

Cheater - 5

Recommendation and Suggestion

The university commission was appointed in 1948 under the chairmanship of Dr. S. Radhakrishnan. The commission studied the problems of university education and submitted its report in 1949. The commission gave important recommendations with regard to aims of university education, educational standard, teacher's training, research, women education, religious, vocational, medical and law education, medium of instruction, curriculum, examination system, students problems, university administration and finance and rural universities.

- √ Aims of university Education : Research for discovering new knowledge for the welfare of the countrymen. To utilize this knowledge for vocational, scientific and industrial development.
- √ Standard of Education : It should be such as produce great thinkers and skilful workers. To raise the intellectual level of students.
- √ Teachers : To be away from politics and groupism. Their character should be worthy of emulation. This ability should be undoubted. They should get handsome salaries.
- √ Post-graduate Education : Encouragement to advanced research. To produce learned persons, scientists and technologists.
- √ Curriculum : To give complete knowledge to students.
- √ Vocational Education : The aim should be to enable students to stand on their own legs after having received education. Education in agriculture has been emphasized.
- √ Women Education : The commission has urged to give full freedom to women in education.

- √ Religious Education : In place of religious conservatism, the commission has spiritualism. It has advocated equality for all religions in the country.
- √ Medium of Instruction : Indian languages should be made the medium of instruction in place of English. The national language should be medium of instruction at the higher stage and for lower stages regional languages may be accepted as the medium.
- √ Students : The University should protect the interests of students and should develop the physical, intellectual and spiritual capacities of students.
- √ Examination : It should be reformed.
- √ Administration : The central and state governments should give financial grants, but they must not interfere with university affairs. The commission recommended that a visitor, a chancellor, a Vice-Chancellor along with them other officers should be appointed for each university.
- √ Financial Assistance : Universities should be given maximum financial assistance in the form of grants.
- √ Rural universities : The commission recommended for the opening of rural universities for meeting the requirements of the people in rural areas.

With the attainment of independence, a new era in the history of education was started soon after the independence. Very little development was seen in the field of school education between 1947-51. The overall literacy rate was very low. This rate for girls was even lower and also side disparities in the rate of literacy between states and regions were also seen. Article 45 directs that free, compulsory and universal education should be provided by the state to all children of age group 6-14

with in a period of ten years. Based on this Article, many other Articles have guaranteed provisions for education. Education ranks high as founded on the values of freedom, social justice and equal opportunity. Accordingly, it has been assigned a pivotal role in the development process through the plan periods. Rapid expansion of educational facilities from one plan to another has been a characteristic feature of educational planning in India.

According to Indian Education Commission (1996) Educational should be developed so as to :

- increase productivity
- achieve social and national integration
- strengthen democracy
- accelerate the process of modernization and
- cultivate social, moral and spiritual values. The comprehensive modernization and deep value education was emphasized. These factors make for a cultural renaissance. Education is also a means to prepare a good and effective citizen of India.

Major recommendations are :

- √ Stress on science education
- √ Maximum utilization of school facilities
- √ Free text books at the primary stage
- √ Adequate number of scholarships
- √ Residential facilities in schools
- √ Learning while earning
- √ Education of the backward classes
- √ Moral and religious education
- √ Co-curricular activities
- √ Evaluation

Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of times. Through a well planned and well implemented system of education, it is possible to reach all our people with the benefits of our economic and technical/scientific developments. This motivated the need of formulating a National Policy on Education.

The first effort of framing a National Policy on Education in the post independent India was in 1968. NPE-1968 aimed to promote national progress, sense of common citizenship and culture, and to strengthen National integration. It laid stress on the need for a radial reconstruction of the education system and to improve its quality at stages. It gave greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

The National Policy of Education aims of adjustment, vocational and professional training, development of individuality, national goals related to objectives of boosting productivity, capacity and efficiency, social and national integration, adjusting to the demands of modernization etc. Maintaining the quality of education, eradication of literacy, social transformation towards equality and orientation of education to work and employment are the characteristics of a national system of education.

Some major recommendations of NPE

The National System of Education envisages a common education structure. The 10+2+3 Structure has now been accepted in all parts of the country.

Minimum levels of learning will be laid down for each stage of education.

Promotion of languages besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another.

In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian or requisite merit, regardless of his origins.

Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them.

The curriculum that gives guidelines related to a National pattern of education is called 'National Curriculum'. This include subjects that are to be studied, teaching methods etc. that are related to the content.

A National Curriculum is essential to have a uniform educational system in a nation, and to provide general education to all. Before independence, since 1940. nationalists like Arabindo, Ganghiji etc. have emphasized the need for a national curriculum. There is a need for reviewing national curriculum once in 10 years. In this way, curriculum development is a continuous activity that covers the national objectives in to educational experiences. After independence, in the year 1968, 1975 and 1988 National curriculum was framed. Recently in 2000 a national curriculum has been formulated.

This National curriculum has several aspects. It has emphasized providing education for creating a healthy society, given importance to indigenous education, development of India, univeralisation of primary education and harmonizing interest, feeling and action. This curriculum frame work gives the details of aspects to be emphasized and implementation of curriculum such as 2 years of secondary education, 2 years of higher secondary education.

Implementing the curriculum is an important function. For this, the teachers, parents community and programme coordinators are oriented to

the subject and text books, on the basis of curriculum teaching learning activities are designed. Further, in the central and state schools new curriculum is implemented.

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