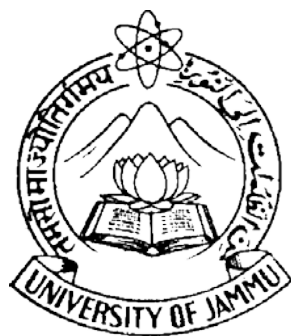


# *Centre for Distance & Online Education*

**UNIVERSITY OF JAMMU**

**JAMMU**



**SELF LEARNING MATERIAL**

**B.Ed.**

**SEMESTER-IV**

**SUBJECT : (A -HISTORY OF EDUCATION)**

**UNIT : I-IV**

**Course No. : 402**

**LESSON NO. : 1 to 12**

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## HISTORY OF EDUCATION

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**Bachelor of Education ( B.Ed) through Open and Distance Learning (ODL)**  
**Semester –IV**

**(For the examination to held in the year 2025, 2026 & 2027)**

**Course no. 302 (Theory)**

**Title: Optional Papers (A- History of Education)**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 30**

**Maximum Marks External : 70**

**Duration of Exam : 3hrs**

**Course Objectives:**

**To enable the student-teachers to:**

- acquire knowledge of ancient, medieval and British system of education in India.
- understand the contribution of major committees and commissions on education.
- appreciate the developments in Indian education during the post-independence era.
- develop an understanding regarding constitutional provisions for education of different sections of society.
- assess the achievements of different programmes for the universalisation of Education initiated in Jammu and Kashmir state.

**Course Contents**

**UNIT-I**

**Education in India- Pre Independence Period**

1. Education in India during a) Vedic period b) Buddhist period c) Medieval period (salient features, objectives, curriculum, role of teacher and relevance of these systems of education in present context)
2. Wood's Dispatch (1854) and Hunter Commission (1882): Recommendations and its influence on the subsequent development of education in India
3. Wardha Scheme of Education (1937) and Sargent Committee Report (1944): Salient features and its impact on Indian education

**UNIT-II**

**Commissions after Independence in India**

1. University Education Commission (1948-49): Salient features, objectives, curriculum, methods of teaching, role of teacher
2. Secondary Education Commission Report (1952-53): Salient features, objectives, curriculum, methods of teaching, role of teacher
3. Indian Education Commission (1964-66): Salient features, objectives, curriculum, methods of teaching, role of teacher

**UNIT-III**

**Constitutional Provisions for Education in India**

1. National Policy of Education (1986) and revised National Policy on Education (1992): National Education Policy 2020, Salient features, objectives, curriculum, methods of teaching and role of teacher
2. Education in free India: Constitutional provisions for education of weaker sections
3. Recommendations of National Knowledge commission

**UNIT-IV**

**Implementation of various schemes to universalize Education in J&K State**

1. Sarv Shiksha Abhiyan
2. Rashtriya Madhyamik Shiksha Abhiyan
3. Rashtriya Uchchar Shiksha Abhiyan

**Sessional Assignment**

- Preparation of report on schemes of education in pre-colonial and colonial period

- Presentation on the salient features of different commissions in India after independence
- Organise seminar/ debate on constitutional provisions of weaker sections in free India
- Visit to Primary schools, higher secondary schools and Colleges to assess the impact of various state and centrally sponsored schemes of education

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

### **Books recommended & Web References:**

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**EDUCATION IN INDIA DURING VEDIC, BUDDHIST AND  
MEDIEVAL PERIOD**

**Structure**

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Vedic Education
- 1.4 Salient Features of Vedic Education
- 1.5 Objectives of Vedic Education
- 1.6 Curriculum
- 1.7 Methods of Teaching/Instructional Techniques
- 1.8 Role of Teacher and Discipline
- 1.9 Relevance of Vedic System of Education in the present context
- 1.10 Education during Buddhist Period
- 1.11 Philosophy of Buddhism
- 1.12 Eight Fold Path
- 1.13 Features of Buddhist Education
- 1.14 Objectives of Education
- 1.15 Curriculum
- 1.16 Methods of Teaching
- 1.17 Role of Teacher
- 1.18 Relevance of Buddhist Education in the present context
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- 1.21 Aims or Objectives of Medieval Education
- 1.22 Curriculum

- 1.23 Instructional Techniques/Methods of Teaching
- 1.24 Role of Teacher
- 1.25 Let Us Sum Up
- 1.26 Lesson End Exercise
- 1.27 Suggested Further Readings
- 1.28 Answers to Check Your Progress

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## **1.1 INTRODUCTION**

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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. The education system which was evolved first in ancient India is known as Vedic system of education. The ancient system of education was based on Vedas and therefore, it was given the name of vedic system of education. Buddhist period in Indian history is considered a period of intense religious activity and great social change. The aim of education was propagation of religion and education served as a mean to achieve nirvana. The period under the medieval India comes from about the 10<sup>th</sup> century A.D. to the middle of the eighteenth century. During this, period, the Muslim system of education was predominant. In this lesson you will study the system of education during Vedic, Buddhist and Medieval period.

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## **1.2 OBJECTIVES**

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

- describe the concept of Vedic education,
- explain the salient features of Vedic education,
- discuss the objectives of Vedic education,
- describe the curriculum, instructional techniques and role of teacher and concept of discipline during vedic period,
- state the relevance of Vedic education in the present context,
- state the philosophy of Buddhism,
- highlight eight fold path of Buddhism,
- discuss the features of Buddhist education,

- explain objectives, curriculum, methods of teaching and role of teacher in the Buddhist system of education,
- delineate the relevance of Buddhist system of education in the present context.
- describe the salient features of medieval education, and
- explain the objectives of education, curriculum, methods of teaching and role of teacher in the medieval system of education.

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### 1.3 VEDIC EDUCATION

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

Vedic Education included proper pronunciation and recitation of the Vedas, the rules of sacrifice, grammar and derivation, composition, verification and understanding of secrets of nature, reasoning including logic, the sciences and the skills necessary for an occupation. Two epic poems formed part of ancient Indian education. The Mahabharata, part of which may date back to the 8<sup>th</sup> century B.C discusses human goals (purposes, pleasure, duty and liberation) attempting to explain relationship of the individual to society and the world (the nature of the self) and the working of Karma. The other epic poem, Ramayana is shorter, although it has 24,000 verses. It is thought to have been compiled between about 400 BC and 200 A.D. The epic explores themes of human existence and the concept of dharma.

#### **Etymological meaning of the term ‘Veda’**

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

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

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### 1.4 SALIENT FEATURES OF VEDIC EDUCATION

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Salient features of vedic education as described as:

1. **Source of light:** In Vedic period, education was considered as a source of light of illumination which enlightens an individual in all walks of life. It was only through education that truth could be perceived and wisdom could be attained.

2. **Knowledge, the third eye:** According to Vedas, education is knowledge. According to Vedas the ideal of education is liberation. It is the man's third eye. It means that knowledge opens inner eye, flooding him with spiritual and divine life, which forms the provision for man's journey through life. Knowledge protects an individual like a mother, inspires him to follow the path of good conduct as a father does. In the spiritual sphere it leads to our salvation. The illumination given by education shatters the illusions, removes the difficulties and enables to realize the true values of life.
3. **Control of Mind:** Another feature of vedic age is control of mind or chitta. Liberation is possible only through control of mind. This was known as the technique of chittavritti. It was considered that calmness and self control leads to self realization.
4. **Emphasis on Character Building:** Vedic education emphasized that students should learn good habits from their early life which could ensure peaceful and happy future. Well regulated daily societies were considered essential for cultivation of good habits. Students had to get up early in the morning, perform daily rituals, speak the truth, live simple life and behave decently with everyone.
5. **Prominence of Religion:** Vedic education was dominated by religion. The courses of the study were mostly related to religion aiming at inculcation of kindness, forgiveness, perseverance, nobleness, honesty etc. Teachers (Gurus) taught students how to pray, to offer sacrifice, to perform duties according to his stage of life.
6. **Verbal and Meditative:** Vedic education was both meditative and verbal. Both the teacher and taught were its source. Students could put forward their doubts to the teachers and teachers tried to remove these doubts well. At the same time, students were also encouraged for self study and meditation. 'Samvartan' ritual was performed at completion of education. It was like modern concept of convocations in the Universities and institutions of higher learning
7. **Gurukul System:** Gurukul system was an important feature of Vedic education. This system of education necessitated the stay of the students away from home, in the home of the teachers or in boarding houses of established reputation. These gurukulas were located outside the cities. In gurukulas, the primary duty of the student was to serve the guru and his family. Disciples were like sons of the gurus. After joining Gurukul students were to lead the life of chastity and purity.

8. **Age for admission:** In Vedic age, the education was started at the suitable age i.e. from 8 to 12 years for the people of different castes. The student was required to obtain education up to the age of 24, after which he was expected to enter domestic life.
9. **Upanayana Ceremony:** Student life in Vedic society was marked by a ritual called upanayana which literally means going near i.e. when the person is to go near his Guru / Acharya or teacher. Only after this initiation ceremony the person was entitled to be called a Brahmachari, a new and changed individual both externally and internally.
10. **Celibacy:** (Brahmcharya) Every student was required to observe celibacy in his specific path of life. Only the unmarried could become student in Gurukul. On entering student life, the student was, made to wear a special girdle called 'mekhla' a moonj grass for Brahmins, 'taanta for Kshatriya and wood for Vaishyas. The students were not allowed to make use of fragrant, cosmetic or intoxicating things.
11. **Duties of pupils:** Students were assigned the following duties to performs:-
  - (i) Begging alms
  - (ii) Tending the sacred fires.
  - (iii) Service to the teacher.
  - (iv) Simple living and chaste and regulated life.
12. **Women Education:-** Women's education also received attention during vedic period with the result many women became Rishikas. Girls were skilled in house duties and were taught for home. They also composed hymns. They also took part in religious rituals.
13. **Military Education:-** During the Vedic period military education was also given to the students.
14. **Monitorial System:** Monitor was selected among the most senior students. The responsibility of monitor was meant to make a student bold, well behaved and responsible.

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## 1.5 OBJECTIVES OF VEDIC EDUCATION

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1. **Physical and Intellectual development:** People in Vedic India believed that sounds mind could only be in a strong body. So, a strong body was considered to be absolutely necessary both in worldly and religious matters. A student has to

remain Bramchari up to the age of twenty five and lead a very regular, hard and disciplined life. The physical development was followed by intellectual development. A person who did not possess knowledge of four Vedas was considered to be blind intellectually.

2. **Religious and Spiritual Development:** Education must make the student religious minded. They must also have a sense of piety. In vedic period education was seen as the instrument of salvation. The primary aim of education during vedic period was instilling in the minds of students a spirit of being pious and religious for glory of God and good of man. The pursuit of knowledge was pursuit of religious values.
3. **Emphasis upon knowledge and experience:** The Gurukuls laid emphasis upon knowledge obtained of experience. During this period, the practice of distributing degrees did not exist. Students exhibited the knowledge obtained through discourses and discussion conducted in a hall of scholars.
4. **Preservation and spread of culture:** Vedic education also aimed at preserving and transmitting the best tradition of thought and actions, manners and vocations of the past. Knowledge and skills were transmitted to the succeeding generation through gurukulas.
5. **Promotion of social efficiency and happiness:** Proper training was given to the rising generation in different branches of knowledge, professions and industries. Every individual was trained for the vocation; he has expected to follow so that he might become a socially efficient and useful person capable of earning his livelihood.
6. **Development of Character and Personality:** Development of Character and Personality was another aim of Vedic Indian education. Education aimed at developing the values of self restraint, self confidence, discipline, cooperation, love, sympathy, judgement, fulfillment of social responsibilities and earning a livelihood.
7. **Immediate and Ultimate aim:** The immediate aim of Vedic education was to prepare the different castes of people for their actual needs of life. The ultimate aim was preparation for life in this world or life beyond.

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## 1.6 CURRICULUM

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

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

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## 1.7 METHODS OF TEACHING /INSTRUCTIONAL TECHNIQUES

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

accurately with understanding which implies:

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

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

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## 1.8 ROLE OF TEACHER AND DISCIPLINE

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

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

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

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## **1.9 RELEVANCE OF VEDIC SYSTEM OF EDUCATION IN THE PRESENT CONTEXT**

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The ancient Vedic education system has been recognised all over the world because of its multi-dimensional approach to management of life by imparting various skills and knowledge since childhood. Universities like Takshashila and Nalanda were considered topmost universities in the world. These helped in developing leadership qualities, teaching fundamental principles and concepts, inculcating teamwork, problem-solving techniques with emphasis on maintaining a calm mind, understanding complexity of the mind, sharpening intellect, managing ego and encouraged research and development as part of the Vedic system of education. Development of all the aforementioned qualities are emphasised in the present system of education as well.

### **Moral Education:**

Development of morality and spirituality was the prime focus in the Vedic system of education. The present system of education gives due recognition to the development of social, moral and spiritual values among the students. Indian Education commission has emphasised on the necessity to adopt active measures to give value orientation to education. The weakening of social and moral values in the younger generation is creating many serious ethical and social conflicts. It is being recognised that the knowledge without essential values may be dangerous.

### **Personality/ Character Building**

Development of character and personality was the primary aim of education in the Vedic system of education. The Vedic education aimed at developing the values of self-restraint, self-confidence, discipline, cooperation, love, sympathy, fulfilment of social responsibilities and earning a livelihood. Development of all these traits find a place in the curriculum of modern times.

### **Emphasis on Knowledge and Experience**

Vedic system of education emphasised on knowledge obtained by experience. Along with the theoretical aspects of the curriculum, practical knowledge was also given due place and importance. In the present system of education also, experiential learning is being given importance.

### **Vocational Efficiency**

The development of vocational efficiency was the prime concern of Vedic education. These days, much focus is given to the development of vocational learning in students. Basic crafts, SUPW and skill development programmes have been initiated for imparting a holistic education in contemporary times.

### Check Your Progress-1

**Note:** a) Answer the questions given below

b) Compare your answers with those given at the end of the lesson

1. The term 'Veda' is derived from the word '\_\_\_\_\_' which means '\_\_\_\_\_'
2. The four Vedas are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
3. List any five salient features of Vedic Education  
\_\_\_\_\_  
\_\_\_\_\_
4. The Vedic system of education emphasized the importance of \_\_\_\_\_ in the attainment of knowledge.
5. During Vedic period, the place of teacher was \_\_\_\_\_ to that of \_\_\_\_\_ only.
6. The teacher was called \_\_\_\_\_ during Vedic period.
7. Gurus Ashram was known as \_\_\_\_\_

## 1.10 EDUCATION DURING BUDDHIST PERIOD

Buddhist system of education emerged as a revolt against the Brahmanic system. Buddhism came into being when several ills had crept into Vedic/Brahmanical thought or Hinduism. Ritualism had increased and the rigid clarification according to varnas dominated the scene. Mahatma Buddha's Philosophy of Buddhism is very simple. He laid great emphasis on leading a pure life. He avoided reference to metaphysics which he considered to be superfluous. Buddhism is either silent or does not give importance to Philosophical thinking on matters like God and Transmigration of soul, etc. Buddhism does not accept the 'Divinity' of the Vedas. Mahatma Buddha Practised several type of penances for finding out the truth.

## 1.11 PHILOSOPHY OF BUDDHISM

The salient features of Buddhist philosophy are:

1. Four noble truths.
2. Eight - Fold path for attainment of 'Nirvana' (Salvation)
3. Moral code: Importance of Good deeds in life.
4. Middle path: Avoidance of Extreme form of Austerity and luxury.

5. Equality: No caste system.
6. 'Ahimsa': (Non – violence).
7. Silence over the existence of God
8. No belief in rituals.
9. Belief in Rebirth and 'Karma'.

Four – Noble Truths:

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

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### 1.12 EIGHT – FOLD PATH

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

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### 1.13 FEATURES OF BUDDHIST EDUCATION

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1. **Pabbajja ceremony or Ordination or Initiation ceremony:** - The injunction of Buddha that every novice should be trained in discipline and doctrine of religion resulted in making Buddhist monasteries centers of learning. An entrant, if he was less than eight, had

to perform the 'Pabbajja' (going forth) ceremony. It was similar to the Upanayana Ceremony. For entry, the permission of parents was essential. The novice got his hair cut and then went to the monastery of his choice. He had a robe of yellow clothes with him and approached the elder of monastery for initiation. The novice had to take an oath, "i take refuge with Buddha, i take refuge with the religion, i take refuge with the order" He was also administered ten commandments:

- Not taking life
- Taking what is given
- Abstaining from impure practices
- Not telling a lie
- Not drinking
- Not eating out of time
- Not dancing, singing and seeing shows
- Not using garlands, scents, ornaments etc
- Not using high or large couch
- Not receiving gold & silver

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

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

He was taught to:

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

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

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

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

6. **Minimum age of Initiation:** In Buddhist system of education, minimum age for initiation in education was eight years. The period for studentship was considered twelve years.

7. **Going Out of Home for Education:** Buddhist system of education agreed with the rule of earlier systems that student should leave home and reside with the teacher to receive education. This was known as Pabbajja according to Buddhism.

8. **Service of the Teacher:** Buddhist system insisted upon the duty of the student to serve his teacher by all means. The teacher admitted only as many students as he could easily cope with.

9. **Education of Women:** Lord Buddha allowed the women to join his Sangha. This resulted in the emancipation of women. Women of aristocratic and commercial communities began to pursue eternal truths of religion and philosophy. Some of them led a life of celibacy and went outside India to preach Buddhism Up to the 4<sup>th</sup> century A.D., extensive educational opportunities were provided for girls.

10. **Vocational Education:** Vocational education was not neglected at that time and it had an important place in the scheme of education. Even the monks had to learn sewing, spinning and knitting etc. so, that they could satisfy their needs with regard to their clothes.

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#### 1.14 OBJECTIVES OF BUDDHIST EDUCATION

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

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

3. **Religious Development:** Buddhist education aimed at providing education of religion or Dharma. Education was imparted by monks.

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

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

**6. Character Building: Buddhist education aimed at purity of character.** It aimed at training for moral character. One had to attain the stage of Buddhishattva.

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### 1.15 CURRICULUM

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

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

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### 1.16 METHODS OF TEACHING

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**1. Oral instruction:** The teacher gave lessons to the students who learnt them by heart. Thereafter he used to put questions to them.

**2. Discussion:** For the promotion of Buddhism, it was essential to impress the general public. Therefore, the power of discussion was developed. Students needed to satisfy critics and opposing groups and to establish their own culture. Rules for discussion

were framed and followed strictly. The teacher gave lesson to his students in such a way that he did not pass over any fact without giving its full explanation. Reasoning and analysis formed an important part. The teaching- learning process was far from being mere cramming of texts.

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

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### 1.17 ROLE OF TEACHER

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

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

Following were the important duties of a teacher:

- i) First, the teacher must give the pupil under his charge, all possible intellectual and spiritual guidance by teaching, by putting questions to him, by exhortation and by instruction.

ii) Second, where the pupil did not had necessary articles such as an alms bowl or a robe, the teacher would supply that out of his own belongings.

iii) Third, if the pupil falls ill, the teacher must nurse him.

The following duties were prescribe for the pupil:-

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

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## **1.18 RELEVANCE OF BUDDHIST EDUCATION IN THE PRESENT CONTEXT**

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Buddhist education system plays a vital role in modern society also only because of its in-depth goals or aims. The aims of Buddhist system of education were: all round development of personality, moral development, cultural development, social and vocational development, personal development and attainment of salvation. The main focus of Buddhist Education was to make a free man, a wise, intelligent, moral, non-violent & secular man. Students became judicious, humanist, logical and free from superstitious. The very purpose of education in this system was to make students free from greed, lust and ignorance. Education of Buddhism always aimed at transformation of a personality into highest form of humanity and it could be possible through the three faculties of perfection of human life-ethical, intellectual and spiritual perfection. In Buddhist education system, two types of education were found-one was primary and the other was higher education. At the primary level, reading, writing and arithmetic were taught and in higher education level, religion, philosophy, military training and Vedas were included. Among the four Vedas, Ayurveda was given special emphasis because of the medicinal value. Vocational education was also included in the curriculum of higher learning which included the subjects like spinning, weaving, drawing, medicine, printing of the clothes, tailoring, accountancy,

surgery and coinage. Everyone was given freedom to choose own interested subject of curriculum in higher level. Service to the teacher with all devotion was the main disciplinary concept during Buddhist period of education.

The very purpose of Buddhist system of education was all about the removal of greed, anger, delusion and suffering from the life of people. At the end, teachings for these primary goals naturally lead to a social ethical life of all. Here also lies the significance of the teachings of Buddhist education system for modern world and it has been observed that all the modern guiding agencies are emphasizing on this aspects. According to Buddhism, education is the right of every individual. So, all racial differences should be kept aside to give an opportunity for education to everybody. Such principle of right to education is still relevant in India and therefore in the year 2009, Right to Education Act was passed by the Government of India and education is now considered as one of the fundamental rights of citizens in India. Again, Buddhism emphasizes that we should purify our own mind and should try to develop love, kindness and compassion for all living creatures. In this context the concept of environmental education, inclusive education etc. emerged. Vocational education was also included in the curriculum of higher learning which included the subjects like spinning, weaving, drawing, medicine, printing of the clothes, tailoring, accountancy, surgery and coinage. These subjects are still relevant for skill generation as well as for reducing unemployment problem in the society. So, in this aspect also, reflection of Buddhist education system is found in modern education system of 21st century society. Practical training was an important component of University learning in this system. As for example, in order to impart the thorough knowledge of medicinal plants in the course of medicine, students were bound to do nature study. Nature study was considered to be the best means of awakening a healthy curiosity among the students which is still very essential for the students of modern period. Above all, the Buddhist education system was the combination of psychological principles and practices with the help of which at present also an individual is benefitted for his own spiritual advancement as well as for his emotional wellbeing. Thus, the prime value of Buddhism in the modern world is that it shows one a way to happiness and peace of mind regardless of political and social environment.

## Check Your Progress-2

**Note:** a) Answer the questions given below

b) Compare your answers with those given at the end of the lesson

1. Buddhist system of education emerged as a revolt against the \_\_\_\_\_ system.
2. Buddhism preaches four \_\_\_\_\_
3. According to Buddhist philosophy, there are \_\_\_\_\_ path for attainment of \_\_\_\_\_
4. List Eight Fold Path of Buddhist Philosophy.

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5. List the ten commandments of Buddhism.

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6. Initiation ceremony in Buddhism is known as \_\_\_\_\_ ceremony.
7. Enlist any four aims of Buddhist education

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8. The Buddhist teacher used to teach disciples \_\_\_\_\_ and \_\_\_\_\_

9. The Buddhist teacher was not only ideal man of \_\_\_\_\_ but also man of great \_\_\_\_\_

## 1.19 EDUCATION DURING MEDIEVAL PERIOD

During the medieval period, the education system was influenced by the Muslim system. India was invaded by a large number of Mohammedan invaders in the beginning of the eighth century A.D. After the defeat of Prithviraj Chouhan by Mohammad Ghori, the foundations of Muslim rule were laid in India. Various rulers, including Slaves, Khiljis, Tuglaks, Sayyads, Lodhis and Mughals established many educational institutions in India. This education too had its roots in religion like education in Vedic and Buddhist period. The Muslim rulers, who came from outside, had an altogether different culture, a different philosophy, a different religion and a different language. The intermingling of different culture,

religions, philosophies, etc. brought major changes. In the seventh century, Prophet Mohammad propounded in Arabia a new religion which he called Islam. Islam is a religion of equality, liberty and fraternity. Quran is a Holy book of Islam. Islam means submission to the Supreme Being and compliance with laws which constitute nature, which includes man himself. In Islam knowledge is based on the highest and purest source namely ‘wah-yi’ or Revelation down to fikr (self thinking).

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## 1.20 SALIENT FEATURES OF MEDIEVAL EDUCATION

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

### 1. Organization of Education:

Education was organised in “*Maktabas*” and “*Madarasas*”. Primary education was given in “*Maktabas*” and higher education was given in “*Madarasas*”. In Maktabas children were made to memorise the ‘Ayats’ of ‘*Quran*’. They were given education of reading, writing and arithmetic. In Madarasas, there were separate teachers for different subjects. Special attention was given on education of religious as well as secular subjects. The religious education included study of ‘*Quran*’, Mohammad Saheb and his preachings, Islamic laws and Islamic history etc. The secular education included study of Arabic literature, Grammar, History, Philosophy, Mathematics, Geography, Politics, Economics, Greek language, Astrology and Agriculture etc. Khanquah’s of the saints also at some places served as Centres of Education. Several learned men also taught students at their residence.

(2) **Financing of the Maktabas:** Most of the maktabas were either patronized by rulers or had endowments. They depended on the charity of the philanthropists. Muslim rulers patronized many scholars and established many maktabas and madrasas. They also provided scholarships to the students.

(3) **Management of the Maktabas:** The ‘maktabas’ were run under the guidance of the learned ‘Maulavis’. They were supposed to be very pious.

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

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

(6) **Age of admission:** At the age of four years, four months and four days, ‘Maktab’ ceremony or ‘Bismillah’ was performed to indicate the beginning of education of the child. This was considered as an auspicious moment for initiation or starting education. Good wishes were offered to the child. Surah-i-Iqra’ a chapter from the holy Quran was recited on this occasion.

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

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

**(8) Assessment:** There was no system of examination as we find in modern period. It depended on the will of the teachers to send the pupils to the higher class. Assessment by the teacher was final.

**(9) Degrees:** The degree of 'Fazil' was awarded to a student who specialized in logic and philosophy (ii) the degree of 'Alim' was awarded to those who specialized in the theology (iii) those who specialized in literature, received the degree of 'abil.' Degrees were awarded at a ceremony.

**(10) Status of teacher:** Teaching profession was considered a dignified profession and teachers were highly respected.

**(11) Education of Women:** Despite the prevalence of Pardah system during the Muslim period, education of women was not opposed by Islam. The girls were entitled to receive education equal to the boys' upto a definite age and after that their education was stopped. Nonetheless the girls of higher classes used to continue their studies at home.

**(12) Types of institution:** Most of the educational institutions were funded and run by private individuals. There were also state aided and state sponsored educational institutions. Huge endowments were made to the educational institutions for their maintenance.

**(13) Technical and vocational education:** Technical education was encouraged by several Muslim rulers like Ala-U-din Khilji, Firozshah Tughlaq and Sher Shah. Akbar and Jahangir took special interest in the promotion of technical education.

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## **1.21 AIMS OR OBJECTIVES OF MEDIEVAL EDUCATION**

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**1. Aims of Education:** Following were the main aims or objectives of Medieval education in India:

- (i) Developing love for Muslim culture and religion.
- (ii) Enabling the Individual for Islamic life.
- (iii) Preparing the students for the next world i.e. achieving salvation.
- (iv) Equipping the students for a vocation.
- (v) Preparing individual for running administration.
- (vi) Preparing persons for high posts and especially for the interpretation of Islamic law.

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

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

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

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

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

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## 1.22 CURRICULUM

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

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

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

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

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

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

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

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## 1.23 INSTRUCTIONAL TECHNIQUE/METHODS OF TEACHING

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- (i) **Oral Method:** Oral education and memorization of the assigned lessons were the main teaching methods during Muslim period. Muslim students were required to memorize certain verses of holy Quran. As the method of teaching was oral, the main task of teacher was to give the lectures and students used to listen to them passively.
- (ii) **The Quran:** After alphabets, words were taught to students. The teacher dictated these words from the Quran. Memorization was insisted upon. The students normally did not understand the meaning.
- (iii) **Stress on Calligraphy:** Beautiful and fine handwriting was an important element of instruction. The teacher demonstrated the mode of writing and the students were asked to imitate the same. Wooden boards (Taktis) were used for writing letters of the alphabet. Duster was also used for this purpose.
- (iv) **Teaching of Grammar:** Grammar was taught as it was considered very valuable in teaching the languages.
- (v) **Religious Instruction:** Instruction imparted in the 'Maktabas' was religious through and through.

(vi) **Books other than Quran:** After the Quran, the ‘Gulistan’ and the ‘Bostan’ poems of poet Firdausi were taken up. At some places Persian books like, ‘Karima’ by Scholar Sadi and ‘Pandnama’ by Attar were studied.

(vii) **‘Paharas’:** Students also learned ‘paharas’ (multiple of numbers). Students memorized these while uttering collectively in a loud voice.

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## 1.24 ROLE OF TEACHER

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During the medieval period the same respect was given to the teacher as during the Brahmanic or Buddhist period. In this period, a teacher was honored not only by the students, but also by the society and the people believed that true knowledge could not be attained without the teacher. The teacher loved the student as his own son and treated him as a member of his family. The teachers were always men of ability and learning and this fact greatly influenced the students who by rendering service to the teacher learnt to respect the learned. The teacher was also responsible for the functioning of Maktabas and Madarsas. Teachers in Maktabas were called Maulvies and in Madrasas, they were called Mullas. In some places the students went to the residence of the teacher and in this way the teacher was also an educational administrator. During this period the teacher lived a wordly life like all other citizens. However he was sincere and devoted to his duties. Though he was not highly paid, he was keen to impart the best of instructions. Following were the functions of a teacher in achieving the aims of education:

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

### Check Your Progress-3

**Note:** a) Answer the questions given below

b) Compare your answers with those given at the end of the lesson

1. Holy Quran says, “It is better to \_\_\_\_\_ one’s child than give \_\_\_\_\_ in charity“

2. During Medieval period education was organized in \_\_\_\_\_ and \_\_\_\_\_
3. Age of admission at the Maktab was \_\_\_\_\_ year \_\_\_\_\_ months and \_\_\_\_\_ days.
4. According to Prophet Mohammed \_\_\_\_\_ is nector and \_\_\_\_\_ is impossible without it
5. The degree of \_\_\_\_\_ was awarded to a student who specialized in logic and philosophy.
6. The degree of \_\_\_\_\_ was awarded to a student who specialized in the theology.
7. Teachers in Maktabas were called \_\_\_\_\_ and in Madrasas, they were called \_\_\_\_\_
8. Medieval system of education laid stress on beautiful handwriting known as \_\_\_\_\_
9. Enlist any three aims of education during medieval period:  
\_\_\_\_\_  
\_\_\_\_\_
10. The followers of Islam accepted knowledge as a medium of \_\_\_\_\_
11. The main method of teaching during medieval period was \_\_\_\_\_.
12. Students used to learn \_\_\_\_\_ by uttering collectively in a loud \_\_\_\_\_.

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### 1.25 LET US SUM UP

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In this lesson we have studied about the salient features of Vedic education. We came to know that the system of education was well organized. It was suited to the needs of the society. Education helped in the realization of spiritual and moral values, besides preparing for worldly pursuits. Curriculum was quite comprehensive. The teacher's status was very high. We have studied the Buddhist system of Education. Buddhist education was reaction to the social ills of preceding Vedic period and Brahmanic period. Buddhist education also insisted on salvation or nirvana. Education of this period was provided in sanghas and viharas. The students studied variety of subjects. The teacher held a very important place in the society. The organization of the Nalanda and Vallabhi Universities was so advanced that it continues to influence the organization and structuring of Universities till today. In this lesson, we have also studied about educational system in Medieval period. During this

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

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### **1.26 LESSON END EXERCISE**

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1. What are the salient features of Vedic education?
2. Write down the main features of Vedic education with special reference to objectives of education, curriculum and methods of teaching.
3. What were the aims of education during Vedic period?
4. Highlight the role of teacher during Vedic period.
5. Discuss the salient features of Buddhist system of education.
6. Give a detailed description of objectives, curriculum methods of teaching and role of teacher in Buddhist Education.
7. Describe the Buddhist education. Trace out the chief contribution of this to modern Indian Education.
8. Give an account of the organization and salient features of the Buddhist education.
9. What are the salient features of Medieval education in India.
10. Discuss features of education during the Medieval period in India with special reference to aims of education and methods of teaching.
11. Critically analyse the curriculum and role of teacher during Medieval period in India..
12. Give a brief account of education during Medieval period. How it was different from Vedic period?

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### **1.27 SUGGESTED FURTHER READINGS**

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## **1.28 ANSWERS TO CHECK YOUR PROGRESS**

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### **Check Your Progress-1**

1. Vid, to know 2. Rig Veda, Yajurveda, Samveda and Atharveda 3. (i) Source of light (ii) Knowledge, the third eye (iii) emphasis on character building (iv) Prominence of religion (v) Gurukul system 4. Self-discipline 5. Second, God 6. Guru or Acharya . 7. Gurukul

### **Check Your Progress-2**

1. Brahmanic 2. Noble Truths 3. Eight Fold, Nirvana 4. (i) Right view or belief (ii) The Right resolve (iii) Right speech (iv) Right behaviour (v) Right occupation (vi) Right effort (vii) Right contemplation (viii) Right concentration 5. (i) Not taking life (ii) Taking what is given (iii) Abstaining from impure practices (iv) Not telling a lie (v) Not drinking (vi) Not eating out of time (vii) Not dancing, singing and seeing shows. (viii) Not using garlands, scents, ornaments (ix) Not using large couch (x) Not receiving gold or silver 6. Prabbajja ceremony 7. i) Spiritual development (ii) Vocational development (iii) Development of reasoning and intellect (iv) Character building 8. Nobleness and morality 9. Character, learning

### **Check Your Progress-3**

1. Educate, Gold 2. Maktabas and Madrasas 3. 4,4,4 4. Knowledge, Salvation 5. Fazil 6. Alim 7. Maulvis, Mullas 8. Calligraphy 9. (i) Propagation of Islam (ii) Development of character (iii) Spread of Knowledge 10. Nijat 11. Oral 12. Paharas, Voice

## **WOOD'S DESPATCH (1854) AND HUNTER COMMISSION (1882)**

### **Structure**

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Objectives of Wood's Despatch
- 2.4 Recommendations of Wood's Despatch
- 2.5 Importance of Wood's Despatch
- 2.6 Limitation of Wood's Despatch
- 2.7 Impact of Wood's Despatch
- 2.8 Introduction to Hunter commission
- 2.9 Recommendations of Hunter commission
- 2.10 Influence of Hunter commission on Subsequent development of Education in India
- 2.11 Let Us Sum Up
- 2.12 Lesson End Exercise
- 2.13 Suggested Further Readings
- 2.14 Answer to Check Your Progress

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### **2.1 INTRODUCTION**

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

declaration on the part of the British parliament about the educational policy to be followed in India. It was admitted that the education of the people is the duty of the British East India Company. It partially recognized the value of Indian culture, and at the same time it showed the need for grafting European knowledge on it. The Despatch rightly defined the comparative position of English and Indian Languages in a general scheme of education for our country. Charles Wood had an impact on education in British India. Wood's Despatch was the most comprehensive plan for the spread of education in India. The Hunter commission of 1882 was headed by Sir William Hunter and was appointed by Lord Rippon, the then viceroy of India. The Hunter commission was appointed in 1882, after a request of the general council of education was made to Rippon. The commission made valuable recommendations to improve the conditions of primary and secondary education in India. In this lesson, we will discuss about the recommendations of Wood's Despatch and Hunter commission.

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## **2.2 OBJECTIVES**

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

- describe the objectives of Wood's Despatch,
- explain the recommendations of Wood's Despatch,
- delineate the importance and limitations of Wood's Despatch,
- analyze the impact of Wood's Despatch on Indian Education,
- identify main recommendations of Hunter commission,
- discuss the implications of the recommendations put forth by Hunter commission, and
- analyse the recommendations in the light of Indian perspective.

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## **2.3 OBJECTIVES OF WOOD'S DESPATCH**

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The Despatch had the following objectives in view:

- (a) To confer upon the natives of India those vast and material blessings which flow from the general diffusion of western knowledge?
- (b) Not only to produce a high degree of intellectual fitness but also to raise the moral character of those who partake of its advantages.
- (c) To supply the East India Company with reliable and capable public servants. It recommended that the education must develop among the people the administrative abilities so that the government may get efficient workers.

(d) To secure for England a large and more certain supply of many articles, necessary for her manufactures and extensively consumed by her population, as well as an almost inexhaustible demand for the produce of British Labour.

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## 2.4 RECOMMENDATIONS OF WOOD'S DESPATCH

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### (1) Government's Acceptance of Educational Responsibility

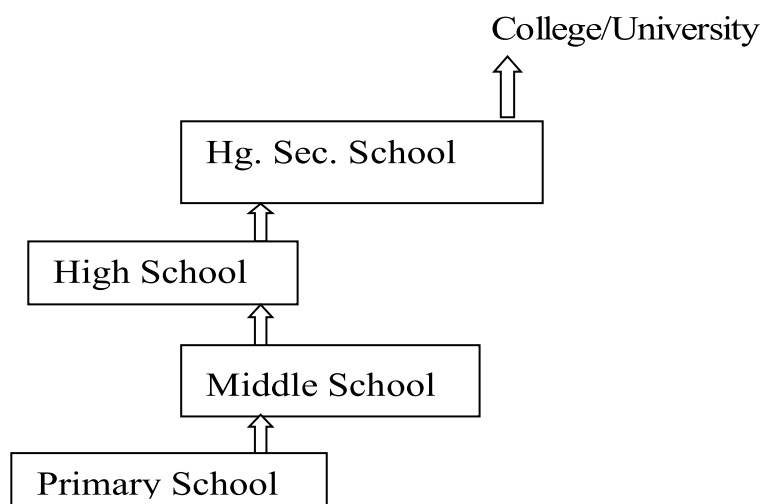
Wood's Despatch placed the responsibility of Education of Indian people fully on the company and stated quite explicitly that it must never be neglected. It remarked "Among many subjects of importance none can have a stronger claim to own attention than that of education".

### (2) The Aim of Education

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

### (3) Importance of Graded Education

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



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

#### **(4) Expansion of Mass Education in India**

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

#### **(5) The Curriculum**

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

#### **(6) Muslim Education**

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

#### **(7) Vocational Education**

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

#### **(8) Publication of Books in Indian Languages**

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

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

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

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

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

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

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

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

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## 2.5 IMPORTANCE OF WOOD'S DESPATCH

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1. It clearly laid down the educational policy for India.
2. It made the British Government responsible for expanding, improving and establishing educational system in India.
3. It gave due importance to vernacular languages.
4. The Despatch recognized the importance of Indian Literature and Culture and recommended for its inclusion in the course of study. Wood arranged to get books written in Indian languages.
5. The Despatch has ordered for establishing universities at Calcutta, Madras and Mumbai.
6. The Despatch has clearly laid down the aims of education and curriculum of education in India. Due to its recommendation, the East India Company was forced to include Sanskrit, Arabic and Persian languages and Indian literature in the curriculum along with western knowledge.

7. Encouragement to study western knowledge- diffusion of Eastern and Western knowledge.
8. It provided for the facility of scholarships to the poor and meritorious students, to enable them to gain knowledge.
9. In order to attract a large number of efficient persons to teaching profession, the Despatch has recommended for enhanced salaries to the teachers.
10. It formulated a definite grant in aid policy.
11. It drew attention to women education.

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## **2.6 LIMITATIONS OF WOOD'S DESPATCH**

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

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## **2.7 IMPACT OF WOOD'S DESPATCH**

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

### Check Your Progress-1

**Note:** a) Answer the questions given below

b) Compare your answers with those given at the end of the lesson

- 1) Wood's Despatch derives its name from \_\_\_\_\_
- 2) The Despatch is an important Policy document on education containing \_\_\_\_\_
- 3) The Despatch imposed upon the government the task of creating a scheme of education from \_\_\_\_\_ to the \_\_\_\_\_
4. Wood's Despatch is termed as \_\_\_\_\_ in the history of Indian Education.
5. Wood's Despatch placed the responsibility of \_\_\_\_\_ of Indian People fully on the \_\_\_\_\_
6. According to Wood's Despatch, "Education must develop in the people \_\_\_\_\_ that the government may get sufficient workers."
7. Wood's Despatch suggested to establish \_\_\_\_\_ schools all over the country.
8. The Despatch proposed that sanction of \_\_\_\_\_ to the educational institutions in India.
9. Wood's Despatch recommended the establishment of three universities one each at \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
10. The Despatch directed that in all province the Department of \_\_\_\_\_ should be set up at the school education level.
11. The Despatch suggested that there should be at least \_\_\_\_\_ in each province for the \_\_\_\_\_ of teachers.

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## 2.8 INTRODUCTION TO HUNTER COMMISSION

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After the Revolt of 1857, the Administration was taken away from the Company and transferred to the Crown. It took some time to normalize the conditions. Lord Ripon appointed on February 3rd 1882, the Indian Education Commission under the Chairmanship of William Hunter, a member of the Executive of the Council of Viceroy. The Commission was named as Hunter Commission after the name of its chairman. It had 20 members excluding the chairman. Some of them were Indians. The commission was asked to look into the conditions and progress of primary education since 1854 and suggest the guidelines for its improvement.

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## **2.9 RECOMMENDATIONS OF HUNTER COMMISSION**

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### **Expansion and improvement of primary education**

The commission recommended that primary education should be related to life and should be practical and useful. It should make the students self reliant and self-dependent. Education at this stage should be given in their mother tongue or vernacular languages and teaching subjects should be according to their interests and needs.

State should have a free hand to select the curriculum. District and municipal boards should control primary education. There were only 2 training schools one at Lahore and the other at Madras at the time of Hunter Commission. The commission recommended that training schools should be established in order to make the trained teachers available for different schools. The subjects like Physics, Agriculture, Banking, Accounts, Geometry should also be included in the curriculum. Specific funds should be created for primary education and the finances for the schools in the villages and cities should be under separate heads. Provincial government should also give grant to the extent of one and a half of local funds for primary education.

### **Secondary Education**

Although the commission was appointed for primary education, it gave the following suggestions for improving secondary education:-

- i) The govt. should entrust the responsibility totally to Indian people and give only financial grants for removing certain anomalies.
- ii) The medium of Instruction should possibly be English. It ignored the claim of mother - tongue, whereas in the middle schools, the managers of the school were responsible to organise education according to the local needs.
- iii) The secondary school curriculum should be divided into two parts. In the first part, literary and science subjects should be grouped and in the second part useful vocational subject should be introduced.
- iv) The commission recommended the raising of the standards of secondary education. More training centres should be opened and the duration of the training of graduates should be lesser in duration than those who are not graduates. The trainees should be examined both in theory and practice of teaching
- v) The commission urged that there should be uniformity in the grant-in-aid system which should be followed throughout the country

### **Education Department**

In order to increase the efficiency of the education department, the commission gave the following suggestions;

- i) For inspecting primary schools such local persons should be appointed who are conversant with local environment.
- ii) The number of Inspectors should be increased.
- iii) The emoluments of assistant inspectors should be increased.
- iv) As far as possible Indians should be appointed as Inspectors.

## **Higher Education**

The commission gave some important suggestions for the improvement of higher education;

- i) The colleges engaged in higher education should be given sufficient grants for experimental laboratories, reading rooms, libraries, science rooms, equipments , building and furniture etc.
- ii) The grant should be determined keeping in view the strength of teachers and students, need and capacity of the institutions
- iii) The educational institutions should be properly monitored for utilization of the given grants and proper records should be maintained on utilization of grants

## **Religious Education**

The commission gave the following recommendations with regard to religious education:

- i) The government should have no hand in schools regarding religious education.
- ii) The Managers of 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.
- iii) While giving grants, special attention should be paid to the standard of the schools which give religious education

## **Women Education**

For giving proper attention to the upliftment of women education, the commission made the following recommendations;

- i) Local boards should be made responsible for women's education and in case of absence of local board in some areas the government should own the responsibility of women education
- ii) Only lady teachers should be appointed for imparting education in girls schools.
- iii) Inspectresses should be appointed for girls schools which will indirectly encourage women education.
- iv) The curriculum should be different from that of boys. Subjects useful in their life should be included in their curriculum.

## **Muslim Education**

The commission made the following recommendations with reference to Muslim education:-

- i) Local bodies should be made responsible for Muslim education
- ii) The Indigenous Muslim schools should be encouraged
- iii) The medium of Instruction in Muslim schools should be Hindustani except those schools where the people do not want this system.

- iv) Muslims should be given greater assistance in the field of higher education
- v) Special provision should be made for scholarships of Muslim students
- vi) Normal schools should be opened for training of Muslim teachers.
- vii) For Muslim schools, Muslim Inspectors should be appointed

### **Education of the backward classes**

The Commission recommended that in govt. schools special facilities should be provided for backward classes. More government schools should be opened for children of backward classes

### **Education for Aborigines**

The Commission suggested that special provision should be made for education of Aborigines. Special types of school should be opened in these areas, keeping in view the geographical and social condition and traditions of the people.

### **Special Educational Plan**

The Commission recommended that for children of Rajas, Maharajas, Nawabs and Talukdars, special schools should be opened.

### **Indianisation of resources**

As far as the education for the people of India, the commission recommended Indianisation of resources.

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## **2.10 INFLUENCE OF HUNTER COMMISSION ON SUBSEQUENT DEVELOPMENT OF EDUCATION IN INDIA**

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Some of the recommendations of the commission had very adverse effect on the prevailing system of education. It had the following effects:

### **(1) English as medium of Instruction.**

The commission neglected the claim of mother-tongue and supported English as the medium of instruction. Consequently, the Indian languages were neglected.

### **(2) Schools of lower standard**

The recommendations of the commission to charge lower fee in private institutions led to the opening of schools of lower standard.

### **(3) Indifferent attitude of the govt.**

Since education was entrusted to private enterprises, the government became indifferent to education of the people. The attitude ultimately harmed the cause of education.

### **(4) Governmental Interference**

The government was to control the inspection department according to the suggestions of the commission. Hence, the governmental control over the education was tightened leading to the loss of flexibility in education

**(5) No attention to Industrial and technological Needs**

The commission did not pay any attention to industrial and technological needs of the country. Consequently, Secondary Education succeeded in providing literary minded persons and failed to turn out the practical minded workers best suited for the battle of life

**(6) No qualitative teaching**

There is no denying the fact that a note of satisfaction was struck with regard to expansion of education but it was not followed by qualitative teaching. Sir Ilvert in 1885 struck a discordant note “All collegiate education has become more common, the value of the symbol which denotes it has properly fallen”.

**Addition to Unemployment**

The system of education recommended by the commission produced students only to increase number of unemployed educated persons.

**Check Your Progress-2**

**Note:** a) Answer the questions given below

b) Compare your answers with those given at the end of the lesson

1. The Commission was named as Hunter commission after the name of its \_\_\_\_\_.
2. The Hunter commission has \_\_\_\_\_ members.
3. The Hunter commission was appointed to look into the conditions and progress of \_\_\_\_\_ since \_\_\_\_\_ and suggest the \_\_\_\_\_ for its improvement.
4. Hunter commission produced a report of \_\_\_\_\_ pages.
5. Hunter commission recommended that primary education should make the students \_\_\_\_\_ and \_\_\_\_\_.
6. Hunter commission recommended that only \_\_\_\_\_ should be appointed for imparting education in girls school.
7. For girls education, the commission recommended that the curriculum should be different \_\_\_\_\_.
8. Hunter commission recommended the \_\_\_\_\_ secondary education.
9. Briefly highlight Hunter commission's views on Religious Education
10. Highlight Hunter commission's recommendations for higher education

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## **2.11 LET US SUM UP**

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Wood's Despatch is named after Charles Wood who was the chairman of the committee formed in 1854 for studying the problems of education in India. Hence the Despatch is known as Wood's Despatch. It made many remarkable contributions like establishment of new universities, establishment of education department, mass education, English as a medium of instruction and women's education. Besides, a system of grant-in-aid was introduced. Wood's Despatch was responsible for introducing the English style of Education and technical knowledge in India. It is considered as the Magna Carta of Indian Education. Hunter Commission was mainly appointed to study the problems and development of primary education. The commission had 20 members including many Indians. It worked for 10 months and produced a report of 700 pages. Commission not only made the recommendations for primary education but put forth their suggestions for secondary education, higher education, religious education and women education. The historical value of the document cannot be underestimated. The setting up of the commission led to a great educational awakening in India and its main findings similar to the Wood's Despatch 1854, dominated the Indian educational policy till 1902.

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## **2.12 LESSON END EXERCISE**

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1. "Wood's Despatch is the magna carta of Indian Education." Examine the Statement.
2. Describe briefly the recommendations of Wood's Despatch of 1854.
3. Enumerate the main features of Wood's Despatch.
4. Describe importance and limitations of Wood's Despatch.
5. Describe the impact of Wood's Despatch on present Indian Education.
6. Describe the main recommendations of first Indian education commission (1882)
7. What is the importance of Hunter Commission in the history of Indian Education?
8. Describe the policies for Primary, Secondary and University education recommended by the commission of 1882.
9. Point out the defects of the recommendations put forth by commission and draw your conclusions. Show your acquaintance with the main recommendations of the commission.

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## **2.13 SUGGESTED FURTHER READINGS**

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## 2.14 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress-1

1. Sir Charles Wood 2. 100 clauses 3. Primary, University 4. Magna Carta 5. Education, British East India Company 6. Administrative abilities 7. Graded 8. Grant-in-aid 9. Calcutta, Bombay and Madras 10. Public Instruction 11. One training college, training.

### Check Your Progress-2

1. Chairman, William Hunter 2. 20, Chairman 3. Primary Education, 1854, guidelines 4. 700 5. Selfreliant, self-dependent 6. Lady teachers 7. From that of boys 8. Raising of the standards of 9. i) The government should have no hands in schools regarding religious education ii) Non-government schools should be at liberty to impart or not to impart religious education in schools. 10. (i) The colleges should be given sufficient grants (ii) The grant should be determined keeping in view the strength of teachers and students. (iii) Monitoring of educational institutions for utilization of grant.

## **WARDHA SCHEME OF EDUCATION (1937) AND SARGENT COMMITTEE REPORT (1944)**

### **Structure**

- 3.1 Introduction
- 3.2 Objectives of the Lesson
- 3.3 Wardha Scheme of Education (1937)
- 3.4 Salient features of Wardha Scheme of Education
- 3.5 Recommendations of the Wardha Scheme of Education
- 3.6 Impact of Scheme on Indian Education.
- 3.7 Features of Sargent Report Committee
- 3.8 Recommendations of Sargent Report
- 3.9 Impact of Sargent Report on Indian Education
- 3.10 Let Us Sum Up
- 3.11 Lesson End Exercise
- 3.12 Suggested Further Readings
- 3.13 Answers to Check Your Progress

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### **3.1 INTRODUCTION**

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The script on Wardha Scheme of education will surely induce you to be aware of the scheme advised by the father of our nation “Mahatma Gandhi” who was not only a thinker but a practical man. He was idealist philosopher, but at the same time pragmatic as well. His thoughts, words and deeds, inspired philosophers and leaders of this country to become pragmatic and not simply idealistic. Wardha Scheme of Education derives its name from the education conference of national workers held at Wardha under the chairmanship of Mahatma Gandhi. It is also known as Nai Talim/ Buniyadi Talim. It is based on the principle, “Learn while you earn and earn while you learn”. In this lesson we will also discuss about Sargent Committee Report, the focus of which was the educational reconstruction of India. It recommended the introduction of free and compulsory for all children in 6-11

years age group. The scheme aimed to bring about universal literacy in India within forty years of its introduction.

For the development of education under the British Indian Government, some steps were taken and one of them was Sargent plan of Education 1944. It was first step to develop a national system of education in India. The report pointed out each and every problem from pre-primary to university level and has given solutions to solve these problems in the educational system.

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### **3.2 OBJECTIVES OF THE LESSON**

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

- enumerate salient features of Wardha Scheme of education,
- discuss recommendations of wardha Scheme of education,
- review impact of Wardha Scheme of education on Indian education,
- highlight the features of Sargent Report (1944),
- explain the recommendations of Sargent Report,
- highlight the recommendations of Sargent Report on Primary Education,
- delineate the recommendations of Sargent Report on High school Education,
- highlight the recommendations of Sargent Report on University Education, and
- discuss the impact of Sargent Report on Indian Education.

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### **3.3 WARDHA SCHEME OF EDUCATION**

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The All India Educational Conference was held at Wardha in October 1937 and agenda of discussion was in Mahatma Gandhi Ji's caption "A profit yielding vocational education." An Advisory Board was appointed by the government of India popularly known as Kher committee to consider the scheme of education. In 1939 again under the chairmanship of B.G. Kher most of the recommendations of Wardha Scheme were approved in the session and accepted by Central Advisory Board of Education. The central core of this scheme was educational awareness among masses and free and compulsory education to all children of school going age upto 14 years on a nationwide scale. Certain principles of the scheme were also discussed and accepted by the committee. Principle of making mother tongue the medium of instruction and making the process of education centre round some form of manual and productive work was accepted by the (CABE) Central Advisory Board of Education.

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### 3.4 SALIENT FEATURES OF WARDHA SCHEME OF EDUCATION

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This scheme of education is not only a valuable and integral part of the priceless legacy that Mahatma Gandhi left to the nation, but embodies certain educational ideas and principles of great significance that have been welcomed and endorsed by the distinguished educationists in India and abroad. This scheme has the following essential features:-

**(i) Free and compulsory education:-** Gandhiji advocated that within the age group of 7yrs and 14 years free and compulsory universal education should be provided. His aim was to give at least basic understanding and basic education to the needy masses of India. The scheme is popularly known as “Basic Education scheme of Gandhiji” “He wanted to combine primary education with secondary education and called it “English less matriculation.” His idea of “English less” term was to give an understanding of basic awareness of the immediate environment through basic crafts in order to make the programme reach every nook and corner through the mother tongue.

**(ii) The Curriculum:-**

Wardha Scheme’s curriculum consisted of the craft, the mother tongue of the students, mathematics, social studies, natural sciences, music, drawing, painting and hindustani as compulsory subjects of study. English as medium of instruction was found as an obstacle between Indian masses and their progress by Gandhiji.

Craft was the core code of Gandhian education. Basic crafts like agriculture, spinning and weaving, woodwork, cardboard work, metal work, gardening and leather work should be included into the curriculum of schools in accordance with local conditions of life and society. Craft has Primary/Basic place in Wardha scheme of education.

Mother tongue to be used as medium of instruction in the schools. Mother tongue is as useful as mother’s milk is to develop and flourish. In mother tongue communication of teaching and learning is effective and fruitful.

Arithmetic to be correlated with the life situations. It is the basic reasoning behind all teachings to solve numerical and geometrical problems, help in designing craft that leads individual to the refined development. It is very useful subject for day to day life.

‘Social Studies’ to promote social virtues and to acquaint individuals with immediate environment and ultimate life environment, social sciences are essential subjects.

General Science’ for developing reason and rationale and domestic science for girls in order to maintain and manage homes must be kept essential subjects as per curriculum of studies suggested in Wardha Scheme.

‘Music and drawing should be included to create real interest in education.

For developing one common language and feeling of students of an integrated nation, Hindustani must be taught.

**(iii) Methods of Teaching:** Gandhiji’s Wardha scheme lays stress to teach every subject through Craft. All school subjects to be taught through craft and productive work, this way student will earn while learning. That was the prime need of that era. He regarded craft as source of recreation and also source of character building. Manual training and realization of cultivation of earnings was also given to the students.

Activity Method of instruction is also envisaged in Wardha scheme so as to keep students busy in work and activity. Methods of correlation i.e. relate every subject and every method of teachings with the routine life of the students is significant in the Wardha scheme.

**(iv) Discipline:** Gandhiji advocated discipline though self control. Discipline that springs from within from a pure life of self- restraint, fearlessness, usefulness and self- sacrifice is essential.

**(v) Role of Teacher:** Gandhiji asserted that only right type of teachers can help in achieving goals of education. Real teachers possessing knowledge, skill, enthusiasm, patriotism, strong character and special training can transform society & outlook and student's development towards positive direction.

**(vi) Views on Women Education:** Regarding women Gandhiji said “My greatest hope is in women, they want a helping hand to lift them from the hell they are in”. Wardha scheme gives special preference to women education and women emancipation. According to Gandhiji women are best fit in the job of moulding and shaping children. The motherhood they have in, is the essence of motivation for character building .Gandhian aim of education was cultivation of human values through education and the best educator is women; as mother, as a wife, as a sister and as a teacher.

**(vii) Religion:** Religion is another essential feature of Wardha Scheme of education. Gandhi ji believed ‘Life without religion is life without principle’. Life without principle is just like a ship without Rudder”. A ship without rudder will be tossed about from place to place and will never reach its destination. Religion means one’s own experience, abiding faith in absolute values, universal human principles that stands on the values of Truth, Love and Justice.

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### **3.5 RECOMMENDATIONS OF WARDHA SCHEME**

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On a nation wide scale in (1944) Central advisory Board of Education (C.A.B.E.) brought out a plan for post war educational development in India”. This report is popularly known as Basic Education Scheme or Wardha Scheme of Gandhi ji. It broadly recommended that:

- i. A system of universal, compulsory and free education for all boys and girls between the age of 6 and 14 years should be introduced as early as possible
- ii. The standards of the trainings, recruiting and conditions of service of teachers should be raised.
- iii. A large number of women teachers to be recruited and trained.
- iv. The basic scheme of free, compulsory education based on craft as centre and mother tongue as medium of instruction to be recognized first and implemented speedily.

Again at Sevagram conference 1945 Gandhi ji put before the country his entire scheme of pre-basic and post basic and adult education programme. This whole programme was to be implemented speedily. It had greater emphasis on self-sufficiency. British system of education was artificial and unreal. In the words of Gandhiji's, "I am convinced that present system of education is not only wasteful but positively harmful. I have given basic system of education together with its technique; I feel is the best of them. I do not think I have anything better to offer to my country". These words of Gandhi ji proved that he devoted his time, energy and resources to develop his new scheme of education for the country. The system is desirable as it releases the tension of the child of the purely academic and theoretical instructions against which its active nature always makes healthy protest. The system enables the child to acquire beauty of head (intelligence) and hand (work)

Socially it will develop true sense of dignity of labour and economically the system is commendable as it will increase the productive capacity of our workers. It will enable them to utilize their leisure advantageously. This is why Govt. of India recommended that the Wardha scheme of education is a capable scheme of self-sufficiency and is the prime need of the hour.

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### **3.6 IMPACT OF WARDHA SCHEME ON INDIAN EDUCATION**

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The impact of Wardha Scheme is not seen in every sphere of education fully because the Basic Scheme of Education is highly ideal scheme but in several stages its impact has shown its colour. As far as the learning by doing principle is concerned its impact in the field of education is seen everywhere. Experience gaining and experimentation is being given due weightage now.

Activity and interest is the core of Gandhiji's Wardha Scheme. Purposeful and productive activity is being encouraged in every subject now. Though then handicraft and manual work were of immediate concern but now handy machine and its usage is of prime concern to be taught everywhere. Stress on play and creative work works in every sphere of education. Pre primary education is all being run on activity and play way principle. This way muscular training and qualities of head and heart are developed.

In the words of Dr. Zakir Hussain Committee, Wardha Scheme of Education is psychologically sound because it relieves the child from the tyranny of theoretical instruction and rote memorization without understanding. It balances intellectual and practical aspect of experience and is based on the principle of utility and correlation. To correlate every aspect of training of craft with usual life and productivity and, economy principle is applicable every where. It gives less importance to superficial literacy but instead enhances work experience and refinement of basic craft by introducing basic crafts at basic stage of education.

The impact of Wardha Scheme of education would have improved the lot of Indian Education and Indian situation but the basic concept of 'Basic Education' was not clear in the field of education, It could not be applied in its real spirit because of several reasons. The biggest reason was that of running system of education which was English and the government which practically implemented the whole system was also dominated by the English-oriented rulers and officers.

### Check Your Progress-1

**Note:** a) Answer the questions given below.

b) Compare your answers with those given at the end of the lesson.

1. Wardha Scheme of Education emphasized that within the age of 7 and 14, education should be \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
2. \_\_\_\_\_ was the core code of Wardha Scheme of Education
3. Wardha Scheme of Education advocated \_\_\_\_\_ as a medium of instruction.
4. Wardha Scheme of Education advocated discipline through \_\_\_\_\_
5. The focus of Wardha Scheme of Education was to develop true sense of \_\_\_\_\_ among the students.
6. In economic aspects, the focus of Wardha Scheme of Education was to develop \_\_\_\_\_ of the masses.
7. \_\_\_\_\_ is the core of Gandhiji's Wardha Scheme.
8. Wardha Scheme of Education enables the child to acquire beauty of \_\_\_\_\_ and \_\_\_\_\_

### 3.7 FEATURES OF SARGENT REPORT

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

the Central Advisory Board of Education' and also as the plan for post war educational reconstruction in India.

This scheme has a historical importance as it was the first attempt to develop a National System for Education in India. The report of the committee consisted of 12 different chapters covering from pre primary to university education. It was a full fledged educational plan for the future educational reconstruction in India. The report had diagnosed every problem critically and had given definite and clear cut solution. It deals with almost all types of education for all classes of people in India. Sargent Committee Report is a documentary of importance in the history of Indian education. This was the first report that presented a comprehensive picture of education in our country at that period of time.

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### **3.8 RECOMMENDATIONS OF THE REPORT**

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Following were the major recommendations of the report:

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

- The basic aim of these schools should be to impart social experience and education of general behaviour rather than giving formal education.
- The nursery school may be attached to junior basic schools in the rural areas.
- In urban areas where there are sufficient numbers of children, nursery schools should have separate existence.
- Pre-Primary education should be free
- It was estimated that the pre-primary education will require annually Rs 3,18,40,000/- for ten lakh people.

#### **Recommendations regarding Basic or Primary Education:**

- Basic education school be divided into two categories.
- Junior Basic Schools and Senior Basic Schools.
- Junior basic stage should be from 6-11 years of age and education in these schools should be compulsory for all.
- Senior basic schools should be for children 11-14 years of age. Only such students should be sent to senior basic school who cannot continue their studies for high schools.
- In the junior basic schools, there should be one teacher for every 30 students. In senior basic school there should be one teacher for every 25 students.

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

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

- Only those students, who are well above the average ability and have exceptional aptitude for higher studies, should be sent for secondary schools.
- The duration of high school education should be six years and the age group was 11-16 years. Students below the age 11 should not be allowed to enter their schools. Their abilities, aptitudes and interest should be borne in mind while giving them admission.
- Students have to study at least up to the age of 14 years. In these schools they should not be allowed to leave schools before this age.
- Fee shall be charged from the students for receiving education at this stage, but 50% of the students shall be provided free education.
- It has also recommended scholarship to the poor students so that they may not be deprived of this state of education.
- The high school should be of two types- Academic and Technical. Curriculum should be prepared accordingly.
- The academic high school will impart instruction in the arts and pure science, while the technical high school will provide the training of applied sciences and industrial and commercial subjects.

- Arts and music should form an integral part of the curriculum in both academic and technical high schools.
- All girls should take a course in domestic science.
- Mother tongue should be the medium of instruction and English should be taught as second compulsory subjects.

#### **Recommendations Regarding University Education:**

- The duration of degree course should be of 3 years.
- The present intermediate course should be abolished. The first year of the course should be transferred to high school and the second year to the Universities.
- Competent teachers should be appointed in the University and steps should be taken to improve the conditions of service including remuneration.
- Adequate financial assistance must be provided for poor students.
- For coordination in the activities of the different universities, an All India Organization like University Grant Committee of England should be set up.

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

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

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

**Recommendations Regarding Training of Teachers:** The report recommended for increasing the number of teachers in schools. For graduate teachers Sargent Committee recommended to impart training to them by training colleges. For the training of under graduate teachers, there should be three types of training institution- preprimary, basic and high school. Refresher courses should be started for all the categories of teacher.

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

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

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

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

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### **3.9 IMPACT OF SARGENT REPORT ON INDIAN EDUCATION**

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

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

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

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

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

### **Check Your Progress-2**

**Note:** a) Answer the questions given below

b) Compare your answers with those given at the end of the lesson

1. Sargent Report on Education was prepared by \_\_\_\_\_ in \_\_\_\_\_
2. Sargent committee report is also known as Post was \_\_\_\_\_, \_\_\_\_\_ in India.
3. The report of the Sargent committee consisted of \_\_\_\_\_ chapters covering from \_\_\_\_\_ to \_\_\_\_\_
4. In Sargent committee report, for the first time in India, official attention was given towards \_\_\_\_\_ stage of education.
5. Sargent committee report recommended to divide basic school into two categories \_\_\_\_\_ and \_\_\_\_\_
6. Sargent committee recommended two types of high school \_\_\_\_\_ and \_\_\_\_\_
7. Sargent committee recommended duration of University degree of \_\_\_\_\_
8. Sargent committee recommended for starting \_\_\_\_\_ for all category of teachers.
9. Sargent committee recommended to pay educational benefits to the \_\_\_\_\_ children.
10. Sargent committee report made recommendations for improvement of \_\_\_\_\_ and \_\_\_\_\_ of teachers.

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### **3.10 LET US SUM UP**

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Wardha scheme of education asserted that within the age 7 and 14, education should be free, compulsory and universal. Women education should be given preference as woman

is the basic member of the whole society and to educate women means to educate the society. Primary/basic education should be given compulsorily to all. “Mother Tongue” to be the medium of instruction and “craft” as a centre of education to be related to whole life situations. It emphasized that, through mother tongue knowledge is easily attained and foreign language causes brain fog, stifles all originality and puts undue strain on nerves of children. Self-supporting element, cult of non-violence and ideal citizenship and correlation principle really makes education a basic scheme of education. In this lesson we have also discussed about the main recommendations of Sargent Report. In this report every aspect of Indian Education was discussed but stress was given to school education. For school education several norms were set by the committee and in favour of secondary education several suggestions were given by the Central Advisory Board of Education. The Sargent Report gave importance to vocational and technical courses for the development of India. Education of mentally and physically challenged children was emphasized upon. But the report was not implemented fully. It involved huge expenditure for which the country was not prepared at that time. The scheme was a lengthy one to implemented in 40 years. The English left India only three years after this report. Hence the report has remained only of historical interest.

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### **3.11 LESSON END EXERCISE**

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1. What are the salient features of Wardha Scheme of Education?
2. Explain the nature of curriculum in Wardha Scheme of Education.
3. Discuss the methods of teaching and concept of discipline advocated in Wardha Scheme of Education.
4. Discuss impact of Wardha Scheme of Education on Indian education?
5. What are the recommendations of Wardha Scheme of Education?
6. Summarise the recommendations of Sargent Report. What is the impact of Sargent Report on Indian system of Education?
7. What do you mean by Sargent Report (1944)? Give its objectives and achievements.
8. Discuss the recommendations made by Sargent Report on the organization of Secondary Education in India.
9. What are the main features of Sargent Report (1944)? On what grounds has the scheme been criticized?
10. Give an account of the recommendations of Sargent Report on Primary Education.

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### **3.12 SUGGESTED FURTHER READINGS**

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### **3.13 ANSWERS TO CHECK YOUR PROGRESS**

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#### **Check Your Progress-1**

1. Free, compulsory and Universal 2. Craft 3. Mother tongue 4. Self control 5. Dignity of labour 6. Self- sufficiency 7. Activity 8. Head, hand

#### **Check Your Progress-2**

1. Sir John Sargent, 1944 2. Educational Reconstruction 3. 12, Primary, University 4. Pre-primary stage 5. Junior Basic schools and Senior Basic Schools 6. Academic, Technical 7. Three years 8. Refresher courses 9. Differently abled 10. Salary Scale, Service conditions

### **UNIVERSITY EDUCATION COMMISSION (1948-49)**

#### **Structure**

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Appointment of the Commission
- 4.4 Objectives of the Commission
- 4.5 Recommendations of the Commission
  - 4.5.1 Aims and objectives of University Education
  - 4.5.2 Curriculum
  - 4.5.3 Methods of teaching
  - 4.5.4 Role of the teacher
- 4.6 Evaluation of the Recommendations
  - 4.6.1 Merits of the recommendations
  - 4.6.2 Demerits of the recommendations
- 4.7 Let Us Sum Up
- 4.8 Lesson End Exercise
- 4.9 Suggested Further Readings
- 4.10 Answers to Check Your Progress

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#### **4.1 INTRODUCTION**

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On 15<sup>th</sup> August, 1947, India gained independence from the British rule. Just after independence, India had to face the problem of refugees from a newly created Pakistan. The Government at the center was pre-occupied with tackling the problem of rehabilitation. The second immediate issue was to strengthen the administrative structure. Britishers holding the positions at higher level of bureaucracy left the country. Thirdly, the new nation needed its own constitution.

The curriculum which was taught in universities and colleges before independence was not suited to the Indian Societal structure. Examinations and degrees mattered more. This kind of education would not have in a position to address the needs and problems faced by the country. This emphasized the need to reframe Indian higher education system which would help to produce educated man power for administration and skilled man power for the modernization of the economy by harnessing new technologies.

It was recommended by the Inter-University Board of Education and Central Advisory Board of Education to the Government of India to appoint an All India Commission on Education to inquire into the requirements of higher education in the country 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.

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## **4.2 OBJECTIVES**

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After going through the lesson you shall be able to :

- describe the background for the appointment of the University Education Commission.
- state the objectives of the University Education Commission.
- delineate the main recommendations of the University Education Commission, and
- discuss the merits and demerits of the recommendations of University Education Commission.

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## **4.3 APPOINTMENT OF THE COMMISSION**

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In the light of the above observations and recommendations, the Government of India, Ministry of Education, vide its Resolution No. 55-5/47-D/3 dated November 4, 1948 appointed University Education Commission under the Chairmanship of Dr. S. Radhakrishnan, a great visionary of modern era, a distinguished scholar and former Vice-Chancellor of Banaras Hindu University. As Dr. Radhakrishnan was the Chairman, this Commission is also known as the Radhakrishnan Commission. There were nine other members in the Commission- Dr. Tara Chand, Professor S.K. Sidhanta, Dr. James F. Dutt, Dr. A.L. Mudaliar, Dr. Meganand Saha, Dr. Karm N. Bahl, Dr. John J. Tigert, Dr. Zakir Hussain and Dr. Arhtur E. Morgan. The composition was marked by the people of high and diverse intellectual abilities and experience in higher education. Moreover, it also comprised members drawn from relevant international spectrum of education- the U.K. and the U.S.A.

The Commission was appointed with the specific aim to report on Indian University Education and to suggest improvements and extensions that may be desirable to suit present and

future requirements of the country. The decision was due to the realization that a reconstruction of University is essential for a national-cultural resurgence as well as for meeting the requirements of scientific, technical and other man power which India needs for its socio-economic development.

The Commission held its first meeting in New Delhi on 6<sup>th</sup> December 1948, and Dr. Maulana Abul Kalam Azad, Hon'ble Minister of Education, Government of India addressed the meeting and explained Government's intentions with regard to the purpose and scope of the inquiry.

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#### **4.4 OBJECTIVES OF UNIVERSITY EDUCATION COMMISSION**

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The major objectives for setting up of University Education Commission were as under:

- i) To set goals and objectives of university education and research in India;
- ii) To suggest measures to ensure transparency in admission procedures to university courses;
- iii) To suggest measures for the maintenance of highest standards of teaching and examinations in the universities and colleges under their control;
- iv) To prepare the framework of the qualifications, terms of service, salary and scope of work of university teacher;
- v) To suggest appropriate provisions with respect to students, students' Welfare, hostel facilities, discipline and students' development in the jurisdiction of the University.

#### **Check Your Progress-1**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) When was the University Education Commission appointed?  
\_\_\_\_\_
- ii) Who was the chairman of the Commission? \_\_\_\_\_
- iii) Who was the Hon'ble Education Minister at the time of the appointment of the Commission? \_\_\_\_\_
- iv) To set goals and objectives of university education and research was one of the objectives of University Education Commission. True/False

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#### **4.5 MAIN RECOMMENDATIONS OF THE COMMISSION**

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The members of the Commission toured whole of the country in order to acquaint themselves with the problems of higher education. A very comprehensive questionnaire was prepared

and sent to about 2900 persons who mattered in the field of education. However, only 600 persons returned the completed questionnaires. Educationists, Vice-Chancellors, and students were interviewed on the basis of the observations of the respondents. The Commission tried its best to gather information almost on all the aspects of university education. Based upon the analysis, the Commission submitted its report on 25<sup>th</sup> August 1949 comprising of 747 pages distributed in two volumes. The first volume contained 18 chapters and the second volume contained statistics of institutions and evidence of witnesses.

The Commission started its work in 1948 and submitted its report in 1949. Hence, the Commission is called as ‘University Education Commission (1948-49)’.

#### **4.5.1 Aims and Objectives of University Education**

The Commission has laid down certain aims and objectives of university education in the country by taking into consideration the past traditions, the present conditions, future prospects of the country, personal interests of the students and also of the nation and international obligations. The aims and objectives of the university education as recommended by the Commission were as under:

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

- It is the responsibility of the university to create a consciousness in students for protecting the Directive Principles as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.
- The university has to make new discoveries and inventions as it has to develop new original ideas in order to make the society strong.
- The university has to instill moral values in the students while making them well disciplined.
- The university has to develop the spirit of universal brotherhood and internationalism in the students.
- The university has to provide leadership in politics, administration, education, industry and commerce.
- The universities should be organized as centers of civilization to train intellectual pioneers of civilization. The aim of university education should be to produce intellectual adventures.
- 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 fulfill the mission of life.
- One of the main functions of universities is to bring about the spiritual development of students.
- We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.
- Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
- Education should discover the innate qualities of a person and develop them through training.
- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathies with the poor, respect women, love peace and independence, and hate tyranny and injustice. The university education should infuse these ideals into the youths.

### Check Your Progress-2

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) Radhakrishnan Commission submitted its final report on \_\_\_\_\_.
- ii) The final report of the Commission comprised of \_\_\_\_\_ pages distributed in \_\_\_\_\_ volumes.
- iii) The University has to educate the mind and soul of the student in order so that he may grow in wisdom. True/False
- iv) It is not necessary that university should provide leadership in politics, administration, education, industry and commerce. True/False

In nut shell, it can be said that the aims and objectives of the university education as laid down by the Commission were to: i). teach that life has a meaning; ii). awaken the innate ability to live a meaningful life in all aspects by developing wisdom; iii). acquaint with the social philosophy which should govern all our institutions-educational as well as economic and political; iv). provide training for democracy; v). train for self-development; vi). develop certain values like fearlessness of mind, strength of conscience and integrity of purpose; vii). acquaint with cultural heritage for its registration; viii). enable to know that education is a life-long process; ix). develop proper understanding of the present as well as of the past and; x). impart vocational and professional training.

#### 4.5.2 Curriculum

Courses of study are essential expedients of formal education and must aim at unity of knowledge and experience. As far as formal courses of study are concerned, higher education should have three main objectives. The first of these is-general education which must be made available to the student to inspire him to master wisely selected information as to facts and principles, so that he will have representative and useful data on which to base his thought, judgement and action and will be aware of fields of interest and importance. The second objective of the courses of study is liberal education which prepares the student for independent thinking, critical inquiry and appraisal, and creative and constructive thought and action. The third objective of the courses of study is occupational education, that is, preparation of the student for his life, work or for other specialized interests. However, the Commission suggested to do away with the over emphasis on specialization. The courses recommended at different levels of education were as under:

##### i) Courses of study at secondary school level

- Mother tongue.

- Federal language (for those whose mother tongue is federal language; a classical or modern Indian language was recommended).
- English.
- General Science or Social Studies.
- Logic, Psychology, Science, Home Science, Hygiene, Mathematics, Physics, Chemistry, Biology, Elements of Accountancy, Book Keeping, Elements of Business Method, Economics, History, Geography, Steno-typing, Industrial Organization, Commercial Arithmetic, and Elements of Social Science.

**ii) Courses of study at the first degree level**

- Federal language (for those whose mother tongue is federal language; a classical or modern Indian language was recommended).
- English.
- For arts students, not less than two subjects preferably one from humanities and one from Social Studies.
- For science students, not less than two subjects from Mathematics, Physics, Chemistry, Botany, Zoology and Geology.

**iii) Courses at post-graduate level**

It was remarked by the Commission that the post-graduate classes are intended to: i). train teachers for all levels of higher education; ii). train experts for many services in the non-academic fields, such as Government industry, commerce, agriculture and public welfare, and iii). train research personnel.

It was, therefore, emphasized by the Commission that at post-graduate level, the student must be trained in hard intellectual endeavour which must form an essential feature of any good higher education worth the name. It was suggested that there should be a standardization of the courses prescribed for the post-graduate degrees in various universities of the country. A candidate for M.A./M.Sc. degree should show high degree of scholarship and achievement in an examination to be conducted by papers and viva-voce test and to be supplemented by a practical examination in case of science subjects.

**iv). Courses at research degree level**

The Ph.D. course is that of specialization in which the training and achievement should be such as to ensure that the student has successfully explored as a field study and has appreciably advanced knowledge of that subject by his own research.

### **Check Your Progress-3**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) According to the Commission, the higher education has \_\_\_\_\_ objectives.
- ii) The Commission has recommended the courses for \_\_\_\_\_ levels of education.
- iii) For those students whose mother tongue was federal language, a classical or modern language was recommended by the Commission. True/False
- iv). The Commission suggested that there should be a standardization of the course prescribed for PG degree in various universities. True/False

#### **4.5.3 Methods of Teaching**

It was observed by the Commission that common method of instruction at our universities is by mass lectures, which are mostly not supplemented by any regular work on the part of the individual student either by way of preparation for the lecture or by library work after the lecture or any tutorial or seminar work. At many places, it was seen that lectures merely consist of dictation of notes by the teachers. This kind of dictation of notes deprives the students even of the practice of trying to understand lectures and taking down their own notes.

Another drawback of lecture method which was pointed out by the commission, is that lectures are mainly delivered in English and in many cases the students were unable to follow the lectures, because of their inadequate command over English and correct pronunciation. It was recommended by the Commission that lectures must be delivered in a more familiar language and the lecturer must keep his eyes on the audience and see to what extent the students are responding to his ideas. The lecture has to be punctuated by interrogating the students on points which are significant and by footing down some of the important points on the black board.

Further, the Commission has emphasized that throughout the university courses, teachers should expect some written work of every student periodically, preferably once a week or fortnight.

#### **4.5.4 Role of the Teacher**

According to the Commission, teacher occupies a very important place in the field of education. The success of the educational process depends upon the character and ability of the teacher. It was emphasized that:

- i) The primary responsibility of the teacher is to arouse the interest of the pupil in the field of study for which he is responsible. He has to stimulate the spirit of enquiry and criticism so that the students may acquire the habit of exercising independent and unbiased judgement and learn to discriminate between adequate and inadequate, relevant and irrelevant data, and to avoid the extremes of haste and indecision in arriving at conclusions.
- ii) A good teacher desiring to achieve results on the intellectual field must inevitably instill into his pupils respect for right values and truth and inculcate habits and modes of behavior through which their life may be moulded to their realization.

From the above, it can be said that right kind of teacher is one who possesses a vivid awareness of his mission. He not only loves his subject but also those whom he teaches. His success is measured through the quality of life and character of men and women whom he has taught.

#### **Check Your Progress-4**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i). The lectures are mainly delivered in \_\_\_\_\_ language in most of the universities and colleges.
- ii) As Recommended by the Commission, it is not necessary to the teachers at higher education stage to deliver their lectures in a language more familiar to the students. True/False
- iii) It was observed by the Commission that the success of educational process depends upon the character and ability of a teacher. True/False
- iv) The success of a teacher is measured through the quality of life and character of men and women whom he has taught. True/False

#### **4.6 EVALUATION OF THE RECOMMENDATIONS OF THE COMMISSION**

The Commission offered important suggestions for the improvement of university education in the country after studying very deeply the problems and inadequacies of the existing universities. Many of the educationists of the country appreciated those recommendations. Being influenced by those recommendations, Central Advisory Board of Education in its specially convened meetings on 25<sup>th</sup> and 28<sup>th</sup> April, 1950 approved many of them and decided to implement.

However, some of the recommendations were criticized. The merits and demerits of the recommendations of the commission are as under:

#### **4.6.1 Merits of the Recommendations**

##### **i) University Education in the concurrent list**

The Commission suggested to place university education in the concurrent list and to make its organization the joint responsibility of the Central as well as the provincial government.

##### **ii) Formation of the University Grants Commission**

To maintain the standards of university education and to provide necessary grants to the universities and colleges the Commission suggested to form University Grants Commission. In 1953, the Government converted the University Grant Committee into University Grants Commission and through an amendment in 1956, it was given an autonomous status which has succeeded in the upliftment of higher education.

##### **iii) Control over the Universities and affiliated colleges**

The Commission fixed the minimum working days of the universities and their affiliated colleges to be 180 days excluding the examination days and also fixed the minimum age (18 years) and qualification (inter-mediate pass) for admission in the universities or colleges. Further, it fixed the maximum strength of students in a university to be 3000 and in a college to be 1500. This suggestion was of great importance because it is the overpopulation of students which is the root cause of all the problems in higher education.

##### **iv) Three Years Degree Course and Compulsory general education**

The suggestion to make 3 years degree curriculum and to make general education compulsory at this level in any stream arts, science, and vocational subjects were first given by this Commission.

##### **v) Reforms in teaching standards**

To improve the condition of the universities and their affiliated colleges, the Commission suggested appointment of able teachers, admission of able students, increase in the working days, implementation of tutorial system and organization of seminars.

##### **vi) Reform in the pay scales and service conditions of teachers**

The Commission suggested to increase the pay scales and to improve the service conditions of the teachers to attractable persons to this profession.

**vii) Preference to ability and research work in Promotion**

The Commission suggested to consider ability and research work besides seniority as the basis for promotion.

**viii) Welfare programmes for students**

The Commission gave varied suggestions to organize student welfare programmes like formation of Students' Welfare Board, appointment of the Director of Physical Education for the proper organization of physical education, games and sports; appointment of the Dean of Students' Welfare to solve students problems; arrangement of subsidized mid-day meals and provision of hostels for students.

**ix) Proper direction to different types of Vocational and Technical Education**

Appropriate suggestions to reform different types of vocational and technical education viz. agriculture, commerce, engineering, medical, law and teachers training were given by the Commission. Further, the significant suggestion was to encourage research work in all the fields.

**x) Creative suggestions to reform university examinations**

The Commission had suggested to reform the university essay type examinations as early as 1949 and to introduce objective type examinations.

**4.6.2 Demerits of the Recommendations**

**i) Wide spread aims of higher education**

The Commission emphasized on the physical, mental, social, cultural, moral, political, economic and spiritual development of the students through higher education. The aims of higher education were very wide spread where as these should be limited and specific. In other words, the main aim of higher education should be to produce specialized manpower to perform specialized tasks.

**ii) Compulsory religious education**

The 3 years curriculum prepared by the Commission for this level was more ludicrous and it seemed as if the Commission wants to impart only religious education at the graduation level.

**iii) No clear-cut suggestions for the medium of education**

On the one hand the Commission accepted that the medium of higher education should be the regional language whereas on the other hand, it suggested the use of English till the regional languages develop to that extent. The facility of education, in any field, through the medium of national language Hindi is more trivial. The use of Devnagri script for every federal language and to bring about necessary reforms in Devnagri Script seemed more confusing.

**iv) Discriminatory pay scales for teachers**

The suggestion for five categories of teachers in the universities and only one category of teachers (lecturers) in the affiliated colleges, itself was illogical. Secondly, the fixation of low pay scale for college lecturers in comparison to university lecturers was absurd and completely against the theory- same pay for same work.

**v) Impracticable suggestion for Rural Universities**

To establish rural universities and small affiliated colleges (with a strength of 300 students) seemed illogical. It was not possible for the Government to implement this plan.

**vi) Narrow attitude towards women education**

The Commission emphasized on making women good mothers and good housewives through education. It was completely a myopic attitude of Commission towards women education particularly in the present age of democracy when there should not be any discrimination in the nature of education of men and women.

**Check Your Progress-5**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) Many of the recommendations of the Commission were approved by the Central Advisory Board of Education in its meeting held on \_\_\_\_ and \_\_\_\_ April, 1950.
- ii) In which year was University Grants Commission given autonomous status?  
\_\_\_\_\_
- iii) How many teaching days were suggested by the Commission? \_\_\_\_\_
- iv) The main aim of higher education should be to produce specialized manpower to perform specialized tasks. True/False

**4.7 LET US SUM UP**

On the recommendations of Inter-University Board of Education and Central Advisory Board of Education, Government of India appointed University Education Commission on 4<sup>th</sup> November 1948 under the chairmanship of Dr. Radhakrishnan. There were 9 more members in the Commission. The Commission studied the problems of higher education in India and submitted its report comprising of 747 pages distributed over two volumes on 25<sup>th</sup> 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 citizens of India and to utilize that knowledge for vocational, scientific and industrial development of the nation. The major recommendations regarding the aims and objectives of higher education were to: i). teach that life has a meaning; ii). awaken the innate ability to live a meaningful life in all aspects by developing wisdom; iii). acquaint with the social philosophy which should govern all our institutions-educational as well as economic and political; iv). provide training for democracy; v). train for self-development; vi). develop certain values like fearlessness of mind, strength of conscience and integrity of purpose; vii). acquaint with cultural heritage for its registration; viii). enable to know that education is a life-long process; ix). develop proper understanding of the present as well as of the past and; x). impart vocational and professional training.

Faculty in universities, Teaching standards, Courses of study, Research and Training, Medium of Instruction, Examinations, Student's Duties and Activities, Women Education, Administration and Finance, Rural Universities are some of the components of a university system about which the University Education Commission has made some very important and specific recommendations.

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#### **4.8 LESSON END EXERCISE**

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1. What were the basic reasons for the appointment of Radhakrishnan Commission?
2. What were the main objectives of University Education Commission?
3. Discuss briefly the recommendations of the University Education Commission about the aims and objectives of higher education.
4. Write short notes on any two of the following:
  - i) Recommendations of University Education Commission about Curriculum at different stages of education.
  - ii) Recommendations of University Education Commission about teaching methods.
  - iii) Recommendations of University Education Commission about the role of the teacher.

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#### **4.9 SUGGESTED FURTHER READINGS**

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Bhatnagar, S.; Saxena, A. & Kumar, S. (Undated). *Development of Educational System in India*.

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Chaube, S. (1988). *History and Problems of Indian Education*. Agra: Vinod PushtakMandir.

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Patra, A. N. (1987). *Committees and Commissions on Indian Education 1947-1977-A Bibliography*. New Delhi: NCERT.

Sharma, R. A. (Undated). *Development of Educational System in India*. Meerut: R. Lall Book Depot.

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#### **4.10 ANSWERS TO CHECK YOUR PROGRESS**

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##### **Check Your Progress-1**

- i) 4<sup>th</sup> November 1948    ii) Dr. S. Radhakrishnan    iii) Dr. Abul Kalam Azad  
iv) True

##### **Check Your Progress-2**

- i) 25<sup>th</sup> August, 1949    ii) 747, two    iii) True    iv) False

##### **Check Your Progress-3**

- i) Three    ii) Four    iii) True    iv) True

##### **Check Your Progress-4**

- i) English    ii) False    iii) True    iv) True

##### **Check Your Progress-5**

- i) 25<sup>th</sup>, 28<sup>th</sup>    ii) 1956    iii) 180    iv) True

**THE SECONDARY EDUCATION COMMISSION (1952-53)****Structure**

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Appointment of the Commission
- 5.4 Objectives of the Commission
- 5.5 Recommendations of the Commission
  - 5.5.1 Aims of secondary education
  - 5.5.2 Re-organization of secondary education
  - 5.5.3 Curriculum at secondary school stage
  - 5.5.4 Methods of teaching
  - 5.5.5 Role of the teacher
- 5.6 Evaluation of the recommendations
  - 5.6.1 Merits of the recommendations
  - 5.6.2 Demerits of the recommendations
- 5.7 Let Us Sum Up
- 5.8 Lesson End Exercise
- 5.9 Suggested Further Readings
- 5.10 Answers to Check Your Progress

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**5.1 INTRODUCTION**

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In the previous lesson, we have discussed that after independence, the social situation in the country changed rapidly. There was no correlation between changing situation and the education which was being provided at that time. The Central Advisory Board of Education at their 14<sup>th</sup> meeting held in January 1948 considered the question of secondary education in the country and resolved that a Commission be appointed by the Government of India to review the present position of secondary education in India and make recommendations in regard to the various problems related there to.

Above said resolution was endorsed by the All-India Education Conference convened by the Hon'ble Minister of Education in January 1948. In pursuance of these recommendations, a committee was set up by the Government to study this proposal for appointing a commission under the chairmanship of Dr. Tara Chand, the then Educational Advisor to the Government of India. The committee submitted its report in 1949 to Central Advisory Board of Education with some important recommendations on different aspects of secondary education. The report was considered by the Central Advisory Board of Education in its 15<sup>th</sup> meeting held at Allahabad in 1949 and it was resolved that Government of India be requested to appoint a Commission for secondary education. The Board again in its meeting held in January, 1951 reiterated its conviction that the reorganization of Secondary Education in the country is of such vital importance. The University Education Commission has also remarked, "Our Secondary Education remains the weakest link in our educational machinery and needs urgent reform". In view of this, Government of India should appoint a commission at an early date.

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## **5.2 OBJECTIVES**

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After going through this lesson you shall be able to :

- state the need for the appointment of Secondary Education Commission.
- describe the objectives of Secondary Education Commission.
- discuss the recommendations Secondary Education Commission, and
- explain merits and demerits of recommendations of Secondary Education Commission.

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## **5.3 APPOINTMENT OF THE COMMISSION**

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In view of above cited considerations, the Government of India set up, the Secondary Education Commission vide Resolution No. F.9-5/52-B-1, dated 23<sup>rd</sup> September, 1952 under the chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of Madras University. Therefore, this commission is also known as Mudaliar Commission. There were eight other members and seventeen as co-opted members. The Commission was inaugurated by the Hon'ble Minister of Education, Maulana Abul Kalam Azad on 6<sup>th</sup> October, 1952 in New Delhi. The Commission submitted its report on August 29, 1953 of 311 pages comprising of 15 Chapters and Appendices.

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## **5.4 OBJECTIVES OF THE COMMISSION**

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The main objectives for setting up of the Secondary Education Commission were:

- a) to enquire into and report on the present position of Secondary Education in India in all its aspects; and

- b). suggest measures for its reorganization and improvement with particular reference to:
- the aims, organization and content of Secondary Education;
  - its relationship to Primary, Basic and Higher Education;
  - the inter-relation of Secondary Schools of different types; and
  - other allied problems so that a sound and reasonably uniform system of Secondary Education suited to our needs and resources may be provided for the whole country.

### **Check Your Progress-1**

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- Who was the chairman of the committee formed to study the proposal for appointing a Secondary Education Commission? \_\_\_\_\_
- By whom was it remarked, “Our Secondary Education remains the weakest link in our educational machinery and needs urgent action”? \_\_\_\_\_
- Dr. A. Lakshmanaswami Mudaliar acted as the chairman of Secondary Education Commission. True/False
- Mudaliar Commission consisted of 8 members only. True/False
- Mudaliar Commission was appointed to suggest measures for the reorganization and improvement of secondary education in the country. True/False

## **5.5 RECOMMENDATIONS OF THE COMMISSION**

On the basis of the information collected through a detailed questionnaire and interviews of a large number of educationists, members of the Universities, representatives of teachers’ organizations, representatives of the managements, high officials of the Departments of Education and associated departments, Minister of State and Centre, and leading representatives of the public, the Commission made a number of recommendations as per the objectives of the Commission. Some of the important recommendations are discussed as under:

### **5.5.1 Aims of Secondary Education**

To transform India into a secular democratic republic country, the Commission was of the view that:

- Educational system must make its contribution to the development of habits, attitudes and qualities of character which will enable the citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those dissipated tendencies which hinder the emergence of a broad, national and secular outlook.
- In spite of the rich in potential resources, India is a poor country at present with majority of the people living at economically sub-human level. Hence, there is an urgent need to improve productive efficiency, to increase the national wealth and thereby to raise appreciably the standard of living of the people and;
- There is a serious lack of educational facilities and bulk of the people are so obsessed with the problem of making some sort of living that they have not been able to give sufficient attention to cultural pursuits and activities. Hence, there is a need for reorienting the educational system in such a way that it will stimulate a cultural renaissance.

From the sketchy analysis of the dominant needs of the situation at that time, it was emphasized by the Commission to formulate the aims of education with reference to training of character to fit in emerging democratic social order; improvement of practical and vocational efficiency, development of literary, artistic and cultural interests which are necessary for the development of human personality. In the light of the above observations, the Commission recommended that secondary education should be reoriented to the following aims:

#### **5.5.1.1 Development of Qualities Essential for Creative Citizenship**

It was remarked by the Commission that citizenship in a democracy involves many intellectual, social and moral qualities which cannot be expected to grow of their own accord. The Secondary Education which would be the end of all formal education for majority of the citizens, must assume the responsibility of providing the necessary training for democratic citizenship. It must develop the capacity for clear thinking and receptivity to new ideas and must accord highest priority to the cultivation of this quality. To be effective, a democratic citizen should have the understanding and the intellectual integrity to shift truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice. According to 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. Among these qualities which are to be fostered through curricular and co-curricular activities in the schools are:

- i) The capacity for clear thinking (allied to which is the capacity for clearness in speech and writing);

- ii) The scientific attitude of mind;
- iii) A receptivity to new ideas;

In short, the aim of secondary education should be to develop ideal creative democratic citizens in the country.

#### **5.5.1.2 Development of Personality**

A democracy is based on faith in the dignity and worth of every single individual as a human being. The education should take into account all his needs – psychological, social, emotional and practical – and cater to all of them. It should be so organized that the creative energy in the students finds proper expression. The students should be trained to appreciate their cultural heritage and acquire constructive and valuable interests. They should also be trained to preserve and conserve their cultural heritage. The aim of a democratic education should, therefore, be the full and all-round development of every individual's personality.

#### **5.5.1.3 Development of Discipline**

In a democratic society, every individual must live graciously, harmoniously and efficiently with one's fellow men. Amongst the qualities which should be developed for this purpose are discipline, cooperation, social sensitiveness and tolerance. Discipline is an essential condition for successful group work. The development of discipline leads to national character and would provide an important guarantee of the success of our democratic experiment. The school must aim at strengthening the desire for cooperation and afford students opportunities to translate it into practice. A passion for social justice, based on a sensitiveness must be kindled in the hearts and minds of the students and the foundations for it should be laid in the school. The school must also develop tolerance among the students without which it is impossible to preserve the health and even the existence of democracy.

#### **5.5.1.4 Development of True Patriotism**

Development of a sense of true patriotism is another important aim of school education. True patriotism involves three things – i). a sincere appreciation of the social and cultural achievements of one's country; ii). a readiness to recognize its weaknesses frankly and to work for their eradication and; iii). an earnest resolve to serve it to the best of one's ability, harmonizing and subordinating individual interests to broader national interests. Mudaliar Commission stressed that school must address itself to building up this rich, threefold concept of patriotism.

### 5.5.1.5 Improvement of Vocational Efficiency

As cited earlier, it was emphasized by the Commission that one of the urgent needs of the country is to increase the productive efficiency of its people and to increase the national income. The development of an attitude to work among the students must be the function of every teacher and it must find expression in every activity of the school. Along with the development of this attitude, there is a need to promote technical skills and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement. The Commission recommended that secondary education should be freed from purely theoretical orientation and lay greater emphasis on crafts and productive work in all schools and in addition, diversification of courses should be introduced at the secondary stage.

### 5.5.1.6 Education for Leadership

It has already been said that secondary education is the terminal point for majority of the students. Therefore, at the end of this education, each student must be able to enter into various professions independently. In this context, the special function of Secondary Schools is to train persons who will be able to assume the responsibility of leadership in social, political, industrial or cultural fields in their own small groups of community or locality.

#### Check Your Progress-2

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- |      |                                                                                                                               |            |
|------|-------------------------------------------------------------------------------------------------------------------------------|------------|
| i)   | In a democratic country, the educational system must develop the habits, attitudes and qualities of character among students. | True/False |
| ii)  | Curricular and co-curricular activities cannot foster the capacity for clear thinking among the secondary school students.    | True/False |
| iii) | A sincere appreciation of the social and cultural achievements of one's country is a true sign of patriotism.                 | True/False |
| iv)  | Mudaliar Commission did not recommend any diversification of courses.                                                         | True/False |

### 5.5.2 Reorganization of Secondary Education

Mudaliar Commission observed that there is considerable diversity in secondary education in the different states of India. Taking this into consideration, a new organizational pattern of secondary education given as under was proposed by the Commission:

### 5.5.2.1 Duration and Organisational Pattern of Secondary Education

The recommendations about the duration of the secondary education AND organizational pattern were as below:

- i) the duration of the secondary education should be seven years, that is, it should cover the age group of 11-17 years;
- ii) the secondary education should commence after four or five years of primary or junior basic education;
- iii) the middle or senior basic or lower secondary stage should cover a period of three years;
- iv). the higher secondary stage should cover three years;
- v). the present intermediate stage should be abolished, the 12<sup>th</sup> should be attached to the University and the 11<sup>th</sup> class should be added to the high school. It pleaded for one-year pre-university and three-year degree course.

### 5.5.2.2 Transition from High School to Degree Course

- i) For those who pass out of the high school, there should be the provision of a pre-university course of one year, during which period the scheme of studies should be planned with due regard to the needs of the degree or professional course to be taken by the students and special emphasis should be placed on the quickening of intellectual interests, training in method of study at college and the study of English so long as it continues to be the medium of instruction at the University.
- ii) Admission to professional colleges should be open to those who have completed the higher secondary course or have taken the one-year's pre-university course.

#### Check Your Progress-3

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) According to Mudaliar Commission what should be the duration of the secondary education? \_\_\_\_\_

- ii) The abolition of intermediate stage was recommended by the commission.

True/False

\_\_\_\_\_

### **5.5.3 Curriculum at Secondary School Stage**

The Commission during their investigations found a number of defects in the curriculum namely the narrowness of the curriculum, its bookish and theoretical nature, overcrowded curriculum without any rich and significant contents, inadequate provision for practical and other activities, not catering to the various needs and capacities of the students and non-inclusion of technical and vocational subjects. The curriculum formulated and as presented through the traditional methods of teaching does not give the students insight into the every day world in which they are living.

The Commission, therefore, emphasized the necessity of reorganizing the secondary schools' curriculum in order to realize the aims of education. While discussing curriculum in detail, the Commission has given the following suggestions:

- i) the curriculum should be helpful in the development of the abilities and capabilities of the students;
- ii) it should be reorganized keeping in view the demands of the times and those of the country;
- iii) it should be determined for meeting the social aspirations;
- iv) it should be so organized that the student's time and leisure may not be wasted.

The Commission divided secondary stage into two stages and recommended different types of curriculum for each stage which are being discussed as below:

#### **5.5.3.1 Curriculum for Middle School Stage**

The curriculum at the middle stage is to introduce the students in a general way to the significant departments of the human knowledge and activity. At the middle stage, the special abilities and interests of the individual child tend to crystalize and take shape. In view of this, the curriculum at this stage has to be of an exploratory character. By providing broad based and general curriculum and an appropriate environment in the school a child can be helped to discover his own tastes and talents.

The following broad outline of middle school curriculum was suggested by the Commission: i). languages; ii). Social Studies; iii). General Science; iv). Mathematics; v). Art and Music; vi). Craft and vii). Physical Education at middle school stage.

Under languages, the mother tongue, the natural medium of expression or the regional language will come first. Next will be the official language of the republic i.e. Hindi a knowledge of which is necessary in the wider interests of national life and national unity. Where Hindi is the mother tongue, the students may study another language. English must also find a place in middle school curriculum. Every school should make provision for the

teaching of the official language Hindi and the international language English. With regard to the second and third languages, emphasis must be on language aspect only. The child is to be introduced to the practical use of the two languages while the literary aspect must be kept in background.

### **5.5.3.2 Curriculum for High and Higher Secondary School Stage**

By the end of the middle school, the special abilities and interests of the students generally take form. Therefore, the curriculum at high school stage (both for high schools and higher secondary schools) should be, as far as possible, framed on the basis of these abilities and interests. In the first high school years, the courses should follow, to some extent, the general pattern of courses in the preceding stage and that differentiation should not come in the second year. The courses in the high schools and higher secondary schools will follow the same pattern.

The Commission has given a broad outline of the curriculum for high school and higher secondary stage as under:

- 1) Core subjects common to all (compulsory subjects) and;
- 2) Optional subjects.

#### **1. Core Subjects (compulsory subjects)**

The core or compulsory subjects common to all shall include:

##### **A.**

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

##### **B.**

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

**C.** One Craft to be chosen from the following list (which may be added to according to local needs)

- |                           |                                         |                 |
|---------------------------|-----------------------------------------|-----------------|
| (a) Spinning and Weaving. | (b) Wood-work.                          | (c) Metal work. |
| (d) Gardening.            | (e) Tailoring.                          | (f) Typography. |
| (g) Workshop Practice.    | (h) Sewing, Needle work and Embroidery. |                 |
| (i) Modeling.             |                                         |                 |

**D. Optional Subjects**

Three subjects from one of the following groups:

**Group 1. (Humanities)-**

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

**Group 2. (Science)-**

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

**Group 3 (Technical)-**

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

**Group 4 (Commercial)-**

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

**Group 5 (Agriculture)-**

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

**Group 6 (Fine Arts)-**

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

**Group 7 (Home Science)-**

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

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

#### **Check Your Progress-4**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) In how many stages was secondary education divided by the Mudaliar Commission? \_\_\_\_\_
- ii) The compulsory subjects were divided into three categories by the Commission.  
True/False
- iii) The optional subjects were put in seven groups by the commission.  
True/False
- iv) Out of the optional subjects, a student had to choose only two subjects from one of the groups.  
True/False

#### **5.5.4 Methods of Teaching**

Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers. The commission opined that it is necessary to indicate the kind of methods to be adopted and popularized if the curriculum recommended by it is to develop into the kind of educational medium envisaged by it.

The methods of teaching in schools should aim not merely at the imparting of knowledge in an efficient manner, but also at inculcating desirable values, proper attitudes and habits of work in the students. They should, in particular, endeavour to create in the students a genuine attachment to work and a desire to do it as efficiently, honestly and thoroughly as possible.

To achieve the objectives of education, the Commission recommended the use of following teaching methods by the teachers:

##### **1. Activity and Project Methods**

The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and, for this purpose, the

principles of “Activity Method” and “Project Method” should be assimilated in school practice. Teaching methods should provide opportunities for students to learn actively and to apply practically the knowledge that they have acquired in the class-room. “Expression Work” of different kinds must, therefore, form part of the programme in every school subject.

**2. Methods which develop clear thinking and expression**

In the teaching of all subjects, special stress should be placed on the teaching methods which are helpful in developing clear thinking and clear expression both in speech and writing.

**3. Methods which train pupils in the techniques of study**

Teaching methods which aim less at imparting the maximum quantum of knowledge possible and more on training students in the techniques of study and methods of acquiring knowledge through personal effort and initiative should be used by the teachers.

**4. Instruction to suit different student’s abilities**

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

**5. Group Projects and Activities**

Students should be given adequate opportunity to working groups and to carry out group projects and activities so as to develop in them the qualities necessary for group life and co-operative work.

**6. Progressive teaching methods**

In order to popularize progressive teaching methods and facilitate their introduction, “Experimental” and “Demonstration” schools should be established and given special encouragement where they exist, so that they may try out new methods freely without being fettered by too many departmental restrictions.

**5.5.5 Role of Teacher**

A teacher must make the teaching interesting and significant by not only focussing his mind on the subject matter to be taught or the information to be imparted but on his students-their interests and aptitudes, their reaction and response. He must judge the success of his lesson not by the amount of matter covered but by the understanding, the appreciation and

the efficiency achieved by the students. The commission has given the following suggestions about the role of teachers for achieving the objectives of education:

- i) Any method, good or bad links up the teacher and his pupils into an organic relationship with constant mutual interaction; it reacts not only on the mind of the students but on their entire personality. So, in the choice and assessment of methods, teachers must always take into consideration their end-products- namely, the attitudes and values inculcated in them consciously or unconsciously.
- ii) The teacher must create in the students a genuine attachment to work and desire to do it as efficiently, honestly and thoroughly as possible.
- iii) The teacher should shift teaching from verbalism and memorization to learning through purposeful, concrete and realistic situations. The principles of 'Activity Method' and 'Project Method' should be assimilated by him in the classroom practices.
- iv) The students must be provided opportunities by the teachers to learn actively and practically apply the learned knowledge in the day to day life.
- v) The teacher should lay more stress on the development of clear thinking and clear expression both in speech and writing.
- vi) The teacher must train the students in the techniques of study and methods of acquiring knowledge through personal effort and initiative.
- vii) The teacher must make an attempt to adopt the teaching methods which suit to individual needs as much as possible so that dull, average and bright students may all have a chance to progress at their own pace.
- viii) The students must be encouraged to work in groups and carryout group projects and activities to develop in them the qualities necessary for group life and co-operative work.

### **Check Your Progress-5**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) According to Mudaliar Commission, the teaching methods should aim at the inculcation of desirable values, proper attitudes and habits of work in the students.  
True/False
- ii) Emphasis was placed on a shift from verbalism and memorization to Activity and Project methods.  
True/False
- iii) The Commission did not give any recommendation for the establishment of experimental or demonstration schools.  
True/False

- iv) It is not mandatory that teacher should lay stress on the development of clear thinking and expression in speech and writing. True/False

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## **5.6 EVALUATION OF THE RECOMMENDATIONS OF THE COMMISSION**

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The Mudaliar Commission generated a good deal of interest in educational matters, particularly at secondary level of education. The merits and demerits of the recommendations of the commission are as under:

### **5.6.1 Merits of Recommendations**

- i) The Mudaliar Commission reviewed the work of the past committees and commissions and adopted their viable recommendations that suited independent India.
- ii) By stating the educational aims as the development of personality democratic citizenship, vocational efficiency and qualities of leadership, the Commission focused on general, vocational, political, social and psychological areas.
- iii) The recommendations of the Commission to provide the secondary education according to age, ability and aptitude were psychologically sound.
- iv) The idea of providing education and vocational guidance was not new to the world of learning, but it was somewhat new to the Indian system.
- v) By recommending experimental and activity-based methods of teaching, the Commission revolutionized pedagogy which was otherwise mainly “chalk and talk” based.
- vi) The recommendation on cumulative records was educationally useful as a history of the learner.
- vii) Industrial educational cess was desirable to make institutions financially sound.
- viii) The teachers as the most important agents in the scheme of education was appreciated and their recruitment, training salary and other benefits and instruments for grievance redressal were favourably dealt with.
- ix) The introduction of objective tests was one of the modern methods of evaluation.
- x) The recommendation on the welfare of the students through medical check up was rightly placed.

### **5.6.2 Demerits of the Recommendations**

- i) There was repetition of the recommendations of the previous committees and commissions which was a limitation to the originality of the commission.
- ii) The Commission left the blue-print incomplete in that no programme of action-long or short term was suggested, although the recommendations were termed as short-term and long-term.

- iii) The Commission did not give much thought to the financial aspect of the recommendations.
- iv) The multipurpose school did hardly benefit either the school learner or those seeking higher education.
- v) No subject guidelines were laid down for conversion of high schools into higher secondary schools. Social and political pressures succeeded in upgrading schools which did not satisfy the criteria.
- vi) The Commission did not consider the various aspects of the education of women.
- vii) English continued to be given importance and no clear-cut language formula was suggested.
- viii) No concrete suggestions were made regarding the privately managed schools.

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## **5.7 LET US SUM UP**

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The Secondary Education Commission was appointed by the Government of India under the chairmanship of Dr. A. Lakshamana Mudaliar on September 23, 1952 vide its Resolution No. F.9-5/52-B-1. So, it is also known as Mudaliar Commission.

The Commission gave important recommendations with regard to the aims of secondary education. 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 suggested a scheme of curriculum for middle and high and higher secondary schools. It also laid stress on the use of teaching methods which are more practical oriented and activity based in nature.

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## **5.8 LESSON END EXERCISE**

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1. What were the objectives for the appointment of the Secondary Education Commission?
2. Discuss the various aims of secondary education as recommended by the Mudaliar Commission.
3. Examine the recommendations of Mudaliar Commission on the curriculum.
4. Discuss the methods of teaching recommended by the Mudaliar Commission for teaching at secondary stage.

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## **5.9 SUGGESTED FURTHER READINGS**

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Bhatnagar, S.; Saxena, A. & Kumar, S. (Undated). *Development of Educational System in India*. Meerut: R. Lall Book Depot.

Chaube, S. (Undated). *History and Problems of Indian Education*. Agra: Vinod Pushtak Mandir.

Government of India (1962). *Report of the Secondary Education Commission (October 1952- June 1953)* Madras: the Jupiter Press Ltd.

Patra, A. N. (1987). *Committees and Commissions on Indian Education 1947-1977- A Bibliography*. New Delhi: NCERT.

Sharma, R. A. (Undated). *Development of Educational System in India*. Meerut: R. Lall Book Depot.

Shukla, C. S. (2009). *Development of Education System in India*. Meerut: International Publishing House.

Thakur, A. S. & Berwal, S. (2008). *Development of Educational System in India*. Delhi: Shipra Publications.

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## **5.10 ANSWERS TO CHECK YOUR PROGRESS**

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### **Check Your Progress-1**

- i) Dr. Tara Chand    ii) University Education Commission/Radhakrishnan Commission  
iii) True                      iv) False                      v) True

### **Check Your Progress-2**

- i) True                      ii) False                      iii) True    iv) False

### **Check Your Progress-3**

- i) 7 years                      ii) True

### **Check Your Progress-4**

- i) 2                      ii) True                      iii) True    iv) False

### **Check Your Progress-5**

- i) True                      ii) True                      iii) False    iv) False

### **INDIAN EDUCATION COMMISSION (1964-66)**

#### **Structure**

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Appointment of the Commission
- 6.4 Objectives of the Commission
- 6.5 The Report of the Commission
- 6.6 Recommendations of the Commission
  - 6.6.1 Aims of Education
  - 6.6.2 Educational Structure
  - 6.6.3 Curriculum
  - 6.6.4 Methods of teaching
  - 6.6.5 Role of the teacher
- 6.7 Evaluation of the recommendations
  - 6.7.1 Merits of the recommendations
  - 6.7.2 Demerits of the recommendations
- 6.8 Let Us Sum Up
- 6.9 Lesson End Exercise
- 6.10 Suggested Further Readings
- 6.11 Answers to Check Your Progress

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#### **6.1. INTRODUCTION**

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In pursuance to the Constitutional Mandate, the Government of India, has initiated a number of measures for social and economic reconstruction of the country. The educational reconstruction was among such measures. For this, the Government of India appointed various commissions and committees from time to time to survey, study, review and recommend improvements in the existing system, policies and programmes of education.

The Government of India constituted two commissions after independence. As already discussed in Lesson-4, the University Education Commission dealt with higher education and Secondary Education Commission as discussed in Lesson-5 dealt with secondary education only. The recommendations of these two commissions could not be succeeded in their full implementation due to which the defects in the area of education persisted and satisfactory progress could not be achieved. Further, in the post-independent period a good deal of expansion had taken place in the field of education, but all this was at the cost of quality. Very naturally, a comprehensive educational policy was needed. Hence, there was a need to appoint a new education commission to advice the government on a national pattern of education along with general principles and policies for the development of education at all its stages.

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## **6.2. OBJECTIVES**

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

- state the need for the appointment of Indian Education Commission 1964-66.
- describe the objectives of Indian Education Commission.
- discuss various recommendations of Indian Education Commission, and
- evaluate the recommendations of Indian Education Commission.

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## **6.3 APPOINTMENT OF THE COMMISSION**

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In order to remove the defects in the existing system of education and achieve satisfactory progress, drawing on Nehru's Mission and articulating most of his key themes, the Government of India appointed a commission under the chairmanship of Dr. D.S. Kothari, the then Chairman of University Grants Commission vide its Resolution No. F.41/3 (3)/64-E.1 dated July 14<sup>th</sup>, 1964. The commission was to advice on a common national pattern of education. As already said, Dr. Kothari was the chairman of this commission, so this commission is also known as Kothari Commission. It consisted of 17 members, out of which 14 were members, 1-member secretary, 1 Associate Secretary and 1 chairman. Among the members, 5 were from England, America, France, Japan and Russia.

The Commission started its work on October 2<sup>nd</sup>, 1964 and submitted its report to Sh. M. C. Chagla, the then Hon'ble Minister of Education, Government of India on 29<sup>th</sup> June, 1966.

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## **6.4 OBJECTIVES OF THE COMMISSION**

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Kothari Commission (1964-66) was appointed with the objectives to advise:

- i) Government on the national pattern of Education and;
- ii) General principles and policies for the development of education at all stages and in all aspects.

It is pertinent to mention that legal and medical education were excluded from the purview of the Commission, but it was authorized to look into “such aspects of these problems as are necessary for its comprehensive enquiries”.

### **Check Your Progress-1**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) When was the Indian Education Commission appointed? \_\_\_\_\_
- ii) Who was the chairman of the Commission? \_\_\_\_\_
- iii) Who was the Hon’ble Education Minister at the time of the appointment of the Commission? \_\_\_\_\_
- iv) How many members constituted the Indian Education commission? \_\_\_\_\_
- iv) Medical and legal education were kept out of the purview of the Commission. True/False

## **6.5 THE REPORT OF THE COMMISSION**

The report of the commission is an excellent document on Education. In the report, the Commission has expressed its firm belief that education is the most powerful instrument of national development. The opening sentence of the report of the Commission, ‘the destiny of India is being shaped in her classrooms’, denotes the value of education that determine the level of prosperity, welfare and future of the country. The crucial role of education in national development appears in all its vividness throughout in the report. Hence, the report has been appropriately entitled as, “Education and National Development”.

The programmes of educational reconstruction proposed in the Report fall into three broad categories:

- Internal transformation of the educational system so as to relate it to the life, needs and aspirations of the nation;
- Qualitative improvement of education so that the standards achieved are adequate, keep continually rising and, at least in a few sectors, become internationally comparable; and

- Expansion of educational facilities broadly on the basis of manpower needs and with an accent on equalization of educational opportunities.

The Report has been divided into four parts:

Part One: Chapters I-VI deal with General Problems

Part Two: Chapters VII-XVII deal with Education at Different Stages and in Different Sectors

Part Three: Chapters XVIII and XIX deal with implementation

Part Four: Supplementary Papers

Two of the unique features of this report are:

- Its comprehensive approach to educational reconstruction; and
- Its attempt to project a blue print of a national system of education for India.

### **Check Your Progress-2**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- “The Destiny of India is being shaped in her classrooms” is the opening line of the report of which Commission? \_\_\_\_\_
- The report consists of \_\_\_\_\_ chapters and is divided in \_\_\_\_\_ sections.
- The report submitted by Kothari Commission was entitled as \_\_\_\_\_
- The attempt to project a blue print for national system of education was a unique feature of the report of the Commission. True/False

## **6.6 RECOMMENDATIONS OF THE COMMISSION**

The Commission opined that the most important and urgent change in education is to reform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument for the realization of national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values.

In the light of this observation, the Commission has made a number of recommendations on the various aspects of education some of which are discussed as under:

### **6.6.1 Aims of Education**

The Commission observed, “the present system of education, designed to meet the needs of an imperial administration within the limitations set by a feudal and traditional society, will need radical changes if it is to meet the purpose of a modernizing democratic and socialistic society- changes in objectives, in content, in teaching methods... In fact, what is needed is a revolution in education which in turn will set in motion much desired social, economic and cultural revolution”.

In order to relate education to the achievement of national objectives, the Commission clearly specified the four important aims of education in India as:

#### **i). Increase in Productivity:**

The Commission emphasized that education must be related to productivity so as to increase national income. In order to relate education to productivity, the Commission recommended:

- Science Education should be made an integral part of school education and ultimately become a part of all courses at university stage also.
- Work experience should be introduced as an integral part of all education to inculcate the value of dignity of labour.
- To meet the increasing needs of technical personnel in industry, agriculture and trade, the vocational subjects in school curriculum should be introduced.

#### **ii) Promoting Social and National Integration:**

According to the Commission, the achievement of the social and national integration is an important objective of the educational system. The following recommendations were made to strengthen social and national integration through education:

- The adoption of a common school system of public education;
- Making social and national service an integral part of education at all stages;
- Developing all modern Indian languages and taking necessary steps to enrich Hindi as quickly as possible so that it is able to function effectively as the official language of the Union and;
- promoting national consciousness.

iii) **Education and Modernization:**

It was observed by the Commission that in the modern society, the knowledge is increasing at a terrific pace due to which there is a need for radical transformation in the educational system. The education must awaken the spirit and develop proper interests, attitudes and values and build up essential skills to think and judge for oneself. The society to modernize itself has to educate itself.

iv). **Social, Moral and Spiritual Values:**

Modernization drives its strength from the strength of the spirit. The knowledge without a lack of essential values may be dangerous. The weakening of social and moral values in the younger generation is creating many serious social and ethical conflicts. The University Education Commission and Committee on Religious and Moral Instruction (1959) made certain valuable recommendations. However, the response from the educational institutions has been neither active nor enthusiastic. Therefore, the Commission emphasized that it become necessary and urgent to adopt active measures to give a value-orientation to education. Education should emphasize the development of fundamental social, moral and spiritual values. For this the Commission made the following recommendations:

- The central and state governments should take measures to introduce education in moral, social and spiritual values in all institutions under their control as per the guidelines given by the University Education Commission and the Committee on Religious and Moral Instruction;
- Some periods should be allocated in the time-table for this purpose and should be taken by general teachers.
- The university departments in Comparative Religions should be specially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of special literature for the use of students and teachers.

**Check Your Progress-3**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) To increase national income, education must be related to productivity.

True/False

ii) It is a fallacy that work experience inculcates the dignity of labour among students.

True/False

iii) An appropriate language policy may assist in social and national integration.

True/False

iv) Social, moral and spiritual values should only be taught by the spiritual Gurus only.

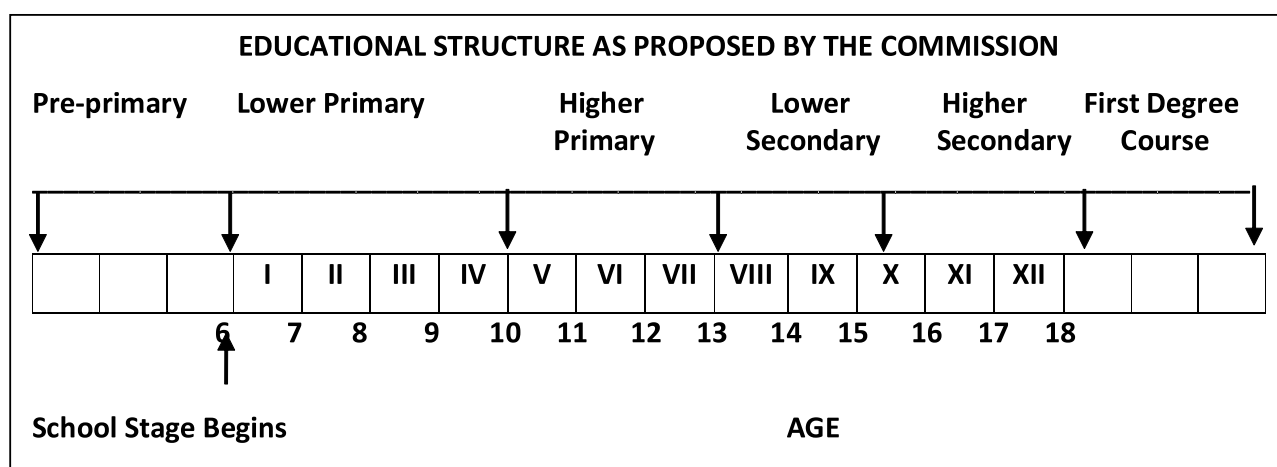
True/False

### 6.6.2 Educational Structure

The Commission was of the view that the standards in any given system of education depend upon the structure or division of educational pyramid into different levels or stages and their inter-relationships and the duration or total period covered by the different stages. In view of this the Commission recommended a new educational structure as below:

- one to three years of pre-school education;
- a primary stage of 7 to 8 years (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years);
- a lower secondary stage of 3 or 2 years of general education or one to three years of vocational education;
- a higher secondary stage of two years of general education or one to three years of vocational education with 50 percent of the total enrolment;
- a higher education stage having a course of three years or more for the first degree and followed by the courses of varying durations for the second or research degrees.

The proposed structure by the Commission is shown in the following table:



The educational structure pattern as recommended by the Commission is commonly known as 10+2+3 system of education.

### 6.6.3 Curriculum

The needs of the democratic citizenship require the development of certain skills, attitudes and qualities of character such as the capacity for clear thinking, the ability to communicate easily with one's fellowmen, the scientific attitude of mind, a sense of true patriotism and an appreciation of the value of productive work. The secondary school curriculum should contain the necessary educational elements for the cultivation of these habits, attitudes and qualities. Further, the standards in any system of education also depend upon the curriculum.

It was stated by the Commission that the present curriculum places a premium on bookish knowledge and rote learning makes inadequate provision for practical activities and experiences and is dominated by internal and external examinations. Moreover, as the development of useful skills and the inculcation of right kind of interests, attitudes and values are not given sufficient emphasis, the curriculum becomes, not only out of step with modern knowledge, but also out of tune with the life of people. Thus, there is urgent need to raise, upgrade and improve the school curriculum.

In view of the educational structure as proposed above by the Commission, the broader areas of curricular studies for the different sub-stages were recommended as under:

#### 1. **Pre-Primary School Stage**

The Commission has admitted that we can hardly talk about a curriculum for pre-primary schools: it is appropriate to think of it as a programme of activities and the programme should consist of the following activities:

- a) Practical Activities
  - i) Free play including educational and constructional toys, indoor games, and outdoor activities in association with other children;
  - ii) Physical Activities involving muscular and limb movement;
  - iii) Play involving contact, acquaintance, imitation and experience of physical, family and social environment;
  - iv) Organized play, group activities and directional play;
  - v) Playground activities using playground apparatus.
- b) Physical training including simple exercise, dance and eurhythmics.
- c) Manual activities and play like gardening, simple chores and participation in simple community efforts;

- d) Sensorial education using natural objects and specially constructed apparatus.
- e) Handwork and artistic activities involving the use of finger skills and tools; and activities like drawing, painting, singing, music and dancing.
- f) Learning activities including language; personal hygiene and health rules; elementary nature study involving contact with the physical plant and animal world; counting and arithmetic etc.
- g) Self-service in school eliminating as far as possible the use of servants and adult helpers.

2. **Lower Primary Stage (Classes I-IV)**

- a) One language-the mother tongue or the regional language
- b) Mathematics
- c) Study of the Environment (covering Science and Social Studies in classes III and IV).
- d) Creative Activities
- e) Work-experience and Social Service
- f) Health Education

3. **Higher Primary Stage (Class V-VII)**

- a) Two languages- i) the mother tongue or regional language and ii) Hindi or English (A third language- English or the regional language may be studied on an optional basis).
- b) Mathematics
- c) Science
- d) Social Studies (or History, Geography and Civics).
- e) Art
- f) Work-experience and Social Service
- g) Physical Education
- h) Education in Moral and Spiritual Values.

#### 4. **Lower Secondary Stage (Classes VIII-X)**

- a) Three languages. In non-Hindi speaking areas, these languages will normally be i) the mother tongue or the regional language, ii) Hindi at a higher or lower level, iii) English at a higher or lower level. In Hindi speaking areas, they will normally be: i) the mother tongue or the regional languages; ii) English (or Hindi, if English has already been taken as the mother-tongue), and iii) a modern Indian Language other than Hindi. A classical language may be studied in addition to the above three languages on an optional basis.
- b) Mathematics
- c) Science
- d) History, Geography and Civics
- e) Art
- f) Work-experience and Social Service
- g) Physical education
- h) Education in Moral and Spiritual Values.

#### 5. **Higher Secondary Stage**

It was emphasized by Kothari Commission that the existing one-year higher secondary stage will have to be reorganized to cover a two-year period. A list of the subject areas which should form part of the curriculum were suggested as under:

- 1. Any two languages, including any Modern Indian language, any modern foreign language and any classical language.
- 2. Any three subjects from the following:
  - i) An additional language; ii) History; iii) Geography; iv) Economics, v) Logic; vi) Psychology; vii) Sociology; viii) Art; ix) Physics; x) Chemistry; xi) Mathematics; xii) Biology; xiii) Geology; xiv) Home Science.
- 3. Work-experience and social service.
- 4. Physical Education
- 5. Art or Craft
- 6. Education in Moral and Spiritual values.

The Commission remarked that the main shift in these proposals is towards a more unified approach in framing the entire school curriculum, a new definition of the content of general education, and a new approach to the place of specialization.

#### **Check Your Progress-4**

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- |      |                                                                                                       |             |
|------|-------------------------------------------------------------------------------------------------------|-------------|
| i)   | A Pre-school education of 1 to 3 years was proposed by the Kothari Commission.                        | True/False  |
| ii)  | 10+2+3 system of education had been the result of the recommendations of Indian Education Commission. | True/ False |
| iii) | Education in Moral and Spiritual Values was a part of lower primary curriculum.                       | True/False  |
| iv)  | Learning of three languages was proposed at lower secondary stage only by the Kothari Commission.     | True/False  |

#### **6.6.4 Methods of Teaching**

It was observed by the Commission that Secondary Education Commission has discussed in detail the dynamic methods of teaching – the objectives of the right techniques, the values of various activity methods and different ways in which these methods and techniques could be adopted to suit different levels of intelligence. However, it was observed by the Commission that the impact of the various activities to introduce the teacher, especially at the secondary stage to new techniques of instruction has not been very significant. The Commission identified four major factors that have impeded the progress namely i) the weakness of the average teacher; ii) the failure to develop proper educational research on teaching methods; iii) the rigidity of the existing educational system and; iv) the failure of the administrative machinery to bring about a diffusion of new and dynamic methods of teaching. In the opinion of the Commission, failure to modernize teaching methods is very largely due to the rigidity of the educational system and the administrative failure to diffuse even known and practiced methods among the schools.

After identifying the weaknesses which hinder the progress, the Commission has given following significant suggestions to overcome them:

## **1. Elasticity and dynamism**

- a) In modern society, the educational system must be elastic and dynamic. It must give freedom to all its basic units and significantly more to the freedom of the teacher.
- b) The success of an education reform depends upon the flexible approach where the good school or the good teacher is able to go ahead and the necessary supports are provided to the weaker institutions to introduce the reforms gradually.
- c) For making the educational system elastic and dynamic, the administrators must develop the competence to discriminate between school and school, between teacher and teacher, and to adopt a flexible mode of treatment for individuals or institutions at different levels of development.
- d) For increasing elasticity or dynamism, there must be a reasonable provision of books, teaching materials and services that will enable some children to undertake part of their work alone or in groups.

## **2. Diffusion of New Method**

The Commission was of the view that educational administrator can encourage and hasten the diffusion of new teaching practices in a number of ways. The most important of them are indicated below:

- a) The educational authorities should play an active part, through persuasion that Education Department and its officers favour certain changes. It must be done with sensitivity and moderation.
- b) Limited immediate goals must be set forth so that main body of teachers accept new methods more readily.
- c) In-service training devices should be adopted to see the new methods at work in pioneering schools.
- d) The services of itinerant teachers specialized in certain subjects, class-levels of techniques and working under the directions of district Education Officer should be utilized for the diffusion of new teaching methods.

Further, the Commission has recommended the use of teaching methods stage wise and subject wise as below:

**i) Methods of teaching at lower primary stage:**

At the lower primary stage (Classes I to IV) should be given instruction in the basic tools of learning such as reading, writing and computation. A child must be made to learn to his surroundings through an elementary study of his physical and social environment. He should be encouraged to participate in activities which develop his constructive and creative skills and teach him the habits of healthy living.

**ii) Methods of teaching at higher primary stage:**

At the higher primary stage, the emphasis is on acquisition of knowledge and the ability to think logically, to draw conclusions and to make decisions. Therefore, a disciplinary approach should be used for the teaching of science at this stage.

**iii) Methods of teaching Science and Mathematics:**

With regard to the methods of teaching Science and Mathematics, the Commission has given the following suggestions:

- The preparation of the text books, teachers' guides and the instructional material which emphasizes the investigatory approach should be given high priority by the teachers in the teaching of science.
- At the secondary stage, the teaching of science can be built round 'home technology' or the maintenance and study of gadgets commonly used at home, agricultural implements and industrial tools. The students must be oriented to experimental science by selecting topics from nature or human inventions.
- Laboratory work which is confirmatory and not investigatory should be emphasized with a shift to the location of a problem, the development of the hypotheses and the designing of the procedures and experiments related to theory.
- Demonstration experiments should form an important and integral part of science teaching. There should also be a provision for experiments to be performed by teams or groups of students.

- In the teaching of mathematics, emphasis should be more on the understanding of basic principles than on the mechanical teaching of mathematical computations.
- Sufficient flexibility should be provided in the methods of teaching of science and mathematics to cater for the special and varying needs of the gifted individuals at all stages of education.

**iv) Methods of teaching Social Studies and Social Sciences:**

The scientific spirit and methods of the social sciences should permeate the teaching of social studies at all stages.

### **6.6.5 Role of Teacher**

Kothari commission has laid down the following observations about the role of teachers:

- a) The teacher must try bold changes in teaching practice if he finds some feeling of reform and sees his small contribution as part of a major social revolution.
- b) The experimenting teacher must have the passive acceptance of the school inspectors.
- c) The teacher should consult the inspectors from the beginning and make them feel that their criticisms and suggestions carry weight and the proposed changes are, in some measure, their reforms.
- d) The sympathy and support of head masters and senior teachers must be won by the teachers quite early in the programme so that they may become the patrons of the programme.
- e) Increase in teachers' level of general education will ensure adoption of livelier and more meaningful methods of teaching.

### **Check Your Progress-5**

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i) The commission identified \_\_\_\_\_ factors which impede the progress.
- ii) In the modern times, the teachers should not be given more freedom in the classroom teaching. True/False

- iii) A disciplinary approach should be used for teaching of science at higher primary stage. True/False
- iv) The experimenting teacher must have active acceptance of the school inspectors. True/False

True/False

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## 6.7 EVALUATION OF THE RECOMMENDATIONS

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The report submitted by Kothari Commission was very comprehensive touching almost all aspects of education. A number of positive steps were suggested for the improvement of education. It was on the basis of the recommendations of this Commission that New Education Policy-1968 was framed.

A critical analysis done by various thinkers points out towards merits and demerits of the report given as below:

### 6.7.1 Merits

- i) The report has redefined education, restated its aims and objectives and has focused nation's attention on the social and national aspects of its functions.
- ii) It has presented a comprehensive study of the educational problems in the context of the national needs and aspirations.
- iii) Vocationalisation of education and work experience in all educational activities are rightly stressed.
- iv) The Commission's recommendations with regard to emotional integration and international understanding are praise worthy.
- v) The recommendation for abolition of fee in the interest of poor students in the schools resulted in a hike in school enrolment.
- vi) The emphasis on the teaching of science in the curriculum rightly laid on the development of science.
- vii) The recommendation for providing work experience as an integral part of education is likely to encourage the new generation to participate in productive activities and earn while they learn.

### 6.7.2. Demerits

- i) The Commission pointed out the educational goals but did not adequately suggest how to reach them.
- ii) The Commission's recommendations on medium of education and the language formula were not only conflicting but also controversial.
- iii) The report has left the position of the heads of the schools undecided.

- iv) The Commission committed a mistake in placing Sanskrit at par with Arabic.
- v) The views of the Commission on medium of instruction were not only conflicting but also controversial.

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## **6.8 LET US SUM UP**

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University Education Commission (1948-49) dealt mostly with higher education and Secondary Education Commission (1952-53) dealt with secondary education. However, it was felt that a new education commission to advise the government on a national pattern of education along with general principles and policies for the development of education at all its stages must be appointed. Hence, to advise the government on national pattern of education and general principles, a commission was appointed under the chairmanship of Dr. D. S. Kothari with 16 more members on July 14<sup>th</sup>, 1964. The Commission started its work on October 2<sup>nd</sup>, 1964 and submitted its report to Sh. M. C, Chagla the then Minister of Education on 29<sup>th</sup> June, 1966. A very comprehensive report on educational reconstruction and projecting a blue print on a national system comprised of nineteen chapters divided in four parts and supplementary papers.

The Commission recommended that education must aim at increase in productivity, promoting social and national integration, lead to modernization and develop social, moral and spiritual values. A common 10+2+3 educational structure was suggested. The Suggested curriculum to be adopted at different levels of education. Significant suggestion were given for the integration of teaching methods in the classroom teaching.

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## **6.9 LESSON END EXERCISE**

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1. What were the reasons for the appointment of Indian Education Commission?
2. What were the terms of reference for the appointment of Kothari Commission?
3. Discuss the various aims of education as recommended by Kothari Commission?
4. Discuss the recommendations of Indian Education Commission about the curriculum in school education.
5. Write notes on the following:
  - i) Methods of teaching Science and Mathematics in schools
  - ii) Role of teacher

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## **6.10 SUGGESTED FURTHER READINGS**

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Patra, A. N. (1987). *Committees and Commissions on Indian Education 1947-1977-A Bibliography*. New Delhi: NCERT.

Sharma, R. A. (Undated). *Development of Educational System in India*. Meerut: R. Lall Book Depot.

Shukla, C. S. (2009). *Development of Education System in India*. Meerut: International Publishing House.

Thakur, A. S. & Berwal, S. (2008). *Development of Educational System in India*. Delhi: Shipra Publications.

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## **6.11 ANSWERS TO CHECK YOUR PROGRESS**

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### **Check Your Progress-1**

- i). 14<sup>th</sup> July, 1964    ii). Dr. D. S. Kothari  
iii). Sh. M. C. Chagla                      iv). 17                      v). True

### **Check Your Progress-2**

- i). University Education Commission/Radhakrishnan Commission    ii). 19, four  
iii). Education and National Development    iv). True

### **Check Your Progress-3**

- i). True                      ii). False    iii). True    iv). False

### **Check Your Progress-4**

- i). True                      ii). True                      iii). False    iv). True

### **Check Your Progress-5**

- i). Four                      ii). False                      iii). True    iv). False

**NATIONAL POLICY ON EDUCATION, 1986 AND  
REVISED NATIONAL POLICY ON EDUCATION, 1992**

**Structure**

- 7.1 Introduction
- 7.2 Objectives
- 7.3 About National Policy on Education (NPE), 1986 and Revised NPE, 1992
- 7.4 Objectives of NPE, 1986 and Revised NPE, 1992
- 7.5 Recommendations of NPE, 1986 and 1992
- 7.6 Let Us Sum Up
- 7.7 Lesson End Exercise
- 7.8 Suggested Further Readings
- 7.9 Answers to Check Your Progress

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**7.1 INTRODUCTION**

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In a democratic country, there is a 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. Thorough 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 at national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. The modern trend of development can be fruitfully traced to the British colonial government and such efforts and measures are being continued in the post-independence time in India. This is reflected in the National Policy of Education (NPE), 1986 and its modified version, NPE, 1992 which is sometimes also known as Programme of Action (POA).

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**7.2 OBJECTIVES**

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

- validate the need of NPE, 1986 and its revised version, NPE, 1992,

- explain the objectives of NPE, 1986,
- list various parts of National Policy on Education, 1986,
- summarize recommendations of NPE, 1986, and
- outline the recommendations of revised NPE, 1992

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### **7.3 ABOUT NATIONAL POLICY ON EDUCATION (NPE), 1986 AND REVISED NPE, 1992**

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The National Policy on Education is an extensive document that covers all aspects of education from elementary to university level and even adult education in both rural and urban India. The policy was formulated by Government of India to promote education amongst people of India. The first NPE was promulgated in 1968 by the Government of India by Prime Minister Indira Gandhi in 1968 and the second by Prime Minister Rajiv Gandhi in 1986.

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, which is known as National Programme of Action of 1992.

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### **7.4 OBJECTIVES OF NPE, 1986 AND REVISED NPE, 1992**

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The main objective of the National Policy of Education of 1986 and Revised National Policy, 1992 was to establish a national system of education that 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 as discussed below:

1. In relation to Elementary Education, following 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.
  - 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 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. Promotion of 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 and delinking degrees from job are some points that National Policy of Education of 1986 aims at achieving.

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 education of SCs (Scheduled castes) and STs (Scheduled tribes) and Minorities.

### **Check Your Progress -1**

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. First NPE was brought in \_\_\_\_\_ by PM \_\_\_\_\_.
- ii. NPE was adopted by Parliament of India in \_\_\_\_\_.
- iii. \_\_\_\_\_ Report suggested modifications in NPE, 1986.
- iv. CABE was chaired by \_\_\_\_\_ to consider modifications in NPE, 1986.
- v. To set up national system of education was the aim of NPE, 1986. True/False?
- vi. Education of SC/ST/ minorities and women was ignored in NPE totally. True/False?

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## **7.5 RECOMMENDATIONS OF NPE, 1986 AND REVISED NPE, 1992**

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The recommendations given by the policy along with modifications undertaken in 1992 were divided into 12 parts which can be discussed as follows:

### **PART-I: INTRODUCTORY**

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. With this aim in view, the Government of India announced in January 1985 that a New Education Policy was formulated for the country. A comprehensive appraisal of the then existing educational scene was made followed by a countrywide debate. The views and suggestions received from different quarters were carefully studied.

#### **The 1968 education policy and after**

The National Policy, 1968 marked a significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and life. Since the adoption of the 1968 Policy, there had been considerable expansion in educational facilities all over the country at all levels. More than 90 per cent of the country's rural habitations now had schooling facilities within a radius of one kilometer. There had been sizeable augmentation of facilities at other stages also. Perhaps the most notable development had been the acceptance of a common structure of education throughout the country and the introduction of the 10+2+3 system by most States. In the school curricula, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience assigned a place of importance. Initiatives were also made in restructuring of courses at the undergraduate level. Centres of Advanced Studies were set up for post-graduate education and research.

While these achievements were impressive, the general formulations incorporated in the 1968 Policy did not, however, get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organizational support. As a result, problems of access, quality, quantity, utility and financial outlay, accumulated over the years, had now assumed such massive proportions that they must be tackled with the utmost urgency. Education in India stood at the crossroads. Neither normal linear expansion nor the existing pace and nature of improvement met the needs of

the situation. India's political and social life was passing through a phase, which poses the danger of erosion to long-accepted values. The goals of secularism, socialism, democracy and professional ethics were coming under strain. The rural areas, with poor infrastructure and social services, could not get the benefit of trained and educated youth, unless rural-urban disparities are reduced and determined measures were taken to promote diversification and dispersal of employment opportunities. The growth of population needed to be controlled. The largest single factor that could help achieve this is the spread of literacy and education among women. Upcoming decades were likely to bring tensions along with unprecedented opportunities. To enable the people to benefit in the new environment required new designs of human resource development. The coming generations should have the ability to internalize new ideas constantly and creatively. They had to be imbued with a strong commitment to humane values and to social justice. All this implies better education. Thus, a variety of new challenges and social needs make it imperative for the Government to formulate and implement New Education Policy for the country.

## **PART II: THE ESSENCE AND ROLE OF EDUCATION**

In our national perception, education is essentially for all. This is fundamental to our all-round development, material and spiritual. It has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution. Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance. In total, education is a unique investment in the present for the future. This cardinal principle is the key to the National Policy on Education.

## **PART III: NATIONAL SYSTEM OF EDUCATION**

**(Recommendations in bold and marked \* are as per NPE, 1992)**

The Constitution embodies the principles on which the National System of Education is based. The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.\***The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary**

**education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.**

**Curriculum:** The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible.

- The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.
- India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, education has to strengthen this world view and motivate the younger generations for international co-operation and peaceful co-existence.
- To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.
- Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country.
- Besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries.
- The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.
- In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian

of requisite merit, regardless of his origins. The universal character of universities and other institutions of higher education is to be underscored.

- In the areas of research and development and education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.
- The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalization of elementary education, adult literacy, scientific and technological research, etc.
- Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning.
- **\*The institutions which will be strengthened to play an important role in giving shape to the National System of Education are the University Grants Commission, the All India Council of Technical Education, the Indian Council of Agricultural Research and the Indian Medical Council. Integrated planning will be instituted among all these bodies so as to establish functional linkages and reinforce programmes of research and post graduate education. These, together with the National Council of Education Research and Training, the National Institute of Educational Planning and Administration, the National Council of Teacher Education and the National Institute of Adult Education will be involved in implementing the Education Policy.**

**A meaningful partnership:** The Constitutional Amendment of 1976, which includes education in the Concurrent List, was a far-reaching step whose implications such as substantive, financial and administrative, require a new sharing of responsibility between the Union Government and the States in respect of this vital area of national life. While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility as:

- to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels)

- to study and monitor the educational requirements of the country as a whole in regard to manpower for development
- to cater to the needs of research and advanced study,
- to look after the international aspects of education, culture and Human Resource Development to promote excellence at all levels of the educational pyramid throughout the country

Concurrently, it signifies a partnership, which is at once meaningful and challenging. the National Policy will be oriented towards giving effect to it in letter and practice.

#### **PART IV: EDUCATION FOR EQUALITY IN DISPARITIES**

The new Policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far.

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

**Education of Scheduled Castes (SCs):** The central focus in educational development of SCs is their equalization with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions -rural male, rural female, urban male and urban female. The measures contemplated for this purpose include:

- Incentives to indigent families to send their children to school regularly till they reach the age of 14.

- Pre-matric Scholarship scheme for children of families 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, will be covered by this scheme and time-bound programmes targeted on them will be undertaken.
- Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.
- Recruitment of teachers from Scheduled Castes.
- Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme.
- Location of school buildings, *Balwadis* and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes.
- **\*The utilization of Jawahar Rozgar Yojana resources so as to make substantial educational facilities available to the Scheduled Castes.**
- Constant innovation in finding new methods to increase the participation of the Scheduled Castes in the educational process.

**Education of Scheduled Tribes (STs):** The following measures will be taken urgently to bring the Scheduled Tribes on par with others:

- **\*Priority will be accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the Jawahar Rozgar Yojana, Tribal Welfare schemes, etc.**
- The socio-cultural milieu of the STs has its distinctive characteristics such as in many cases, they have their own spoken languages or dialects. 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.
- Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- Residential schools, including *ashram* Schools, will be established on a large scale.

- Incentive schemes will be formulated for the Scheduled Tribes, keeping in view their special needs and lifestyles. Scholarships for higher education will emphasize technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- *Anganwadis*, non-formal and adult education centres will be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.
- The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

**Other Educationally Backward Sections (OBCs):** Suitable incentives will be provided to all educationally backward sections of society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

**Minorities:** Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice. This will naturally include the Constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks and in all school activities and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

**Handicapped:** 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 will be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- Adequate arrangements will be made to give vocational training to the disabled.
- Teacher training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

**Adult education:** Our ancient scriptures define education as that which liberates i.e., provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence, adult education is crucially important including adult literacy.

**\*The whole nation has pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the 15-35 age group 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.**

**\*Since involvement of the participants of the literacy campaigns in the development programmes is of crucial importance, the National Literacy Mission will 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 will also facilitate energisation of the cultural creativity of the people and their active participation in development processes.**

**\*Comprehensive programmes of post-literacy and continuing education will be provided for neo-literates and youth who have received primary education with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working condition. These programmes would include:**

- **establishment of continuing education centres of diverse kind to enable adults to continue their education of their choice**
- **workers' education through the employers, trade unions and government**
- **wider promotion of books, libraries and reading rooms**
- **use of radio, TV and films as mass as well as group learning media**
- **creation of learners' groups and organizations**
- **programmes of distance learning**

**\*A critical development issue is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Special emphasis will, therefore, be laid on organization of employment/self-employment oriented, and need and interest based vocational and skill training programmes.**

### **Check Your Progress -2**

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. The most effective way to control population was thought to be spread of \_\_\_\_\_.
- ii. \_\_\_\_\_ schools are required for the education of handicapped children as per NPE, 1986.
- iii. National Literacy Mission recommends eradication of illiteracy by promoting education among \_\_\_\_\_ age group.
- iv. As per NPE, 1992, priority is to open \_\_\_\_\_ in tribal areas.
- v. Education lies in Union list. True/False?
- vi. \_\_\_\_\_ to be used in order to make substantial educational facilities available to the SCs.

## **PART V: REORGANISATION OF EDUCATION AT DIFFERENT STAGES**

### **EARLY CHILDHOOD CARE & EDUCATION**

The National Policy on Children specially emphasizes investment in the development of young child, particularly children from sections of the population in which first generation learners predominate. Recognizing the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible. Day-care centres will be provided as a support service for universalization of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections. Programmes of ECCE will be child-oriented, focused around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes. A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human

resource development in general. In continuation of this stage, the School Health Programme will be strengthened.

**Elementary Education:** \*The new thrust in elementary education will emphasize three aspects:

- **universal access and enrolment**
- **universal retention of children upto 14 years of age**
- **a substantial improvement in the quality of education to enable all children to achieve essential levels of learning**

**Child-Centred Approach:** A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning will be increased and skills organized through practice. The policy of non-detention at the primary stage will be retained, making evaluation as disaggregated as feasible. Corporal punishment will be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children.

**School Facilities:** \*Provision will be made of essential facilities in primary schools. The scope of Operation Blackboard will be enlarged to provide three reasonably large rooms that are usable in all weather, and black boards, maps, charts, toys, other necessary learning aids and school library. At least three teachers should work in every school, the number increasing, as early as possible, to one teacher per class. At least 50 per cent of teachers recruited in future should be women. The Operation Blackboard will be extended to upper primary stage also. Construction of school buildings will be a priority charge on JRY funds.

**Non-Formal Education:** \*The Non-formal Education Programme, meant for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole-day schools, will be strengthened and enlarged. Modern technological aids will be used to improve the learning environment of NFE Centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructors, and particular attention paid to their training. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with the formal education. Steps will be taken to facilitate lateral

**entry into the formal system of children passing out of the non-formal system.** Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. Learning material of high quality will be developed and provided free of charge to all pupils. NFE programmes will provide participatory learning environment and activities such as games and sports, cultural programmes, excursions, etc.\***The Government will take over-all responsibility for this vital sector. Voluntary agencies and Panchayati Raj institutions will take much of the responsibility of running NFE programmes. The provision of funds to these agencies will be adequate and timely.**

**A Resolve: \*The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass roots level all over the country, to ensure children's retention at school. This effort will be fully co-ordinated with the network of non-formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before we enter the twenty-first century. A national mission will be launched for the achievement of this goal.**

**Secondary Education: \*Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams. Boards of Secondary Education will be reorganized and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Effort will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialized institutions or through the refashioning of secondary education will, at this stage, provide valuable manpower for economic growth.**

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

**Vocationalisation: \*The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the mismatch between the demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest or purpose. Efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupation specific. Vocational Education will also be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after class VIII.**

Health planning and health service management should optimally interlock with the education and training of appropriate categories of health manpower through health-related vocational courses. Health education at the primary and middle levels will ensure the commitment of the individual to family and community health, and lead to health-related vocational courses at the +2 stage of higher secondary education. Efforts will be made to devise similar vocational courses based on Agriculture, Marketing, Social Services, etc. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment. The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors; the Government will, however, take special steps to cater to the needs of women, rural and tribal students and the deprived sections of society. Appropriate programmes will also be started for the handicapped.

Graduates of vocational courses will be given opportunities, under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses. Non-formal, flexible and need-based vocational programmes will also be made available to illiterates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women. Tertiary level courses will be organized for the young who graduate from the higher secondary courses of the academic stream and may also require vocational courses. **\*It is proposed that vocational courses cover 10 percent of higher secondary students by 1995 and 25 percent by 2000. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken. Government will also review its recruitment policy to encourage diversification at the secondary level.**

**Higher Education:** Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system. In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas. In view of the need to effect an all-round improvement in the institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation of, and expansion of facilities in, the existing institutions. Urgent steps will be taken to protect the system from degradation. In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability. Courses and programmes will be redesigned to meet the demands of specialization better. Special emphasis will be laid on linguistic competence. There will be increasing flexibility in the combination of courses. State level planning and co-ordination of higher education will be done through Councils of Higher Education. The UGC and these Councils will develop coordinative methods to keep a watch on standards. Provision will be made for minimum facilities and admission will be regulated according to capacity. A major effort will be directed towards the transformation of teaching methods. Audiovisual aids and electronic equipment will be introduced; development of science and technology curricula and material, research, and teacher orientation will receive attention. This will require preparation of teachers at the

beginning of the service as well as continuing education thereafter. Teachers' performance will be systematically assessed. All posts will be filled on the basis of merit. Research in the universities will be provided enhanced support and steps will be taken to ensure its high quality. Suitable mechanisms will be set up by the UGC for co-coordinating research in the universities, particularly in thrust areas of science and technology, with research undertaken by other agencies. An effort will be made to encourage the setting up of national research facilities within the university system, with proper forms of autonomous management.

**\*Research in Indology, the humanities and social sciences will receive adequate support. To fulfill the need for the synthesis of knowledge, inter-disciplinary research will be encouraged. Efforts will be made to delve into India's ancient fund of knowledge and to relate it to contemporary reality. This effort will imply the development of facilities for the intensive study of Sanskrit and other classical languages. An autonomous Commission will be established to foster and improve teaching, study and research in Sanskrit and other classical languages.**

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

**Open University and Distance Learning:\***The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratizing education and to make it a lifelong process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream.

**\*The Indira Gandhi National Open University, established in 1985 in fulfillment of these objectives, will be strengthened. It would also provide support to establishment of open universities in the States.**

**\*The National Open School will be strengthened and open learning facilities extended in a phased manner at the secondary level in all parts of the country.**

**Delinking Degrees from Jobs:** A beginning will be made in de-linking degrees from jobs in selected areas. The proposal cannot be applied to occupation-specific courses like Engineering, Medicine, Law, Teaching, etc. Similarly, the services of specialists with academic qualifications in the humanities, social sciences, sciences, etc. will continue to be required in various job positions. De-linking will be applied in services for which a university degree need not be a necessary qualification. Its implementation will lead to a re-fashioning

of job-specific courses and afford greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

**\*Concomitant with de-linking, an appropriate machinery, such as National Evaluation Organisation, will be established to conduct tests on a voluntary basis to determine the suitability of candidates for specific jobs, to pave the way for the emergence of norms of comparable competencies across the nation, and to bring about an over-all improvement in testing and measurement.**

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

## **PART VI: TECHNICAL AND MANAGEMENT EDUCATION**

The reorganization of Technical and Management Education should take into account the anticipated scenario by the turn of the century, with specific reference to the likely changes in the economy, social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology. The infrastructure and services sectors as well as the unorganized rural sector also need a greater induction of improved technologies and a supply of technical and managerial manpower. This will be attended to by the Government. In order to improve the situation regarding manpower information, the recently set up Technical Manpower Information System will be further developed and strengthened. Continuing education, covering established as well as emerging technologies, will be promoted. As computers have become important and ubiquitous tools, a minimal exposure to computers and training in their use will form part of professional education. Programmes of computer literacy will be organized on wide scale from the school stage. In view of the present rigid entry requirements to formal courses restricting the access of a large segment of people to technical and managerial education, programmes through a distance learning process, including use of the mass media will be offered. Technical and management education programmes, including education in polytechnics, will also be on a flexible modular pattern based on credits, with provision for multi-point entry a strong guidance and counseling service will be provided. In order to increase the relevance of management education, particularly in the non-corporate and under-managed sectors, the management education system will study and document the Indian experience and create a body of knowledge and specific educational programmes suited to these sectors. Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections, and the physically handicapped. The emphasis of vocational education and its expansion will need a large number of teachers and professionals in vocational

education, educational technology, curriculum development, etc. To encourage students to consider self-employment as a career option, training in entrepreneurship will be provided through modular or optional courses, in degree or diploma programmes. In order to meet the continuing needs of updating curriculum, renewal should systematically phase out obsolescence and introduce new technologies of disciplines.

**Institutional Thrusts:** \*Some polytechnics in the rural areas have started training weaker groups in those areas for productive occupations through a system of community polytechnics. The community polytechnic system will be appropriately strengthened to increase its quality and coverage.

**Innovation, Research and Development:** Research at all higher technical institutions will primarily aim at producing quality manpower capable of taking up R&D functions. Research for development will focus on improving present technologies, developing new indigenous ones and enhancing production and productivity. A suitable system for watching and forecasting technology will be set up. The scope for co-operation, collaboration and networking relationships between institutions at various levels and with the user systems will be utilized. Proper maintenance and an attitude of innovation and improvement will be promoted systematically.

**Promoting Efficiency and Effectiveness at all Levels:** As technical and management education is expensive, the following major steps will be taken for cost-effectiveness and to promote excellence:

- High priority will be given to modernization and removal of obsolescence. However, modernization will be undertaken to enhance functional efficiency and not for its own sake or as a status symbol.
- Institutions will be encouraged to generate resources using their capacities to provide services to the community and industry. They will be equipped with up-to-date learning resources, library and computer facilities.
- Adequate hostel accommodation will be provided, especially for girls. Facilities for sports, creative work and cultural activities will be expanded.
- More effective procedures will be adopted in the recruitment of staff. Career opportunities, service conditions, consultancy norms and other perquisites will be improved.

- Teachers will have multiple roles to perform: teaching, research, development of learning resource material, extension and managing the institution. Initial and in-service training will be made mandatory for faculty members and adequate training reserves will be provided. Staff Development Programmes will be integrated at the State, and coordinated at Regional and National levels.
- The curricula of technical and management programmes will be targeted on current as well as the projected needs of industry or user systems. Active interaction between technical or management institutions and industry will be promoted in programme planning and implementation, exchange of personnel, training facilities and resources, research and consultancy and other areas of mutual interest.
- Excellence in performance of institutions and individuals will be recognized and rewarded. The emergence of substandard and mediocre institutions will be checked. A climate conducive to excellence and innovation will be promoted with full involvement of the faculty.
- Select institutions will be awarded academic, administrative and financial autonomy of varying degrees, building in safeguards with respect to accountability.
- Networking systems will have to be established between technical education and industry, R&D organizations, programmes of rural and community development, and with other sectors of education with complementary characteristics.

**Management Functions and Change:** In view of the likely emergence of changes in management systems and the need to equip students with the ability to cope with them, effective mechanisms will be devised to understand the nature and direction of change per se and to develop the important skill of managing change. In view of the integrated nature of the task, the Ministry of Human Resource Development will co-ordinate the balanced development of engineering, vocational and management education as well as the education of technicians and craftsmen. Professional societies will be encouraged and enabled to perform their due role in the advancement of technical and management education. **\*The All India Council for Technical Education, which has been given statutory status, will be responsible for planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring the co-ordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by a duly constituted Accreditation Board. The Council will be strengthened and it will function in a decentralized manner with greater involvement of State governments and technical institutions of good**

**quality.** In the interests of maintaining standards and for several other valid reasons, the commercialization of technical and professional education will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education, in conformity with accepted norms and goals.

### **Check Your Progress -3**

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. NPE, 1992 suggested universal \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ for all children upto 14 years of age.
- ii. As per NPE, 1986, formal methods and introduction of the 3 R's will be encouraged at primary stage. True/ False?
- iii. As suggested by NPE, 1992, 50% of the school teachers should be women. True/False?
- iv. \_\_\_\_\_ will be reorganized and vested with autonomy so that their ability to improve the quality of secondary education is enhanced.
- v. After studying in a non-formal system, people will not be allowed to enter formal education according to NPE, 1992. True/False?
- vi. According to NPE, 1986, in order to train weaker sections in rural areas, \_\_\_\_\_ needs to be strengthened.

## **PART VII: MAKING THE SYSTEM WORK**

It is obvious that these and many other new tasks of education cannot be performed in a state of disorder. Education needs to be managed in an atmosphere of utmost intellectual rigor, seriousness of purpose and, at the same time, of freedom essential for innovation and creativity. While far-reaching changes will have to be incorporated in the quality and range of education, the process of introducing discipline into the system will have to be started, here and now, in what exists. The country has placed boundless trust in the educational system. The people have a right to expect concrete results. The first task is to make it work. All teachers should teach and all students study. The strategy in this behalf will consist of:

- better deal to teachers with greater accountability
- provision of improved students services and insistence on observance of acceptable norms of behavior

- provision of better facilities to institutions
- creation of a system of performance appraisals of institutions according to standards and norms set at the national or state levels

## **PART VIII: REORIENTING THE CONTENT AND PROCESS OF EDUCATION: THE CULTURAL PERSPECTIVE**

The existing schism between the formal system of education and the country's rich and varied cultural traditions need to be bridged. The preoccupation with modern technologies cannot be allowed to sever our new generations from the roots in India's history and culture. De-culturization, de-humanization and alienation must be avoided at all costs. Education can and must bring about the fine synthesis between change-oriented technologies and the country's continuity of cultural tradition. The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement. Resource persons in the community, irrespective of their formal educational qualifications, will be invited to contribute to the cultural enrichment of education, employing both the literate and oral traditions of communication. To sustain and carry forward the cultural tradition, the role of old masters, who train pupils through traditional modes will be supported and recognized. Linkages will be established between the university system and institutions of higher learning in art, archaeology, oriental studies, etc. Due attention will also be paid to the specialized disciplines of Fine Arts, Museology, Folklore, etc. Teaching, training and research in these disciplines will be strengthened so as to replenish specialized manpower in them.

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

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

**Books and Libraries:** The availability of books at low prices is indispensable for people education. Effort will be made to secure easy accessibility to books for all segments of the population. Measures will be taken to improve the quality of books, promote the reading habit and encourage creative writing. Authors' interests will be protected. Good translations of foreign books into Indian languages will be supported. Special attention will be paid to the production of quality of books for children, including text books and work books. Together with the development of books, a nation-wide movement for the improvement of existing libraries and the establishment of new ones will be taken up. Provision will be made in all educational institutions for library facilities and the status of librarians improved.

**Media and Educational Technology:** Modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism, modern educational technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability. Educational technology will be employed in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc., both in the formal and non-formal sectors. Maximum use will be made of the available infrastructure. In villages without electricity, batteries or solar packs will be used to run the programme. The generation of relevant and culturally compatible educational programmes will form an important component of educational technology, and all available resources in the country will be utilized for this purpose. The media have a profound influence on the minds of children as well as adults so an active movement will be started to promote the production of children's films of high quality and usefulness.

**Work Experience:** Work experience, viewed as purposive and meaningful manual work, organized as an integral part of the learning process and resulting in either goods or services useful to the community, is considered as an essential component at all stages of education, to be provided through well-structured and graded programmes. It would comprise activities in accord with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. This experience would be helpful on his entry into the workforce. Prevocational programmes provided at the lower secondary stage will also facilitate the choice of the vocational courses at the higher secondary stage.

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

**Population Education:** \*Population education must be viewed as an important part of the nation's strategy to contain the growth of population. Starting at the primary and secondary levels with inculcation of consciousness about the looming crisis due to expansion of population, educational programmes should actively motivate and inform youth and adults about family planning and responsible parenthood.

**Mathematics Teaching:** \*Mathematics should be visualized as the vehicle to train a child to think, reason, analyze and to articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning. With the recent introduction of computers in schools, educational computing and the emergence of learning through the understanding of cause-effect relationships and the interplay of variables, the teaching of mathematics will be suitably redesigned to bring it in line with modern technological devices.

**Science Education:** Science education will be strengthened so as to develop in the child well defined abilities and values such as the spirit of Inquiry, creativity, objectivity, the courage to question, and an aesthetic sensibility. Science education programmes will be designed to enable the learner to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life. Every effort will be made to extend science education to the vast numbers who have remained outside the pale of formal education.

**Sports and Physical Education:** \*Sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice. The infrastructure will consist of playfields, equipment, coaches and teachers of physical education as part of the School Improvement Programme. Available open spaces in urban areas will be reserved for playgrounds, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports activities and sports-related studies, along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games.

**Yoga:** \*As a system, which promotes an integrated development of body and mind, Yoga will receive special attention. Efforts will be made to introduce Yoga in all schools. To this end, it will be introduced in teacher training courses.

**The Role of Youth:** Opportunities will be provided for the youth to involve themselves in national and social development through educational institutions and outside them. Students will be required to participate in one or the other of existing schemes, namely, the National Service Scheme, National Cadet Corps, etc. Outside the Institutions, the youth will be encouraged to take up programmes of development, reform and extension. The National Service Volunteer Scheme will be strengthened.

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

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

**\*The above goals are relevant both for external examinations and evaluations within educational institutions. Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced. A National Examination Reform Framework would be prepared to serve as a set of guidelines to the examining bodies, which would have the freedom to innovate and adapt the framework to suit the specific situations.**

## **PART IX: THE TEACHER**

The methods of recruiting teachers will be reorganized to ensure merit, objectivity and

conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the postings and transfers of teachers. A system of teachers' evaluation - open, participative and data-based - will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes. Teacher associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a Code of Professional Ethics for Teachers and see to its observance.

**Teacher Education:** As the first step, the system of teacher education will be overhauled. The new programmes of teacher-education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this Policy. District Institutes of Education and Training (DIET) will 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 will be phased out. Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training. The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher-education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education.

## **PART X: THE MANAGEMENT OF EDUCATION**

An overhaul of the system of planning and the management of education will receive high priority. The guiding considerations will be:

- Evolving a long-term planning and management perspective of education and its integration with the country's developmental and manpower needs
- Decentralization and the creation of a spirit of autonomy for educational institutions
- Giving pre-eminence to people's involvement, including association of non-governmental agencies and voluntary effort
- Inducting more women in the planning and management of education.
- Establishing the principle of accountability in relation to given objectives and norms.

**National Level:** The Central Advisory Board of Education will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation. It will function through appropriate Committees and other mechanisms created to ensure contact with, and co-ordination among, the various areas of Human Resource Development. The Departments of Education at the Centre and in the States will be strengthened through the involvement of professionals.

**Indian Education Service:** A proper management structure in education will entail the establishment of the Indian Education Service as an All-India Service. It will bring a national perspective to this vital sector. The basic principles, functions and procedures of recruitment to this service will be decided in consultation with the State Governments.

**State Level:** State Governments may establish State Advisory Boards of Education on the lines of CAGE. Effective measures should be taken to integrate mechanisms in the various State departments concerned with Human Resource Development. Special attention will be paid to the training of educational planners, administrators and heads of institutions. Institutional arrangements for this purpose should be set up in stages.

**District and Local Level:** District boards of Education will be created to manage education up to the higher secondary level. State Governments will attend to this aspect with all possible expedition. Within a multilevel framework of educational development, Central, State and District and Local level agencies will participate in planning, co-ordination, monitoring and evaluation. A very important role must be assigned to the head of an educational institution. Heads will be specially selected and trained. School complexes will be promoted on a flexible pattern so as to serve as networks of institutions and synergic alliances to encourage professionalism among teachers to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a developed system of school complexes will take over much of the inspection functions in due course. Local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement.

**Voluntary Agencies and Aided Institutions:** Non-government and voluntary effort including social activist groups will be encouraged, subject to proper management, and financial assistance provided. At the same time, steps will be taken to prevent the establishment of institutions set up to commercialize education.

**Redress of Grievances:** \*Educational tribunals, fashioned after Administrative Tribunals, will be established at the national and state levels.

## PART XI: RESOURCES AND REVIEW

The Education Commission of 1964-66, the National Education Policy of 1968 and practically all others concerned with education have stressed that the egalitarian goals and the practical, development-oriented objectives of Indian society can be realized only by making investments in education of an order commensurate with the nature and dimensions of the task. Resources, to the extent possible, will be raised by mobilizing donations, asking the beneficiary communities to maintain school buildings and supplies of some consumables, raising fees at the higher levels of education and affecting some savings by the efficient use of facilities. Institutions involved with research and the development of technical and scientific manpower should also mobilize some funds by levying access or charge on the user agencies, including Government departments, and entrepreneurs. All these measures will be taken not only to reduce the burden on State resources but also for creating a greater sense of responsibility within the educational system. However, such measures will contribute only marginally to the total funding. The Government and the community in general will find funds for such programmes as: the universalization of elementary education; liquidating illiteracy; equality of access to educational opportunities to all sections throughout the country; enhancing the social relevance, quality and functional effectiveness of educational programmes; generating knowledge and developing technologies in scientific fields crucial to self-sustaining economic development and creating a critical consciousness of the values and imperatives of national survival.

The deleterious consequences of non-investment or inadequate investment in education are indeed very serious. Similarly, the cost of neglecting vocational and technical education and of research is also unacceptable. Sub-optimal performance in these fields could cause irreparable damage to the Indian economy. The network of institutions set up from time to time since Independence to facilitate the application of science and technology would need to be substantially and expeditiously updated, since they are fast becoming obsolete.

**\*In view of these imperatives, education will be treated as a crucial area of investment for national development and survival. The National Policy on Education, 1968, had laid down that the investment on education be gradually increased to reach a level of 6 percent of the national income as early as possible. Since the actual level of investment has remained far short of that target, it is important that greater determination is shown now to find the funds for the**

**programmes laid down in this Policy. While the actual requirements will be computed from time to time on the basis of monitoring and review, the outlay on education will be stepped up to ensure that during the Eighth Five Year Plan and onwards it will uniformly exceed 6 percent of the national income.**

**Review:** The implementation of the various parameters of the New Policy must be reviewed every five years. Appraisals at short Intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.

## **PART XII: THE FUTURE**

The future shape of education in India is too complex to envision with precision. Yet, given our tradition, which has almost always put high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives. The main task is to strengthen the base of the pyramid, which might come close to a billion people at the turn of the century. Equally, it is important to ensure that those at the top of the pyramid are among the best in the world. Our cultural well springs had taken good care of both ends in the past; the skew set in with foreign domination and influence. It should now be possible to further intensify the nation-wide effort in Human Resource Development, with Education playing its multifaceted role.

As per the recommendations of NPE, 1986 and 1992, a programme of action was proposed in 1992 for practical implementation. The overall recommendations of NPE, 1986 and POA, 1992 have been restructured and divided into the following 24 chapters headed as Chapter-I: Early Childhood Care and Education; Chapter-II: Elementary Education, Non-Formal Education and Operation Blackboard; Chapter-III: Secondary Education and Navodaya Vidyalayas; Chapter-IV: Vocationalisation of Education; Chapter-V: Higher Education; Chapter-VI: Open University and Distance Education; Chapter-VII: Rural Universities and Institutes; Chapter-VIII: Technical and Management Education; Chapter-IX: Making the system work; Chapter-X: De-linking of Degrees from Jobs and Manpower Planning; Chapter-XI: Research and Development; Chapter-XII: Women Education; Chapter-XIII: Education of Scheduled Castes and Scheduled Tribes, and backward Sections; Chapter-XIV: Minorities Education; Chapter-XV: Education of the Handicapped; Chapter-XVI: Adult Education; Chapter-XVII: Content and Process of School Education; Chapter-XVIII: Evaluation Process and Examination Reforms; Chapter-

XIX: Youth and Sports; Chapter-XX: Language Development; Chapter-XXI: Cultural development; Chapter-XXII: Media and Educational Technology; Chapter-XXIII: Teacher and their Training and Chapter-XXIV: Management Education.

### Check Your Progress -4

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. In villages without electricity, \_\_\_\_\_ will be used to promote educational technology.
- ii. In a culturally rich country like India, education should foster eternal morals, so \_\_\_\_\_ education should be promoted.
- iii. A \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ system should be created for evaluation of teachers.
- iv. For practical implementation of NPE, POA has been reorganized into \_\_\_\_\_ chapters.
- v. As per NPE, 1968, \_\_\_\_\_ of the national income should be invested on education.
- vi. In examination reforms, NPE, 1986 recommends use scores over grades. True/False?

### KEY HIGHLIGHTS OF NPE 1968, 1986 AND 1992

National Policy on Education, 1968 recognized as “*Radical Restructuring*”. Key highlights of 1968 NPE:

- ✓ Compulsory education for all children up to the age of 14, as specified by the Constitution of India. Better training and qualification of teachers.
- ✓ Pay more attention on learning of regional languages, outlining the “three language formula” to be applied in secondary education and that was: 1. Hindi 2. English 3. Regional language.

- ✓ Because of Hindi was adopted as the national Language the policy put wait on learning Hindi to promote it as a common language for all Indians.
- ✓ The policy also stimulated the teaching of the ancient Sanskrit language, which is an essential part of India's culture and heritage.
- ✓ The NPE of 1968 also include increase in education spending to six percent of the national income.

In May 1986 the new National policy on education was in January 1985. It was named as “***Special emphasis on the removal of disparities and to equalize education opportunity***”. The main objective of this policy is to provide equivalent opportunity for all including Women, ST and SC communities to study. Key highlights of 1986 NPE:

- ✓ Expand scholarships.
- ✓ Promote adult education.
- ✓ Employing more teachers from the SCs and STs Communities.
- ✓ Provide incentives for poor families to send their children to school regularly.
- ✓ Develop of new institutions.
- ✓ Provide housing and services.
- ✓ For primary education the NPE called “child-cent red approach”, than “Operation Blackboard” was launched to expand primary schools nationwide.
- ✓ Under this policy the Open University system was expanded with the Indira Gandhi National Open University, which had been created in 1985.
- ✓ The policy was also recognized as “rural university” model, based on the philosophy of Indian leader Mahatma Gandhi, to encourage economic and social development at the grassroots level in rural India.

In 1992, the 1986 National Policy on Education was modified and adopted in 2005 which was recognized as “***Common Minimum Programme***”. Key highlights of 1992 NPE:

- ✓ All India bases common entrance examination for admission in all professional and technical programmes in the country.
- ✓ Under this Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme For admission to Engineering and Architecture/ Planning programmes: 1. JEE 2. AIEEE at the National Level 3. SLEEE
- ✓ State Level Engineering Entrance Examinations State Level Institutions have option to join AIEEE.
- ✓ With this problem of overlapping and also reduce physical, mental and financial burden on students and their parents which was very high due to multiplicity of entrance examinations.

## 7.6 LET US SUM UP

India has always laid great importance to education. Since independence, India has witnessed tremendous growth and expansion of education at all levels which owes to the dynamic needs of its people as well as the demands of rapid globalization. Several commissions and policies have been molded from time to time to take initiatives required to increase accessibility to education, encourage further participation, and improve educational quality. However several disparities still existed in the field of education which hinders the overall progress. There is poor representation of the people from minority communities, particularly Muslims, the SCs, the STs, and women at the educational front. The Government of India has been continuously striving towards eliminating these disparities, and to promote accessibility to and participation in education. Major initiatives are being taken to promote inclusiveness at all levels of education and improve educational quality. The formulation of the New National Policy on Education in 1986 and its modification in 1992, in practical terms, is one of the most promising initiatives taken by the present government to improve the status quo of education in the country.

The policy conceived a democratic system of education which implies that ‘up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality’. Since its formulation, the National Policy on Education has focused on refining the quality of education at all stages, inculcating moral and social values, scientific and technological advancement, and to link education with people’s life. Developing a

sense of commonality among people, promoting national progress, and fortifying national integrity have been the cornerstones of the National Policy on Education.

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### **7.7 LESSON END EXERCISE**

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1. What is NPE? Explain the need of having NPE in a country like India?
2. Why NPE, 1986 was proposed when NPE, 1968 was already there?
3. Explain the objectives of NPE, 1986.
4. List various parts of National Policy on Education, 1986.
5. Summarize recommendations of NPE, 1986 in terms of education of SC, ST and minorities.
6. Outline the recommendation Revised NPE, 1992.

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### **7.8 SUGGESTED FURTHER READINGS**

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Annual Report 2013-14. Higher Education in India, University Grants Commission, New Delhi. <http://mhrd.gov.in/annual-report-2013-14>

Contemporary India and Education Course Syllabus for B.Ed. First Year. Centre for Distance Education, Bharathidasan University, Tiruchirappalli – 620 024. <http://www.bdu.ac.in/cde/docs/ebooks/B-E d / I / CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>

Journey of National Policy of Education 1968, 1986 and 1992 (Implemented in 2005). (2020). <https://www.examrace.com/Current-Affairs/NEWS-Journey-of-National-Policy-of-Education-1968-1986-and-1992-Implemented-in-2005.htm>

National Policy on Education 1986 (As modified in 1992) with National Policy on Education, 1968. Department of Education, Ministry of Human Resource development, Government of India, New Delhi. (1998).

Sumaiya, B., & Masih, A. (2017). Reflections on New Education Policy. *The Signage*, 5(2), 25-39.

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## 7.9 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress -1

i. 1968, Indira Gandhi ji; ii. 1986; iii. Ramamurthi Committee; iv. N. Janardhan Reddy; v. True; vi. False.

### Check Your Progress -2

i. literacy; ii. Special; iii. 15-35; iv. Primary schools; v. False; vi. Jawahar Rozgar Yojana

### Check Your Progress -3

i. access, enrolment and retention; ii. False; iii. True; iv. Boards of Secondary Education; v. False; vi. community polytechnics.

### Check Your Progress -4

i. solar energy and batteries; ; ii. value; iii. open, participative and data-based; iv. 24; v. 6%; vi. False

## **EDUCATION IN FREE INDIA: CONSTITUTIONAL PROVISIONS FOR EDUCATION OF WEAKER SECTIONS**

### **Structure**

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Indian Society and Education
- 8.4 Weaker Sections in Indian Society
  - 8.4.1 Classification of weaker sections
  - 8.4.2 Problems faced by weaker sections
- 8.5 Education of Weaker Sections
  - 8.5.1 Factors responsible for educational backwardness
- 8.6 Constitutional Provisions for Empowerment of Weaker Sections
- 8.7 Let Us Sum Up
- 8.8 Lesson End Exercise
- 8.9 Suggested Further Readings
- 8.10 Answers to Check Your Progress

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### **8.1 INTRODUCTION**

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India is a land of great diversity with many religions, castes, regional cultures, languages, races & ethnic identities. It has been termed as a land of unity in diversity where different diverse groups live with each other in harmonious ways. But besides this horizontal diversity there is one vertical stratification also which persists in Indian society since past. The

society has some people or groups of people with more social, economic & political resources at their disposal. Also at the same time India has certain groups which are considered as weak in terms of their comparative poor share in economic, social & political resources of nation

Whatsoever is the case, India is committed to the welfare and development of its people in general and of vulnerable sections of society in particular. Equality of status and opportunity to all citizens of the country are guaranteed by the Constitution of India which also provides that no individual shall be discriminated against on the grounds of religion, caste or sex. Fundamental Rights in the Constitution of India stand testimony to the commitment of the State towards its people. The strategy of the State is to secure distributive justice and allocation of resources to support programmes for social, economic and educational advancement of the weaker sections in general.

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## **8.2 OBJECTIVES**

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

- define weaker sections of the Indian society,
- classify weaker sections in Indian scenario,
- understand the problems faced by weaker sections in India,
- explain the need to educate weaker sections, and
- list various constitutional provisions for the education of weaker sections.

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## **8.3 INDIAN SOCIETY AND EDUCATION**

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All the human societies, from the most primitive to the most complex, exhibit some form of inequality such as social inequality, political inequality, civil inequality, economic inequality, educational inequality, etc. However various forms of inequalities can be grouped into two major types - Biological and Social inequality. Biological inequalities arise from natural or physical inequality and consist in a difference of age, health, bodily strength and qualities of the mind or soul. Biological inequalities between men are small and unimportant. Social inequality is inequality created socially and consists of the unequal privileges enjoyed by different individuals or groups. Power, prestige, wealth, position, privileges are some of

the examples of socially created inequalities. The situation become problematic, when men are ranked as superior or inferior, on the basis of these socially created inequalities. As Rousseau said that socially created inequality provides the basis for ranking or systems of stratification. The problem become further complicated, when sometimes biological inequalities, provides the foundation upon which the structure of social inequality is built. For instance in the United States the privileged position of the white's is also stubbornly defended on the basis of biological superiority of the white population.

The ancient Indian society was stratified into castes according to the *varnasystem* prescribed by Manu, the law giver in the traditional Hindu Society .The three born *varnas* namely, *Brahmins*, *Kishatriya* and *Vaishya* were given the high status and accordeda high prestige, while the fourth *varana* of the *Shudras* was supposedto serve them. A fifth stratum was kept out of the pail of the *varnasystem* and the members of this stratum were supposed to do all the menial jobs. The members of this stratum were untouchable and were supposed to live outside the villages and towns. The *Shudras* and the untouchables continued getting exploited by the members of the three upper *varnas* for thousands of years, till the British intervened into the Indian social organization.

It was the British who, for the first time, introduced Indians tothe concept of equality of opportunity and equality of men before law. The British education helped Indians (upper castes) to realize that all men are equal and as such exploitation of one by another should not be tolerated. One fact that we must recognize is that it was during this period of British rule that the Indian society got exposed to the society and culture of the Western world. Modern science and the scientific temperament, modern technology and industrial production system, communication and mechanisms of transportation entered India, but it also helped in uniting the nation politically into one country. This also brought in its wake the concepts of humanism, liberalism, secularism, etc. which awakened the people of this country. As a result we fought unitedly for not only freedom from the British, but also against the evils inherent in our own indigenous social organization. Having learnt from the experiments in democracy and socialism carried on in other parts of the world, the founding fathers of Constitution of India specified the goals of modern Indian Society in the Preamble for the establishment of an egalitarian society and the safeguards against any kind of exploitation.

Over the period of time, gradually education became an integral part of human society. Its importance in life can't be ignored as lack of education gives birth to numerous social problems like poor health, internal conflict, poor living standards and many more. It helps people to find a better solution to their problems. It makes a nation to stand in global race. The main purpose of education in a country like India is to bring about human resource development and contributes towards transforming it into knowledge society. The real capital in knowledge society is its knowledgeable workers. Such society can aim at creating knowledge intensive environment and developing processes to create, share and protect knowledge.

Education is considered as an engine of personnel, social and economic growth. Sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of socialism, secularism and democracy, enshrined in our constitution is what education refers to. It develops man power for different levels of the economy. It provides a necessary base for developing research and development, which ultimately leads to national self-defense. It is a unique investment for developing human capital.

With the help of education and its various media, the ideas of democracy, equality, social justice and human rights have spread among common masses to a large extent, as a result of which they have come out from the nasty idea of inequality, oppression, injustice and violation of human rights. Under the auspices of the government and non-governmental initiatives efforts are being made to reduce the gap between the stronger sections and the weaker sections through policies. But the long established effects of the disparity are still ruling in our society. Therefore, there is a need for more intensive and organized efforts for mitigating such gaps between the weaker and the stronger. And for serving the purpose education becomes a tool.

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#### **8.4 WEAKER SECTIONS IN INDIAN SOCIETY**

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Social inequality is the byproduct of Hindu caste-ridden society in India. Almost 2/3rd of the Indian population is socially and educationally backward. Since time immemorial, Indian social system has been maintaining social and economic inequality among the people. Because of this practice some people (so called higher castes) who are advanced socially, economically and educationally exploited the so called weaker sections (backward people)

that suffered from historical exploitation and went on becoming more backward and weaker with the passage of time. This section of the population is known as weaker section. Amelioration of their living condition, protection of the rights of the weaker section and provisions for their social justice has been a serious concern for all of us.

The term weaker section in ordinary sense refers to the section of the populations who are socially, economically, politically and educationally backward than the other sections of the population and have been suffering from different kinds of disabilities due to their backwardness. According to Government of India Act, 1935, weaker section implies to those sections of society who are either because of traditional custom of practice of untouchability or because of tribal origin, tribal way of living or other different backwardness, have been experiencing educational, economic and social backwardness in life. Anyone who has the least access to services, anyone denied entitlements, denied ownership, denied fundamental rights, like Right to Equality, Right against exploitation, often fall under prejudice, profiling & lack representation in our democratic system fall under weaker section of society. Thus, weaker sections of Indian society are those who do not share social, economic or political resources of nation equitably.

#### **8.4.1 Classification of weaker sections**

On the basis of their overall status in a view to their socio-economic and cultural life, for the convenience of effective administration of development and welfare programmes with special focus to their socio-economic stands, the weaker sections have been grouped basically into three distinct categories by different resolutions of Government of India as shown below:

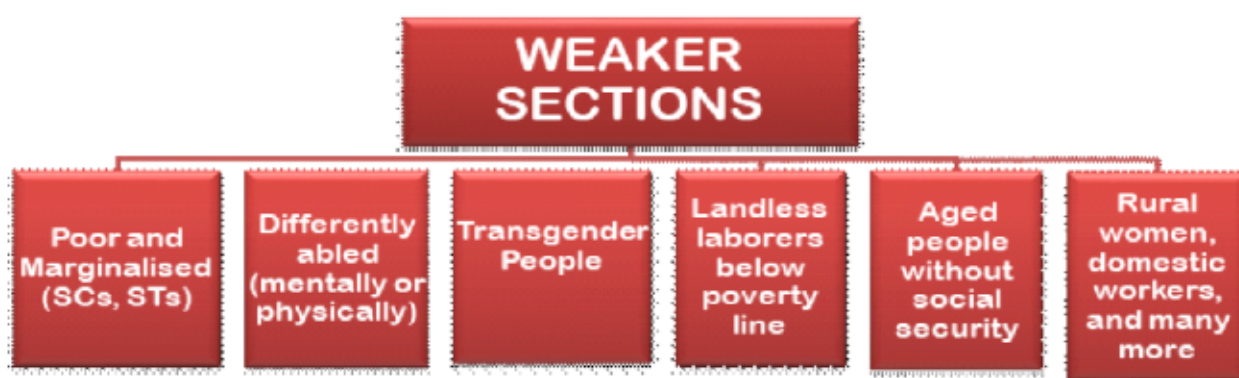


1. **Scheduled Caste (SC):** Scheduled caste refers to the untouchable caste people who suffer from various social and political disabilities many of which are traditionally prescribed and socially enforced by the higher caste. Indian constitution says that scheduled castes are the people who are at the bottom of Hindu social order and suffer from the problem of untouchability. They are socially, educationally, economically and politically backward castes which are kept at distance by the other castes. Thus, scheduled castes are the people who occupy the bottommost rung of the Indian social ladder. They constitute a major part of the weaker sections.
2. **Scheduled Tribes (STs):** According to the Imperial Gazetteer of India, a tribe is a collection of families bearing a common name, speaking a common dialect, occupying a common territory and not is usually endogamous. So, tribe can be taken as a social group with territorial affiliation with no specialization of functions ruled by tribal officers hereditary or otherwise, united in language or dialect recognizing social distance with other tribes or caste. It is a group of bands occupying a contiguous territory or territories and having a feeling of unity deriving from numerous similarities in a culture, frequent contacts and a certain community of interests. Most of the projects and efforts for uplifting their health, education and economic condition have failed both for their own unwillingness for change and absolute non-cooperation as well as lethargy, dishonesty and corruption of the intermediaries. For example, *gaddi* is a geographical tribe of Himachal Pradesh, *bhotias* of Uttar Pradesh, *nagas* of Nagaland and *zarao* in Manipur.
3. **Other Backward Classes (OBCs):** Justice K. Suba Rao defined the backward classes as an ascertainable and identifiable group of persons based on caste, religion, race, language, occupation and such others, with definite characteristics of backwardness in various aspects of human existence-social, cultural, economic, political and such others. In general sense these are those social groups or classes or castes which are characterized by illiteracy, poverty, exploitation of labor and having no adequate representation in politics and services.

It is important to note that Scheduled Castes and Scheduled Tribes are listed in the Constitution while Other Backward Class is unlisted. As a result of the absence of clear definition, the problem of Other Backward classes is very complicated and very difficult

to deal with. While the term has not been defined by the Indian Constitution, the characteristics of backwardness are described here and there and also sometimes the categories are mentioned. For example, Article 15(4) speaks of the socially and educationally backward class.

Like the vibrant culture & glorified history of India itself, we have a wide range of groups categorized as weaker sections. In addition to the above major groups, there are also some vulnerable groups like women, destitute children, and handicapped people etc. who are generally considered as weaker members of the society. They can be shown as:



They could be identified as Scheduled Castes or *dalits*; Scheduled Tribes or the indigenous people of India; differently abled or the handicapped persons, particularly physically or mentally handicapped; women, particularly those belonging to rural & below poverty level; transgender person means someone whose gender does not match with the gender assigned to that person at birth including trans-man or trans-woman (whether or not such person has undergone Sex Reassignment Surgery or hormone therapy or laser therapy or such other therapy), person with intersex variations, genderqueer and person having such socio-cultural identities as *kinner*, *hijra*, *aravanis* and *jogta*; religious minorities particularly muslims, rural Christians & some Sikhs involved in artisanal professions. Aged people without any social or financial security living in poor conditions, not able to meet meal twice a day comes in weaker section. Besides these groups there other weaker sections who are deprived of life of equity due to their occupation or poor economic status like landless laborers, daily wage earners in rural & urban areas & migrant workers.

Thus, we can observe that weaker section constitute different sections of Indian society. Also individuals belonging to these groups may not be considered as weaker sections as

some may have improved their situation over time, for example, *dalit* capitalists. But it can be said with authority that majority of them are socially, economically & politically weak.

#### **8.4.2 Problems faced by weaker sections**

Although, the then listed weaker section of our society has got many benefits as per the policies made by Indian government till date and many of such people have need not to be categorized as weak anymore, yet few such people are still economically and socially weak. They face many problems while living in society with common masses. Few of the problems faced by them can be listed as:

- 1. Problem related to justice:** As it is a common saying that justice delayed is justice denied, there are many economically weak persons who still have pending cases in courts as a result morale of accuse increases. They face problems in filing complaints in police stations, for example, sometimes because of caste problem, they cannot report FIR under influence of higher caste which generally enjoy majority. Judiciary does not deal these cases separately or with requisite sensitivity. For example, in Khairlanji massacre, Judiciary did not admit that attack was due to caste discrimination.
- 2. Problem related to representation:** Despite providing reservation quotas in jobs, the representation of SCs and STs in the higher levels of all public services remains less. Representation of weaker sections in public has increased manifold but still there are women, transgender people and other minorities who face trouble in standing alone in the society and work equally as others. Some of them are working at higher positions in government/non-government sector; they are still discriminated at that place by their fellows in terms of their weakness. Sometimes this discrimination is so intensive that such people feel harassed and prefer leaving their jobs.
- 3. Governance related problems:** Since the 1980s there found a steady decline in the allocation of government funds for SC and ST development and welfare projects till many years. There had been an inherent lack of interest and seriousness on the part of the planning and implementing machinery to achieve the objectives of the

Constitution. As the result of this, benefits secured by the SCs and STs did not appear commensurate with the funds spent so far.

4. **Less sensitizing program:** Untouchability is still practiced in public places like wells, temples, hotels etc. though it is a crime to do so. Yet many times the concerned authorities do not take any action even after complaints have been made. Still the entry of dalits/SC is banned in many regions of India. This shows that there is lack of sensitization programs among common masses that still such practices are common.

The problems faced by weaker sections are numerous. Although SCs/STs and other backward classes have got legal recognition but still calling them what they are, is a crime. Our society is divided into categories and every category has its own rights, still there are fights in the name of caste, religion and identity. Provisions are clearly declared and rules are strictly framed, but not practically imposed, resulting in timely/untimely turbulences. India has failed politically and situation is degrading more day by day and practically, condition has become that people having power in hand do not fear in violating the rules because they are the rule makers. Rules are meant for poor and illiterate not for rich and politically powerful. Lack of literacy and basic awareness and ignorance of common masses towards changing their mentality is the root cause of all such problems. It is a big failure on the part of political leaders that India is struggling so much. Education has become just limited to degrees as no employment opportunities are available accordingly. Thus, the rich is becoming richer and weak is becoming weaker leading to crime rate multiplying rapidly.

### Check Your Progress -1

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. According to \_\_\_\_\_, weaker section implies to those sections of society who have been experiencing educational, economic and social backwardness in life due to untouchability.
- ii. Broadly, weaker sections can be categorized into \_\_\_\_\_ sub-parts, namely, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- iii. Weaker sections face major problems such as lack of sensitization programmes and problems related to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- iv. Is the term OBC clearly defined in our constitution? Yes/No
- v. Name few tribes of India.
- vi. Article \_\_\_\_\_ in the constitution talks about socially and economically backward sections of society.

## 8.5 EDUCATION OF WEAKER SECTIONS

Education is considered as the most significant instrument in the socio-economic, cultural and political change in any society. It provides knowledge and skills to equip the individuals to carry a better life. To make the individuals eligible to occupy certain role positions, it is expected that they should possess specialized knowledge. The purpose of education is to get relevant knowledge and expertise for specific jobs which are essential for society.

In the case of weaker section, education is intended to realize their rights and also plays an important role in bringing the weaker section to the mainstream society and enables them to have advancement in their living conditions. One's educational level determines the level of employment and the level of employment decides his economic conditions and social status, which in turn decide his position in a society. By examining the history of Indian society, one can understand the spectacle view of the existence of many atrocities against the weaker sections. In fact, these dis-privileged sections were suffering from many socio-

economic disabilities and multiple deprivations including the denial of education. For bringing them into mainstream society, the Government of India has taken many efforts since its independence. The upliftment of backward communities is a multi-dimensional social issue. Even when all groups show a marginal increase of educational participation, there still exists a gap among the weaker sections.

### **8.5.1 Factors responsible for educational backwardness**

The educational backwardness of weaker sections exists due to various reasons such as, low enrolment rate, high dropout rate and low educational attainment and performance etc. There are so many hindering factors responsible for the backwardness of the weaker sections. Those hindering factors are categorized into household factors, individual factors, factors relating to educational institutions, Governmental factors and other factors related to societal attitude and political factors etc.

#### **1. Familial Factors**

The household factors include poverty, unemployment, educational level of parents, insufficient income, number of family members, disputes within family due to alcoholism and absence of reference group within the family, health condition of the parents etc.

#### **2. Individual Factors**

The individual factors include poor academic performance, poor understanding, lack of motivation, less level of ambition, peer group influence, early marriage, lack of awareness and less utilization of policies and programmes etc.

#### **3. Factors Relating to Educational Institutions**

Role of educational institutions and its environment is inevitable to the educational progress of the student community. The factors such as, distance of the school, poor infrastructure facilities, disinterest in studies, attitude of teachers, and exclusionary behavior of other students etc. are related to educational institutions. In rural areas, the school may be located very far away from the houses of these children. Due to the inadequate transport services, they cannot reach the schools on time. The absence of separate toilet facilities, inadequate pure drinking water,

and the poor infrastructure usually do not attract the students to the educational institutions.

#### **4. Governmental Factors**

The Governmental factors include ineffective implementation of reservation policies and absence of timely intervention in the matters of financial aid. The State as well as Central Government provides various policies and programmes to the SC/STs and OBCs such as reservation of seats in higher education and employment, relaxation of marks in admission process, relaxation of age, concession in fee, grants and scholarships in all levels of education, free hostel facilities, free coaching for various competitive examination etc. In spite of all these policies the representation of weaker sections especially the SCs/STs in higher education is comparatively low.

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### **8.6 CONSTITUTIONAL PROVISIONS FOR EMPOWERMENT OF WEAKER SECTIONS**

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After India's achievement of independence several attempts were made to remove socio-economic imbalances existed between the backward and forward classes and stamp out the unjust social order through various protective discrimination measures and other promotional measures. India still has almost 50% of its population below poverty line as per the UNDP multidimensional poverty index. Also India has seen an iniquitous & non-inclusive growth in which certain sections of society have gained more from the fruits of development while the weaker sections have become more deprived. Thus, there has been a concentration of wealth at top while majority population is deprived of basic amenities & sources necessary for basic human survival. India's poor track record on Global Human Development Index, Global Hunger index & Gender inequity Index is reflecting this trend. Though India has improved its position on these indices in recent years but situation is still not much good.

Besides economic disparity in India, there has been disparity in social & political rights also as exercised by different sections of society. Indian society is still witnessing gender discrimination in terms of iniquitous access to jobs, education, property rights & entry into legislatures. Besides there has been rising cases of gender based sexual violence as could be seen in rising number of rape cases & sexual harassment cases being reported form

different parts of country. Recent verdict of Supreme Court on transgender people also highlights the fact of their socio-economic deprivation & cases of violence against them in Indian society. Poor social security measures, jobless growth & slow rural development has also led to rise in number of daily wage laborers without any access to basic socio-economic & political rights.

Scheduled castes & scheduled tribes have also been historically deprived sections of Indian society with poor literacy levels, poor representation in jobs, higher infant & maternal mortality rates. Also cases of untouchability & violence against dalits are still reported from many parts of country. Similarly tribes are facing land alienation, debt bondage, expulsion from forest, displacement due to mining & industrialization.

Constitution is a living document, an instrument which makes the government system work. The Constitution of India is the preeminent law of India. It sets out the system characterizing key political standards, sets up the structure, methods, forces and obligations of government establishments and sets out basic rights, mandate standards and the obligations of subjects. It guarantees to all its citizens including weaker sections like right to life, right to equality, right to freedom of speech & expression, right against illegal trafficking & bonded labor, right against untouchability, right to form association, right to preserve one's own cultures, script & language, right to education, right against illegal arrest & detention, & also right to approach highest courts for violation of constitutional fundamental rights.

Besides fundamental rights constitution has provision for DPSP socio-economic rights which have been made part of various laws & policies by central & state legislatures. Various socio-economic rights include right to minimum wages, right to form unions & participative management, right to equal wage for equal work, right to food, right to participative governance through Panchayat bodies etc. Thus, the constitution has made ample provisions to make India a welfare state & to safeguard justice, liberty, equality & fraternity in Indian state. But the problem has been in their implementation & enforcement.

To encourage their educational participation, the government had committed to giving many policies and programmes at all levels. Many articles have been listed in the constitution for all citizens of the country, irrespective of caste, color, sex or any other discrimination. There are articles specifically for the upliftment of the weaker sections in our society and more specifically, for their education. For example, articles 30, 41 and 46 safeguard the

educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens, scheduled castes, scheduled tribes, minorities and transgender people.

#### **Article 14: Equality before Law**

*The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.*

#### **Article 15: Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth**

*15. (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.*

*15. (2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to— (a) access to shops, public restaurants, hotels and places of public entertainment; or (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.*

*15. (3) Nothing in this article shall prevent the State from making any special provision for women and children.*

*15. (4) Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.*

*15. (5) Nothing in this article or in sub-clause (g) of clause (1) of article 19 shall prevent the State from making any special provision, by law, for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30.*

## **Article 16: Equality of opportunity in matters of public employment**

*16. (4) Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State.*

*16. (4A) Nothing in this article shall prevent the State from making any provision for reservation [in matters of promotion, with consequential seniority, to any class] or classes of posts in the services under the State in favour of the Scheduled Castes and the Scheduled Tribes which, in the opinion of the State, are not adequately represented in the services under the State.*

*16. (4B) Nothing in this article shall prevent the State from considering any unfilled vacancies of a year which are reserved for being filled up in that year in accordance with any provision for reservation made under clause (4) or clause (4A) as a separate class of vacancies to be filled up in any succeeding year or years and such class of vacancies shall not be considered together with the vacancies of the year in which they are being filled up for determining the ceiling of fifty percent reservation on total number of vacancies of that year.*

## **Article 19: Right to Freedom**

*19. (1) All citizens shall have the right— (a) to freedom of speech and expression; (b) to assemble peaceably and without arms; (c) to form associations or unions; (d) to move freely throughout the territory of India; (e) to reside and settle in any part of the territory of India; (g) to practise any profession, or to carry on any occupation, trade or business.*

*19. (5) Nothing in 1 [sub-clauses (d) and (e)] of the said clause shall affect the operation of any existing law in so far as it imposes, or prevent the State from making any law imposing, reasonable restrictions on the exercise of any of the rights conferred by the said sub-clauses either in the interests of the general public or for the protection of the interests of any Scheduled Tribe.*

## **Article 29: Protection of interests of minorities**

*29. (1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.*

*29.(2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.*

## **Article 30: Right of minorities to establish and administer educational institutions**

*30. (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.*

*30. (1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.*

*30. (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.*

## **Article 39: Certain principles of policy to be followed by the State**

*39. The State shall, in particular, direct its policy towards securing—*

- (a) that the citizens, men and women equally, have the right to an adequate means of livelihood.*
- (b) that the ownership and control of the material resources of the community are so distributed as best to sub serve the common good.*
- (c) that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment.*
- (d) that there is equal pay for equal work for both men and women*

- (e) *that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength*

**Article 41: Right to work, to education and to public assistance in certain cases**

*The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.*

**Article 45: Provision for free and compulsory education for children**

*45. The State shall endeavour 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.*

**Article 46: Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections**

*The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.*

## Check Your Progress -2

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. Article 17 stated Protection of rights of minorities. True/False?
- ii. All children upto the age of \_\_\_\_\_ years have right to get free education as per Article 45.
- iii. Right to employment for SCs and STs fall under Article \_\_\_\_\_.
- iv. 'No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them' is Article \_\_\_\_\_.
- v. Article 46 is specifically for \_\_\_\_\_.
- vi. The factors include poverty, unemployment, educational level of parents, insufficient income etc. come under \_\_\_\_\_ for educational backwardness of people.

## Article 164: Other Provisions as to Ministries

*164. (1) The Chief Minister shall be appointed by the Governor and the other Ministers shall be appointed by the Governor on the advice of the Chief Minister, and the Ministers shall hold office during the pleasure of the Governor: Provided that in the States of [Chhattisgarh, Jharkhand], Madhya Pradesh and Orissa, there shall be a Minister in charge of tribal welfare who may in addition be in charge of the welfare of the Scheduled Castes and backward classes or any other work.*

## 243D: Reservation of Seats

*243D.(1) Seats shall be reserved for- (a) the Scheduled Castes; and (b) the Scheduled Tribes, in every Panchayat and the number of seats so reserved shall bear, as nearly as may be, the same proportion to the total number of seats to be filled by direct election in that Panchayat as the population of the Scheduled Castes in that Panchayat area or of the Scheduled Tribes in that Panchayat area bears to the total*

*population of that area and such seats may be allotted by rotation to different constituencies in a Panchayat.*

*243D.(2) Not less than one-third of the total number of seats reserved under clause (1) shall be reserved for women belonging to the Scheduled Castes or, as the case may be, the Scheduled Tribes.*

*243D.(3) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Panchayat shall be reserved for women and such seats may be allotted by rotation to different constituencies in a Panchayat.*

*243D.(4) The offices of the Chairpersons in the Panchayats at the village or any other level shall be reserved for the Scheduled Castes, the Scheduled Tribes and women in such manner as the Legislature of a State may, by law, provide: Provided that the number of offices of Chairpersons reserved for the Scheduled Castes and the Scheduled Tribes in the Panchayats at each level in any State shall bear, as nearly as may be, the same proportion to the total number of such offices in the Panchayats at each level as the population of the Scheduled Castes in the State or of the Scheduled Tribes in the State bears to the total population of the State: Provided further that not less than one-third of the total number of offices of Chairpersons in the Panchayats at each level shall be reserved for women: Provided also that the number of offices reserved under this clause shall be allotted by rotation to different Panchayats at each level.*

*243D.(5) The reservation of seats under clauses (1) and (2) and the reservation of offices of Chairpersons (other than the reservation for women) under clause (4) shall cease to have effect on the expiration of the period specified in article 334.*

*243D. (6) Nothing in this Part shall prevent the Legislature of a State from making any provision for reservation of seats in any Panchayat or offices of Chairpersons in the Panchayats at any level in favour of backward class of citizens.*

#### **Article 243T: Reservation of Seats**

*243T. (1) Seats shall be reserved for the Scheduled Castes and the Scheduled Tribes in every Municipality and the number of seats so reserved shall bear, as nearly as*

*may be, the same proportion to the total number of seats to be filled by direct election in that Municipality as the population of the Scheduled Castes in the Municipal area or of the Scheduled Tribes in the Municipal area bears to the total population of that area and such seats may be allotted by rotation to different constituencies in a Municipality.*

*243T. (2) Not less than one-third of the total number of seats reserved under clause (1) shall be reserved for women belonging to the Scheduled Castes or, as the case may be, the Scheduled Tribes.*

*243T. (3) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Municipality shall be reserved for women and such seats may be allotted by rotation to different constituencies in a Municipality.*

*243T. (4) The offices of Chairpersons in the Municipalities shall be reserved for the Scheduled Castes, the Scheduled Tribes and women in such manner as the Legislature of a State may, by law, provide.*

*243T. (5) The reservation of seats under clauses (1) and (2) and the reservation of offices of Chairpersons (other than the reservation for women) under clause (4) shall cease to have effect on the expiration of the period specified in article 334.*

### **Article 337: Special provision with respect to educational grants for the benefit of Anglo-Indian community**

*During the first three financial years after the commencement of this Constitution, the same grants, if any, shall be made by the Union and by each State for the benefit of the Anglo-Indian community in respect of education as were made in the financial year ending on the thirty-first day of March, 1948.*

*During every succeeding period of three years the grants may be less by ten per cent. than those for the immediately preceding period of three years: Provided that at the end of ten years from the commencement of this Constitution such grants, to the extent to which they are a special concession to the Anglo Indian community, shall cease.*

*Provided further that no educational institution shall be entitled to receive any grant under this article unless at least forty percent of the annual admissions therein are made available to members of communities other than the Anglo-Indian community.*

### **Article 338: National Commission for Scheduled Castes**

*338. (1) There shall be a Commission for the Scheduled Castes to be known as the National Commission for the Scheduled Castes.*

*338. (2) Subject to the provisions of any law made in this behalf by Parliament, the Commission shall consist of a Chairperson, Vice-Chairperson and three other Members and the conditions of service and tenure of office of the Chairperson, Vice-Chairperson and other Members so appointed shall be such as the President may by rule determine.*

*338. (3) The Chairperson, Vice-Chairperson and other Members of the Commission shall be appointed by the President by warrant under his hand and seal.*

*338. (4) The Commission shall have the power to regulate its own procedure.*

*338. (5) It shall be the duty of the Commission -*

- a) to investigate and monitor all matters relating to the safeguards provided for the Scheduled Castes under this Constitution or under any other law for the time being in force or under any order of the Government and to evaluate the working of such safeguards*
- b) to inquire into specific complaints with respect to the deprivation of rights and safeguards of the Scheduled Castes*
- c) to participate and advise on the planning process of socio-economic development of the Scheduled Castes and to evaluate the progress of their development under the Union and any State*
- d) to present to the President, annually and at such other times as the Commission may deem fit, reports upon the working of those safeguards*
- e) to make in such reports recommendations as to the measures that should be taken by the Union or any State for the effective implementation of those*

*safeguards and other measures for the protection, welfare and socio-economic development of the Scheduled Castes*

- f) to discharge such other functions in relation to the protection, welfare and development and advancement of the Scheduled Castes as the President may, subject to the provisions of any law made by Parliament, by rule specify*

*338. (6) The President shall cause all such reports to be laid before each House of Parliament along with a memorandum explaining the action taken or proposed to be taken on the recommendations relating to the Union and the reasons for the non-acceptance, if any, of any of such recommendations.*

*338. (7) Where any such report, or any part thereof, relates to any matter with which any State Government is concerned, a copy of such report shall be forwarded to the Governor of the State who shall cause it to be laid before the Legislature of the State along with a memorandum explaining the action taken or proposed to be taken on the recommendations relating to the State and the reasons for the non-acceptance, if any, of any of such recommendations.*

*338. (8) The Commission shall, while investigating any matter referred to in sub-clause (a) or inquiring into any complaint referred to in sub-clause (b) of clause (5), have all the powers of a civil court trying a suit and in particular in respect of the following matters, namely :—*

- a) summoning and enforcing the attendance of any person from any part of India and examining him on oath;*
- b) requiring the discovery and production of any document;*
- c) receiving evidence on affidavits;*
- d) requisitioning any public record or copy thereof from any court or office;*
- e) issuing commissions for the examination of witnesses and documents;*
- f) any other matter which the President may, by rule, determine.*

*338. (9) The Union and every State Government shall consult the Commission on all major policy matters affecting Scheduled Castes.*

338. (10) *In this article, references to the Scheduled Castes shall be construed as including references to such other backward classes as the President may, on receipt of the report of a Commission appointed under clause (1) of article 340, by order specify and also to the Anglo-Indian community.*

#### **Article 338A: National Commission for Scheduled Tribes**

338(A). (1) *There shall be a Commission for the Scheduled Tribes to be known as the National Commission for the Scheduled Tribes.*

338(A). (2) *Subject to the provisions of any law made in this behalf by Parliament, the Commission shall consist of a Chairperson, Vice-Chairperson and three other Members and the conditions of service and tenure of office of the Chairperson, Vice-Chairperson and other Members so appointed shall be such as the President by rule determine.*

338(A). (3) *The Chairperson, Vice-Chairperson and other Members of the Commission shall be appointed by the President by warrant under his hand and seal.*

338(A). (4) *The Commission shall have the power to regulate its own procedure.*

338(A). (5) *It shall be the duty of the Commission—*

- a) *to investigate and monitor all matters relating to the safeguards provided for the Scheduled Tribes under this Constitution or under any other law for the time being in force or under any order of the Government and to evaluate the working of such safeguards*
- b) *to inquire into specific complaints with respect to the deprivation of rights and safeguards of the Scheduled Tribes*
- c) *to participate and advise on the planning process of socio-economic development of the Scheduled Tribes and to evaluate the progress of their development under the Union and any State*
- d) *to present to the President, annually and at such other times as the Commission may deem fit, reports upon the working of those safeguards*

- e) *to make in such reports recommendations as to the measures that should be taken by the Union or any State for the effective implementation of those safeguards and other measures for the protection, welfare and socio-economic development of the Scheduled Tribes*
- f) *to discharge such other functions in relation to the protection, welfare and development and advancement of the Scheduled Tribes as the President may, subject to the provisions of any law made by Parliament, by rule specify.*

*338(A). (6) The President shall cause all such reports to be laid before each House of Parliament along with a memorandum explaining the action taken or proposed to be taken on the recommendations relating to the Union and the reasons for the non-acceptance, if any, of any of such recommendations.*

*338(A). (7) Where any such report, or any part thereof, relates to any matter with which any State Government is concerned, a copy of such report shall be forwarded to the Governor of the State who shall cause it to be laid before the Legislature of the State along with a memorandum explaining the action taken or proposed to be taken on the recommendations relating to the State and the reasons for the non-acceptance, if any, of any of such recommendations.*

*338(A). (8) The Commission shall, while investigating any matter referred to in sub-clause (a) or inquiring into any complaint referred to in sub-clause (b) of clause (5), have all the powers of a civil court trying a suit and in particular in respect of the following matters, namely: —*

- (a) summoning and enforcing the attendance of any person from any part of India and examining him on oath*
- (b) requiring the discovery and production of any document*
- (c) receiving evidence on affidavits*
- (d) requisitioning any public record or copy thereof from any court or office*
- (e) issuing commissions for the examination of witnesses and documents*
- (f) any other matter which the President may, by rule, determine.*

*338(A). (9) The Union and every State Government shall consult the Commission on all major policy matters affecting Scheduled Tribes.*

**Article 339:Control of the Union over the administration of Scheduled Areas and the welfare of Scheduled Tribes**

*339. (1) The President may at any time and shall, at the expiration of ten years from the commencement of this Constitution by order appoint a Commission to report on the administration of the Scheduled Areas and the welfare of the Scheduled Tribes in the States. The order may define the composition, powers and procedure of the Commission and may contain such incidental or ancillary provisions as the President may consider necessary or desirable.*

*339.(2) The executive power of the Union shall extend to the giving of directions to 1 [a State] as to the drawing up and execution of schemes specified in the direction to be essential for the welfare of the Scheduled Tribes in the State.*

**Article 340:Appointment of a Commission to investigate the conditions of backward classes**

*340.(1) The President may by order appoint a Commission consisting of such persons as he thinks fit to investigate the conditions of socially and educationally backward classes within the territory of India and the difficulties under which they labour and to make recommendations as to the steps that should be taken by the Union or any State to remove such difficulties and to improve their condition and as to the grants that should be made for the purpose by the Union or any State and the conditions subject to which such grants should be made, and the order appointing such Commission shall define the procedure to be followed by the Commission.*

*340. (2) A Commission so appointed shall investigate the matters referred to them and present to the President a report setting out the facts as found by them and making such recommendations as they think proper.*

*340. (3) The President shall cause a copy of the report so presented together with a memorandum explaining the action taken thereon to be laid before each House of Parliament.*

### **Article 341: Scheduled Castes**

*341. (1) The President may with respect to any State or Union territory, and where it is a State, after consultation with the Governor thereof, by public notification, specify the castes, races or tribes or parts of or groups within castes, races or tribes which shall for the purposes of this Constitution be deemed to be Scheduled Castes in relation to that State 2[or Union territory, as the case may be.*

*341. (2) Parliament may by law include in or exclude from the list of Scheduled Castes specified in a notification issued under clause (1) any caste, race or tribe or part of or group within any caste, race or tribe, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.*

### **Article 342: Scheduled Tribes**

*342. (1) The President may with respect to any State or Union territory, and where it is a State, after consultation with the Governor thereof, by public notification, specify the tribes or tribal communities or parts of or groups within tribes or tribal communities which shall for the purposes of this Constitution be deemed to be Scheduled Tribes in relation to that State or Union territory, as the case may be.*

*342. (2) Parliament may by law include in or exclude from the list of Scheduled Tribes specified in a notification issued under clause (1) any tribe or tribal community or part of or group within any tribe or tribal community, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.*

### **Article 350B: Special Officer for linguistic minorities**

*350B. (1) There shall be a Special Officer for linguistic minorities to be appointed by the President*

*350B. (2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.*

**For transgender people** too, Preamble to the constitution mandates justice social, economic and political equality of status. Thus, following rights apply to them also:

1. Article 14: The first and the foremost right that transgender people deserve is the right to equality.
2. Article 15 speaks about the prohibition of discrimination on the ground of religion, race, caste, sex, or place of birth.
3. *Article 19 states that all citizens shall have the right to freedom of speech and expression, which includes their right to expression of their self-identified gender. Self-identified gender can be expressed through dress, words, action or behavior or any other form.* The Court also protects one's gender expression invoked by Article 19. (1A) holds that "*no restriction can be placed on one's personal appearance or choice of dressing subject to the restrictions contained in article 19(2) of the Constitution*".
4. **The right to choose one's gender identity** is an essential part to lead a life with dignity which again falls under the ambit of Article 21.
5. Article 23 prohibits trafficking in human beings as beggars and other similar focus of forced labor and any contravention of these provisions shall be an offence punishable in accordance with law.
6. Legal recognition for third gender: The court ruled that fundamental rights are available to the third gender in the same manner as they are to males and females. Further now recognition of third gender in both criminal and civil status, such as those relating to marriage adoption, divorce, get it discriminated to the third gender.
7. Legal recognition for people transitioning within male/female binary: The court merely states that they prefer to follow the psyche of the person and use the psychological test as opposed to biological test. Also it has been declared that insisting on Sex Reassignment Surgery (SRS) as a condition for changing one's gender is illegal.
8. Public health and sanitation: Centre and state Governments have been directed to take proper measures to provide medical care to transgender people in the hospitals

and also provide those separate public toilets and other facilities. Further, they have been directed to operate HIV/Sero-surveillance measures for transgender people.

9. Socio-economic rights: Centre and state Govt. have been asked to provide the community various social welfare schemes and to treat the community as socially and economically backward classes. They have also asked to extend reservation in educational institutions and for public appointments.
10. Stigma and public Awareness: Both the governments are asked to take steps to create public awareness so that transgender people will feel that they are also part and parcel of the social life and not be treated as untouchables; take measures to regain their respect and place in society.
11. Rights of Transgender persons Bills:
  - April 15, 2014: The Supreme Court directs the government to legally recognize a third gender and give those who qualify new protections and benefits, including reservations in education and employment. The chapter on education makes it mandatory for the Government to provide inclusive education for transgender students and provide adult education to them.
  - April 24, 2015: Rajya Sabha passes the Rights of Transgender Persons Bill, a private member's bill. Bill defines being transgender as a psychological phenomenon and provides reservations for transgender people.
  - August 2, 2016: The government dispenses with the Rajya Sabha bill and introduces its own Transgender Persons (Protection of Rights) Bill. It defines being transgender as a biological phenomenon and does not provide reservations.
12. Unconstitutional 377: Section 377 refers to 'unnatural offences' and says whoever voluntarily has carnal intercourse against the order of nature with any man, woman or animal, shall be punished with imprisonment for life, or with imprisonment of either description for a term which may extend to 10 years, and shall also be liable

to pay fine. On September 6, 2018, section 377 has been scrapped by Supreme Court of India.

13. Transgender Persons Protection of Rights Act, 2019: The Act These obligations guarantees (from Chapter II to Chapter IX, Chapter I being preliminary) the following:

- **Prohibition of discrimination:** Prohibition of discrimination against Transgender individuals in education, employment, healthcare etc.
- **Recognition of identity:** Recognition of identity of transgender individuals and conferring the right and entitlement to obtain certificate of identity as a proof of recognition from the relevant state authorities.
- **Welfare measures:** Formulation and enactment of welfare measures, schemes, programmes for education, social security, healthcare, effective participation in the society and facilitating access to these schemes and welfare measures by appropriate state governments.
- **Rehabilitation and right of residence:** Rescue and rehabilitation measures, including right of residence conferred by the relevant state governments.
- **Obligations on Establishments:** In matters relating to employment including but not limited to recruitment, promotion and other related issues, Establishment must not discriminate against transgender individuals and must provide for an adequate grievance redressal mechanism to deal with complaints relating to violations of the Act and in the workplace.
- **National Council for Transgender Persons:** To perform the functions assigned to it under the Act, including but not limited to advising concerned stakeholders on formulation of policies, programmes, legislations and welfare measures, monitoring and evaluating the impact of policies and programmes designed for ensuring participation of Transgenders and ensuring redressal of grievances of Transgender Persons among others.

- **Offences and penalties:** Transgender people or others getting involved in forced or bonded labor, forcefully throwing any transgender child or adult out of household, village or place of residence or committing acts that cause physical, sexual, verbal, emotional or any sort of abuse against transgender person is liable to penalty for offence
- **Inclusivity in the workplace:** to educate workforces regarding gender inclusivity, reviewing the policies that included male/female only, framing anti-harassment policies, equipping gender neutral washrooms and encouraging recruitment of transgender

14. NPE, 2020 has mentioned about education and related budget for transgender people in clause 6.2 and 6.8.

Determining the right to personal freedom and self-determination, the Court has observed that the gender to which a person belongs is to be determined by the person concerned. Any kind of **discrimination against them on the ground of gender** as it is violative of Articles 14, 15, 16, 19 and 21.

### **Justice to weaker sections:**

Access to justice for these deprived sections could be improved by better & honest implementation of constitutional safeguards & various policies & programmes already in place for their welfare. For this we need administrative, judicial, police, political & legal reforms. Besides this we need social reforms because any law, rule, policy will not be effective or could be implemented properly without change in mindset of society at large. For example, *dalit* issue could not be solved by more programmes or more reservations but by social reforms in which they are treated equally as fellow human citizen. Similarly crimes against women can't be stopped only by laws but need change of mindset of people in which they are respected.

For empowering the weaker sections we need to make administration more participative & responsive for this role of *gram panchayats* & *gram sabhas* is very important which can enable weaker sections to participate in implementation of various socio-economic programmes thus safeguarding their socio-economic rights, for example, roper

implementation of Panchayats Extension to the Scheduled Areas (PESA) Act can safeguard tribal interest in India.

Besides this the grievance mechanism of administration needs to be improved by reforms like citizen charter, social audit, *jan-sunvayis*. Also, police reforms are needed to make them more sensitive towards weaker section & make them more accountable in safeguarding their rights. Judicial reforms in form of more number of judges, filling vacancies, use of IT in handling cases, use of informal means of justice like *lokadalat* can be made so as to ensure better access & speedy justice.

Thus, access to socio-economic & political justice for many weaker sections is still very weak & needs urgent overhaul. Though there has been improvement in access to justice but the pace has been too slow. Indian economy is like rich is becoming richer and poor is becoming poorer. Indian state should make urgent administrative, legal, police, judicial & political reforms, without which the dream of our Constitution makers to make India into a welfare state, where rights, of all are equally safeguarded will not become true in near future.

### Check Your Progress -3

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. Recently \_\_\_\_\_ has mentioned about education of transgender people and allocated budget for the same.
- ii. There shall be a Special Officer for linguistic minorities to be appointed by the President comes under Article \_\_\_\_\_.
- iii. PESA stands for \_\_\_\_\_.
- iv. Section 377 of IPC was unconstitutionalized on \_\_\_\_\_.
- v. Article 340 recommends appointment of special commission for investigating the condition of \_\_\_\_\_.
- vi. \_\_\_\_\_ violates Article 14, 15, 16, 19 and 21.

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## **8.7 LET US SUM UP**

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India can progress and develop only if every section of society has the equal right and equal access to justice and equal right and equal access to justice is possible through equal status to all, which may be deprived by means of empowerment and empowerment of an individual or group start from home or society. Hence, it is not only duty of our government but also our society to create opportunity for marginalized and weaker section so every one of them can preserve their rights and have access to justice.

To encourage the educational participation of all sections especially the SC/STs, OBCs, Women and other weaker sections, the State is committed to providing many measures including access and equality of opportunities at all levels of education. But still the government is unable to achieve the expected rate of progress due to the factors discussed above. Consequently, the people of weaker sections are experiencing a wide gap in all levels of education and employment sector. When educational inputs are properly planed and used effectively, then it can increase national output, cultural richness and build positive attitude towards technology. It increases efficiency and effectiveness of the governance. Education not only develops new values but also strengthens competencies and develops commitment and sharpens the ability to self-examination, self-monitoring and also self-criticism. To arrange quality improvement programmes to enhance their performance and meritocracy in education, the government should ensure the effective implementation of reservation policies and programmes.

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## **8.8 LESSON END EXERCISE**

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1. What do you understand by weaker sections in the society? How can you classify them? Explain.
2. Explain various problems faced by weaker sections of Indian society.
3. What is role of education in empowerment of weaker sections?
4. Explain the reasons for educational backwardness of economically backward classes.
5. Enlist various constitutional provisions for the education of weaker sections.
6. What are the provisions for upliftment of transgender people in our society?

7. Suggest practical measures for empowerment of transgender people.

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## 8.9 SUGGESTED FURTHER READINGS

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## 8.10 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress -1

- i. Government of India Act, 1935; ii. three, Scheduled Caste, Scheduled Tribe and Other Backward Classes; iii. Governance, representation and justice; iv. No; v. gaddi, zarao, bhotias, nagas etc. vi. 15 (4).

### **Check Your Progress -2**

i. False; ii. 14; iii. 16. (4A); iv. 29. (2); v. economic and educational rights of weaker sections; vi. familial factors.

### **Check Your Progress -3**

i. NPE, 2020; ii. 350B. (1); iii Panchayats Extension to the Scheduled Areas Act; iv. September 6, 2018; v.; backward classes; vi. Discrimination with transgender people.

## **RECOMMENDATIONS OF NATIONAL KNOWLEDGE COMMISSION**

### **Structure**

- 9.1 Introduction
- 9.2 Objectives
- 9.3 About National Knowledge Commission (NKC)
  - 9.3.1 Members of NKC
  - 9.3.2 Terms of reference of the National Knowledge Commission
  - 9.3.3 Methodology followed by the NKC
- 9.4 Objectives of National Knowledge Commission
- 9.5 Focus areas of the National Knowledge Commission
- 9.6 Organization of National Knowledge Commission
- 9.7 Recommendations of National Knowledge Commission
  - 9.7.1 Overview of the recommendations of NKC
  - 9.7.2 Follow-up on recommendations of NKC
- 9.8 Organizational Issues of NKC
- 9.9 Let Us Sum Up
- 9.10 Lesson End Exercise
- 9.11 Suggested Further Readings
- 9.12 Answers to Check Your Progress

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## **9.1 INTRODUCTION**

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Knowledge has been recognized as the key driving force in the 21<sup>st</sup> century. Every nation now finds itself operating in an increasingly competitive and globalized international environment where the information infrastructure, research and innovation systems, education and lifelong learning, and regulatory frameworks are crucial variables. The ability of a nation to use and create knowledge capital determines its capacity to empower and enable its citizens by increasing human capabilities. India's ability to merge as a globally competitive player will substantially depend on its knowledge sources. To foster generational change, a systematic transformation is required that seeks to address the concerns of entire knowledge spectrum. This massive endeavor involves creating a roadmap for reform of the knowledge sector that focuses on enhancing access to knowledge, fundamentally improving education systems and their delivery, re-shaping the research, development and innovation structures, and harnessing knowledge applications for generating better services. Such a knowledge revolution that seeks to build capacity and generate quality will enable our country to empower its human capital – including the 550 million below the age of 25. Our unique demographic dividend offers a tremendous opportunity as well as a daunting challenge which requires creative strategies for a new knowledge oriented paradigm.

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## **9.2 OBJECTIVES**

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

- indicate the need of National Knowledge Commission,
- describe organization of National Knowledge Commission,
- explain the objectives of National Knowledge Commission,
- list terms of references of National Knowledge Commission, and
- elaborate recommendations of National Knowledge Commission

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## **9.3 ABOUT NATIONAL KNOWLEDGE COMMISSION**

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The ability of a nation to use and create knowledge capital determines its capacity to empower and enable its citizens by increasing human capabilities. India is expected to have the largest set of young people in the world. Following a knowledge-oriented paradigm of development would enable India to leverage this demographic advantage. In the words

of our former Prime Minister, Sh. Manmohan Singh “The time has come to create a second wave of institution building and of excellence in the field of education, research and capability building so that we are better prepared for the 21st century.”

With this broad task in mind, the National Knowledge Commission (NKC) was constituted on 13th June 2005 with a time-frame of three years, from 2nd October 2005 to 2nd October 2008. As a high-level advisory body to the Prime Minister of India, the National Knowledge Commission has been given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry, e-governance etc. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services are core concerns of the commission.

### **9.3.1 Members of NKC**

Following were the members of the commission:

- Mr. Sam Pitroda: Chairman
- Dr. P.M.Bhargava: Vice Chairman
- Dr. Pratap Bhanu Mehta
- Dr. André Bételle
- Dr. Ashok Ganguly
- Dr. Jayati Ghosh
- Dr. Deepak Nayyar
- Mr. Nandan Nilekani

### **9.3.2 Terms of Reference of the National Knowledge Commission**

As per Government Notification of 13th June 2005, the following are the Terms of Reference of the National Knowledge Commission (NKC):

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India’s competitive advantage in fields of knowledge.
- Promote creation of knowledge in Science & Technology laboratories.

- Improve the management of institutions engaged in intellectual property rights.
- Promote knowledge applications in agriculture and industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

### **9.3.3 Methodology followed by the NKC**

- Identification of key focus areas.
- Identification of diverse stakeholders and understanding major issues in the area.
- Constitution of Working Groups of experts and specialists; organization of workshops, extensive formal and informal consultations with concerned entities and stakeholders.
- Consultation with administrative Ministries and the Planning Commission.
- Discussion in NKC to finalize recommendations in the form of letter to the PM from the Chairman, NKC.
- Letter to PM containing key recommendations, first steps, financial implications etc. The letter will be supported by the relevant explanatory documents.
- Widespread dissemination of NKC recommendations to state governments, civil society and other stakeholders, also using the NKC website.
- Initiating the implementation of the recommendations under the aegis of the PMO.
- Finalizing the recommendations based on stakeholder feedback and coordinating/ following up the implementations of proposals.

### Check Your Progress -1

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. National Knowledge Commission (NKC) was constituted on \_\_\_\_\_.
- ii. NKC had a time-frame of \_\_\_\_\_ years, from \_\_\_\_\_ to \_\_\_\_\_.
- iii. NKC is a high advisory body to the \_\_\_\_\_ of India.
- iv. There are in total of \_\_\_\_\_ members of the commission, including chairman and vice chairman.
- v. The \_\_\_\_\_ based paradigm is the key to NKC.
- vi. Headquarters of NKC is in \_\_\_\_\_.

## 9.4 OBJECTIVES OF NATIONAL KNOWLEDGE COMMISSION

The overarching aim of the National Knowledge Commission is to enable the development of a vibrant knowledge based society. This entails both a radical improvement in existing systems of knowledge, and creating avenues for generating new forms of knowledge. Greater participation and more equitable access to knowledge across all sections of society are of vital importance in achieving these goals.

In view of the above, the NKC seeks to develop appropriate institutional frameworks to:

- Strengthen the education system, promote domestic research and innovation, and facilitate knowledge application in sectors like health, agriculture, and industry.
- Leverage information and communication technologies to enhance governance and improve connectivity.
- Devise mechanisms for exchange and interaction between knowledge systems in the global arena.

The overall task before the National Knowledge Commission is to take steps that will give India the 'knowledge edge' in the coming decades, i.e. to ensure that our country becomes

a leader in the creation, application and dissemination of knowledge.

- i. **Creation** of new knowledge principally depends on strengthening the education system, promoting domestic research and innovation in laboratories as well as at the grassroots level, and tapping foreign sources of knowledge through more open trading regimes, foreign investment and technology licensing.
- ii. **Application** of knowledge will primarily target the sectors of health, agriculture, government and industry. This involves diverse priorities like using traditional knowledge in agriculture, encouraging innovation in industry and agriculture, and building a strong e-governance framework for public services.
- iii. **Dissemination** of knowledge focuses on ensuring universal elementary education, especially for girls and other traditionally disadvantaged groups; creating a culture of lifelong learning, especially for skilled workers; taking steps to boost literacy levels; and using Information and Communication Technology (ICT) to enhance standards in education and widely disseminate easily accessible knowledge that is useful to the public.

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## 9.5 FOCUS AREAS OF THE NATIONAL KNOWLEDGE COMMISSION

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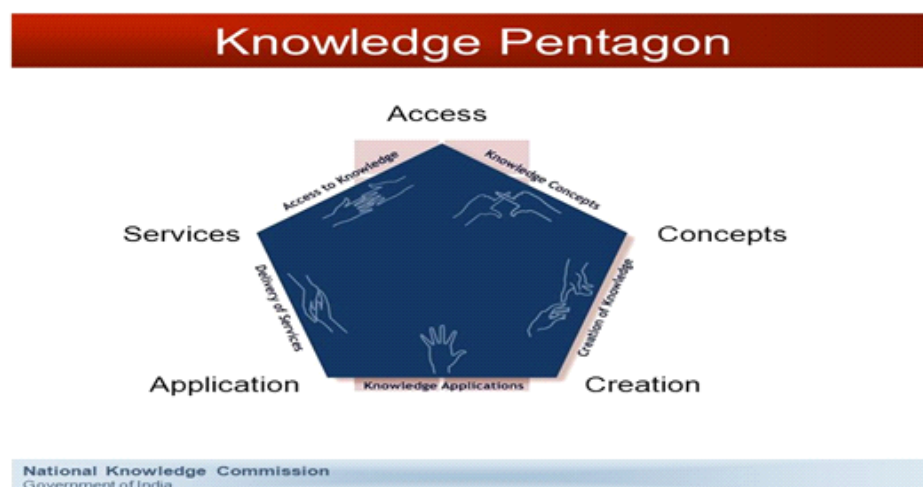
The commission was framed with some specific focus areas to be kept under utmost consideration that categorizes 27 focus areas under five main headings which are as follows:

1. **Access to Knowledge:** Access is one of the most fundamental issues in a knowledge society. Even if universities, research institutions and laboratories produce large amounts of knowledge, it will be of little use until the majority of the population actually possesses adequate means to acquire, absorb and communicate this knowledge. It covers Right to Education, language, translation, libraries, knowledge network, health information network and portals.
2. **Knowledge Concepts:** Advances in knowledge and its applications are products of human endeavors; therefore it is of utmost importance that we nurture the skills and intellectual capacities of our largely youthful population in order to build a strong base of human capital that can transform India into a strong knowledge economy. This category involves school education, vocational education, medical

education, higher education, legal education, management education, engineering education, open and distance education, open educational resources, more talented students in Maths and Science and more quality Ph.Ds.

3. **Knowledge Creation:** Although India has the option of borrowing or buying new knowledge from abroad, it is important to create self-sufficiency by promoting indigenous research, especially in Science & Technology. S&T has the ability to accelerate the processes of other parallel knowledge objectives, leading to economic growth and security. It includes National Science and Social Science Foundation, legal framework for public funded research, intellectual property rights, innovation in India and entrepreneurship in India.
4. **Knowledge Application:** The creation of knowledge cannot be directionless. To derive maximum benefits from our intellectual assets, we must apply knowledge in fields like agriculture, industry, health, education etc. where productivity can be enhanced. Knowledge application is both a goal in itself and a facilitator of progress in these important sectors. It includes traditional health system, agriculture and enhancing quality of life.
5. **Knowledge Services:** Investment in knowledge services will produce large-scale benefits for the common man. Technology has the potential to make government services and functioning more accountable, transparent and efficient. E-governance can change the way in which the citizens of India perceive and interact with the government.

This can be shown in picture as follows:



## Check Your Progress -2

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. The overall task before the National Knowledge Commission is to ensure that India will become a leader in the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ of knowledge.
- ii. There are \_\_\_\_\_ focus areas of NKC, categorized under \_\_\_\_\_ main headings.
- iii. E-governance comes under \_\_\_\_\_ focus category.
- iv. Knowledge pentagon has 8 vertices of knowledge categories. True/False?
- v. Knowledge application includes \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- vi. Creation of new knowledge principally depends on promoting domestic research and innovation in laboratories. True/False

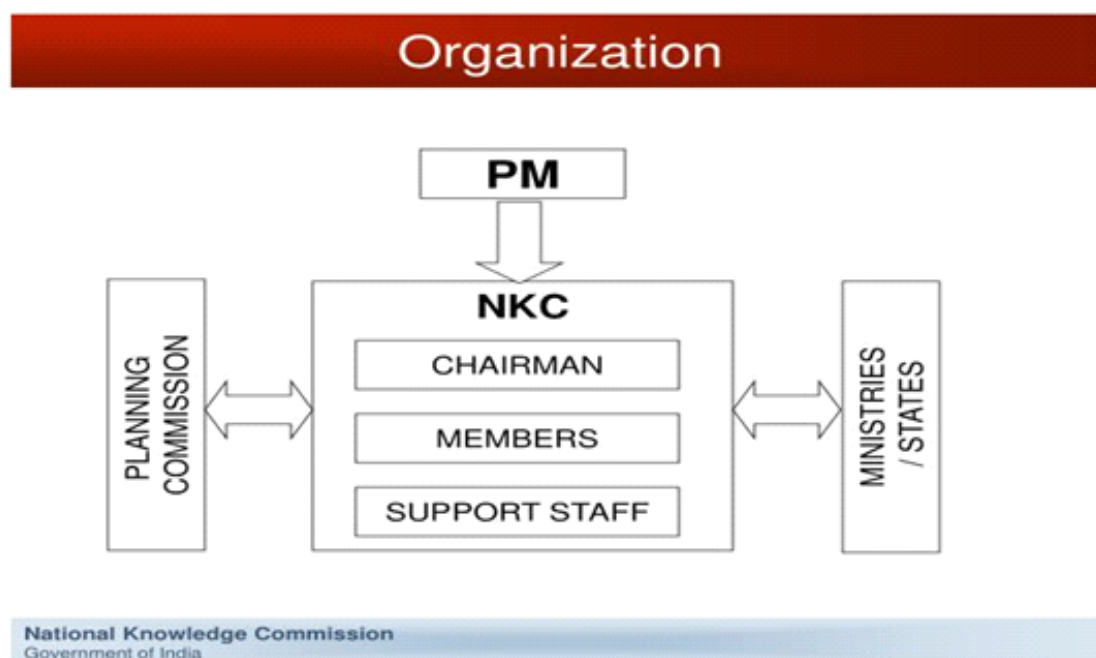
## 9.6 ORGANIZATION OF NATIONAL KNOWLEDGE COMMISSION

The National Knowledge Commission consists of **eight Members**, including the **Chairman**. All Members perform their duties on a part-time basis and do not claim any remuneration for the same. They are assisted in their duties by a small **Technical Support Staff**, which consists of a maximum of 10 young professionals from premier educational institutions, hired on contract basis and headed by an **Executive Director**. A small number of officials may be seconded to the NKC by the Government for administrative coordination as **Officers on Special Duty**. The Commission is also free to co-opt **Experts** to assist in the management of its tasks.

For the purposes of oversight, a **National Steering Group** for the NKC has been created under the Chairmanship of the Prime Minister. This group includes the Ministers of Human Resource Development, Agriculture, Commerce and Industry, and Communication and Information Technology, the Deputy Chairman of the Planning Commission, and the Minister of State for Science and Technology.

The **Planning Commission** is the nodal agency for the NKC for planning and budgeting purposes as well as for handling Parliament related responses.

The organization of the commission can be shown pictorially as follows:



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## 9.7 RECOMMENDATIONS OF THE NATIONAL KNOWLEDGE COMMISSION

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To take its mandate forward, NKC focused its deliberations on five key areas: enhancing access to knowledge, reinvigorating institutions where knowledge concepts are imparted, creating favorable ecosystems for making India a global leader in creation of knowledge, promoting applications of knowledge for sustained and inclusive growth and using knowledge applications in delivery of public services. Institutional reform and optimal utilization of the potential of ICT were recurrent pivots of NKC deliberations. NKC has submitted specific recommendations to the Government on 20 issues till the end of December 2007. Of these, 11 were submitted during 2007. Recommendations are under formulation in respect of some other issues.

### 9.7.1 Overview of the recommendations of NKC

The core of NKC recommendations relate to institutions of learning, particularly at the higher level. Supplementing this core are recommendations for revitalizing associated sectors like libraries, creating a digital broadband network interconnecting all research and education

institutions, and promoting a vibrant translation industry to create better access for all groups. Recommendations were also made by NKC on enhancing systems of knowledge creation. These included suggestions on creating a better environment for innovation in the country, a robust intellectual property rights regime, incentivizing research in universities, promoting traditional health systems and creating a better framework for delivery of government services to citizens through a citizen centric e-governance programme.

## **1. Right to Education**

The 86th constitutional amendment act resulted in the Right to Education being made a Fundamental Right. Following this commitment, NKC believes that:

- Legislation on Right to Education must be enforced by the central government following from the commitment made in the Constitutional Amendment Article 21A.
- The legislation must include a financial provision requiring the Central Government to provide the bulk of the additional funds needed to ensure Right to Education.
- The responsibility of the Government, at different levels, must be recognized to ensure justifiability.
- The legislation must include a schedule of norms and standards to specify minimum quality of education.
- Appropriate procedures must be set in place to outline a redressal mechanism.

## **2. Higher Education**

In Higher Education, NKC has focused on the three crucial aspects of expansion, excellence and inclusion. There are about 350 odd universities and 18,000 colleges providing higher education in the country, to about 10% of the relevant age group. This is extremely inadequate in a country where the demographic dividend by way of a young population of about 550 million youth, is a much talked about asset.

- If Gross Enrolment Ratio (GER) of 15% and above by 2015 is to be achieved, a substantial increase in the number of higher education institutions (HEIs) in our country is needed. While this expansion will have to be achieved in part through

increased public spending on higher education, it will also require diversifying the sources of financing to encourage private participation, philanthropic contributions and industry linkages. To this end, the current barriers to entry in setting up HEIs are very high relying primarily on legislation.

- NKC's recommendation to set up an Independent Regulatory Authority for Higher Education (IRAHE), at an arm's length from all stakeholders, that would accord degree granting power to universities, is one way to supplement the process of setting up universities through legislation. The regulator would also be responsible for monitoring standards and settling disputes. This will streamline regulation of higher education in the country which at present is marked by a multiplicity of regulators, often with overlapping mandates.
- A plethora of regulations without adequate autonomy or accountability for institutions has resulted in a system that is over regulated and under governed.
- Addressing the need for both expansion and quality, NKC has also recommended setting up of 50 national universities.
- To ensure quality NKC has called for reform of existing universities including frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research, and reforming governance of institutions.
- There is an urgent need to restructure the system of affiliated undergraduate colleges which no longer provides a viable model for quality higher education.
- Create more departments based unitary universities and giving greater autonomy to existing institutions should be explored.
- Instead of a single accreditation agency created with state monopoly, multiple accreditation agencies maybe licensed by the IRAHE to do the ratings. Backed by stringent information disclosure norms, this would empower students with reliable information and would be a mechanism for ensuring accountability.

- Quality may also be enhanced through up-gradation of infrastructure, attracting and retaining talented faculty through introducing salary differentials, greater research opportunities, faculty exchange programmes etc.
- NKC believes that all deserving students should have access to higher education, irrespective of their socioeconomic background. While the government heavily subsidizes university education by keeping fees low, there is better value created for this subsidization by ensuring well-funded scholarships and affirmative action that takes into account the multi dimensionality of deprivation.
- Increase public spending and diversify sources of financing and promote enhanced quality through measures such as upgrading infrastructure, introduction of salary differentials, etc.

### **3. Open and Distance Education & Open Educational Resources**

NKC recommendations on distance education:

- Distance education can provide access to education for a large number of students, including for learners with special needs.
- With the proliferation of media like television, radio and Internet, its reach can be significantly increased.
- Focus on creating a national ICT infrastructure, developing web based common open resources, establishing a credit bank and providing a national testing service.
- Regulation of distance education would be performed by a sub-committee under the proposed independent regulatory authority.
- To supplement this, the production of quality content & leveraging global open educational resources needs to be focused on in a comprehensive manner.
- We need to encourage open access for all material-research papers, books, periodicals etc. and develop a network enabled delivery infrastructure.

#### **4. Professional Education**

The centres streams in many ways exemplify the problems that plague our higher education system, especially the regulatory framework. NKC has therefore recommended that

- The present regime of regulation in all professional education streams is to be replaced by subgroups on different streams under the proposed independent regulator. This would have to be accompanied by independent multiple accreditation agencies that provide reliable ratings.
- Allow greater autonomy to institutions, reforming the current examination system, developing contemporary curricula that are regularly updated and encouraging research. Hire and retain talented faculty is a significant problem in all professional education streams, as more lucrative career opportunities are available outside academia in their disciplines.
- Introduce salary differentials, permitting opportunities in professional practices and consultancy services may need to be explored.
- Indian Law schools need to orient themselves to meet the growing international dimensions of legal education and of the legal profession.
- Centres for Advanced Legal Studies and Research (CALSAR), one in each region, have been proposed by NKC to carry out cutting edge research on various aspects of law. These centres would also serve as think-tanks for advising the government in national and international.
- Regional imbalances in medical education would be a limiting factor in providing affordable health care for all sections.
- Medical education would need to strengthen its focus on public health.
- It was felt that the quality of management education should be enhanced through increasing its social relevance as well as looking at a programme of mentoring for the proliferating institutions.

## **5. Vocational Education and Training**

While Higher Education enrolment has to increase markedly, the skill requirement of the growing economy means that a large proportion of our labor force needs to be provided vocational education and be trained in adequate skills. This skill element has to be integrated with the higher education system to ensure maximum mobility. NKC's recommendations focus on:

- Increasing the flexibility of vocational education and training (VET) within the mainstream education system.
- They point to a need for quantifying and monitoring the impact of vocational education, as reliable data and information on this aspect was not available.
- Resource allocation for vocational education needs to be increased.
- Expand capacity through innovative delivery models including robust public private partnerships (PPP).
- PPP frameworks need to be well thought out and devised keeping in mind the specificities for the sector.
- Given that only 7% of the country's labor force is in the organized sector, enhancing training options available for the unorganized and informal sector will be critical for enhancing the productivity of the bulk of our working population.
- It is necessary to ensure a robust regulatory and accreditation framework, along with proper certification of vocational education and training. This will allow easier mobility into higher education streams, enhancing the value of such training and providing continuous opportunity for upgradation of these skills.
- Vocational education and training needs a concerted re-branding effort to increase its value and ability to command higher incomes.

## **6. Libraries**

Education systems, formal and informal, while being critical, are not the only components of a knowledge society. NKC's mandate therefore is wider than building excellence in our education system, and stretches to several key associated

sectors that propel a knowledge based economy and society. Critical to this are domains which create access to knowledge. To this end NKC has suggested following reforms:

- Revamp the entire Library and Information Services (LIS) sector in the country. India has a vast network of libraries in the public and private domains. However, they often lie in various stages of disuse. Libraries can be revitalized, not merely as repositories of texts, but as dynamic centres for the sharing and dissemination of knowledge.
- Leverage ICT for various applications such as cataloguing, digitization of content, creating e-journals etc. is also highlighted.
- To give the sector sustained attention, NKC recommended the setting up of an independent and autonomous National Commission on libraries which would be responsible for undertaking a host of measures and streamlining all initiatives for the development of the sector.
- Prepare a National Census of all Libraries.
- Re-assess staffing of libraries.
- Set up a Central Library Fund.
- Modernize library management, encourage greater community participation in library management.
- Facilitate donation and maintenance of private collections.
- Encourage Public Private Partnerships in LIS development.
- NKC recommendations highlight some basic lacunae such as the lack of a comprehensive census of libraries in the country. They focus on modernizing the management of libraries to ensure greater community participation; including creating models for public private partnerships in LIS development.

## **7. English Language**

An inclusive society is the foundation for a knowledge society. Language is significant, not only as a medium of instruction or a means of communication but

also as a determinant of access. In the current scenario, an understanding and command over the English language, is a most important determinant of access to higher education, employment possibilities and social opportunities. NKC therefore recommends the following:

- English as a language should be introduced, along with the first language (either mother tongue or the regional language) of the child, starting from Class I.
- Modify and reform the pedagogy of English language teaching and learning, to reduce the disproportionate emphasis on grammar and focus on creating meaningful learning experiences for the child.
- Given that language learning is contingent on the environment, all available media including audio visual and print should be used to supplement traditional teaching methods.
- Train the approximately 4 million school teachers regardless of their subject expertise through vacation training programmes or other short-term courses.
- Induct graduates with high proficiency in English and good communication skills without formal teacher-training qualifications.
- Develop pedagogically sound English textbooks from Class I-XII.
- Language learning must be integrated with content learning.
- Create language learning opportunities inside and outside the class room using all available media, audio-visual, print etc.

## **8. Translation**

In a multilingual country, translation should play a critical role in making available knowledge to different linguistic groups. Translation here implies not just translation of literary texts, but across a range of areas. These would include translation of pedagogic materials at all levels, especially in the sciences and social sciences, translation of content- as e-governance applications becomes increasingly localized and ubiquitous, and also different types of translation both human and machine aided. It may therefore become a commercially viable activity with a very high

direct and indirect employment generation potential. To this end NKC recommended:

- Set up a National Translation Mission with a focus on promoting translation activities across the country.
- Provide impetus for developing translation as an industry.
- Establish a store-house of information on all aspects of translation involving Indian languages.
- Promote printed as well as virtual publication of translation studies.
- Create and maintain various tools for translation and encourage machine translation.
- Provide quality training and education for translators.
- Translate pedagogic materials at all levels specifically in the natural and social sciences.
- Project Indian languages and literatures through high-quality translation.
- Set up a national web portal on translation.
- Organize Annual National Conferences on translation.
- Promote book launches, festivals, fellowships and prizes for translation.
- Set up a National Mission on Translation for this purpose.

## **9. Knowledge Network**

Important recommendations emerging from NKC in regard to national knowledge network are:

- Interconnect all knowledge institutions throughout the country, through an electronic digital broadband network with adequate capabilities (minimum access speed of 100mbps or more) to encourage sharing of resources and collaborative research. It recommends utilization of various available options including existing commercial networks for this purpose.

- The network will be based on Internet Protocol (IP) and Multi-Packet Labeled Services (MPLS) technology.
- A Special Purpose Vehicle (SPV) consisting of major stakeholders should manage the day to day working.
- Security of data along with privacy and confidentiality to be ensured.
- Initially consider using existing commercial networks, and shifting to a hybrid network with a central Core of a relatively few nodes, and an outer network.
- One time capital support to be given to user institutions to set up a high speed Local Area Network.

## **10. Health Information Network**

Another significant network related recommendation of NKC pertains to creating a comprehensive health information network.

- The developments in information and communication technology have created new opportunities for enhancing the efficiency of health care delivery.
- There is need to develop a web based network, connecting all health care establishments, in both private and public sectors.
- When fully functional, all health care transactions will be recorded electronically and this data will be available in the health data vault to authorized users, when they need it and where they need it.
- A common Electronic Health Record (EHR) based on open source solutions needs to be created and disseminated widely.
- Establish national standards for clinical terminology and health informatics.
- Create a policy framework for promoting the use of IT in health care and the attendant measures to ensure security of data.
- Setup an institutional body with appropriate professionals with domain expertise, adequate budget, time tables, and measurable milestones.

- A policy framework put in place now, and a focused organization to implement plans for the coming years will ensure enormous improvements in health care delivery in India.

## **11. Portals**

NKC has also proposed regarding portals:

- Create national web based portals on certain key sectors such as Water, Energy, Environment, Education, Food, Health, Agriculture, Employment, Citizens Rights etc. The portals would serve as a single window for information on the given sector for all stakeholders, from students to researchers and practitioners in the field.
- These portals should be managed by a consortium consisting of representatives from a wide range of stakeholders to ensure that they are not owned by any one organization, but have a national character.
- NKC facilitated the setting up of two portals: one on Water, championed by Arghyam Trust and another on Energy championed by The Energy Research Institute (TERI). Work on a biodiversity portal and a teachers' education portal has also been initiated.

## **12. Intellectual Property Rights**

For India to become a global knowledge leader, we would need to be at the forefront of creating knowledge. This requires a favorable eco-system that not only protects the ingenuity of the creator but also rewards knowledge creation through commercial applications. In order to facilitate the creation of knowledge NKC has recommended:

- Scale up efforts to build a world class IPR infrastructure, including steps to modernize the patent offices with computerization, e-filing, process re-engineering, human resource development, transparency, documentation, accessibility and building global standards.
- IPR training in IP Offices as well as in educational institutions needs to be intensified, and IPR Cells should be developed.

- Establishment of new structures such as a separate IPR Tribunal, a national institution for cutting edge IPR policy and a Global Technology Acquisition Fund.
- Need to protect traditional knowledge, create incentives for it and also explore mechanisms for identification of key IPR issues in new technology areas.

### **13. Legal Framework for Public Funded Research**

NKC has given following recommendations on LFPFR:

- Revitalize research in universities.
- Requirement for enacting a legislation to give an impetus to public funded research that would give universities and research institutions ownership and patent rights over inventions arising out of government funded research.
- Create an enabling environment for commercialization of such inventions through licensing arrangements where inventors would also be allowed to receive a share of the royalty.
- However, the proposed enactment should incorporate important safeguards for exceptional circumstances where the government could be given ‘march in rights’ to protect public good.

### **14. National Science and Social Science Foundation (NS3F)**

National Science and Social Science Foundation (NS3F) was recommended by NKC to look at all knowledge as one seamless entity.

- The objectives of the NS3F is to suggest policy initiatives:
- to make India a leader in the creation and use of knowledge
- to ensure that science and technology are maximally used for the betterment of the lives of people
- to develop the scientific temper in the country
- The NS3F would also ensure that science and technology are maximum used for betterment of the lives of our people.

## **15. Innovation**

Innovation is a key driver of growth based on knowledge inputs. NKC conducted an extensive survey on the status of innovation in the country. NKC's Innovation Survey reveals that

- Innovation is emerging as one of the key factors in India's economic growth, where both large firms and SMEs have increased innovation related revenues.
- Strategic prioritization of innovation has also increased significantly since the start of economic liberalization.
- Crucial firm level structures and processes play a key role in innovation, but skill shortage arising out of lack of emphasis on experimentation/problem solving in the curricula is a critical barrier.
- More effective synergy between industry, government, the educational system, R&D environment and the consumer is needed.
- Further a comprehensive campaign is needed across the entire economy from the grassroots to the large firm level to make India a global leader in innovation.

## **16. Traditional Health Systems**

India has an immensely rich and complex indigenous medical heritage. With medical pluralism increasingly being recognized as the way forward in meeting the health requirements of people, we have an opportunity to provide quality health care based both on traditional health systems and more conventional evidence based biomedical sciences. NKC has recommended that:

- Major efforts be undertaken to provide quality education in traditional medicine.
- Evidence-based approaches should also be introduced into the current educational framework, possibly through institutions of the standard of IISc, IITs and AIIMS, with commensurate financial outlays.
- Strengthen research through concerted higher investments and more rigorous methodologies, ensuring internationally acceptable standardization and documentation of herbal medications, promoting clinical trials, along with adhering

to a world-class certification process to assist the achievement of internationally acceptable standards for good manufacturing, laboratory, clinical, agricultural and collection practices.

- Create a suitable IPR framework for better protection of the sources of traditional medical knowledge.
- Ensure that sufficient incentives are created for commercialization of traditional medications.
- Efforts already ongoing for a Traditional Knowledge Digital Library (TKDL) should be diversified and expanded to include medical knowledge.

## **17. E-governance**

- To enhance the efficacy of delivery of services by the government, NKC has given following recommendations:
- Reiterate that e-governance should be an opportunity not merely for computerization of age old processes, but a step towards re-thinking our systems and processes to ensure greater efficiency and citizen orientation.
- Re-engineer government processes to change the basic pattern of governance for simplicity, transparency, productivity and efficiency.
- The need for developing common standards and deploying a common platform/infrastructure for e-governance is highlighted.
- Further 10 to 20 important services to be selected that make a critical difference to citizens in terms of simplified and offered as web-based services.
- Begin all new national programmes (like Bharat Nirman, Rural Employment Guarantee Scheme, etc.) with well-engineered e-governance implementation and web interface. This will ensure speedy delivery, productivity and efficiency of services making them citizen centric and ensuring that the right people get the benefits.
- Create a focused organization with structures that can operate in mission mode to drive the national e-governance plan.

### Check Your Progress -3

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. Do the members of the commission claim any remuneration for the work they do? Yes/No
- ii. Which nodal agency of NKC works for planning and budgeting purposes and handling Parliament related responses?
- iii. CALSAR stands for \_\_\_\_\_.
- iv. NKC has recommended setting up a \_\_\_\_\_ with a focus on promoting translation activities across the country.
- v. Legislation on RTE must be enforced by the central government as per Constitutional Amendment \_\_\_\_\_.
- vi. \_\_\_\_\_ should be diversified and expanded to include medical knowledge.

#### 9.7.2 Follow up on NKC Recommendations

In view of the critical role that knowledge institutions would play in making India a global leader in the 21st Century and in meeting the growing aspirations of the large component of the young in India's population, there was little doubt that education and related sectors would merit large infusion of resources in the XI Plan. It was also apparent that institutional reform would need to supplement this infusion. NKC was envisaged by the Government as one of the key concurrent processes for the XI Plan, 2007-12. Recommendations of NKC have been key inputs in formulating broad contours of the XI Plan.

NKC perceived the follow up on its recommendations as:

- a) commitment of financial resources in the XI Plan with stress on institutional reform;
- b) wide dissemination of NKC recommendations and discussion thereon for engaging diverse stakeholders to create favorable opinion towards reform; and
- c) preparation of detailed strategies and plans for implementation at the State level.

The progress made in each of these is presented below.

#### **A. XI PLAN (2007-2012)**

The XI Plan, approved at the meeting of the National Development Council on 19th December 2007, places the highest priority on education as a centred instrument for achieving rapid and inclusive growth. This is reflected in the five-fold increase in resources allocation. At Rs. 2.70 lakh crore, it constitutes 20% of the Plan, representing a credible progress towards the target of 6% of GDP. The following paragraphs summarize the major components of the XI Plan relating to the recommendations made by NKC. They appear in the same order as in the Plan.

#### **E-governance for Better Service Delivery etc. (Volume I: Inclusive Growth)**

- Process re-engineering to be the most crucial element of the agenda to make delivery of services citizen centric.
- Creation of a common service delivery platform including state wide networks, common service centres and last mile connectivity.
- A body with PM as Chair to prescribe deliverables and milestones for the national e-governance Plan.
- Make use of e-governance in implementation of all major flagship programmes.

#### **Vocational Training & Skill Development (Volume I: Inclusive Growth)**

Launch a National Skill Development Mission with an outlay of Rs. 31,200 crore to increase capacity from 2.5 million to 10 million per annum. The National Skill Development Mission would:

- Encourage ministries to expand existing public sector skill development infrastructure and its utilization by five-fold.
- Modernize existing public sector infrastructure to get into PPP mode with functional and governance autonomy, establish a credible accreditation system and a guidance framework for all accrediting agencies encourage agencies to rate institutions on standardized outcomes, and establish a National Skill Inventory and a National Database for Skill Deficiency Mapping on a national web portal.

- Set up a National Qualifications Frame-work, which establishes equivalence and provides horizontal mobility between various vocational, technical and academic streams at more than one career points and a Trainee Placement and Tracking System for effective evaluation and future policy planning.
- Enlarge the coverage of skill spectrum to 1000 trades with relevance to our emerging needs, while making a distinction between structural, interventional and last mile unemployability, and correspondingly set up programmes for 24 months, 12 months and 6 months duration. Finishing Schools will be encouraged to take care of last mile unemployability.
- Create National Skill Development Fund imposing a universal skill development obligation on industry to invest in skill development of SCs/STs/OBCs/Minorities/ others candidates from BPL families – as their contribution to affirmative action combined with matching Government contribution.
- Facilitate repositioning of employment exchanges as outreach points of the Mission for storing and providing information on employment and skill development and to function as career counseling centres.
- Enlarge the 50,000 Skill Development Centres programme eventually into a Virtual Skill Development Resource Network for web based learning.

### **Innovation (Volume I: Inclusive Growth)**

- Put in place a National Innovation Policy which encourages competition among enterprises, greater diffusion of knowledge and increased support to early stage technology development initiatives and grassroots level innovators.
- Foster increased collaboration among the R&D institutes, Universities and private sector enterprises and leverage upon their cumulative strengths in designing and implementing various innovation programmes.
- Create new interface structures to forge partnerships between academia and industry.

## **School Education (Volume II: Social Sector)**

- Reorient Sarva Shiksha Abhiyan bringing in a strong rights focus to make Right to Education a reality: ensure basic learning conditions, special focus on Maths, Science & English, common syllabi, curriculum and pedagogy.
- Gradually reduce Central Government's funding over the Plan period rather than move immediately to 50:50.
- Ensure minimum standards and norms for public and private schools and address systemic issues of accountability and decentralization of decision making, teacher recruitment, teacher training, learning outcome measurement, teacher motivation.
- Recognize and encourage the role of private providers.
- Special focus on disadvantaged groups and educationally backward areas.
- Scheme for universal access and quality at the secondary stage; set up 6,000 model schools one in each Block, upgrade 15,000 primary schools to secondary level, additional infrastructure and additional teachers, hundred percent trained teachers.
- Use ICT based pedagogy and learning aids, provide broadband connectivity to all the Government and Government aided secondary schools.
- Strengthen teacher training and professional development.

## **Higher & Technical Education (Volume II: Social Sector)**

- Expansion, inclusion and rapid movement in quality by enhancing public spending, encouraging private initiatives and initiating the long overdue major institutional and policy reforms, will form the core of the XI Plan effort.
- Improve quality: work on a detailed reforms agenda including: a) admission, curriculum and assessment; b) accreditation & ratings; c) teachers competence and motivation; and d) restructure affiliated colleges and research for policy formulation.

- An apex independent regulatory mechanism accompanied by greater autonomy and internal accountability; establish a high level committee to suggest specific reforms.
- Quantitative expansion through establishment of new government and private funded institutions and increased intake in existing institutions.
- Reduce disparities based on gender, caste, region etc. through differential support.
- Establish 30 new Central Universities, 16 in States where they do not exist and 14 as World Class Universities (all India admissions, course credits, regular syllabi revision, incentives for faculty, strong linkage with industry and research institutions, no affiliated colleges, outsource non-teaching functions).
- Provide flexibility to universities to raise fees accompanied by scholarships, fellowships and student loans.
- Establish a National Science & Engineering Research Board for rejuvenation of research in Universities.
- Launch a national Mission in education through ICT coverage in all the Universities and colleges; broadband connectivity through National Knowledge Network and requisite nodes within institutions; to be implemented through an empowered committee.
- Revitalize and reform polytechnics through industry linkage and teacher development, establish 210 community colleges and 700 polytechnics.
- Strengthen open universities and reform statutory bodies, scale up SAKSHAT as the education portal for 50 crore people.

### **Libraries (Volume II: Social Sector)**

- Develop Public Libraries including Rural Public Libraries.
- Special collections and technological support for visually challenged and hearing impaired.

### **Translation (Volume II: Social Sector)**

- A National Translation Mission for promoting Translator education including specialized courses in translation technology.
- Translate at least five good literary works in every language into all other major languages.

### **Legislative Framework for Public Funded Research (Volume II: Social Sector)**

There is a need for an appropriate legislative framework for incentivizing innovators and commercialization of public funded R & D, where the Government, the recipients of funds, the inventor as well as the public benefit from the protection and commercialization of IP.

### **Traditional Health Systems (Volume II: Social Sector)**

The Plan recognizes that no single system of health care has the capacity to solve all of the society's health needs. It lays special thrust on strengthening professional education, strategic research programmes, promotion of best clinical practices, technology upgradation in industry, setting internationally acceptable pharmacopeial standards, conserving medicinal flora, fauna, metals and minerals, utilizing human resources of AYUSH in the national health programmes and strengthening IPRs with the ultimate aim of enhancing the outreach of AYUSH health care in an accessible, acceptable, affordable and qualitative manner.

### **Intellectual Property Rights (Volume III: Economic Sector)**

- Undertake the second phase of modernization of IP offices to address the needs of human resources development, training, awareness and infrastructure besides regular updating of the IT facilities.
- Indian IPO would be made an International Searching Authority and an International Preliminary Examining Authority under the Patent Co-operation Treaty of WIPO.

### **B. PUBLIC OUTREACH & WEBSITE**

Policy interventions by the Central & state Governments will be necessary but not sufficient for reorienting our knowledge institutions. Critical to enhancing quality and forging partnerships among various stakeholders is paradigm shifts in perspectives and changing

mindsets. Engaging a wide set of stakeholders has therefore been an integral part of the NKC process. This has taken several forms:

- a) Discussions and deliberations in Working Groups, sub-Committees, Seminars, Workshops etc. both at the national and regional levels to obtain inputs for formulating recommendations. Details regarding these consultations are given later in this Report.
- b) Public outreach after the recommendations were submitted focused on two major areas – libraries and higher education. The seminars and workshops organized for libraries engaged professionals as well as administrators to work out detailed plans and to create a movement towards reform. On higher education, the focus has been on interaction with college teachers and administrators to build consensus and exchange good practices for improving quality through measures such as semester system, course credits, enhancing accountability of teachers, teacher training, curriculum reform etc. In some larger seminars, issues of regulation, accreditation, access etc. have been discussed.
- c) Disseminate NKC recommendations/ compilations/reports to as many stakeholders as possible. Both traditional mail and emails have been used to send out NKC documents to around 20,000 stakeholders. These include Ministers and officials in the Central and State Governments, District Collectors, Universities, deemed universities, colleges, professionals, academics, autonomous bodies, NGOs, multilateral donors, Indian Embassies abroad etc.
- d) Maintaining a dynamic, interactive and well-populated website. While the main website is in English, translated pages are available in ten other languages namely Hindi, Bangla, Kannada, Assamese, Tamil, Urdu, Nepali, Oriya, Manipuri and Malayalam. All reports of Working Groups, records of other consultations and texts of recommendations are available in a user friendly format. The Resources section provides links to web based resources on issues under consideration of NKC. There is a Discussion Board for expressing opinions and suggestions on knowledge related issues. The website is proposed to be scaled up to a portal on knowledge. The website has been accessed by more than 100,000 unique visitors.

## **C. KNOWLEDGE INITIATIVES AT STATE AND DISTRICT LEVELS**

While interventions of the Central Government would be critical in policy formulation and allocation of financial resources, any perceptible and sustained reform in knowledge institutions would require action by the state Governments. In fact, knowledge institutions can meet fully the needs of the community only if plans are tailored at the District level within the broad contours of National and State level frameworks.

With this perspective, NKC took care to engage with State and district level stakeholders right through its process of consultation. Further, copies of NKC's Report to the Nation and a summary of its recommendations were sent out right down to the District level. In addition, presentations on NKC recommendations were made to State Chief Secretaries and other concerned Departmental heads. Where possible, NKC Advisers also apprised the Chief Ministers of the NKC blueprint for reform. The State Governments have appointed state level nodal officers to follow up on NKC recommendations.

With the XI Plan having been approved at the NDC with the concomitant assurance of financial resources, the stage is now set for specific schemes and programmes to be taken up both at the State and District levels. To facilitate and expedite the process, NKC has prepared a template each for State Knowledge Initiative and District Knowledge Initiative. Assistance will be provided by NKC to the State governments and select District authorities in preparing detailed Work Plans. These would consist of a package of initiatives culled out from NKC recommendations and the XI Plan, with detailed activities, milestones and financial outlays.

State level plans will facilitate Central and state level budgetary allocations and the District Plans will facilitate allocation of resources from the State budget. The areas covered will be School Education, Vocational Education & Training, Higher & Technical Education, Libraries, Translation, Knowledge Network, English language teaching, Health Information Network and Traditional Health Systems. It is expected that such plans will be rolled out for all the States by the end of 2008. NKC proposes to conduct workshops for State nodal officers and select District officials to facilitate formulation of these plans and exchange good practices.

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## 9.8 ORGANIZATIONAL ISSUES OF NKC

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The XI Plan broadly incorporates many recommendations of NKC. The focus on expanding the capacity of institutions in higher and technical education, the need to evolve robust public private partnership (PPP) models in vocational education and training, revamping libraries through greater community participation, the necessity of creating a digital broadband network for interconnecting research and education institutions and the importance of process reengineering for e-governance initiatives, are all issues highlighted by NKC. However, a crucial aspect of NKC recommendations and perhaps the most significant innovation in many of them focuses on organizational and institutional reforms in some of our key knowledge sectors. During the extensive consultations undertaken by NKC, what emerged as an important feedback was that we need to fundamentally rethink some of our delivery mechanisms. Sustained efforts at improving the quality of school education, creating resources for institutions of higher learning, maintaining a vibrant library network, imparting vocational skills etc. have not yielded results commensurate with the effort often because of the mode of delivery.

NKC therefore stressed the need to create appropriate institutional frameworks for the implementation of its recommendations:

- A National Commission on Libraries, comprising of stakeholders including professionals, was suggested as an autonomous organization to undertake the task of revitalizing the sector in a comprehensive manner.
- A Special Purpose Vehicle (SPV) outside the government framework was recommended to manage the day to day working of the proposed Knowledge Network. This SPV would have adequate professional expertise and representation from a range of stakeholders including industry, government and user institutions.
- A National Translation Mission was proposed to provide a boost to translation activities nationwide and streamline the task of implementing the Commission's recommendations on the sector. The Mission was envisaged as an independent organization with financial and administrative autonomy.
- An Independent Regulatory Authority for Higher Education (IRAHE), at an arm's length from all stakeholders was recommended to replace the existing multiple

regulators. This would not only reduce barriers to entry but also ensure uniformity of regulation among different branches of higher education.

NKC strongly believes that as resource allocation increases, institutional reforms and organizational changes may become the crucial bottleneck that hamper progress. Rapid changes are taking place in different sectors of the economy, in this scenario education and associated knowledge sectors would need to keep pace with this change to continue to be relevant. We require paradigm shifts in our delivery mechanisms to ensure that we create institutions and structures that are sustainable, have the ownership of the community and are accountable to them.

#### **Check Your Progress -4**

**Note:** (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

- i. \_\_\_\_\_ outside the government framework was recommended to manage the day to day working of the proposed Knowledge Network.
- ii. The meeting of National Development Council was held on \_\_\_\_\_.
- iii. \_\_\_\_\_ will be encouraged to take care of last mile unemployability.
- iv. 50,000 \_\_\_\_\_ should be enlarged into a Virtual Skill Development Resource Network for web based learning.
- v. IRAHE stands for \_\_\_\_\_.
- vi. There is a \_\_\_\_\_ for expressing opinions and suggestions on knowledge related issues.

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#### **9.9 LET US SUM UP**

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Since the 21st Century has been rightly acknowledged worldwide as the *knowledge century*, every nation now finds itself operating in an increasingly competitive and globalized international environment where the information infrastructure, research and innovation systems, education and lifelong learning, and regulatory frameworks are crucial variables.

India having demographic advantage over other countries in this context, it has been rightly proposed to be positioned as leapfrog in the race for social and economic development by establishing a knowledge-oriented paradigm of development such as NKC.

To take its mandate forward, NKC focused its deliberations on five key areas: enhancing access to knowledge, reinvigorating institutions where knowledge concepts are imparted, creating favorable ecosystems for making India a global leader in creation of knowledge, promoting applications of knowledge for sustained and inclusive growth and using knowledge applications in delivery of public services. Institutional reform and optimal utilization of the potential of ICT were recurrent pivots of NKC deliberations.

In view of the critical role that knowledge institutions would play in making India a global leader in the present century and in meeting the growing aspirations of the large component of the young in India's population, there was little doubt that education and related sectors would merit large infusion of resources in the XI Plan. It was also apparent that institutional reform would need to supplement this infusion. To foster generational change, a systemic transformation is required that seeks to address the concerns of the entire knowledge spectrum.

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#### **9.10 LESSON END EXERCISE**

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1. Write down the need to have NKC?
2. What do you understand by NKC? When it was setup?
3. Explain the organizational setup of the National Knowledge Commission?
4. What are the various objectives of National Knowledge Commission?
5. Enlist the terms of references of National Knowledge Commission.
6. Elaborate recommendations of National Knowledge Commission.
7. What are the various focus areas of the commission? Write there categorization in the form of a flowchart.

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## **9.11 SUGGESTED FURTHER READINGS**

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National Knowledge Commission (NKC) of India: An Overview.

National Knowledge Commission Report to the Nation (2007). Government of India.

National Knowledge Commission, Government of India, New Delhi. (2009).  
Recommendations of the National Knowledge Mission.

National Knowledge Commission: Compilation of recommendations on Education.

National Knowledge Commission's Blog: Open forum to discuss NKC's recommendations.

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## **9.12 ANSWERS TO CHECK YOUR PROGRESS**

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### **Check Your Progress -1**

i. 13th June 2005; ii. Three, 2nd October 2005, 2nd October 2008; iii. Prime Minister; iv. 8.v. knowledge; vi. New Delhi.

### **Check Your Progress -2**

i. Creation, application, dissemination; ii. 27, 5; iii. knowledge services; iv. False; v. traditional health system, agriculture, enhancing quality of life; vi. True.

### **Check Your Progress -3**

i. No; ii. Planning Commission; iii. Centres for Advanced Legal Studies and Research; iv. National Translation Mission; v. Article 21A; vi. Traditional Knowledge Digital Library

### **Check Your Progress -4**

i. Special Purpose Vehicle (SPV); ii. 19th December 2007; iii. Finishing Schools; iv. Skill Development Centres Programme; v. Independent Regulatory Authority for Higher Education; vi. Discussion Board

**SARVA SHIKSHA ABHIYAN****Structure**

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Introduction and Origin of Sarva Shiksha Abhiyan (SSA)
- 10.4 Objective of SSA
- 10.5 Characteristics of SSA
- 10.6 Aims of SSA
- 10.7 SSA and Its Areas of Intervention
- 10.8 Approaches for the achievement of SSA objectives
- 10.9 Management and Monitoring Structure of SSA
- 10.10 Let Us Sum Up
- 10.11 Lesson End Exercise
- 10.12 Suggested Further Readings
- 10.13 Answers to Check Your Progress

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**10.1 INTRODUCTION**

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Universalization of Elementary Education (UEE) is one of the constitutional commitments in Indian democracy. Sarva Shiksha Abhiyan, the India's biggest basic education program, has made a spectacular effort to universalize elementary education. Under SSA scheme special emphasis is given on the Scheduled Castes, Scheduled Tribes, minority groups,

differently-abled children, and girls. In this lesson, we shall discuss in detail about Sarva Shiksha Abhiyan (SSA) scheme. First, we will through light on the introduction and historical background of the SSA scheme and then various characteristics of the SSA. Second, we will discuss the aims of the SSA scheme. Third, we will discuss the objectives of SSA scheme and then we will discuss the approaches to achieve the objectives of the SSA. Under the approaches, we will discuss access and retention, equality, quality education, and infrastructure development.

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## **10.2 OBJECTIVES**

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

- describe the role of sarva shiksha abhiyan in elementary education,
- define historical background of sarva shiksha abhiyan,
- delineate the main objectives of sarva shiksha abhiyan,
- enumerate the various characteristics of sarva shiksha abhiyan, and
- illustrate the approaches to achieve objectives of sarva shiksha Abhiyan

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## **10.3 INTRODUCTION AND ORIGIN OF SSA**

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Despite numerous educational reforms such as the Operational Black Board (OBB) and District Primary Education Programme (DPEP), it was reported that children of substantial percentage are still not in schools and attempts made by the State governments to achieve universal elementary education through OBB and DPEP were not enough. To bridge this gap, Sarva Shiksha Abhiyan (SSA) laid a significant foundation for all children to universalize elementary education between the age group of 6-14 years in the country. Sarva Shiksha Abhiyan literally means “The Education for All Movement” (Yadav, 2018). It came into existence with an aim to pledge that every child in India between 6-14 years of age group will acquire elementary level education for eight years that is from I-VIII class of acceptable quality, in spite of caste, class, gender or location (Yadav, 2018). It directs that schooling under the SSA is for everyone and not for a chosen few. Firstly, by concentrating on entry, equity and quality, SSA addresses the enrolment barriers of children and secondly addresses the teaching-learning process, which is often faced by students during their early years).

The sole purpose of SSA is to universalize elementary education which also means to make it free and compulsory for every child until they attain 14 years of age.

SSA emerged in October 1998 when Ministers of State for Education held a conference and it was recommended to follow universal elementary education in a mission mode. However, it came into existence in 2000-2001 but was introduced in 2002 as an umbrella program to universalise elementary education in India in a time bound manner as mandated by 86<sup>th</sup> constitutional amendment. This amendment made free and compulsory education a fundamental right. SSA program came up with a goal to provide free and compulsory elementary education for all children between the age group of 6-14 years as its universal retention by 2010. Sharing financial arrangement assistance between central and the State governments under the SSA scheme was 85:15 throughout the Ninth Five Year Plan, 75:25 throughout the Tenth Five Year Plan and 50:50 afterward. It was the key tool for the central government to meet its educational responsibilities in favour of Education for All, Millennium Development Goal, the Universal Primary Education and the Right to Education Act, 2009. In erstwhile Jammu and Kashmir State, it was started during the year 2001-02. The ratio of the funding pattern of the erstwhile J&K State with Centre was 75:25 and afterward it was 60:40 during the year 2008-09 to 2009-10 and during 2010-11 the funding pattern of the scheme was 65:35 to make this scheme successful. The government of India releases funds directly to the state implementing agency.

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#### **10.4 OBJECTIVES OF SSA**

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The below stated objectives are intended to attain UEE in the country. These are consistent with the constitutionally prescribed norms and expectations and free entitlements required by the Right to Education Act, 2009 and the standard rules released from time to time to fulfil the below mentioned objectives. These objectives are as follows:

1. To put every child in schools, Education Guarantee Centre, Alternate School, back to School Camp by 2005 (revised up to 2007).
2. To complete five years of primary schooling by 2007.
3. To complete eight years of elementary schooling by 2010.
4. To bridge all gender and social category gaps at the primary stage by 2007 and at elementary education level by 2010.

5. To achieve universal retention by 2010.
6. To undertake elementary education of satisfactory quality with focus on education for life.

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## **10.5 CHARACTERISTICS OF SSA**

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Sarva Shiksha Abhiyan has made a stunning effort to universalize compulsory elementary education. It is more comprehensive and integrative in nature. The following points unpack the characteristics of SSA:

1. It is a program with a clear time frame for universal elementary education.
2. It offers the States a chance to create their own outlook regarding elementary education.
3. It is the result of the efforts of the government to universalize elementary education throughout the country.
4. It offers a chance through elementary education to foster social justice in the country.
5. It attempts to actively include the participation of committees of school management, education committees from rural and urban slum level, associations of parents and teachers, institutions of panchayat raj and like other organizations in the administration of elementary schools.
6. It is consortium between central government, state governments and local governments.
7. It is an answer to the countrywide demand for quality elementary education.

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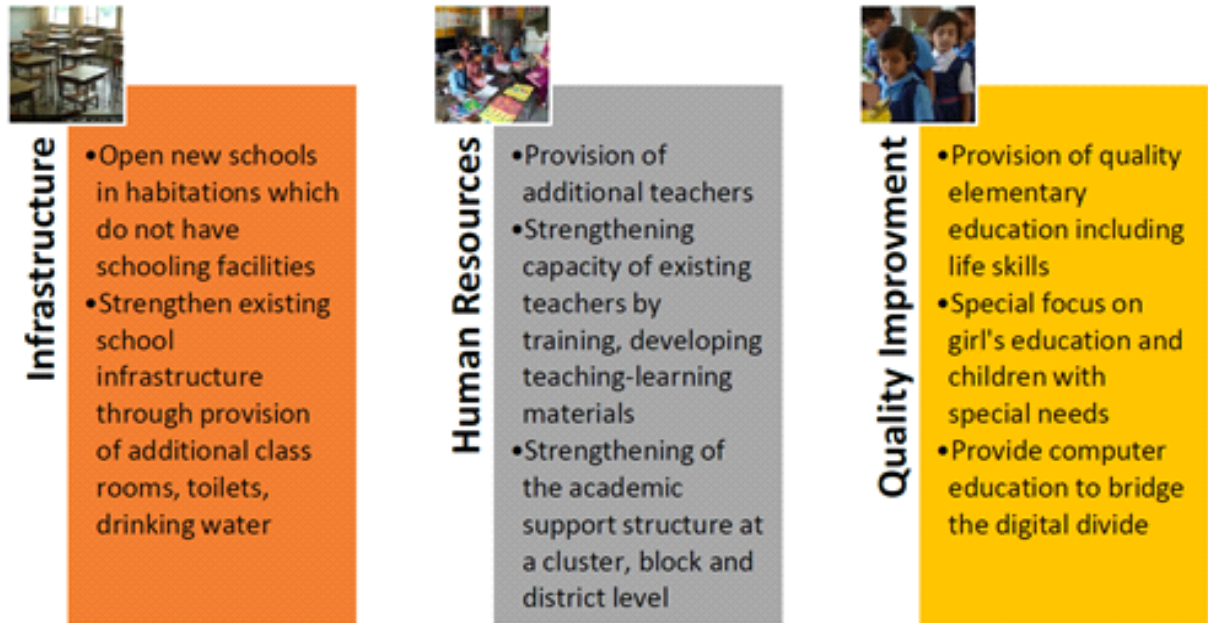
## **10.6 AIMS OF SSA**

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Government of India (2002) mentioned the following aims of Sarva Shiksha Abhiyan:

1. In every village or urban community primary school must be within a reasonable distance that is within one kilometre and upper primary school within three kilometres.
2. Pupil-teacher ratio should be 40:1 in each school.

3. Every teacher should have a classroom.
4. All students should be given free textbooks.
5. Provision of in-service teacher training.



This picture also depicts the aims of SSA

**Adapted from (District Manual Sarva Shiksha Abhiyan, 2017)**

### Check Your Progress- I

Note: a) Answer the question given below

b) Compare your answers with those given at the end of this lesson

- i. SSA is meant for the age group of .....
- ii. Under SSA programme free textbooks are given to .....type of students.
- iii. SSA was the main feature of India's..... Five Year Plan.
- iv. Pupil-teacher ratio should be ..... in each school.
- v. SSA was aimed to bridge all gender and social category gaps at the primary stage by the year of .....and at elementary education level by the year of .....
- vi. SSA was aimed to achieve universal retention by the year of .....
- vii. .... Constitutional amendment made free and compulsory education a fundamental right.

### 10.7 SSA AND ITS AREAS OF INTERVENTION

SSA has the following foremost areas of intervention:

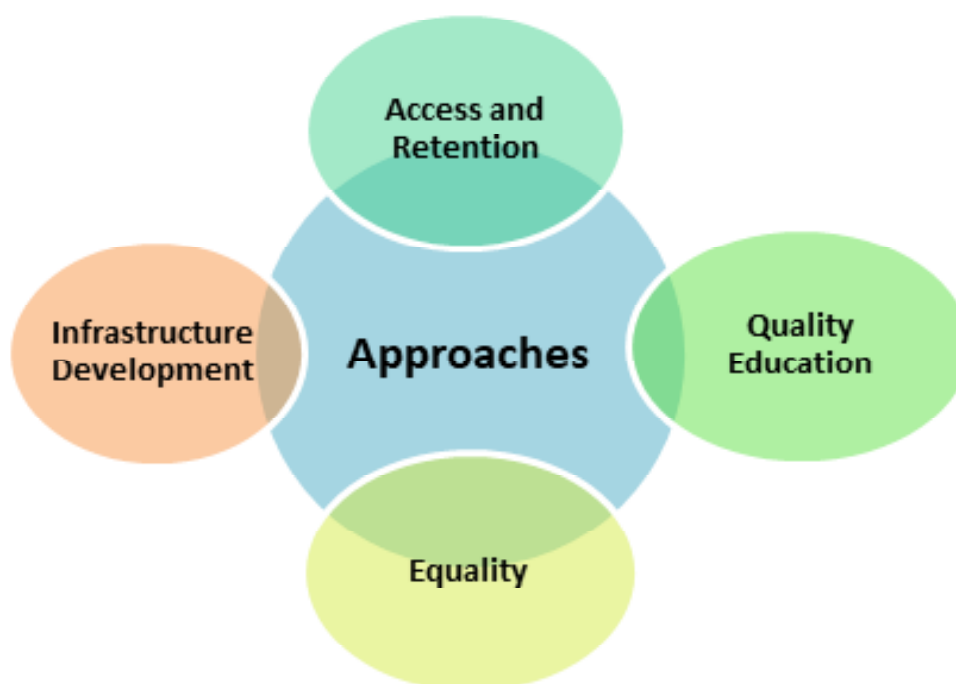
1. Education for those children who are out of school in the country.
2. It intervenes to make qualitative improvement.
3. Its focus is on special groups.
4. It emphasises on research as well as on evaluation.
5. It has as a management structure and institutional capacity building role in the country.
6. It has a role of community based mobilization.
7. It has a monitoring and Management Information System (MIS) for transparency.
8. It has a financial management and procurement system to realize the objectives of the programme.

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## 10.8 APPROACHES TO ACHIEVE OBJECTIVES OF SSA

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The approaches of SSA have been depicted in the following diagram



**adapted from (District Manual Sarva Shiksha Abhiyan, 2017)**

The above presented four approaches of SSA are discussed as under:

### 1. Access and retention

The access and retention approach are specified as below:

- i. **School and social mapping:** It indicates to identify local schools and ensuring the availability of schooling for all children within designated area.
- ii. **Opening of new primary schools:** It implies to open new primary schools in local area. In these schools facilities like- infrastructure, teachers, toilets, teaching learning materials will be supplied and new buildings for the purpose of primary school will be granted as per the necessity.
- iii. **Conversion of Education Guarantee Scheme (EGS) centres into schools:** It means that all centres of EGS will be turned into regular Schools in the country.

- iv. **Residential schools:** Residential schools to be provided those children who belong from sparingly populated hilly areas. State Government has the responsibility to identify these areas.

## 2. Quality Education

The quality education approach is specified below:

- i. **Additional teachers:** Additional teachers are arranged in those schools-- that face a dearth of trained teachers and those schools who face teacher-pupil ratio problems with the intention to meet the Right to Education Act norms.
- ii. **Uniforms:** Uniform gives a sense of identity, equality and belongingness among students and its design should be local. Uniform is the entitlement of every child.
- iii. **Curriculum and textbooks:** Textbooks and curriculum are prescribed by States and design for the content of text book, quality, standard and so on is recommended by the “State Council of Educational Research and Training (SCERT)”.
- iv. **Training:** Teachers are given training so that they can upgrade their knowledge as well as improve their pedagogical skills.
- v. **Research, evaluation, monitoring and supervision:** It comprises support for scrutinizing the rights of children and SSA monitoring and technical resource help to State for endorsing innovation, research, capacity building and also for social mapping.
- vi. **Innovation fund for computer aided education:** This approach means to include a major portion of upper primary schools with a particular focus on mathematics and science. This approach also includes the support of software, hardware, training, maintenance and resource.

## 3. Equality

The equality education approach is specified below:

- i. **Kasturba Gandhi Balika Vidyalaya (KGBV):** It is meant for the establishment of residential based schools for those upper primary girls who belong from marginalized sections including “Scheduled Castes, Scheduled Tribes, Other

Backward Classes and minority communities”. Residential schools will be established in collaboration with the Ministry of Social Justice & Empowerment, Ministry of Tribal Affairs and or with State governments. KGBVs are established in those areas that are educationally backward, where the literacy rate among the females is far behind the national average.

- ii. **Equity and Innovation aid:** To create context specific approaches above and beyond the conventional involvement to fix the issues of alienation of girls and children from disadvantaged groups. The intervention must include the following:
  - a. Marginalized groups like scheduled castes, scheduled tribes, girls and other excluded groups must be retained in the elementary schools.
  - b. Facilities should be created for out of school children who are engaged in different works so that they will be enrolled in the elementary school
  - c. The innovation here should not be the replication of any other idea of SSA.
- iii. **Provision for Special Category Children:** The SSA is committed to assure inclusive schooling in general schools for all students, including children with special needs. This component covers the following types of activities:
  - a. Identifying special needs children
  - b. Educational placements for special category children
  - c. Teacher training, aids and appliances, curricular access, Support services, resource support for special category children.
  - d. Special category children demand individualised educational plan parental training and community mobilisation
  - e. Construction of synergies for special needs children
  - f. Removal of challenges’ to architecture

#### 4. **Infrastructure Development**

The infrastructure development approach is specified below:

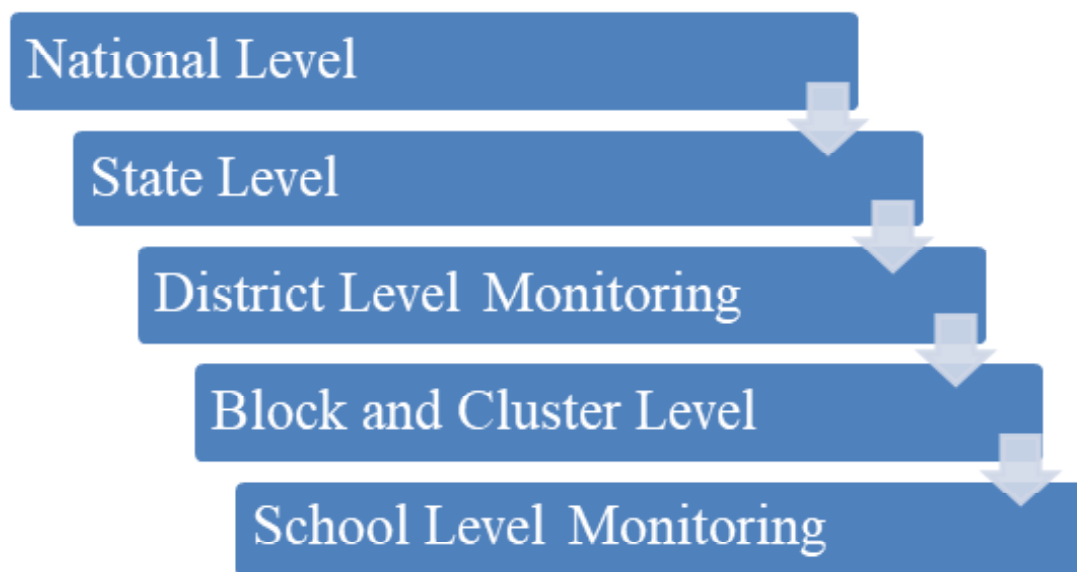
- i. **New schools:** For the construction of new schools' funds shall be as per the State government notified rates. The school facilities shall include the appropriate classrooms and meet the stated requirements.
- ii. **Additional class rooms:** Additional classrooms are needed so that the RTE Act specified criteria will be met. Besides these extra classrooms are needed for improvement of student-classroom ratio in the school and to have a suitable space for office as well as the store.
- iii. **Toilets and drinking water:** Both boys and girls shall have separate toilets, drinking water facilities while constructing new schools. For the existing schools these facilities shall be provided through the Ministry of Rural Development scheme.

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## 10.9 MONITORING STRUCTURE AND MANAGEMENT OF SSA

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The following diagram depicts the hierarchical monitoring structure of SSA programme.



The management of SSA has been discussed below:

1. Central and State governments have the collaboration regarding Sarva Shiksha Abhiyan.
2. Elementary Education Bureau monitors the SSA at central level under the Ministry of Education,

3. Elementary Education Bureau gets the technical support from Technical Support Group, “National Council of Educational Research and Training (NCERT)” as well as “National Institute for Educational Planning and Administration (NIEPA)” regarding the main areas of SSA programme.
4. State Project Director including his team like- State government officials, districts and sub-districts official members execute the programme of SSA as per the directions and guidelines framed by SSA for its implementation.

### **Check Your Progress- II**

Note: a) Answer the question given below

b) Compare your answers with those given at the end of this lesson

- i. .... is for the improvement of pedagogical skills and knowledge upgradation
- ii. Kasturba Gandhi Balika Vidyalaya (KGBV) cover the category of students who belongs to .....
- iii. Opening of new primary schools comes under the approach of .....
- iv. Provision for children with special needs comes under the approach of .....
- v. Elementary Education Bureau monitors the SSA at .....level
- vi. SCERT stands for .....

### **10.10 LET US SUM UP**

Sarva Shiksha Abhiyan literally means “The Education for All Movement” (GoI, 2002). It came into existence with an aim to pledge that every child in India between 6-14 years of age range will acquire elementary level education for eight years that is from I-VIII class of acceptable quality, in spite of caste, class, gender or location (GoI, 2002). It came into existence as an umbrella program to universalise elementary education in India on a time-limited basis as per the 86<sup>th</sup> constitutional amendment to make free and compulsory education a fundamental right. It attempts to actively include the participation of committees of school management, education committees from rural and urban slum level, associations of parents

and teachers, institutions of panchayat raj and other organizations in the administration of elementary schools. In every village or urban community primary school must be within a reasonable distance that is within one kilometre and upper primary school within three kilometres. It implies opening of new primary schools in the local area. In these schools' facilities like- infrastructure, teachers, toilets, teaching learning materials will be supplied and new buildings for the purpose of primary school will be granted as per the necessity. Sharing arrangement assistance between central and the State governments under the SSA scheme was 85:15 throughout the Ninth Five Year Plan, 75:25 throughout the Tenth Five Year Plan and 50:50 afterward. It has as a management structure and institutional capacity building role in the country. It has a financial management and procurement system to realize the objectives of the program.

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### **10.11 LESSON END EXERCISE**

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1. What is the purpose of SSA? Why it came into existence?
2. What are the characteristics of SSA?
3. Illustrate the approaches to achieve objectives of SSA?
4. What are the aims of SSA?
5. Elucidate the management of SSA?

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### **10.12 SUGGESTED FURTHER READINGS**

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## **10.13 ANSWERS TO CHECK YOUR PROGRESS**

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### **Check Your Progress- I**

(i)6-14 years (ii)All (iii)9<sup>th</sup> (iv)40:1 (v)2007 and 2010 (vi)2010 (vii)86<sup>th</sup>

### **Check Your Progress- II**

(i)Teacher training (ii)SC, ST, OBC and minority communities (iii)Access and retention  
(iv)Equality (v)Central (vi)State Council of Educational Research and Training

**RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN****Structure**

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Introduction of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- 11.4 Historical Background of RMSA
- 11.5 Goals and Objectives of RMSA
- 11.6 Guiding Principles of RMSA
- 11.7 Strategies for Implementation of RMSA
- 11.8 Special Focus Groups of RMSA
- 11.9 Structure of School Education And Funding Management of RMSA
- 11.10 Let Us Sum Up
- 11.11 Lesson End Exercise
- 11.12 Suggested Further Readings
- 11.13 Answers To Check Your Progress

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**11.1 INTRODUCTION**

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In the previous lesson, we discussed that the sole purpose of SSA was to universalize elementary education. We also discussed the aims, objectives, approaches and historical background of the SSA scheme. Due to legislative provisions for elementary level education and the victorious achievement of Sarva Shiksha Abhiyan, the Rashtriya Madhyamik Shiksha

Abhiyan (RMSA) scheme was promoted). In this lesson, we shall discuss the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme whose sole intention is to universalize secondary education. In order to shape the future of children in a country, secondary education plays a vital role. It is the key to economic development and the creation of social justice in the country. It enables the creation of employment for the younger generation and contributes to the country's socio-economic prosperity. In the ladder of education, secondary education is an indispensable stage because it prepares students for tertiary education and the field of work. In this lesson, we shall learn about the RMSA in detail with respect to the historical background, goals and objectives, guiding principles, implementation methods, special group emphasis, scheme funding management, and school education structure.

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## **11.2 OBJECTIVES**

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

- elucidate the role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA),
- define goals and objectives of RMSA,
- delineate the special focus group of RMSA,
- describe the guiding principles of RMSA,
- enumerate the RMSA's implementation strategies, and
- illustrate the funding management of RMSA,

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## **11.3 INTRODUCTION OF RMSA**

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The Department of School Education and the Ministry of Education (formerly known as the Ministry of Human Resources Development) launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) with the sole aim of universalizing quality secondary education in the country). RMSA literally means “National Mission for Secondary Education”. The sole purpose of RMSA for which it came into existence is to formulate education of secondary level economical, accessible and admirable for all the people. It is due to the RMSA that in every habitation secondary schools are in a considerable distance. RMSA intends that enrolment rate shall be increased, quality of education shall be improved and discrimination of any kind, for example caste, class, gender, and discrimination of any type shall not

become the obstacle in gaining secondary education. Secondary education is an indispensable stage in the education ladder because it prepares students for tertiary education and the field of work. It's in the center of elementary and higher education.

In India, secondary education is bifurcated as lower secondary as well as higher secondary or senior secondary. Generally lower secondary is comprised of 9<sup>th</sup> and 10<sup>th</sup> classes while the higher secondary or senior secondary is comprised of 11<sup>th</sup> and 12<sup>th</sup>. The official age range for lower secondary level is 14-16 years and for higher secondary/senior secondary level official age range is 16-18 years. It is the key to economic development and the creation of social justice in the country. It enables the creation of employment for the younger generation and contributes to the country's socio-economic prosperity. As per the National Education Policy (NEP), 2020 secondary education consists of 9<sup>th</sup> to 12<sup>th</sup> classes and its age range is 14-18 years. Under NEP, 2020 structure for school education modified from 10+2 to 5+3+3+4.

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#### **11.4 HISTORICAL BACKGROUND OF RMSA**

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The former Hon'ble Prime Minister of India during his speech to the people on Independence Day, 2007 said that, "We are setting out a goal of universalizing secondary education". This is clearly the next step after universalizing elementary education. While the goal is laudable, much work needs to be done before we are in a position to launch the Scheme for Universalization of Access for Secondary Education (SUCCESS). Its details need to be quickly spelt out and discussed with States so that we are fully ready to launch it from 2008-09. We must not underestimate the complexity of this task as the principles for universalizing elementary education cannot be easily transferred to secondary education. The physical, financial, pedagogical and human resource needs are quite different. We also need to recognize the role currently being played by the private sector and policy design must factor this in. Detailed strategies and plans would need to be worked out rapidly for each state. Special attention would need to be paid to Districts with SC/ST/OBC/Minority concentration. The recommendations of the Sachar Committee need to be seriously considered while planning for this programme".

The government of India implemented various schemes to help secondary school children from time to time by following the recommendations of "National Policy on Education, 1986" and "Program of Action, 1992". The government of India commenced a flagship

programme in March 2009 which is known as "Rashtriya Madhyamik Shiksha Abhiyan" (RMSA). A recommendation on the Universalization of Secondary Education was put by the Central Advisory Board of Education (CABE) and the report established a solid basis for the RUSA scheme. The goal was to achieve maximum access to secondary education by the end of the 12th five-year plan in 2017. In collaboration with the State Governments, RMSA was introduced and financial support was received from domestic and foreign resources such as the World Bank, the International Development Association and the United Kingdom Department of International Development. The Tenth Mid-Term Evaluation Plan Paper of the Planning Commission also suggested that "In order to plan for a major expansion of secondary education in the event of achieving full or near full retention under SSA, it should be considered to set up a new Secondary Education Mission on SSA lines."

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## **11.5 OBJECTIVES AND GOALS OF RMSA**

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The goals and objectives of the RMSA programme have been stated as under:

1. To increase the standard of secondary schooling and to ensure that every secondary school meets the specified requirements.
2. To construct the secondary school at a fair distance away so that the gross enrolment ratio for 9<sup>th</sup> and 10<sup>th</sup> classes increases.
3. To eradicate the obstacles of caste, class, sex and disability in the trajectory of secondary education.
4. To have equal access in secondary schools for all students (14 to 18 years) by 2017. A secondary school should be within the reach of five kilometres and a higher secondary level school should be within the reach of seven kilometres in every habitation to meet this purpose.
5. To achieve universal retention by the year 2020.
6. To ensure that all secondary schools include specified requirements like- essential supplies, staff, and infrastructure facilities via proper financial support.
7. To enhance the standard of secondary education so that social, intellectual and cultural learning would be improved.

8. To ensure better quality education for all students seeking secondary education.

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## 11.6 GUIDING PRINCIPLES OF RMSA

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For the achievement of universalization of secondary education four guiding principles have been formulated which are as under:

1. **Universal Access:** This not only means about black boards, concrete structures or computers but it also includes physical, social, economical and cultural considerations.
2. **Equality and Social Justice:** Secondary education must aim for equity and social justice in at least six dimensions that include, Scheduled Castes, economic disparity, gender, cultural diversity, Scheduled Tribes, disability and rural-urban.
3. **Relevance and Development:** Secondary education can be considered significant only when it unravel the potential of the child maximum and linkage his development with social, cultural and political dimensions.
4. **Structural and Curricular Aspects:** It was proposed to adopt bilateralism for progressive systematic and curricular implications for secondary education in the country, Viz.
  - a) For the development of knowledge, the formation of skills and the creation of values and principles among students from pre-primary level to higher secondary level productive work should be incorporated as a pedagogical tool in the curriculum.
  - b) In a mission mode, a national vocational education and training programme must be created and must be put outside the school system in a logistical and administrative manner.

### **Check your progress- I**

Note: a) Answer the question given below.

b) Compare your answers with those given at the end of this lesson.

- i. RMSA is meant for the age group of .....
- ii. RMSA was launched in the year.....
- iii. In any habitation a higher secondary school should be within ..... Kilometres.
- iv. Secondary stage students' age range is.....
- v. Universal retention can be achieved by.....
- vi. Secondary education must aim for equity and social justice in at least .....dimensions.
- vii. The new structure of school education is .....as per the National Education Policy, 2020.

## **11.7 STRATEGIES FOR IMPLEMENTATION OF RMSA**

RMSA scheme has various strategies for implementation, some are discussed as under:

### **I. Accessibility of secondary school to students**

- i. Upgradation of upper primary schools through the construction of classrooms, laboratories, library, toilets for boys and girls, additional teachers' appointment.
- ii. The existed secondary schools need to be strengthened through the construction of laboratories, libraries, classrooms, computer rooms, toilets for girls and boys separately, reconstruction and maintenance of existing buildings and additional teachers appointments. For classrooms following components taken into account:
  - a. The ratio of student-class should be- 40:1
  - b. The minimum ratio need to be- 1:25
  - c. The classroom size or plinth area as per the norm of State is to be 66 square meters.

- d. Two extra classrooms in a secondary school should be built at least.
  - e. Four extra classrooms need to construct in upgraded upper primary schools, two for 9th class and two for 10th class.
  - f. The construction cost shall include appliances, equipment, furniture, area of circulation and so forth.
- iii. School mapping exercise shall assist in opening new secondary schools. These new constructions shall be accessible to disabled people and shall have a system of rainwater harvesting.
- iv. Examine access to infrastructural facilities. For this following points should be taken into consideration:
- a. In secondary schools, hygienic toilets shall be girls friendly and shall be in satisfactory number equal to the number of pupils enrolled.
  - b. Classrooms shall be accessible to natural light and shall have a mechanism of ventilation.
  - c. Suitable facilities for students such as the arrangement of seating, school bag storage and the like.
  - d. Proper space for the storage of materials for learning.
  - e. Based upon the number of candidates in the school hand washing and drinking water shall be facilitated for dining purpose.
  - f. Secondary schools shall be secure compound surrounded with green plants and trees and playground.
  - g. School buildings shall have comfortable stairs and corridors along with measures for fire protection.
  - h. School premises shall have good facility for travelling

## **II. Removal of disparity and provide equity in education among different social groups of the people**

- a. Disabled children in schools shall be facilitated with all necessary facilities

- b. In secondary schools girls shall be facilitated with incentives of cash, books, uniforms and like others.
- c. Services such as lodging and boarding free for such students who belong to marginalized section of the society such as- SC/ST/OBC and minority communities.
- d. Distance mode of education shall be introduced for those secondary school students who are unable to pursue formal schooling.
- e. Students at secondary level need to be provided scholarships on meritorious basis

### **III. Improvement of quality of secondary education**

- i. Building of libraries and labs.
  - a. A comprehensive lab for chemistry, Mathematics, Physics and Biology.
  - b. Room size or plinth area shall be 66 square metres according to the State norm.
  - c. Construction cost shall cover furniture, ventilation, varandah, fittings etc.
- ii. Training for in-service teachers.
- iii. Training of Leadership for school heads.
- iv. Reforms in curriculum.
- v. Education of science and mathematics.
- vi. Computer aided education.
- vii. Activities regarding co-curricular.
- viii. Tools and aids regarding teaching learning.

### **IV. Upgrading of Resource Institutions and Institutional Reforms**

- i. School management reforms for example enhance the efficacy of schools by decentralizing their management and responsibility.
- ii. Adoption of sensible strategy for the recruiting of teachers, teachers' deployment, teachers training and salary.

- iii. Changes in management of education which includes modernization, decentralization, e-governance, and delegation.
- iv. Requisite arrangement in secondary schools for academic and professional inputs.
- v. To increase the flow of funds for their full use through proper streamlining of financial procedures.
- vi. Resource institutions strengthening at different stages. It includes the following:
  - a. Strengthening of resource institutions at the national level includes “National Council of Educational Research and Training (NCERT) (including RIEs), National Institute of Educational Planning and Administration (NIEPA) and National Institute of Open Schooling (NIOS)”.
  - b. Strengthening of resource institutions at the State level includes “State Council of Educational Research and Training (SCERT), State Open Schools, The State Institute of Educational Management and Training (SIEMAT)” and like others.
  - c. Departments of Education in University, Institutions of Science in a reputed manner, Social Science, Humanities Education, and Colleges of Teacher Education (CTEs), Institutions of Advanced Study in Education (IASes) funded under the centrally-sponsored scheme of teacher education.

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## 11.8 SPECIAL FOCUS GROUPS OF RMSA

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RMSA has special focus on the education of special category children which includes girls, Scheduled Castes, Scheduled Tribes, educationally backward, children from minority community and children with any type of disability. These groups are discussed briefly below:

**1. Education for Girls:** Rashtriya Madhyamik Shiksha Abhiyan has primary attention on the education of girls. Gender is taken into focus while the distributions of uniforms, scholarships, educational provisions like- textbooks and stationery. “National Scheme of Incentive to Girls for Secondary Education” launched in June, 2008 to encourage girls participation in secondary level.

**2. Education of children belonging to marginalized section:** Under marginalized section we have Scheduled Castes, Scheduled Tribes, Other Backward Classes (OBC) and other minority groups. Education of such type of people is the main focus, for that purpose establishment of good quality public schools in educationally backward areas are recommended for access, enrolment and retention of such children. These type of children shall be given provisions like incentives, scholarships, and particularly inclusive education so that these children shall not remain behind as compared to their counterparts.

**3. Children with Disability:** In 2009 inclusive education scheme for the disabled at secondary stage started which replaced erstwhile Integrated Education for Disabled Children scheme. This new scheme created an opportunity for disabled children to continue their secondary education from class 9<sup>th</sup> to 12<sup>th</sup>. Inclusive and disabled friendly environment created to benefit the disabled people educationally in all secondary schools.

**4. Out of School Children:** Initiatives like bridge courses, alternative education and like others have been taken by State governments to bring back those children who are out of school.

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## **11.9 STRUCTURE OF SCHOOL EDUCATION AND FUNDING MANAGEMENT OF RMSA**

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It was observed that the structure of secondary education in the country differs. For example secondary education in 19 states/UTs such as “Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Manipur, Nagaland, Panjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman and Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry” of India is meant for 9<sup>th</sup> and 10<sup>th</sup> classes, while secondary education in 13 States/UTs such as “Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Mahe and Yanam regions of Pondicherry” is meant for 8<sup>th</sup> to 10<sup>th</sup> classes. However, higher secondary stage is found in every State/UT but in few states higher secondary classes are attached to colleges or universities. So, in this context, school education structure of 8+2+2 was emphasized to adopt in States and Union Territories. The 10+2 structure shall be modified with 5+3+3+4 as per the National Education Policy, 2020 to cover the 3-18 years of students. 5 covers the 3 years of Early Childhood Care and Education (ECCE) and 1<sup>st</sup> &

2<sup>nd</sup> class, 3 covers the 3<sup>rd</sup> – 5<sup>th</sup> class, 3 covers the 6<sup>th</sup> - 8<sup>th</sup> class and 4 covers the 9<sup>th</sup> – 12<sup>th</sup> class.

RMSA got 90485.11 crore rupees in 11<sup>th</sup> five year plan and 12<sup>th</sup> five year plan that spread from 2007-2017. During 11<sup>th</sup> five year plan central government and State governments shared 75:25 expenditure and 50:50 during 12<sup>th</sup> five year plan. However, the funding pattern for Jammu and Kashmir was 90:10. State governments under the Ministry of Education (erstwhile Ministry of Human Resource Development) collect finances directly. The funds which State governments obtain are then disbursed to the authorized institutions. A robust financial management system was established by State government for transition and use of funds within the established SSA society. It would ensure consistency, quality and transparency and monitor the usage of the funds against the final results. At State, district and school levels segregated public sector bank accounts have been opened for funds.

### **Check Your Progress- II**

Note: a) Answer the question given below.

b) Compare your answers with those given at the end of this lesson.

- i. The funding pattern for north eastern states likes Jammu and Kashmir was.....
- ii. Bridge courses and alternative education was designed for.....children.
- iii. In Jammu and Kashmir junior secondary stage consists of classes.....
- iv. The structure of 5+3+3+4 has been given by which policy.....
- v. In the year of .....inclusive education scheme for the disabled at secondary stage started
- vi. National Scheme of Incentive to Girls for Secondary Education launched in the year of .....

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## **11.10 LET US SUM UP**

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Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched by Government of India, in 2009. RMSA literally means “National Mission for Secondary Education”. The sole

purpose of RMSA for which it came into existence is to formulate education of secondary level economical, accessible and admirable for all the people. In India secondary education is bifurcated as lower secondary and higher secondary or senior secondary. It intends to have equal access in secondary schools for all students (14 to 18 years) by the year 2017. A secondary school should be within the reach of five kilometres and a higher secondary level school should be within the reach of seven kilometres in every habitation to meet this purpose. It is also meant for the eradication of obstacles regarding caste, class, sex and disability in obtaining education. Universal access in secondary education does not only mean about black boards, concrete structures or computers but also includes physical, social, economical and cultural considerations. It aims to remove disparity and provide equity in education among different social groups of the people which includes girls, Scheduled Castes, Scheduled Tribes, educationally backward, children from minority community and children with any type of disability. Guiding principles which are four in number like “universal access, equality and social justice, relevance and development, and structural and curricular aspects” are followed to achieve universalization of secondary education in India. RMSA has special focus on the education of special category children. During 11<sup>th</sup> five year plan central and State governments shared 75:25 expenditure and 50:50 during 12<sup>th</sup> five year plan. However, the funding pattern for the UT of Jammu and Kashmir was 90:10. Overall, the impact of RMSA was satisfactory; however, there is always scope for improvement.

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### **11.11 LESSON END EXERCISE**

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1. What is the role of Rashtriya Madhyamik Shiksha Abhiyan in secondary education?
2. Discuss goals and objectives of Rashtriya Madhyamik Shiksha Abhiyan?
3. What are various strategies for the implementation of Rashtriya Madhyamik Shiksha Abhiyan?
4. Discuss the school education structure?
5. Discuss funding management of Rashtriya Madhyamik Shiksha Abhiyan?

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## 11.12 SUGGESTED FURTHER READINGS

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CABE. (2005). *Girls education and common school system*. MHRD.

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## 11.13 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress- I

(i) 14-18 (ii) 2009 (iii) Seven (iv) 14-16 (v) 2020 (vi) Six (vii) 5+3+3+4

### Check Your Progress-II

(i) 90:10 (ii) Out of School (iii) IX – X (iv) National Educational Policy, 2020 (v) 2009 (vi) 2008

**RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN****Structure**

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Introduction and Origin of Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
- 12.4 Objectives of RUSA
- 12.5 Features of RUSA
- 12.6 Scope and Approaches of RUSA
- 12.7 Guiding Principles of RUSA
- 12.8 Funding Process and Strategic and Financial Norms of Different Components of RUSA
- 12.9 Structure of RUSA
- 12.10 Let Us Sum Up
- 12.11 Lesson End Exercise
- 12.12 Suggested Further Readings
- 12.13 Answers To Check Your Progress

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**12.1 INTRODUCTION**

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In the previous lesson, we have discussed in detail about the RMSA which particularly deals with secondary education in India. Likewise, Govt of India was also concerned about the expansion and quality concerns in the area of higher education. Interest in higher

education amplified because of the outstanding outcome of “Sarva Shiksha Abhiyan (SSA)” pertaining to primary education and “Rashtriya Madhyamik Shiksha Abhiyan (RMSA)” concerning secondary education. Thus, a centrally funded programme called “Rashtriya Uchchatar Shiksha Abhiyan” (RUSA) was proposed to boost the standard of the tertiary education sector in India. RUSA’s aim is to enable the States to adopt their investment strategy for higher education. In this lesson, we shall discuss the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme in detail. In this lesson, we shall also throw light on the various important issues of RUSA such as the background of the RUSA scheme, objectives of the RUSA scheme, features of RUSA, the scope of RUSA, approaches, and strategies of RUSA, guiding principles of RUSA, funding process of the RUSA scheme, strategic and monetary norms of different components of RUSA scheme and structure of RUSA scheme.

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## **12.2 OBJECTIVES**

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

- describe the role of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) regarding higher education,
- define the background and objectives of RUSA,
- explicate the features of the RUSA scheme,
- illustrate the funding management of RUSA,
- elaborate the structure of RUSA, and
- discuss strategic and monetary norms of different components of RUSA.

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## **12.3 INTRODUCTION AND ORIGIN OF RUSA**

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As cited above, in India, an interest in higher education amplified because of the outstanding outcome of “Sarva Shiksha Abhiyan (SSA)” pertaining to elementary education and “Rashtriya Madhyamik Shiksha Abhiyan (RMSA)” concerning secondary education. Thus, for higher education Rashtriya Uchchatar Shiksha Abhiyan (RUSA) literally means “National Higher Education Mission” came into existence as a comprehensive scheme for the development of tertiary education sector in India. The Ministry of Education (erstwhile

Ministry of Human Resource Development) launched the RUSA scheme in the year 2013. RUSA aims to provide financial assistance to tertiary education institutions throughout the country in order to achieve the objectives of equity, excellence, connectivity and efficiency. In collaboration with Central Project Appraisal Board (CPAB), the financial support transmits from central ministry to State governments as well as Union Territories (UTs) to access the financial and advancements in academics.

RUSA got an approval of the Central Advisory Board of Education (CABE) on 8<sup>th</sup> November, 2012. CABE is India's supreme advisory body for education policy matters. As a result, the list of 66 schemes approved by the Cabinet on 20 June 2013 was implemented as part of the Central Reform Schemes for the 12th Five Year Plan. RUSA scheme was reviewed by the Expenditure Finance Committee and suggested for its approval on 11th September 2013. Finally, the Cabinet Committee on Economic Affairs gave the nod for the establishment of the RUSA "National Higher Education Mission" scheme on 3rd October 2013 by making it a closing step among other centrally sponsored schemes like SSA and RMSA. Innovative ideas regarding educational policies achieved great success in India. "Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan" were among innovative ideas. The former was launched in 2001 to universalize elementary education and later was launched in 2009 with the main intention to universalize secondary education in India. It is argued that RUSA also brought many innovations in higher education particularly in the area of infrastructure.

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## **12.4 OBJECTIVES OF RUSA**

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The aim of RUSA is to seek equitable growth and address the gaps in all tertiary education institutions. It aims to obtain around 32% gross enrolment ratio by the end of the 12th five year plan in the country. The (Ministry of Human Resource Development [MHRD], 2013) pointed out the following objectives of RUSA:

1. To maximize the quality of institutions of tertiary education in the country. Such institutions must meet the specified norms and standards and also espouse the accreditation framework.
2. To enact transformational changes in tertiary educational institutions at the State level by elevating liberty and creation of administrative planning and surveillance framework.

3. To transform examination and teaching in all higher educational institutes.
4. To make it possible for certain universities to be turned into research universities equal to the world's best research universities.
5. To establish opportunities for States so that they will make reforms in affiliated colleges.
6. To assure that the provision of capacity building programs and teachers of better quality are available sufficiently in all tertiary educational institutions.
7. To promote and encourage research and innovation in all tertiary institutes.
8. To boost the enrolment ratio in all higher education institutes by extending its existing space or establishing new institutes for this purpose.
9. To make higher education accessible to all students by creating new institutes in those areas that has been neglected.
10. To make higher education equitable and accessible for marginalized sections such as "Scheduled Castes, Schedules Tribes, disabled, women and other backward classes".

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## **12.5 FEATURES OF RUSA**

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The RUSA scheme has the following features:

1. The tertiary education sector consists of various schemes but the RUSA scheme is an apron for all these existing schemes.
2. Funding for RUSA is norm oriented and performance oriented. Academic and administrative transformation in State tertiary educational institutions is mandatory to obtain funds. Universities and colleges of the States receive funds from the Ministry of Education
3. State Higher Education Councils (SHECs) play a vital role in supervision, planning, assessment and capacity building functions.
4. RUSA takes care of two central schemes including model degree colleges and polytechnic.

5. RUSA absorbs various schemes of UGC particularly meant for grants.
6. The funding ratio between centre and State is 65:35 but for the North Eastern States like Jammu and Kashmir, the funding ratio between central and State is 90:10. Government aided institutions also receive financial support in 50:50 ratio for approved activities but under certain norms and procedures

### **Check Your Progress- I**

Note: a) Answer the question given below

b) Compare your answers with those given at the end of this lesson

- i. RUSA was launched in the year of .....
- ii. During which five year plan RUSA came into existence.....
- iii. SHEC stands for .....
- iv. .... is the funding ratio between central and State governments
- v. RUSA aims to obtain .....% gross enrolment ratio before the completion of 12th five year plan.
- vi. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) literally means .....

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## **12.6 SCOPE AND APPROACHES OF RUSA**

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MHRD (2013) asserts that “all State Universities and colleges (both 12B and 2(f) compliant and non-12B and non 2(f)) from all states and Union Territories (UTs) across the country would be eligible to be covered under RUSA” (p. 85). RUSA has the authority to embrace all public tertiary educational institutes from all States as well as the Union Territories of India. RUSA has a mission to transform academics, policy and management in these institutes. RUSA has the following approaches and strategies:

1. RUSA adopts an inductive approach to resolve the various differences regarding finance and planning
2. In planning and controlling States become sharing partners.

3. It has a main focus on equity, access and excellence
4. States once eligible based on progress and outcome measures shall obtain financial support from RUSA

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## 12.7 GUIDING PRINCIPLES OF RUSA

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While developing plans and strategies for higher education States are expected to keep the following guiding principles into consideration:

1. **Quality and Research Focus:** Focus on research and innovation is given a pivotal space in all higher education institutions and can be evaluated on input and output parameters. There will be an increment in resources for qualitative improvement in research and innovation. But for that, all State higher education institutes must go through the accreditation that is called “National Assessment and Accreditation Council” (NAAC).
2. **Norm Based and Result Based funding:** The funding for State tertiary educational institutions is grounded on State Higher Education Plans (SHEP) which accredits these institutes. The financial grant to these institutes is dogged in accordance with accomplished achievements and the usage of monetary aids.
3. **Encouraging and Discouraging:** RUSA is not just giving incentives to those higher education institutes of States who follow the prescribed rules and regulations but also deters the financial aid to those institutes who are unable to follow the prescribed rules and regulations.
4. **Apolitical Decision Making:** The process of decision making does not involve any prejudice, political influence. Its outcome is clear and methods are unprejudiced. It is being done in a very competent way under the prescribed criteria of SHEPs.
5. **Autonomy:** RUSA in terms of decision making entails the freedom to tertiary educational institutes so that these institutes would be free to design unique plans based on their explicit demands and necessity. Some major issues are as follows:
  - a. It is important to review the different State university acts in order to see the counterproductive rules to their autonomy.

- b. In the standardization of the recruitment process, State universities enjoy freedom.
  - c. Under the supervision of governing bodies like an executive committee, syndicate, senate and so on, a university is governed by its senior officials.
  - d. To overhaul and improve the management skills among university officials like “Vice-Chancellors, Pro-Vice Chancellors, Directors, Deans, and Heads of Departments” RUSA organizes different programs like workshops and conferences for this purpose.
6. **Growth Based Equity:** In the tertiary education section all development must produce an equitable opportunity for women, marginalized groups as well as disabled groups. These equitable opportunities at the institutional level have an indispensable role.

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## 12.8 FUNDING PROCESS AND STRATEGIC AND FINANCIAL NORMS OF DIFFERENT COMPONENTS OF RUSA

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The central Ministry of Education directly disburse the funds to State governments and UT governments, then State and UT governments disburse this amount to each higher education institutes. The States receive this fund as per their plans towards tertiary education. The sharing funding ratio between central and State governments is 60:40, but for north-eastern States like Jammu and Kashmir this sharing funding ratio dropped to 10%. It was suggested to establish eighty new universities from the autonomous colleges during the first phase. It was also suggested to construct 100 new colleges and 54 model degree colleges from active colleges. It was recommended to provide financial aid to higher education institutes for the upgradation purpose of libraries, laboratories and like others. It was also recommended to recruit 5000 persons as faculty members. The financial norms of various components of RUSA include the following:

- i. **From Existing Autonomous Colleges to New Universities:** To upgrade the prevalent autonomous colleges into universities they must meet the below mentioned criteria:
  - a. These colleges tend to be in operation for about 15 years.

- b. These colleges must have at least 2000 students' enrolment
  - c. These colleges must have sufficient facilities in terms of laboratory, library and like others.
  - d. These colleges must have a "National Assessment and Accreditation Council "NAAC" grade at least "A"
  - e. These colleges must enrol their students on the basis of merit.
- ii. Conversion of Colleges into Cluster Universities:** To make the existence of cluster universities the existing 3 to 5 colleges will be clubbed together. These existing colleges should have sufficient facilities of infrastructure, academics and so on. However, these colleges must meet the below mentioned criteria for conversion into cluster university:
- a. These colleges tend to be in operation for about 15 years.
  - b. These colleges must have at least 2000 students' enrolment.
  - c. These colleges must have a National Assessment and Accreditation Council (NAAC) accreditation.
  - d. These colleges tend to have 20:1 students teacher ratio.
  - e. These colleges tend to have hostel facilities of 50% for marginalized groups.
  - f. These colleges tend to share such their facilities with their partner colleges.
- iii. Funds pertaining to universities infrastructure:** The universities receive infrastructure funds to fulfil their infrastructure needs so that libraries, hostels, laboratories and so on will be upgraded.
- iv. Educationally backward districts and Funds:** Those districts who are backward educationally and remained neglected from different quarters academically will be provided financial aid as per the Model College Scheme is concerned
- v. Model Degree Colleges:** Preference for the conversion of surviving degree colleges into model colleges would be given to those districts that fall short of the College Population Index (CPI).

- vi. **New Professional Colleges:** Those States who are below average in gross enrolment ratio regarding technical education will receive funds for the construction of new professional colleges.
- vii. **Funds pertaining to college Infrastructure:** The colleges obtain infrastructure funds to accomplish their infrastructure needs so that libraries, hostels, laboratories and so on will be upgraded or constructed.
- viii. **Initiatives regarding Equity:** Marginalized students should be benefitted from different financial aids. Different innovative programs need to be launched for the purpose and improvement of inclusion.
- ix. **Bridge the vacancies:** The recruitment process will be supported to bridge the gap of existent vacancies.
- x. **Upgradation of pedagogy and knowledge:** Funds will be provided to Academic Staff Colleges for the organization of different capacity building programs for the upgradation of pedagogy and knowledge among faculty members.
- xi. **Funds for the development of leadership and vocationalization:** All State higher education institutes will get funds so that they will develop leadership qualities among administrators and will promote vocationalization in their institutes.
- xii. **Reformation of Institutes:** All State higher education institutes will obtain funds so that they will make necessary reformation in their institutes.
- xiii. **Surveys and Analysis:** Monetary aid at the State level shall be given for the support and establishment of a data system for the purpose of surveys and analysis and it could submit the necessary information to Management Information System at the national level.
- xiv. **Merge of Polytechnics:** The ongoing scheme of polytechnics will be combined with RUSA as per the agreement of the Planning Commission.

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## 12.9 STRUCTURE OF RUSA

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RUSA has come up with an inclusive institutional structure for its successful implementation. This structure evolves both state and central level actors. Its goal is to engage institutions

at the local level. The Vyas (2017) in his published book has mentioned the institutional structure which is elaborated as below:

**i. Central Level**

- a. **National Mission Authority:** “It gives guidelines for overall policy and planning and re-evaluates the operation of Project Approval Board (PAB). It also shares out grants to PAB and in six months they meet once.
- b. **Project Approval Board:** It examines, appraises and approves State Higher Education Plans and endorses the release of funds to States and institutions
- c. **National Project Directorate:** It conducts the national mission authority and PAB meetings, project fund management and so on.
- d. **Technical Support Group/RUSA Resource Centre:** It assists States in making and appraisal of the State educational plans, monitoring fund flow and utilization certificates” (pp. 17-18).

**ii. State Level**

- a. **State Higher Education Council:** “It is needed for planned and coordinated development of Higher education in State, sharing of resources between Universities, leads academic and governance reforms at the institutional level, establish principles for funding institutions, maintain a data bank on Higher Education and conduct research and evaluation studies.
- b. **State Project Directorate:** The State Project Director must be a senior officer of the rank of Commissioner /Secretary of State Government.
- c. **Technical Support Group:** The State council appoint and decide the composition of TSG. The TSG monitors the flow of funds and information, generic MIS report and provide all operational support through SHEC” (pp. 18-22).

### iii. Institutional Level

#### a. Universities

- i. **Board of Governors:** Its main purpose is to make supervision, outline and guide diverse Committees necessary for the implementation of the project as well as monitoring the internal project.
- ii. **Project Monitoring Units:** It is accountable for overseeing the institutional level project with the purpose to introduce the governance changes anticipated under RUSA.

#### b. Colleges

- i. **Board of Governors:** Its main purpose is to make supervision, outline and guide diverse Committees necessary for the implementation of the project as well as monitoring the internal project.
- ii. **Project Monitoring Units:** It is accountable for overseeing of the institutional level project with the purpose to introduce the governance changes anticipated under RUSA.

### Check Your Progress- II

**Note:** a) Answer the question given below.

b) Compare your answers with those given at the end of this lesson.

- i. Cluster universities created by pooling .....existing colleges.
- ii. NAAC stands for.....
- iii. CPI stands for.....
- iv. Colleges tend to be in operation for about .....years then they are able to converse into cluster universities.
- v. RUSA adopts an .....approach to resolve the various differences regarding finance and planning.
- vi. The central Ministry of .....directly disburse the funds to State governments and UT governments.

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## **12.10 LET US SUM UP**

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Rashtriya Uchchatar Shiksha Abhiyan (RUSA) literally “National Higher Education Mission” came into existence as a comprehensive scheme for the development of the tertiary education sector in India. The Ministry of Education (erstwhile Ministry of Human Resource Development) launched the RUSA scheme in 2013. RUSA intends to support financially tertiary education institutions throughout the country to meet the purpose of equity, excellence, access and quality. The aim of RUSA is to seek equitable growth and address the gaps in all tertiary education institutions. It aims to obtain 32% gross enrolment ratio by the end of the 12th five year plan in the country. The tertiary education sector consists of various schemes but the RUSA scheme is an apron for all these existing schemes. RUSA has a mission to transform academics, policy and management in these institutes. The central Ministry of Education directly disburses the funds to State governments and UT governments, then State and UT governments disburse this amount to each higher education institute. The States receive this fund as per their plans towards tertiary education. The sharing funding ratio between central and State governments is 60:40, but for north-eastern States like Jammu and Kashmir, this sharing funding ratio dropped to 10%. MHRD (2013) asserts that “all State Universities and colleges (both 12B and 2(f) compliant and non-12B and non 2(f)) from all states and Union Territories (UTs) across the country would be eligible to be covered under RUSA” (p. 85). Overall, RUSA have concrete impact on the landscape of Indian higher education.

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## **12.11 LESSON END EXERCISE**

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1. What are the main objectives and features of RUSA?
2. How RUSA is different from SSA and RMSA?
3. Discuss in detail the funding process of RUSA?
4. Elucidate the structure of RUSA?
5. Describe in detail the guiding principles of RUSA?
6. Discuss briefly strategic and monetary norms of different components of RUSA?

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## 12.12 SUGGESTED FURTHER READINGS

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## 12.13 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress- I

(i) 2013 (ii) 12th (iii) State Higher Education Councils (iv) 60:40 (v) 32 (vi) National Higher Education Mission

### Check Your Progress- II

(i) 3 to 4 (ii) National Assessment and Accreditation Council (iii) College Population Index (iv) 15 (v) Inductive (vi) Education