
UNIT 4 HISTORICAL DEVELOPMENTS OF EDUCATION: AN OVERVIEW

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4.1 INTRODUCTION

Development of education in India has a long historical past. The history of education in India can be traced back to the Gurukul system of education during the Ancient times. Since then, it has passed through several centuries of Indian civilization and reached the current stage of technology based education system. Development of education in every period beginning from the Ancient times has its own importance. India has witnessed many ups and downs of education during different periods, say, the Ancient, the Medieval, and also the Modern which includes both the pre-independence and the post-independence periods.

The present Unit will help you understand and analyse the education system prevailing in India during different periods as mentioned above. This Unit will also help you understand the present development of education in terms of transformation of quality education at the School and the Higher education levels.

4.2 OBJECTIVES

At the end of the Unit, you should be able to:

- explain the education system prevailing during the Ancient period;
- critically analyse the education system practiced during the Medieval period;
- discuss the educational developments which took place during the pre-independence period; and
- critically analyse the developments and issues of education during the post-independence period.

4.3 ANCIENT INDIAN EDUCATION

India has a long history of well-established education system. The modern educational systems are the outcomes of educational systems prevailing during the past. Modern or contemporary systems of education draw their essence from the past educational systems. It is the historical outlook which helps in studying the problems of education. India has a magnificent history of education since the Vedic age. Indeed, there was an ideal education system during Vedic, Brahmanic and Buddhist era. Further, the ancient system of education was nourished by the Mughals who came to this land and settled in this country. With the advent of British in India, reform of the traditional system began and foundation of modern education system in India was laid down. After independence, Government of India improved the status and promoted the system of education to a new culminating point.

4.3.1 Education during the Vedic Period

The Vedas were the original source of the philosophy of life and system of education during ancient India. Education, during ancient India, consisted of teachings of the Vedas. Four Vedas, such as Rig-Veda, Samveda, Atharveda and Yajurveda are the sources of knowledge about the culture, civilization, life and philosophy of the people of Ancient India. They contain the philosophy of life. Rig-Veda is the essence of the basic teachings of the great Indian thinkers, teachers, rishis and munis. Education, during the Vedic period, was based on the text of Rig-Veda. Vedic education thus consisted of teachings of the Vedas.

Aims of Education

The ultimate aim of education during the Vedic period was to enable an Individual to understand truth and to attain Moksha. Moksha means 'liberation' and 'emancipation'. Also known as *Mukti*, it is derived from Sanskrit word '*mukt*' which means to be liberated from the life-death cycle. It is the final stage into which dharma, artha and kama automatically culminate. Dharma means living a virtuous and moral life. Artha means attaining the means of wealth, security and prosperity. Kama means appreciating sensual pleasures, love and enjoyment. There are three goals of Purusarthas through which individuals move towards

achievement of Moksha. Other important aims of Vedic education were development of character and personality, sublimation of instincts, preservation of culture, character building and physical efficiency. Vedic education also intended to develop piety and sense of respect; to train the human cognition, intellect and memory; to make one fit to have healthy progeny; to make one live long, and to bring immortality within reach (Dash, 2008, p. 20).

(Source: <http://www.yogapedia.com>, “Moksha”, What is Moksha?)

Methods of Teaching

Methods of teaching during, the Vedic period, emphasised repetitive recital or *avritti*. Mostly, three methods of teaching were being used by teachers during that period:

- (i) **Sravana (Listening):** Students listened to the words or texts uttered by the teacher and memorized them.
- (ii) **Manana (Deliberation):** It was an advanced method of teaching through which students were taught how to reflect on the topic taught by the teacher. Intellectual appreciation of truth was the prominent feature of this method.
- (iii) **Nidhidhyasana (Meditation):** Through this method realization of truth was to be accomplished. The individual was helped by this method to realise the self.

Duties of students (Shishyas) : According to Rai (2001), the duties of the students who lived in ‘Gurukul’ were : (a) a student had to do the service of the ‘Guru’ and required works of the ‘Gurukul’. He also prepared the necessities for the rituals like, Yajnas. (b) The student had to go out for alms. This developed the spirit of generosity in them. (c) His main duty was to study. He learnt and attended to the instruction of the ‘Guru’ very gently. Thus, it is clear that while living in ‘Gurukul’ he spent the life of an ideal student, which was simple and well regulated.

Relation between Guru and Shishyas : During the Vedic age, the Shishya considered his Guru as his father. “Guru, very affectionately looked after his taught” (Rai, 2001, p. 11). He never let him suffer in any way and always worked towards his all-round development.

Gurukulas : “The Gurukul system which necessitated the stay of the student away from his home at the home of the teacher or in boarding house of established reputation, was one of most important features of the Ancient Indian Education” (Altekar, 1944, p.30).

Qualities of Guru : Teachers of the Vedic age were of the uppermost calibre in the society in terms of knowledge and spiritual development. Residing in their ‘Gurukulas’, they always emphasised on religious and spiritual development of their thoughts. Thus, every obligation of the Shishyas (learners) was on ‘Gurus’, who continuously tried to improve the qualities of their learners so that they might become better than themselves. The teacher’s responsibility was to show the correct path to learners for realization of ultimate truth (Nayak, 2012).

Curriculum

Curriculum, during the Vedic period, was chosen to enhance the process of all round development of the learner's personality. The students were taught to learn the four Vedas by heart and side by side they studied Sanskrit language and six Vedangas *Kalpa* (ritual), *Vyakaran* (grammar), *Jyotish* (astronomy), *Chhanda* (metrics), *Nirukta* (etymology) and *Shiksha* (phonetics). As far as courses of study and literature were concerned, the Vedic education was remarkable. Physical Education was also included in the curriculum. Some professional and technical subjects like Ayurveda or Chikitsavidya (Medicine and surgery), Astronomy, Ethics, Philosophy, Astrology, Military Education, Artha-sashtra, etc. also comprised the Vedic curriculum.

Fullness in Education – The comprehensive knowledge of some specific subjects was emphasized after knowledge of several basic subjects was acquired by students.

Importance of religious education – Ancient Indian education was dominated by religion. Kindness, forgiveness, perseverance, nobleness etc. were inculcated in students. “The knowledge of the sacred hymnology and sacrificial rituals was considerably systematized and it was transmitted orally word by word by the teacher to pupil” (Nayak, 2012, p.24). Teaching of hymns and rituals were emphasized by teachers.

Emphasis on character building – The Gurus thought that if the students would learn good habits from the early life then their future would be peaceful and happy. The learners were under the direct and personal supervision of their teacher, who was to look after not only their intellectual development but also their moral conduct (Altekar, 1944).

Women education- Women education also received proper attention during the Vedic age with the result that women became Rishikas after receiving education. They composed hymns too. They used to take part in religious rituals. They were also taught practical and useful handicrafts and household duties.

Physical education – Though the Vedic education was religious in nature, yet useful and needful subjects for general public were included in the Vedic curriculum. People could gain education of various arts and crafts side by side. Subjects like Agriculture, Animal Husbandry, etc. were taught through the Vedic education.

To conclude, we can say that the aim of 'Vedic' Education was very lofty. It aimed at providing students full opportunity for the development of human qualities. It is beyond doubt that 'Vedic' education was fully capable of building good character, providing knowledge in various subject areas, ensuring social prosperity, etc.

4.3.2 Education during the Buddhist Period

'Buddhism' evolved in India and was started by Gautam Buddha who was an Indian Prince of Sakya dynasty. Buddhism had spread over India by 600 B.C. and developed in the form of 'Sanghas'. Buddhism was not a sudden outcome of any thought. It was the natural evolution of the Indian thinking which was expressed in the ancient Indian religious, philosophical, social and political spheres

of the society. Buddhism spread through the 'Monasteries' and 'Vihars', where educational activities were carried out by the monks. In short, the history of education during the Buddhist period is closely related with the history of these monasteries and 'Vihars,' as there were no independent educational institutions or centres, other than those religious centres. Moreover, only monks or 'Shramans' were authorised to impart education to the people. Thus, the monasteries and 'Vihars' took the places of sacrificial altars and as a result, these places became the centres of learning as well as cultural life.

Aims of Education

The aims of Buddhist education were individual as well as social. Under the individual aim, the development of moral character was emphasised; under the social aim, promotion of culture and social efficiency were more focused. The aim of education was to disseminate worldly and practical knowledge (Nayak, 2012). The most important aim of education was to show the path by which an individual can overcome the desires and ultimately achieve Nirvana.

Admission to Educational Institutions (Sangha)

Pabbja/Phahajja (The first Ordination) - In order to take admission in any sangha, monastery or vihar, one had to go through the initiation ceremony. Like the 'Upanayan' during the Vedic period, 'Pabbja' was performed during the Buddhist period, before a student could get into the Sangha. The novice, if he was eight years old, had to perform the *Pabbja/Phahajja* (orientation or initiation ceremony). Generally, everyone had the opportunity to undergo 'Pabbja' and become a part of the Sangha. It was ensured that parents permitted the pupil to join the monastery. There they received education for twelve years and during this period they were getting prepared for the Sangha –life.

Upasampada (The final Ordination) - After undergoing education for twelve years, the 'Monk at the age of 20 years had to go through the 'Upasampada' ceremony and then he became the permanent member of the 'Sangha'. Generally, the methods of performing 'Upasampada' were slightly different from Pabbja. After 'Upasampada', a student became a full-fledged monk, having no concerns with family life. Pabbja was a ritual for limited time but 'Upasampada' was permanent and for the whole life.

Curriculum

The curricula were oral, ceremonial and book-based. Monks passed on the religious knowledge to the learners. Most of the monks were carrying on the study of teaching of Buddha and 'Dharmshastras'. The curriculum of the Buddhist monks included the subject matters contained in the Tripitaka: (i) Sutta Pitaka was a collection of discourses on various subjects by the Buddha; (ii) Vinaya Pitaka comprised monastic code; and (iii) Abhidharma Pitaka contained the philosophical interpretations of the doctrines of Buddhism. So far as arts and crafts were concerned, students were taught spinning, weaving, painting, tailoring, writing, arithmetic, printing, etc.

Buddhist education was divided into two stages: (i) Primary and (ii) Secondary. At primary education stage, Reading, Writing and Arithmetic were taught and at Higher education stage, Religion, Philosophy, 'Ayurveda', Logic (Hetuvidya),

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Metaphysics (Abhidharmakosa), Military training, etc. were taught. Everyone was free to choose his subject without any restrictions.

Medium of Instruction

The medium of Buddhist education was the local language followed in the community. Lord Buddha himself gave his teachings in local languages at different places. It is, therefore, clear that there was not much importance given to Sanskrit in Buddhist education.

Methods of Teaching

The methods of teaching during the Buddhist period seem to have been oral. Teaching through questions and answer was mostly followed by teachers. To impart moral instruction, teachers took the help of telling stories through illustration. The stories, thus told, had a dramatic effect on the moral development of the students. Thinking and questioning were adopted as methods for promoting intellectual development. "The Buddhist system of education, like the Brahmanical, lays equal stress upon the efficacy of the method of debate and discussion in education" (Mookerji, 2011, p.452).

Buddhism aimed to answer to the old philosophical question: "How to attain Salvation?" Looking at the Buddhistic system of education from every point of view, it can be concluded that the system began to face downfall due to its own shortcomings and demerits, which developed in the later period in the monasteries and vihars. Even then, we find that 'Buddhist system of education' had more qualities than its demerits. Doubtlessly, Buddhist education laid the foundation stone of a rich culture and inspired people to lead pure, simple and ideal life.

Check Your Progress 4.1

- Note:** a) Write your answer in the space given below.
- b) Compare your answers with the ones that are given at the end of the Unit.

1. What were the aims of education during the Vedic period?
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2. What was the medium of instruction during the Buddhist period?
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4.4 EDUCATION DURING MEDIEVAL PERIOD

During the medieval period, the Muslim rulers established their empires in India, they introduced a new system of education. Subsequently, the ancient system of education was greatly changed. No Muslim ruler apart from Akbar did praiseworthy works in the area of education (Rai, 2001). It was due to the fact that in maximum

cases praiseworthy work done by a ruler had been undone by his successors due to their indifferences and neglect (Dash, 2008).

Aims of Education:

The aims of education during the Muslim period in India were multifarious and they changed with change in rulers. The entire education system was influenced by religious principles which shaped the aims, the contents of the study and even the daily life of the pupils. Pupil acquired knowledge as a religious obligation. The Muslim education also aimed at the achievement of material prosperity. The aims of education during the Muslim rule in India may be summed up as follows:

- i) Education was being imparted to strengthen the political position of rulers and to employ educated employees for smooth running of the administration.
- ii) Education of this period aimed at the propagation of Islamic values, laws and social conventions. Therefore, the aim of education was to acquaint the students with the verses of Koran and Islamic culture (Nayak, 2012).
- iii) Dissemination and mastery over social and moral codes of conduct were the chief aims of education. Masses were informed about the Muslims laws and shariyats of the holy Koran through Muslim Education.

Initiation Ceremony

The initiation ceremony was called 'Bismillah Khani'. It means the child was introduced to education after invoking God. Admission to maktabas was marked by a colourful ceremony called Bismillah. Initiation into religious studies commenced on the day when a Muslim boy would be four years, four months and four days old.

Types of Educational Institutions

During the Muslim period, there were basically two types of institutions, Maktabas and Madrasahs:

Maktabas: Primary education was provided in 'Maktabas'. These were elementary schools attached to mosques or run by private individuals imparting Muslim education in the three Rs (reading, writing and primary arithmetic) and the prayers were based on the Quran. The 'maktabas' attached to the mosque were perhaps the most permanent of Muslim educational institutions in India (Dash, 2008).

Madrasahs: Higher education was disseminated through Madrasahs. After completing the primary education, children were sent to 'Madrasahs' to receive higher education. Madrasahs were seats of higher learning patronised by royal families. There were separate teachers for different subjects. Special emphasis was also given to religious education and secular subjects.

Methods of Teaching

The methods of teaching in the Muslim educational institutions were Recitation and Cramming. Cramming and memorising were practiced in educational institutions.

Curriculum

Curriculum at elementary stage was focused on reading, writing, arithmetic and religious education. In 'Maktabas' children were made to remember the 'Ayats' of

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‘Quran’. After children had learnt the Arabic script, they were taught Persian language and script. The stories of Prophets and Muslim ‘Fakir’ were also taught to the children. Children were also imparted the knowledge of art of writing letters and conversation. The system of oral education was mostly prevalent in the educational institutions.

At the higher education stage, the curriculum was broad and comprehensive enough to contain the religious education and general education (non-religious). The religious education included the study of Quran, Mohammad Saheb and his conventions, Islamic laws and Islamic history, etc. The secular/general education included the study of Arabic literature, grammar, rhetoric, history, philosophy, mathematics, geography, politics, economics, Greek language, and astrology.

Medium of Instruction

Persian, which was the court language of the Muslim kings, was the popular medium of instruction. The study of Arabic, the language of the Quran was compulsory for Muslim

Education of Women

Women education was mostly ignored during the Medieval period. ‘Paradah’ system was present during the Islamic period. But during the Muslim period in India, education of girls received a great set back particularly at the secondary level (Nayak, 2012). Sometimes, young girls were taught in schools. Since they left school at an early age, they could not continue their education up to the higher level.

Examination system

There was no provision for annual examination of the modern type in the education system. Evaluation was a built-in, continuous process. Upgradations were based on assessment by the educators themselves. Degrees were awarded for specialised and in-depth study in various branches of learning (Dash, 2008). The most important of these degrees were: Fazil (specialised in logic), Atim (specialised in theology), and Qubil (specialised in literature).

In medieval India, the Islamic system of education as discussed above conformed to the ideals and objectives of life as laid out in the Quran, the religious scripture of the Muslims. Hence education was religion oriented. Much stress was laid on the teachings of the principles of Islam through the study of the holy Quran and also the propagation of Islam among the people of India.

Check Your Progress 4.2

- Note:** a) Write your answer in the space given below.
b) Compare your answers with the ones that are given at the end of the Unit.

3. What was the main aim of education during the Muslim rule?
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4. What is a Madrasahs?

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4.5 INDIAN EDUCATION IN MODERN TIME

The modern system of education was started by the Portuguese missionaries as early as 1510. Thereafter, the British Christian missionaries came to India and the education in modern India started with the advent of the Britishers. After coming to India, the Britishers established the East India Company, but in a short time the reign of the government was in the hands of the British Parliament. The education during the reign of East India Company was initially neglected as the company was busy in consolidating its rule in India. When one lakh rupees was sanctioned in the budget for the education in India in 1813 (Charter Act), Macaulay Minutes (1835) was written and submitted to William Bentinck, the then Governor General of India. The minute shaped the destiny of Indian education. However, the significant educational reforms under the East India Company began after the Wood's Despatch of 1854.

4.5.1 Education during the Pre-independence Period

The major developments in Education started during the pre-independence period, notably from the recommendations of the Macaulay's Minutes (1835). It continued till the independence of India with many other developments in education. Let us discuss major landmarks in educational development during the British period.

4.5.1.1 Macaulay's Minutes 1835

The beginning of the state system of education in India under the British rule may be traced back to the year 1813 when the East India Company was compelled by then circumstances, both socio-economic and political, to accept responsibility for education of the Indians. However, it has its real roots in Elphinstone's 'minutes' of 1823 in which it was stressed on establishing schools for teaching English. Subsequently, Macaulay advocated education of the upper classes in India and advised the government for the dissemination of western learning through the medium of English. Macaulay's intention was to 'create a class of people, Indian in blood and colour but English in taste, opinions, morals and intellect' (Nayak, 2012, p. 139). The Minute submitted by Lord Macaulay was further endorsed by Lord William Bentinck which paved the way for educational development in India.

4.5.1.2 Wood's Despatch 1854

Through out the nineteenth century, downward filtration theory was the acknowledged goal of education. It dominated the scene of education throughout the century. Between 1813 and 1853, there was significant educational progress in the country. But there was no definite educational policy. When the Charter of East India Company was to be renewed in 1853, the government felt the necessity to conduct a thorough survey of education prevailing in the country and prescribe, in the light of this survey, a systematic policy for the future educational development

in the country. The Despatch of 1854, popularly known as the Wood's Despatch, observed the situation and gave a directive for the promotion of mass education. The recommendations of the committee were positively considered by the Board of Directors. Wood's Despatch derives its name from Sir Charles Wood who was the President of the Board of Control for India (Aggarwal, 2011).

Recommendations:

In order to achieve the major recommendations, the Despatch suggested the introduction of the following initiatives:

1. The Despatch declared that in all the provinces, the Department of Public instruction should be set up. Its highest official should be designated as the Director of public Instruction, and he should be assisted by Deputy Education Director, Inspector and Deputy Inspectors of Schools.
2. The Despatch suggested for the setting up of the Universities at Calcutta, Bombay and Madras and if necessary, at any other places too. All the Universities were to be modelled on the London University which was then an examining body.
3. The third scheme suggested by the Despatch was the establishment of a network of high schools in the country. The Despatch emphasised on the graded schools.
4. The Despatch suggested the Grant-in-aid system for the institutions which fulfilled certain qualifications. It also suggested that the rules and regulations for Grant-in-aid should be framed on the lines practised in England.
5. The Despatch laid importance on vocational education and to that end suggested the requirement of establishing vocational colleges and schools.
6. It recommended for the inclusion of Indian Languages and literature in the course of study.
7. In order to secure properly qualified teachers, the desire for opening training schools in every province of India was suggested by the Despatch.

Wood's Despatch, with all its merits and demerits, has an important place in the history of Modern Indian Education. It has contributed much to the organisation and stabilization of the present Indian educational system. As a result of this Despatch, three universities were established in the Presidencies of Bengal, Bombay and Madras.

4.5.1.3 Hunter Commission, 1882-83

As a result of the recommendations of Wood's Despatch, Universities were established in 1857 by the various Acts in Calcutta, Bombay and Madras on the pattern of the London University. There was a quick growth of colleges and other educational organisations but no appreciable progress was made in the field of primary education since 1854. However, the missionaries which ran English medium educational institutions introduced an organization in London identified as the 'General Council of Education in India (1878) to achieve their goals. The first Indian Education Commission was appointed in February 3, 1882 by Lord Ripon with Sir William Hunter (Member of Viceroy's Executive Council) as Chairman with other twenty persons as members, besides the President. The Commission is also well-known as the 'Hunter Commission'. It was the outcome of an agitation began by the Council in London.

The Hunter Commission was appointed primarily to assess the problems and development of primary education. But this Commission also made its suggestions in regard to secondary, higher, women and modern education. The Commission made very important recommendations regarding the expansion of education at different phases and recommended to initiate the system of grant-in-aid in the field of education. It was on the basis of suggestions of the Commission that a network of the primary schools was spread through out the country with secondary and higher education as well.

4.5.1.4 Indian University Commission, 1902

This Commission was set up essentially for two significant reasons. Initially, the university education system was extremely defective and nothing had been done till date to reorganise the system since its beginning. Secondly, the London University which acted as an ideal for the Indian universities had gone through a change in the year 1898. So, it was the correct time for the Indian university education system to undergo modification. Therefore, the Indian University Commission was set up by Lord Curzon on January 27, 1902 and in the same year by the month of June, the Commission gave its recommendations. The Commission's recommendations were accepted in the interest of strengthening and revamping of the present education system. On the basis of the Indian University Commission 1902, Indian University Act 1904 was enforced.

4.5.1.5 Calcutta University Commission, 1917-1919

Under the Chairmanship of Dr Michael Saddler, the Vice Chancellor of the Leeds University, the Calcutta University Commission was set up in 1917. The Commission was also known as the Saddler Commission. Although the Commission was mainly appointed to examine the problems of the Calcutta University, it found that the problems were very much related to the problems of other Indian Universities; thus it provided recommendations which were of great value to the higher education system in India as a whole. This report had a great effect on the progress of secondary and higher education in India. The Commission recommended for the establishment of secondary and intermediate boards in each province. It, moreover, advocated separation of intermediate courses from the university education and made important recommendation regarding the restructuring of secondary schools. The recommendations in respect to the introduction of technological, professional and vocational courses contributed a lot to the subsequent educational developments in the country.

4.5.1.6 Hartog Committee, 1928-29

In May 1928, the Simon Commission (an Indian Statutory Commission set up for examining into social, political and economic developments of India) appointed an Auxiliary Committee, also called as the Hartog Committee, named after its chairman, Sir Philip Joseph Hartog. The Committee arrived at the conclusion that the expansion in the field of education was taking place at the cost of quality and that the immediate need of the hour was to improve the quality of education rather than to struggle to increase the quantity education. The Committee inquired into all the aspects of education in India and presented its report in September 1929. The Hartog Committee proposed various recommendations on primary education, secondary education and Higher education.

4.5.1.7 Government of India Act, 1935

The Government of India Act, 1935 was an important step towards the advancement of education leading to the attainment of the political freedom. A new system of administration called as the Provincial Autonomy came into force from the year 1937 in eleven provinces of British India. The hopes of educational advancement were not realized as the congress remained in power for a short duration of just three years. The Act of 1919 had made education partly for all the Indian and partly for the reserved category. But the Act of 1935 removed all classifications and brought the whole educational system to be administered by the Central government and the Provincial governments.

Check Your Progress 4.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

5. State two initiatives mentioned in the Wood's Despatch.

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6. What was the main focus of the Calcutta University Commission?

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4.5.2 Education during the Post-independence Period

This section focuses on major landmarks in the development of education during the post-independence period.

4.5.2.1 University Education Commission, 1948-49

The first major initiative in education taken by the Government after Independence was appointment of the University Education Commission 1948-49. The Commission was appointed under the Chairmanship of Dr. S. Radhakrishnan. This Commission is better known as Radhakrishnan Commission. The recommendations of the commission were as follows:

- The maintenance of the highest standards of teaching, research and examination in the universities and colleges under their control.
- The courses of study in the universities with special reference to the maintenance of a sound balance between the Humanities and the Sciences and between pure science and technological training and the duration of such courses.
- The standards of admission to university courses of study with reference to the desirability of an independent university entrance examination.
- The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.

- The need for more universities on a regional or other basis.
- The qualifications, conditions of service, salaries, privileges and functions of teachers and the encouragement of original research by teachers.

4.5.2.2 Secondary Education Commission, 1952-53

With the recommendation of an All-India Policy on Secondary Education laid down by the Central Advisory Board of Education made at its 14th meeting held in January 1948, the Government of India appointed the Secondary Education Commission in September, 1952 with Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University as its Chairman. The Commission was directed to suggest measures for re-construction of secondary education with particular reference to its aims, organization, content and relationship with other levels of education.

In spite of its limitations and inadequate treatment of certain problems, the Report presents a complete progressive blueprint for the future development of secondary education in India.

Its terms of reference were:

- to enquire into and report on the existing position of Secondary Education in India in all its aspects; and
- to propose measures for its reorganization and progress with particular reference to:
 - the aims, organization and contents of Secondary Education;
 - its relationship to Primary, Basic and Higher Education;
 - the inter-relationships among different types of Secondary Education; and
 - Other allied problems.

Moreover, the Commission was of the opinion that both the state and the central government should make every effort to find the necessary funds to implement these recommendations and adopt a planned and coordinated policy for the purpose of establishing standards in education.

4.5.2.3 Education Commission, 1964-66

Several recommendations of Radhakrishnan and Mudaliar Commissions had remained to be implemented and some of them were out of date. On account of all these there was the need for a new system of education. It was, therefore, felt that there should be re-organisation and re-orientation of all the stages of education; Primary, Secondary, University and Technical. Therefore, the Government of India appointed the Education Commission in 1964 under the Chairmanship of Dr. D.S. Kothari which is popularly known as Kothari Commission (Nayak, 2012).

The main objective of this Commission was to assess the whole educational system in India. The report comprises recommendations on all aspects of education. It covers education at all stages from the pre-primary through the secondary to the higher. The Commission's recommendations covered different areas such as reforms needed in education including a language policy; structure and quality in

education; and various aspects of school education including achieving the universal retention. It highlights not only the present defects in the system at each level, but also offers practical recommendations for eradicating them.

4.5.2.4 National Policy on Education, 1968

Based on the Kothari Commission's report, the National Policy on Education, 1968, was formulated. It was, for the first time, in the recent history of education that the members of all the political parties discussed together and prepared the draft of the statement. This draft was accepted by the Central Advisory Board on Education (CABE). Subsequently, the Government of India passed the resolution on National Policy on Education in 1968 and this formed the foundation of education reforms in India until the approval of the New Policy in the year 1986. It aimed to encourage national progress, a sense of common citizenship and culture and to strengthen national integration. The National Policy had given its recommendations on the following aspects:

- Free and compulsory education
- Status, emoluments and education of teachers
- Development of languages
- Regional languages
- Implementation of three language formula
- Achieving equal educational opportunity

4.5.2.5 National Policy on Education, 1986

Before the finalization of the National Policy on Education (NPE), 1986, it was made open to the general public for thoughtful debates under the title of "Challenge of Education". The declaration for the same was made on 11 August 1985.

The emphasis of the National Policy on Education was on the vocationalization of education. The term vocationalization was used to align education with areas like agriculture, rural development programmes, communication and other areas concerned as they were with the overall development of the economy. The policy also stressed the significance of Open University System of education to expand faster the level of higher education. The National Policy on Education specified that the nation should produce men and women with skills to use the recent and modern technology so that they can earn their livelihood without much suffering. The National Policy on Education 1986 considered education as a continuum. To earn the maximum benefits of the productive human resources of the country, the best mode is through spreading education. Accordingly, on the 7th May, 1990, the Government of India announced the appointment of a new committee "to review the National Policy on Education 1986".

4.5.2.6 Revised National Policy on Education, 1992

The National Policy on Education 1986 was modified in 1992 by the Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986. The revised recommendations were implemented on certain aspects like equity, social justice and education; early childhood care and education; adult and continuing education; education and right to work; higher education; technical and management education; and resources of education.

4.5.2.7 Five Year Plans

Planning is absolutely essential for the progress and advancement of a democratic country like India. Understanding the importance of planning for national development, Government of India set up Planning Commission of India in the year 1951. Five year plans were formulated since the year 1951. So far, India has formulated and complemented 12 five year plans and 12th five year plan was the last five year plan. Niti Aayog came into existence in the year 2015 to take over functions performed by Planning Commission.

First Five Year Plan 1951-56

In the year 1951, the First Five Year Plan was formulated with a vision of achieving the national goals and fulfilling desires of the people of India. For the improvement and promotion of education at primary, secondary and university levels, the following suggestions were made:

- **Primary Education:** The Plan suggested for the provision of educational facilities to 60 percent of children with the age group 6 to 11 and also recommended to bring the children to school up to the age group of 14.
- **Secondary Education:** The then secondary education was considered as stereotyped, examination-dominated and poorly equipped. In order to make secondary education self-supporting, steps were taken for the development of activities like agriculture, cottage industry and small scale industry. The central government decided to appoint the Secondary Education Commission in the year 1952.
- **University Education:** By the year 1951, there were 30 universities in the country. The plan sanctioned Rs. 14.03 crores for the advancement of university education. The shares of state and centre were 10.6 crores and 3.43 crores. The Planning Commission had also recommended for the establishment of University Grants Commission for managing higher education and administration of various universities in the country.

Second Five Year Plan 1956-1961

The second five year plan laid stress on education as follows :

- **Primary Education:** During this period, importance was laid on the expansion of primary education. The Plan viewed that “The problems of education at the elementary level are mainly two: the expansion of the existing facilities and the reorientation of the system of education on basic lines.” The plan also mentioned about the wastage and stagnation at the primary level.
- **Secondary Education:** On the basis of the recommendations of Secondary Education Commission, the following measures were drawn up for the promotion of secondary education (Brahma, 2012).
 - High schools were to be upgraded up to higher secondary schools.
 - Junior technical schools and multipurpose schools were established.
 - New teacher training colleges were to be established for the provision of training facilities.
 - Conditions of teachers were to be improved by revising the pay scales of the teachers.
 - Proper guidance and counseling were to be given to the children.

- **University Education:** During this period, suggestions were made to introduce the three year degree course. Suggestions were also made to improve the university education and to increase the pay scale of teachers and to provide facilities for the professional growth of the university teachers.

Third Five Year Plan 1961-1966

The third five year plan laid emphasis on the following aspects:

- **Primary Education:** Much importance was given on the universalisation of education for the age group of 6-11. But the expansion of primary education was not in accordance with the growth of population.
- **Secondary Education:** As the recommendations of the Secondary Education Commission were carried out, it was observed that there was significant development in Secondary Education. Emphasis was also given on science education, establishment of multipurpose schools, and establishment of higher secondary institutions.
- **University Education:** Twelve more universities were established during this Plan period. For the qualitative improvement of university education, some measures were taken. The important measures were:
 - Introduction of three year course
 - Improvement of laboratories and libraries
 - Development of Post Graduate Studies and Research
 - Hostel facilities
 - Strengthening of scale of pay for teachers
 - Provision of evening and corresponding courses

Fourth Five Year Plan 1969-74

With a focus on Primary, Secondary and University Education, the Plan laid down the following plan of actions (Brahma, 2012).

- **Primary Education:** The Plan emphasized that priority must be given to the expansion of primary schools in educationally backward areas, minor communities and girls. The Plan suggested for the improvement of teaching standards and good evaluation methods. Text books were to be made available with lower price. The Plan also suggested for the extension of mid-day meal programme.
- **Secondary Education:** The Plan emphasized on a diversified system of education courses i.e. technical, commercial, agricultural, etc. Work experience came out as a significant aspect of education. Importance was given on national integration, cultural and religious tolerance, and healthy living.
- **University Education:** As there was substantial increase in secondary schools, the Plan suggested for the strengthening of university education. The Plan suggested for research facilities in Humanities, Science and Technical subjects.

Fifth Five Year Plan 1974-79

- **Primary Education** : During this Plan period, emphasis was given on addressing the causes of wastage and stagnation. The Plan emphasized on the improvement of the quality of education through work experience, co-curricular activities, etc.
- **Secondary Education**: The Plan suggested that fulfillment of economic and social needs should be the main objective of the Secondary Education. It also suggested for setting a uniform pattern of 10 years of Secondary and 2 years of Higher Secondary schools.
- **University Education**: The Plan emphasized on the opening of evening colleges, correspondence courses with an encouragement for private study. By providing more scholarships, research at higher level was also encouraged.

Sixth Five Year Plan 1980-1985

The Sixth Plan was prepared by considering the achievements and the shortcomings of the past three decades of planning. The Plan had to cover a period of five years with effect from April 1980 to the end of March 1985. It emphasized on the qualitative improvement of education in building up the character and integrity of the student community.

Seventh Five-Year Plan 1985-1990

The Seventh Plan laid stress on improving the productivity level of industries through the up-gradation of technology. The important objectives of the Plan were to increase economic productivity, production of food grains, and generation of employment. Development of education was considered as one of the felt need since it is the tool for development of other sectors.

Eight Five-Year Plan 1992-1997

(Brahma, 2012) mentioned that outstanding feature of the Eighth Plan was modernization of industries. The gradual opening of the Indian economy was emphasized during this Plan period. During this Plan, India became a member of the World Trade Organization (WTO). The Plan period emphasized on control of population growth, reduction of poverty, generation of employment, strengthening of the infrastructure, institutional building, tourism management, human resource development, Nagar Palikas, N.G.O's and decentralization.

Ninth Five-Year Plan 1997-2002

The main objectives of the Ninth Five Year Plan of India were: (i) emphasis on rural development and prioritizing agricultural sector; (ii) adequate employment opportunities and reduction of poverty; (iii) accelerating the growth rate of the economy; (iv) ensuring nutritional security; (v) provision of basic infrastructural facilities like education for all, safe drinking water, primary health care, transport, energy, etc.; (vi) control of the population growth; and (vii) creation of liberal market for increase in private investments.

Tenth Five-Year Plan 2002-2007

The major objectives of Tenth Five Year Plan were to attain 8% GDP growth per year, reduction of poverty ratio by 5 percent by 2007, providing gainful and high-quality employment to the labour force, all children to complete 5 years of schooling

by 2007, reduction in gender gaps in literacy and in wage rates by at least 50% by 2007. Within the Tenth Plan period, it was aimed to literacy rates up to 75%.

Eleventh Five-Year Plan 2007-2012

The 11th Five Year Plan aimed to provide the opportunity to restructure policies to achieve a new vision based on faster, more broad-based and inclusive growth. It aimed at reducing poverty and focusing on connecting various splits that broke up our society. The 11th Plan aimed at putting the economy on a sustainable growth with the growth rate of approximately 10% by the end of the period. It aimed to create productive employment at a faster pace than before.

12th Five Year Plan 2012-2017

The 12th Five Year Plan was the last Five Year Plan in India. The Niti Aayog was set up replacing the Planning Commission aiming to provide policy direction to the Government. The main objectives of the 12th five year plan were : reduction of poverty; enhancement of regional equality within and across the states; improving living conditions of SC,ST,OBC and minority sections of society; creation of employment opportunities for the youth of India; and removal of gender gaps by 2017.

4.5.2.8 Niti Aayog

As a modified form of Planning Commission, National Institution for Transforming India, popularly known as NITI Aayog, was formed on January 1, 2015 through a resolution of the Union Cabinet. NITI stands for National Institution for Transforming India. It has been functioning since 1st January, 2015 with its focus on reform agenda by replacing Planning Commission which was formed on 15 March 1950. NITI Aayog is the Premier Policy Think-Tank of the Government of India which provides both directional & policy inputs. Contrary to the Planning Commission, which went with top to bottom approach in planning, in which, state has no right and representation in the body, NITI Aayog follows the bottom to top approach in which state can influence the decisions of the Centre. NITI Aayog consists of Prime Minister of India as the chairperson, Vice Chairperson, CEO, Permanent members, Ex officio and Chief Ministers and LG's and special invitees.

Functions of Niti Aayog

Niti Aayog performs the following major role and functions:

- To evolve a shared vision of national development priorities sectors and strategies with the active involvement of States in the light of national objectives.
- To foster cooperative federalism through structured support initiatives and mechanisms with the States on a continuous basis, recognizing that strong States make a strong nation.
- To develop mechanisms to formulate credible plans at the village level and aggregate these progressively at higher levels of government.
- To ensure, on areas that are specifically referred to it, that the interests of national security are incorporated in economic strategy and policy.
- To pay special attention to the sections of our society that may be at risk of not benefiting adequately from economic progress.

- To design strategic and long term policy and programme frameworks and initiatives, and monitor their progress and their efficacy.
- To provide advice and encourage partnerships between key stakeholders and national and international like-minded Think tanks, as well as educational and policy research institutions.
- To create a knowledge, innovation and entrepreneurial support system through a collaborative community of national and international experts, practitioners and other partners.
- To offer a platform for resolution of inter-sectoral and inter--departmental issues in order to accelerate the implementation of the development agenda.
- To maintain a state-of-the-art Resource Centre, be a repository of research on good governance and best practices in sustainable and equitable development as well as help their dissemination to stake-holders.
- To actively monitor and evaluate the implementation of programmes and initiatives, including the identification of the needed resources so as to strengthen the probability of success and scope of delivery.
- To focus on technology upgradation and capacity building for implementation of programmes and initiatives.

(Source: Official Website of Niti Aayog, <https://niti.gov.in/content/functions> retrieved on 14.06.2020)

4.5.2.9 Education as a Fundamental Right

The 86th Constitutional amendment was made in 2002 and inserted Article 21-A in the Constitution of India to make education as a fundamental right. The Right of Children to Free and Compulsory Education or Right to Education (RTE) Act was enacted by the Parliament of India in 2009. But the RTE Act came into effect on April 1st 2010. It provides the children the right of free and compulsory education in the age group of 6-14. It is responsibility of the state governments and local bodies to ensure that every child gets education in a school in the neighbourhood.

The main aim of the Act is to provide the opportunity of quality education for all the children belonging to the age group of 6 to 14. The Act makes provision for the children free and compulsory education in neighbourhood school till the completion of elementary education. It makes clear that 'free' means no child shall be liable to make any kind of payment or expenses which may prevent the child in the pursuance and completion of primary or elementary education. Compulsory education refers to commitment of the appropriate government to provide free education at elementary level and to make certain the compulsory admission; attendance and completion of elementary education for the children in the age group 6-14. Making elementary education a prerogative entitlement for children in the age group 6-14, the Act will directly benefit the children, who do not go to school at present. The School Management Committee (SMC) or the local bodies will identify the out-of-school children aged above six and admit them in classes appropriate to their age.

4.5.2.10 Draft National Education Policy 2019

The recent development in the field of education in India was the formulation of National Education Policy, 2019 by a Committee under the Chairmanship of K.

Kasturirangan. The draft report has been prepared and in circulation since 2015 to obtain suggestions before it is made final. The National Education Policy, 2019 envisages an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

Check Your Progress 4.4

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

7. Write any two recommendations of the University Education Commission 1948-49.

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8. What was the terms of reference of the Secondary Education Commission?

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9. Mention any two functions of the NITI Aayog.

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10. What is the main objective of Right to Education Act, 2009?

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11. Discuss the vision of Draft National Policy on Education 2019.

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4.6 LET US SUM UP

Education is the responsibility of the State. Every liberal Government undertakes the responsibility to educate its citizens for the development of the country as education is the tool for all other developments. India has a unique history in the development of education at different periods. Presently, the realisation of the democratic form of education has reached after a long way experiencing many

ups and downs in education. To make education as a right is not the development of overnight matter rather it is the will power and continuous progressive work of the Government of the Country. The present Unit must have made you acquainted with the development of Education in India beginning from its Ancient times to the modern period. It must have familiarised you with the works and contributions of various Committees and Commissions towards achieving education in its quantitative and qualitative aspects.

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4.8 ANSWERS TO CHECK YOUR PROGRESS

1. The main aim of education during Vedic period is to enable an Individual to understand truth and to attain Moksha.
2. The medium of Buddhist education was the common and the local language of the persons.
3. The aim of Education during Muslim rule was mostly religious and was imparted for the propagation of Islamic principles, laws and social conventions.
4. Madrasha was the centre for Higher Learning during the Muslim rule.
5. Set up of Department of Public instruction and setting up of the Universities at Calcutta, Bombay and Madras.
6. The major focus point of Calcutta University Commission was in general to provide the recommendations for solving problems of Higher Education in India and in particular Calcutta University.
7. The maintenance of the highest standards of teaching and examination in the universities and colleges and maintenance of a sound balance between the Humanities and the Sciences and between pure science and technological training and the duration of courses.

8. The term of reference of Secondary Education Commission was to enquire into and report on the existing position of Secondary Education in India in all its aspects; and to suggest measures for its reorganization and progress.
9. (i) To evolve a shared vision of national development priorities sectors and strategies with the active involvement of States in the light of national objectives.

(ii) To foster cooperative federalism through structured support initiatives and mechanisms with the States on a continuous basis, recognizing that strong States make a strong nation.
10. Main objective of Right to Education Act, 2009 is to provide free and compulsory education to all the children within the age group of 6-14. It is the responsibility of the State to provide compulsory elementary education to the children.
11. The vision of National Policy on Education (2019) is to prevail India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.



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