

## **Study Notes: Course 501, Block 1 - Elementary Education in India: A Retrospect**

### **1.0 Unit 1: Indian Education System – I (Ancient to Pre-Independence)**

#### **1.1 Ancient Indian Education: An Overview**

##### **1.1.1 Core Philosophy of Education**

In ancient India, education was viewed as a lifelong process of self-improvement, fundamental to human development and spiritual liberation. The core philosophy was built on these foundational beliefs:

- **Knowledge as the "Third Eye":** Knowledge was conceptualized as a third eye, providing insight into all facets of life and guiding correct action. This is captured by the Sanskrit phrase (&anaM tRutlyam\ manaujasya nao~M !), which translates to "Knowledge is the third eye of an individual."
- **Education for Liberation:** The ultimate purpose of education was self-improvement leading to progress, prosperity, and salvation (moksha) from life's miseries. The guiding principle was (saa ivaVa yaa ivamau>yao !), meaning "Education or knowledge is that which liberates."

##### **1.1.2 Aims and Goals of Education**

The primary aims of ancient Indian education were comprehensive, focusing on the holistic development of the individual and society:

1. Spirituality
2. Character building
3. Personality development
4. Civic sense
5. Preservation and propagation of culture

##### **1.1.3 Educational Practices and Student Life**

The formal educational journey began with the ]pnayana saMsakar (Upanayan Sanskar), a ceremony that entitled both boys and girls to education, as evidenced by renowned scholarly women like Gargi and Atreyi.

Education was structured at two levels:

- **Lower Level:** Focused on practical skills for daily life and social interactions.
- **Higher Education:** Dedicated to scholarship in subjects like Grammar, History, Mythology, Vedas, and Logic.

Education prepared individuals for the four stages of life (aashrams): ba(cayaa-Eama (the learner), gaRhsqaaEama (the householder), vaanapsqaaEama (the retired), and saMnyaasaaEama (the renunciate). In an era without printing technology, knowledge, particularly the sacred Vedas, was meticulously preserved and transmitted across generations through rote memory to ensure its purity and accuracy.

### **1.2 The Concept and Role of the 'Guru'**

### **1.2.1 The Gurukul System**

The Gurukul system was a residential boarding school model where students lived with their teacher (Guru) in his ashram. Key features included:

- **Residential Learning:** Students stayed with the Guru for the entire duration of their studies.
- **Free Education:** Education was a gift (ivaVadana), not a commodity. Charging fees was considered taboo.
- **Equality:** All students, regardless of social status, were treated equally. The friendship of Krishna and Sudama is a classic example of this principle.
- **Community Support (maaQaukrl):** Students practiced maaQaukrl (Madhukari), the begging of alms for subsistence. This taught humility and fostered a sense of indebtedness to society.

### **1.2.2 Status and Qualities of the Guru**

The Guru held the most revered position in society, placed even above gods. This is encapsulated in the Sanskrit shloka: (gau\$ba-(a gau\$iva-YNau : gau\$d-ovaao mahoXvar gau\$ saaxaat prba( tsmaoO Eal gau\$vao namaÁ) (Meaning: The Guru is Brahma, the Guru is Vishnu, the Guru is Lord Maheshwara. The Guru is the ultimate reality; I bow to the revered Guru.)

A true Guru was expected to be a proven scholar, spiritually enlightened, and a lifelong learner. The "Sneh monitorial system," where senior students assisted the Guru, served as an early form of teacher training under direct supervision.

### **1.2.3 Roles and Teaching Methods**

The Guru fulfilled multiple roles as a parent, teacher, guide, and friend. Teaching methods were highly personalized and interactive, primarily relying on oral interaction, dialogue, lectures, and scholarly debates. Assessment was a continuous and comprehensive process conducted by the Guru, with no formal examinations or degrees awarded. Graduation was declared by the Guru after a student proved their mastery, often in a debate before learned scholars.

### **1.2.4 Evolution of Educational Institutions**

During the Buddhist period, monasteries evolved into large, formal residential universities like Takshashila and Nalanda. In the medieval period, Islamic education was imparted through maqtabs (for primary education) and madarashas (for higher education), typically established in mosques.

## **1.3 The Modern Professional Teacher**

### **1.3.1 Characteristics of a Modern Teacher**

A modern professional teacher is expected to embody a wide range of characteristics essential for facilitating learning in a complex world:

- **Open and positive:** Encourages a positive outlook.
- **Communicative:** Shares ideas effectively.
- **Listener:** Engages with students empathetically.

- **Dependable and Personable:** Builds honest and positive working relationships.
- **Organized:** Works in a systematic and planned manner.
- **Self-confident:** Fosters a positive self-concept in students.
- **Motivated and Enthusiastic:** Maintains high standards.
- **Compassionate and Caring:** Responds to students at a feeling level.
- **Individually perceptive:** Recognizes each student as a unique individual.
- **Value-based:** Focuses on the worth and dignity of human beings.
- **Knowledgeable:** Is a lifelong learner in a constant quest for knowledge.
- **Creative and Innovative:** Is versatile and open to new ideas.
- **Patient, Fair, and Objective.**
- **Committed:** Dedicated to students and the profession.

### **1.3.2 The Impact of ICT on Society and Education**

Information and Communication Technology (ICT) is rapidly transforming global society into a "connected and knowledge-based society." This shift has introduced new instructional processes that move beyond the conventional classroom:

- New learning modes like self-learning and group collaborative work are becoming common.
- Online platforms, social networks, and Open Education Resources (OERs) are increasingly used for sharing ideas and constructing knowledge.

### **1.3.3 New Roles for the Teacher**

The rise of ICT and learner-centric pedagogies requires the modern teacher to assume new roles. Informed by models like Lorillard's Conversation Model, a teacher today is expected to be a:

- Developer and nurturer of e-culture
- Networker and change agent
- Learning facilitator
- Learning resource developer
- Techno-pedagogue
- Evaluator
- Action researcher
- Curriculum designer

## **1.4 Genesis of Modern Indian Education: The Pre-Independence Period**

The establishment of the British Raj marked a pivotal shift, laying the groundwork for the modern Indian education system through a series of official acts, reports, and commissions.

#### **1.4.1 Initial Steps (Charter Act of 1813)**

The Charter Act of 1813 represents the first official state system of education in India. It directed the East India Company to allocate a sum of Rs. one lakh annually for the promotion of literature and scientific knowledge among the Indian populace.

#### **1.4.2 Key Commissions and Reports: A Chronological Review**

- **Macaulay's Minute (1835): Establishing the Primacy of English**
  - This influential report decisively settled the debate in favor of promoting Western science and literature through the medium of the English language.
  - It introduced the "**Downward Filtration Theory**": an approach aiming to educate a small, elite class of Indians who, it was believed, would then disseminate Western knowledge to the masses. The stated goal was to create "a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect."
- **Wood's Dispatch (1854): The Blueprint for a National System**
  - Hailed as the "**Magna Carta of Education**" in India, this dispatch established the first comprehensive plan for a national education system, placing the responsibility squarely on the British administration.
  - Its key recommendations were foundational: creating a Department of Public Instruction in each province, establishing a network of graded schools (elementary to college), setting up universities (leading to the establishment of universities in Calcutta, Bombay, and Madras in 1857), and introducing a grant-in-aid system to support private schools.
- **Hunter Commission (1882): The First Push for Vocationalization**
  - As a logical evolution from the system established by Wood's Dispatch, this commission focused on diversifying education beyond purely academic pursuits.
  - Its primary recommendation was the **vocationalization of education**, proposing two distinct streams at the high school level: one academic stream leading to university and another commercial/technical stream for vocational careers.
- **Universities Commission (1902): Centralizing Control**
  - This commission's report led to the Indian Universities Act of 1904, which brought secondary schools under the control of universities. Schools now required official recognition from a university to send students for matriculation, standardizing secondary education.
- **Sadler Commission (1917): Restructuring Secondary Education**

- Recognizing that the quality of university education depended on strong secondary schooling, this commission recommended a significant structural change.
  - It proposed creating "**Intermediate colleges**" (the precursor to the +2 stage) and establishing a Board of Secondary and Intermediate Education to govern them, effectively separating the pre-degree stage from universities.
- **Hartog Committee (1929): Addressing Stagnation**
    - This committee observed that secondary education was overly focused on university matriculation, leading to high failure rates.
    - It suggested introducing "more diversified curricula" at the middle school stage to divert students toward industrial and commercial careers, rather than forcing all down an academic path.
  - **Sapru Committee (1934): Linking Education to Unemployment**
    - This committee directly addressed the growing problem of educated unemployment. It echoed earlier recommendations for diversified vocational courses at the secondary stage and proposed that the university degree course be structured for three years.
  - **Abbot-Wood Report (1937): The Birth of the Polytechnic**
    - Focusing specifically on vocational training, this report's key contribution was the recommendation to create a new type of technical institution: the **Polytechnic**.
  - **Zakir Hussain Committee's Report (Wardha Scheme, 1937): A Gandhian Vision**
    - Based on Mahatma Gandhi's philosophy, this report proposed a radical, indigenous scheme of **Basic Education**. Its core features were:
      - Free and compulsory education for seven years in the mother tongue.
      - Education centered around a basic craft, with all other subjects taught in an integrated manner (samavaaya method).
      - The goal of being self-supporting, with the sale of student-made products intended to cover teachers' salaries.
  - **Sargent Report (1944): A Comprehensive Post-War Plan**
    - This was the first comprehensive scheme covering all stages of education, from pre-primary to university. Its proposals laid the blueprint for post-independence planning.
    - Key recommendations included: pre-primary education (3-6 years), universal, compulsory, and free basic education (6-14 years), high schools of two types (academic and technical), and a three-year university degree course.

Following independence, the new government established a series of commissions to systematically address the challenges at each level of education, starting with universities and moving to secondary and then comprehensive reform.

## **2.1 Post-Independence Commissions and Committees**

- **Radhakrishnan Commission (University Education Commission, 1948-49)**
  - Appointed to address challenges in higher education.
  - **Key Recommendation:** Its most significant outcome was the recommendation to establish the **University Grants Commission (UGC)** to oversee and maintain standards in higher education.
- **Mudaliar Commission (Secondary Education Commission, 1952-53)**
  - Focused on the secondary education system.
  - **Key Recommendations for Teacher Training:**
    - Establishment of two types of training institutions: one for primary teachers and another, affiliated with universities, for secondary teachers.
    - Provision of refresher courses, workshops, and professional conferences for in-service teachers.
    - Encouragement for training colleges to conduct research in pedagogy.
- **Durgabai Deshmukh Committee (National Committee on Women's Education, 1958)**
  - Addressed the significant gender disparity in education.
  - **Key Recommendations:**
    - Establishing parity in education between boys and girls should be a top national priority.
    - Co-education should be promoted up to the middle school stage.
    - A diversified curriculum suited to the interests of girls should be introduced at the high school level.
- **Kothari Commission (1964-66)**
  - This was a landmark commission that viewed education as the primary tool for social reconstruction and national development.
  - **Four Major Educational Goals:**
    1. Increasing productivity **through science and work experience.**
    2. Accelerating the process of modernization.
    3. Promoting social and national integration.
    4. Inculcating **national, moral, and spiritual values.**

- **Key Recommendations:**
  - **Common School System (CSS):** A national system of public education providing free, quality education to all children in neighborhood schools, without discrimination.
  - The **10+2+3 pattern** of education as a uniform structure for the entire country.
- **Yashpal Committee (1992)**
  - Its influential report was titled "**Learning without Burden.**"
  - **Key Recommendations:**
    - Decentralize curriculum framing and textbook preparation to increase teacher involvement.
    - Reduce the burden of homework, especially in primary classes.
    - Treat textbooks as school property to lighten the weight of school bags.
    - Ensure language textbooks reflect children's real-life experiences and spoken language.

## **2.2 National Policies on Education (NPE)**

The recommendations of these commissions were consolidated into comprehensive national policies that guided India's educational trajectory.

### **2.2.1 National Policy of Education (NPE) 1968**

This was India's first NPE, formulated largely on the basis of the Kothari Commission's report. It directly adopted key recommendations from the commission to create a national framework.

- **Key Tenets:**
  - Providing free and compulsory education up to age 14.
  - Improving the status, training, and emoluments of teachers.
  - Implementing the three-language formula.
  - Striving for equalization of educational opportunity to promote national integration, directly reflecting the **Common School System** concept.

### **2.2.2 National Policy of Education (NPE) 1986 (modified 1992)**

This policy aimed to create a robust national system of education built on a national curricular framework with a **common core**.

- **Common Core Components:** This core included "the history of India's freedom movement, the constitutional obligations and other content, essential to nurture national identity."
- **Salient Features:**

- **Operation Black Board:** A scheme to improve the basic infrastructure of primary schools.
- **Minimum Levels of Learning (MLL):** Setting competency benchmarks for primary education.
- Establishment of **Navodaya Vidyalayas** (pace-setting schools) for talented rural children.
- Renewed emphasis on the **vocationalization of education**.

## **2.3 Structure of Elementary Education**

### **2.3.1 The 10+2+3 Pattern**

This uniform educational structure, suggested by the Kothari Commission and adopted nationally through the NPEs, consists of 10 years of general schooling, 2 years of higher secondary education, and 3 years for a university degree.

### **2.3.2 Stages of Schooling**

**Table 1: Structure of School Education in India**

Stages of Schooling	Grades	Length of program	Age level
Pre-Primary	Nursery, LKG/KG	3 years	3 to 6 years
Lower Primary	1 to 5	5 years	6 to 11 years
Upper Primary	6 to 8	3 years	11 to 14 years
Secondary	9 and 10	2 years	14 to 16 years
Higher Secondary	11 and 12	2 years	16 to 18 years

## **2.4 National Curriculum Framework (NCF) 2005**

The NCF 2005 represented a major philosophical shift in Indian education, moving away from content-based instruction toward a more child-centric, constructivist approach. This shift was a direct response to the problems of curriculum overload and rote learning highlighted by the Yashpal Committee's "Learning without Burden" report.

### **2.4.1 Foundation and Guiding Principles**

The NCF 2005 is built upon four guiding principles:

1. Connecting knowledge to life outside the school.
2. Ensuring learning shifts away from rote methods.
3. Enriching the curriculum so that it goes beyond textbooks.
4. Making examinations more flexible and integrated with classroom life.

### **2.4.2 Key Recommendations and Shifts**

- **Active Learner:** The framework views the child as an **active participant** in the construction of knowledge, not a passive recipient.

- **Constructivist Pedagogy:** It recommends a fundamental shift from traditional Herbartian lesson plans to '**Constructivist pedagogy**', which involves designing activities that challenge children to think, explore, and apply their knowledge.
- **Subject-Specific Recommendations:** It reinforces the three-language formula, advocates for teaching mathematics to enhance reasoning, presents science through everyday experiences, and encourages studying social sciences from the perspectives of marginalized groups.

#### **2.4.3 Critical Pedagogy**

NCF 2005 introduces "**Critical Pedagogy**": an approach that encourages children to reflect critically on social, political, and economic issues. Its goal is to foster independent thinking, an appreciation for multiple viewpoints, and the courage to question and dissent.

#### **2.4.4 Implications for Elementary School**

The framework's implementation brought significant changes to elementary education:

- Abolition of high-stakes formal examinations and the introduction of **Continuous and Comprehensive Evaluation (CCE)**.
  - Prescribed limits on homework, with **no homework up to Class II**.
  - A reformulation of teacher education to position the teacher as a "**humane facilitator**" of learning.
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### **3.0 Unit 3: Education as a Fundamental Right**

#### **3.1 Universalization of Elementary Education (UEE)**

##### **3.1.1 Concept and Constitutional Basis**

Universalization of Elementary Education (UEE) is the goal of making education available to every child in the 6-14 age group, irrespective of caste, creed, religion, or gender.

The original constitutional directive was in **Article 45**, which stated that the State shall endeavor to provide free and compulsory education for all children until they complete the age of 14 years.

##### **3.1.2 Reasons for Non-Achievement of UEE**

Despite constitutional directives, the goal of UEE remained elusive for decades due to a multitude of interconnected challenges:

- Population explosion
- Poverty, which forces children into labor
- Agriculture-based economy requiring child labor
- Communication gaps in remote areas
- Unemployment among the educated, creating disillusionment
- High dropout rates, wastage, and stagnation

- Lack of awareness among parents
- Gender bias against girls' education
- Lack of stability in life for migrant and nomadic communities
- Lack of efforts on a war footing

### **3.2 Key Constitutional and Legal Milestones**

#### **3.2.1 The 86th Constitutional Amendment (2002)**

This landmark amendment transformed the landscape of educational rights in India through three crucial changes:

1. **Insertion of Article 21A:** This made the Right to Education a **Fundamental Right** for all children aged 6 to 14 years, making it legally enforceable.
2. **Substitution of Article 45:** The focus of Article 45 was shifted to providing early childhood care and education for all children below the age of six years.
3. **Addition of a Fundamental Duty (Article 51A):** A new duty was added, making it obligatory for every parent or guardian to provide opportunities for education to their child between the ages of 6 and 14.

#### **3.2.2 The Right of Children to Free and Compulsory Education (RTE) Act, 2009**

This Act was passed by the Indian Parliament to detail the modalities and enforce the provisions of the 86th Amendment, turning the fundamental right into a legislative reality.

### **3.3 Provisions of the RTE Act, 2009**

#### **3.3.1 Rights of the Child**

The RTE Act guarantees several specific, non-negotiable rights to children:

- The right to free and compulsory education in a neighborhood school.
- No child shall be held back in any class, expelled, or required to pass a board examination until the completion of elementary education.
- No child can be denied admission for lack of documents (like age proof) or if admission is sought after the official start of the academic session.
- Protection from any form of physical punishment or mental harassment.

#### **3.3.2 Roles and Responsibilities of Teachers**

The Act outlines the key duties of a teacher, which include:

- Maintaining regularity and punctuality.
- Completing the entire curriculum within the specified time.
- Assessing the learning ability of each child and providing appropriate support.
- Implementing Continuous and Comprehensive Evaluation (CCE).

#### **3.3.3 School Governance and Management**

- The Act mandates the formation of a **School Management Committee (SMC)** in every government and government-aided school.
- **Composition:** At least 75% of the members must be parents or guardians, and 50% of the members must be women.
- **Functions:** The SMC is responsible for monitoring the working of the school, preparing the school development plan, and monitoring the utilization of grants.

### **3.3.4 Curriculum and Evaluation**

- **Curriculum:** The curriculum must be child-centered, flexible, activity-based, and promote values enshrined in the Constitution.
- **Evaluation:** The Act mandates the abolition of **external examinations** at the elementary level and the compulsory implementation of **Continuous and Comprehensive Evaluation (CCE)** to assess all-around development.

### **3.3.5 Funding and State Responsibilities**

- **Concurrent Responsibility:** As education is on the **concurrent list** of the Constitution, funding is a joint responsibility of the Central and State governments.
  - **Neighborhood School:** The Act mandates the establishment of a "neighborhood school," defined as a school within a 1 km walking distance for classes I-V and within 3 km for classes VI-VIII.
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## **4.0 Unit 4: Organizational Structure for Universal Elementary Education (UEE)**

To improve the quality and management of elementary education, a decentralized structure of academic and resource support institutions has been established at national, state, district, and sub-district levels.

### **4.1 Overview of the Decentralized Structure**

This structure includes a hierarchy of institutions designed to provide academic leadership and support:

- **National Level:** National Council of Educational Research and Training (NCERT)
- **State Level:** State Council of Educational Research and Training (SCERT), State Institute of Educational Management and Training (SIEMAT)
- **District Level:** District Institutions of Education and Training (DIETs)
- **Sub-District Levels:** Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs)

### **4.2 National Level: NCERT**

#### **4.2.1 Establishment and Aims**

The **National Council of Educational Research and Training (NCERT)** was established as an autonomous organization in 1961. Its four primary aims are:

1. To improve the quality of school education.
2. To organize training programs.
3. To spread education.
4. To solve educational problems faced by school education.

#### **4.2.2 Role and Functions**

NCERT's primary role is to advise the Central and State governments on academic matters related to school education. Its major roles include implementing the National Curriculum Framework and promoting the Universalisation of Elementary Education (UEE).

Its key functions are distinct and systematic:

- **Research:** Conducting and supporting educational research and surveys.
- **Development:** Creating curricula, syllabi, textbooks, and other instructional materials.
- **Training:** Organizing pre-service and in-service training for teachers, teacher educators, and other educational personnel.
- **Dissemination:** Spreading information on innovative educational techniques and research findings through publications and extension services.
- **Policy Implementation:** Assisting in the implementation of national education policies and programs.

### **4.3 State Level: SCERT and SIEMAT**

#### **4.3.1 State Council of Educational Research and Training (SCERT)**

The SCERT is the state-level counterpart of the NCERT. It functions as the academic wing of the state education department, responsible for controlling and supervising DIETs, revising school curricula, producing state-specific learning materials, and organizing in-service teacher training.

#### **4.3.2 State Institute of Educational Management and Training (SIEMAT)**

SIEMAT is an autonomous state-level institution dedicated to training and research in **educational planning and management**. Its primary role is to develop the managerial capacity of educational administrators and functionaries at the state, district, and sub-district levels.

### **4.4 District and Sub-District Levels**

#### **4.4.1 District Institutions of Education and Training (DIETs)**

Established based on the recommendations of NPE 1986, DIETs serve as the primary agency at the district level for planning, implementing, and monitoring pedagogical activities in elementary schools and adult education centers. Each DIET is structured into seven academic branches:

1. Pre-Service Teacher Education (PSTE)
2. Work Experience (WE)
3. District Resource Unit (DRU)

4. In-service Programmes, Field Interaction and Innovation Co-ordination (IFIC)
5. Curriculum, Material Development and Evaluation (CMDE)
6. Educational Technology (ET)
7. Planning and Management (P & M)

#### **4.4.2 Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs)**

BRCs at the block level and CRCs at the cluster level are grassroots organizational structures designed to provide regular, on-site academic and resource support directly to teachers and schools, ensuring that pedagogical improvements and training reach every classroom.