

**COMPULSORY COURSE 01 (CC-01)**  
**EDUCATION IN INDIA**

**BLOCK 03**  
**EDUCATION COMMISSIONS**  
**AND THEIR IMPACT**



## **B.Ed. CC-01 : EDUCATION IN INDIA**

# **Block 3**

### **EDUCATION COMMISSIONS AND THEIR IMPACT**

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## **BLOCK 3 : EDUCATION COMMISSIONS AND THEIR IMPACT**

### **INTRODUCTION**

For a long time education was equated with transmission of knowledge. Acquisition of knowledge had been by far, the most prominent objective of education. But of late, there has been a rethinking regarding the function of education. Education is no longer confined to the cognitive aspects of human personality. The attempt is to develop the total personality and develop capabilities of the individual.

A major task before the country immediately after independence was to re-orient the System of Education so as to adjust it to the changing needs and aspirations of the people. In fact, the significant role of education in national development and progress was highlighted even during the freedom struggle when Mahatma Gandhi formulated the scheme of Basic Education seeking to harmonize intellectual work and manual work. Consequently, the post-independence period was marked by a review of education made by several commissions and committees. In this Block, you are going to study about the Sargent Report (1944), the University Education Commission Report (1948), the Secondary Education Commission (1952-53), Indian Education Commission (1964-66), the National Policy of Education (1986) and the National Curriculum Frame Work (2000-01). We examine the recommendations of these Reports, their implementation and also their impact on Indian Education in the later period.

In **Unit -13** you are going to learn about the Sargent Report, its major recommendations and its impact on Indian Education. The University Education Commission was the first Education Commission appointed (1948) after independence. You are going to learn about its recommendations and its impact in **Unit- 14**. **Unit 15** explains the Secondary Education Commission (1952-53), its major recommendations and Impact. **Unit 16** explains the Indian Education Commission (1964-66) which was appointed to examine the entire system of education, its major recommendations and its impact. In 1986 Rajiv Gandhi, the then Prime Minister of India, passed the New Education Policy for the country. In **Unit -17** you will study about this Policy. The last Unit of this Block **Unit-18** explains the National Curriculum Frame-work (2000-2001.)



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## **UNIT - 13 □ SARGENT REPORT ( 1944)**

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### **Structure**

- 13.1 Introduction**
- 1.2 Objectives**
- 13.3 Major Recommendations, Impact**
- 13.4 Let Us Sum Up**
- 13.5 Answers to “Check Your Progress”**
- 13.6 Unit-End Exercises**
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### **13.1 Introduction**

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The process of education is not only continuous but also dynamic. Like every activity in life even education should have its aims. Aims give direction to the activity and make it meaningful and purposeful. Since education grew and developed according to the needs and conditions of society, the aims of education also changed from one society to another. In accordance with the changing nature of education, its objectives also change from time to time. Without the definite aims of education, the curriculum, methods of teaching, school organization, teaching-learning materials, and media cannot be determined. Without appropriate and meaningful aim, educational process becomes inoperative. Since about 5 decades, the role of aims and objectives in making the school programme meaningful has been recognised. From time immemorial, aims have been set for education of children. But, did they really give direction to educational system? is the vital question.

Because of the publication of reports of the various committees and commissions on education, the British government had begun to understand the seriousness of the situation in the area of education. Ultimately, in the mid forties, it rightly realised that it could no longer be indifferent to education of the Indian people. As the British became hopeful of its victory in the Second World War, it directed its attention to do something for the Indian people in the field of education. So it advised Sir John Sargent, the Educational Advisor to the Government of India, to prepare a scheme of education for Indians. Sir John Sargent submitted his scheme to the Central Advisory Board of Education (CABE) in 1944. In this Report all the stages of education from primary to university have been considered and measures have been suggested for reforming each

stage. The C.A.B.E accepted this Report and recommended its implementation throughout the country. This scheme is known as the Sargent report. This report consists of twelve chapters.

In this Unit, you will be provided with information about the Sargent commission and its recommendations. Sargent commission and its implementation in the field of education till India became independent.

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## 13.2 Objectives

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After going through this Unit you will be able to:

- give the details of Sargent Commission
- examine the suggestions of Sargent Commission
- explain the recommendations of Sargent Commission
- evaluate the implementation of recommendations of Sargent Commissions

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## 13.3 Major Recommendations and Impact

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In the background of its victories in the Second World War of 1939-44, the British Government brought in many reformations in education in England. It also wanted to bring some reformations in the education system in India. Hence the British Government in India appointed an Education Commission under the chairman ship of Sargent. The main purpose of this commission was to design an education system suited to the post-war reconstruction of the country. Although Indians attained independence resulting the end of British rule in India, within a short time after the publication of Sargent Report which had many implications for restricting education system in Independent India. Some of its recommendations were accepted by the subsequent commissions. Hence Sargent commission has a lot of historical importance in the history of education in Independent India.

1. Compulsory and free education should be provided to all the boys and girls within the range of 6 to 14 years of age. Their education should be subdivided into two education groups - junior basic and senior basic. The junior for children between 6 and 10 years of age and senior between 11 to 14 years of age.
2. Pre-primary basic schools should be opened for children between 3 to 6 years of age. In these schools good manners and social knowledge should be taught.



3. For bright children between 11 and 17 years of age high schools should be opened with 6 years curriculum which should be sub-divided in to two parts- literary high school and vocational high school. In the literary group curriculum, languages, mother tongue, English, history, geography, civics, mathematics, science, economics, agriculture and music etc. should be included. In the vocational high school group vocational and commercial subjects and applied sciences should be taught. Wood work, metal work, engineering subjects, short hand, type-writing and commerce etc, are included in this group. The Sargent report has suggested that in these two types of high schools mother tongue should be the medium of instruction and English should be compulsorily taught as a second language. Fifty percent of the students of these schools should be given free education and for encouraging bright children, scholarships should be introduced. For the girls the Report recommended the teaching of home science in place of general science.
4. The report has suggested abolition of intermediate classes. In this connection the Report recommended that the eleventh class should be added to the high school and the twelfth to the degree course.
5. For restricting admission to universities, the report has suggested that only 1 percent of the high school passed student out of 15 students should be selected for university education on the basis of their interests and aptitudes. The report recommended the establishment of a university Grants commission for bringing in uniformity in university education in the country. The report also suggested for improving the economic condition of teachers and for creating a cordial atmosphere between teachers and students.
6. The report advised for opening Part-time and full time schools for teaching technical and professional subjects. By these schools four types of workers may be produced, high class, low class, skilled artisans and ordinary craftsman.
  - (i) High class - for this high school passed students should be admitted to the technological department of a university.
  - (ii) Low class- under this category students who have passed vocational high school will be trained for foremanship and chagemanship
  - (iii) Skilled Artisans- Students who have passed the senior high school will be admitted in this type of training for acquiring skilled craftsmanship.
  - (iv) Ordinary craftsmanship-students after passing the class VIII will be

admitted for this training in ordinary craftsmanship. After acquiring reasonable proficiency they will be absorbed in the group of skilled artisans.

7. The report recommended general and vocational education for adults. The audio-visual aids should be adequately used for educating them in to practical affairs of life.
8. The Report has emphasized the necessity of able, well-trained teachers as it considered that the success of the scheme would depend upon them. It was accepted in principle that for every 30 students in Pre-basic and Junior basic school there should be at least one trained teacher. Similarly in the senior basic school there should be at least one trained teacher for 20 students. The Report also observed that trained teachers should be given handsome salaries in order that able persons might be attracted towards teaching profession.
9. The Sargent Report has paid particular attention to the health of students for this recommended periodical medical checkup and giving information about health principles from time to time. Free medical treatment for ill student has also been suggested.
10. The Report recommended separate special schools for the dull and handicapped children.
11. The Report has emphasized the necessity of establishing employment exchanges for providing suitable employment to students coming out after completing their studies.
12. The Report has also stressed the necessity for organizing healthy recreation facilities to students.
13. The Report has recommended the appointment of some education specialists in order that education in the country might be well organised and its standard might be quite high. For this purpose it has also been advised that education departments should be opened both at the centre and in the various provinces. The educational responsibilities of the centre and the provinces have been separately defined. The responsibility for university education has been entrusted to center and education below this stage given to the provinces in their respective areas.

These are the recommendations of Sargent Report.

With a view to reconstruct the education system to suit the modern days, Sargent commission was formed. Sir John Sargent, the then educational advisor was asked by the reconstruction committee of the Vice-Roy's executive council to go through different aspects of education and report. The report was submitted in 1944. It studied the educational situation prevailing at that time from nursery to University education.

Some of the major suggestions of Sargent commission are given below.

Children between the ages of three to six should be provided with pre-primary education. Children between the ages of six to fourteen should be provided with free and compulsory education. High School education should be provided to only deserving ones after entrance examination. Vocational education was recommended. Diversified curriculum to suit the need should be strictly carried out. Degree course should be improved. Adult education should be provided. Compulsory physical education and medical education should be done from time to time. Special schools should be established for physically and mentally handicapped children. Employment bureau should be established. Provision for recreation for the students should be done from time to time. Well-organized education departments should be established both at the central and at every province and all the educational programmes other than university and technical education should be supervised by the provinces.

In 1946 most of the suggestions made by the Sargent commission were implemented, teachers' salaries were increased, all the recommendations with respect to university education were accepted, educational bureau, university Grants commission were started and technical and technical institution were started in Delhi.

### **An Evaluation of the Sargent Report**

The Sargent 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. The government had realised this long before the Second World War started. So when Victory in the Second World War was in sight. The government asked Sir John Sargent, its educational advisor to suggest measures for reforms of education in India.

#### ***Merits of Sargent report***

The Report took within its purview all the aspects of education: pre-primary, primary, high school and university education. All types of education - general, technical, vocational and professional have been given attention by way of giving useful suggestions for their improvement. Thus the Report placed before the country a comprehensive scheme of education for the first time. The Report has been, conscious of all sided

development of a student and it has suggested to give education in such a manner as to make one self-dependent. Thus the Report foresaw the importance of employment problem in the country and thought that education could be instrumental in solving it. The Report has considered good health of students as important so it has given useful suggestions in this regard. The Report considered the problem of adult education and gave helpful suggestions for the same. The recommendations of the Report with regard to handsome salary to be paid to teacher may be regarded as praiseworthy.

### ***Demerits of the Sargent Report***

In spite of some merits, the Sargent Report suffers from some demerits which may be mentioned as below.

1. The Sargent Report has foreseen that within forty years of the implementation of its recommendation India would reach the stage of educational development which UK had at the time. But it was not thought how much still further UK would go within these forty years. Evidently, the Report had thought to keep India 45 years behind UK in the field of education.
2. The Report sub-divided its recommendation in to five parts and prescribed seven years for the implementation of each part. Evidently, it was not helpful to the country to give 35 years for implementing a scheme of education.
3. In spite of the poor economic condition of India, the Report has put forward a very expensive scheme of education. Billions of rupees were estimated for the implementation of the scheme and 75 percent of this expenditure had to be borne by the public which was evidently impossible.
4. Sargent report has ignored the importance of women education. It has also not considered the problems of religious education in religious country like India.
5. The Report has not envisaged university education as the privilege for all. It wanted to restrict it only to a special class of people.

### **The Implementation of the Recommendations**

The government of India accepted the recommendations of the Report in principle and has tried to implement some of them in the following manner.

1. In 1945 an Education Department was established at the centre.
2. During 1947-48 forty crores of rupees were given to the provincial governments for implementing certain aspects of the scheme in their respective areas.

3. The provincial governments were advised to make five year plans for education. In 1946 these plans were made in some provinces.
4. It was decided that the scheme should be implemented within 16 years instead of 40.
5. The aim of providing compulsory and free education to children between 6 to 11 years of age was accepted. Efforts were made for adult education and also for improving the economic condition of teachers.
6. The committee of polytechnic school and the All India Technical Education Committee were established in Delhi.
7. Educational Bureau and university Grants commission were established at the center.

**‘Check Your Progress’ -1**

1. List the recommendations made by Sargent Commission with respect to High School Education.

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2. List the suggestions of Sargent Commission that were implemented.

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**13.4 Let Us Sum Up**

The British government in India has been aware of the defects in the educational system of the country before the second world was started. So when it becomes sure of

its victory it advised its educational advisor, Sir John Sargent to prepare a memorandum on the educational reforms in India. Sir John Sargent submitted his report in 1944 after studying the various aspects of education-pre-primary, primary, secondary, university, technical and vocational education.

Because of financial stringency the recommendations of this Report could not be implemented in full. More over, after the achievement of independence the national government wanted to manage its educational affairs in new manner and it rightly sensed the various inadequacies of the Report. However, the Report is of great historical importance, as through it the British government took up the totality of education within its purview of reforms. To the credit of this Report, it must be admitted that the all-round development of the child has been its major goal. Vocational education was also considered important. The Report also gave useful suggestions for adult education. It emphasized the necessity of improving the economic condition of teachers. In spite of all these good points the implementation of its recommendations involved huge expenditure for which the country was not prepared. Moreover, it placed a scheme to be implemented within 40 years. Hence the Report has remained only of a historical interest.

With a view to reconstruct the educational system to suit the modern days, Sargent commission was formed. Sir John Sargent the then educational advisor. Some major suggestions are -

- Children between the age of three to six should be provided with pre primary education
- Children between the ages of six to fourteen should be provided with free and compulsory education.
- High school education should be provided to only, deserving ones after entrance examination
- Vocational education was recommended.
- Degree Course should be of three years duration.
- Adult education should be improved. In 1946 most of the suggestions made by the Sargent commission we implemented.

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## 13.5 Answers to ‘Check Your Progress’

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### ‘Check Your Progress’ - 1

1. Diversified curriculum was recommended for High School Children. They should be selected after entrance test; education should be made free, were the major suggestions of Sargent commission towards high school education.

2. Teachers' salaries were increased as per the suggestion. All the recommendations made with respect to university education were accepted. Educational Bureau and university Grants commission were started and technical poly technical institutions were started in Delhi.

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### **13.6 Unit - End Exercises**

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1. Describe the tradition of education commissions in India with special reference to Sargent Commission Report.
2. List out the recommendations of Sargent Commission

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### **13.7 Reference**

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1. Rawat P. L. : *History of Indian Education*
2. Taneja V. R. : *Educational Thought and Practice*
3. Altekar A. S. : *Education in Ancient India*
4. Mukherji S. N. : *History of Education in India*
5. Nayak and Syed. J. P. : *Students History of Education in India*  
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## **UNIT - 14 □ UNIVERSITY EDUCATION COMMISSION (1948)**

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### **Structure**

- 14.1 Introduction**
- 14.2 Objectives**
- 14.3 Major Recommendations, Impact**
- 14.4 Let Us Sum Up**
- 14.5 Answers to ‘Check Your Progress’**
- 14.6 Unit-End Exercises**
- 14.7 References**

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### **14.1 Introduction**

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For a long time, education was equated with transmission of knowledge. Acquisition of knowledge had been by far the most prominent objective of education. But of late, there has been a rethinking regarding the function of education. Education is no longer confined to the cognitive aspects of human personality. The attempts are to develop the total personality and raise the capabilities of the individual.

A major task before the country immediately after Independence was to re-orient the system of education so as to adjust it to the changing needs and aspirations of the people. In fact, the significant role of education in national development and progress was highlighted even during the freedom struggle when Mahatma Gandhi formulated the scheme of Basic Education seeking to harmonize intellectual and manual work. Consequently, the post - independence period was marked by review of education made by several commissions and committees.

The most notable among them are:

- (i) The University Education Commission (1948-49) was appointed to report on Indian University Education and suggest improvements and extensions to suit present and future requirements of the country
- (ii) The Secondary Education Commission (1952) set up to examine the prevailing system of secondary education in the country and suggest measures for its reorganization and improvement, and



- (iii) The Education Commission (1964-66) appointed by a resolution and on the general principles and policies for the development of education at all stages and in all aspects.

The University Education Commission was appointed under the Chairmanship of Dr. S. Radhakrishnan, famous teacher and Philosopher, through a resolution of the Central Ministry of Education on November 4, 1948. In all, there were ten members in the commission. The commission was required to study the problem of university education in the country and to suggest measures for its reforms keeping in view the needs and aspirations of the people. The then Minister of Education, Abdul Kalam Azad inaugurated this Commission on December 6, 1948, and gave it the necessary directions. The members of the Commission showed great interest in their work. They visited various universities in the country and studied their varying problems deeply. The commission interviewed a number of university teachers and students for understanding their problems. The commission prepared a questionnaire and sent it to interested persons for obtaining their suggestions for reforms of university education. About 600 persons returned this questionnaire with their suggestions. The commission submitted its report within a year.

In this unit you will be provided with the information about University Education Commission and their recommendations in the field of education.

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## 14.2 Objectives

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

- Give the details of the university education commission
- Explain the recommendation of the university education commission.
- Analyse the recommendations of the university education commission.

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## 14.3 Major Recommendations and Impact

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With the attainment of freedom in 1947 India as a nation achieved a new status. As stated earlier, there were new aims, new hopes and new aspirations. There were new problems also. These new aims and hopes, many people felt, could be realized through the instrument of education. Again it was education which was considered to be the chief weapon in finding and solving new problems. The University Education commission (1949) explained the whole situation. It stated “We are today faced with great problems national and social, the acquisition of economic Independence, the increase of general prosperity, the attainment of an effective democracy over riding the

distinctions of caste and creed, rich and poor and a rise in the level of culture. For the quick and effective realizations of these aims education is a powerful weapon. It is organized efficiently and in the public interest. As we claim to be civilized people we must regard the higher education of rising generation as one of our chief concerns.”

### ***University Education Commission (1948)***

The Commission has laid down certain aims of university education in the country keeping in view-the past tradition, the present conditions and future prospects of the country. In this context, the commission took in to consideration the personal interests of students and also of the nation. While defining the aims, the commission has been also conscious of the international obligations. We are giving below the aims of university education as laid down by the commission:

- (i) The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in various walks of life in the best interest of the nation.
- (ii) 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.
- (iii) The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress it is necessary to rise above superstitions. The university has to help the students to imbibe good aspects of their culture and to accept new values for all round development.
- (iv) The university should provide opportunities to acquire all kinds of knowledge.
- (v) The university has to educate the mind and soul of the student in order that he may grow in wisdom.
- (vi) 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.

- (vii) The university has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.
- (viii) The university has to instill moral values in students while making them well disciplined.
- (ix) The university has to develop the spirit of universal brotherhood and internationalism in students.

The first and the foremost development in the university education was the appointment of commission in 1948 under the chairmanship of Dr. S. Radhakrishnan. The commission prepared a comprehensive report in two parts - the first part is divided in to 18 chapters and covers 747 pages. The second part of the Report contains figures, statistics and evidences.

### ***Teaching Standards***

The commission has attached great importance to high teaching standards. So the commission has urged that the standards of teaching and examination should be so raised that our students may be equal to their counter-parts anywhere in the world. The commission has expressed regret that the prevailing standard of university is deplorable because of the fall of standard of intermediate education. Consequently, able students are not coming for university education. Therefore, the standard of university education has also fallen down. The commission has given the following suggestions for improving university standards:

1. Only the intermediate passed students should be admitted to universities
2. In every state, a good number of intermediate colleges should be opened. If intermediate classes are attached to universities at some places, they should be shifted on separate premises.
3. Intermediate class students should be given opportunities for obtaining vocational education.
4. A degree college affiliated to a university should not have more than 1500 students in it. Similarly, a teaching university should not have more than 3000 students.
5. A degree college should have at least 180 working days in a year.
6. The teachers should prepare their Lecture more carefully and they should take special interest in tutorial work.

7. No book should be regarded as a text book and in no course text books should be prescribed.
8. Too many private students should not be permitted to sit at a university examination. A minimum percentage of attendance at lectures should be fixed for students. Students falling below this percentage of attendance should not be allowed to sit at the examination concerned.
9. For tutorial work, suitable teachers should be appointed.
10. Provision should be made for good libraries and well-equipped science laboratories.

### ***Teachers' qualifications and emoluments***

The commission has recognized the importance of good teachers for the sake of high standard of education. Hence, it has recommended for the appointment of suitable teachers for universities. For this, the commission has recommended enhancement of scales of pay for the teachers.

### ***Post graduate Teaching and Research***

The commission has given the following suggestions in this regard:

1. A close relationship should be maintained between teachers and research scholars. Admission to post-graduate classes should be governed by an all India examination.
2. Ph.d scholars should be chosen on all-India basis. The duration of research for Ph.d should be at least two years. The Ph.d research scholars should also have knowledge of allied subjects.
3. Ph.d scholars producing good research work should be given opportunities for further studies. Such research scholars should be given fellowships and their selection should be made on all-India basis.
4. The Education Ministry should grant stipends to those D.Litt and D.Sc degree holders who have evinced capacities of high order of research. No partiality should be made in the selection of such degree-holders.
5. D.Litt and D.Sc degrees should be awarded only on original works.
6. Universities should be given adequate financial assistance.

### ***The Curriculum***

The commission has given the following recommendations for reorganizing the university curriculum:

1. Knowledge should be considered as one whole. The courses of studies are only means of composite knowledge and they should not be considered as an end. Hence while drawing up the courses of study the connection and link between the varying aspects must not be missed. In other words, knowledge should be cultivated in its entirety. There should be a connecting bend between the general, intellectual and vocational education.
2. The courses of studies for universities and intermediate colleges should be reorganized on the above principles. Only then the defects of the existing system of education may be removed.
3. The relation between the general and specialized education should be defined in the context of its relevance to individual, social and professional benefit to the student.

### ***Professional Education***

Vocational education, teachers' training, engineering, technology and medical education may be included under professional education. The commission has given suggestions for improving these types of education. Some of the more important suggestions are being given below. Education in trade and commerce the commission has suggested that commerce students should be given practical instructions in institutions of trade and commerce for three or four years. Their education should not be only bookish.

### ***Teacher's Training***

1. Greater attention should be paid on practical experience and less on theoretical. Accordingly, the curriculum should be reorganized in a more useful manner.
2. Teachers of training colleges should have enough teaching experience in schools.
3. Higher degree in education should be given to those students who have already taught for a number of years.
4. Teachers of training colleges should do original researches in the field of education.

**Education of Women:** The commission has given the following suggestions for improving the quality of women education.

1. Education of women may be similar to that of men in certain aspects, but it should be different also in some others in view of their different nature and duties of life.
2. Greater facilities should be given for promoting women education.
3. Able and experienced teachers should be available to guide women in the selection of their nature of education.
4. Women should be well informed about their rights and duties pertaining to the society and nation.
5. It is necessary for women to receive education in domestic science.
6. In institutions where co-education is prevalent, special facilities should be provided for women.

**Religious Education** - The commission has made the following suggestions in this regard.

1. Instruction in each institution should be begun with self meditation.
2. Biographies of great religious leaders of various religions should be taught to the first year students of the graduate classes. In these, leaders like Swamy Dayanand, Shankaracharya, Buddha, Jesus Christ and Prophet Mohammad etc may be included.
3. Essential of all religions should be taught to the second year students of the graduate course.
4. The third year students should be taught the essentials of philosophies and problems of religions.

### **Education in Medicine**

The commission gave the following suggestions for the improvement of medical education.

1. Researches should be made in the Ayurvedic and Unani systems of medicine and they should be developed.
2. Greater importance should be attached to preventive methods and nursing.

3. Not more than 190 students should be admitted to a medical college within a year and not more than ten patients should be kept under a student
4. Institutions for post-graduate medical education should be equipped with tools, medicines and experienced teachers.
5. Special training should be given to students for treating patients in rural areas.

### **Engineering and Technology Education**

The commission gave the following suggestions about this:

1. Institutions imparting education in engineering and technology should be nationalized. They should not be allowed to be a property of some person.
2. More colleges of engineering and technology should be opened in the country.
3. The curriculum of these institutions should be diversified according to the needs of the country.
4. Provision should be made for higher researches in these institutions.
5. Greater importance should be attached to the acquisition of practical skill and knowledge in these institutions.
6. Provision should be made in these institutions for special researches of a high order in the field of technology.
7. These institutions should be free to manage their own affairs. They should not be controlled by the ministry and bureaucracy.
8. At present, separate universities are established to give education in the field medicine and engineering. They are Rajiv Gandhi medical university and Visweswaraiiah Technical University.

### **Medium of Instruction in University**

India is a land of languages. The various states stand for their own regional languages. The commission studied the difficulties involved in this sphere and has given the following suggestions for solution of the language problem:

1. Excepting Sanskrit, any other Indian language should replace English as the medium of instruction at the earliest. Sanskrit cannot be made the medium as it involves many practical difficulties.
2. The students of universities and higher secondary schools should be taught the national language along with English and a regional language.

3. Regional languages should be the medium of university education. Certain subjects at the university stage should be taught through the medium of national language.
4. The national language and the regional language should be developed.
5. A committee of scholars of all the regional language should be formed for reconstructing technical terms in sciences. This committee should be given the responsibility of writing standard text books. These text books should be translated in to various languages under the supervision of this committee.
6. The state governments should provide facilities for teaching national language in universities, degree colleges and higher secondary schools.
7. Teaching of English should be continued in high schools and universities in order that the students are acquainted with achievements in other countries.

### **Students' welfare and Character formation**

The commission has given the following suggestions in this respect:

1. Admission to degree colleges and universities should be on merit.
2. Scholarships should be given on merits only to the poor and deserving students.
3. The students should be given the necessary health facilities.
4. Sports, games and gymnasiums should be organized in various schools.
5. Two years compulsory physical training should be introduced for students. The students taking training in NCC and handicapped ones may be exempted from this.
6. Provision of physical training should be made under the N.C.C. programme for educational institutions.
7. Good hostels should be constructed.
8. Students unions should be made free of politics. They should be engaged in activities directed towards their physical, educational and character growth.
9. Students should be given opportunities to participate in the administration of schools, colleges and universities.
10. A students department should be opened in each university and degree college.
11. An Advisory committee should be opened in each educational institution for protecting the interests of students.



## **University Examination System**

The commission made a deep study of the problems pertaining to examinations and opined that examination system could not be abolished. But it has given a number of suggestions for its reforms. Some of the more important suggestions have been as below:

1. The government of India should appoint a committee of experts and educationists for suggesting reforms in the existing examination system.
2. An examination board of three members should be constituted in each university to do the following things:
  - a. To suggest reforms in the curriculum
  - b. To guide teachers of degree colleges and universities for constructing objective tests.
  - c. The examination board will assess the qualitative utility of various colleges and accordingly will suggest measures for their qualitative improvements.
  - d. To prepare a questionnaire for psychological test of those students of higher secondary schools who are aspirants for university education.

The commission gave the following suggestions for removing the defects of the existing examination system and advised that these suggestions should be accepted until a new system of examination is not evolved.

1. For any government service, a university degree should not be considered as essential.
2. One third of the maximum marks should be allotted to sessional works.
3. For the three years degree course a number of examinations should be held from time to time. Only one examination for obtaining a degree is not enough.
4. Only such teachers should be appointed as examiners who have atleast five years teaching experience.
5. The examination standard should be raised. This standard should be the same for all universities. At least 70 percent for first division, 55 percent for second division and 40 percent for third division should be fixed.

### ***Administration***

The commission has remarked that the university administration is full of defects and the same must be removed for introducing any reform. It has given the following suggestions for reforming the university administration:

1. The university education should be brought under the concurrent list of the states.
2. The central government should have only limited powers on universities. It may have a say only in the determination of administrative policy, giving grants and facilities and guidance for national education.
3. The university grants commission should be organized for its help. Number of committees should be appointed. This commission should be made responsible for assigning grants to various universities in the country.
4. A degree college should be recognized only if it fulfills all the conditions.
5. A good managing committee should be considered necessary for a degree college.
6. Each university should teach so the idea of an affiliating university should be rejected.
7. All government degree colleges should be merged into various universities of the area concerned.
8. The following should be accepted as necessary for each university:  
(1) Visitor (2) Chancellor (3) Vice-Chancellor (4) Syndicate (5) Faculty (6) Academic Council (7) Senate (8) Board of studies (9) Selection committee (10) Finance Committee.

The president of India should be the visitor and the governor of a state should be the chancellor of all universities in his state. The Vice Chancellor should be a whole time officer and he should be paid a handsome salary corresponding to the dignity of his high office.

### ***Finance***

The commission has remarked that most of the universities in the country are suffering from financial stringency, so they cannot implement any useful scheme. Therefore, each university should be given adequate financial assistance. The commission has given the following suggestions in this respect:

1. The state government should shoulder the entire cost of university education.

2. Recurring and non-recurring grants should be given even to non government colleges. Definite rules should be framed for giving recurring grants. Only those colleges should be given grants which follow these rules.
3. Income-tax concessions should be given to those persons and firms which give donations to educational institutions.
4. In addition to recurring and non-recurring grants. Other financial assistance should also be given to universities for implementing certain schemes.

### **Universities in Rural Areas**

Most of the universities in India are established in urban areas. So they cater to the needs of only urban people. So, the commission has remarked that 80 percent of the Indian population falling in rural area is being deprived of the benefits of university education. Moreover, the university education is not patterned on the needs and aspirations of the rural people. Therefore, the commission has recommended that from now on, new universities should be established in rural areas in order to meet the requirements of the rural people.

Eighty percent of the Indian people are residing in villages. The commission has rightly recommended that new universities should be established in rural areas for meeting the requirements of the village people. Since India is a religious country, the commission has recognized the necessity of introduction of some kind of religious and moral education in universities in order to control the violent waves of materials of the present day civilization.

After explaining the scope of university education in the context of modern political and social conditions, the commission emphasized that our education must be Indian, i.e built on the foundations of our country's history and spirit. The University Education Commission wanted Indian higher education to be built on the foundations of Indian history and philosophy and so recommended the right balance between the material life and the spiritual life in its content.

- It emphasized the need for quality teachers and new methods such as tutorial system. It made recommendations in respect of examination reforms.
- It advocated the mother tongue as medium of instruction
- It emphasized the need for moral and religious education.
- It expressed concerns over the deteriorating standards and recommended raising of the college age, implying an eleven-year schooling followed by a three-year degree course. It pleaded for better admission procedures and recruitment of teachers based on merit.

### **‘Check Your Progress’ -1**

1. Identify any three salient recommendations of University Education Commission

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### **14.4 Let Us Sum Up**

The university commission was appointed in 1948 under the chairmanship of Dr. S. Radhakrishnan. The Commission studied the problems of university education and submitted its report in 1949. The commission gave important recommendations with regard to aims of university education, educational standard, teacher’s training, research, women education, religious, vocational, medical and law education, medium of instruction, curriculum, examination system, students problems, university administration and finance and rural universities.

- ✓ Aims of university Education: Research for discovering new knowledge for the welfare of the countrymen. To utilise this knowledge for vocational, scientific and industrial development.
- ✓ Standard of Education: It should be such as to produce great thinkers and skilful workers. To raise the intellectual level of students.
- ✓ Teachers: To be away from politics and groupism. Their character should be worthy of emulation. This ability should be undoubted. They should get handsome salaries.
- ✓ Post-graduate Education: Encouragement to advanced research. To produce learned persons, scientists and technologists.
- ✓ Curriculum: To give complete knowledge to students.
- ✓ Vocational Education: The aim should be to enable students to stand on their own legs after having received education. Education in agriculture has been emphasized.
- ✓ Women Education: The commission has urged to give full freedom to women in education.

- ✓ Religious Education: In place of religious conservatism, the commission has- spiritualism. It has advocated equality for all religions in the country.
- ✓ Medium of Instruction: Indian languages should be made the medium of instruction in place of English. The national language should be the medium of instruction at the higher stage and for lower stages regional languages may be accepted as the medium.
- ✓ Students: The University should protect the interests of students and should develop the - physical, intellectual and spiritual capacities of students.
- ✓ Examination- It should be reformed.
- ✓ Administration: The central and state governments should give financial grants, but they must not interfere with university affairs. The commission recommended that a visitor, a chancellor, a Vice- Chancellor along with them other officers should be appointed for each university.
- ✓ Financial Assistance: Universities should be given maximum financial assistance in the form of grants.
- ✓ Rural universities: The commission recommended for the opening of rural universities for meeting the requirements of the people in rural areas.

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## **14.5 Answers to ‘Check Your Progress’**

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### **‘Check Your Progress’ -1**

1. It expressed concern over the deteriorating standards and recommended raising of the college age, employing an eleven-year schooling followed by a three-year degree course
2. It pleaded for better admission procedures and recruitment of teachers based on merit.
3. It advocated the mother tongue as medium of instruction.

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## **14.6 Unit- End Exercises**

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1. Describe the tradition of education commissions in India with special reference to University Education Commission.
2. List out the recommendation of University Education Commission.

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## 14.7 References

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1. Government of India, Ministry of Education, New Delhi, *Report of the University Education Commission (1948 - 49)*
2. Rawat. P. L : *History of Indian Education*
3. Taneja. V. R. : *Educational Thought and Practice*
4. AltekarA. S. : *Education in Ancient India*
5. Mukherji. S. N. : *History of Education in India*
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## UNIT - 15 □ SECONDARY EDUCATION COMMISSION (1952-53)

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### Structure

- 15.1 Introduction
- 15.2 Objectives
- 15.3 Major Recommendations, Impact
- 15.4 Let Us Sum Up
- 15.5 Answers to 'Check Your Progress'
- 15.6 Unit-End Exercises
- 15.7 References

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### 15.1 Introduction

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India attained Independence from the British rule in 1947. With the attainment of Independence, a new era in the history of education started. This gave the people an opportunity to shape their educational policy according to the needs and aspirations of the nation. The inherited system from the British system of education was rather of a general and theoretical nature. Such a system had to be completely reconstructed and given a practical bias. The provision of universal free and compulsory education for all children of school going age and social education for all illiterate adults was the most urgent need. It was also necessary to reorganize secondary and higher education and make adequate provision for the expansion and advancement of scientific and technical education.

Very little development could be achieved between 1947-51. During this period, India had to reckon with great difficulties. The most trying problem was that of the refugees from Pakistan and their rehabilitation. Besides, there were other problems such as framing of the constitution, reorganization of administrative services, liquidation of princely states. However, states had their own schemes based on the Sargent scheme for educational expansion.

The most important problems in the field of education after India attained Independence were, expansion of facilities for free and compulsory education of all children up to age 14, reforming secondary and university education, encouragement of women's education etc. In order to fulfill these objectives, government, central and

state adopted the policy of planned development and drew up five year plans.

The term secondary education has different meanings in different countries. Conventionally three levels of education are commonly recognized, namely (a) primary (b) secondary and (c) tertiary, occasionally they are also referred to as first level, second level and third level in a number of developed countries, A number of countries divide secondary education in to Junior or senior. In most countries secondary education is the second level of formal schooling, falling between the primary- elementary level and the specialized higher study offered by colleges and university.

The central advisory board of education at its 141<sup>st</sup> meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of secondary education in the country and suggest measures for its reorganization and improvement. The Board at its 181<sup>st</sup> meeting held in 1951 reiterated its former decision and pressed for early implementation of its recommendations.

There were other considerations also before the government of India for setting up a commission. There had been no comprehensive examination of the problems pertaining to secondary education, while the problems of elementary and university education had been surveyed and steps taken to improve. Further, it was the secondary school that supplied teachers to the primary schools and students to the universities. An inefficient system of secondary education was bound to affect adversely the quality of education, at all stages. It was felt that one of the major defects of the prevailing system of secondary education was its unilinear and predominantly academic character. The need for the reorganization of secondary education with diversified courses had become more urgent as a result of acceptance by the government of Basic Education as the pattern of education at the elementary stage.

In view of these considerations, the government of India set up the Secondary Education Commission by Resolution dated 23 Sept, 1952. In this Unit you are to learn about details of secondary Education Commission and its recommendations.

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## 15.2 Objectives

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

- Give the details of Secondary Education Commission.
- Explain the recommendations of Secondary Education Commission.
- State the objectives of Secondary Education Commission.
- Explain the impact of Secondary Education Commission.



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## 15.3 Major Recommendations and Impact

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After giving its attention to reorganize University Education after independence, the Government of India focussed its attention to Secondary Education, which was considered as an important state of education. Hence, the Government appointed-a Commission under the Chairmanship of Dr. Laxmana Swamy Modaliar, a west known educationist of that time to review the then existing system of Secondary Education and to recommend reforms to reorganize the system.

First, let us study about the aims of secondary education as envisaged by this commission. The Secondary Education Commission formulated four aims of education for India keeping in view the needs of democratic India as envisaged in the constitution.

### ***1. Development of Democratic Citizenship:***

The Secondary Education Commission visualized the secondary education as the end of all formal education for the majority of the citizens and as such thought that it must assume the responsibility of providing that type of education that would enable the students to develop qualities which are of great importance for them to bear worthily the responsibilities of a democratic citizen. A democratic citizen is required to develop many qualities-intellectual, social and moral.

### ***2. Improvement of Vocational Efficiency:***

The second important aim of our educational system would be to increase the productive or technical and vocational efficiency of our students. This includes (a) creating a new attitude that implies an appreciation of the dignity of all work, however, slowly. (b) making the students realize that self-fulfillment and national prosperity are only possible through work in which everyone must participate and a conviction that whenever educated men take any piece of work in hand they will try to complete it as efficiently and artistically as their powers permit. (c) making attempts by all the teachers to ensure that such an attitude on the part of the students finds expression in every activity of the school and (d) promotion of technical skill and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement.

Provision for diversified courses at the secondary stage should be made, so that, a larger number of students may take up agricultural, technical, commercial or other practical courses which will train their varied aptitudes and enable them either to take up vocational pursuits at the end of the secondary course or to join technical institutions for further training.

### ***3. Development of Personality:***

This includes (a) Releasing the sources of creative energy in the students so that they may be able to appreciate their cultural heritage (b) cultivating rich interests which they can pursue in their leisure and contribute, in later life, to the development of this heritage (c) Giving place of honour in the curriculum to subjects like art, craft, music, dance and the development of hobbies.

### ***4. Development of the Qualities for Leadership:***

This is important for the successful functioning of our democracy. Education must train our students for discharging their duties efficiently; they must be trained in the act of leading and following others. Our secondary education must train persons who will be able to assume the responsibility of leadership in the social, political, industrial or cultural fields in their own small groups of community or locality. Leadership calls for a higher standard of education, a deeper and clearer understanding of social issues and greater technical efficiency.

## **Major Recommendations of the Commission**

### ***1. New Organizational Pattern***

1. Under the new organizational structure, education should commence after a four or five years period of Primary or Junior Basic Education and should include (a) the Middle or Senior Basic or Junior Secondary stage of three years, and (b) the Higher Secondary Stage of four years.
2. The present intermediate stage should be replaced by the Higher Secondary Stage which should be of four years duration one year of the present Intermediate being included in it. As a consequence, the first degree course in the university should be of three years duration.
3. Multipurpose schools should be established wherever possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities.
4. All states should provide special facilities, for agricultural education in rural schools.

### ***2. Technical Education***

1. Technical schools should be started in large numbers either separately or as a part of multipurpose school.

2. A number of residential schools should be established, more particularly in certain rural areas.
3. A large number of schools should be established to meet the needs of handicapped children.

### **3. Co-Education**

1. While no distinction need be made between education imparted to boys and girls, special facilities for the study of home science should be made available in all girls' schools and co-education schools.
2. Efforts should be made by state Governments to open separate schools for girls wherever there is demand for them.

### **4. Study of Languages:**

1. The mother-tongue or the regional language should generally be the medium of instruction throughout the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available.
2. During the middle school stage, every child should be introduced at the end of junior Basic stage, subject to the principle that no two languages should be introduced in the same year. At the High and Higher secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

### **5. Curriculum:**

1. At the middle-school stage, the curriculum should include (i) Languages (ii) Social studies (iii) General Science (iv) Mathematics (v) Art and Music (vi) Craft and (vii) Physical Education.
2. At the High School or Higher Secondary stage, diversified courses of instruction should be provided for the pupils. Diversified courses of study should include the following groups (1) Humanities (ii) Science (iii) Technical subjects (iv) Commercial subjects (v) Agriculture Subjects (vi) Fine Arts, and (vii) Home Science. As and when necessary, additional diversified courses may be added.
3. A certain number of core subjects should be common to all students, whatever

the diversified courses of study that they may take; these should consist of (i) Language (ii) General Science, (iii) Social Studies and (iv) Craft.

4. The diversified curriculums should begin in the second year of the High school or higher secondary school stage.

## **6. Textbooks.**

1. With a view to improving the quality of books prescribed, a high power textbooks committee should be constituted.
2. The textbooks committee should lay down clear criteria for the type of paper, illustration, printing and format of the books.
3. A single textbook should not be prescribed for every subject of study, but a reasonable number of books which satisfy the standards laid down should be recommended leaving the choice to the schools concerned. In the case of languages, however, definite text books should be prescribed for each class to ensure proper gradation.
4. No book prescribed as a textbook or as a book for general study should contain any passage or statement which might offend the religious or social susceptibilities of any section of the community or might indoctrinate the minds of the young students with particular political or religious ideologies.
5. Frequent changes in textbooks and books prescribed for study should be discouraged.

## **7. Dynamic Methods of Teaching:**

1. The methods of teaching in schools should aim not merely at imparting of knowledge in an efficient manner, but also at inculcating desirable values and proper attitudes and habits of work in the students.
2. The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situation and, for this purpose, the principles of 'Activity method' and 'Project method' should be assimilated in school practice.
3. In the teaching of all subjects special stress should be placed on clear thinking and expression both in speech and writing.

4. A well thought-out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that dull, average and bright students may all have a chance to progress at their own pace.
5. Students should be given adequate opportunity to work in groups and to carry out group projects so as to develop in them the qualities necessary for group life and co operative work.
6. Every secondary school should have a well-equipped library, class libraries and subject libraries should also beautified.

#### **8. Discipline:**

1. The education of character should be envisaged as the responsibility of all teachers.
2. In order to promote discipline, personal contact between the teacher and the pupils should be strengthened, Self- government in the form of house system with prefects or monitors and student councils, whose responsibility will be to draw up a code of conduct and enforce its observance, should be introduced in all schools.

#### **9. Religious and Moral Instruction:**

Religious instruction may be given in schools only on a voluntary basis outside the regular school hours, such instruction being confined to the children of the particular faith concerned and given with the consent of the parents and managements

#### **10. Extra - Curricular Activities:**

Extra- curricular activities should form an integral part of education imparted in the school and all teachers should devote a definite time to such activities.

#### **11. Guidance and Counseling in Secondary Schools:**

Educational guidance should receive much greater attention on the part of the educational authorities. The services of trained guidance officers and career masters should be gradually made available to all schools.

## **12. Health Education:**

A properly organized school medical service should be built up in all states, and a thorough medical examination of all pupils and necessary follow up treatment wherever necessary should be carried out in all schools.

## **13. Physical Education:**

- a. All teachers below the age of 40 should actively participate in many of the physical activities of students and thus make them a lively part of the school programme
- b. Full records of physical activities of the students must be maintained.

## **14. A new Approach to Examination and evaluation:**

The number of examination should be reduced and the element of subjectivity in the essay-type tests should be minimized by introducing objective tests. In the final assessment of the pupils, due credit should be given to the internal tests and the school records of the pupils. The system of symbolic rather than numerical marking should be adopted. There should be only one public examination at the completion of the secondary school course.

## **15. Improvement of the Teaching Personnel:**

1. The normal period of probation for a trained teacher should be one year.
2. The teachers possessing the qualifications and performing the same type of work should be treated on par in the matter of grades of salary irrespective of the type of institution in which they are working.
3. The system of triple benefit scheme, pension cum provident fund-cum-insurance should be introduced in all states.
4. Arbitration Boards of committees should be established to look into the appeals and grievances of teachers.
5. The age of retirement in the case of physically fit and competent teachers may be extended to 60 with the approval of the Director of Education.
6. The children of teachers should be given free education throughout the school stage.
7. Through a system of co-operative house building societies, teachers should be provided with quarters so as to enable them to live near the school.

8. The practice of private tuitions by teachers should be abolished.

#### **16. Teacher Training:**

1. There should be only two types of institutions for teacher training:
  - (i) For those who have taken the school leaving certificate or Higher secondary school leaving certificate, for them the period of training should be two years; and
  - (ii) For graduates for whom the training may, for the present, be of one academic year, but extended as a long-term programme to two academic years.
2. During the period of training, all the student teachers should be given suitable stipend by the state.
3. All training colleges should provide adequate residential facilities.

#### **17. Organization and Administration:**

- (1) There should be a Board of secondary Education consisting of not more than 25 members with the /director of Education as its chairman to deal with all matters of education at the secondary stage and to lay down general policies. A sub-committee of the Board should deal with the conduct of examinations.
- (2) State Advisory Boards should be constituted in each state to advise the Department of Education on all matters pertaining to education.

#### **18. Inspection of Schools:**

- (1) The true role of an Inspector should be to study the problems of school and view them comprehensively in the context of educational objectives, to formulate suggestion for improvement and help the teachers to carry out his advice and recommendations.
- (2) In addition to direct recruitment, Inspectors should also be drawn from (i) teachers of ten years experience (ii) headmasters of High schools, and (iii) duly qualified staff of training colleges who may be allowed to work as such for a period of three to five years.

#### **19. Management of Schools:**

1. The Management Boards of all schools should be registered and should consist of a limited number of persons with the Headmaster as an ex-officio member.
2. No member of the managing Board should directly or indirectly interfere with the internal administration of the school.

## **20. School building and Equipment:**

1. The open spaces available in cities must be conserved to be utilized as play ground by groups of schools.
2. Normally in designing buildings for schools, care should be taken to see that an area of not less than 10 sq. ft is provided per student in the classroom.
3. The optimum number of boys to be admitted to any class should be 30 and the maximum should not in any case exceed 40, the optimum number in the whole school should be 500 while the maximum should not exceed 750.

## **21. Hours of Working and Vacation:**

1. As a rule, the total number of working days in a school should not be less than two hundred, the working hours per week should be at least thirty five periods about forty five minutes each; the schools should work regularly for six days in the week one of the days being a half day when the teachers and students might meet informally and work together on various extra-curricular and social projects.
2. Normally during the year, there should be a summer vacation of two months and two breaks of ten to fifteen days at suitable periods during the year.

## **22. Finance:**

1. A cess called the Industrial Education Cess be levied, the amount collected to be utilised for furtherance of technical and vocational education at the secondary stage.
2. The center should assume certain amount of direct responsibility for the contemplated reorganization of secondary education and give financial aid for the purpose.

### **‘Check Your Progress’ - 1**

1. Mention any five recommendations of Secondary Education Commission

### **Impact of Secondary Education Commission**

Now let us discuss about the impact of Secondary Education Commission.

The Secondary Education Commission observed as regards financial aid to secondary Education “It has been pointed out that the recommendations of the previous commissions have not been given effect too largely because the necessary financial



resources could not be made available either by the state or by the center". It is an irony of fate that the recommendations of this commission also meet the same fate. The Secondary Education Commission did not give sufficient thought to the financial aspect of the various reforms.

The Secondary Education Commission did not suggest any short-term and long-term plans for the implementation of its recommendations.

The Commission did not state in clear and unambiguous language what the total duration of the school course would be. This created a lot of confusion.

The financial implications of upgrading a large number of high schools into higher secondary pattern in every state were not worked out.

The Commission suggested that the minimum qualification required for teaching in the last two years of the higher secondary school were an M.A degree or a first class B.A degree with a degree in teaching. An adequate number of qualified post-graduate teachers were not available.

The introduction of core-subjects like crafts and general science in the curriculum of the higher secondary school created further difficulties regarding staff requirements.

The serious difficulties in the process of implementing the recommendations of establishing multipurpose schools could not be foreseen with the result that out of 22,581 higher secondary schools in 1963-64, there were only 2000 multipurpose schools. Subsequently their number began to dwindle. Thus we find that our schools remain as bookish and stereotype as at the time of the recommendations of the Secondary Education Commission. One may aptly put this question, what has been the impact of the Secondary Education Commission? The answer is quite obvious. The multipurpose schools benefited neither the school leavers nor the seekers of higher education.

A close scrutiny of the implementation of the recommendations of the commission reveals that the quantitative expansion of secondary education has not been simultaneously accompanied by qualitative improvement.

The commission did not give a clear-cut path of vocationalised education adequately. In no way our education has facilitated the task of finding suitable manpower for various sectors of development of industries and other services.

The commission did not suggest methods of coordination between growth of economy, manpower needs, employment opportunities and the output of secondary schools.

The selection of high schools for conversion into higher secondary schools was to be governed by strict and carefully defined conditions. The commission's report stated that only those schools would develop into efficient higher secondary institutions which satisfied definite criteria prescribed regarding accommodation, equipment, qualification of staff, salaries and grades and adequate finances, and that such conditions had to be

fulfilled scrupulously before the schools were recognized as higher secondary schools. The establishment of higher secondary schools in certain areas unfortunately became a matter of prestige for the people concerned. Social and political pressures were sometimes used for getting the necessary recognition for their institutions. This resulted in the upgrading of a number of schools which did not satisfy the minimum criteria regarding accommodation, equipment, qualifications of staff etc.

### **‘Check Your Progress’ - 2**

1. Mention any three impacts of Secondary Education Commission.

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## **15.4 Let Us Sum-Up**

With the attainment of independence, political situation underwent a complete revolution. Education also needed a fresh outlook. This was appropriately voiced by Maulana Abdul Kalam Azad, the then Education minister in his presidential address to the central Advisory Board of Education in 1948, “the scales in which the educational problems were weighed by this Board up till now have grown out of date. The dimensions of the national problems of the day cannot be judged by the same measurements. The new aspiration of new India will require fresh outlook and new measures to tackle its problems.”

In this Unit we have explained about major recommendations of secondary Education commission.

1. Under the new organizational structure, education should commence after a four or five years period of primary Junior Basic education and the middle or senior Basic or Junior secondary stage of three years, and the higher secondary stage of four years

2. Technical schools should be started in large numbers either separately or as part of multi-purpose school.
3. Public schools should continue to exist for the present and the pattern of education given in them should be brought in to reasonable conformity with the general pattern of national education.
4. While no distinction need be made between education imparted to boys and girls, special facilities for the study of home science should be made available in all girls' schools and coeducation schools.
5. The mother tongue or the regional language should generally be the medium of instruction throughout the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available.
6. At the middle school stage, the curriculum should include languages, social studies, general science, mathematics, art and music, craft and physical education.
7. The methods of teaching in schools should aim not merely at imparting knowledge in an efficient manner, but also at inculcating desirable values and proper attitudes and habits of work in the students.
8. The number of examinations should be reduced and the element of subjectivity in the essay-type tests should be minimized by introducing objective tests. In the final assessment of the pupils due credit should be given to the internal tests and the school records of the pupils. The system of symbolic rather than numerical marking should be adopted. There should be only one public examination at the completion of the secondary school course. Improvement of the teaching personnel-salary, pension-cum-provident fund cum-insurance, should be introduced in all states.
9. The secondary Education commission observed as regards financial aid to secondary Education, "It has been pointed out that the recommendations" of the previous commissions have not been given effect to largely because the necessary financial resources could not be made available either by the state or by the center. "It is an irony of fact that the recommendations of this commission

also met the same fate. The Secondary Education Commission did not give sufficient thought to the financial aspect of the various reforms.

10. The commission suggested that the minimum qualification required for teaching in the last two years of the higher secondary school were an M.A degree or a first class B.A degree with a degree in teaching. An adequate number of qualified post- graduate teachers were not available.

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## **15.5 Answers to ‘Check Your Progress’**

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

1. Inspection of schools-the true role of an Inspector should be to study the problems of school and view them comprehensively in the context of educational objectives, to formulate suggestion for improvement and help the teachers to carry out his advice and recommendations.
2. The methods of teaching in schools should aim not merely at imparting knowledge in an efficient manner, but also at inculcating desirable values and proper attitudes and habits of work in the students.
3. A number of residential schools should be established to meet the needs of handicapped children.
4. With a view to improving the quality of textbooks prescribed, a high power textbooks committee should be constituted

### **‘Check Your Progress’ - 2**

1. The Financial implications of the upgrading of a large number of high schools in to higher secondary pattern in every state were not worked out.
2. The secondary Education Commission did not suggest short-term and long-term plans for the implementation of its recommendations.
3. The commission did not give a clear-cut path of vocationalised education adequately. In no way our education has facilitated the task of finding suitable manpower for various sectors of development of industries and other services.

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## 15.6 Unit-End Exercises

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1. Bring out the importance of the Secondary Education Commission in the context of the overall efforts to reorganize education in the country.
2. Analyze and assess the impact of the recommendations of the Secondary Education Commission on high school education in India.

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## 15.7 References

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1. Government of India, Ministry of Education, New Delhi, *Report of the Secondary Education Commission (1952)*
2. Aggrawal J. C. - *Development and Planning of Modern Education*, Vikas Publishers, New Delhi.

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## **UNIT - 16 □ INDIAN EDUCATION COMMISSION (1964 - 1966)**

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### **Structure**

- 16.1 Introduction**
- 16.2 Objectives**
- 16.3 Major Recommendations, Impact**
- 16.4 Let Us Sum up**
- 16.5 Answers to ‘Check Your Progress’**
- 16.6 Unit-End Exercises**
- 16.7 References**

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### **16.1 Introduction**

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India got freedom in 1947 and after this it hoped that the traditional system of education would undergo a great change. But, in spite of a number of committees and commissions on education, satisfactory progress could not be achieved. Very naturally, a comprehensive policy was needed. Hence, the commission was appointed. Secondly, in the post-Independent period, a good deal of expansion had taken place in the field of education, but all this was at the expenses of quality. This needed a detailed study.

Thirdly, the commission was appointed to bring home to the people that they should also have a share in the reconstruction of the country through education. The government, of course, is shouldering the main responsibility. Moreover, there was an explosion of knowledge, particularly in science and technology. The appointment of a commission was consequently felt to meet this challenge.

Fourthly, in the past, several commissions and committees had examined sectors and specific aspects of education. The new commission was to survey the entire field of educational development as the various parts of the educational system strongly interact with and influence one another. Education needed to be considered as a whole and not in fragments.

Fifthly, the system of education could not be strengthened without eliciting the co-operation of teachers.. The teacher community had hither to been altogether neglected.

All these years, the teachers had been subjected to great economic hardships. A positive approach to the problems of the teacher was, therefore, badly needed.

Education commission 1964-66, popularly known as Kothari Commission under the name of its chairman Prof. D. S. Kothari was appointed by a Government Resolution in July 1964 to advise the Government of India on the national pattern of education and on the general principles and policies for development of education at all stages and in all aspects. The commission began its work on October 2, 1964 and submitted its report on June 26, 1966. Sri J. P. Naik was the member - secretary of the commission. The publication of the report is an epoch-making event in the history of Education in India. The report is entitled, Education and National Development.

In this unit, we discuss in detail about Indian Education Commission, and its recommendations, Impact of Indian Education Commission.

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## 16.2 Objectives

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

- Give the details of Indian Education Commission.
- Explain the recommendations of Indian Education Commission.
- Explain the Impact of Indian Education Commission.

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## 16.3 Major Recommendations and Impact

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### *Education and National Development*

The opening sentence of the report is “The destiny of India is being shaped in her class rooms. This, we believe, is no more rhetoric”. This clearly reflects the important role of education in national development.

### *Three facets of educational revolution*

Internal transformation, so as to relate it to the life, needs aspirations of the nation. Qualitative improvement so that the standards achieved are adequate, keep continually rising and at least, in a few sectors become internationally comparable and Expansion of education facilities broadly on the basis of manpower needs and with an accent on equalization educational opportunities.

### *Educational Programme*

This is a four-fold Educational programme.

1. Work experience as an integral part of general education, vocationalisation of education at the secondary level, improvement of professional education and research, promoting national consciousness.
2. Introducing a common school system, making social and national service compulsory; developing all modern Indian languages.
3. Making science education an integral part of all school education and developing scientific research.
4. Inculcation of high values - social, moral and spiritual at all stages of education.

### ***Programmes for improving the quality of education***

The quality of education is crucial for national development and the nation must be prepared to pay for the quality. According to the commission's recommendations, the major programmes for qualitative improvement include raising the economic, social and professional status of teachers and improving the quality and scope of teacher Education and in - service programmes, radical reform especially in science and mathematics, vigorous improvement in the method of teaching and evaluation and providing quality text books and other teaching material, search for introduction of a nation - wide programme of school and college improvement where each institute finds congenial condition to strive continually to achieve the best results of which it is capable, the establishment of 'quality' schools to act as pace - setters in their districts and the creation of 5 or 6 'major' universities, revitalizing the system of supervision and reorganizing the state departments and the reorganization of the educational structure on the 10 + 2 + 3 pattern.

### ***Expansion Programme***

The commission hoped that 5 percent of the 3-5 and 50 percent of the 5-6 age groups would find places in nursery schools or classes by 1986. It recommended five years of good education for all children by 1975-76 and seven years of such education by 1985-86 and placed the highest priority for free and compulsory education up to the age of 14. The problems and policies of expansion at the secondary stage would differ from those in primary education because on the one hand it would not be financially possible for several years to come to have universal secondary education and on the other hand it would be essential to enlist half the enrolment at the higher secondary stage in vocational education.

It is an important recommendation that the expansion of higher secondary and collegiate education should be related to manpower needs and must be selective. The



programmes of equalization of educational opportunities visualized by the commission included the reduction of the regional imbalances to the minimum, increased provision of free education and scholarships, paying special attention to the education of girls, placing adequate emphasis on the spread of education among backward classes including the scheduled castes and the scheduled tribes. It was also recommended that nationwide campaign should be launched for complete liquidation of illiteracy within 20 years.

### ***Education and national objectives***

The most important and urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. These national goals were then spelt out as follows. Education should be developed so as to:

- i. increase productivity
- ii. achieve social and national integration
- iii. strengthen democracy
- iv. accelerate the process of modernization
- v. cultivate social, moral and spiritual values.

The commission went on to analyze these five goals together with the means for their achievement. It examined thoroughly every aspect of education in India and suggested ways and means to improve them so as to make education a instrument of national development.

### ***Education for Higher Productivity***

The commission noted and emphasized that India has been one of the poorest countries in the world. The per capita income is one of the lowest, a large percentage lives below the poverty line. The general standard of living is also very low. The “Gross National Product” is far from satisfactory. The welfare and progress of the nation would depend on its generation of wealth. This, in turn, would depend on its productive output, first goods and then services. Industrial production is limited and low, even food production is far below the need.. India has natural resources in plenty and also manpower in the form of the second largest population in the world. But this manpower has to be developed and well utilized lo be effective in production in different agricultural and industrial sectors / areas. This is an important function of the educational system. Boosting the productive efficiency of the people should therefore be an important aim of education. Production in any area in modern times is based on science and technology

and they are advancing at a rapid rate. So proper science education should be essential at the secondary stage for a large percentage of students. People have to be trained to accept productive jobs at different levels in different fields as they are enlarged and modernized and this would also reduce unemployment. Education has also to help in developing positive attitudes to productivity and work especially, manual labour. Work experience has to be provided to all from the early stage, then vocational training for those who are suitable for it and possibly need it. Higher education should provide for professional education of an appropriate number in different fields with needed specialization. The former should provide the workforce and the latter, effective leadership.

### ***Education for Social and National Integration***

Another major problem for India is the lack of proper unity and integration among its people. This affects its very survival as a nation. Ours is a pluralistic society. This is a land of many religions and castes, sects and sub-castes. For historical reasons there have been rivalries, and even hatred among them. There are also many distinctive cultures and ethnic groups and languages. Traditions and practices vary; variety and richness are plus points. But the society as a whole lacks cohesion, many groups and individuals are narrow minded. There are many divisive forces based on religion, caste, ethics, grouping, language, political ideology or interests and so, on. Though by and large, our society has shown considerable tolerance of other religions, cultures, languages, ideologies views etc; parochialism, chauvinism, fundamentalism etc, have raised their ugly heads now and then. Intolerance and rivalries based on languages, culture, caste, religion etc., can often be seen in varying degrees of strength. They are fairly wide spread; certain vested interests take advantage of these, and torment them. Caste conflicts and religious clashes too occur. At times, disturbing peace and harmony in a social individual's lives. Casteism and communalism express themselves in many unhealthy ways. Considerations of common aspirations, goal, welfare and progress should have the upper hand and social cohesion and National unity have to be achieved. In other words, social and emotional integration of the people have to be cultivated. A strong patriotic fervour has to be built up, as also international understanding and cooperation. We should feel proud of being Indians and also value a proud place for India among the nations of the world. We must have optimism about our feature and that of the whole. All these can be achieved only through proper education of all the people through the development and practice of healthy interests, understanding, appreciations, attitudes and values. Mass Media and other agencies exert influence and can contribute to help

in achieving these in children and youth, with their impressionable and pliable minds. So education must be geared to this purpose or aimed at among others.

The Kothari commission has particularly suggested the following (among many other things that education should do):

1. Introducing a common school system (where children would, go to a neighborhood school and all schools would have reasonably good quality and standards)
2. Making social, national service an integral part of education at all stages.
3. Developing all modern Indian languages and strengthening Hindi as an effective link language of the future.
4. Adopting mother tongue as medium of instruction (especially at the school stage).
5. Promoting national consciousness (including and understanding) and appreciation of our cultural heritage, pride in being an Indian, and readiness to strive for the nations progress-community development.
6. Promotion of international understanding.
7. Cultivation of values of democracy, Secularism, Social justice etc.

### ***Education for Modernisation***

We are living in a rapidly changing and progressing world. India is relatively very backward except in terms of certain philosophical and cultural traditions. Modern societies are progressive in out took and ready to change for the sake of better comforts and standards of living. They are eager to break away from the clutches of superstitions, dogmas, meaningless rituals and nonproductive traditions, and adopt right practices more satisfying beliefs and ways of life. They tend to be more rational, flexible and productive. Much of the development and progress that accounts today's life is based on science and technology. They have to be understood and their benefits transferred rapidly to the extent possible. A scientific temper (or attitude) is also a must for more efficient systems. Methods have to be adopted for productive work and services in areas, and even hobbies, recreations and home management. All these involve knowledge (information) and understanding, rational thinking, adequate skills, appropriate attitudes and outlook etc, and even change in one's value systems. Further, all have to adapt to changes that come about in future.

Modernization touches all aspects of life, productive work in agriculture, industries,

and other areas, trade and commerce, transport and communication, education, health and welfare services, work services and comfort, home, hobbies and recreations, social structure concerns, relationships and norms, family system, standards and styles of life, food, clothing and housing, art literature and other forms and activities of culture. It involves changes in outlook, values, attitudes, appreciations and tastes, interests etc, apart from relevant cognitions and skills. Education has to contribute to this modernization and cater to its demands, it has to prepare people; children, youth and adults to absorb the effects of modernization in different areas and aspects, adjust to them, and contribute to them in a healthy way. Mass media would supplement this effort (It should be noted that by modernization we do not mean “Westernization”. The influence of advanced developed countries and democracy science based cultures cannot be avoided. Selective influence of a healthy nature is necessary and welcome too. But not blind aping or purposeless imitation of western beliefs and ways.

Another important aspect of modernization and progress is “Knowledge explosion”, knowledge has been growing at a fast pace. Even considerable revisions of old understanding and beliefs are taking place. We have to catch up with it and be as up to date as possible (not to speak of contributing to knowledge generation). Educational system is again the main agency to serve the society and the nation in this respect (though mass media would contribute continuously). Thus, education has to be geared to the major aim of helping people to absorb, adjust to, cope up with, and possibly contribute to the all embracing modernization in the emerging Indian society.

### ***Education for Values***

The above emphasis on modernization does not in any way imply and de-emphasise our value system. Clear erosion of values has been taking on traditional -values, not a break or withdrawal from them. In fact, there has been a noticeable degeneration taking place, we speak of a ‘Crisis of values’, A powerful and comprehensive generation of our culture as a whole, and values in particular, is necessary.

The old values of truth, goodness and beauty (Satyam, Shivam, Sundaram) are considered absolute and eternal - applicable to all places and times, though the criteria may vary within limits. Ahimsa, dharma, prema, tyaga and many other ideals and values of Indian conception are still valid and valuable. Satyagraha and Sarvathrik Sangraha have value content. But we see the selfishness has increasingly displaced selflessness and ahimsa, Satyagraha often misused. Sympathy, empathy and compassion (Karuna) are often missing. To such old values we have to add relatively modern values of democracy, secularism, socialism, social justice etc. enshrined and guaranteed in our

constitution. Rationality and scientific temper are increasingly important in modern times. The values of co-operation and healthy competition, diligence and discipline, doing one's best in any given situation, achieving and aspiring as high as a possible, compromising with others needs and contributing to social good, being confident and optimistic, being pleasant and nice, being polite and humble and scores of other qualities like these have to be cultivated. All these are necessary for successful, happy and useful life. They can be developed through advice, persuasion, modeling and example, peer suggestion, experiencing and problem solving leading to discovery and acceptance, and other ways. Comprehensive and deliberate value education covering social, moral, personal and even spiritual values should be aimed at. It has to become a major and powerful dimension of education, it can be achieved through a variety of ways, direct and indirect.

### ***Education for Cultural Renaissance***

The comprehensive modernization and deep value education emphasized on the two sub sections above would together make for a cultural renaissance - a total and powerful transformation or even revolution. Dr. S. Radhakrishnan stressed that education should develop cultured personalities with a broad outlook and restricted manners. (We often see people with the opposite combination, narrow mindedness and uncontrolled behaviors). Culture is not just an activity of thought and humaneness. It covers all aspects of life pointed out under modernization, and reflects the kinds of values indicated above, social behavior and norms, especially grace and virtues, aspects of personal life style, approaches to work and leisure. Striving for production and contribution, constructive and creative work, purposeful presentations and selective consumption, enjoyable expressions and appreciation are all parts of it. Literature, visual arts and performing arts form significant components and dimensions, with accent on aesthetics, spiritual practices, development and evaluation too raise man to the highest levels. In all these, we have to achieve a comprehensive and purposeful transformation, also considerable refinement and enrichment. Selective synthesis and meaningful interrogations should be attempted. Education should not merely transmit the existing culture but help to preserve it, transform through good selection, culmination and modification, purify and refine it and enrich it through renaissance to check and correct the degeneration or decaying that has been taking place. So, education (as also mass media) should be geared to this purpose in a substantial way, again through a variety of contents and methods -direct and indirect

### ***Education for Effective Citizenship in Emerging India***

Independent India has consciously opted for democracy, secularism, socialism and stands for social justice too. Democracy is not only government of the people, by the people and of the people, it is a way of life. Democratic values, ideals and practices have relevance and applicability in all spheres of life. Secularism emphasizes equal freedom and respect for all religious faiths. Nobody is to be discriminated against because of religion or caste. The essence of socialism is eradication of social and economic disparities, and promotion of reasonable equity in benefits, rights and privileges. All these and social justice uphold the principle of equality especially, equity in opportunities for education, employment, income, other benefits and rights. The relatively backward classes and groups (those which are educationally, socially, economically backward) need special facilities, more opportunities and encouragement like incentives, also compensation and corrective measures.

All must adopt outlook and attitudes favorable to such provisions. Further, all citizens should be aware of their rights and privileges, that they might get the best out of them. They must be equally conscious of their duties and obligations as a citizen. (Both fundamental rights and duties are now defined in the constitution; there should be more in actuality) A citizen should also achieve the capability for economic self-support and contribution to the family and the society as a whole. One should be a worthy member of the family, community, and nation. A good citizen must develop and follow proper civic sense in all matters. Education can contribute quite a lot in realizing all these; it should be geared to the proper citizenship development, in all.

In fact, the Kothari commission saw and emphasized education as the most basic comprehensive and productive enterprise in human resource development for the nation. It can be achieved only if all the above aims are accepted and pursued with vigor in a balanced way.

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

1. List the National Goals according to the Kothari Commission

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## **Major recommendations**

***Stress on Science Education:*** Science education must become an integral part of school education and ultimately some study of science should become a part of all courses in the humanities and social science at the university stage. We lay great emphasis on making science an important element in the school curriculum. A minimum of one laboratory cum-lecture room should be provided in every higher primary school.

## **Educational Structure proposed by the Kothari Commission**

1. The New educational Structure will consist of:
  - a. One to three years of pre-school education
  - b. A primary stage of 7 to 8 years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.
  - c. A lower secondary stage of 3 or 2 years.
  - d. A higher secondary stage of two years of general education or one to three years of vocational education.
  - e. A higher education stage having a course of three years or more for the first degree and followed by a course for the second or research degree of varying durations.
2. Age of admission to class I ordinary not to be less than 6.
3. First public examination to come at the end of first ten years of schooling.
4. The system of streaming in school of general education to be made beyond class X.
5. Two types of secondary schools, high schools providing a ten year course and higher secondary schools providing a course of 11 or 12 years.
6. New higher secondary course beginning in class XI, to be instituted and classes XI and XII to provide specialized studies in different subjects. Existing higher secondary schools with integrated courses in classes IX, X, XI and running satisfactorily to continue until class XII is added.
7. Transfer of the pre - university course from the universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86, U.G.C. being responsible for affecting the transfer of all pre-university or intermediate work from university and affiliated colleges to schools.

8. Starting of Higher Secondary Class or Classes in Selected Schools by State Education Departments as self- contained units and assisted with adequate recurring grants.
9. Reconstituting Boards of Secondary Education to accept the responsibility for the higher Secondary Stage also.
10. Vocationalisation at the secondary stage at two points at the end of class VII (VIII) and at the end of Class X and provision to be made for the introduction of different types of vocational courses at the lower and higher secondary stages, the duration of these courses to vary from one to three years which would prepare young persons for employment.

**11. *Ten years of schooling of general education:***

The first ten years of schooling should cover a primary stage of seven or eight years and a lower secondary stage of three or two years providing a course of general education without any specialization.

**12. *Specialization in classes XI and XII:***

Classes XI and XII (and during the transitional period class XI only) should provide for specialized studies in different subjects at the higher secondary stage.

**13. *Two years duration of higher secondary stage:***

The Higher Secondary Stage should be extended to cover a period of two years and to be located exclusively in schools.

**14. *Holidays to be minimized:***

There is no need to close an educational institution on a religious holiday. Nor is it necessary for instance to close it on birthdays or death anniversaries of great Indians, the time could be better utilized in working hard for national development.

**15. *Maximum utilization of school facilities:***

The libraries, laboratories, workshops, craft sheds etc, should be open all round the year and should be utilized for at least eight hours a day.

**16. *Free text books at the primary stage:***

At the primary stage a programme of providing free textbooks should be given very high priority and introduced immediately.



**17. Adequate number of scholarships.**

The top 10 percent of the students in educational institutions should be given small grants annually for the purchase of books which need not necessarily be textbooks.

**18. Residential facilities in schools:**

One good Secondary School with adequate residential facilities should be developed in a block and about 10 percent of urban schools should also be similarly covered.

**19. Learning while earning:**

Facilities for students to earn and pay a part of the expenses should be developed on as large a scale as possible as supplement to the programme of scholarships.

**20. Education of the backward classes:**

The education of the backward classes in general and of the tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose.

**21. Two Sets of Curricula:**

The State Boards of School Education should prepare two sets of curricula - advanced and ordinary.

**22. Three or four textbooks for each subject:**

No useful purpose is served by having only one textbook in a subject for a given class. It should be an important objective of policy to have at least three or four books in each subject for each class and leave it open to the teacher to choose the book best suited to the school. This is necessary even if there were to be common syllabus for all the schools.

**23. Moral and religious education:**

Conscious and organized attempts be made for imparting education in social, moral and spiritual values with the help wherever possible of the ethical teaching of great religions.

**24. Co-Curricular activities:**

Every School should organize a variety of such programmes that every child in it may be able to take up something suited to his tastes and interests.

**25. Evaluation:**

Evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupils, study habits and the teachers methods of instruction and thus helps not only to measure educational achievement but also to improve it.

**26. Establishment of School Complexes:**

The School Complex should be established. Each higher primary school should be integrally related to ten lower primary schools that exist in its neighborhood so that they form one complex of educational facilities. The headmaster of the higher primary school should provide an extension service to the lower primary schools in his charge and it will be his responsibility to see that they function properly. The second tier would be a committee under the chairmanship of the headmaster of the secondary school (all headmasters of the higher and lower primary schools in the area being members) which will plan the work and give guidance to all the schools in the area.

***Impact of Indian Education Commission***

Educational Commission's report is an achievement, a mine of information and wisdom. The report is a synoptic survey of school preparation, a 7-8 year Primary stage, a lower secondary stage of 2-3 years, higher secondary of two years, and higher education beginning with a three - year course, with no doubt be considered more scientific than the present system, but unless the proposals are uniformly applied, the existing confusion and imbalance as between states cannot be removed.

**‘Check Your Progress’ - 2**

- a. Mention any four important recommendations of Indian Education Commission (1964 -66)

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## 16.4 Let Us Sum Up

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With the attainment of independence, a new era in the history of education was started soon after the independence. Very little development was seen in the field of school education between 1947-51. The overall literacy rate was very low. This rate for girls was even lower and also wide disparities in the rate of literacy between states and regions were also seen. Article 45 directs that free, compulsory and universal education should be provided by the state to all children of age group 6-14 within a period of ten years. Based on this Article, many other Articles have guaranteed provisions for education. Education ranks high as founded on the values of freedom, social justice and equal opportunity. Accordingly, it has been assigned a pivotal role in the development process through the plan periods. Rapid expansion of educational facilities from one plan to another has been a characteristic feature of educational planning in India.

According to Indian Education Commission (1996) Education should be developed so as to:

- increase productivity
- achieve social and national integration
- strengthen democracy
- accelerate the process of modernization and
- cultivate social, moral and spiritual values. The comprehensive modernization and deep value education was emphasized. These factors together make for a cultural renaissance. Education is also a means to prepare a good and effective citizen of India.

### **Major recommendations are:**

- Stress on science education
- Maximum utilization of school facilities
- Free text books at the primary stage
- Adequate number of scholarships
- Residential facilities in schools
- Learning while earning
- Education of the backward classes
- Moral and religious education
- Co-curricular activities
- Evaluation

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## 16.5 Answers to ‘Check Your Progress’

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### ‘Check Your Progress’ - 1

- a. increase productivity
- b. achieve social and national integration
- c. strengthen democracy
- d. accelerate the process of modernization
- e. cultivate social, moral and spiritual values

### ‘Check Your Progress’ - 2

1. Ten years of schooling of general education. The first ten years of schooling should cover a primary stage of seven or eight years and, a lower secondary stage of three or two years providing a course of general education without any specialization.
2. Maximum utilization of school facilities - the libraries, laboratories, workshops, craft sheds etc, should be open all round the year and should be utilized for at least eight hours a day.
3. Free textbooks at the primary stage. At the primary stage, a programme of providing free text books should be given very high priority and should be introduced immediately.
4. The education of the backward classes in general and of the tribal people in particular is a major programme of equalization and of social and National integration. No expenditure is too great for the purpose.

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## 16.6 Unit End Exercises

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1. In what ways are the recommendations of the Indian Education Commission (1964-66) different from those of its two previous commissions?
2. Explain the recommendations of Indian Education Commission.

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## 16.7 References

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1. Government of India, Ministry of Education, New Delhi, *Report of the Indian Education Commission (1964-66)*
2. Mukherji S. N. : *History of Education in India*
3. Aggrawal J. C.: *Development and Planning of Modern Education*

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## **UNIT-17 □ NATIONAL POLICY OF EDUCATION (1986)**

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### **Structure**

- 17.1 Introduction**
- 17.2 Objectives**
- 17.3 Major recommendations, Impact**
- 17.4 Let Us Sum Up**
- 17.5 Answers to ‘Check Your Progress’**
- 17.6 Unit-End Exercises**
- 17.7 References**

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### **17.1 Introduction**

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A major task before the country immediately after independence was to re-orient the system of education so as to adjust it to the changing needs and aspirations of the people. In fact, the significant role of education in national development and progress was highlighted even during the freedom struggle. Mahatma Gandhi formulated the scheme of basic education seeking to harmonize intellectual and manual work. Consequently, the post independent period was marked by reviews of education, made by several commissions and committees.

- a. The University Education Commission (1948-49) was appointed to report on Indian University Education and suggest improvement and extension to suit present and future requirements of the country.
- b. The Secondary Education commission (1952-53) was set up to examine the prevailing system of Secondary education in the country and suggest measures for its re-organization and improvement and
- c. The Education Commission of 1964-66 was appointed by a resolution and on the general principles and policies for the development of education at all stages and in all aspects. Besides these, the Government of India appointed different committees from time to time to study a particular problem concerning the

nation or the state. The National and Emotional Integration Committee, the Sri Prakasha Committee On Moral Education, the Hansa Mehta Committee on Women Education, the Adisheshaiah Committee on Vocationalization, Acharya Ramamurti Committee and Janardhana Reddy Committee Review Committee to the NPE 1986 etc. All these Commissions and Committees endeavored to develop National System of Education.

Since the adoption of the 1968 Policy on Education, there had been considerable expansion in Educational facilities all over the country at all levels. However, the general formulation incorporated in the 1968 policy did not get translated in to detailed study of implementation. As a result, problems of access, quality, quantity, utility and financial outlay accumulated over the years, assumed such massive proportions that they had to be tackled with the utmost urgency. Accordingly, Sri Rajiv Gandhi, the then Prime Minister of India announced in January 1985, that a New Education Policy would be formulated in the country. A status paper ‘Challenges of Education, A Policy perspective’ was issued by the Ministry of Education, Government of India in which a comprehensive appraisal of the existing system of education was made. There was a countrywide debate on educational reforms in the country. Finally, the New National Policy on Education was approved by the Parliament in May 1986. Subsequently a ‘Programme of Action’ was chalked out for the implementation of the Policy. In this Unit, we discuss in detail about the National Policy of Education, recommendations of National Policy of Education.

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## **17.2 Objectives**

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

- Explain the details about New Education Policy
- List out significant recommendations of New Education Policy 1986
- Evaluate the need and importance, and characteristics of a National system of Education.

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## **17.3 Major Recommendations and Impact**

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### **Need and characteristics of National System of Education**

When the challenges of Education was written in 1983, and the National Policy on Education formulated in 1986, the main concern the Government had was to evolve

a frame work which would enable the country to move towards a perspective of education. Obviously the basic concern mentioned were:

1. Provision of education of a minimum quality for all children.
2. Removal of illiteracy.
3. Struggle against Petty parochial passions
4. Social transformation towards equality, and
5. Orientation of education to work and employment.

In the introduction, the New Education Policy rightly says, “There are moments in history when a new direction has to be given to an age old process”. Apart from the above, The NPE (1986) emphasizes the following among other things, partly as ends and partly as means for realizing national goals and aspirations.

- a. Education is a significant nation - building exercise, it is a major and worthwhile investment in human resource development, with huge return for the welfare and progress of the nation.
- b. Education must be for all-people of all sections at different stages from early childhood, through later childhood, adolescence and youth to adult hood. It should make a “learning society” ready “to be” and “ to become”(better and higher persons). Multiple channels and systems must he provided for this.
- c. Equality of educational opportunity must be sought and reasonably attained. Equality in access (for joining the school system), equality in learning facilities and equality in achievement must be achieved. Disparities must be reduced and difficulties removed. Optimum levels should be sought for all and minimum levels must be ensured for all.
- d. Education must help harmonious development and the cultivation of individually of all for their individual benefits as well as social benefits.
- e. All must have a basic core of general education and certain core elements, which make them proud and true Indians.
- f. Experiences in socially useful productive work should be provided to all at the elementary stage and vocational training at different levels thereafter, higher academic specialization and professional education may be given at the University stage.

Most of the Policy Statements relate to the “means” rather than the ‘aims’, providing

optimum/ minimum facilities, ensuring access and promoting achievement, redesigning system and curricula to make them adequate and meaningful, improving teaching learning and evaluation, raising quality and standards in all respects, at all stages in all sections, and making the system work purposefully, efficiently and productively (the most simple but notable statement is teachers must teach and students must learn with commitment and discipline).

The National Policy and education, which was evolved after a nationwide debate during 1986, was a continuation and improvement of the previous policy of education of 1968 and 1978. It was later felt that the NPE - 1986 was to be reviewed. Accordingly, Acharya Ramamurthy Commission -1992 was appointed mainly to review the NPE - 1986 and its implementation to make recommendations regarding the revisions of the policy and to recommend action necessary for implementation of the revised policy within a framework.

### **Major recommendations:**

The National Policy of Education, 1986 has envisaged the following main recommendations of the National System of Education:

***Based on Constitutional Principles:*** The National System of Education derives its inspiration from the ideals and values of democracy, secularism and socialism.

***Access to Education:*** The National System of Education implies that up to a given level, all students, irrespective of caste, creed, location or Sex, has 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.

***Common Educational Structure:*** The National system of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. 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.

***National Curricular Framework with a Common Core:*** The National system of Education will be based on a national curricular frame work 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 cut across subject areas and will be designed to promote values such as India's common cultural heritage, equalitarianism,



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.

***Education for International understanding:*** 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 worldview and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

***Equality of Opportunity of Education:*** 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:*** 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 system of the people living in different parts of the country.

***Promotion of Languages:*** 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.

***Universal character of Higher Education:*** 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 are to be underscored.

***Pooling of Resources:*** In the areas of research, development and education mainly in science and technology, special measures will be taken to establish network arrangement between different institutions in the country to pool their resources and participate in projects of national importance.

***Priorities of Educational Reforms:*** The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational

transformation, reducing disparities, Universalisation of elementary education, adult literacy, scientific and technological research etc.

***Open and Distance Learning:*** Life-long education is a cherished goal of the educational process. This presupposes that universal literacy opportunities provided to 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.

***Strengthening of National Institutions:*** It is proposed to strengthen national institutions like the University Grants Commission, NCERT, NIEPA, All India Council of Technical Education, Indian Council of Educational Research, the Indian Medical Council etc.

***Meaningful Partnership:*** The centre and states will make their partnership in the field of education meaningful.

### **Merits of the NPE**

The policy document was discussed in the parliament and a programme of action was approved for the implementation of the New Policy.

***National System of Education:*** The NPE proposed a national system of education to provide access to education of a comparable quality to all students, to have a common educational structure with national curricular framework containing a common core.

***Operation Black Board (OBB):*** The NPE has very rightly laid stress on the qualitative improvement of elementary education.

***Navodaya Schools:*** Setting up of Navodaya Vidyalayas is a great landmark in the history of education in India.

***Vocational Targets:*** The policy has fixed somewhat realistic targets of covering 10 percent of higher secondary students by 1990 and 25 percent by 1995 in Vocational courses.

***Delinking Degrees from Jobs:*** Beginning is to be made in delinking degrees from jobs in selected areas.

***Performance and Accountability:*** Stress has been laid on performance and accountability at all levels.

***Decentralisation of the Management of Education:*** The policy calls for evolving

a strategy of decentralisation and the creation of a spirit of autonomy for education institutions.

***Indian Education Service:*** It is envisaged that the constitution of the Indian Education Service is likely to bring about a national perspective in education.

***National Testing Service (NTS):*** This is likely to be helpful in determining suitability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence across the nation.

***Raising Resources:*** The policy has suggested appropriate methods of financing education. These are (i) Beneficiary communities to maintain school buildings and supplies of some consumables (ii) Raising fees at the higher levels of education (iii) Levying a cess or charge on users of research and development agencies and (iv) effecting savings by the efficient use of facilities.

### **Limitations of the New Policy**

***Neighborhood school concept ignored:*** The neighborhood school concept advocated by the Kothari Commission for eliminating the segregation that now takes place between the schools for the poor and the under-privileged classes and those for the rich and the privileged, has been completely ignored.

***Silent on the existence of Public schools:*** The NPE has evaded the issue of the 'Commercialization' of education by most of the public schools in the country.

***No check on the working of Management of Public Schools:*** The policy does not propose any checks to prevent the management of the public schools from exploiting the staff working there.

***Multiplication of Institutions:*** Setting up state Advisory Boards of Education, District institutes of Education and training and district Boards of Education is not likely to serve any useful purpose.

***Too much expectation from Community Help:*** There is very little hope of obtaining community funds for educational purposes as there has developed a strong tendency on the part of the rich members of the community to contribute to political parties due to obvious reasons.

***No Reference to Basic System of Education:*** There is no reference to the Basic System of Education at the school stage.

***Working Hours in Schools:*** For making the optimum use of human resources, increased working hours in educational institutions should have been recommended.

***Financial Aspects not worked out:*** It is very unfortunate that financial implications have not been worked out. Targets in different areas have not been fixed. Any workable document must be backed by financial resources otherwise it will remain a ‘paper’ document. There is no point in trying to apply on cubic inch of butter to a square mile of bread. We have to be ruthlessly realistic about our economic and budgetary constraints.

Only time will give the correct answer whether the NPE is a harbinger of educational reforms and a landmark or a fad, fallacy or fraud.

### **‘Check Your Progress’ - 1**

1. What were the main objectives of National Policy of Education?

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2. Mention the salient recommendations of New Education Policy

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## **17.4 Let Us Sum Up**

Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of times. Through a well planned and well implemented system of education, it is possible to reach all our people with the benefits of our economic and technical/scientific developments. This motivated the need of formulating a National Policy on Education.

The first effort of framing a National Policy on Education in the post independent India was in 1968. NPE - 1968 aimed to promote national progress, 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 and to improve its quality at

all stages. It gave greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

The National Policy of Education aims of adjustment, vocational and professional training, development of individuality, national goals related to objectives of boosting productivity, capacity and efficiency, social and national integration, adjusting to the demands of modernization etc. Maintaining the quality of education, eradication of illiteracy, social transformation towards equality and orientation of education to work and employment are the characteristics of a national system of education.

### **Some major recommendations of NPE**

- The National system of education envisages a common education structure. The 10+2+3 Structure has now been accepted in all parts of the country.
- Minimum levels of learning will be laid down for each stage of education.
- Promotion of languages besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another.
- 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.
- Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them.

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## **17.5 Answers to ‘Check Your Progress’**

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### **‘Check Your Progress’ -1**

- a. Decentralization of educational management at all levels.
  - b. Establishment of participate educational order.
  - c. Inculcation of values indispensable for development of enlightened human society and
  - d. Improvement of work attitude.
2. See Section 17.3 (Major recommendations)

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## **17.6 Unit-End Exercises**

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1. Critically examine the principles and measures contained in the statement on the National Policy on Education
2. Examine the recommendations of the National Policy of Education.

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## **17.7 References**

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1. Government of India, *National Policy on Education -1986*
2. Aggarwal J.C : *Development and Planning of modern Education*
3. Saini S. K. : *Development of Education in India*
4. NCERT Publications : *Emerging Problems of India*

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## **UNIT - 18 □ NATIONAL CURRICULUM FRAME WORK (2000-01)**

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### **Structure**

- 18.1 Introduction**
- 18.2 Objectives**
- 18.3 Major Recommendations, Impact**
- 18.4 Let Us Sum Up**
- 18.5 Answers to 'Check Your Progress'**
- 18.6 Unit-End Exercises**
- 18.7 References**

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### **18.1 Introduction**

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The modern concept of education aims at bringing about desirable changes in the pupils behaviours. Keeping the needs of the student, the goals of the nation, the aspirations of the society, the development of the individual personality and other such factors, a suitable educational course has to be designed, structured and provided to the students, through which he/ she can develop the much desired patterns of behaviour. This initiates the process of framing and planning of a good curriculum.

Against the background of the striking curricular developments that are taking place abroad, the school curriculum in India will be found to be very narrowly conceived and largely out-of-date. Education is a three-fold process of imparting knowledge, developing skills and inculcating proper interests, attitudes and values. Our schools (and also our colleges) are mostly concerned with the first part of the process the imparting of knowledge- and carry out even this in an unsatisfactory way. The curriculum places a premium on bookish knowledge and rote learning makes inadequate provision for practical activities and experience, and is dominated by examinations, external and internal. Moreover, as the development of useful skills and the inculcation of the 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 the people. There is thus an urgent need to raise, upgrade and improve the school curriculum.

In relation to some of the fundamental issues, many aspects gain importance in achieving the aim, and objectives of curriculum. Therefore these aspects relating to curriculum should be discussed in detail. In fact, planners, administrators, teachers, students, parents should decide about the education to be provided i.e, the curriculum, when the aspects like general education, subject area, curriculum, school subjects, language, core curriculum etc, National Curriculum, State Curriculum and School Curriculum should also be discussed.

In this Unit you will learn about National Curriculum Frame Work and its major recommendations, Impact of National Curriculum Frame Work.

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## **18.2 Objectives**

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After studying this unit, you will be able to:

- Explain the details about National Curriculum Frame Work (2000 - 2001)
- List out significant recommendations by National Curriculum Frame Work (2000 - 2001)

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## **18.3 Major Recommendations and Impact**

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The National Education Commission 1966 has made it very clear that there is a need today to transform education so as to relate it to the life needs and aspirations of people and to make it an instrument of social change. For this purpose, the school curriculum should be related to essential requirements of our pluralistic society has been very well stated in the National School education curriculum downed (1990). The purpose of the school curriculum is to initiate new social and educational changes, to improve efficiency and excellence in learning to universalize education for all, to instill the spirit of nationalism along with essential social and ethical values.

### **Meaning of National Curriculum**

A curriculum plan, containing all the educational subjects with unified curriculum to be implemented throughout the whole country is called national curriculum. National Curriculum deals with every content, subject to be studied, objectives, experiences, arrangement, divisions of subject etc.

To achieve the national objectives, to have uniform pattern of instruction in all the states, to facilitate learning by the all students formally, a nation designs a curriculum through law and is called national curriculum. National curriculum suggests the



curriculum to be followed by the whole country. National curriculum tries to bring more or less uniformity in different parts of the whole country. In other words, educational system in different parts of the whole country is not exactly same. Need of the area, cultural differences, challenge, history, traditions, specialties of different parts of the country has a place in the curriculum. The aim of the National Curriculum is to respond to National objectives, National unity and integrity.

You might have observed in sociology of education that education is a subsystem of the larger society. There have been several attempts to evolve a national policy of Education in the post independence period in our country. The first systematic attempt in designing and developing national system of education was made during 1964-66 when the Government of India accepted the recommendation of Education Commission of 1964-66 under the chairmanship of Prof D. S. Kothari. The commission pointed out the need for linking education with national development. Never before education was given such a while of national honour and never before was it conceived as a point of nation's progress and prosperities as revealed in the report. The quality of education, according to the commission was council for national development. The commission suggested a common core curriculum for ten years schooling.

In our country, the centralized common curriculum was in vogue even before Indian independence movement. The British system of Education also suggested a centralized model of curriculum. The British who ruled India for over two centuries actually imposed a national curriculum on schools and colleges with the idea that Indians are the inhabitants of villages, illiterate and less cultured.

As you are aware of the fact that the centralized model of curriculum is inherent in the national system of education in our country, the centralized model of curriculum meaning has been derived from our faith in the constitution of India. Several Articles of Indian constitution including the Article (66) regarding coordination and determination or standards in constitution for higher educators or research and scientific and technical institutions, give the legal responsibility to the central Government to maintain the national character of education, to establish national scholastic standards and to maintain the standard of Indian education at par with international standards.

The concept of National Curriculum is not peculiar to India. For every country in the world the school curriculum like, the nation's constitutions reflects the ethos of that country as its chief concern. Time and again it has pointed out by our national leaders that national ideas and characters should be reflected in the content and system of education. India is a vast country with a number of states with variety in cultural, social and economic back ground of people. The National curriculum is only a frame work to provide more and more opportunities for all the states or provinces to incorporate

the relevant components aimed at developing integration and unity among the people of that nation.

### **Importance of National Curriculum**

The idea of national curriculum stems from the fact that education is a powerful instrument for rational development and reconstruction. If the rate of national development is to be improved, there is need for a well structured imaginations and effective education policy and strong commitment to improve and expand education. Education cannot be considered in isolation. It should become a powerful tool to bring about planned social and economic changes. The concept of national system of education implies that, education should reflect and transform the society and become a major force in national development.

The idea of National Curriculum was made clear systematically by the national education commission 1964-66. It emphasized that there is a direct link between education, national development and prosperity and stated that this can be vitalized only when the national system of education is properly organized, both quantitatively and qualitatively.

### **Development of National Curriculum - an overview**

Several attempts were made to evolve a national system of education and national curriculum in the post independence period of our country. Even before independence the first attempt in curriculum reforms and reconstruction was made in 1947 when mahatma Gandhiji propounded the idea of Basic education and Dr. Zakir Hussian committee further elaborates the scheme of Basic education. In fact, after the achievement of independence Basic education was accepted as a national system of education at primary school stage. Immediately after independence the government of India appointed and accepted the recommendation of university education commission. The commission recommended suitable changes in the curriculum at university level. Another major development in the evolution of national curriculum in our country has been the setting up of secondary education commission of 1952-53. It recommended a diversified curriculum at higher secondary stage with a sole purpose of providing technical education.

For the first time in the educational history of our country, the government of India decided to review the entire system of education and revamping the system of education at all levels. It therefore appointed the National Education commission 1964-66. The Commission made a detailed survey of curriculum followed in the country.

The commission observed that the curriculum in vogue was outdated, inadequate and not properly designed to meet the changing demands of the society. The commission also noticed a wide spread dissatisfaction with curriculum due to tremendous explosion of knowledge in recent years. The commission therefore recommended that there was an urgent need to raise, upgrade and improve school curriculum. A broad uniform pattern of national curriculum was evolved and accepted. The pattern was popularly known as 10+2+3 curriculum. The curriculum for 10 year schooling was designed, accepted and implemented.

### **National Curriculum - An Outline**

Let us now try to analyze the basic feature of national curriculum. Based on the recommendations of national Education Commission and National policy on Education the following characteristics of National Curriculum were evolved.

- Emphasis on the attainment of the personal and social goals and preparation of values enshrined in the Indian constitution.
- The development of human resources necessary for the realization of the goals on national development.
- Emphasizing learner centered approach in curriculum preparation and translation.
- Broad based general education to all learners at the primary and secondary level.
- Giving explicit freedom in terms of selection of content and learning experiences in order to realize the objectives of teaching and learning.

Our National System of Education will be based on a National Curricular Framework which contains a common core along with other components that are components. The National policy on Education 1986 has given an important place to core curriculum in the national system. The NPE has visualized the concept of the core programme. The common core will include the history of India's freedom movement, the constitutional obligations and other contents essential to national identity. These elements according to the policy will cut across subject areas and will be designed to promote values such as India's common cultural heritage, equalitarianism, Democracy and secularism, equality of sexes, protection of the environment removal of social barriers, observance of the small family norms and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

In the course of further development, there had been considerable expansion in

educational facilities all over the country at all levels. The national policy did not get translated in to detailed study of implementation. As a result problems of access, quality and utility accumulated over the years, assumed such massive proportion that they must be tackled with almost urgency.

Accordingly the New Education Policy 1986 was approved by the parliament; the NEP has envisaged the following features of curriculum.

- core components
- minimum levels of learning
- Language and mathematics
- Environmental studies
- Work experience and Art Education
- Health and physical Education

You should be aware of the fact that under our Indian system of education the government at center through its agencies like the NCERT, CBSE and UGC appoints a number of committees and commissions from time to time, lays down educational objects and curricula for schools and universities in the country. The state through its agencies like DSERT, SERT and universities prepares the syllabi on the lines designed by the center. The curriculum planning at the state level is invariably determined by policies of the central government. The centralized pattern of curriculum has been in vogue in our country in the post independence period.

School education in recent times has emerged as an important segment of the total educational system expected to contribute significantly to the individual as well as the national development processes. In order to do that effectively, it needs to be continuously reviewed and updated. In fact curriculum development which is at the root of this renewal process, has to be seen as a permanent search for qualitative improvement of education in response to various changes in the society. A meaningful curriculum shall have to be responsive to the socio-cultural context of the country.

### **The Socio-Cultural Context**

Characterized as one of the longest surviving continuum of cultures, India is a multi-cultural and multi lingual Society with a perennial undercurrent of essential unity. Its Social base seems to be consisting of rock of all the ages jumbled together by a series of seismic shocks. Thus the heterogeneity in Social structures is a distinctive feature of the Indian Society.

It is, widely accepted that education, adequate inequality and scale, is the most powerful instrument for achieving goals of action and establishing social cohesion. Some of the important national goals are secularism, democracy, equality, liberty,

fraternity, justice, national integration and patriotism. It should also develop in the child a respect for human rights as well as duties. The weaker sections including scheduled / scheduled tribes, women, children with impairments and minorities can no longer remain underprivileged. Education must contribute to the enormous task of their enlistment and empowerment.

### **School Educations Scenario**

School education in post-independent India has passed through different phases. Soon after independence, the secondary Education Commission (1951-53) was set up by the Government of India and it gave, several recommendations for improving the quality of school education. In 1964-66, the Education Commission was set up, which brought out a more comprehensive document on education covering all stages and aspects of education as a whole. This was a major land mark in the history of the modern education system in India. Several recommendations of this Commission formed the basis for the National Policy on Education (NPE) 1968. The acceptance of a common school structure, 10+2 and a common scheme of studies as part of general education for 10 years of School throughout the country were important steps towards improvement in the school system. The NPE, 1968 envisaged a radical transformation of the education system to relate it more closely to the lives of the people, provide expanded educational opportunities, initiate a sustained intensive effort to raise the quality of education at all stages, emphasize the development of Science and Technology and Cultivate moral and Social values. Then, the National Policy on Education, 1986, modified in 1992, stressed the need for evolving a national system of education based on a common educational structure (10+2+3), a national curriculum frame work and the minimum and the maximum levels of learning for each state of education. For the first time, adulated strategy of implementation accompanied by assignment of specific responsibilities and financial and organizational support was brought out in the form of programme of Action, 1992. But, quite evidently efforts have fallen far short of these goals set in these documents. Though the country's achievements in a number of areas have been substantial in quantitative terms, these are not enough to provide a real breakthrough, in spite of the constitutional provision for free and compulsory education up to the age of 14, target of universalizing elementary education has not yet been achieved. The major challenges to India's goal of universal elementary education still remain the same expanding access, arresting dropouts, raising learning achievements to an acceptable level of quality, and reducing gaps in educational outcomes across states and among groups. The nation has not yet reached the all important threshold of

educational attainment where benefits are optimal and the high economic growth rates are sustained.

### **Curricular Concerns**

Curriculum development essentially is a ceaseless process of searching for qualitative improvement in education in response to the changes taking place in the society. As such, it is not a static but a dynamic phenomenon. A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners. Even in the new millennium, some of the country's important societal concerns have emerged in response to the fast changes in the social scenario of the country as well as the world. The curriculum has to lead to a kind of education that would fight against inequity and respond to the social, cultural, emotional, and economic needs of the learners. This would not be possible just with the element of mediocrity and ordinariness in the entire educational endeavor. Nothing short of excellence in every aspect of education is the first imperative for meeting the multifarious challenges of today and tomorrow. In other words, the curriculum must stand on the three pillars of relevance, equity and excellence.

### **Education for a cohesive society**

Equality of opportunity means ensuring that every individual receives suitable education at a pace and through methods suited to her/his being children of the disadvantaged, and socially discriminated and also suffering from specific challenges. Provision for equal opportunity to all not only in access, but also in the conditions for success is a precondition for the promotion of equality. The curriculum, it maybe reiterated, must create an awareness of the inherent equality of all, the view to remove prejudices and complexes transmitted through the social environment and the factor of birth.

- Education for girls
- Education of learners with special Needs
- Education of learners from disadvantaged groups
- Education of the gifted and talented
- Strengthening National identity and Preserving Cultural Heritage

The national spirit and the sense of national identity assumed great importance during the long saga of India's freedom struggle. As such, the study of this freedom struggle at all stages of school education shall continue to be significant. However, conscious efforts shall have to be made to acquaint the students with the events related

to freedom struggle and the sacrifices made by the people in different parts of the country from the north to the south, from the west to the East, as well as the regions like the North-East and the far flung islands.

**Integrating Indigenous Knowledge and India's Contribution to Mankind** India's indigenous knowledge system must be sustained through active support to the societies and groups that are traditional repositories of this knowledge, be they villagers or tribes; their ways of life, their languages, their social organization and the environment in which they live. There is a need for the innovative ways of preventing the attrition of such knowledge, which usually vanishes with the people, and it is here that education ought to play a very significant role. Equally important is that we need an in depth analysis of the parallelism of insights between the indigenous knowledge systems, on the one hand, and certain areas of modern science and thought concerned with the basics of life, on the other. Indigenousness, obviously, is not opposed to being receptive to new ideas from different peoples, cultures and cultural contexts.

### **Responding to the Impact of Globalization**

Responding to the phenomenon of globalization would lead to the discovery of a new scope for old disciplines such as history, geography, and foreign languages, and introduction of curricular concerns such as education towards active citizenship and human rights, environmental issues and the promotion of consensus on a common core of universal values.

### **Meeting the challenge of Information and Communication Technology**

The revolution in new technology ushers in a fundamental challenge, converting the information society into a knowledge society. Information and communication Technology (ICT) can be summarized as the convergence of telecommunications, television and computers. The new technology has a tremendous potential to revolutionize education and transform school dramatically. It is hoped that the monopoly of formal education and the formal school will diminish with a lot of educational exposure and experiences gained outside these Institutions. The teachers will become facilitators and libraries will be put to more and more use. The ICT is bound to influence and transform the existing educational provisions, changing the existing curricula, bringing in a new generation of learning materials and encouraging the networking of schools.

### **Linking Education with Life-Skills**

Education, by and large, suffers basically from the gap between its content and the living experience of the students. Education ideally must prepare students to face the challenges of life. For this, it needs to be intimately linked with the different life skills, the abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs. It is through these skills that students can fight the challenges of drug addiction, violence, teenage pregnancy, AIDS and many other health related problems. The skills would also make students aware of issues such as consumer rights questioning the quality of goods and services available to them, writing to the manufactures, and civic authorities about the quality of goods and services that they expect. Besides, legal literacy and understanding of civic and administrative procedures would also be made available to the students to make their life simple, hassle free and safe.

An important characteristic of life skills is that they are temporal and spatial in nature. Hence, they are required to be contextual. There are certain core life skills, such as problem solving, critical thinking, communication, self awareness, coping with stress, decision-making, creative thinking and generative thinking, interpersonal relationships and empathy. These are of enormous importance for successful living.

### **Education for value Development**

The school curriculum 1988 was designed to enable the learner to acquire knowledge to develop concepts and inculcate values Commensurate with the social cultural, economic and environmental realities at the national and international levels. The social values aimed at were friendliness, cooperativeness, compassion, self discipline, courage, love for social justice etc. Truth, righteous conduct, peace, love and non-violence are the core universal values that can become the foundation of building the value based education programme as per the recommendations of the S. B. Chavan Committee Report submitted to the Indian Parliament in February 1999. These five universal values represent the five domains. Emotional, psychological and spiritual values are correlated with the five major objectives of education, namely knowledge, skill, balance, vision and identity.

Order of the day (January 2000) it observes that it is from early childhood that children should be introduced to the discovery of “otherness” and to the values of tolerance, respect, and confidence in the “other” that will bring about a change of behavior and attitudes towards others. The introduction of specific teaching of



intercultural and interreligious dialogue, through the adequate pedagogical tools, is conceived as a means to foster reciprocal knowledge of shared value contained in the message issued by religion and spiritual traditions, which can be considered as a common spiritual and cultural heritage.

### **Universalisation of Elementary Education**

Parental education and community improvement toward achieving the goals of UEE would be a matter of concern for curriculum makers, planners and administrators and for all those concerned with the quality of education at the elementary stage. Since the involvement of the Panchayat Raj Institutions in elementary education has been ensured through a constitutional amendment, it would be desirable to get it streamlined and properly operationalised.

### **Alternative and Open Schooling**

In the open school, there is no upper age bar for learners. A substantial number of students are in the age group of 15-35 based on these, open schooling and alternative schooling for the age group of 6-14 and 15-35 have to be launched in a big way so that the significantly large number of learners who are outside the school not able to get educational opportunities. The scheme of studies and the academic standards in cognitive areas under alternative and open schooling should be, as far as possible, of a level comparable to that for the students of the formal system. However, the institutional materials and transactional strategies under the two systems have to be different.

### **Relating Education to world of work**

The vocational or pre-vocational curriculum can lend itself to the possibility of organizing concrete opportunities for students to collaborate with the community at large. Tailor-made programmes to fit the dominant vocations of the area may be planned for this purpose. Many skills can be taught through services which benefit the community as a whole, bringing the school close to its environs and helping the students become aware of their commitments to the school and the community. Cooperative activities can promote friendships, communal harmony and empathy for others.

### **Reducing the Curriculum load**

The issue of curriculum load has its roots in many related issues. It cannot be wished away merely by downsizing the volume of the textbooks but has to be handled

in its totality. One way to partly resolve the issue would be to take out the obsolete and redundant content without affecting the overall continuity of the concepts.

### **The Child as a Constructor of Knowledge**

Children grow up in their own social worlds. As such, education, whether imparted in the formal institutional settings or otherwise, includes to a great extent social activity to transmit a social selection of knowledge. The social construction of knowledge has been an important principle in the socio-cultural theory. The acquisition of knowledge through active involvement with content, and not imitation or memorization of the material, is at the root of the construction of knowledge.

### **Interface between Cognition, Emotion and Action**

Education must facilitate learners' personal growth and psychologically equip them to cope with the rapid changes taking place in all the spheres of life. Thus, the focus of education is moving away from providing mere cognitive skill to fostering inter personal and intra personal development.

Emotional literacy programmes directly alter the level of success, self-esteem and well-being of a person. They help reverse a tide of educational decline and then strengthen schools. Nurturing Emotional Intelligence, therefore, becomes a prime concern for schools and curriculum makers.

### **Culture Specific Pedagogies**

The pluralistic nature of Indian society needs to be reflected in the pedagogical approaches since there is no one universal ways in which learners learn. There is a strong need for looking in to the specific cultural context in which a learner is placed, though all learners process information in roughly similar ways, the content of processing varies considerably from the tribal society to the high socio-economic stratum of the urban area pedagogy. Therefore, pedagogies should be culture specific. Instead of choosing one uniform, mechanistic way of teaching-learning, cultural practices such as storytelling, dramatics puppetry, folk play, community in curriculum development is desirable.

### **Development of Aesthetic Sensibilities**

Aesthetic education refers to developing learners' ability to have such experiences and must therefore be the concern of curriculum.

### **Continuous and Comprehensive Evaluation**

Comprehensive evaluation takes a holistic view of learners' progress covering scholastic and co-scholastic aspects. The assessment of personality attributes including attitudes, habits and values of the learners has to be carefully recorded and they have to be helped to develop qualities necessary for becoming good and contributing citizens. Such assessments will also be recorded periodically and the cumulative record cards prepared.

### **Empowering Teachers for Curriculum Development**

Leaving teachers out of the design and development of curricular change is most likely to result in little, if any, real change in the scenario. Teacher involvement in curriculum development is desirable particularly because it can be a motivating factor for teachers in their profession, giving them a sense of 'ownership' of the curriculum they have to transact.

### **Implementation of National Curriculum**

National Level policies and implementation of policies in education is always guided by Indian constitution. The centralized model of curriculum making has legal justification. Several Articles of Indian constitution including the Article 66 regarding coordination and determination of standards in Institutions for higher education or research and scientific and technical institutions give the legal responsibility to the central government to maintain the national character or education to establish national standards and to maintain the standard of Indian education at par with international standards. This national model of curriculum has several advantages and disadvantages. The chief advantage is that it paves the way for maintaining national character and established standards. The major disadvantage being that it impairs education in several respects. It gives no scope for flexibility and variety; fails to tap the local talents and local resources for the development of progressive curricula.

One can observe in the study of history of modern Indian education, have the center, after accepting the recommendations of commission and committees on Education implements them. The government of India considered the recommendations of the Education commission and adopted a National Policy on Education in 1968 which identified National goals of Education. The policy resolution stated that the educational system must produce young men and women of character and ability committed to National service and development. The 10 year pattern of general education followed by two or three years of post secondary or higher secondary education was adopted.

The National policy on Education 1986 is formulated on the fundamental principle that 'education' is a unique investment on the present and the future. This implies that education is for all and it must promote the goals of secularism, socialism and democracy enshrined in our constitution and education develops manpower for different levels of economy. Accordingly, curriculum is to be formulated. The government of India accepted the recommendation and implemented the policy on education with emphasis on common curricula, minimum levels of learning, value education, development of languages, media and educational technology, work experience, environmental and science education, sports and physical education, child center, pre-primary and primary education.

### **Organization of Curriculum at Secondary Stages**

At the secondary level, the characteristic developments that have taken place during the upper primary stage get strengthened. Thinking with abstract concepts, establishing social identity and giving importance to the peer groups increase all this considerably. Therefore, at this crucial stage, it is also necessary to promote social interactions among children. For effective learning and for intellectual development, learners have to cooperate with their friends, share their experiences, discuss their discoveries and argue out their differences of opinion.

Characteristics other than the intellectual ones also provide important guidelines for designing curriculum which could be geared to the all round development of the learners as individuals, and their development also in the context of the national goals and the socio-cultural priorities. Learners Physical, social and emotional characteristics, attitudes and interests that emerge in them during childhood, early adolescence and mid-adolescence, should be carefully taken into consideration while determining the objectives, content and strategies of curriculum and its transaction at the pre-primary, primary, upper primary and secondary stages

### **Scheme of Studies**

Secondary Stage (2 years)

- a) Three Languages -The mother tongue / the regional language, modern Indian language and English
- b) Mathematics
- c) Science and Technology
- d) Social Sciences

- e) Work Education
- f) Art Education (fine Arts : Visual and performing)
- g) Health and physical Education (Including games and sports, Yoga, NCC and Scouting and guiding)

### **Curricular Areas at different Stages**

The nature of various stages of education and the learners profile has their bearing on the planning of objectives, learning activities and strategies under each curriculum area. The curriculum areas and their stagewise treatment for this purpose are proposed as follows:

At the Secondary stage (classes IX and X), in the first language, full mastery over the applied form of language and good acquaintance with literary language would be aimed at. Learners have to achieve maturity in oral and written expression. In response to what they read or listen, to understanding and appreciating the depth and diversities of human mind through the literary texts in prose and poetry must be censured among the students.

English, Hindi and other modern Indian languages are studied as second language at this stage. Mathematics learning should be imparted through activities from the very beginning of school education. Evaluation should lay stress on testing the understanding and application of concepts rather than testing the rote memory of the concepts. This is the stage after which majority of the learners will enter the world of work. Scientific attitudes and skills developed at this stage would become foundation for further growth. They need to be exposed to the nature and the structure of science and the support it provides to the technological developments.

The students may develop the ability to use their knowledge, understanding and skills by undertaking wide range of studies at various scales-local, regional, national. By now, they may develop the ability to describe interaction with natural and human processes and recognize patterns. They may also be able to look for sources of information and analyse problems and issues rationally and scientifically.

The complexity of the activities needs to be increased keeping the nature of essential activities, by and large, the same. Pre-Vocational courses which get a prominent place at this stage, will facilitate choice of the vocational courses at the higher secondary stage and help them acquire the knowledge and skills required for entry in to the world of work.

The secondary stage is apt for refining aesthetic sensibilities and social values through projects on conservation of natural and cultural heritage by providing

opportunities for study of Indian culture working with artists / artistes in the community, organizing festivals and celebrations of the community at large, display of physical environment and surrounding landscape and the like. Art education at this stage should comprise, study of visual and aural resources and their exploration, projects leading to creative expression and exhibition of the works in visual and aural forms; inter-group, inter-school art activities, study trips and interaction with artists in the community.

In classes IX and X, health education should enable the students to learn, in comparatively great detail, about personal health, impact of environmental pollution on health, food and nutrition, control and prevention of diseases, first aid, home nursing, and safety measures.

### **‘Check Your Progress’ -1**

1. What are the characteristics of the National Curriculum?

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2. What are the features of the Curriculum envisaged by the NPE 1986

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### **State Level**

You may be well aware of the fact that even though education has been in the concurrent list in the constitution since 1976, it remains primarily a state responsibility and activity. Free and compulsory education is expected to be provided by the states for all children up to 14 years of age. In most states, education is free at the school level. The state Education department is the principal agency to implement and deal with education matters.

The educational function of the state in our country is determined by the cultural

and developmental requirements of the people. Our country is known for variety and unity in diversity. The states are inhabited by various cultural groups and communities. As a result of this, the need and problem of a particular state and even of a particular group within the state are different from those of another group.

Therefore, within the larger frame work of National curricula the state adopts the model in way suitable to the requirements of the state. The state will take all measures to orient the teachers and functionaries of the state Department of Education on various issues pertaining to curriculum, administration and training.

### **Secondary level**

The secondary level curriculum has incorporated all the elements of core curriculum suggested by the NPE 1986. It has been revised recently in order to incorporate ideas developed by the National school curriculum (2000) published by NCERT, the apex body of school education in our country. The core curriculum consists of the study of languages, compulsory regional language, English, one language (from the group suggested) as third language. Social studies, general science and general mathematics form the cognate subjects. In addition to the cognate subjects, the secondary curriculum includes physical education, work experience (SUPW), art education, value education, components of population education and computer education. The state government has introduced, 'mahiti sindhu' programme to train students in the art of using computers for instructional purposes. The computer assisted curriculum and teaching and learning using multimedia has attracted students and teachers in several secondary schools. The first two classes in the secondary schools 8 and 9 standard are included under the semester system. The course has been restricted in order to provide for semesterisation of curriculum and evaluation.

### **An Assessment of National Curriculum**

Every educational policy designed after independence has been discussed till now. It is not an easy task to design an educational policy without any flaws and agreeable to all in a multicultural and multilingual country like India. Educational policies and National Curriculum designed by the government normally evokes heated debates. In a democratic country like India this is inevitable and in fact it is a healthy response. We are going to assess the national curriculum frame work with this in view.

The present National Curriculum has a few new subjects and expectations. It tries to respond to the country's present and future needs, challenges and problems. It has made an attempt to prepare the children to understand the country, its heritage, social

and cultural aspects. It has suggested measures to add much needed inputs, to the curriculum like providing quality education to women/girls, weaker section, deprived groups and gifted.

The Curriculum includes inputs which are required to face the challenges of globalization. Development of values, study of different languages, and awareness of cultural heritage is given importance. Teaching of science and technology are included thereby, enhancing the quality of education. This curriculum has made an attempt to link employment and education. It has given importance to the constructive and detailed study of the topics included.

The Curriculum has provided inputs for considering education as a lifelong process. This Curriculum has stressed patriotism, emotional integration, and international global brotherhood. It makes an individual humane and education is linked to life. By giving importance to Sanskrit education, value education, vocational education, art education, it has widened the horizon of curriculum. It has suggested reduction in curriculum. Realizing importance of language education, it has provided opportunity for different languages, different cultural aspects. Indigenous knowledge and development of values are accorded importance. It has also provided opportunity to teach Hindi as the official language, Sanskrit for knowledge, as it is country's cultural language.

Though it had all good points, it was subjected to severe criticism. 'Value education curriculum is influenced by only one religion' - was the major criticism. There was an opposition for the teaching of Sanskrit and Yoga in university. Some criticize the curriculum because though it aims to reduce content load, in reality it is over-loaded, as new subjects have been added. Another criticism is that there is not enough provision for catering to state level, regional level, cultural differences needs and challenges. Somehow or other, Hindi and English language learning is more compulsory and children are forced to learn them say the votaries of regional languages.

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## **18.4 Let Us Sum Up**

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The curriculum that gives guidelines related to a National pattern of education is called 'National Curriculum'. This includes subjects that are to be studied, teaching methods etc. that are related to the content.

A National Curriculum is essential to have a uniform educational system in a nation, and to provide general education to all. Before independence, since 1940, nationalists like Arabindo, Gandhiji, etc have emphasized the need for a national curriculum. There is a need for reviewing national curriculum once in 10 years. In this way, curriculum development is a continuous activity that covers the national objectives



in to educational experiences. After independence, in the year 1968, 1975 and 1988 National curriculum was framed. Recently in 2000 a national curriculum has been formulated.

This National Curriculum has several aspects. It has emphasized providing education for creating a healthy society, given importance to indigenous education, development of India, universalisation of primary education and harmonizing interest, feelings and action. This Curriculum frame work gives the details of aspects to be emphasized and implementation of curriculum such as, 2 years of secondary education, 2 years of higher secondary education.

Implementing the curriculum is an important function. For this, the teachers, parents, community and programme coordinators, are oriented to the subject and text books, on the basis of the curriculum teaching learning activities are designed. Further, in the central and state schools new curriculum is implemented.

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## **18.5 Answers to ‘Check Your Progress’**

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### **‘Check Your Progress’ -1**

1. The following are the characteristics of the National Curriculum
  - emphasis on the attainment of the personal and social goals and preparation of values enshrined in the Indian constitution.
  - The development of human resources necessary for the realization of the goals of national development.
  - Emphasizing learner centered approaches in curriculum preparation and transaction
  - Broad based general education to all learners at the primary and secondary level.
  - Giving explicit freedom in terms of selection of content and learning English in order to realize the objectives of teaching and learning.
2. The NEP has envisaged the following features of curriculum.
  - Core components
  - Minimum levels of learning
  - Language and mathematics
  - Environmental studies

- Work experience and Art Education
- Health and physical Education

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## **18.6 Unit End Exercises**

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1. Write a critical essay on the National Curriculum.
2. Examine the School Curriculum in West Bengal.
3. Highlight the salient features of Secondary Education Curriculum.

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## **18.7 References**

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