



Education in Post-Independence India



2.1 Main Education Commissions in the Post-independence Period

- 2.1.1 University Education Commission (1948-49)
- 2.1.2 Secondary Education Commission (1952-53)
- 2.1.3 Indian Education Commission (1964-66)

2.2 National Education Policy 1986

2.3 National Curriculum Framework 2005

2.4 Maharashtra State Curriculum Framework 2010

2.5 Right of children to Free and Compulsory Education Act, 2009

2.1 Main Education Commissions in the Post-Independence Period

On August 15, 1947 India gained independence from the British Rule. Education became a priority of Indian government after independence. The constitution came into force on 26th January 1950 and India became a Republic and functional under the guidelines of the constitution. In 1976, under constitutional amendment, education included as a subject in concurrent list and it became the responsibility of both Center and States. After independence many education commissions were formed, educational policies were framed and curriculum frameworks were made. The recommendations given by these commissions were implemented. In this chapter, we are going to study some important commissions, policies, curricular frameworks and Right of children to Free and Compulsory Education Act, 2009.

2.1.1 University Education Commission (1948-49)

● Background of University Education Commission

The curriculum which was taught in universities and colleges in India before independence was not suited to the Indian societal structure. Only examinations and degrees mattered more. This kind of education was not able to address to the needs, and problems faced by the country. This emphasized the need to reframe Indian

Higher Education system after independence which would help to reconstruct the societal structure and help build the skilled manpower required for the country's progress.

The Indian government appointed the University Education Commission under the Chairmanship of Dr. Sarvapalli Radhakrishnan on 4th November 1948 to reconstruct the Education in Independent India.

In the University Education Commission, there were a total of ten members including Dr. Sarvapalli Radhakrishnan. Shri. Nirmal Kumar Siddhanta was appointed as Secretary of this Commission.

● Major Objectives of University Education Commission

- (1) To set the goals and objectives of university education and research in India.
- (2) To suggest measures to ensure transparency of admission procedures to university courses.
- (3) To prepare the framework of the qualifications, terms of service, salary and scope of work of university teachers.
- (4) To suggest appropriate provisions with respect to students, students' welfare, hostel facilities, discipline and students' development in the jurisdiction of university.
- (5) To provide guidance for maintaining high quality of teaching and examination in universities and its affiliated colleges.

● **Major Recommendations given by University Education Commission**

- (1) There should be uniformity at all India level in degree examination and evaluation in order to maintain the quality of higher education.
- (2) Scholarships should be given to the researcher in order to promote the research work.
- (3) Establish colleges with adequate resources and staff, in the jurisdiction of university. Attendance should be made mandatory upto graduation level in colleges.
- (4) The university teachers should have three categories : Lecturer, Reader and Professor. The retirement age of teachers should be 60 years. However, professors should be given extension to serve up to the age of 64 years.
- (5) A student welfare advisory council should be established in each university. Good quality hostels should be built attached to university and the colleges.
- (6) Every university should have a permanent full-time Board of Examination in order to identify and rectify the defects in examination system.
- (7) The work done in the classroom throughout the year should be evaluated through examination. Inclusion of written as well as oral tests at postgraduate and vocational examinations should be done. External examiners should be appointed for evaluation.
- (8) Every university and college should have large and comprehensive library. The staff of the library should be trained.

2.1.2 Secondary Education Commission (1952-53)

● **Background of Secondary Education Commission**

After independence, the social situation in the country changed rapidly. But there was absence of any correlation between changing

situation and the education which was being provided at that time. There was no reflection of this changed social situation and political and national affairs in the secondary education. Secondary education had to be improved in order to improve the higher education. Therefore, in 1948, in a meeting of Central Advisory Board of Education, after thorough discussion, it was proposed that a separate commission should be set up for secondary education. A committee was set up by the government to study this proposed commission under the chairmanship of Dr. Tarachand. In 1949, the commission submitted the report to Central Advisory Board of Education. As per the report, a Secondary Education Commission was set up under the chairmanship of Vice Chancellor of Madras University Dr. A. Laxmanswami Mudliyar on 23rd September 1952.

Secondary Education Commission consisted of 10 members along with Dr. Mudaliyar. Principal A.N. Basu was appointed as the member secretary of the commission while Dr. S. M. S. Chari was appointed as Assistant Secretary of the Commission.

● **Major Objectives of the Secondary Education Commission**

- (1) To study the Secondary Education comprehensively in all its perspectives.
- (2) To restructure and improve the secondary education.
- (3) To think about the objectives, management and content knowledge of secondary education.
- (4) To connect secondary education with primary and higher education.
- (5) To create a uniform system of secondary education for the entire nation considering the problems of secondary education.

● **Major Recommendations given by Secondary Education Commission**

- (1) Establish Multipurpose Schools which will offer diversified curriculum according to the interests of the students.

- (2) Government should provide trained guidance officers and vocational guidance services in all educational institutes.
- (3) Public schools, residential schools should be established.
- (4) A curriculum based on vocational skill development should be framed which would inculcate the value 'Dignity of Labour' in students.
- (5) Encourage students to choose technical and vocational courses and to complete them.
- (6) The examination system should be followed for evaluation of students.
- (7) The medium of instruction for secondary level education should be the mother tongue or the regional language of the state.
- (8) Activity or experimentation based methods should be used in teaching.

2.1.3 Indian Education Commission (1964-66)

● Background of the Indian Education Commission

To achieve development of education at national level, various levels of education and departments should be thought integratively. To achieve this, Government of India formed Indian Education Commission under the chairmanship of Dr. Daulat Singh Kothari on 14th July 1964.

There were a total of seventeen members along with Dr. Daulat Singh Kothari in Indian Education Commission. Shri. J. P. Naik was the Member Secretary of the Commission.



Let us know

The draft report of the commission prepared by educationist J. P. Naik was very apt and effective. The first sentence of this report 'The destiny of India is now being shaped in her classrooms' is a very popular quote everywhere.

● Major Objectives of Indian Education Commission

- (1) To make recommendations on restructuring of education.
- (2) To provide guidance related to the school admission, evaluation scheme, interrelation between education and local community, curriculum and textbook etc.
- (3) To give directions related to classroom teaching and teaching methods.
- (4) To suggest recommendations regarding religious and moral education.
- (5) To provide guidance to schools related to importance of subjects, work experience and social service.
- (6) To recommend regarding co-curricular activities at school and college level.

● Major Recommendations given by Indian Education Commission

- (1) Curriculum at pre-primary level should include various games, educational processes and activity based programmes.
- (2) Textbooks and educational material should be given free of cost in primary schools.
- (3) There should be a separate and autonomous mechanism for production of quality textbooks.
- (4) At upper primary level, in addition to written examination, there should be an oral examination and internal evaluation.
- (5) Vocational education should form large portion of secondary education.
- (6) Mathematics and science should be made compulsory at the secondary level.
- (7) The curriculum should include social service, work experience and Arts.
- (8) Students of standard 8th to 10th should know three languages (mother tongue, national language (Rashtrabhasha) and English).
- (9) For evaluation, the State Board of Examination should conduct external examinations and award certificates.

- (10) English should be the medium of instruction in main universities at national level.
- (11) At university level, instead of traditional rote learning, there should be inclusion of good reading material which will lead to thinking and contemplation.
- (12) Social science should be given importance at postgraduate level.
- (13) More emphasis should be placed on activity based teaching rather than on mere rote learning so that students feel encouraged to apply the knowledge gained from learning in real life.
- (14) Religious education should be voluntary. It can be given with the permission of Parents and Management excluding school hours.
- (15) Co-curricular activities form important part of the school curriculum which should include activities like Balveer, Veerbala, National Cadet Corps etc.

2.2 National Education Policy 1986

● Background of National Education Policy 1986

In the history of Indian education, Indian Education Commission 1966 has a great importance. This is because the commission has made recommendations for pre-primary to higher education level. The efforts were made for strict implementation of these recommendations that were important for Indian Education System. But due to various reasons such as Federal Government System in India, regional diversity, lack of motivation and narrow ideologies, it could not be implemented effectively. Keeping in mind the competition with respect to global, financial and technological progress and its constant changes and India's need to imbibe democracy, social and financial equality, a need was felt to have a new education policy .

With this ideology, India's the then Prime minister Rajiv Gandhi promised to launch a New National Policy on Education in his address to the nation on 5th January 1985. On 20th August 1985, a report entitled 'Challenge of Education: A Policy Perspective' was published. Through this report the working on National Policy on Education started. 'Education is a unique investment in the present and the future'. This cardinal principle is the key to the National Policy of Education 1986.



Remember it

A report 'Challenge of Education : A Policy Perspective' which was published on 20th August 1985 is divided into 4 parts. Such as – (1) Education, Society and Development (2) Overview of Educational Development (3) Critical Evaluation (4) A perspective regarding Educational Reconstruction

● Major Objectives of National Educational Policy 1986

- (1) To strive for the development of personality with respect to physical, mental, intellectual and aesthetic aspects.
- (2) To cultivate scientific and democratic attitude.
- (3) To build confidence in dealing with unfamiliar situations.
- (4) To create awareness regarding physical, social, technological, cultural and economic situations.
- (5) To inculcate the principles of secularism and social justice.
- (6) To develop sound mind for the spirit of dignity of labour.
- (7) To develop the spirit of nationalism and a sense of devotion in the honour of nation.
- (8) To prepare students for international understanding and cohesion.
- (9) To inculcate moral values.

- **Salient Features of National Educational Policy 1986**

- (1) The national system of education i.e. 10+2+3 , a common pattern of education was accepted.
- (2) More emphasis was given on free, compulsory and quality education to children from age of 6 to 14.
- (3) Under the campaign 'Operation Blackboard', basic minimum physical facilities and physical resources were provided in every school.
- (4) Navodaya Vidyalayas to be set up to provide opportunity of education to children of rural areas.
- (5) Open universities will be set up for those who were educationally deprived but willing to pursue further education.
- (6) Quality books at low cost will be made available to encourage students' creative writing and reading habits.
- (7) A district-based training institute will be set up for primary school teachers' training.
- (8) An opportunity will be provided to bring differently abled people in the mainstream of education.
- (9) Residential schools, ashram schools for the students of the Scheduled Castes and Scheduled Tribes will be set up.
- (10) Priority will be given to women's primary education. A provision for separate curriculum, jobs and employment for women will be made.
- (11) More emphasis will be given on work experience and physical education in the curriculum.
- (12) It was suggested that importance to Value Education will be given.

(13) Following 10 core elements will be included in the curriculum.

- History of India's freedom movement
- Constitutional obligations
- Content essential to nurture national identity
- India's common cultural heritage
- Egalitarianism, Democracy and Secularism
- Equality of sexes
- Protection of environment
- Removal of social barriers
- Observance of small family norm
- Inculcation of scientific temper

2.3 National Curriculum Framework 2005

- **Background of National Curriculum Framework 2005**

Education has a very important place in building modern society and nation. In the later half of 20th century, there were a lot of government initiated education projects. NCERT (National Council of Educational Research & Training) organized a meeting on 14th and 19th July 2004 to prepare the framework related to important aspects such as real life oriented education, activity based education, child centered teaching, constructivist education and inclusive education. In this meeting, it was decided to reconstruct the National Curriculum Framework.

- **Major Principles of National Curriculum Framework 2005**

- (1) To correlate the knowledge and outside world.
- (2) To liberate education from rote learning methods.
- (3) Education should not be textbook oriented but should be helpful for overall development of students.
- (4) Examinations should be made flexible to have them integrated with classroom life.

- **National Curriculum Framework 2005 – Educational Aims**

- (1) Freedom of thoughts and actions.
- (2) Sensitivity towards others' emotions and health.
- (3) Be flexible and learn to respond to new situations consciously.
- (4) Mindset to participate in democratic processes.
- (5) Capability to devote or work for financial processes and social changes.

- **National Curriculum Framework 2005 – Nature**

- (1) Chapter 1 : Perspectives – Emphasizes the need of Directive principles of education, Quality criteria, Education with reference to society, educational objectives.
- (2) Chapter 2 : Learning and Knowledge - Discusses about nature of knowledge and what methods do children adopt to learn ?
- (3) Chapter 3 : Curricular area - school stages and assessment - recommendations about curricular areas and need for reconceptualisation of school subject & other aspects of curriculum.
- (4) Chapter 4 : School and Classroom Environment - Need for resources required to improve the quality of school culture.
- (5) Chapter 5 : Systematic reforms - Need for improvements of managerial aspects so that students can construct on their own knowledge with the help of the experiences gathered by them. Also an emphasis on improvements in Examination system.



Internet my friend

Click on the link below and study chapter 2 of National Curriculum Framework 2005.
<http://epathshala.nic.in/hi/programmes/national-curriculum-frameworks/ncf-2005/>

2.4 Maharashtra State Curriculum Framework 2010

- **Background of Maharashtra State Curriculum Framework 2010**

When NCF 2005 was published, it was suggested that all states should follow the directive principles suggested in this framework and make their own State level framework keeping in mind the local needs and different situations. Accordingly, in a meeting of Maharashtra Prathamik Shikshan Parishad held at Mumbai on 24th April, 2009 it was decided to start implementation of restructuring State Curricular Framework. It was also decided that various study groups of educationists would be formed. In this way the work of the framework and draft was started. The Framework received the approval of the state government on 12th October 2011. This curriculum Framework is known as Maharashtra State Curriculum Framework 2010.

- **Major Principles of Maharashtra State Curriculum Framework 2010**

- (1) Every child is important. It should be brought to school. It should feel interested, should be retained and should get best education.
- (2) Not only intellectual but social, emotional and psychomotor development of the child is also important. Every child should get opportunity for development.
- (3) Every child should get the good quality education of his interest in the conducive

environment which will increase his confidence and will enrich his life.

- (4) Completing the syllabus is not the objective of education but making the child capable to master the content of subject should be the aim.
- (5) The relationship amongst students, teacher and parents should be of trust, respect, affection and co-operation.
- (6) Every aspect in education system should be trustworthy and of good standard.

● **Salient features of Maharashtra State Curriculum Framework 2010**

- (1) This was the first Framework in continuation prepared for Primary, Secondary and Higher secondary Levels of School Education.
- (2) It emphasized enhancing learning skills instead of unnecessary content load.
- (3) It stressed the use of information technology in curriculum and teaching.
- (4) It emphasized the use of mother tongue irrespective of the medium of instruction in school, inclusion of colloquial languages of Marathi in school curriculum.
- (5) It stressed on development of skills in Art and Sports.
- (6) More stress on applied curriculum at higher secondary level.
- (7) It Stressed on activity based self learning techniques such as Practicals, Projects etc.
- (8) It highlighted the process for pre-primary education for the development of proper growth and healthy habits among children of 3 to 6 years of age group.
- (9) It stressed the Life skills development through lifelong learning.

(10) It emphasized the development of Inclusive Education system to remove the inequality in education.

(11) It emphasized inclusion of agricultural science and technology from primary levels in the science subject.

(12) It emphasized empowerment and modernization of State level education institutes.

(13) Physical education was made compulsory.

(14) Optional provision to learn the subjects Arts and Social Science in marathi language in english medium schools.

(15) It stressed on need of the evaluation of schools after a certain span of time.

2.5 Right of Children to Free and Compulsory Education Act, 2009

● **Background of Right of Children to Free and Compulsory Education Act, 2009**

Article 45 of Indian Constitution and various committees, Commissions and educational policies which were appointed till now emphasized Universalization of Elementary Education. For the universalization of education, free and compulsory education for children of age 6 to 14 years was planned. But as Article 45 is a directive principle for all states, there was difference in implementation of universalization of education from state to state. So it was necessary to formulate and pass a law to bring uniformity in universalization of elementary education. Also in 1990, the supreme court ordered that Primary Education is a right of every child. So, some amendments in the Constitution were expected. Hence article 21(A) was added in the Indian Constitution. This article included “Education” as the fundamental right of the children. President of India gave final approval to this Act on 20th August 2009. It came into force on 1st April 2010 in the whole country.

● **Major Provisions in Right of Children to Free and Compulsory Education Act, 2009**

- (1) Every child (male or female) of age from 6 to 14 years shall have the right to free and compulsory education.
- (2) According to this Act, the duties of Central government, State government, Parents, Guardians are mentioned.
- (3) This act explains a set of rules and legal provisions related to the responsibility of school for education, age of the child for school admission, rules of school admissions, criteria for evaluation of child, punishment to be given to children, duties of teachers, standards of schools and school development plans.
- (4) As per this Act, no child admitted in any school shall be held back in any class or expelled from school, or it will not be made compulsory to pass in examination conducted by board till the completion of elementary education.
- (5) There is a special provision for dropout children to take education with peers.
- (6) It is obligatory for every private school to keep 25% seats reserved for children who belong to poor families.
- (7) Taking child's or parents' interview, donation or charging capitation fee in government or private schools is prohibited.
- (8) Provision is made for conducting surveys and finding children who need to be educated and also to admit them.
- (9) Under this Act, central government gives good financial assistance and entrusts responsibility of its implementation to state and local self government.

- (10) Provisions are made to evaluate the learning outcomes decided for standard 1st to 8th through Continuous Comprehensive Evaluation.

This is world's first Act where the responsibility of students' primary school admission, attendance and completion of curriculum is given to Government. In other countries, this is parent's responsibility.



Internet my friend

Find the document of Right of Children to Free and Compulsory Education Act, 2009 with the help of Internet and study its details.



Discuss it

- (A) Organize a discussion in your classroom regarding comparison between National Education Policy 1986 and National Education Policy 2019.
- (B) Discuss about similarities and differences in National Curriculum Framework 2005 and Maharashtra State Curriculum Framework 2010.
- (C) Discuss in detail the provision laid down in 'Right of Children to Free and Compulsory Education Act, 2009.
- (D) Discuss the recommendations regarding secondary education as given in the Secondary Education Commission (Mudaliyar Commission) and Indian Education Commission (Kothari Commission).

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) 'The destiny of India is being shaped in her classroom' is said in
 (a) University Education Commission
 (b) Secondary Education Commission
 (c) Indian Education Commission
 (d) National Education Policy 1986
- (2) Navodaya Vidyalaya is established under
 (a) University Education Commission
 (b) Secondary Education Commission
 (c) Indian Education Commission
 (d) National Education Policy 1986
- (3) is not a core element.
 (a) History of India's Freedom Movement
 (b) Neatness
 (c) Protection of environment
 (d) Equality of sexes
- (4) 'Education is an unique investment for today and tomorrow' is a cardinal principle of
 (a) Secondary Education Commission
 (b) University Education Commission
 (c) National Education Policy 1986
 (d) Indian Education Commission

(B) Identify the correct correlation between column 'A' and column 'B' and match them.

Column 'A'	Column 'B'
(1) University Education Commission	(a) 2010
(2) Secondary Education Commission	(b) 1964
(3) Indian Education Commission	(c) 1948
(4) National Curriculum Framework	(d) 1952
(5) State Curriculum Framework	(e) 2005

(C) Write the answers in one sentence.

- (1) Who was the Chairman of University Education Commission ?
- (2) Who prepared the draft of the report of Indian Education Commission ?
- (3) From when the 10+2+3 pattern of education came into force ?
- (4) What is the age group of children mentioned in Right of Children to Free and Compulsory Education Act, 2009?

Q.2 State your opinion about the following statements.

- (1) Right of Children to Free and Compulsory Education Act, 2009 will surely help in universalisation of primary education.
- (2) Knowledge gained in school and university education need to be applied in day to day life.
- (3) Indian Education Commission considers of Pre-Primary to Higher education in totality.

Q.3 Write the short notes.

- (1) Salient features of Maharashtra State Curriculum Framework 2010
- (2) Major Recommendations given by Secondary Education Commission
- (3) Salient features of National Education Policy 1986

Q.4 Explain the following in about 50 to 80 words.

- (1) Aims of education mentioned in National Curriculum Framework 2005
- (2) Major objectives of National Educational Policy 1986
- (3) Major Principles of Maharashtra State Curriculum Framework 2010

Q.5 Write the answers for the following in 100 to 150 words.

- (1) Explain major objectives of Indian Education Commission.
- (2) Write major provisions of Right of Children to Free and Compulsory Education Act, 2009.
- (3) Explain the importance of 10 core elements mentioned in National Education Policy 1986 in your life.

