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# UNIT 6 EDUCATION: SOME SIGNIFICANT HISTORICAL DEVELOPMENTS

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## 6.1 INTRODUCTION

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The beginning of education in ancient India can be traced to the education through the Upanishads and Dharamshastras. The most important contribution of the ancient Indian system of education is the concept of Gurukulas. Unfortunately, in spite of repeated attempts for the Indianisation of our education through institutions such as Vishwa Bharti University, Sri Aurobindo University, Jamia Millia Islamia, Vidya Bhawan and Banasthati Vidyapith, to name only a few, the Gurukula system of education is definitely on the decline. Aspirants from all over the world came to join ancient Indian universities such as Takshashila and Nalanda Universities which were world famous for the standard of scholarship.

While the British spread education in India solely motives, credit must be given to them for introducing the great western system of education which has undoubtedly contributed to the present system of Indian education.

After Independence, the Indian Constitution made special provisions for the propagation of education at various stages through the achievement of universal and compulsory education though it still remains an ideal not fully realized. Indian Government appointed scores of Commissions to assess the Indian system of education at various stages and at different times. The Government made all possible efforts to propagate education in India. The country has undeniably made much progress in all dimensions of education but we could never achieve the great ideal of total literacy, let alone universal elementary education.

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## 6.2 OBJECTIVES

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

- understand ancient Indian, post Vedic, and Brahmanic education;
- explain the system of education in Dharma Shastras, and the Buddhist and Islamic periods;
- describe education under the East India Company, the constitutional provisions for education and the national policy of education; and
- explain the work of the various commissions, committees, the initiatives taken by all the ten five year plans and the current affairs in education.

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## 6.3 ANCIENT INDIAN EDUCATION

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### 6.3.1 Ancient Vedic Education

Education in the ancient Indian Vedic times focused on the following features:

#### **Knowledge and Experience**

The Gurukuls laid emphasis upon knowledge, obtaining of experience and students exhibited the knowledge obtained through discourses and discussions conducted in a concourse of scholars, Mukherjee opines that the objective of education was not merely reading, but the subjective assimilation of knowledge and experience.

#### **Sublimation of Instincts**

The objective of education was to sublimate the instinctive tendencies, to turn the mind away from material knowledge, and centre it upon the spiritual world, thus establishing control over materialistic and base tendencies.

#### **Spirituality**

In the Vedic period, Nature was regarded as divine and worshipped. During this period, many hypotheses concerning spirituality took birth. Knowledge came to be seen as the instrument of salvation. Fire sacrifices, fasting and taking of vows became a part of life. Education was given the objective of inculcating control over these aspects and learning right conduct based on them.

#### **Growth of Character and Personality**

This was achieved through an appropriate environment, lessons on right conduct, and teachings based on the life, character and ideals of great persons. Education

aimed at developing the virtue of self control, self respect, love, cooperation, sympathy, etc. in the students.

### **Fulfillment of Duty**

Great importance was attached to developing such qualities as discipline, obedience, performance of hospitality, rendering help to others, fulfillment of social responsibilities, etc. Through such education, social skills were developed in the students. In addition, education was also provided for earning a livelihood, and for this, one or more skills were taught. Mukherjee says that this education was not exclusively theoretical or literary. It was related to one or the other manual skill.

### **Protection of Culture**

During the Vedic period, considerable attention was given to the protection and propagation of national culture. Knowledge and skills were transmitted to the succeeding generations through the medium of schools, known as Gurukuls. Knowledge leads to man's physical as well as spiritual development. It is knowledge that leads man to his salvation. This truth lies concealed in the aphorism. Accepting this as the foundation, primacy was given to fire sacrifices, rituals, prayers, and religious festivals.

## **6.3.2 Post Vedic Education**

Education in the Post Vedic times had the following features:

### **Realization of True Knowledge**

According to this ideal, education enables the realization of true knowledge and achievement of the Absolute (Brahman). Real knowledge is the realization of the ultimate relation of soul, with the Absolute. This is not possible by sensuous knowledge of worldly matters which pollutes the soul and makes it forget its real form.

### **Realization of the Absolute**

The post Vedic education was not meant only for the sake of education. It was for the sake of life. It has been rightly said in Mundkopenishad: "After achievement of real knowledge, all the doubts get destroyed and thus it enables the realization of Absolute (Brahman), and therefore, it makes it possible to fulfill the ultimate end of human life." Self-study was emphasized in the post-Vedic period. Upanishads are known as 'Para-Vaidya'. They are considered to be above all kinds of material knowledge (Vidyas). Their knowledge enables the unity of soul and the Absolute. The kind of knowledge which does not bring about the union of soul with the Absolute has no value. It does not deserve to be called knowledge. As the subjects of study increased, a student was expected to read all the texts of one subject and allied literature. The student who studied three Vedas was called 'Shrotriya'. It was said that real knowledge could be gained only through the study of three 'Vedas'. The study of 'Veda' has been divided into various branches and the branches into various sections. In the post-Vedic period the trend of specialized study was rather common and emphasized.

### 6.3.3 Brahmanic Education

Education in the Brahmanic times stressed on the following:

#### Religious Stamp

Mukherjee says, since the birth of the oldest Vedic poetry we find Indian literature for a period of more than a thousand years bearing an exclusively religious stamp. Even a thousand years after the compilation of "Rigveda" religious ideas continued to inspire education. The main aim of education was the propagation of religious ideas and principles. The teachers employed the following methods in order to encourage the students to have a religious outlook: -

- a) Every student by all means observed celibacy of mind, body, word and action.
- b) The student had to take keen interest in religious ceremonies frequently performed in the Gurukulas.
- c) The student had to participate in daily prayers in the morning and evening.
- d) Every student had to observe occasional fasting in the Gurukula.

#### Character Building

Realizing the significance of character in the life of man, the educationists of ancient India laid good deal of emphasis on character building. They used the following methods to achieve this task.

- a) **Freedom from Temptations:** The teacher kept him in an environment where his ideas remained free from various temptations of worldly pleasures and amusements.
- b) **Religious Instruction:** The teacher used to give religious education very often.
- c) **Study of Religion:** In the early student life, the study of religious books was considered essential.
- d) **Religious Rituals:** The students were encouraged to take part in every day religious rituals. They realized that spiritual development is possible only through the development of character.

#### Full Growth of Personality

Following methods were applied for the full development of the personality in the Brahmanic age.

- a) **Self Regard:** In Gurukula – life students were inspired to utilize their moral and spiritual powers for the development of their culture. A learned man was respected more than the kings. The king was respected only within his kingdom, while a learned man was respected everywhere.
- b) **Self Reliance:** Self-reliance is the mother of self-confidence, the basic element of every kind of development. Hence the Brahmanic educational system sought to develop it in various ways. Self-reliance gave the power of making social life successful without any fear.

- c) **Self Control:** In Brahmanic education, a lot of emphasis was given to self-control. The students seriously practised control over their sense organs. This was the reason why the student-life was kept simple as a rule accompanied by the principles of high thinking and high morality. Even sons of kings and rich persons had to lead the same student life as the son of a common man.

### **Beginning of Education at Appropriate Age**

In order to make a man a successful citizen, his education must start at a suitable age. The parents in that age thought it their duty to send their wards to the Gurukula at the suitable age. Those who failed in this duty, by any reason were called the enemies of their wards. Dr. A.S. Altekar says, "Ancient Indians were convinced that no good results would follow if education began late in life."

### **Assisted All-Round Development**

The individual education in the Brahmanic age enabled the teachers to look after the inner and outer development of the students. Thus, they educated them in such a practical way that they may not lose courage in the future struggle of life. They prepared them for the success of whole life.

### **Psychological System**

The Brahmanic education was psychological. It was opposed to corporal punishments. The teachers educated the students on psychological principles.

### **Social Ideals**

The Brahmanic education realized the social value of a man. It encouraged the social ideals in the students so that they would raise themselves above the selfish motives and give proper attention to social service and helpfulness.

### **Well-Regulated Life**

Their daily routine was to observe celibacy and lead a regulated student life in the Gurukula. They paid due attention to their studies. The students habituated themselves for doing work at the proper time. From the beginning of their lives, they had a well-regulated life.

### **Development of Justice and Capability**

Brahmanic education encouraged subjects like philosophy and logic. The teachers used to give opportunity to the students to judge and decide themselves. Therefore, they improved their talent to take decisions and to be impartial.

### **Self-Study**

The students were encouraged to take up self-study and self-experiments. They followed the "Brahmayajna" of self-study. Realizing a self-study as Brahma-Yajna, Shatpath Brahman says "One who does carry on self study meets daily needs and has sound sleep at night. He does not only become the spiritual analyzer but also controller of sense organs. Besides, he has intellect, wit and wisdom, and improves his Prajna Shakti and fulfills all the four Dharmas and realizes the spiritual powers to fulfill the Brahman Dharma."

### **Intimate Relation of Teacher and Taught**

Guru is one who destroys the ignorance and teaches religion. Teacher-taught relations were so close and affectionate that in Gurukulas some students even forgot their homes and remained as permanent members of the families of the Gurus. They were called 'Antevasin'.

### **Samavartan Upadesh (Valedictory Instructions)**

The students used to spend the long period of twelve years with their Gurus in their families. After that period, having completed their education, they were allowed to go home to enter the family life. At the time of departure, the Guru used to give the final instructions as follows:

- i) Always speak the truth and follow the shishya's Dharma.
- ii) Never neglect self-study.
- iii) Occasionally present yourself to the acharya and give possible dakshina (gift).
- iv) Never neglect good deeds and useful things.
- v) Always consider your parents, 'Guru' and 'atithi' (guests) as Gods (Deva).
- vi) Always perform good deeds and follow the good qualities of elders.
- vii) Whenever some respected person comes, pay him due respect. Always maintain the feeling of regard while giving any 'dan' (gift) and this must be according to your capacity. Always think that all things belong to God and it would a mistake to think of it as one's own.
- viii) In case of doubt follow Brahmins with ideal character, good ideas, wise counsellors and followers of religious ways.

### **6.3.4 Education in the Dharma Shastras**

Education in the Dharma Shastras focused on the following:

#### **The Pivot of Education**

The pivot of the whole educational system of ancient India was the teacher variously called 'acharya', 'guru', and 'upadhyaya'. In Manu and other Smritis there is some divergence about the greatness of the acharya. According to Manu Smiriti the father (janaka) and the teacher are called father (pita), but the father who imparts the sacred Veda is superior to the father that gives birth, since the birth in spiritual learning is for a Brahmana of eternal benefit, here and hereafter. But in another place Manu says that an acharya is ten times superior to upadhaya, the father is superior to a hundred acharyas, while the mother is thousand fold superior to the father. According to Gautama, the acharya is the highest among all gurus while according to some, the mother is higher than acharya.

### **6.3.5 Buddhist System of Education**

Buddhist education had many notable features, the most significant of which were the following:

### **Abilities of the Student**

In the Buddhist period, every class in society, except the Chandals, had the right to receive education. It was denied only to the ill, the handicapped, the dishonoured and those punished for crimes. Education began at the age of 8. Till the age of 12, the student remained in a state of shramana. After attaining the age of 20, he was qualified to become a monk. Education was imparted through the medium of Pali.

### **Pababha Ritual**

Before a student could enter a monastery for receiving education, he had to perform the 'pababha' ritual, in which, according to the 'Vinaypitaka', the student had his head shaved of all the hair, dressed himself in yellow clothes, placed his forehead at the feet of the monks living in the monastery, and then sat cross-legged on the floor to repeat the following words thrice – *I take Refuge in Buddha. I take Refuge in Dharma. I take refuge in Sangh.* He was then ordained to obey ten rules, which included abstaining from theft, killing of any living being, impure conduct, partaking of food at prohibited times, use of intoxicating things, use of cosmetics, taking things without being offered, accepting objects of gold and silver in alms, watching dances or listening to music, etc. After the performing of this ritual, the student was called a 'shramana' or 'samner'.

### **Upsampada Ritual**

After attaining the age of twenty years, the student had to adopt 'Upsampada'. On this occasion, the presence of ten monks was essential. After this ritual, the male monks were called 'Bikshu' and female monks 'Bikshuni'. Even at this stage, monks were required to observe such rules as living under a tree, eating food obtained in their begging bowls, wearing clothes begged from others, and drinking the urine of cow as a medicine, etc.

### **Duration of Education**

The total period of education was 22 years, composed of 12 years as pababja, and 10 years as upsampada.

### **Student Teacher Relationship**

Students were required to serve their teachers, beg for alms, eat food thrice a day, wear three items of clothing, bathe themselves in pure water, and live a life of discipline. According to Dr. Altekar, as a teacher's relations with his new students was akin to the father-son or paternal relationship, they were linked to each other in mutual respect, faith and love. During this period, equality was the foundation of this relationship in which both students and teachers fulfilled their respective obligations and duties.

### **Education of Women**

In the Buddhist period, women occupied a position inferior to men. Initially, they were prohibited from joining the Sangha or congregation. Later on, they were granted admission to such congregations and it was then that education of women progressed. Dr. Altekar points out that the permission for women to enter congregations gave great encouragement to women's education, particularly to

the education of women belonging to the noble and trading classes. There is considerable evidence to prove that women's education prevailed during this period. Separate monasteries were established for women. Among the women who attained fame were Sheel Bhattarika, Vijayanka, Prabhudevi etc. A lady named Sanghmitra went to Ceylon to propagate the Buddhist faith.

**Vocational Education**

The syllabus of education during this period was comprehensive. It included education in writing, agriculture, commerce, cottage industries, animal husbandry, elephant lore, archery, magic: knowledge of reviving the dead, knowledge of animal cries and sounds, prophesy, control over sensuous activities, the bodily gestures, medicine, etc. Dr. R.K. Mukherjee explains that the demand for the knowledge of Sippa or professional and scientific education was no less than the demand for general education or for religious studies.

**Check Your Progress 1**

**Notes :** a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

1) What are the features of Education in ancient Vedic times?

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2) What was the Pababha Ritual?

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3) What were the main features in Brahmanic Education that made it different from other systems of ancient Vedic education?

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**6.4 INDIAN EDUCATION IN MEDIEVAL AND MODERN TIMES**

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**6.4.1 Islamic Education**

Education in the Muslim period faced a shift and hence the focus was on the



According to Hazrat Mohammad, of all the gifts that parents can give to their children, the best is the gift of a liberal education. Islam had its origin between 570 A.D. and 632 A.D. Hazrat Mohammed collected his messages in the Holy Quran, and this text came to be an instrument of social direction for the Muslim Kings. During this period these kings made arrangements for education in order to serve their own interests. In the same manner, Ferozshah Tuglak of the Tuglak dynasty made efforts for the propagation of education. During the regime of Sikander Lodi (1489-1519), Indians too, had begun to learn Persian (Parsi). After obtaining knowledge of this language, they began to work in governmental departments. The Muslim rulers themselves felt the need for Hindu workers in the administrative sphere, and hence they made arrangements for the study of Indian languages. As a result of the contact between Hindus and Muslims, Urdu which was the spoken form of Persian mixed with Hindi, was evolved. The Mughal rulers who followed the earlier Muslim rulers had relatively greater interests in education, and hence it was in this later period that education developed more adequately. Akbar authorized the translation of many Indian texts, including the 'Mahabharata' and 'Ramayana', 'Atharvaveda' and 'Lilawati', into Persian.

In the Muslim period, system of education was founded on community basis. Hence, it is illogical to claim that the Muslim rulers sought to propagate education liberally. Whatever the extent to which they propagated education, it was motivated by their own objectives, selfish interests and ambitions.

Bernier, the famous French traveller who visited India during this period, observed that during the period which he had described, it was only natural to find deep and universal ignorance.

#### **6.4.2 Education Under the East India Company**

East India Company came to India exploring business possibilities but it ultimately thought of establishing its own empire in the country. Towards the achievement of this goal, they got involved with the politics in Bengal. They obtained the Diwani powers in Bengal and acquired full control over the Nawab. After acquiring the Diwani powers and the political grip over the Bengal they showed that they were progressive and that they wanted to promote the welfare of the people. They wanted to prove that they could control the affairs of the government much better than the Nawab. They paid attention to education in order to show that they were really interested in public welfare. They continued the government grants to educational institutions, though they did not think it wise to introduce any change in the educational setup. Able scholars, both Hindus and Muslims, continued to receive financial supports which they were already enjoying. The Directors of the Company thought that they should win the support of influential people for consolidating their position. Hence they provided for higher education and better government service for such people. Towards this end college were started at Calcutta, Madras and Banaras (Varanasi).

#### **Expansion of Education by the Company**

The company was given sanction to annually spend one lakh rupees on education, but no instructions were given by the British Parliament as how to spend this amount. So the Company approached its Board of Directors for instructions. The Directors showered praise on the Indian system of education and advised

that learned Indians should be suitably rewarded and great Indian books must be well preserved. The Directors further advised to help Indian teachers who were in financial difficulties and, to give adequate financial assistance to old schools lying in bad shape.

**Check Your Progress 2**

**Notes :** a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

4) What were the major shifts in the focus of Education during Islamic period?

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5) What was the amount of annual sanction by East India Company for expansion of education in India?

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## 6.5 POST-INDEPENDENCE DEVELOPMENTS

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### 6.5.1 Constitutional Provisions

The Constitution of India came into force on January 26, 1950. As it embodies our hopes and aspirations, it is but natural that education should find its place in this great document. A number of important provisions which have a direct or indirect bearing on education have been included in the Constitution. The outline of philosophy which should govern all our institutions, educational as well as others, are indicated in the preamble to the constitution.

**Article 14** – Equality before Law : The State shall not deny to any person equality before the law or equal protection of the law within the territory of India.

**Article 15** – Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.

**Article 16** – Equality of opportunity in matters of public employment.

**Article 17** – Abolition of untouchability. ‘Untouchability’ is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of ‘untouchability’ shall be an offence punishable in accordance with the law.

- Article 24** – Prohibition of employment of children in factories, etc. No child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employments.
- Article 25** – Freedom to manage religious affairs.
- Article 28** – Freedom of attendance at religious instruction or religious workshop in certain educational institutions.
- Article 29** – Protection of interests of minorities.
- Article 30** – Right of minorities to establish and administer educational institutions.
- Article 41** – Right to work, to education and to public assistance in certain cases.
- Article 45** – Provisions for free and compulsory education for children.
- Article 46** – Promotion of educational and economic interests of schedule castes/ schedules tribes and other weaker sections.
- Article 246** – Subject matter of laws made by the Parliament and by the legislature of states.
- Article 337** – Special provision with respect to educational grants for the benefit of the Anglo-Indian community.
- Article 343** – Official language of the Union.
- Article 345** – Official language or languages of the state.
- Article 346** – Official language for communication between one state and another or between a state and the Union.
- Article 347** – Special provision relating to language spoken by a section of the population of a state.
- Article 350-A** – Facilities for instruction in mother tongue at primary stage.
- Article 351** – Directive for development of the Hindi language.
- Article 246** – Seventh Schedule

**List I – Union List**

- 62) The institutions known at the commencement of this Constitution as the National Library, the Indian Museum, the Imperial War Museum, the Victoria Memorial and the Indian War Memorial, and any other like institution financed by the Government of India wholly or in part and declared by the parliament by law to be an institution of national importance.
- 63) The institutions known at the commencement of this Constitution as the Banaras Hindu University, the Aligarh Muslim University and the Delhi University, and any other institution declared by Parliament by law to be an institution of national importance.

- 64) Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by the Parliament by law to be institutions of national importance.
- 65) Union agencies and institutions for:
  - a) professional, vocational or technical training including the training of police officers or
  - b) the promotion of special studies of research; or
  - c) scientific or technical assistance in the investigation or detection of crime.
- 66) Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions.
- 67) Ancient and historical monuments and records, and archaeological sites and remains, declared by or under a law made by Parliament to be of national importance.

#### **List II – State List**

- 32) Incorporation, regulation and winding up of corporations, other than those specified in List I, and Universities; trading, literary, scientific, religious and other societies and associations: cooperative societies.

#### **List III – Concurrent List**

- 20) Economic and Social Planning.
- 25) Education, including technical education, medical education and universities, subject to the provision of entries 63, 64, 65 and 66 of List I; Vocational and technical training of labour.

### **6.5.2 National Policy on Education**

Education is fundamental to our all-round development, material and spiritual.

- a) Education is the highway to derive the maximum benefit from the areas already created by the economic and technical development and a means to ensure that the funds reach all sections.
- b) **Education needs to be planned meticulously and developed with great sensitivity so as to make the best use of a human being who is a positive asset and precious national resource.**
- c) Education must prevent the erosion of long-cherished values.
- d) **Education should assist in the realization of the goals of secularism, socialism, and professional ethics.**
- e) Education should be an effective instrument in reducing rural-urban disparities.
- f) Spread of literacy and education among women is the largest single factor which can help in bringing down the growth of population in India.

- g) Education should develop the activity of the new generation to internalize new ideas constantly and creatively.
- h) Education should imbibe the new generation with a strong commitment to human values and to social justice.
- i) Education has an acculturating role. It refines sensitivity and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit.
- j) Education develops manpower for different levels of the economy.
- k) Education is a unique investment in the present and the future.

### **Revised Policy Formulation, May 1992**

The National Policy on Education (NPE), 1986, is a landmark in the educational development of the country. A review of the NPE, 1986, was conducted during 1990-92. A CAGE Committee on policy was set up to make an in-depth study of the report of the Committee for Review of NPE, 1986. While broadly endorsing the policy, it recommended certain modifications in the light of the developments during the last few years and the experience gained in the implementation of the policy. The revised policy formulations containing these modifications recommended by the CAGE were tabled in the parliament on May 7, 1992.

Universalisation of elementary education, equalisation of educational opportunities, women's education and development, vocationalisation of school education, consolidation of higher education, modernization of technical education and improvement of equity content and process of education at all levels continue to be the themes of national endeavour in the field of education.

### **6.5.3 Commissions and Committees**

Different Commissions and Committees on Education from time to time stressed different aspects of education some of these are discussed here: -

#### **Radhakrishnan Commission (1948-1949)**

The Inter-university Board of Education of the Central Advisory Board of Education recommended to Government of India that an All India Commission on Education should be appointed to inquire into the requirements of higher education in India and put forward recommendations for reorganization of University education in the light of the requirements of the country and its traditions. On November 4, 1948 the Government of India appointed the University Education Commission with Dr. Sarvepalli Radhakrishnan as Chairman. Hence, it is also known as 'Radhakrishnan Commission'. There were 10 members of the Commission.

#### ***Aims and Objectives***

- The universities have to provide leadership in politics, administration, education, industry and commerce.
- The university should be organized as a centre of civilization to train intellectual pioneers of civilization.

- The aim of university education should be to produce intellectual adventurers.
- Universities should produce such wise persons who may make an incessant search for new knowledge and unceasing effort to plug the mission of life.
- Contents of education must accept the best of what modern advancement has to offer but without neglecting our cultural heritage from the past.
- One of the main functions of universities are to bring about the spiritual development of students.
- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathize with the poor, respect women, love peace and independence, and hate tyranny and injustice. University education should infuse these ideals into the youth.
- Education should discover the innate qualities of a person and develop them through training.
- Attention should be paid not only to the mental but also to the physical development of students in universities.
- Universities should give the most important place to the mother tongue in general education.
- We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.

### **The Mudaliar Commission (1952)**

The Secondary Education Commission (1952) was appointed with Dr. Lakshman Swami Mudaliar as the Chairman of the Commission. Therefore, the Commission is known as Mudaliar Commission.

### ***Recommendations***

- 1) **Development of Democratic Citizenship:** India can be a democratic republic if the citizens uphold and practise the values of discipline, tolerance, patriotism, cooperation and equality in thought, speech and writing. The essence of the word 'citizenship' should be inculcated and developed through education. According to the Mudaliar Commission, schools should maintain and develop all these qualities in the students. Citizens with these qualities can grow into ideal citizens capable of making the democracy a success.
- 2) **Development of Personality:** Secondary education must aim at the development of the personality of the students. The creative energy in the students should find proper expression. They should acquire constructive and valuable interests. They should be trained to preserve and conserve their cultural heritage.
- 3) **Education for Leadership:** Secondary education must impart education for leadership. Students should also be trained to take up the responsibilities of leadership in various fields of life, namely, social, cultural, political, industrial etc.

- 4) **Improvement of Vocational Capability and Efficiency:** In all the secondary schools, proper emphasis should be laid on crafts and productive work. This can be achieved through diversification of the course of study at the secondary level. The students may take up agriculture or some other technical or commercial course to add to the productive capability of the country.
- 5) **The Concept of World Citizenship:** The students should not only be encouraged and taught the qualities of patriotism and citizenship, as citizens of their motherland but they should acquire the values of a citizen of the entire world.

### **The Kothari Commission (1964-66)**

The Kothari Commission was appointed under the provisions of a resolution of the Government of India setting up the Education Commission, dated July 14, 1964 under the chairmanship of Dr. D.S. Kothari, Chairman, University Grants Commission, New Delhi. The Committee studied the problems of education in India and submitted its 1600 page report to the Education Minister of India on June 29, 1966. It is a comprehensive report and expected to have so far wide political repercussions.

- 1) **Education and national objectives:** Education should be related to the life and needs of the person so that national objectives may be achieved. Following are the five objectives which should be achieved through a five point programme.
  - i) Increase in production.
  - ii) Social and national integration.
  - iii) Consolidation of democracy.
  - iv) Speeding the process of modernization.
  - v) Building the character through the development of social and spiritual values.
- 2) **Educational structure and standard:** General education should last for a period of 10 years: four years of lower primary, three years of higher primary and three years of lower secondary education. Prior to general education, primary education from one to three years should also be given. The theme of higher secondary education should be fixed for two years. After it the degree course should be of three years. The Graduate course should be extended from two to three years.
- 3) **Teacher status:** It is necessary to improve the economic, social and professional status of the teachers. The scale of pay of teachers of Government and non-government schools should be the same. A suitable increase should be allowed in the scales of the pay of teacher.
- 4) **Teacher's education:** Isolation of teacher's education should be removed and extension service department should be established in each training institution. Comprehensive colleges should be established wherein provision should be made for giving training at different stages of education.

extension service department should be established in each training institution. Comprehensive colleges should be established wherein provision should be made for giving training at different stages of education.

- 5) Equalization of educational opportunities: In India, two types of inequalities are found in the field of education.
  - a) In the education of boys and that of girls.
  - b) In the education of developed classes and of backward classes.

In order to remove these inequalities, lower secondary education should be made free up to the end of the Fifth Five Year Plan. Higher Secondary and University education should be given free to the poor and meritorious students. There is a need to reduce the cost of education. A sufficient number of textbooks should be kept in the libraries of educational institutions. Meritorious students should be granted financial help to enable them to purchase textbooks.

Fifteen percent of the total numbers of students should be granted scholarships at the secondary education stage. By the year 1976, 15 percent of the students of pre-graduated course should be granted scholarship. By the year 1986 this percentage should be increased to 25. A system of University scholarships should be started and 500 scholarships should be given to students, who are selected to receive education in foreign countries.

- 6) Expansion of school education: School education needs to be greatly expanded. Centers should be opened in each district and state. Managers of the private schools should be encouraged to expand primary education. Proper provision should be made for primary education of all boys and girls up to the age of five by the year 1975-76 and those up to the age of Seven, by 1985-86. Twenty per cent of the students at lower secondary stage and 5 percent of student at higher secondary stage should be given professional education. The number of students should be regulated at this stage.
- 7) School Curriculum: The Commission recommended different combinations for different classes from lower primary to higher secondary.

#### **Amendment of the Three Languages Formula**

The three-languages formula should be amended on the basis of the following principles:

- i) Hindi as national language of the Union should occupy an important place after the mother tongue.
- ii) The knowledge of English should be ensured and it should be a language for the students.
- iii) The most suitable stage for learning the three languages is the lower secondary stage.
- iv) The teaching of Hindi or English should be started in the period when utmost inspiration and need is experienced for it.
- v) The teaching of three languages should be made compulsory in any state.

On the basis of the above-mentioned principles, the Commission amended the three languages formula in the following manner to include:



- a) Mother tongue of regional language.
- b) National or the Union language or associate national language so long as it exists.
- c) One modern Indian or European language, which should be selected from the curriculum of the students and which should not be the medium of education.

### **Place of Hindi**

English will continue to be used as the language of intellectual exchange in higher education. However, English cannot be the medium of exchange of views for the majority of the Indian people. In the course of time, this language will certainly be Hindi. Hence, efforts should be made to spread the study of Hindi to all parts of the country.

### **Place of Different Indian Languages**

The study of Indian languages is difficult.. on account of differences in their scripts. Some lectures on modern languages should be published in Devanagari or Roman script. The formulation of a new policy on the study of languages in schools has become necessary. English will continue to be the associate language for an indefinite period. Besides this, proper policy is necessary for national integration. Therefore, the mother tongue should be made the medium of education at the school, colleges and higher education levels. In addition to Hindi, all modern Indian languages should also be developed so that they may become the medium of exchange between the States.

### **Place of English**

English should be used as the medium of instruction in all Indian educational institutions or universities. The study of English should be started from the school stage. Six universities should be developed wherein English would be the medium of education. These six universities should be selected from amongst the existing universities, one of which should be a University of Industrial science and one should be a University of Agriculture.

### **Place of Classical Languages**

Sanskrit language occupies a special importance and position in the national education system. However, the Commission does not agree with the view that Sanskrit or any other classical language should be included in the three-language formula. A mixed curriculum of mother tongue and Sanskrit should be formed. However, as public opinion is not in its favour, the Indian classical languages can find their place only as optional subjects in the curriculum. Such optional subjects should be started in classes higher than VIII class.

### **School Administration and Supervision**

Provision should be made for common school system of public education. Administration should be kept separate from the supervision and teaching. Upto the district stage, it should be in the hands of the District School Board. The

work of supervision should be conducted, by the education departments in the secondary schools. A state 'Board of Schools' should be established in each state in order to perform the work of the prevalent secondary education board. A National Board of Education should be established in the Ministry of Education in order to advise the Government with regard to school education.

### **Higher Education**

The University Grants Commission should develop six universities from among the existing universities into major universities where the best type of graduation, teaching and research work should be performed. Clusters of advance courses should be started in each university. The teachers imparting education in universities and schools should be sent to major universities to acquire knowledge relating to their subjects. The teacher as well as students should not be allowed to leave one institution and to join other institutions during a session of study. In order to admit the students in the University, the system of selective admission should be adopted. The regional language should be the medium of pre-graduate courses. English should be the medium of postgraduate courses. The examiners should be given remuneration for examining the answer-books. Wherever there are degree colleges, they should be organized into universities.

### **Agriculture Education**

Dr. D.S. Kothari, has remarked, "It is important to observe that in our system of education Agriculture had not received the importance that is to be given today." Each state should have at least one Agriculture University. At least 25 students should be granted scholarships to study in such universities. New universities should be established. The knowledge of agriculture should be made a part of general education in primary schools. Agriculture should also be included in the curriculum of secondary schools and universities. Agriculture polytechnics should be established.

### **Vocational, Technical and Engineering Education**

Having completed school education, the students should be provided facilities for attending short courses, correspondence courses and short extensive courses. Special provision should be made for providing engineering education to girls. The students receiving education in the engineering colleges should be given practical training in the trade. Provision should be made for imparting education in Chemical Technology, Aeronautics and Astronomy.

### **Education of Science**

Study centres should be established for the higher education in Science and Mathematics. The number of students taking such subjects in the university should be increased. Famous Indian scientists working in foreign countries should be invited to return to India. Science and technology should be made an indivisible part of the education system. Efforts should be made to develop the study of Chemistry and Physics. A new degree should be started higher to M.Sc. Its courses should be stated on optional basis. This course should be of one year or even lesser period. The curriculum of such courses should be organized in such a way that it may fulfill the needs and requirements of the present time. Summer

institutes of science should be established. Efficient teachers of secondary schools and universities should be invited to impart science education in such institutes.

### **Adult Education**

Illiteracy should be wiped out in all corners of India within a period of 20 years. To achieve this, schools should be converted into the centres of community life. More efforts should be made in the rural areas as compared to urban areas to wipe out illiteracy. The curriculum of the educational institutions should be organized in such a way that the adults may acquire general knowledge and experience. Correspondence courses should be started for the expansion of education. A network of libraries should be spread throughout the country. The newly literate persons should be supplied with books and other materials according to their interests. The programmes for teaching the adults should be organized in the universities also. A National Board of Adult Education should be established for organization and administration of adult education. Such board should also be established at the national level and district level.

The Government of India has welcomed the suggestion of different Commissions. It has already implemented some of the suggestions and the efforts are still being made to implement the rest of the suggestions.

### **6.5.4 Five Year Plans**

The effort made to strengthen the educational setup through the ten five years plans have been detailed below: -

#### **First Five Year Plan**

The Planning Commission tried to reorganize education under the first five-year plan. The following were the main points of this reorganization scheme:

1. To convert primary education into basic education, to expand social, secondary, vocational and technical education.
2. To introduce necessary changes in secondary education according to the needs of the rural population, and accordingly to reorganize secondary and university education.
3. To encourage women's education especially in rural areas.
4. To effect coordination between various aspects related to education.
5. To arrange for training of teachers of all levels.
6. To improve the salaries and facilities of teachers. To make the educational system more useful and effective.
7. To give more aid to states which are educationally backward.

The Central Planning Commission recommended that basic education should be expanded as primary education. This expansion, it was expected, would ultimately strengthen secondary education as well. Under the first five-year plan the schemes were formulated for the following:

1. To make higher education more realistic and relevant to life.
2. To spread literacy.
3. To strengthen coordination between the various aspects of education.
4. To provide educational facilities in urban and rural areas.
5. To develop vocational and technical education.
6. To reform the examination system.
7. To check wastage in university education and
8. To establish greater coordination between the various stages of education.

### **Second Five Year Plan**

The experience gained during the first five-year plan became the basis for the second five-year plan. In this new plan, the incomplete programmes were to be completed along with some new ones.

An educational conference was convened in 1954 to discuss the various educational schemes and programmes for the first five-year plan. Causes of failure of the programmes were discussed and new schemes were formulated for the second plan in view of the needs of the nation and aspirations of the people. The conference reached the following decisions:

1. Basic education should be expanded as far as possible.
2. Secondary education should be reorganized and should be converted into multipurpose schools.
3. To reorganize University education.
4. To develop military education.
5. To spread social and cultural education.
6. To reorganize and develop vocational and technical education.

In the second five-year plan, only those items were taken up which could be fully implemented. So new targets were minimized. The 60 per cent target of compulsory primary education for children between 6 and 14 years of age was reduced to 40 per cent, although the expectation was to reach 50 per cent.

During the second five-year plan, an attempt was made to procure financial assistance from the UNESCO. In this plan, special attention was paid to the development of Sanskrit, regional languages, music, dancing, fine arts, and literacy and cultural works.

### **Third Five Year Plan**

In the third five-year plan, primary education and literacy drive were to be especially encouraged. The objective of this plan was to make primary education compulsory for children between 6 and 11 years of age. Some programmes for the development

of secondary, higher, vocational, industrial, technical and science education were also made. Improvement of the condition of teachers and their training was another aspect of the plan in the area of education.

In the third plan, a sum of Rs. 500 crores was assigned while in the second; only Rs. 273 crore had been assigned. In this plan technical education was given preference over other items and a sum of Rs. 130 crore was reserved for this. The remaining sum of Rs. 370 crore was to be distributed over other items of development of education. Primary education was given Rs. 180 crore, secondary education Rs. 90 crore, and higher education Rs. 75 crore and other items of education Rs. 25 crore.

- a) **Primary Education:** It was planned to make primary education available to all children between 6 and 11 years of age. In the second plan, only 24 per cent of primary schools were to be converted into basic ones and only 60 per cent were to be given primary education. In the third plan a large number of teachers were to be trained and many basic schools were to be opened both in urban and rural areas. Schemes were formulated for meeting these targets.
- b) **Secondary Education:** In the third plan it was decided to open more high schools. In the second plan, 1550 high schools were to be converted into multi-purpose schools. But in the third plan, 9000 high schools were to be reorganized into multipurpose schools. It was thought that there would be 15 per cent increase in the number of children between 14 and 17 years of age in secondary schools. It was also aimed to give a vocational bias to secondary education. For this purpose, teachers were to be especially trained and guidance workers were to be appointed.
- c) **University Education:** At the time of the beginning of the third five-year plan there were 41 universities and 1050-degree colleges in the country. There were about 634000 students in these institutions. In the third plan, it was planned to increase the number of science students to 40 per cent of the total strength of students. It was planned to improve the standard of university education by making libraries, reading rooms and laboratories better equipped and by instituting more scholarships for students for encouraging higher research. The salaries of teachers were also to be raised. More hostels were to be constructed and student welfare plans were to be started. In many parts of the country three-year degrees course were introduced for the better organization of the universities in the areas.
- d) **Social Education:** Community and literacy centres, Janta Colleges, new libraries and reading rooms were to be started for social education.
- e) **Moral Education:** The Government of India became alive to the necessity of some kind of moral education for youth. So experts were requested to suggest proposals and plans in this direction.
- f) **Technical Education:** In the third plan, it was planned to increase the number of students in polytechnics to 28900 from 13165 in the second five-year plan. The number of students in engineering schools was to be raised to 11500 from 5882 in the second plan.

### The Fourth Five Year Plan and Education

- a) **Financial Arrangement:** For the fourth plan, the government provided Rs.1,260 crore. This sum was two and a half times more than what it was for the second plan. In this plan greater attention was paid to qualitative development and less to quantitative development. The various schemes of education were framed with this major objective.
- b) **Primary Education:** A sum of Rs. 398.52 crore was provided for primary education in the fourth plan and it was planned to make primary education available to all the children between 11 and 14 years of age in the country by 1981. It was estimated that by 1970-71 at least 93.1 per cent of children within the age group of 6 and 11 years and 47.4 per cent of children between the age group of 11 and 14 years would receive education. 81.5 per cent of girls between 6 and 11 years of age and 29.6 per cent between 11 and 14 years of age would receive education.
- c) **Secondary Education:** On the basis of the previous plan it was estimated that about 5 lac students would take admission to secondary schools during the fourth plan period. Accordingly facilities had to be organized for secondary education. Education in the sciences and vocational education were particularly emphasized. A sum of Rs. 279.17 crore was provided for secondary education.
- d) **Higher Education:** The Planning Commission directed that under the fourth plan no new universities should be opened. It recommended that provision for better education in colleges should be made and a sum of roughly Rs. 132.45 crore was provided for qualitative development of higher education. The Commission suggested that hasty efforts should be made for controlling admission to universities.
- e) **Vocational and Technical Education:** It was decided to start six technical institutes of university standard and 18 polytechnic schools. It was also planned to develop the already existing technical schools further for vocational and technical education a sum of Rs. 250 crore was provided.
- f) **Physical Education:** The importance of physical education was recognized in the fourth plan. The Kunzaru Committee had also recommended for the encouragement of physical education. The National Fitness Course and National Discipline Schemes were encouraged. The Central Government helped these programmes by providing trained teachers for the purpose. Small children were to be imparted physical education through sports and games.
- g) **Adult Education:** In the fourth plan, it was decided that efforts should be made to make ten crore adults literate and two crore educated. The Planning Commission encouraged the various schemes for this purpose and increased the grant to Rs. 91 crore. For social education, a sum of Rs. 71 crore was given and for cultural programmes also the same amount was separately sanctioned.

- h) **Stipends:** In the fourth plan a sum of Rs. 55 crore was assigned for giving stipends to deserving students. During the fourth plan period the country was passing through great financial difficulties. So the number of national scholarships was reduced to 3,700 from 16,000.
- i) **Development of Languages:** Rs. Twelve crore was assigned for the development of Hindi, Sanskrit and other languages. During 1965-66 in the non-Hindi speaking States Rs. 11 lac was given to various educational institutions. For the development of Sanskrit Rs. 4.33 lac was spent.
- j) **Text Books:** The National Council of Educational Research and Training contributed a great deal in the improvement of textbooks. The Council prepared 13 textbooks pertaining to training of teachers. These books were translated into various regional languages by an educational board appointed by the Council. The Council produced many textbooks for primary and secondary schools. These books were prescribed in schools in many States.

During the fourth plan period special efforts were made to develop Hindi. Many new Hindi technical terms were coined in the fields of agriculture, science, medicine and other areas. In medicine 5,000, in agriculture 8,000 and in humanities and social studies about 18,000 new Hindi terms were coined. About 123 books were translated into Hindi and distributed among various states.

- k) **Suggestions for Reforms in Education:** The Planning Commission gave a number of suggestions for reforms in education. The Education Committee appointed by the Planning Commission suggested that there should be two diploma courses after the high school examination. One course should be of two years' duration and another of four years. After completing primary education, a student who is at least 14 years of age should be given training in some technical vocation. An examination should be held after this training. Children above 19 years of age should not be given this training. The students having passed this examination should be given preference in suitable government service. The Committee was also in favour of raising the salary of teachers. The Committee also recommended that the age limit for graduation from a university should be raised to 30 years of age.

### **The Fifth Five-Year Plan and Education**

During the fifth five-year plan, more attention has been given to qualitative development and to effecting a closer coordination between the various stages of education. Rs 1726 crore was allocated in the fifth plan for education.

- a) **Primary Education:** All the States in the country have made primary education compulsory for children between 6 and 11 years of age. Attempts have also been made for giving a new orientation to training institutions engaged in preparing teachers for primary school.
- b) **Secondary Education:** It was planned to increase the enrolment in schools. It was estimated that in all, about 20 lac more students would be enrolled in higher secondary schools during this plan period. Accordingly, funds were allocated for secondary education. Vocationalization of secondary education has been a special scheme of the plan period.

- c) **University Education:** More attention has been given to qualitative improvement. Efforts have also been made to provide more facilities of higher education to the weaker sections of society in areas which have been educationally backward so far. It was planned to provide facilities for higher education through evening colleges, and correspondence courses and by allowing students to appear at university examinations privately. It was also decided to encourage summer institutes, seminars and workshops at university centres.
- d) **Scholarship and Language Development:** A provision was made to increase the number of national scholarships to 7,000 in 1977-78 and to 10,000 in 1978-79. It was also decided to give 20,000 loan scholarships yearly during the plan period.
- e) **Special attention to Development of Hindi:** A plan was made to appoint at least 2,000 additional teachers for teaching Hindi in junior high schools and secondary schools during 1974-77. It was also decided to encourage the activities of Kendriya Hindi Sansthan, Agra; the Central Institute of Indian Languages, Mysore; the Rashtriya Sanskrit Sansthan, New Delhi and the Central Institute of English and Foreign Languages, Hyderabad.
- f) **Technical Education:** During the fifth plan it was decided that the courses of technical education would be diversified and centres of studies in material science, engineering, energy studies and ocean engineering would be established. It was also considered necessary to further develop the regional engineering colleges and engineering departments of universities.

### **The Sixth Five-Year Plan and Education (1978-1983)**

General Education Policy to be followed:

1. Adult Education for the age group between 15 to 35 years of age will be encouraged.
  2. Compulsory primary education for children between 6 and 14 years of age will be enforced throughout the country. It was decided that about half of the total amount sanctioned for education as a whole would be spent on spreading compulsory primary education.
  3. Attempts will be made to enroll boys and girls from the scheduled castes, scheduled tribes and other weaker sections of the country.
  4. Greater attention will be paid to the qualitative development of secondary and higher education.
  5. Vocational education will be introduced in secondary schools.
  6. An effort will be made to increase facilities for education in those areas which are educationally backward and where most of the adults are illiterate.
  7. As far as possible education will be made rural oriented.
  8. Science Education will be encouraged.
- a) **Primary Education:** It was proposed to expand primary education for meeting the constitutional obligation. It was also decided to control wastage



at this stage. Quantitative development had to be achieved by enrolling maximum number of students in class I. This it was expected that by the end of the plan all the children not receiving education would come to school for education. It had been decided to start condensed courses of primary education for those children between 9 and 14 years of age who had never been to school so far. This type of programme was to be especially encouraged. For those children between the age group of 9 to 14 years who left school without completing primary education part-time programmes were to be introduced. It was also planned to provide free textbooks and midday meals. Ashram schools for children of scheduled castes and scheduled tribes were to be opened in larger numbers than ever before. Special attention was to be paid to enrolment of girls in schools.

- b) **Secondary Education:** In the sixth plan greater emphasis has been paid to qualitative development and to vocationalization of education. It was decided that new schools would be opened only in backward areas. In the qualitative development plan teaching of mathematics and science was to be improved. The students were to be engaged in social services. Better training for teachers was to be arranged. Vocational courses to be instituted were expected to be more beneficial than those introduced during the fifth plan period. In the sixth plan Rs.300 crore was provided for the development of secondary education. In order to arrange for this sum contribution from local communities was also invited.
- c) **Higher Education:** No provision was made for starting new universities during the sixth plan. New colleges could be opened only when the necessary resources had already been procured. Open-air universities and correspondence courses were to be started for making higher education available to interested persons. Private candidates at university examinations were to be encouraged for popularizing higher education. From all this it appeared that emphasis would be on qualitative improvement except for those who wanted to take examination privately. Towards this end the following policy was to be followed: -
1. Admission to universities was to be made on the basis of merit.
  2. In the undergraduate classes the medium of instruction would be an Indian language. Good textbooks in Indian language would be produced. Study of foreign languages was to be encouraged.
  3. Some autonomous colleges were to be established. The policy of decentralization of powers between the various departments of the universities and affiliated colleges was to be followed.
  4. Grants from U.G.C. were to be decided on selective basis, and not given to all as a rule.
  5. Extension programmes were to be an integral aspect of higher education.
  6. Postgraduate studies were to be permitted only in universities.
  7. Teachers were to be given more facilities.
  8. Fundamental research was to be encouraged.

- d) **Technical Education:** The framers of the plan observed that the existing facilities in technical education were inadequate. Therefore, in the sixth plan top priority was given to technical education both for quantitative and qualitative development. Textbooks were to be improved. New centres for advanced research were to be opened.
- e) **Adult Education:** In the sixth plan also, such existing programmes of adult education as (1) Nehru Youth Centres (2) Farmers' literacy programmes for rural areas (3) Labour institutes and multipurpose centres in cities (4) Adult education departments in various universities (5) National Service Scheme (6) Financial help to voluntary organizations working for adult education, were to be encouraged further.

It was planned to include at least 560 lac adults in the adult education plan. Greater attention was to be paid to poor people within the age group of 15 to 35 years. The emphasis was to be imparting on social education and not only the spread of literacy. Under this social education programme, attention was to be paid to health education, family planning, developing occupational ability, use of science in daily life, cultural activities, physical education and creating consciousness of individual, social and national problems. For the achievement of all these objectives new reading materials were to be prepared and new workers were to be trained.

### **The Main Objectives of Education During the 7th Five-Year Plan**

**(April 1, 1985 to March 31, 1990)**

1. To pay special attention to education of the backward classes.
2. To emphasize vocationalization of education at the secondary level.
3. To pay attention to specialization at the university stage.
4. To emphasize the scheme of universalization of education as laid down in the National Policy on Education (1986).
5. To reform and expand technological and vocational education.
6. To open a number of centres for social education.
7. To improve the condition of teachers by raising their salary scales by enlisting the cooperation of the central and state governments.

In order to meet the above objectives a sum of Rs. 6382.65 crores was earmarked for the purpose. Out of this amount it was decided that Rs. 5457.90 crores would be spent on improving general and technological education. Rupees 360 crores was fixed for development of adult education.

### **Educational Programmes During the 7th Five-Year Plan: Technological Education**

The following objectives were laid down for improvement of technological education:

1. to effect qualitative improvement.
2. to modernize the laboratories and working systems of engineering colleges.

- Invest in basic and utility-oriented research and promote interdisciplinary research in all the subjects and all the disciplines.
- Encourage twinning with R&D institutions and industries for symbiotic R&D programs.
- Create opportunities for faculty for spending more time on research through "joint-employment" opportunities in R&D institutions and industries.
- Promote "Quality" consciousness and monitor performance of educational institutions.
- Create an enabling organizational and administrative structure for making it more user-friendly.
- Expand links with international educational and research institutions for enriching the students and faculty.
- Expand study abroad opportunities for foreign students.
- Focus on exporting of higher education.
- Create independent financial support structure for venture capital for academic initiatives and student educational loans.
- Carefully examine and create tuition and other fees structure that will, without burdening the students from poorer social and economic backgrounds, sustain the system.
- Devise a mechanism for proactive efforts to attract students from disadvantaged groups in the mainstream of higher education.
- Enhance opportunities for mobilizing and optimizing the financial resource base.
- Develop opportunities for enhanced financial support for innovative and creative institutions.

**Location of Colleges: Rural/Urban**

Total number of colleges upto 1999-2000	:	11594
● Colleges in rural areas (40.4%)	:	4683
● Colleges in urban areas (59.6%)	:	6911

UGC would promote teaching and research in emerging areas in humanities, social sciences and pure sciences. The emphasis would be to support such areas that cut across disciplines and subjects like health, gerontology, environment, biotechnology, disaster management, defence strategies, applied sociology, stress management, WTO and its impact on economy, history of science, Asian philosophy and many other areas as would be identified by subject experts.

There are disciplines like defense and strategic studies, insurance and banking, economics and world trade which are in a true sense multidisciplinary in nature, cutting across disciplines of sciences, humanities and social science and which are of importance in the rapidly changing global scenario. These and allied disciplines

need to be studied and researched in a more organized manner. The institutionalization of such activities is a need of the present time:

### **Types of Institutions of Higher Education : 1999-2000**

<b>Types of Institutions</b>	<b>No. of Institutions</b>
Central Universities	17*
State Universities	167
Open Universities	6
Institutions Deemed to be Universities	42
Colleges	11594

\* Includes Indira Gandhi National Open University and one Central Agricultural University, Imphal.

### **Sector 6: Outreach Activities and Life Long Learning**

It is an accepted practice to pass on the benefit of conventional education to the society. The society is a very important bridge for bringing higher education to a level of utility. Indeed, one of the important components of the society, i.e. the business community can contribute effectively to conventional education. The outreach activities of any university can be in the field of traditional languages, positive health, community development and many such areas. Society also looks for life long learning. UGC has been using adult and continuing education as an effective tool for life long learning and outreach activities. This very useful activity was to be further consolidated in the Xth Plan.

#### **Adult and Continuing Education**

**Objectives:** To undertake literacy programmes, population education, science for people, environment education, legal literacy and technology transport, continuing education and extension.

**Target:** All eligible universities and colleges.

**Justification and Anticipated Impact:** The departments/centres will undertake short-term courses, Certificate or Diploma Courses for graduates or postgraduates, for equipping them with the necessary skills in the changing socioeconomic environment. Adult Extension Education will conduct skill based short-term courses. For outreach activities the departments will frame programmes to reach the society. It would, therefore, help to impart education to those not eligible for university based courses and community outreach by reaching out to the needs of the society.

### **6.5.5 Quality and Standards in Education**

#### **N.C.E.R.T.**

The National Council of Educational Research and Training (N.C.E.R.T.) was established in September 1961 in New Delhi as an autonomous body. Qualitative improvement and excellence in school education and teacher education are some of its major objectives. To achieve them, the N.C.E.R.T. undertakes programmes related to research, development, training, extension and dissemination of educational information through its constituent departments – the C.I.E.T., the

regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore and 17 field offices located all over the country.

The N.C.E.R.T. continues to coordinate and monitor activities related to the U.N.I.C.E.F.- assisted projects in elementary and non-formal education and U.E.F.P.A.- assisted National Population Education Project (school and non-formal education.) The N.C.E.R.T. maintains effective liaison with State education authorities and state level institutions for providing academic inputs to the school education system.

During 1992-93, the major achievements of N.C.E.R.T. Were directed towards Early Childhood Care and education (E.C.C.E.), Universalisation of Elementary Education (U.E.E.), Minimum Levels of Learning (M.L.L.), orientation of content and process of education at the school stage, improvement of science education in school, computer literacy, vocationalisation of education, teacher education, education of SCs/STs and minorities, education for women's equality, education of disabled children, utilization of educational technology, educational survey and data processing, National Talent Search Scholarship, promotion of educational research and publication of textbooks for C.B.S.E. affiliated schools in the country.

N.C.E.R.T. develops curricula and syllabi and prepares textbooks for classes I-XII. The syllabi prepared by the N.C.E.R.T. form the basis for prescription of schemes of studies by Central Board of Secondary Education (C.B.S.E.) for the students of schools affiliated to the Board. The syllabi and textbooks so prepared by N.C.E.R.T. are given to state/UT agencies for use in their schools after adoption/adaptation. It also develops instructional material for childhood education and training packages for teacher educators and supervisory personnel. N.C.E.R.T. organizes Jawaharlal Nehru National Science Exhibition every year in which a large number of school students from all over the country participate. The council produces science kits for the use of school students. It prepares comprehensive guidelines for curriculum evaluation and school-industry linkages as well as for pre-service and in-service education of teachers on vocationalisation of education. Training courses for the officials involved in the integrated education Programme for Disabled Children are also conducted by the N.C.E.R.T.

#### **U.G.C.**

Coordination and determination of standards in higher education is a subject in the Union List and, hence, a special responsibility of the Central government. This responsibility is discharged mainly through University Grants Commission (U.G.C.), which was established in 1956 under an Act of Parliament to take measures for promotion and coordination of university education and determination and maintenance of standards in teaching, examination and research in universities. To fulfill its objectives, the commission can enquire, among other things, into the financial needs of universities, allocate and disburse grants to them, establish and maintain common services and facilities, recommend measures for improvement of university education and give advice on allocation of grants and establishment of new universities.

#### **National Council for Teacher Education**

The National Council for Teacher Education (NCTE) has been established under the National Council for Teacher Education Act, 1993, as a statutory body with effect from August 17, 1995, with the objectives of achieving planned and

coordinated development of teacher education system, regulation and proper maintenance of norms and standards of teacher education and for matters connected therewith. As per provisions of the Act, four Regional Committees for the northern, southern, eastern and western regions have been set up at Jaipur, Bangalore, Bhubaneswar and Bhopal respectively. These Committees consider the applications of institutions of teacher education for recognition/permission in accordance with the provisions of the NCTE Act. The Council has laid down norms and standards for pre-primary, elementary, and secondary level teacher education institutions and for B.Ed. through correspondence/distance education mode. During the year 1997-98 the NCTE had held a number of seminars, workshops, symposia, awareness meetings, etc. The NCTE have also taken up a number of projects and studies for the development of teacher education in the country.

### **National Institute of Open Schooling**

The National Open School (NOS) was established in November 1989 as an autonomous organization, in pursuance of the National Policy on Education (1986), by the Ministry of Human Resource Development, Government of India. It was established to provide education to school dropouts and those who could not attend regular classes. The Open School of the Central Board of Secondary Education established in July 1979 was subsumed in the NOS.

Open Schooling is a significant innovation for complementing formal education. The mission of NIOS is universalisation of education, enhancing social equity and justice and creating a learning society. The marginalized groups, namely, rural youth, girls and women, scheduled caste and scheduled tribes, handicapped, and ex-servicemen are priorities for NIOS.

With about 40,000 students in 1990, NIOS has student strength of more than three lakh students literally from each state and UT. NIOS network of study centres consists of around 667 accredited Vocational Institutions (AVIs) for vocational courses all over the country. NIOS make provision for teachers for tutoring and also counselling the students, at the accredited institutions. It also encourages setting up of the State Open Schools. Such schools have started functioning with the support of NIOS in the states of Haryana, Madhya Pradesh, Karnataka and West Bengal, Punjab, Rajasthan, Andhra Pradesh and Tamil Nadu. Negotiations are on for setting up of State Centre for Open Schooling in Manipur. During the Ninth Five Year Plan period, 15 State Open Schools were planned to be established.

### **Indira Gandhi National Open University**

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in September 1985 for the introduction and promotion of open university and distance education system in the educational pattern of the country and for the coordination and determination of standards in such systems. The major objectives of the university include widening access to higher education to larger segments of the population, organizing programmes of continuing education and initiating special programmes of higher education for specific target groups like women, people living in backward regions, hilly areas, etc.

The IGNOU provides an innovative system of University level education, flexible and open in regard to methods and pace of learning, combination of courses,

eligibility for enrolment, age of entry, methods of evaluation, etc. The University has adopted an integrated multimedia instructional strategy consisting of printed materials and audio-video aids, supported by counselling sessions at a network of study centres throughout the country. It conducts both continuous evaluation as well as term-end examinations.

The IGNOU introduced its programmes in 1987 and has so far launched 39 programmes consisting of 486 courses. During 1997, over 1.63 lakh students have registered for various programmes of study. The University has established an extensive student support service network consisting of 18 regional centres and 315 study centres situated in different parts of the country. A Distance Education Council (DEC) established by the University as a statutory authority is an apex body for coordination and determination of standards in distance education. Doordarshan commenced telecast of IGNOU'S programmes in May 1991 while the Mumbai and Hyderabad stations of All India Radio started broadcasting selected audio programmes of the IGNOU from early 1992.

**Check Your Progress 3**

**Notes :** a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

6) What is the specific article in Indian constitution that ensures free and compulsory education for all the children upto the age of 14 years?

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7) List the major recommendations of the Secondary Education Commission?

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8) What is the amended three language formula?

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9) National Open School is the feature of which five year plan?

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10)	What are the major objectives of IGNOU? ..... ..... .....
11)	List the different bodies of education system constructed to enhance the quality. ..... ..... .....
12)	What are the basic issues taken up in the ninth five year plan of action? ..... ..... .....

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### 6.6 LET US SUM UP

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In this unit, an attempt has been made to highlight some significant historical developments in education. The ancient Indian Vedic education, post Vedic education, Brahmanic education, education in Dharam Shastras, the Buddhist system of education, Islamic education and education under the East India Company have been explained in detail. Further the constitutional provisions of education have been elaborated. The National Policy on Education, and the revised National Policy of Education, (Programmes of Action) have also been highlighted. The details of University Education Commission, Mudliar Commission and Kothari Commission have been given. All the ten five year plans and the current situation in education have been explained.

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### 6.7 UNIT END EXERCISES

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1. "There is no country other than India, where quest of knowledge has enrooted itself as deeply and so rapidly that the keen desire of gaining knowledge had produced so permanent and violent influence." On the basis of the above statement of Prof. F.W. Thomas, explain with suitable examples, the aims and forms of education adopted in ancient India.
2. Write a critical note on education in the Dharma Shastras.
3. Show the continuation of the Brahmanical tradition in the Buddhist system of education. Point out fundamental differences.
4. Explain the organization of education during the Muslim period in India.
5. What were the major difficulties before the East India Company in the first quarter of the nineteenth century with regard to framing an educational policy?



6. Describe the provisions for education in the Indian Constitution.
7. Evaluate critically the recommendations of National Policy of Education, 1986 and Programme of Action. Suggest suitable measures for the implementation of the policy.
8. What are the problems faced by Indian universities? What proposals have been offered by the Radhakrishnan Commission to solve those problems?
9. Critically examine the recommendations of the Mudaliar Commission for the reorganization of secondary education in India. How far have these been implemented?
10. The appointment of the Education Commission, 1964 has been criticized on the ground that there was no need for the appointment of a Commission (Radhakrishnan Commission) and the Secondary Education Commission (Mudaliar Commission). State what can be said in defense of the appointment of the Commission.
11. "Indian education is facing manifold problems which are to be tackled." Discuss.

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## 6.8 ANSWERS TO CHECK YOUR PROGRESS

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- 1) Knowledge and experience, sublimation of instincts, spirituality, growth of character and personality, fulfillment of duty and protection of culture.
- 2) Taking three refugees in Budha, in Dharma and in Sangha by the student before entering into the monastery in Buddhist system of education is called Pababha Ritual.
- 3) The main feature in Brahmanic Education that made it different from other systems of ancient education in Samvartan Updesh (Vedidictory Instruction).
- 4)
  - 1) Change in medium of Education i.e. Urdu.
  - 2) Education was founded on community basis not liberally.
- 5) Rupees One lakh per-annum.
- 6) Article-45
- 7)
  - 1) Development of Democratic citizenship
  - 2) Development of personality
  - 3) Education for leadership
  - 4) Improvement of vocation capability and efficiency
  - 5) The concept of world citizenship.
- 8) Reformulate three language formula includes following:
  - 1) Study of mother tongue of regional language
  - 2) Study of National and associate national language so long as it exists.
  - 3) Study of one modern Indian or European language.

- 9) 8th Five Year Plan.
- 10) The major objectives of the university include widening access to higher education to the various target groups like women, people living in backward region, hilly areas, etc.
- 11) The different bodies for that purpose are – NCERT, UGC, NCTE, NIOS, IGNOU, etc.
- 12) Mobilization of community support for school improvement programme, alternative education, education of working children, vocationalization of education and distance education, revision of curricula.

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## 6.9 REFERENCES AND SUGGESTED READINGS

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# UNIT 7 EDUCATION SUPPORTS REQUIRED

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## Structure

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Resources in Education
- 7.4 Types of Resources
  - 7.4.1 Financial Resources
  - 7.4.2 Human Resources
  - 7.4.3 Physical Resources: Infrastructure and Learning Resources
  - 7.4.4 Other Resources
- 7.5 Resource Mobilization and Utilization
  - 7.5.1 Resource Mobilization at Various Levels
  - 7.5.2 Efficient Resource Utilization
- 7.6 Let Us Sum Up
- 7.7 Unit End Exercises
- 7.8 Answers to Check Your Progress
- 7.9 Suggested Readings

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## 7.1 INTRODUCTION

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You have already learnt that education is the responsibility of the state. In a country like India where lots of developments are taking place in education and related areas, demand for more funds would continue so as to keep pace with this development. Spending on education, health care, nutrition etc. is no longer considered as a social measure, these investments are in human resource development – a key factor for rapid economic growth, so there is a need to manage the resources with cost effectiveness. These budgets have to be prepared in a more scientific manner within the frame of the principles of economics because we are managing our education within financial constraints and such a situation demands that we should know what the available resources for education are, and how we can utilize them effectively for quality education to achieve faster economic growth.

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## 7.2 OBJECTIVES

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

- define the resources in education;
- identify different types of resources for education;
- discuss the importance of various resources in quality education;