ministry, Panchayati Raj

Ministry and Rural Development Ministry have to work together. There should be an umbrella body that brings all these agencies together to work towards a common goal.

- The government must make every effort to become self-sufficient by using the education cess and other taxes to effectively implement the RTE Act. It must not always beg from the private sector.

ISSUES AND PROBLEMS IN IMPLEMENTATION OF RTE:

No doubt the RTE have far reaching consequences for implementing the mission of free and compulsory elementary education. This task, however, is not much easy as it appears. Because, the prevailing harsh socio-cultural and economic ground realities pose daunting challenges for executing RTE.

Human Resource: Though RTE was implemented on April 1, 2010 for whole country, except Jammu & Kashmir, some states have expressed their reservations to some provisions of the Act. There are controversies between the Central and State Governments issues related to the implementation of RTE Act. The MHRD Report (RTE the Second Year) reveals that certain provisions of RTE have not been fully implemented in some of the State and Union Territories. The issues related to funding are also acting as a hurdle in the implementation of the Act. There are certain provisions such as construction of new schools and toilets, has to match up with the requirement of the RTE. And these targets have to be realized by every State. Due to financial constraints some states expressed their inability to adhere to the RTE norms and standards.

School Management Committee: There are problems in the in the constitution and functioning of school management committees. Some elementary school teachers desired to improve the selection process of school management committees in the rural area. They want that there should be provision of an observer appointed by the government to conduct the election of school management committees in schools. The school management committee has to play its constructive role in functioning of the school to impart quality and equitable education to children.

Prerequisite of Professionally Qualified Teachers: Teacher development can be defined as a systematized, continuous and coherent process of professional development of teachers in accordance with professional competency standards and framework. Teacher development needs to include training in order to adapt to the evolution of teaching and learning processes and methodology. There is a need to shift 'training' to professional preparedness of teachers. The question about knowledge, attitude and skills an effective teacher should possess is a subject to debate. The fact remains that the quality of education is dependent on the preparation of high-quality teachers.

Enrolment of Children of Economically Weaker Sections: As per the RTE provisions, the unaided private schools are required to reserve 25% seats for children from economically weaker sections of society. No method, however, is prescribed for

selection of 25% poor children for admission in unaided private schools. They can choose the children in the way that would benefit them. In spite of this, the private schools have been expressing one or the other excuse for not admitting such children. Their general impression is that due to underprivileged children in their schools they have to compromise discipline and quality of education. The fact is that private schools are elitist and are trying to resist government control over admission. They feel that the rights they are enjoying for years would be taken and the basic character of the private schools would also be demolished. As a result of this resistance in private schools many states are facing problems in implementing relevant provisions of the RTE Act.

Pupil Teacher Ratio: Pupil teacher ratio is one of the maintaining the required PTR because for this country as whole has to recruit more than 13 lakh teachers within a time frame.

Dropouts: The national dropout rate is about 7%. Major reasons of dropout in India are poverty and child labour, lack of toilet for girls in schools, lack of drinking water facility, lack of playgrounds, lack of teachers, caste and gender discrimination, lack of pre-schooling and inadequate learning tools. The high dropout rate pushes us to think about inadequate infrastructure, social biases and gender difference as main causes for it.

Children with Special Needs: RTE has a provision for providing children friendly environment in schools. On analysis of data it was found that more than 50% schools didn't have disabled friendly in the country. This may lead to dropout of disabled children in schools. This problem is more serious in the schools located in the rural and remote areas of the country.

Single Teacher School: As per the latest data 9% of the elementary schools are still being managed by a single teacher. There are schools in the remote area without any teacher. In some schools the teachers do not come regularly. There is no monitoring of such teachers by bodies such as the government or school management committees. In such a circumstance how right to education can be ensured right to education.

Physical Infrastructure: In second year on RTE(MHRD,2012), some infrastructural issues are addressed, which will help us to understand the linkage between the existing and expecting infrastructure facilities in schools. The report Excellence International Journal of Education and Research undoubtedly indicates that 16% of schools still don't have toilets. This is an alarming number. On one side, provisions are made to bring children to schools and provide them opportunity to stay in the schools, whereas on other hand, they are not able to get the basic facilities like toilets, drinking water, etc. This is an overall situation, if counting will go deeper up to separate toilets for girl children, situation will be more horrible. The teachers have to retain children in school for hours to gather without having the facilities of toilets. Physical and Human resources are needed safe drinking water toilets and nutritious meals.

Quality Concerns: Children are entitled not only for education but also for quality education. Quality in elementary education is one of the vital issues. After

implementation of RTE Act, every stakeholder is concerned about quality education. The major challenge is to ensure the availability of professionally qualified and committed teachers in sufficient number to impart child-centred education. Absenteeism of teachers, single teacher school, proxy teachers, etc., are some challenges which need to be addressed seriously to ensure high quality elementary education in the country. RTE's provisions could not become part of total school environment. As a result, the initiative failed to improve classroom processes as envisaged under RTE Act. What happens in a class room plays an important role in overall development of children. Generally, teachers feel that since Continuous and Comprehensive Evaluation (CCE) was introduced, their written work has increased. Maximum time is spent on keeping records. It however does not mean that there is something wrong with CCE. It is rather the way CCE is understood and practiced by the teacher in schools. This is a challenge for the government to attain minimum level of learning in such a situation.

SELF- CHECK EXERCISE-4

Q1. What is a major issue affecting the implementation of the RTE Act in many rural and underserved areas?

- a) Excessive government funding
- b) Infrastructure deficiencies
- c) Overqualified teachers
- d) Too many schools

Q2. Which challenge is associated with improving the quality of education under the RTE Act?

- a) Lack of school buildings
- b) Outdated curricula and ineffective teaching methods
- c) Excessive government regulation
- d) High teacher salaries

Q3. What is a significant challenge related to teacher shortages under the RTE Act?

- a) Overabundance of trained teachers
- b) Insufficient teacher training and professional development
- c) Too many teachers applying for jobs
- d) Teachers' high salaries

Q4. What is essential for ensuring compliance with the RTE Act's provisions?

- a) Strengthening monitoring and evaluation mechanisms
- b) Reducing the number of schools
- c) Limiting the use of technology in classrooms
- d) Increasing tuition fees

Q5. What is a major issue related to financial constraints in implementing the RTE Act?

- a) Excessive government spending on education
- b) Inadequate funding and resource allocation

- c) Overfunding of private schools
- d) Insufficient budget for extracurricular activities

Q6. Which social barrier is a challenge to the implementation of the RTE Act?

- a) High rates of school enrolment
- b) Gender bias and caste discrimination
- c) Excessive educational resources
- d) Low teacher-student ratios

Q7. What challenge is associated with high dropout rates under the RTE Act?

- a) Excessive academic pressure on students
- b) Economic pressures and child labour
- c) Over availability of secondary schools
- d) Strict attendance policies

Q8. Which aspect of the RTE Act poses a challenge for children with disabilities and special needs?

- a) Inadequate funding for private schools
- b) Inclusive education practices and support
- c) Overqualified teachers
- d) Lack of interest in education

18.7 SUMMARY

The noble objective of the right of every child to education can be achieved by collective efforts of all the stakeholders. There is a need for coordination, with strong political will and commitment, between the central and state government agencies. Inaction a law alone cannot guarantee the right to education in the country. The stakeholders such as, teachers, head of the institutions, village panchayat, school management committee, parents, non-government organizations, and key persons of society can collectively make quality education accessible to every child under the overall umbrella of the central and state governments. Though necessary physical infrastructure/ facilities are desirable; they alone cannot guarantee quality education to every child. For practical shape, the ground level functionaries should be taken into confidence and constructively involved in preparing strategies in this regard. The ground level realities must find place in the preparation and implementation of plan for quality elementary education. The point of emphasis here is that coordinated efforts of all the stakeholders are precondition for the success of any initiative, including right to education. Due to social political, economic and geographical constraints, it is challenge before the country to implement the RTE ACT in true sense. Every literate person should also come forward and spread the usefulness of education to illiterate parents who are unable to appreciate the relevance of education in curbing the social evils. Social inequalities and monopolization by any group should not be permitted at any cost. In order to meet the goals, set by us, India must prioritize and invest in making the

Act a reality through dialogue and consultation with key stakeholders within and outside the government. For this all the key stakeholders should work overwhelmingly to remove all psychological and social barriers in the implementation of the Act. The most important challenge, if the ground reality is considered, is the abject poverty which further perpetuates child labour and illiteracy. The poverty coupled with population explosion emerges as the root causes of depriving the children their right to education. If our government is really serious about effective implementation of RTE, then the poverty has to be accepted as a biggest challenge.

18.8 GLOSSARY

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

An Indian law that mandates free and compulsory education for children aged 6 to 14 years. It aims to ensure that every child has access to quality education and that no child is excluded from schooling.

18.9 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

- Answer 1 b) Universal Declaration of Human Rights (UDHR)
- Answer 2 b) Education should promote the full development of human personality and respect for human rights.
- Answer 3 c) Article 28
- Answer 4 b) Eliminating discrimination against women in education
- Answer 5 b) Inclusive education and equal access
- Answer 6 b) Monitoring and evaluating the quality of education

Exercise-2

- Answer1 d) Age of students
- Answer 2 c) 2009

Exercise-3

- Answer1 c) Article 21A
- Answer2 b) Early childhood care and education for children below six years
- Answer3 a) Article 15
- Answer4 c) The cultural and educational rights of minorities
- Answer5 d) Article 29

Exercise-4

- Answer1 b) Infrastructure deficiencies
- Answer 2 b) Outdated curricula and ineffective teaching methods
- Answer 3 b) Insufficient teacher training and professional development
- Answer 4 a) Strengthening monitoring and evaluation mechanisms
- Answer 5 b) Inadequate funding and resource allocation
- Answer 6 b) Gender bias and caste discrimination

- Answer 7 b) Economic pressures and child labor
Answer 8 b) Inclusive education practices and support

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18.11 TERMINAL QUESTIONS

Q1. Discuss the key provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, and explain how they aim to ensure universal access to quality education for children in India.

Unit-19

MID- DAY MEAL (MDM) PROGRAMME

Structure:

- 19.1 Introduction
- 19.2 Learning Objectives
- 19.3 Mid- Day Meal Programme
- Self- Check Exercise-1
- 19.4 Implementation and funding
- Self- Check Exercise-2
- 19.5 Summary
- 19.6 Glossary
- 19.7 Answers to Self Check Exercises
- 19.8 References/ Suggested readings
- 19.7 Terminal Questions

19.1 INTRODUCTION

The concept of mid-day meal scheme is not new in India as its roots can be traced back to pre independence era when British administration initiated a Mid Day Meal Programme for disadvantage children in Madras Municipal Corporation in 1925. Like this many such programmes were initiated in different states. In 1953, Government of Uttar Pradesh started another such scheme. Tamil Nadu became the first state in India to introduce a noon meal programme in primary schools. In 1984 this scheme was introduced in Gujarat. From time to time the meal scheme was taken up by different states and later on it was taken up as a national scheme. Government of India launched National Programme of Nutritional Support to Primary Education (Commonly known as Mid-Day Meal Scheme) on August 15, 1995 to provide mid – day meal to the children studying at primary stage.

In 2002, the Supreme Court directed the Government to provide cooked Mid-Day Meals in all Government and Government aided primary schools. It was revised in September 2004 and in September 2006.

The National Programme of Nutritional Support to Primary Education commonly known as the Mid-day Meal programme was launched in 1995. It aims to give a boost to universalisation of primary education by increasing enrolment, retention and attendance and simultaneously improving the nutritional status of students in primary classes. Under the scheme, cooked meals are served with calorie value equivalent to 100 gm of wheat or rice per student per school day. The honour of starting the Mid-day Meal scheme in elementary schools in the country goes to Tamil Nadu.

The number of children covered under the programme has risen from 33.4 million in about 3,22,000 schools in 1995-96 to 105.1 million students in 7,92,000 schools spread over 576 districts in 2000-01. It is targeted to cover 107.2 million children in 578 districts during 2001-02. Over 15 lakh tonnes of food grains were lifted for the scheme during 2000-01 compared to 14 lakh tonnes in 1999-2000. Currently, only six states - Gujarat, Kerala, Orissa, Tamil Nadu, Chhattisgarh (174 tribal blocks) and Madhya Pradesh - and the Union Territory of Pondicherry are providing hot cooked meals under the programme. In Delhi, ready-to eat food is being distributed. The remaining states/ Union Territories are distributing food grains (wheat/ rice). States like Himachal Pradesh, Kerala, Madhya Pradesh and Karnataka were able to lift 95.7 per cent, 92.9 per cent, 87.8 per cent and 86.6 per cent of food grains respectively under the scheme in 2000-01 while some others such as Arunachal Pradesh, Gujarat, Jharkhand and Delhi lifted only 12.78 per cent, 25.17 per cent, 30.33 per cent and 33.98 per cent food grains respectively.

The Mid-day Meal scheme has been evaluated by different agencies at different points of time. The Operations Research Group, evaluated the scheme in July 1999 in ten states with the support of UNICEF and found that the scheme has attracted SC/ST children and children belonging to lower income groups to school. The Planning Commission also commissioned two studies in April 2000 to measure the impact of the scheme and found that a cooked meal programme was preferable not only from the health point of view but also because it attracted more children to schools. Similarly, other studies conducted by the National Council of Educational Research and Training (NCERT) and Public Report on Basic Education (PROBE) have also upheld the view that the scheme has had a positive impact in the direction of universalisation of primary education.

19.2 LEARNING OBJECTIVES

After reading this unit the students will be able to know about:

About Vision and Objectives of Mid-day meal programme.

About the purpose of implementation of Mid-day meal programme.

19.3 MID- DAY MEAL PROGRAMME

The Mid Day Meal Programme is a flagship initiative of the Government of India aimed at improving the nutritional status of school-age children nationwide. Launched in 1995, the scheme provides free lunches on working days for children in primary and upper primary classes in government and government-aided schools. This ambitious program addresses the twin challenges of hunger and education by ensuring that children receive a nutritious meal each day, thereby encouraging school attendance and

retention while simultaneously enhancing their learning capabilities. The Mid Day Meal Programme not only aims to improve nutritional outcomes but also seeks to promote social equity and inclusivity by bringing together children from diverse socio-economic backgrounds to share a common meal. With its comprehensive approach to addressing child malnutrition and fostering an inclusive educational environment, the Mid Day Meal Programme stands as a critical component of India's strategy to build a healthier, more educated, and equitable society.

VISION AND AIMS OF MID-DAY MEAL PROGRAMME

National Level:

- To ensure that every child receives at least one nutritious meal every school day, thereby improving their nutritional status and educational outcomes.
- To create an enabling environment where hunger is not a barrier to education.
- To promote social equity and harmony by eliminating caste, class, and gender discrimination.

State Level:

- To adapt and implement the national vision in alignment with local needs and contexts.
- To address specific nutritional deficiencies prevalent in the state.
- To cater to regional dietary preferences while ensuring nutritional adequacy.

AIMS

National Level:

- To combat classroom hunger by providing a balanced and nutritious meal to school children.
- To enhance enrollment, retention, and attendance rates in schools, especially among disadvantaged sections of society.
- To contribute to the holistic development of children, including their cognitive and physical development.

State Level:

- To customize meal plans according to local food habits and nutritional requirements.
- To improve school infrastructure for meal preparation and distribution.
- To ensure efficient and transparent implementation of the scheme across all regions of the state.

OBJECTIVES OF MID DAY MEAL (MDM)

The Government of India started Mid-Day Meal Scheme. With an aim to enhancing enrolment of children in schools, retention and increased attendance while also improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August, 1995. After some amendments there on, as per the expansion of the programme, the Government designed a set of rules and guidelines to be followed for implementation. These include various aspects related to child health and growth like the quantity of calories and proteins required for children from specific age groups, the quantity of grains that can be allotted to each child and so on.

Rationale (MDM)

- 1. Promoting school participation:** Mid day meals have big effects on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.
- 2. Preventing classroom hunger:** Many children reach school on an empty stomach. Even children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate - especially children from families who cannot give them a lunch box or are staying a long distance away from the school. Mid-day meal can help to overcome this problem by preventing “classroom hunger”.
- 3. Facilitating the healthy growth of children:** Mid-day meal can also act as a regular source of “supplementary nutrition” for children, and facilitate their healthy growth.
- 4. Intrinsic educational value:** A well organised mid-day meal can be used as an opportunity to impart various good habits to children (such as washing one’s hands before and after eating), and to educate them about the importance of clean water, good hygiene and other related matters.
- 5. Fostering social equality:** Mid-day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid-day meal can help to break the barriers of caste and class among school. Appointing cooks from Dalit communities is another way of teaching child to overcome caste prejudices.

6. Enhancing gender equity: The gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal Scheme also provide a useful source of employment for women, and helps liberate workingwomen from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.

7. Psychological Benefits: Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address this and facilitate cognitive, emotional and social development.

Monitoring Mechanism (MDM)

The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid-Day Meal Scheme. The monitoring mechanism includes the following:

1. Arrangements for local level monitoring

Representatives of Gram Panchayats/Gram Sabhas, members of VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid-day meal served to children, (ii) cleanliness in cooking and serving of the mid-day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc. (iv) implementation of varied menu, (v) social and gender equity. This is required to be done on a daily basis.

2. Display of Information under Right to Information Act

In order to ensure that there is transparency and accountability, all schools and centres where the programme is being implemented are required to display information suo-moto. This includes information on:

- Quality of food grains received, date of receipt.
- Quantity of food grains utilized.
- Other ingredients purchased, utilized
- Number of children given mid-day meal.
- Daily Menu
- Roster of Community Members involved in the programme.

3. Inspections by State Government Officers

Officers of the State Government/UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of primary schools/EGS & AIE centres are visited every quarter.

4. Responsibility of Food Corporation of India (FCI)

The FCI is responsible for the continuous availability of adequate food grains in its Depots (and in Principal Distribution Centres in the case of North East Region). It allows

lifting of food grains for any month/quarter upto one month in advance so that supply chain of food grains remains uninterrupted.

For the NP-NSPE, 2006, the FCI is mandated to issue food grains of best available quality, which will in any case be at least of Fair Average Quality (FAQ). The FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the MDM Programme.

The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are issued by FCI after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

5.Periodic Returns

The State Government/UT is also required to submit periodic returns to the Department of School Education and Literacy, Government of India to provide information on: (i) coverage of children and institutions, (ii) Progress in utilisation of Central assistance, including cooking costs, transportation, construction of kitchen sheds and procurement of kitchen devices.

6. Monitoring by Institutions of Social Science Research

Forty One Institutions of Social Science Research, identified for monitoring the Sarva Shiksha Abhiyan, are also entrusted with the task of monitoring the Mid-Day Scheme.

7.Grievance Redressal

States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.

SELF-CHECKEXERCISE-1

Q.1 The Mid-Day Meal Scheme was launched by the Government of India on:

- a) August 15, 1995
- b) January 26, 1994
- c) November 14, 1993
- d) October 2, 1992

Q.2 Which agency conducted an evaluation of the Mid-Day Meal Scheme in July 1999 with the support of UNICEF?

- a) National Council of Educational Research and Training (NCERT)
- b) Operations Research Group
- c) Planning Commission
- d) Public Report on Basic Education (PROBE)

Q.3 The first state in India to introduce a noon meal programme in primary schools was _____.

Q.4 The Mid-Day Meal Scheme aims to improve the nutritional status of students in _____ classes.

Q.5 Which organization is responsible for ensuring the continuous availability of food grains for the Mid-Day Meal Scheme?

Q.6 What is the primary aim of the Mid-Day Meal Scheme in terms of student participation?

19.4 IMPLEMENTATION AND FUNDING

Implementation Strategies

- **National Level:** The central government formulates policies, allocates funds, provides food grains, and monitors the overall implementation.
- **State Level:** State governments adapt national guidelines to local contexts, manage day-to-day operations, and ensure the effective distribution of funds and resources.

By focusing on these vision, aims, and objectives at both the national and state levels, the Mid Day Meal Scheme strives to create a healthier, more educated, and socially inclusive future for India's children.

Implementation of the Mid Day Meal Programme

The implementation of the Mid Day Meal (MDM) Programme involves a multi-tiered approach with roles and responsibilities distributed across central, state, and local levels.

Central Level

- **Policy Formulation:** The central government formulates policies and guidelines for the effective implementation of the MDM Programme.
- **Funding:** It provides a major portion of the funding required for the scheme, covering food grains and a part of the cooking cost.
- **Monitoring:** The Ministry of Education, specifically the Department of School Education and Literacy, oversees the implementation and monitoring of the scheme at the national level.

State Level

- **Implementation:** State governments are responsible for the day-to-day implementation of the scheme, including the transportation of food grains from the Food Corporation of India (FCI) to schools, and ensuring the availability of necessary infrastructure.

- **Adaptation:** States adapt the central guidelines to local needs, considering regional dietary preferences and nutritional requirements.
- **Monitoring:** States set up monitoring mechanisms at various levels (district, block, and school) to ensure the quality and efficiency of the program.
- **Training:** States provide training to cooks, helpers, and school staff on hygiene, nutrition, and safe food handling practices.

District and Block Level

- **Coordination:** District and block-level authorities coordinate the implementation of the MDM Programme across schools within their jurisdiction.
- **Supervision:** They supervise the functioning of the program, ensuring timely delivery of food grains, funds, and other resources.
- **Inspection:** Regular inspections are conducted to check the quality and hygiene of the meals served.

School Level

- **Execution:** Schools are responsible for preparing and distributing meals to students.
- **Management:** School Management Committees (SMCs) or similar bodies monitor the scheme's implementation at the school level.
- **Record Keeping:** Schools maintain records of the number of meals served, food grains received and utilized, and funds expended.

Funding of the Mid Day Meal Programme

The funding for the Mid Day Meal Programme is shared between the central and state governments.

Central Government

- **Food Grains:** The central government provides free food grains (rice/wheat) to the states.
- **Cooking Cost:** It contributes a significant portion of the cooking cost, which includes expenses for ingredients (other than grains), fuel, and salaries for cooks and helpers.
- **Transportation:** The central government provides assistance for the transportation of food grains from FCI godowns to school premises.

State Government

- **Cooking Cost:** The state governments share the cooking cost as per a pre-determined ratio with the central government.
- **Infrastructure:** States are responsible for funding the construction and maintenance of kitchen-cum-stores and the provision of kitchen devices.
- **Additional Contributions:** State governments may provide additional funds to enhance the quality of meals or to cover any gaps in funding.

Fund Flow Mechanism

1. **Release of Funds:** The central government releases funds to the states/UTs based on approved annual work plans.
2. **State Allocation:** State governments allocate funds to districts and blocks according to the number of beneficiary students and the requirements of each area.
3. **Disbursement to Schools:** Funds are transferred to schools' bank accounts, ensuring they have the necessary resources to implement the scheme effectively.
4. **Electronic Transfer:** The use of electronic fund transfer systems (like Public Financial Management System - PFMS) ensures transparency and reduces delays.

Monitoring and Evaluation

- **Third-Party Evaluations:** Independent agencies are often engaged to conduct evaluations of the MDM Programme.
- **Technology Integration:** Mobile apps and web-based platforms are used for real-time monitoring.
- **Grievance Redressal:** Mechanisms are in place at various levels to address complaints and grievances related to the MDM Programme.

By ensuring a structured implementation process and a clear funding mechanism, the Mid Day Meal Programme aims to effectively reach millions of children across India, providing them with nutritious meals and supporting their education and overall development.

SELF-CHECK EXERCISE-2

Q.1 Who is primarily responsible for formulating policies and guidelines for the Mid Day Meal Programme?

- A) State Government
- B) District Authorities
- C) Central Government
- D) School Management Committees (SMCs)

Q.2 At which level is the day-to-day implementation of the Mid Day Meal Programme managed?

- A) Central Level
- B) District Level
- C) State Level
- D) School Level

Q.3 Which entity provides a major portion of the funding for the cooking costs in the Mid Day Meal Programme?

- A) State Government
- B) Central Government
- C) School Management Committees (SMCs)
- D) District Authorities

Q.4 What is the role of District and Block Level authorities in the Mid Day Meal Programme?

- A) Policy Formulation
- B) Supervision and Coordination
- C) Providing Training
- D) Cooking and Distribution of Meals

Q.5 How are funds for the Mid Day Meal Programme disbursed to schools?

- A) Direct Cash Payments
- B) School Management Committees (SMCs)
- C) Electronic Transfer Systems
- D) District Authorities

Q.6 Which of the following is a responsibility of the State Government under the Mid Day Meal Programme?

- A) Policy Formulation
- B) Providing Free Food Grains
- C) Construction and Maintenance of Kitchen-Cum-Stores
- D) Conducting Third-Party Evaluations

Q.7 What is the primary purpose of the third-party evaluations in the Mid Day Meal Programme?

- A) To conduct cooking training
- B) To assess and improve the effectiveness of the programme
- C) To formulate policies
- D) To manage day-to-day operations

Q.8 Which mechanism is used for real-time monitoring of the Mid Day Meal Programme?

- A) Manual Reports
- B) Mobile Apps and Web-Based Platforms
- C) Community Meetings
- D) Printed Surveys

Q.9 What role do School Management Committees (SMCs) play in the Mid Day Meal Programme?

- A) Providing Food Grains
- B) Monitoring and Managing Scheme Implementation at the School Level
- C) Policy Formulation
- D) Funding Allocation

Q.10 Which level is responsible for ensuring the availability of necessary infrastructure for the Mid Day Meal Programme?

- A) Central Level
- B) State Level
- C) District Level
- D) School Level

19.5 SUMMARY

The Mid Day Meal Programme in India provides free lunches to children in government and government-aided primary and upper primary schools to improve their nutritional status and boost school enrollment and attendance. Launched in 1995, the programme aims to combat classroom hunger, enhance educational outcomes, and promote social equity by encouraging children from diverse backgrounds to share a common meal. The scheme is funded and managed through a collaborative effort between the central and state governments, ensuring the provision of food grains, cooking costs, and necessary infrastructure. Regular monitoring and evaluation ensure its effectiveness, making it a key initiative in supporting child nutrition and education across India.

19.6 GLOSSARY

Mid-Day Meal: The Midday Meal Scheme is a school meal programme of the government of India designed to improve the nutritional status of school-age children nationwide.

Food Corporation of India (FCI): A government agency responsible for the procurement, storage, and distribution of food grains used in the Mid Day Meal Programme.

Food Grains: Basic staple foods such as rice and wheat provided by the central government as part of the Mid Day Meal Programme.

Village Education Committees (VECs): Community-based organizations involved in the implementation and monitoring of education programs, including the Mid Day Meal Programme, at the village level.

19.7 ANSWERS TO SELF CHECK EXERCISES

SELF CHECK EXERCISE-1

Answer 1) a

Answer 2) b

Answer 3) Tamil Nadu

Answer 4) primary

Answer 5) FCI (Food Corporation of India)

Answer 6) Enrolment

SELF CHECK EXERCISE-2

Answer 1: C) Central Government

Answer 2: C) State Level

Answer 3: B) Central Government

Answer 4: B) Supervision and Coordination

Answer 5: C) Electronic Transfer Systems

Answer 6: C) Construction and Maintenance of Kitchen-Cum-Stores

Answer 7: B) To assess and improve the effectiveness of the programme

Answer 8: B) Mobile Apps and Web-Based Platforms

Answer 9: B) Monitoring and Managing Scheme Implementation at the School Level

Answer 10: B) State Level

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19.9 TERMINAL QUESTIONS

1. What are the primary objectives of the Mid Day Meal Programme in India?
2. What are the roles and responsibilities of the central and state governments in implementing the Mid Day Meal Programme?
3. Describe the funding mechanism of the Mid Day Meal Programme. How are the costs shared between the central and state governments?

Unit-20

RASHTRIYA UCHCHATTAR SHIKSHA ABHIYAAN (RUSA)

Structure:

20.1 Introduction

20.2 Learning Objectives

20.3 Rashtriya Uchchattar Shiksha Abhiyaan (RUSA)

Self Check Exercise-1

20.4-Current Challenges

Self Check Exercise-2

20.5 Summary

20.6 Glossary

20.7 Answers to Self Check Exercises

20.8 References/ Suggested readings

20.9 Terminal Questions

20.1 INTRODUCTION

Rashtriya Uchchattar Shiksha Abhiyaan (RUSA): is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments and union territories (UT), which in coordination with the central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the scheme. A total of 316 s The **Midday Meal Scheme** is a school meal programme of the government of India designed to improve the nutritional status of school-age children nationwide.^[1] The programme supplies free lunches on working days for children in primary and upper primary classes in government, government aided, local body, Education Guarantee Scheme, and alternate innovative education centers, *Madarsa* and *Maqtabas* supported under Sarva Shiksha Abhiyan, and National Child Labour Project schools run by the ministry of labour. Serving 120,000,000 children in over 1,265,000 schools and Education Guarantee Scheme centers, it is the largest such

programme in the world Under article 24, paragraph 2c of the Convention on the Rights of the Child, to which India is a party, India has committed to providing "adequate nutritious foods" for children. The programme entered the planning stages in 2001 and was implemented in 2004. The programme has undergone many changes since its launch. The Midday Meal Scheme is covered by the National Food Security Act, 2013. The legal backing to the Indian school meal programme is similar to the legal backing provided in the US through the National School Lunch Act.

20.2 LEARNING OBJECTIVES

After reading this chapter the students will be able to know:

About the Expansion, Equity, Excellence and Privatization of Higher Education in Context of RUSA.

20.3 RASHTRIYA UCHCHITTAR SHIKSHA ABHIYAN (RUSA)

The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) has laid a strong foundation for primary and secondary education in India. However, the sphere of higher education has still has not seen any concerted effort for improvement in access or quality. In the coming decades, India is set to reap the benefit of demographic dividend with its huge working age population. The International Labour Organization (ILO) has predicted that by 2020, India will have 116 million workers in the age bracket of 20 to 24 years, as compared to China's 94 million. India has a very favorable dependency ratio and it is estimated that the average age in India by the year 2020 will be 29 years as against 40 years in USA, 46 years in Japan and 47 years in Europe. In fact, we have more than 60% of our population in the age group of 15 to 59 years. This trend is very significant on the grounds that what matters is not the size of the population, but its age structure. It would be a lost opportunity if we don't take advantage of this dividend. Herein lies the significance of higher education. We must strive to prepare an educated and productive workforce through a concerted effort to improve the quality and relevance of higher education.

The XII Plan continues to maintain focus on higher education in the country, to make it more relevant to the global needs and to remove the inequities in access to education amongst various social groups. Such objectives are sought to be realized by providing adequate inputs and implementing much needed governance and regulatory reforms in the sector. Greater emphasis will be laid on the improvement of the quality of teaching learning processes in order to produce employable and competitive graduates, postgraduates and PhDs. With respect to the planning and funding approach, some key changes are envisaged;

- (a) Funding will be more impact and result oriented,
- (b) Various equity related schemes will be integrated for a higher impact,
- (c) Instead of unplanned expansion, there will be a focus on consolidating and developing the existing system by adding capacities and
- (d) There will be a greater focus on research and innovation.

A paradigm shift proposed by the Planning Commission is in the arena of funding of the state higher education system. Strategic funding of this sector has been strongly proposed in order to make a marked difference in the overall resource endowment for the state higher education sector. The higher education system in India today suffers from many shortcomings. Our Gross Enrollment Ratio (GER) is only 19.4%¹ this means that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions. In addition to very low access to higher education in general, there are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.9% while that for females is only 16.5%. Given these myriad challenges, a drastic change is required in the approach that has traditionally been adopted for the development of higher education in the country.

There are four broad categories of higher education institutions in India, centrally funded institutions, state funded institutions, deemed institutions and private institutions. While the centrally-funded institutions (Central Universities, IITs, NITs, IISERs, Institutes of National Importance etc) receive generous funding from the center, they have a limited coverage in terms of enrollment. About 94%² of the students enrolled in government funded (48% of total enrolments) or government controlled private institutions come under the state higher education system. It is worth noting that most private education institutions (52% of all enrolments) are affiliated to state universities and come under their academic and administrative control. Thus, any efforts for development in this sector must recognize the importance of state higher education institutions and aim to improve their status. While state universities cater to a large number of students, their funding is only a fraction of that provided to central institutions.

Over the years most states have not been able to allocate enough funds to higher education; these meager funds are thinly spread as a result of being shared amongst many institutions. Plan expenditure on higher education in states is almost stagnant. As a result, the quality of infrastructure and teaching in state universities is far below the acceptable levels. Shortage of funds and procedural bottlenecks cause vacancies in faculty positions and also compel the state public institutions to look for alternate funding options. Linked to faculty quality and availability are the issues of quality of teaching, research output and general management; in state universities these areas

have been grossly neglected. In order to raise funds, most universities rely heavily on the affiliation fees they receive from affiliated institutions and on self-financing courses. Treating affiliation fees as source of income and starting courses for revenue-generation have led to further dilution of quality and perpetuation of inequity.

Except a few institutions, most affiliated institutions depend heavily upon the University for administrative, examination- related and curricular matters. This amounts to an unnecessary burden on the university as it is reduced to an administrative and exam conducting body rather than an institution focused on promoting teaching, research and faculty development of associated colleges. This system also takes away the autonomy of affiliated institutions in teaching and conducting examinations. Instead of increasing access in a positive way, the affiliation system creates a highly Centralized and inefficient institutional structure, which does not allow its constituents any room for creativity in teaching, learning, curriculum development or research.

In such a structure, quality enhancement can only be brought about by reducing the burden at the university level and giving greater autonomy and accountability to the constituents through affiliation reforms. In addition to general issues about the quality of infrastructure, teaching and learning in state universities as compared to central universities, there is also an element of intra- state difference within the states, this leads to better institutions developing in urban or industrial areas and consequent neglect of rural and tribal areas. At the state level, there is a lack of vision and planning for the development of institutions and the higher education sector.

Given the complexities of managing access and equity issues within and amongst states as well as the large number of institutions that already come under the state university system, there is a crying need for holistic planning in higher education focusing on the state as the basic unit. This planning should be done by an autonomous body, which can raise and allocate funds from the state as well as central government and explore options of revenue generation through research, consulting, private and industry partnerships. The State Universities are already provided some funds from the central government through the University Grants Commission. However, UGC's mandate allows it to fund only a limited number of institutions that are Section 12B and 2(f) (UGC Act) compliant. As of March 2012, this excluded about 33% of the universities and 51% of the colleges in the country.

UGC is also not allowed to channelize funds through the state government or through any entity other than an educational institution, which makes it impossible for the UGC to fund any planning and expansion activity through a state level higher education body. UGC as a regulator should be actively involved in planning for new institutions but the

present system does not permit it to do so. Thus states often complain about being unaware of the development funds that come to the state institutions from the centre; this makes planning and funding very difficult for the states. An optimum solution will be to create an alternate way (a centrally sponsored scheme) of providing funding to a larger number of institutions and channelizing funds through a body that ensures cohesive and integrated planning at the state level. Such a solution makes imminent management sense since it is almost impossible for any central agency to deal with 35000 odd institutions on a one- on- one basis. Given the pitiable resource condition, wide reach of the state university system, and the limitations of the UGC, there is a strong need for a strategic intervention for the improvement of access, equity and quality in Indian higher education, that focuses on state universities and state institutions through a special centrally sponsored scheme in a mission mode.

This document proposes a new centrally sponsored scheme for higher education which will be spread over two plan periods (XII and XIII) and will focus on state higher educational institutions. The scheme will be called Rashtriya Uchchattar Shiksha Abhiyaan (RUSA). There are 3064 state universities and about 8500 colleges that can be covered under RUSA. The funding will be provided in the (Center: State) ratio of 90:10 for Special Category States i.e. North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for Other States and UTs.

Funding will be available to private government-aided institutions also, subject to their meeting certain pre-conditions, for permitted activities based on pre-determined norms and parameters. RUSA will have a completely new approach towards funding higher education in state universities; it will be based on key principles of performance-based funding, incentivizing well performing institutions and decision-making through clearly defined norms. A management information system will be established to gather essential information from institutions. RUSA will aim to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development, and improvement in teaching learning quality and research. It will be a new flagship scheme of the government that will provide the way for far reaching reforms at the state level.

The National Policy on Higher Education (1986) translated the vision of the Radhakrishnan Commission and the Kothari Commission into an actionable policy by setting five main goals for higher education, as enumerated below:

- **Access:** Greater access requires an enhancement of the education institutional capacity of the higher education sector to provide opportunities to all those who deserve and desire higher education.

- **Equity:** Equity involves fair access of the poor and the socially disadvantaged groups to higher education.
- **Quality and Excellence:** involve provision of education in accordance with accepted standards so that students receive available knowledge of the highest standard that helps them to enhance their human resource capabilities.
- **Relevance:** involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and There are also differences in the quality of institutions and enrolments between rural and urban areas and between developed states and notso- developed ones.
 - **Value Based Education:** involves inculcating basic moral values among the youth.

The Action Plan of 1992 included schemes and programs that were directed towards the expansion of intake capacity in general, and with respect to the disadvantaged groups such as the poor, SCs, STs, minorities, girls, physically challenged persons, and those in the educationally backward regions, in particular. The schemes/programs were designed to improve quality by strengthening academic and physical infrastructure, in order to promote excellence in those institutions which had exhibited potential for excellence, and to develop curriculum to inculcate right values among the youth.

An analysis of the past five year plans indicates that, there have been continuous efforts to strengthen the base by developing infrastructure, improving the quality through several programs and schemes, introducing reforms in content and evaluation and encouraging creation of new knowledge through research. The focus of V Five-Year Plan was on infrastructure development; the VI Plan onwards the focus shifted to consolidation and quality improvement. The VII Plan laid emphasis on research and academic developments. It was from this plan onwards that the development of centers of excellence and area study programs got special attention. From the VIII Plan onward, the need for differential funding was recognized, it was envisaged that the developing departments would be provided necessary funds to bring up their facilities and activities to an optimum level for their teaching and general research programs. The IX Plan aimed at gearing the system of higher education to meet the challenges arising out of the major social, economic and technological changes. The focus of the X Plan was on quality and relevance of higher education, research and development, management in financing and the use of the new information and communication technologies. The X Plan provided the basis for higher education in the 21st century. The XI Plan laid renewed emphasis on higher education and the three targets of broadening access, making higher education inclusive and promoting improvements in quality. In the XI

Plan, the share of education in total plan outlay increased from mere 6.7% in the X Plan to 19.4%, of which 30% was earmarked for higher education.

OBJECTIVES

RUSA aims to provide equal development to all higher institutions and rectify weaknesses in the higher education system. Its target achievement is to raise the gross enrolment ratio to 32% by the end of XII Plan in 2017. The major objectives are to:

1. Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
2. Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in state universities and improving governance in institutions.
3. Ensure academic and examination reforms in the higher educational institutions.
4. Enable conversion of some of the universities into research universities at par with the best in the world.
5. Create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.
6. Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
7. Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
8. Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
9. Correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served and underserved areas.

10. Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

FUNDING PROCESS

RUSA is provided by the central Ministry of Human Resource Development directly to the state and UT governments. From the state/UT budget the funds are disbursed to individual institutions. The funding to states would be made on the basis of critical appraisal of state plans for higher education plans. The amount of funding from central government will be 65% of the total grants, and 35% will be contributed by the state/UT as matching share. For northeastern states, Sikkim, Jammu and Kashmir, and Uttarakhand the matching share is waived to 10%.^[5] During the 12th Five-Year Plan period between 2012–2017, RUSA is allotted a financial outlay of INR 228.55 billion, of which INR 162.27 billion will be contributed by the central government. During the first phase, 80 new universities would be created by converting autonomous colleges/colleges in a cluster to state universities. 100 new colleges would be set up and 54 existing colleges would be converted into model degree colleges. Infrastructure grants would be given to 150 universities and 3,500 colleges to upgrade and fill critical gaps in infrastructure especially libraries, laboratories, etc. Further additional 5,000 faculty positions would be supported. Then the scheme will extend into the 13th Five-Year Plan.

APPROACH

The XII Plan cautions against single-minded and narrow strategies for improving access and equity, as they tend to do so at the expense of quality. A holistic approach is argued for, so that expansion is not just about accommodating ever larger number of students in higher education, but also about enabling the expanded pool of students to make choices about subjects and institutions so that they can realize their full potential and realize their personal goals. Redressing multiple and graded inequalities in higher education is not just about increasing the GER among disadvantaged groups; it is also about enhancing their presence in the centers of excellence, taking care of their post-admission needs and redesigning curricula to take into account their specific requirements. The challenge of excellence is not just about placing a few institutions and individuals at par with global norms for excellence; it is also about expanding the pool of institutions, scholars and students who continuously strive to improve quality to achieve global excellence. Thus, an interconnected strategy for higher education development is needed to address issues of access, equity and excellence in a coordinated manner.

STRATEGIC SHIFT

Access, Equity, and Excellence would continue to be the main thrust areas of the XII Plan with respect to higher education. However, considering the inter-linkages between them and taking into consideration the current realities of the higher education, these objectives need to be pursued differently. A strategic shift in thinking is needed in several critical areas ranging from issues of access and equity to teaching learning process, research, governance, funding and monitoring. These shifts are explained below:

1. Significantly Increase funds for higher education and use funds strategically. This investment has to come from both public and private sources and both from the central and state exchequer.
2. Connect various funding streams to specific outcomes and desired impact. This would need reforms in governance arrangements at all levels (national, state and institutional), with suitable implementation frameworks and monitoring arrangements.
3. Foster institutional autonomy and link meaningful academic autonomy and managerial flexibility with effective monitoring and overall accountability through competitiveness.
4. Targeted, integrated and effective equity related schemes, instead of the existing maze of multiple, diff used and low-value schemes, so as to give effect to the Constitutional ideal of Equality of Opportunity. Mechanisms for connecting national and state equity programs are needed.
5. Institutional differentiation and distinctiveness should be encouraged. The spectrum of higher educational institutions must include multidisciplinary research universities as well as short cycle vocational education institutions.
6. A renewed focus must be laid on research by integrating teaching and research.
7. Shift from an input-centric and credential-focused approach to learner-centric approach.
8. Consolidate rather than expand the number of institutions to ensure that the capacity expansion is done at lower capital costs and quality is maintained while expanding the system. New institutions can still be set up in areas uncovered so far.
9. A move towards internationalization of higher education is imperative.
10. Creation of alliances, networks, clusters, and consortia of academic institutions amongst themselves and with the research institutions and industry should be facilitated in order to create a self-governing system.

COMPONENTS OF RUSA

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

components of RUSA that capture the key action and funding areas that must be pursued for the fulfillment of the targets:

1. New Universities
2. Upgradation of existing autonomous colleges to Universities
3. Conversion of colleges to Cluster Universities
4. Infrastructure grants to Universities
5. New Model Colleges (General)
6. Upgradation of existing degree colleges to model colleges
7. New Colleges (Professional)
8. Infrastructure grants to colleges
9. Research, innovation and quality improvement
10. Equity initiatives
11. Faculty Recruitment Support
12. Faculty improvements
13. Research Universities
14. Vocationalisation of Higher Education
15. Leadership Development of Educational Administrators
16. Institutional restructuring & reforms
17. Capacity building & preparation, Data collection & planning
18. Management Information System

INNOVATIONS IN RESEARCH AND UNIVERSITIES

The following are the specific suggestions to promote innovation and research in the State universities:

(I). **Specialization Oriented Inter University Centers (IUCs)** More specialty-oriented Inter University Centers (IUCs) may be created, particularly in view of the enormous benefit presently accruing to the faculty/ scientists from the existing IUCs. Provision of “Central Instrumentation Facility” catering to faculty members should be made. To maintain the instruments and take care of their running costs, a Corpus Fund with the support of the UGC may be created in each State University. A data bank of all major equipment may be maintained at the State University level and displayed on the university web page to enable collaborations and for optimal utilization by all the stakeholders. An IUC for informal knowledge systems pertaining to cultures, Communities, heritages, endangered languages, etc. should be set up by the UGC at the national level.

(II). Innovation Clusters / Innovation Incubators:

University Innovation Clusters should be set up in all geographical locations with the State University acting as a nodal point of such a cluster, with a view to building an innovation network with industry, other universities and Research and Development

(R&D) laboratories. This would ensure optimum use of human and infrastructural resource. An Innovation Incubator should be established to create the necessary linkages between the State University, relevant local/national industries, and research labs. / Institutions, civil society and the government. The funding for such initiatives on creating clusters and incubators must be realized through Public Private Partnerships. For State Universities/institutions located in remote/rural/ less developed areas, special steps should be taken to develop their human resource and infrastructural capacities. These steps may include 'mentoring' by reputed National Institutions/laboratories/industry/individual, etc.

A concerted and collective effort may be made by the State Universities and research institutions located in various geographical regions to access, coordinate and develop cross border resources and knowledge pools. Measures like incentive networking with cross border academic and research institutions and exchange of scholars, professionals and experts could be undertaken in order to facilitate the same. To encourage university-industry partnership, adequate measures should be taken including fiscal incentives.

(III). Research Grants:

Funds for development of research infrastructure facilities like the Special Assistance Programme (SAP) programme may be given to each Post Graduate department of the State University. Separate funding for enhancing the research of State Universities for possessing high reputation in research like "Innovation in Science Pursuit for Inspired Research (INSPIRE) scheme could to be enhanced. Generous funding should be given to the State Universities for carrying out quality research so that high caliber human resource is produced. The faculty of the State Universities could be allowed to take up consultancy work and collaborative research with industry and other private stakeholders. Every State University should enhance the relationship between universities and industries for the scientific advancement as well as for developing quality workforce.

(IV). Incentives to Faculty:

For the promotion of research activity, the state government should encourage college teachers by providing seed money or grant for research projects. Faculty with higher research performance and output should be considered for incentive promotions. There should be a non-lapsable pool earmarked for research work at the State University level with due incentives, awards and recognition for outstanding research work. At the State level, a body involving distinguished scholars / researches having expertise in different areas both at the national and international levels should be constituted. Teaching faculty should be considered for reimbursement of travel, accommodation and other related expenses for duty related travel on par with industries and the private sector.

(V). Research Facilities:

A separate common fund for developing sophisticated facilities is necessary for developing research capabilities of the State University system. Common research facilities should be available to researchers of all universities in the state. The scholars should be given appropriate research scholarships and the universities should be able to build up facilities like well- equipped laboratories, language laboratories, libraries, archival collections, etc.

(VI). Intellectual Property Rights (IPR) Cells:

The scientist inventing the intellectual property should be given priority in sharing the IPR along with the sponsoring agency and the State University and should be encouraged to develop, disclosed patent and commercial intellectual property.

(VII). (viii) Data Bank:

A data bank on problems/challenges faced by industry / enterprises / and society should be created for undertaking research projects in the State University. The interdisciplinary expertise, equipped laboratories, students, and library services in the State Universities / affiliated colleges should be used for joint research with research institutions / industry. A Databank of universities in the State should also be created.

(VIII). Research Publications:

Research publications by the faculty of the State Universities, on acceptance by international journals could be considered for funding of full or partial cost. The faculty should be allowed to draw royalty income derived from transferring their inventions to industry. They should also be encouraged to take up paid consulting work for companies or positions in Advisory Boards.

(IX). Foreign Collaboration:

The government should liberalize the policies for collaboration with foreign countries and to receive the grants for research.

(X). Research Incentives for Students:

The government should increase the amount and number of student fellowships. Fellowships should be given at different stages starting from entry to graduate programmes. The conducting of course work for Ph.D. should be undertaken by the recognized research guide in collaboration with the university departments and, if necessary, invited experts from outside the State University. The UGC should provide funds to introduce Masters-Ph.D. integrated courses in the State Universities for at least 20% of the students in each subject.

(XI). ICT:

ICT content development be made compulsory at the State University level. The research scholars should be motivated to opt for innovative inter-disciplinary research to take advantage of the convergence of technologies centers of Excellence in Research and Development will be created in at least 10 important and specific areas chosen by an expert committee. Joint ventures and Memoranda of Understanding with world class universities and premier institutions across the world would be encouraged. The effort

should preferably be on locating these Centers in the Research Universities proposed under RUSA.

(XII). Seniority cum Performance based Promotion:

To introduce seniority-cum-performance based promotion to attract and retain world class talent, the following is suggested:

- Performance appraisal of teachers may be initiated based on Memoranda of Understanding (MoUs) with each faculty member.
- Points can be allocated to teaching, learning and evaluation activities, which include tutorials, lectures and practical's; research activities and co-curricular activities.
- An "Internal Quality Assessment Cell" will maintain an annual database of individual and institutional performance.

(XIII). Creating Centers of Excellence:

Each state university may develop at least one centre of excellence in a discipline considering its own human resource endowments and regional requirements. Existing models either in the Central Universities or research centers in this regard may be studied. It is also necessary to study success models of coordination and collaboration between and State universities and Central Universities and research laboratories.

(XIV). Innovative Academic Programmes:

Promoting quality research requires, apart from other things, quality research students. One initiative suggested is introduction of four year undergraduate programme with a provision for attaining Master's Degree with additional credits. This has to be supported not only to augment quality input but more important to retain them for research.

(XV). Funding for Cutting-edge Research:

Top academicians prefer to join only those special institutions which have good research funding rather than universities. This is very much against the international practice where the cutting edge research is carried out in the universities and not in institutions outside the university system. Carrying out cutting- edge research in a university ensures supply of fresh blood in the system and motivates young minds to take research as their career. It is most important that the cutting edge research is brought into the State University system commensurate with funding so that high caliber human resource is produced by the university. In respect of research and innovations, the following need to be done;

ACADEMIC REFORMS

An action plan is needed for the phase-wise introduction of substantive academic reforms in the institutions of higher education in the country. Academic reforms are a key towards imparting better quality education that is oriented towards employability and innovation. In addition to changes in the existing system, we need to introduce new policies that would make the higher education system more flexible to the needs of the

students and the society. Following are the details regarding the academic reforms that must be undertaken by the states and institutions.

1. Semester System

For long, educational institutions have had the format of academic session, spread over 10 to 12 months. This format suffers from several limitations, which is why most institutions of higher education in Western Europe and North America follow a semester-based system. The semester system goes far beyond a time-based format. It enlarges curricular space and encourages and supports accelerated learning opportunities for all concerned. Further, it has the ability to accommodate diverse choices that dynamic and motivated students may like to make. In India, too, several professional and technical institutions have adopted a semester system. Reportedly, it is working satisfactorily. Given this fact, it is high time that the semester system is made mandatory for all the institutions of higher education in India, and all the universities are asked to switch over to the semester system. The implementation of semester system calls for several interconnected steps that will have to be undertaken by the universities and colleges. These are as follows:

- Deliberation and resolution on the semester system in appropriate academic bodies of the institution at different levels to develop a time line.
- Decision on the student-faculty contact hours during a semester in different programmes, that is, certificate, diploma, undergraduate and postgraduate. M.Phil. and Ph.D. students also to do course work.
- Re-configuration and revision of curricula (while the quantum of instruction work of faculty members remains about the same, the number of papers or credits would be twice as many).
- Determining the amount of work to be completed (or credit points to be earned) by the students in undergraduate, postgraduate, M.Phil. and Ph.D. programs.
- Decision on the time-distribution for class room-work, field-work, laboratory-work, workshop practice and/or other curricular work.
- Distribution will vary from subject to subject.
- The implementation of semester system may be completed within two calendar years in all the Central Universities and within three years in all the State Universities.

2. Choice Based Credit System

The Choice-based Credit System (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over

an extended period of time, standardization and comparability of educational programme across the country, etc. The CBCS eminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest their available resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high potential to be operationalized efficiently and effectively - thus elevating students, institutions and the higher education system in the country to newer heights. It might be added that a large number of universities and institutions in the country already have their undergraduate and post-graduate 'papers' subdivided into units and sub-units. In switching over to CBCS, the task of such institutions would be relatively easy. In a generalized manner, the sequence of CBCS would be:

Paper - Unit – Sub units - Credits. For implementing the CBCS, institutions of higher education need to take the following steps:

- Review of curricular contents (study papers, term papers, assignment, workshop-assignment, experiments etc.) of certificate, diploma, undergraduate, post-graduate, M.Phil. and Ph.D. programmes.
- Foundation credits/courses on English language, written and oral communication, and presentation skills for students who might require improvement in these areas.
- In order to make the CBCS more comprehensible to faculty, students and examiners, all the curricular contents are specified, and sub-divided into units and, if need be, into sub-units, which are subsequently assigned numerical values termed as 'credits'.
- Faculty of the concerned 'department' deliberates and decides on (a) core credits, and (b) elective or optional credits for different levels of academic programmes.
- Departmental faculty evaluates and decides on the relative weightage of the core and elective credits.
- Decision has to be taken on the 'total' credits to be earned (or completed) by students undergoing certificate, diploma, under-graduate, post-graduate, M.Phil. Or Ph.D. programmes.
- Generally core credits would be unique to the programme and earning core credits would be essential for the completion of the programme and eventually for certification.
- On the other hand, elective credits are likely to overlap with other programmes or disciplines of study (for example, languages, statistics computer application etc.).
- Students enrolled for a particular programme or course would be free to opt and earn elective credits prescribed under the program, or under other

programs within the department, faculty, and university or even outside the university/ institution of higher education.

3. Curriculum Development

The hallmark of vibrant educational institutions and disciplines is their curricular content, which evolves continuously and comprehensively. Curricular revision should be an ongoing academic activity involving all the faculty members. Not only does it endow academic programmes with quality but also adds to their contemporariness and relevance. Available information indicates that universities and institutions of higher education in the country do undertake revision of the Syllabi of the programmes offered by them, but priority and periodicity of such remain somewhat uncertain. The process of revision also varies with disciplines, professional and technical disciplines are comparatively more vigorous in this regard. Nonetheless substantial thought and attention have to be devoted to curricular development in all disciplines and in all the academic programmes whether under-graduate, post-graduate, M.Phil. or Ph.D. In a general way, the following steps need to be adopted on priority basis:

- All the academic programmes (certificate, diploma, under-graduate, postgraduate, M.Phil. or Ph.D.) should be subjected to updating or revision, to a limited extent in every academic year (for professional and post-graduate courses) and substantially every three years for all the courses.
- Updating and revision of the curricula is to be carried out in terms of (a) current knowledge, (b) national and international developments, and (c) relevance of new ideas, concepts and knowledge in the concerned discipline.
- This important academic function requires ‘curricular transaction’ and the synergies of all faculty members in the departments, centers or schools and is based on the principle, of ‘teach and update curriculum’.
- Towards this end, faculty members are called upon to be discerning and given to notes-keeping on current knowledge, especially related to their teaching assignments.
- To achieve this, faculty members are to regularly draw upon books, journals and internet search engines.
- In this regards, UGC promoted INFLIBNET, INFONET, and E-journal would also make for a good resource.
- Faculty members would also have the flexibility to develop, for one or more semesters, topical courses falling within their academic interests and in keeping with the thrust of the programme, along with the indicating of credit values for such courses
- All curricular updates are to be reviewed and endorsed by concerned departmental, schools, committee and other university and college authorities.

4. Admission Procedure

The process of admission of students to educational institutions is the first and most critical step that should ensure access, inclusion, equity and quality. With the fast changing socio-cultural milieu and growing demand for higher education, the importance of the admission process can hardly be over-emphasized. It can no longer be left to 'well-meaning intentions' and ad hoc decisions. Admissions ought to have objectivity and transparent procedures. As a part of academic reforms, institutions of higher education in the country need to pay very serious attention to the procedures for merit based admission to their certificate, diploma, undergraduate, post-graduate, M.Phil. and Ph.D. programmes. In this direction, the following points may be taken into consideration:

- To ensure transparency and credibility in their admission procedure, universities and institutions of higher education need to make liberal use of 'notice board', print media, electronic media, websites, etc to declare their admission procedures.
- Institutions and universities need to properly publicize their academic calendar, highlighting the number of seats (in all the courses including M.Phil. and Ph.D. programmes), required qualifications and important dates in the admission procedure for various courses.
- The candidates' admission test needs to be assigned confidential codes, that is, they should be encoded, before being passed on for evaluation/assessment. The candidates for under-graduate, post-graduate or doctoral programmes that have been assessed by recognized national or regional agencies (JET, NET, SET, etc.) may be granted exemption from the written examination.
- Depending upon the course requirements, candidates may also undergo group-discussion, interview or any other competency examination.
- The assessment as reflected in marks or grades obtained in the written examination, group-discussion, interview and / or any other competency examination, must be treated as strictly confidential, and be known to authorities only on 'need to know' basis, till the results are finally compiled/ announced.
- The marks or grade obtained in the written examination, group-discussion, interview and/or any other competency examination must be communicated,

EXAMINATION REFORMS

Higher education in India has thus far been largely examination centered. Examination only at the end of academic session or year, more often than not, insulates students from the quest of knowledge, the excitement of discovery and the joy of learning. Often the annual examination, along with marks, percentages

and divisions, leads to insensitive cramming up of superficial information. It is therefore not surprising that, in several instances, university certified degree holders are subjected to fresh written examination, before they are accepted for jobs in public and private sectors. Most universities and institutions of higher education in Western Europe and North America base the assessment of their students wholly on “internal evaluation”, following the principle, ‘those who teach should evaluate’. However, considering the prevailing conditions in India, an adoption of this approach would be too radical or abrupt. Given these considerations, it may be more prudent that the assessment of the student performance be carried out.

1. Internal Evaluation

Aiming to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty member, department, school or the centre. All the certificate, diploma, under-graduate, post-graduate, M.Phil. and Ph.D. courses offered by a university, college or institute are to have specified components for internal evaluation(e.g. essay, tutorials, term paper, seminar, laboratory work, workshop practice etc.,). Internal assessment may be based on the following guidelines:

- Components of internal evaluation are to have a time frame for completion (by students), and concurrent and continuous evaluation (by faculty members).
- The evaluation outcome may be expressed either by predetermined marks or by grades. The evaluation report submitted by all the faculty members are to be reviewed, from time to time, by the concerned department, school or centre committee, in order to ensure transparency, fair play and accountability.
- Following the review by the department, school or centre committee, the outcome of the internal evaluation is to be announced and displayed on the notice board and /or website as per the decided time frame or academic calendar.

2. End of Semester Evaluation

This is to be carried out at the end of each semester, and will aim to assess skills and knowledge acquired by the students through classroom instruction, field work, and laboratory work and/or workshop practice. The evaluation can be in form of written examination, laboratory work and/or workshop assignment. The evaluation process should be verified and transparent. Towards this end, the following steps may be adopted:

- All the students pursuing certificate, diploma, undergraduate, postgraduate and research courses have to undergo external evaluation at the end of each semester as per syllabi or credit schedule.

- With regard to practical and workshop assignment, the internal faculty may associate themselves with external examiners in the examination process.
- In case of written examination, whatever the format (objective type, essay type etc.), test paper could be moderated by committees proficient in the concerned subjects.
- Answer books or -sheets are to be 'encoded' (before being passed onto the examiner/evaluator, and decoded before tabulation).

3. Integration of Continuous and End of Semester Evaluation

The following points need to be considered for effecting the integration of continuous and end-of- semester evaluation:

- The integration procedure should be applicable to all the students pursuing certificate, diploma, undergraduate, postgraduate, M.Phil. and Ph.D. courses.
- University committees on the recommendations of Department committees and concerned faculty should discuss and decide on the relative weightage of continuous and end-of- semester evaluations. This weightage could be flexible and could vary from institution to institution.
- The weightage assigned to internal evaluation may range from 25 to 40 percent. Following the integration of internal and external evaluations, the results may be expressed either in marks, grades or both, as per the policy of the university.
- It will be useful if universities try to go beyond 'marks' and 'divisions' and, in keeping with the global trend, assign Cumulative Grade Point Score (CGPS) which would place students into overlapping broad bands.
- The CGPS may be based on a 5 point or 10 point scale and it could vary from institution to institution.
- As soon as the integration of internal and external evaluations has been completed, the result should be announced, in keeping with the academic calendar, to facilitate students' academic or occupational pursuits.

SELF-CHECK EXERCISE-1

1. What is the primary objective of Rashtriya Uchchatar Shiksha Abhiyan (RUSA)?

- a) To provide free primary education to all children in India.
- b) To promote quality and access in higher education institutions.
- c) To enhance vocational training programs for school students.

d) To establish new schools in rural areas.

2. Under RUSA, which of the following is a key focus area for improving higher education institutions?

a) Increasing the number of private universities.

b) Developing infrastructure and improving the quality of teaching in government colleges and universities.

c) Providing free textbooks to students in government colleges.

d) Establishing more coaching centers for competitive exams.

3. RUSA aims to address the issues of equity in higher education by focusing on which of the following?

a) Providing scholarships to all students.

b) Establishing new universities in each state.

c) Supporting the development of institutions in disadvantaged regions and for underrepresented groups.

d) Creating more private institutions with government funding.

4. Which body is primarily responsible for the implementation of RUSA?

a) Ministry of Health and Family Welfare

b) Ministry of Human Resource Development (MHRD)

c) Ministry of Rural Development

d) Ministry of Science and Technology

5. What is the role of State Higher Education Councils in the context of RUSA?

a) To fund private institutions under RUSA.

b) To develop a vision and strategy for higher education within the state and oversee RUSA's implementation.

c) To manage the allocation of funds for primary education.

d) To regulate private coaching centers.

6. RUSA provides financial support for which of the following types of projects?

a) Construction of new private colleges.

b) Upgradation of existing government institutions and infrastructure improvement.

c) Funding international exchange programs for students.

d) Establishing research grants for private institutions.

7. What is a significant feature of the funding model under RUSA?

a) Entirely funded by the central government with no state contribution.

b) Shared funding model between the central and state governments.

c) Exclusive funding for institutions located in metropolitan areas.

d) Funding is provided solely based on student enrollment numbers.

8. How does RUSA aim to improve the quality of teaching in higher education institutions?

a) By offering free online courses to all students.

b) By providing financial incentives to private colleges for hiring experienced faculty.

c) By funding faculty development programs and infrastructure improvements in government institutions.

d) By reducing the curriculum load for students.

20.4 CURRENT CHALLENGES

1. Lack of Data: Any policy making in the area of Internationalization of higher education is constrained by very little data on the basis of which future directions may be charted out. There is a dire need to have exact data regarding both international students in India and Indian students abroad so that specific trends may be properly examined.

2. Lack of Awareness of International Scenario: Policy makers in India seem to be unaware of the specific international developments, especially concerned with student flows that will have a direct impact on any formulations regarding internationalization of higher education. We must obviously be aware of the current international scenario as any policies made in a vacuum are likely to be counter-productive and harmful. India needs to take this entire situation very seriously and act in a responsible, timely and proactive fashion in order to make the correct policy decisions.

3. Lack of Infrastructure: There is lack of information about the educational opportunities, international students may avail of in India is a major hurdle in the current scenario. The lack of transparency in processes, unclear, unhelpful administrative policies and the lack of any central information dissemination or assistance rendering mechanism for foreign students, all form a massive block to the internationalization of higher education. Further, it will be very important to develop appropriate infrastructure in terms of hostels, support staff etc.

4. Lack of clarity in Policy formation: While certain policies regarding Internationalization of higher education are embedded in long-delayed legislations (like the Foreign Education Providers Bill) it is still imperative for a broader policy framework to be put into place regarding all the above points so that Indian Universities may become better equipped to deal with the process of Internationalization.

5. Lack of Anticipation of Global Developments: India has been tardy in realizing the true potential of the Internationalization of its higher educational sector – in terms of policy, infrastructure, programme formation, awareness etc., – and needs to do a lot of catching up to make up for past mistakes and make full use of the current scenario.

SELF-CHECK EXERCISE-2

1. What is a major challenge faced in policy making for the internationalization of higher education in India?

a) Excessive funding for international programs

b) Lack of data on international students in India and Indian students abroad

c) Overabundance of international partnerships

d) Excessive awareness of global educational trends

2. Why is the lack of awareness of the international scenario a challenge for India's higher education policy makers?

a) It leads to excessive funding allocations

b) It results in policies being made without considering current international developments affecting student flows

c) It creates an overemphasis on domestic student needs

d) It leads to a surplus of international students

3. What infrastructure-related issue hampers the internationalization of higher education in India?

a) Overabundance of international students

b) Lack of transparency and clear administrative processes for international students

c) Excessive availability of hostels and support staff

d) High-quality information dissemination mechanisms

4. What is a significant issue with policy formation regarding the internationalization of higher education in India?

a) Policies are too flexible and frequently updated

b) Policies are embedded in long-delayed legislations and lack a comprehensive framework

c) There is an overabundance of policy frameworks available

d) Policies are too well communicated to international stakeholders

5. How has India's approach to the internationalization of its higher education sector been characterized?

a) Proactive and ahead of global trends

b) Adequate and well-structured

c) Tardy, with a need for catching up in terms of policy, infrastructure, and program formation

d) Excessively focused on domestic rather than global needs

20.5 SUMMARY

The Rashtriya Uchchattar Shiksha Abhiyaan (RUSA) embodies a multifaceted approach to transforming higher education in India. It emphasizes expansion by supporting the establishment of new universities and colleges, enhancing infrastructure, and increasing enrolment capacity nationwide. Equity lies at the heart of RUSA, aiming to bridge socio-economic and regional disparities by ensuring equitable access to quality education for all, especially marginalized communities. Simultaneously, RUSA focuses on promoting excellence by fostering research, improving teaching standards, and upgrading educational infrastructure to align with global benchmarks. Recognizing the role of private institutions, RUSA advocates strategic privatization to supplement public efforts, encouraging private investment while maintaining regulatory frameworks to uphold educational standards and affordability. Together, these pillars underpin RUSA's mission to elevate higher education standards across India, fostering a more inclusive, competitive, and responsive educational landscape.

20.6 GLOSSARY

Institutional Restructuring: Reorganizing higher education institutions to enhance their governance, autonomy, and accountability.

Affiliation Reforms: Revising the affiliation system of universities to reduce the burden on large universities and promote academic and administrative efficiency.

Accreditation: A process of quality assurance in which an institution or its programs are evaluated and recognized for meeting certain predetermined standards.

20.7 ANSWERS TO SELF CHECK EXERCISES

SELF-CHECK EXERCISE-1

Answer 1: b) To promote quality and access in higher education institutions.

Answer 2: b) Developing infrastructure and improving the quality of teaching in government colleges and universities.

Answer 3: c) Supporting the development of institutions in disadvantaged regions and for underrepresented groups.

Answer 4: b) Ministry of Human Resource Development (MHRD)

Answer 5: b) To develop a vision and strategy for higher education within the state and oversee RUSA's implementation.

Answer 6: b) Upgradation of existing government institutions and infrastructure improvement.

Answer 7: b) Shared funding model between the central and state governments.

Answer 8: c) By funding faculty development programs and infrastructure improvements in government institutions.

SELF-CHECK EXERCISE-2

Answer 1: b) Lack of data on international students in India and Indian students abroad

Answer 2: b) It results in policies being made without considering current international developments affecting student flows

Answer 3: b) Lack of transparency and clear administrative processes for international students

Answer 4: b) Policies are embedded in long-delayed legislations and lack a comprehensive framework

Answer 5: c) Tardy, with a need for catching up in terms of policy, infrastructure, and program formation

20.8 REFERENCES/ SUGGESTED READINGS

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20.9 TERMINAL QUESTIONS

Discuss the concept of RUSA in detail with its educational implications in higher education.

Discuss the concept of Mid-Day meal. What are the advantages of Mid-Day meal in India?

Explain the components of RUSA?

What are the challenges in the implementation of RUSA in our country?

