

A Relook on the Annals of Higher Education and Its Evolution with Special Reference to Kothari Commission and Its Recommendations

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Abstract: The Kothari commission aims to develop a model of education and to have a comprehensive education mandate for a socialist and secular India that was integrated. One of its goals was the development of a general educational pattern and it was India's sixth post-independence commission. . The commission suggested a system that would foster "national prosperity and integration". The recommendations were Free and Compulsory Education, National development by the quality of the teacher and Medium of Education at School and College, University Education and so on. The paper portrays on Indian Education Commission 1964-66, which is also popularly known as "Kothari Commission and its core recommendations.

Keywords:abridged,accelerates,cohesion,emoluments,fostered,Indology,potential,prioritised,secular and socialist.

Rabindra Nath Tagore states that in no country of the world, except India, is to be seen this divorce of language of education from the language of pupil. In general, India wanted to bridge this gap. In this connection a national model of education had not been developed since independence, despite the work of two commissions and several committees. Some of India's toxic language riots occurred in the middle of 1960s. C. Rajagopalachari, warned that without English, India's federal system may be endangered ¹. "A large and distressing gap exists between thinking and action," the Government's 1964-66 Education Commission resolution stated that "Programmes affecting education quality, even when well-conceived and widely agreed upon, have not been executed properly."² The paper portrays on Indian Education Commission 1964-66, which is also popularly known as "Kothari Commission and its core recommendations.

Before comprehending the Kothari Commission's key recommendations, it is important to understand the commission's background. The Kothari Commission was

established in 1964-66 under the leadership of Daulat Singh Kothari, then chairman of the University Grants Commission, which was headed by Kothari.

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This commission aims to develop a model of education and to have a comprehensive education mandate for a socialist and secular India that was integrated. One of its goals was the development of a general educational pattern and it was India's sixth post-independence commission. Their suggestions were included into India's first National Policy on Education in 1968, which was published on 29 June 1966.

In addition to its chairman, the Commission's 17 members were all distinguished educationists³. The commission suggested a system that would foster "national prosperity and integration". Education and teacher compensation, school and college building construction, and other relevant topics were discussed by the Commission.⁴

Some of the most important language education-related proposals are abridged in the following section.⁵

- For social and national integration, a language strategy must be created.
- Development of Modern Indian Languages is essential for development of community feeling. Energetic action is needed to produce books and literature. UGC should provide guidance and funds.
- Medium of Education at School and College. The development of the modern Indian Languages is linked with the place given to them in the educational system.
- For students and professors in order to migrate from one area of the country to another, the country should have a single language for higher education .
- All graduates will be required to have a basic level of fluency in a library language, which is likely to be English in the majority of cases. Other languages outside Hindi should be developed. Two Indian languages should be taught as second language in B.A. and M.A. programmes.
- It should be taught since "certain sectors of the population" speak it in different regions of the country.
- English and foreign languages can continue to be used at India's institutions for the time being. A switch to Hindi may be explored at a later date. A pupil should have a good knowledge of English at this point. A small but skilled group of persons fluent in foreign languages was deemed necessary by the commission.

Due to lack of space, discussion is limited to the following issues, namely,

Mother Tongue, & Medium of Education, Role of Hindi / Urdu and Regional Languages, and Role of English and Foreign languages.

The main recommendations of the commission are as follows:

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The first and foremost recommendation was Free and Compulsory Education: Ensure every kid to enrolled in school successfully completes the required course, appropriate programmes should be established.⁶

The second recommendation was Status, Emoluments and Education of Teachers: National development are determined in large part by the quality of the teacher.⁷ The academic freedom of teachers should be maintained and to conduct independent studies, research, talk and write about important national and worldwide concerns. A strong focus should be placed on teacher education, especially in-service education.

The third recommendation was Development of Languages **(a) Regional Languages:** Primary and secondary schools already employ regional languages as teaching mediums. Now is the time to accept them as educational medium at the university level.⁸ **(b) Three-Language Formula:** It is important that state Governments adopt and vigorously implement the "three-language formula" at the secondary level.⁹ **(c) Hindi:** As much as possible, Hindi should be developed.¹⁰ **(d) Sanskrit:** Sanskrit should be taught in first- and second-year courses in current Indian languages, ancient Indian history, Indology, and Indian philosophy, if possible.¹¹ **(e) International Languages:** Other foreign languages, including English, should receive special attention.¹²

The fourth recommendation was Equalization of Educational Opportunity. Strenuous efforts should be made to equalize educational opportunity. Rural and other disadvantaged areas should have adequate educational facilities. For the sake of social cohesion and national unity, the Education Commission recommends implementing the Common School System. The level of education in ordinary schools should be raised. As with Public Schools, all Special Schools must admit students on the basis of merit and provide a set number of free studentships in order to avoid social class segregation from taking place. However, the rights of minorities under Article 30 of the Constitution shall not be affected. In addition to social fairness, the education of females should be prioritised since it accelerates social transformation.¹³ Backward classes and indigenous people in particular require more rigorous efforts to enhance their educational capabilities. Physically and intellectually challenged children's educational facilities should be extended, and integrated programmes should be developed to allow handicapped children to attend conventional schools.

The fifth recommendation was Identification of Talent: So that greatness may be fostered, it is essential to identify and nurture talent in a variety of disciplines at an early age.

The sixth recommendation was Work-experience and National Service: It is important to bring the school and the community closer together by implementing mutual service and support initiatives. An essential element of education should thus include work-related experience as well as involvement in meaningful initiatives of community service and national rehabilitation. This type of programme should place a strong emphasis on self-help, character development, and social responsibility.¹⁴

The seventh recommendation was Science Education and Research: For the national economy to expand faster, scientific education and research should be given great importance. Up to the conclusion of the school stage, science and mathematics should be an important component of the general education curriculum.¹⁵

The eighth recommendation was Education for Agriculture and Industry: Agriculture and industry should be given special attention in the development of education. The United States should have at least one agricultural university. It is ideal for these universities to have a single campus. Agricultural departments at other institutions can be strengthened if the requisite capacity exists. Practical training in the industry should be an element of technical education. It is important that industry and technical education work closely together, with employees moving back and forth between the two, and with programmes and facilities being developed, designed, and periodically reviewed.¹⁶ It is important to keep track of the country's agricultural, industrial, and technical personnel demands, and to maintain a suitable balance between educational output and job possibilities.

The ninth recommendation was Production of Books: An incentive and pay programme that encourages the finest writing skills would increase the quality of books. Schools and colleges should immediately begin producing high-quality texts. Textbooks should not be changed frequently, and their costs should be affordable for pupils with modest resources. We should investigate the potential of forming commercially independent book businesses and make every effort to ensure that a few basic textbooks are available throughout the country.¹⁷ Children's literature and university-level novels in regional languages deserve special attention.

The tenth recommendation was Examinations: Reformed tests should strive to increase the reliability and validity of exams while also making evaluation a continual process that helps students improve their performance rather than only 'certifying' it.

The eleventh recommendation was Secondary Education: As a key tool for social change and transformation, secondary (and higher) education is a vital resource. Therefore, secondary education facilities should be quickly extended to places and classes that have been deprived of them in the recent past. At this time, there is a need to enhance the availability of technical and vocational training facilities. In general, the secondary and vocational education facilities provided should be in line with the needs of the expanding economy and actual job possibilities.¹⁸ Technical and vocational education at the secondary level cannot be successfully terminated without such a connection. Agriculture, industry, trade and business, medicine and public health, home management, arts and crafts, and secretarial training should all be covered by technical and vocational education facilities.

The twelfth recommendation was University Education: To estimate how many full-time students a college or university department should admit, consider the labs, libraries and other facilities, as well as the number of faculty members. Establishing new universities

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requires considerable caution. Only after enough money have been allocated and proper requirements have been met may these programmes be initiated. As a result, a special focus should be placed on organising postgraduate courses and improving training and research quality at this level. Therefore, postgraduate courses should be organised with a particular focus on enhancing teaching and research quality at this level. Universities need to be given more assistance in general.¹⁹ As far as feasible, research institutes should operate within or in close connection with universities.

The thirteenth recommendation was Part-time Education and Correspondence Courses: At the university level, part-time education and correspondence courses should be developed in significant numbers. Students in secondary school, instructors, and agricultural, industrial, and other employees should also have access to such facilities. Part-time and correspondence education should be accorded the same status as full-time education, according to the report.²⁰ They will ease the transition from school to employment, encourage education, and give possibilities for the vast number of individuals who want to continue their education but are unable to do so full time.

The fourteenth recommendation was Spread of Literacy and Adult Education: In addition to boosting participation in democratic institutions and speeding production initiatives, notably in agriculture, the elimination of mass anilliteracy is important to accelerate national development in general. Large commercial, industrial, and other concerns should hire from the public sector's industrial enterprises. Organising literacy campaigns should be a joint effort between teachers and students, particularly as part of the social and National Service Program. The education of young farmers and the training of youngsters for self-employment should get special attention.²¹

The fifteenth recommendation was Games and Sports: A vast number of games and sports should be developed with the goal of developing physical fitness and sportsmanship for both average students and those who excel in this field. - A national programme of physical education should be developed where there are no playing fields and other facilities.

The sixteenth recommendation was Education of Minorities: As stated in the August 1961 declaration of the Conference of Chief Ministers of States and Central Ministers, games and sports should not only safeguard minorities' rights, but also promote their educational interests.²²

The seventeenth recommendation was The Educational Structure: All regions of the country will benefit from a similar educational framework. A 10+2+3 structure should be the ultimate goal, with the two-year higher secondary stage taking place in either schools or colleges, depending on local conditions. A larger budget will be required to rebuild education along the lines outlined above. An early target for increasing educational expenditures should be 6 percent of national income, which should be reached gradually. Rebuilding education in

India is not an easy undertaking, according to the Indian government.²³ As if that weren't enough, the problems themselves are extremely complicated. Out of respect for the important role that education and science play in developing India's material and human resources, the Government of India will, in addition to implementing programmes in the Central sector, assist state governments in developing programmes of national importance when coordinated action between the States and Centre is required. Indian Government will also assess progress achieved every five years and suggest directions for future growth at these intervals, as well. Der Bericht der Kothari Commission, in which constructive initiatives for educational reform were suggested, was highly thorough, touching on nearly all elements of education. After this report was released, the 1968 declaration for "New Educational Policy" came into effect.²⁴ Following are some ways to conduct a critical analysis of the report:

Merits

- The commission once again defines education, restates its goals, purposes, and focuses our attention on its social and national elements.
- The commission's detailed analysis of educational challenges took place regarding national requirements and ambitions.
- The commission's Emphasis is sited on vocational education and job experience.
- The commission's suggestions are commendable on emotional integration, and international understanding,
- As a result of the fee-free recommendation, School enrollment increased.
- As a result of the recommendation the curriculum placed a strong focus on the growth of science.

Working while learning is encouraged by the proposal that work experience be a part of education.

Demerits

- Commission had identifies the lacking in educational systems and goals to be achieved, but does not explain how to achieve them?.
- The commission was silent about the school principals,.
- The anticipation of the commission regarding the conversion of the schools into the new kinds of schools, are lacking in detail.
- Where the country like India majority lived in poverty the committee sought massive investments on education, that was not economically and socially possible for a nation,

In the concluding part of this paper reveals that a world-class education in English and local languages was the important goal. As a result, neither Japan nor China could invest in the development of their local resources, nor was India, a totalitarian state that could force its will on all of its citizens. Due to China's aggression and rising language tensions, Kothari's recommendations reflected the secular-socialist-nationalist thinking of the time, and

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recommended an education, which would produce citizens, who were well-grounded in local tradition and well-prepared to take their place in the global economy. A substantial number of its suggestions, notably in the area of language instruction, have yet to be implemented.

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