



An overview on Educational Commissions/Policies Post-Independence in India

Chidanand Navi (Student)
Department of Studies in English,
Rani Channamma University, Belagavi-591156

“THE GREAT CHANGES HAVE TAKEN PLACE IN THE COUNTRY AND THE EDUCATIONAL SYSTEM MUST ALSO BE IN KEEPING WITH THEM. THE ENTIRE BASIS OF EDUCATION MUST BE REVOLUTIONISED”. Pandit Jawahar Lal Nehru

Introduction:

At the splendid time of independence in 1947, free India has to face many educational problems of a great immensity. At the duration of independent India only 12.2% of the people in the country were literate. To provide education to the large number of literate masses as well as children of the school going age was big problem to be talked with the limited resources of the country. Education at all the stages and in different fields suffered from several drawbacks and needed a complete overhauling to be an effective instrument of national reconstruction. Quantitative expansion as well as qualitative improvement of education was badly needed. The new constitution of the country aimed at adopting democracy as a way of life, socialistic pattern of society, and industrialization based on the modern science and technology. These national goals could be realized only through qualitative education. On the basis of improving the education system of India had have many implementing programmes, policies and commissions recommended by the central as well as state governments.

I. Recommendations of Radhakrishnan Commission – 1948-1949

After independence of India the Union Government has appointed *University Commission* under the chairmanship of eminent scholar and philosopher *Dr. Sarvapalli Radhakrishnan*. The commission was to study the various aspects of university education in India and suggest means for its re-organization and improvement. According to the commission's field was





limited to university education but university education was so closely related to secondary education that the commission had to study certain aspects of secondary education. Criticizing secondary education, the commission remarked:

“Our secondary education remains the weakest link in our educational machinery and needs urgent reforms”.

The commission have made important recommendations regarding various aspects of education such as *service conditions of the teachers, vocational education, examination system, curriculum, standard of teaching, post graduate teaching and research* etc. some of the major recommendations are described as bellow:

- Pay grade of the teachers should be increased and their service conditions should be improved. They should be given the benefit of provident fund, residential accommodation etc.
- Refresher courses should be organized to raise the standard of teaching. To improve efficiency in teaching the teachers should be provided with improved library facilities and good laboratories.
- The commission laid emphasis on including knowledge of physical environment of children, basic ideas of science, appreciation of higher values and effective use of language in curriculum.
- More and better facilities should be given for professional courses like agriculture, engineering, technology and law etc.
- Adequate facilities should be accorded for post-graduate studies and research.
- The commission wanted radical changes in examination system. Criticizing the present system of examination the commission remarked: *“If we are asked to give a simple reform in university education, we shall say it should be that of examination”.* The commission strongly recommended that the method of appointing of examiner, the technique of paper setting, system of scoring and evaluation, conduct of examination all should be improved.



II. Recommendations of Mudaliar Commission – 1952-1953

On September 23, 1952, the Government of India appointed *Secondary Education Commission* under the chairmanship of *Dr. A. Lakshmana Swami Mudaliar*. He was the Vice-Chancellor of Madras University. This commission is also known as *Mudaliar Commission*. It was to study the existing position of secondary education and recommend suitable measures for its improvement and re-organization. This commission has been submitted its report in June 1953 and some of its major recommendations are dictated bellow:

- The structure of the school-education should be changed. Primary education should be up to four or five years; Middle or Senior Basic education should be of three years and education at higher stage should be four years.
- There should be diversification of courses at different stages and for this purpose multi-purpose schools should be set up.
- There should be considerable improvement in the standard of text-books, teaching methods, co-curricular activities, teachers training, examination system, school building and useful equipments etc.
- There should be proper provision for educational and vocational guidance.
- The commission also laid emphasis on character building and inculcating true spirit of disciple in the students.

Mudaliar Commission studied analytically various aspects of Secondary Education and made very important recommendations which can provide adequate to the educationists and administrative authorities.

III. Recommendations of Kothari Education Commission – 1964-1966

In 1964, the Government of India has appointed *Indian Education Commission* under the chairmanship of *Dr. D. S. Kothari*. Then he was chairman of *University Grants Commission*. The commission's main purpose was "*to advise government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects*". This commission is also popularly known as *Kothari Commission*. The commission studied the problems pertaining to different aspects of Indian education and

submitted its valuable report on June 29, 1966. The important recommendations are pointed down:

- National Objectives of Education
- Emphasis on Science Education
- Social and National Service
- Work-experience
- Vocationalisation of Education
- Common School System
- Education for Backward Classes
- Adult Education
- Expansion of Education
- Improvement in Teachers Conditions
- Guidance and Counseling
- Curriculum Teaching Methods and Evaluation

Kothari Education Commission has made very important and valuable recommendations on various aspects of Indian education. The Government of India have been accepted some of its recommendations and are trying to implement them. Some of the states have revised pay-grades of the teachers in accordance with the recommendations of the Commission. National policies of education have been evolved and Five year plans have been drafted on that basis.

IV. The Study Group on the Development of the Pre-School Child – 1972

The development and education of the Pre-school child has ever remained a neglected area in Indian education. The Ministry of Education appointed a study group on the Development of the Pre-school child in the year 1972. The Study Group had *Shri J. P. Naik* as its Member-Secretary and *Smt. Mina Swaminathan* as its convener. In its reports, the study group made important recommendations in respect of enrolment, integrated services, training and orientation of various categories of workers, methods of teaching, administration and organization of pre-school education and financing etc.

V. Ishwarbhai Patel Committee – 1977

In June 1977, the Government of India has appointed a committee of educationists headed by *Shri. Ishwarbhai Patel*. He was the Vice-Chancellor of Gujarat University. The committee was asked to review *the existing syllabi, course and text-books for the secondary stages of school education*. The major recommendations of may be summed bellow:

- The state government must have freedom in curriculum and syllabus planning.
- The scheme of curriculum must have three main components like (A) *Humanities* (B) *Science* (C) *Socially Useful Productive Work (SUPW)*.
- In determining the pattern of languages to be taught, due consideration should be given to the recommendations of Kothari Education Commission.
- The State governments should have freedom to adapt instructional material produced by NCERT (National Council of Educational Research and Training).
- Multiple entry system should be adopted to enable the dropouts re-enter the stream of education without any difficulty at any stage.
- Experimentation and creative work should be encouraged.

VI. Adiseshiah Review Committee – 1977-1978

Following the Report of Ishwarbhai Patel Committee, then Union Education Minister, in his capacity as president of NCERT, appointed a Review Committee on October 1977 under the chairmanship of *Dr. Malcom S. Adiseshiah*. He was the Vice-Chancellor of Madras University, to review the curriculum of ‘+2 stage’ with special reference to vocationalization of education. The Committee recommended points are below:

- ❖ Work-based learning
- ❖ Vocationalized courses including courses in agriculture, managerial, commercial, health and Para-medical vocations.
- ❖ Flexible streaming of courses
- ❖ Two board learning components- (A) *General education spectrum* (B) *Vocationalized spectrum*.
- ❖ Preparation of suitable of txt-books to suit local needs and conditions.

- ❖ Pre-service and in service training of teachers to bring about proposed changes.
- ❖ Proper identification and exploitation of locally available resources. Where necessary, provision for additional financial resources must be made.

VII. Draft National Policy on Education – 1979

In order to realize its educational objectives, the *Janata Government*, which came into power after 1977 elections, framed a draft national policy on education in 1979. Although this National Policy on Education could not be implemented, it will not be out of place to mention highlights of the said Draft Policy:

- 12 Year School Education
- Mother-tongue as Medium of Instruction
- Teaching of English
- Three-Language Formula
- Discouraging Memorization
- Vocationalization of Secondary Education
- Narrowing down the Gulf between the Educated Classes and the Masses.

The present system must be recognized in the light of contemporary Indian realities and requirements, subject to the nationally agreed basic concepts of freedom, equality and justice. The system should be flexible and responsible to varying circumstances. The new Government headed by *Mrs. Indira Gandhi* has expressed the desire to get the Draft National Education reviewed in the light of exiting situation available in the country.

VIII. Acharya Ramamurti Committee – 1986

This committee viewed the goal of universalization of education in two phases: the first phase Universalization of Primary Education (UPE) and the second phase Universalization of Elementary Education (UEE). While the school shall be expected to undertake micro-planning for UPE in the first place, UEE may be allowed to grow organically out of the development of primary education. In the second phase, after achieving the goal of UPE, micro-planning for UEE would also become necessary and successful.

IX. National Policy Education – 1986 with Programme of Action – 1992

The formation of National Policy on Education was in 1986 is a landmark in the history of Indian education system. It was in the first time the implementation of direction about education was contained and the program of action was prepared some important aspects about education. There are three parts in this program of action plan:

Part 1: National System of Education

Part 2: Education for Equality

Part 3: Re-orienting the content and process of Education

In part 1: National System of Education

- ❖ It implies that up to given level all the students irrespective of caste, religion, sex have the education at all the stages.
- ❖ Common system of education-(10+2+3) has been accepted in all the state of the country.
- ❖ It will be based on National Curriculum Framework (NCF-2005) which includes common core points related to Indian history.
- ❖ The education has to be strengthened our younger generation for international co-operation and peaceful co-existence.
- ❖ To promote equality it will be necessary to provide equal opportunity to all.
- ❖ Nation as a whole will assume the responsibilities of providing resources to support implementing the programmes.
- ❖ Life-long education is a role of educational field and educational process should provide opportunities to the youth, house wives, agriculturalists and industrial workers.

In part 2: Education for Equality

- ❖ To removal of disparities and to bring equalization and special needs of those who have denied equality so far.
- ❖ Education should be use as one agent of basic change in the status of woman.

In part 3: Re-orienting the content and process of Education

- ❖ Curriculum and process of education should be enriched by cultural content.

- ❖ In our culture rural society the education should be foster universal and eternal values oriented towards unity.
- ❖ Education should focus an adjustment in curriculum in order to make education forceful tool for the cultivation of social and moral values.

X. The National Curriculum Framework – 2005

According to guidance of NCF – textbooks are must be prepared in 12 languages; seven of them serve as the medium of instruction. From standard 1 to 4 the Environmental Studies, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

This NCF has made some special features and they are:

- connecting knowledge to life activities
- learning to shift from rote method
- enriching the curriculum beyond textbooks
- learning experience for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs
- softening the subject boundaries, integrated knowledge and the joy of learning
- the child is the constructor of knowledge

This NCF recommends that- the learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

Conclusion:

Throughout this research we may find many important educational commissions, policies and committees have tremendous role in implementing and moldings the education system after independence in India. The dominant commissions like the University Education Commission



in 1948, the Secondary Education Commission in 1952, the comprehensive Kothari Commission in 1964, the Study Group on the Development of the Pre-School Child in 1972, the Ishwarbhai Patel Committee in 1977, the Adiseshiah Review Committee in 1978, the Draft National Policy on Education in 1979, the Acharya Ramamurti Committee in 1986, the National Policy on Education in 1986 with its Programme of Action in 1992 and the National Curriculum Framework in 2005.

References:

Brothers Prakash (1986) 'Modern Indian Education and its Problems': A Treatise on the Current Problems in Indian Education, Ludiana.

Padma Ramchandran, Vasantha Ramkumar (2005) 'Education in India', National Book Trust, India. ISBN 81-237-4443-9

Textbook in History for Class VIII (2013) 'Social Science – Our Pasts-III' National Council of Educational Research and Training-ISBN 978-81-7450-829-4.

Krishnamacharyulu V. (2007) 'Elementary Education' Neelkamal Publications Pvt. Ltd. Hyderabad- ISBN 81-8316-125-1.

