

**Department of Education**

**Study material- 2<sup>nd</sup> year**

**3<sup>rd</sup> paper, group-B**

**University Education Commission (1948-49)**

- First education commission of independent India.
- Government of India appointed this commission in 1948.
- Chairman- Dr. S. Radhakrishnan.
- Inaugurated by Abdul Kalam Azad, the then minister of Education.
- This Commission consists of 10 members
- The Commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another.
- The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other.

**Secondary Education Commission (1953)**

- The Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the ViceChancellor of the Madras University.
- Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

**The terms of reference of this Commission are as follows:**

- To enquire into and report on the present position of Secondary Education in India in all its aspects.
- To suggest measures for its re-organization and improvement with particular reference to
  - i) The aims, organization and content of secondary education.
  - ii) Its relationship to primary, basic and higher education.
  - iii) The inter-relation of secondary schools of different types.
  - iv) Other associated problems. So that a sound and reasonable uniform system of secondary education suited to our needs and resources may be provided for the whole country
- **Commission made recommendations on all these aspects and found three types of teacher training institutions viz**
  - (a) Primary (Basic) Teacher Training
  - (b) Secondary Teacher Training Institution
  - (c) Training Colleges.

**Kothari Education Commission (1964-66)**

- Chairman : Dr D. S. Kothari, the then Chairman of University Grants Commission.
- The third commission in post-independent India. Government Resolution setting up the Education Commission on July 14, 1964
- began its task on October 2,1964 and submitted its report to the Government on June 29,1966.

- Report entitled- Education and National Development 17 members in which 5 foreign experts from countries such as USA, U.K, USSR, France and Japan.
- **FEATURES-**
  - It tried to cover every field and aspect of the entire educational system.
  - Its firm belief that education is the most powerful instrument of national development
  - The opening sentence of the commission, the destiny of India is being shaped in her classrooms, denotes the value of education that determine the level of prosperity, welfare and future of the country.
  - The Commission observed that a sound programme of professional Education for teachers was essential for the qualitative improvement of education. The Commission pointed out the weakness of the existing system and suggested ways to improve it.
  - It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed.
  - The Commission very correctly diagnosed the ills in teacher education and suggested practical remedies. As a result of the suggestions of the Education Commission, 1964-66, some changes were introduced in teacher education.

### **National Policy of Education (1986, 1992)**

- In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes.'
- The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharaya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications.
- This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992.
- **Key Points**
  - The National Policy of 1986 marked a significant step in the history of post independent India
  - The National Policy of Education of 1986 and Programme of Action of 1992 provided a significant formulation regarding the content and process of education.
  - Emphasis was given on the values of secularism, socialism, democracy to be imbibed by the citizens of the country.
  - Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.
  - Emphasis was laid on adult education especially within the age group of 15 and 35 years.
  - The Programme of Action (POA) 1992 aimed to fulfil the objective of universal enrolment and retention of children and successful completion of education upto 14 years.
  - POA also suggested decentralized planning and good management of primary education.
  - NPE and POA gave due importance to improvement of education in educationally backward areas.
  - The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunities for all.
  - The NPE and POA emphasized on the importance of technology and formulated policy regarding the utilizations of computer education in our country.
  - The policy and Programme stressed on the importance on non-formal and distance education modes to achieve the goal of universal education.
  - The NPE and POA laid considerable stress on the need of value education and inculcation of proper perspective about the country's cultural tradition.

