

# KOTHARI COMMISSION REPORT

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# INTRODUCTION

The Kothari Commission was appointed by the Government of India to overhaul the Indian Education sector. Kothari Commission was an ad-hoc commission set up by the Government of India. Kothari Commission was formed on 14 July 1964. After two years of extensive research, consultation, and deliberation, the Kothari Commission submitted its report to the Government of India in 1966. The report, titled "Education and National Development", contained a comprehensive set of recommendations for the development of education in India, covering all levels of education from primary to higher education.

# STRUCTURE OF THE COMMISSION

- The commission was chaired by Daulat Singh Kothari, a noted physicist and educationist, and included 11 other members. He was the then chairman of University Grants Commission (UGC). It was the sixth commission in India, post-independence but it was the first commission mandated to comprehensively deal with the education sector of India. The Commission had a Core group of 20 members. The commission took a consultation from a panel of 20 overseas consultants, who were based out of the USA, UK, Japan, France, Sweden. They were experts in the education domain. There were 19 Working Groups or Task Forces in the Kothari Commission. In a span of 21 months, the Commission had interviewed 9000 people who were working as scholars, educators and scientists.

# OBJECTIVES

- The Kothari Commission, also known as the Education Commission (1964-66), was established by the Government of India in 1964 with the aim of making recommendations for the development of education in the country. The commission had several objectives, which were aimed at creating a more relevant, efficient, and equitable education system in India. Some of the key objectives of the Kothari Commission are:
- Universalization of Education.
- Relevance of Education.
- Improvement of Quality.
- Promotion of Research and Development.
- Promotion of National Integration.
- Promotion of Values.

# STRUCTURE OF EDUCATION

- One to three years of pre-school education.
- A Primary Stage of 7 to 8 years dividing into lower primary (4 to 5 years) and higher primary stage (3 or 2 years).
- A lower secondary stage of 3 or 2 years.
- A higher secondary of 2 years of general education or one to three years of vocational education.
- A higher education stage having a course of 3 years or more for the first degree and followed by a course for second degree of varying durations.

# STRUCTURE OF EDUCATION

- Age of admission to class I not to be less than 6 years.
- First public examination to come at the end of first ten years of schooling.
- The streaming system to be made beyond class X in case of general education.
- Two types of secondary schools—high schools providing a ten year course and higher secondary schools providing a course of 11 or 12 years.
- Bigger and more efficient schools about 1/4th of the total number to be upgraded and attempts to upgrade every secondary school to the higher secondary to be abandoned.

# STRUCTURE OF EDUCATION

- New higher secondary course at class XI to be instituted and class XI and XII to provide specialised studies in different subjects; existing higher secondary schools with integrated courses in classes IX, X, XI running satisfactorily to be continued until class XII is added.
- Transfer of the PU course from the universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86; UGC would be responsible for the transfer of the above course.
- Starting of higher secondary class or classes in selected schools by state education departments as self-contained units and assisted with adequate recurring grants.

# STRUCTURE OF EDUCATION

- Reconstituting Boards of Secondary Education to accept the onus for the higher secondary stage also.
- Vocationalization at the secondary stage at the end of class VII or VIII and of the end of class X and provision to be made for the introduction of different types of vocational courses at the lower and higher secondary stage, the duration of these courses varied from one to three years which would prepare young person's for employment.
- Ten years of schooling should cover a primary stage of 7 or 8 years and a lower secondary stage of 3 or 2 years providing a course of general education without any specialisation.



# STRUCTURE OF EDUCATION

- Classes XI and XII should provide for specialised studies in different subjects at the higher secondary stage.
- The higher secondary stage should be extended to cover a period of 2 years and to be located exclusively in schools.
- Steps should be taken to implement these through a phased programme spread over the next 20 years (1965-85).

# THE 10+2+3 SYSTEM

- The 10+2+3 system of education was proposed by the Kothari Commission in 1966 as part of its recommendations for the development of education in India. The system was designed to provide a comprehensive and integrated approach to education, which would prepare students for higher education and the world of work. The 10+2+3 system of education consists of the following stages:
- 10 years of school education. The objective of this stage of education is to provide a basic education, which includes the development of literacy and numeracy skills, as well as an understanding of the environment and social values.

# THE 10+2+3 SYSTEM

- 2 years of higher secondary education (classes 11 and 12), which is also known as the "10+2" stage. The objective of this stage of education is to provide a comprehensive education, which includes a range of subjects and prepares students for higher education or vocational education.
- 3 years of higher education, which includes undergraduate courses in various fields of study, and is also known as the "3" stage. The objective of this stage of education is to provide specialized knowledge and skills in various fields of study, and prepare students for careers in their chosen fields.

# **CURRICULUM (CLASS VIII-X)**

- Lower secondary stage (class viii to x):
- Three languages: In Hindi speaking areas,
- The mother-tongue or the regional language,
- English or Hindi (if English has already been taken as the mother-tongue)and
- A modern Indian language other than Hindi.

# CURRICULUM (CLASS VIII-X)

- In non-Hindi speaking areas:
- The mother tongue or the regional language.
- Hindi at a higher or lower level.
- English at a higher or lower levels.
- A classical language may be studied on an optional basis besides the above three:

# **CURRICULUM (CLASS VIII-X)**

- Mathematics, Science, History, Geography and Civics, Art, Work experience and social service, Physical education and Education in moral and spiritual values.

# CURRICULUM (CLASS:XI-XII)

- Curriculum at Higher Secondary Stage includes:
- Any two languages including any MIL, modern foreign language and any classical language
- Any three subjects from the following:
- History, Geography, Economics, Logic, Psychology, Sociology, Art, Physics, Chemistry, Mathematics, Biology, Geology, and Home Science. Work Experience and Social service, Physical Education, Art or Craft Education in moral and spiritual values.

# RECOMMENDATIONS

- Provision of Free and Compulsory Education – Recommended providing free and compulsory education for children aged 6 to 14 years.
- Languages – The Commission recommended adopting a three-language formula at state levels. It intended to promote a language of the Southern States in Hindi speaking states. It intended to promote Hindi, English and a regional language in non-Hindi speaking states.
- The Kothari Commission recommended promoting regional languages, Sanskrit as well as international languages, preferably English.
- The Kothari Commission recommended providing favourable and adequate service conditions for teachers and providing them with the necessary freedom to conduct and publish those findings.



# RECOMMENDATIONS

- To promote social justice, the Kothari Commission focused on girls education, education of backward classes, education of tribal people, physically and mentally handicapped children.
- As Science and Maths are an integral part of the growth of any nation, the Kothari Commission recommended making Maths and Science an integral part of education.
- The Commission recommended reforms to improve education at University level by paying special attention to postgraduate level research, training, providing adequate libraries, laboratories and funds.

# RESULTS

- The education system at the national level was aligned in 10+2+3 pattern, as recommended by the Kothari Commission.
- One of the most important recommendations of the Kothari Commission was the National Policy on Education. The Bill was passed in the Parliament under the leadership of former Prime Minister of India, Indira Gandhi.

# RESULTS

- It has been reported that even the National Policy on Education in 1986 (which was formulated under the leadership of former Prime Minister of India, Rajiv Gandhi), was influenced by recommendations of Kothari Commission.
- As per recommendations of Kothari Commission, the education sector in India was stratified into national bodies, state bodies and Central Board.

# THANK YOU

