CHAPTER - II
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NEW EDUCATION POLICY

The baneful effect of the administration of the British merchants constituting the East India Company was observable not only in the destruction of Indian trades and industries, but also in that of the indigenous systems of education.¹

The continuous territorial victories of the English in the eighteenth and nineteenth centuries were resulting in a continuously expanding administrative work. This increased administrative work called for the appointment of many people to run the administration. Since that work required educated people, the government thought of providing with education of a level which called effectively fulfill their aim. Allied closely to this aim was the need of having honest servants.² This required an education not only to produce a higher degree of intellectual fitness but also raise the moral standard of those who were to take part in the administrative work of any kind. It also appears, that education was politically motivated and oriented. It was perhaps thought that people educated in English would be more loyal to be the British rule in India. Moreover, there was some demand from the people's side also. The demand flowed out to the

utilitarian aspects of English education. So such were the needs and
c onsiderations of the government and the people in the early 19th century which
worked into the background of the evolution of a policy in respect of secondary
and higher education. When British come into power, the question of imparting
education of what may be termed the modern type through schools and colleges
largely came before them. With the expansion of British rule as a whole,
knowledge of English because a historic necessity both for reasons of
administration and increasing commercial intercourse. Before the Charter Act
of 1833, there was no noticeable progress in the field of education in view of
the lack of efforts to direct the educational policies of different parts of India.4

2.1 The Charter Act 1813

The Charter Act of 1813 forms a turning point in the history of Indian
education. This act fully empowered the missionaries fully to go to India and
spread education there. In the Charter Act, a clause was annexed to the effect,
that a sum of not less than one lac rupees in each year shall be set apart and
applied to the revival and improvement of literature and the encouragement of
the learned natives of India and for the introduction and promotion of a
knowledge of the science among the inhabitants of the British territories in
India. This clause led to the foundation of state education system in India.
However, this clause did not indicate whether the money was to be spent for
primary, secondary or higher education. The freedom of the missionaries in

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3  Ibid, p. 37.
4  Devi, Renu. Progress of Education in Assam, p. 8
the sphere of education aroused a sense of emulation in the hearts of the Indians themselves and thus, both state and private educational organizations began to sprout in the country and a well organized modern system of education came into being.\textsuperscript{5}

After 1813, considerable progress was made in the presidencies of Bengal, the Hindu college was making strong movement for English education. Consequently, the number of English institutions sprang up within a short span of time. The political and economic values of English were rising day by day. Like Bengal, Bombay and Madras also made appreciable progress in education after 1813. In Bombay presidency, under the leadership of Elphinstone and others, English education and western services made noteworthy progress.\textsuperscript{6}

2.2 The Charter Act 1833

In the Charter Act 1833 no clause expressive of motives of philanthropy and altruism the happiness and interest of the motives of India was interested. But the grant of one lac in 1813 had to be increased now tenfold, for by 1833 a much larger portion of the map of India was dyed red than had been the case of twenty years earlier. The increasing grant of education strengthening of further educational expansion.

During the period 1813-53, both officials and non-officials attempts were made to educate the people of India. The non official attempts of this period

\textsuperscript{5} Basu, B.D. History of Education in India, p. 37, 1989.
included the role of missionaries, private educational enterprise by British officials and non-officials, the name of David Hare from 1775 to 1842, J.E.D. Bethune from 1801 to 1851 and Mount Stuart Elphinstone are significant to note. Here in the private India enterprise the name of Raja Ram Mohan Roy from 1772 to 1833 is very important. It is for his service in education and other spheres that he is called “the father of modern India”.7

Important changes in the type of education to be imparted to the youth of the country were introduced in the first half of 19th century. The Minute of Lord Maculay and subsequent resolution passed by the government in 1835 led to the establishment of schools to teach European Literature and Science. These schools became immediately popular because of the great interest shown in English education by some of the educated Indians and more particularly by leaders like Raja Ram Mohan Roy and others.

The education imparted in these schools became a passport for entrance into Government service. This was mainly due to the proclamation issued by Lord Hardinge in 1844 that for service in public offices preference should be given to those who were educated in English schools. “In consequence there of education was imparted with the limited object of preparing pupils to join the service and not for life.

The support given by some educated Indian, and notably, by that distinguished scholar, Raja Ram Mohan Roy, contributed largely to a changed

outlook of the administrators of the day. It was the stage that Maculay, then the Law Member of the govt. of India, wrote his famous Minute had already been expressed by him in the House of Commons and he pleaded for English in the following terms:-

“We must do our best to form a class who may be interpreters between us and the millions whom we governs; a class of persons Indian in blood and colour, but English in taste; in opinions, words and intellect.”

2.3 Orientalist – Anglicist Controversy

While educational activity was proceeding a pace in the decade of 1823-33 there was brewing a controversy called historically “the oriental-Anglicist controversy” over the issue whether oriental learning and science should be spread through the medium of Sanskrit-Arabic or Persian or Western Sciences and literature be spread through English as medium of instruction. The Orientalists were already in majority in the “General committee by public instruction” which was led by H.T. Prinsep, the then Secretary of Government of Bengal in Education Department. Minto and Wilson were other allies to him.

The Anglicists judged the public feeling by coming into contact with the new generation in Bengal led by reformers like Raja Ram Mohan Roy. The Orientalist judged public opinion from this contact with the conservative pandits and Maulavis. The two parties cooked at the questions of introducing the western knowledge and English language with a spirit of antagonism to each other.
Although in the beginning the Orientalists were in majority in the General committee of public instruction, by 1813 the two parties were equally balanced of the ten members, five were orientalists and five anglicists. So, the result was a complete deadlock and no progress was therefore possible. It was at this stage that Maculay appeared on the scene and decided once for all that English not any other language, would be the medium of instruction in India. Maculay’s Minute put the balance in favour of English.

2.4 Maculay’s Minute and Bentink’s Resolution 1835

Maculay a profound scholar, successful writer and an eloquent speaker landed India as Law Member of the Governor General’s executive council on 10 June, 1834. On February 2, 1835 he submitted his famous Minute to the council. Lord William Bentick, the Governor General, approved of the Minute of Lord Maculay. A resolution was passed on 7th March, 1835 and some points were emphasized.

That “the great object of British Government ought to be the promotion of European literature and science amongst the natives of India and that all funds appropriated for the purposes of education would be best employed on English education alone.”

“That Government funds were not to be spent on the printing of oriental works”.
That all the funds at the disposal of the Government would henceforth be spent in imparting to the Indians a knowledge of English literature and science” etc.

This declaration of Lord Bentick gave to educational policy in India a definite form. The first declaration of Indian Government in the sphere of education, it determined eventually the aim, means and medium of education in the country. While Maculay was an empirist utilitarian, James Mill who is supposed to have drafted woods despatch was a utilitarian.8

2.5 Woods Despatch 1854

The famous educational despatch of 1854 commonly known as “the intellectual charter of India” or as wood’s despatch for Sir Charles was then president of the Board of Control of the East India Company, a situation corresponding at present to that of the Secretary of state of India.

The major step in the historical process was marked by the parliament enquiry into the conditions of India in 1853 which proceed the confirmation of the company’s charter. For the first time parliament investigated seriously and perhaps also sympathically the development of Indian Education. The various evidences given to the committee of the Lords and commons formed the basis of Sir Charles Wood’s epoch making despatch of 1854, which in effect

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determined and demarcated the whole subsequent course and development of Indian education.

It was in this despatch that a policy and secondary education was clearly laid down. The despatch envisaged the provision of a net-work of graded schools it meant colleges in the middle and elementary indigenous schools at the bottom. It set forth a scheme of education which was wider and more comprehensive than anyone which had been suggested so far. It enunciated the aim of education as the diffusion of arts, science, philosophy and literature of Europe. It was emphasized that the study of Indian languages should be encouraged. Since all this was to entail huge expenditure, the Despatch chalked out a programme of grant-in-aid. In respect to higher education and secondary education, the despatch gave an indication that the state might withdrawal from the direct management of institution, but would maintain the control over them.

This despatch consisted of a hundred paragraphs and was addressed by the court of Directors of the East India company to the Governor General of India in council, dated July 19th, 1854.9

The Wood’s despatch brought revolutionary changes in the educational policy of the British India Government. It declared that education of Indian’s was the responsibility and duty of the Government of India. It also laid down clearly the aim of education in India. On account of manifold recommendations this despatch form an important landmark in the history of education in India.

Regarding this despatch the secretary of the General Council of Education in India Rev. James Johnston, wrote — “This important despatch which was sent out to the Indian Government 1854, by Sir Charles Wood (viscount Halifax), then president of the Board of control and was ratified, after the munity, by the despatch of Lord Stanley (Earl of Derby) in 1859, is still the great charter of Education in India”.

H. V. Hamton said “The despatch of 1854 marks the end of an era the age of great educational pioneers.”

This despatch has also been criticized by many educationists. In this connection the views of M.R. Paranjpe are quoted that “It may be admitted that despite many limitations of the despatch, it has contributed much to the organization and stabilization of the present Indian educational system.

The history of first 25 years of the universities is mainly one of the growth in number of colleges and students but not a new university was to be established till 1882. The establishment of universities in the year 1857 had far reaching consequences specially on the content, range, and scope of secondary education. The universities dominated secondary schools in every respect. Secondary education instead of being a self-sufficient course preparing students to enter life after compelling the course become merely a step towards the universities, with the result that the schools could not function with an independent programme of their own.\textsuperscript{10}

\textsuperscript{10} Mukerji, S.N. Education in India Today and Tomorrow, p.p. 112,113, 1969.
2.6 The Indian Education Commission 1882

The viceroy Lord Ripon appointed in 1882 the Indian Education Commission under the presidency of Sri William Hunter, one of the members of the legislative council.

In view of slow progress of primary education in the period from 1854 to 1882 it was natural that Government should appoint a commission to enquire particularly into the manner in which effect had been given of the despatch of 1854 and to suggest such measure as it might think desirable in order to further carrying out the policy.

The commission made recommendations in regard to primary education, secondary education, collegiate education, grant-in-aid, education of women, teachers training professional education and religious education. The recommendations of the commission were a valuable step ahead in the field of education. Many neglected fields were attended to. Attention towards the education of women, Muslims, Harijans and others began to be paid only as the result of the recommendation of this particular commission. With regards to vocational and technical education. The commission recommended that in the terminal class of high schools, there should be two avenues one leading to the entrance examination of the University the other of a mere practical character intended to fit the youths for commercial, vocational or non-literary pursuits.

The inquiry of the commission led to a great educational awakening in India and its main finding agreed largely with the despatch of 1854, which
dominated Indian educational policy. The recommendation of the commissions, the number of colleges increased considerably in the country. The Punjab University was established in 1882 and the Allahabad University in 1887.

In 1885 Indian National Congress was established and the National Movement following it, enjoyed a unique position in the history of educational progress in the country. The Ferguson College, Poona was founded by the famous nationalist, Late B.G. Tilak, V.K. Chipumkar and G.G. Agarkar. Sir Surendra Nath Banerjee took the charge of the Ripon College, Calcutta. The Arya Samaj movement was fully active to bring about mental and ethical renaissance in the country. The Dayanand Anglo Vedic College was established at Lahore in 1886 by the efforts of the Arya Samaj and it soon became one of the most famous college of Northern India in 1898. Mrs. Annie Besant founded the central Hindu college at Banaras later to develop into the present Banaras Hindu University.

Thus by the end of 19th century the development of education was satisfactory both British officials and the people in India has reason to be proud of their achievement. In this regard Howell commented that “Education in India under the British Government, was, first ignored then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing.”

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The appointment of the Indian University commission in 1902 and the transfer of education to Indian Ministers in 1921 from another major development of educations in India. During this period the distinctive feature of which may be mentioned here are: Large finance, the more active role assumed by the state in education, vigorous attempts of qualitative improvement in all types of educational institutions growth of militants nationalism among the people.

During this period another important event was the interest shown by Lord Curzan during his viceroyship. Though the acts of omissions and commissions on the part of Lord Curzon gave birth to militant nationalism in India. Yet it is, true that Lord Curzon’s schemes of introducing improvement in Indian education created new awakening and inspiration in the educational field.

The progress of education in different branches of Indian education achieved between 1901-02 and 1921-22 summarised quantitatively. In 1901-02 the numbers of universities were 5 and 1921-22 the number of universities increased to 10. The arts colleges increased 145 to 165 and the secondary schools 5493 to 7530.

2.7 The Education Resolution 1913

The resolution on educational policy contains the basic principles on which the educational policy was actually formed. The principles are:
1. “That instead of increasing the number of institutions already in existence. Their standard should be raised and they should be properly equipped.”

2. Facilities for higher education and research should be made available to the students in India so that they may not have to go to foreign countries etc.

The resolution contained recommendations in regards to various field of education including women education. The implementation of the resolution delayed due to the outbreak of First World War but the university of Banaras and Patna were started in 1916 and 1917. The credit of an all round development in education can be largely claimed by the Resolution. Towards the period of the war 1917, the government of India appointed a commission to inquire into the educational conditions of the Calcutta University.¹²

2.8 The Calcutta University Commission (1917)

The Calcutta University Commission (1917) is also known as the Sadler Commission because this commission was appointed by the government of India through a resolution under the chairmanship of Sir Michael Sadler, the vice chancellor of Leeds University, Great Britain. The main object of this commission was “to inquire into the condition and prospects of the University of Calcutta and to consider the question of formulating a constructive policy in relation to the question in presents.

¹² Naik and Nasrulla, A Students History of Education in India, p. 211, 212, 1962.
The commission examined some common problems of secondary and university education, and held that "no satisfactory re-organization of the university system will be possible unless and until a radical reorganization of the system of secondary education upon which university work depends, is carried into effect." The commission made certain important recommendation.\(^{13}\)

It is sufficient to state that all the recommendations of the commission were endorsed by the government of India and were recommended to the provincial governments for their consideration. Reforms and changes were introduced in the universities in India. With this change the universities ceased to remain only the examining g and affiliating bodies. They now become also the centres of teaching and research.

The recommendation in regards to establishment of Boards for secondary education for various provinces gave a new look and perspective to the secondary education in the country.

The main recommendation of the commission regarding the opening of the "Intermediate Colleges" which should prepare not only for the degree courses in arts and science but also for careers in medicine, teaching, engineering etc. These colleges might be run as independent institutions or might be attached to selected high schools.

This was for the first time that a commission suggested the transfer of intermediate classes to high schools and the need for setting up an independent board of education to control high schools and intermediate education.\textsuperscript{14}

2.9 Grant-in-Aids:

The despatch of 1854 laid down the Government policy in the matter of educational finance. The introduction of the principles of grant-in-aid in the educational sphere was subsequently acted on as evidenced by other resolutions of the government, introduced first in Bombay in 1852. The grant-in-aid system was designed to offer aid to non-government institutions at secondary and higher stages of education in order that in that manner education may be more widely spread with comparatively less expenditure to public money. The Resolution of 1884 that the provincial governments should allot sufficient funds for the promotion of education.

Grant-in-aid was defined as a sum of money assigned by a superior to an inferior governmental authority, either out of the exchequer of the former or out of the sources of the revenue specifically designated. Aid in the form of grant had come to be known as grant-in-aid.

In so far as the system of grants is concerned each state and union territories has its own pattern. The rules governing such grants go on charging. Private educational institutions in Assam are eligible for both recurring and non-recurring grants. The amount of the former is determined on the deficit

system, namely the difference between the approved income and the approved expenditure. The approval income is calculated by multiplying the number of students on the rolls in the institutions by the rate of tuition fees and then deducting 25 percent in the case of schools and 40 percent in the case of colleges.\textsuperscript{15}

Educational expenditure in Assam public and private sources contributed towards educational expenditure. It goes without saying that because of superior resources – public funds contributed a larger share than funds contributed a larger share than private sources. The sources like provincial funds, local funds, Municipal, private funds fees, and other sources were contributed the amounts of expenditures on education.

The government’s total educational expenditure in Assam amounted to Rs. 5738134 in 1937. After all the efforts over the years, the percentage of literacy was 9.3 only of the total population.

Even after the release of imperial grants after 1904, Governments educational budget did not increase remarkably. It was 10.7\% of the provincial budget in 1921-22. The government did not give to the people educational facilities in the same proportion as it had realized revenues from them. The rate of progress if revenue per head and total per capita expenditure on education

could not generate much enthusiasm over the state of affairs in the educational field as a whole.\textsuperscript{16}

Anyway, the total educational expenditure in terms of some figures increased. But it was hardly sufficient to meet the needs of even 10 percent of the population.

The grant-in-aid system stimulated the growth of Pathsalas and this was particularly so in the Kamrup district. Hunter records showed that about 100 such schools were established attracting officials attention in the form of Pathsalas grants. More than half of such schools were intending for the instruction of girls and adults males, and about a dozen of the schools were devoted to the teaching of Arabic, Urdu or Persian to Mohammadans. Expansion of schools did not however, mean improvement in the quality of teaching which depends on a number of factors, trained teachers, good building and equipment, necessary provisions and facilities for teachers and students and also for the adequate supervision.\textsuperscript{17}

During 1854-82 certain defects become prominent in the secondary system: the mother language was completely dropped as the medium of instruction nothing was done to train teachers for secondary schools, and the courses of study become too academic and unrelated to life mainly because there was no provision for vocational or technical courses.

\textsuperscript{17} Misra, Atmananda. Educational Finance in India, p. 23, 1962.
The Hunter commission 1882 examined the position of secondary schools of those days and suggested diversified courses of instruction in the secondary stage of education. It recommended that in the upper classes of high schools there be two divisions – one leading to the Entrance Examination of Universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits.

The commission also recommended the withdrawal of Govt. from direct management of secondary schools thereby giving place to private enterprises in that field of education. In spite of such a specific recommendation neither the public nor the Govt. seemed to have appreciated the value of the suggestion. With the result that the recommendation was practically ignored.

The growth of secondary education was very sticking between 1882 and 1902 when the number of schools rose from 3916 to 5124, the enrolment from 214677 to 622868 and the matriculation figure from 7429 to 22767.

Between 1882 and 1904 the number of aided secondary schools increased as a result of the emphasis laid in the previous policy on the role of private enterprise in the matter of expansion of secondary education. The resolution of 1904 laid down the following conditions for the improvement of secondary education.

According to first condition, grant-in-aid would be given to a school only after receipt of a favourable report from the Inspector of schools as regards education, materials and physical conditions of the schools. Secondly, it was
provided that regulations framed by the universities should be followed by secondary schools if they wanted to send candidates for matriculation examinations.

The Govt. took several steps to improve the secondary schools. First maintenance of a few high schools in different towns was made the responsibility of the Govt. so that these could serve as models to the aided schools. Secondly provision of larger amount of grant-in-aid to aided schools to improve their standard. Thirdly creation of more teachers training centers based on improvement methods of teaching.

Thus the Resolution of 1904 abandoned the old policy of comparative indifference for a new policy of control and improvement.

All new educational policy came to the introduced that is educational policy under Resolution of 1913 as a result of the visit of king George V to India. The resolution did not suggest any revolutionary changes in the field of secondary education. It recommended the improvement of physical material and teaching facilities in the existing government schools increase in the grant-in-aid in order to encourage the establishment of more aided schools.  

2.10 New Education Policies in Independent India

India attained independence from the foreign shackles after the historic struggle of peace and non-violence under the ebullient and dynamics leadership

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18 Sukla, P.D. Administration of Education in India, pp. 126, 130, 1983.
of Mahatma Gandhi on August 15, 1947. India was constituted a sovereign
democratic Republic on the four pillars of justice, liberty, equality and
fraternity.\textsuperscript{19}

Education has ever been accorded an honoured place in the Indian
society. There is no country where the love of learning had so early an origin or
has exercised so lasting and powerful an influence. The great leaders of the
nation when engaged in the freedom struggle realized the fundamental role of
education in accelerating the pace of independence movement and stressed its
unique significance for the national unity and development. Gandhiji
formulated the scheme of Basic education not only to harmonize intellectual
and manual work, but also to unify various parts of the country into a national
whole.\textsuperscript{20}

After the independence it was decided to reorient the educational system
of the country in order to adjust it to the changing needs and aspiration of the
people. Education was also regarded as a potential instrument of social change
and national upliftment. It was taken a vital factor of the national progress and
security. It has been the major concern of government both at the national as
well as state levels and increasing attention was given to educational
reconstruction and reorientation. Several committees and commissions were

\textsuperscript{19} Mohanty Jagannath, Modern Trends in Indian Education Current Issues and Strategies
\textsuperscript{20} Thomas, F.W. History and Prospects of British Education in India, p. 1, 1891.
required to review the educational problems and make recommendations for bringing about desired changes in the structure and strategy of education.

Due to some recognition to education some attempts have been made on different aspect of education by various committees and commissions in India.

2.11 Secondary Education:

Secondary education is that which follows the primary course. It is either English more properly vernacular or Anglo vernacular. Secondary education is a vital stage in the over all scheme of education. It’s importance can never be ignored although the emphasis upon its aims and purposes has varied from time to time. This is the stage, where education is given to the age group – 11+ to 16+ which is the most precious period in an individual’s life, having the greatest physiological significance. Secondary Education is that stage of education necessary for all children expecting to become full members of a complex modern society which building on a secure foundation of primary education attempts by providing for adolescents a satisfying school life and by developing to their highest potential his ability, his health aptitudes, interest and qualities of character to bring him to the threshold of adult life adequately prepared to enter upon that life as knowledgeable active minded and sociable individual, a citizen aware of his privileges, rights, duties and objectives as a members of a democratic society and eager to take them all and a worker sufficiently skilled to begin not only to support an individual life of his own, but to make a reasonable contribution through his work to natural and spiritual wealth of a
Community and to know why he should so and be satisfied with reason. "The Secondary School is to provide experience and source of information that will lead to the fullest development of students as individuals both in the adolescents years and in adult life".

Secondary education provides solid foundation for the structure of education and thus may be regarded as the pivot of all systems of education. The progress of a country largely depends on expansion and improvement of secondary education. The success of higher education in the field of science and technology is also dependent on the existence of the co-ordinate system of secondary education. In this regard Humayun Kabir said – "Secondary Education has therefore, a vital role to play in any programme of education for the community. It provides teachers for both elementary and adult education. It also prepares pupils for the universities and other institutions of higher learning besides, it is the stage which (in all countries) marks the completion of education for the vast majority."\(^{21}\)

The Calcutta University Commission in 1917 remarked that "No satisfactory re-organization of the university will be possible unless and until a radical reorganization of the system of Secondary Education upon which university work depends is carried into effect."

The Hunt Commission of 1882 (Indian Education Commission) recommended that "there be two divisions – One leading to entrance examination

of university, the other of a more practical character intended to fit youths for commercial or other non-literally pursuits.22

After independence, several committees and commission were appointed for the proper organization of secondary education –

Dr. Tarachand Committee 1948

The Government of India appointed a committee under the chairmanship of Dr. Tarachand to recommend the re-organization of secondary education. The recommendations are:

1. Secondary schools should be multi-purpose type.

2. There should be four years Higher Secondary Courses, after the completion of which a student should be considered eligible for admission to degree classes.

3. Pay scales and service conditions of the teachers should be improved.

4. All India Council of Education to be set up for co-ordination between the Centre and the States.23

University Education Commission 1948

The University Education Commission was appointed in 1948 under the chairmanship of Dr. Radhakrishnan. Though it was concerned with university education, yet it gave certain constructive suggestions for the qualitative improvement of secondary education. The commission stated:

23 Veena, D.R. Education System Progress and Prospects, pp. 216, 217
“Our Secondary education remains the weakest link in our educational machinery and needs urgent reform.”

The important recommendations of the commission with regards to secondary education were as under:

1. There should be a twelve years’ secondary course instead of ten years’ course.

2. An exhaustive list of subjects for general and special education at the secondary stage should be given.

3. Liberal grant and better teaching facilities should be provided.

4. Lot of the teachers should be improved.

**Secondary Education Commission (1952-53)**

It was felt on all hands that the future of higher education depends on the quality of secondary education. Reorganizations of secondary education and an examination of all its respects was long overdue. In 1952 commission was appointed on secondary education under the chairmanship of Dr. A.L. Mudaliar. Its terms of reference were to enquire into and report on the present position of secondary education in India in all its aspects and to suggest measures for its reorganization and improvement. The aim of secondary education according to the commission was: “The training of character to fit students to participate creatively as citizen in the India emerging democratic social order, the improvement of the practical and vocational efficiency so that they may play their part in building up the economic property of their country and the development of the literacy, artistic and cultural interests.”
Major Recommendation of the Secondary Education Commission

1. The commission recommended that secondary education should commence after four or five years of primary education and should include the junior secondary stage of 3 years and a higher secondary stage of 4 years i.e. one year of the Intermediate class be incorporated in it and the other year be incorporated in the first degree course which will be of three years duration.

2. The commission recommended that at the High School stage diversified course of instruction should be provided for the pupils. A certain number of core subject should be common to all students whatever diversified course they may take. These should consist of (i) Language, (ii) General Science, (iii) Social Studies and (iv) Craft. The diversified courses should include the following seven groups: (i) Humanities, (ii) Science, (iii) technical subject, (iv) Commerce, (v) Agriculture, (vi) Fine Arts and (vii) Home Science.

3. It recommended the development of multi-purpose school where teaching in all the groups of the diversified course be provided.

Other recommendations were regarding educational organization and administration improvement teaching personal methods of teaching discipline, guidance and counseling examination and evaluation etc.24

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24 Mukerji, S.N. Education in India Today and Tomorrow, pp. 149, 150, 1969.
All India Council of Secondary Education

In order to improve the quality of secondary education the Government of India created an autonomous body call All India Council of Secondary Education in 1995. In 1959 its executive function was taken over by the Directorate of Extension Services Programme for Secondary Education administrated directly by the Central Ministry of Education. The latter organization has been doing much useful work in organizing in service training for secondary school teachers and the former, in organizing seminars and conferences on Secondary Education. Improving examination system, improving science teaching etc.

Kothari Education Commission (1964-66)

i) The first part lays emphasis on relating education with life, needs and aspirations of the people. It also deals with re-organization of educational structure and improvement of standard, teachers, status and teachers education problems of expansion and equalization of opportunities.

ii) The second part of the report deals with the following problems of education:-

1. Problem pertaining to school education expansion curriculum, teaching methods, text books, teachers’ guides and other teaching and learning materials, classes, guidance and counseling evaluation, administration and supervision.

2. Qualitative and quantitative problems of university education.
3. Problem of agricultural and technical education and development of scientific research.

4. Problems of adult education.

iii) Third part of the report deals with the problem of implementation. It includes educational planning, administration and financing.

It is obvious that Kothari Commission has thought into the whole system of Indian education. On its recommendations a National Policy of Education has been formulated and the government is trying to implements its recommendations.25

**National Policy on Education, 1968**

For the qualitative improvement of Secondary Education, the National Policy on Education 1968 recommends that:-

1. Educational opportunity at the secondary level is a major instrument for bringing social changes and transformation. So this opportunity should be extended to all classes of people.

2. Facilities for Technical and vocational education should be increased at this stage.

3. Facilities for secondary and vocational education should conform broadly to the real employment opportunity and requirements of developing economy.

4. Technical and vocational education should diversified to cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretarial training etc.

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The Central Government is making every attempts to implement the national policy of education but without the active co-operation of the State Government, nothing substantial can be achieved in this respect. Now, that the country’s all-round development is integrally linked with secondary education. It is essential that secondary education should be framed in accordance with the needs of national reconstruction.

National Policy on Education, 1986

The following programme for the qualitative improvement of Secondary Education has been recommended by the NPE 1986:-

The policy relating to secondary education implies extension of the school system in the unserved areas consolidating the existing facilities and providing special arrangements for the gifted children and the high achievers. This would mean that it would require.

(a) Programme to ensure access to secondary education being widened to cover unserved areas:

(b) Programme of consolidation in other areas/schools; and

(c) Programme of setting p Navodaya Vidyalaya.

From the recommendation of the commission discussed above, it has been observed that for the development of fullest potentialities, the formal institution of secondary education i.e. the Secondary Schools should be organized and managed.
At present, four types of secondary schools are imparting education at the secondary stage in Assam –

1. Government School
2. District board and Municipal school.
3. Ad-hoc school
4. Private secondary school.

The number of government schools is comparatively far less than the number of schools run by private bodies. The main cause of this is that instead of taking the responsibility of education, the government has been encouraging of schools by giving some grant-in-aid to the school run by private bodies.

In ad-hoc schools salaries of teaching and non-teaching staff and expenditure of building and furniture etc. are met from school’s general funds. The only income of ad-hoc schools is fee income an slab wise aid of government. Like provincialised schools, ad-hoc schools also incur private expenditure such as sports, library examination, magazines etc. from their respective private funds.

Thus secondary education has certain task to perform in the development of the learner. The secondary school should help the youth to develop his physical, intellectual and practical powers according to his abilities and special aptitude, so that at the end of his educational career, he can play his role effectively as a capable member of his society and contribute his mite to its growth and prosperity.
Since Secondary Education is very much necessary for the fullest development of human potentiality and for the preparation of better future life, the institutions which impart this education should be properly managed and organized. There should be adequate provisions and facilities by using those students can perform and expose his level best.

To get the best result or to fulfill various aims of Secondary Education, it is very much important to find out the problems, which are mainly faced by the ad-hoc school in imparting secondary education.

For the proper development of Secondary Education there should be adequate provisions and facilities in schools, by using those students can perform and expose his level best. Presently we are today at a unique stages of Secondary Education. It is passing through a peaceful, legal and social revolution. But revolutions whether peaceful or violent bring in new problems as soon as they liquidate the old. We should realize that the progress of a nation depends on the educated citizens and we want education to expand not only at the lower but even at the higher level.26

2.12 Higher Education:

A new epoch making era in the history of education was ushered with the attainment of independence. It naturally brought a new hope, a new vision, a

new future for the sub-continent. Modern era is the era of democracy. In fact democracy cannot be thought in isolation with education i.e. education for all, lays sound foundations of democracy in all walks of life.

The higher education system of a century plays a significant role in the creation of skilled human resources. In the emerging scenario of knowledge based on society across the globe, India is well placed with potential brains needed for the revolutionary changes.

In today's era of globalization and information technology the whole world is witnessing sea changes in the education set up. Globalization and the emerging of a new society more dependent on knowledge and information technology have further underlined the importance of education in pursuing developmental goals. In the developing countries like India that are struggling hard to achieve the status of an economic power in the world, the role of quality education is imperative. In 21st century it will be the quality of manpower and determines the sustainable well being of its people. After indiscipline Ministry of Human Resource Development along with University Grant Commission is playing major role in the development of policies and programmes for the higher education in the country. As far as qualitative development of higher education is concerned, India has achieved a lot in the 56 years of independence. Presently there are 305 universities (73 deemed universities 219

centre and state universities and 13 university level institutions) and 14,600 colleges functioning in the country providing higher education to 89 lacs of students.29

Just after independence it was decided to reorient the educational system of the country in order to adjust it to the changing needs and aspirations of the people. Education was also regarded as a potential instrument of social change and national upliftment. It was taken as a vital factor of the National progress and security. It has been the major concern of the government and increasing attention was given to the educational reconstruction and reorientation. Several committees and commissions were required to review the educational problems and make recommendations for bringing about desired changes in the structure and strategy of education.30

The University Education Commission 1948-49 made recommendation for improving the quality of higher education. The commission wanted higher education to be built on the foundation of Indian heritage and culture. It recommended to strike a balance between the material and spiritual aspects. It advocated the use of mother tongue as the medium of instruction and stressed the need for moral as well as religious education. Having expressed concern over the deteriorating standards of education, the commission suggested for

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raising the college age introducing eleven year schooling and three years degree course.

The report of the university education commission observes “Man cannot live by a mass of disconnected information. He has a passion for an ordered intellectual vision of the connections of things. Life is one in all its varied manifestations; but we must have knowledge of life as a whole.”

Attempts were made to implement recommendation of the commission and the resolution on scientific policy was passed under the leadership of Jawaharlal Nehru, the erstwhile prime minister. As a result of this the development of science, technology and scientific research received special emphasis and encouragements.

**National Policy on Education 1968**

The educational commission 1964-66 in conclusion suggested that “education should be given a statutory basis everywhere and in all sectors and education act should be passed in all the states and union territories and that the central Government should issue a statements on the national policy on education which should serve a guide to the state and local authorities. After careful consideration and nation-wide discussion on the report of the education commission, Govt. of India was pleased to declare a National Policy. On education in 1968 the commission recommendations was essential for economic

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and cultural development of the country for national integration and for realizing the idea of the socialistic pattern of society.

The National Policy on education 1968 embodies some guiding principle for the development of higher education in the country. Some of them are:

1. The regional languages should be adopted as media of education at the university stage and three-language formula should be accepted by all states.

2. A major goal of examination reforms should be to improve the reliability and validity of examination and to make evaluation a continuous process.

3. Every effort should be made not only to protect the rights of minorities, but to promote their educational interest.

4. A broadly uniform educational structure should prevail in all parts of the country. The ultimate objectives should to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to the local conditions etc.

National Policy on Education 1986

Education has been continued to evolve, diversify, extend and enrich its reach and coverage, since the drawer of human history. It has been aptly said in the opening paragraph of the NPE 1986 "Every country develops its system of education to express and promote its unique socio-cultural identify and also to
meet the challenges of the times. There are movements in history when a new
direction has to be given to age old process.

The National Policy on Education 1986 emerged as an important
landmark in the field of education. Some salient features are:

1. The NPE aims at ensuring a national system of Education which
implies that up to a given level all students irrespective of caste, creed,
location or sea, have access to education of a comparable quality. The
common education structure 10+2+3 has been accepted in all parts of
the country.

2. The new policy will lay special emphasis on disparities and to equalize
educational opportunity by attending to the specific needs of those,
who have been denied quality so far. This includes education for
women's, schedule castes, schedule tribes, handicapped, minority
communities etc.

3. In view of need to effect on all round improvement in the institutions
of higher education. It is proposed that in the near future, the main
emphasis will be on the consolidated and expansion of facilities in the
existing institutions.

4. The Open University system has been initiated in order to augment
opportunity for higher education and as an instrument of democratizing
education etc.

The national policy on Education 1986, has inter alia observed, “The
whole nation must pledge itself to the eradication of illiteracy particularly in the
15-35 age-group. The central and state government, political party and their
mass media and education institutions must commit themselves to mass literacy
programme of diverse nature. It will also have to involve on large scale
teachers, students, youths voluntary agencies, employers etc. concerted efforts will be made to harness various research agencies to improve the pedagogical aspects of adult literacy."

2.13 The University Grant Commission

On the recommendations of surgent report, a university grant committee was set up in 1945 by the Government of India. Originally it was consisted of four members and looked after the central universities. The constitutions of the committee was amended and its scope was enlarged by the Department of Education Resolution 1947.33

In the meanwhile, the university Education commission 1948-49 has suggested the government through the university grant commission should give financial aid to universities and degree colleges for implementing the UGC grades for teachers, for study leave, libraries, buildings laboratory, construction of hostels and teachers' residence, development of means for teaching and research, technologies and vocational education. Some special grants were given for implementing the scheme of three year degree courses.34

In 1958, the UGC appointed a committee to consider the ways in which general education courses could be introduced in the university and also to recommend the pattern of assistance that may be made available towards this

scheme. The report of the committee has been published and circulated to the universities for their comments. So far thirteen universities have introduced general education in an form or another. The UGC has also received a grant of big amount from the Ford Foundation for the development of programme of general education.

General education is an important means to as sousing the necessary enquiries and questions in the mind of the students, making the three year degree course as well as other themselves for the individual and for society and modernizing and rationalizing the syllabi and course of college education. General education involves the application of better methods of teaching and learning.35

Apart from the general education there is also need for professional education, distance education, vocational and technology, professional education should not mean only technical skill but also a sense of social responsibility and a keen realization of human values in society and state. Blind technical knowledge and others without the insight into interdependence a human being in society and state is a source of danger to the well being of mankind.36

The UGC has made strenuous efforts in helping the universities greatly but to college a bit less. The colleges which enroll nearly 83% of students population in higher education do not receive even one-third of the total amount

allocated for quality improvement in higher education. The recent government policy of cut-in-allocation of the resource of higher education has further affected the effort for improvement of quality of higher education. This has posed the challenges.

Prof. Amrik Singh former vice-chancellor of Punjab University, Patiala has remarked. There has been a lot of deterioration in quality of higher education in recent times. This demand action on the part of college leadership. There is a need for open dialogue between the colleges and different policy-making bodies from a common platform so that the proper and decisive action could be initiated to improve the quality and standard of higher education.

Prof. G. Ram Reddy, former chairman of University Grant Commission has suggested that in order to introduce reforms, colleges should introduce applied component in the traditional and new courses which are relevant to the present day needs of the society.37

Today Higher education in India is in a critical state floated in size and generally resistant to changes. The system has not been able to free itself from its colonial roots and identifies itself with local needs and priority. Kothari commission report says that “Tinkering with the existing situation and moving

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forward with flattering step and lack of faith can make things worse than before” it's time to make a definite road.\(^\text{38}\)

Though UGC and Ministry of Human Resource Development are preparing the policies of reform in higher education system but it has been practical experience that the policy community spends inordinate amount of time coming up with clever ideas for reforms but very little time working out how to implement the policies effectively. Because of the involvement of various bodies in the implementation of higher education policies like UGC and MHRD at the central level and universities, state Govt’s Higher education Departments, Directorates of Higher Education and private management bodies at the state level, the task of implementation becoming rigorous. Many a time the lack of will at one corner leads to failure of policy. The practical example of this was the guidelines issued by the UGC regarding the maintenance of academic standards and pay scales for teaching staff 1998, which are distorted by the many state Government and not implemented in Toto. These standards were issued with the purpose to encourage talented people to join teaching profession in higher education and retain world class faculty members in the face of attractive offers from foreign universities.\(^\text{39}\)

Although UGC and MHRD are preparing some new policies to develop Higher Education but there are some problems like –

\(^{39}\) Arya, P.P. Higher Education and Global Challenges, System and Opportunities, p. 94, 2006.
The problem of social service: One of the aims of university education is to fulfill some social purpose. So one of the duties of higher education is to give such a training to students they may be able to render some social services.

Problem of Affiliations of colleges: University alone cannot fulfill the needs of higher education. So some degree colleges are opened and they are affiliated to a university on fulfillment of certain prescribed conditions. These degree colleges teach courses prescribed by the universities. There are very few degree colleges where independent research works are done.\footnote{Dutta, B. Surya Venkata, & Rao Digumarti Bhaskara Comparative Education, p.p. 105, 106, 2004.}

Training to the Teaching staff: Though UGC is regularly organizing refresher and orientation courses for the teaching staff through its Academic Staff Colleges as a part of carrier advancement scheme. These refresher courses are subject specific and orientation courses are restricted only to the new teaches. Teachers who have already crossed the carrier advancement scheme of the UGC need more awareness. Because such teachers have got the education through old means and systems therefore their knowledge should be re-tuned.

Examination: Universities in India focus rote learning where memory is rewarded than creativity and curiously. Here there is dire need of examination reforms, which can genuinely assess the student’s creativity and curiosity. More liberal atmosphere to the faculty to assess the ability to the students can give good results. Though the UGC is emphasizing on the semester system and internal assessment system years back, System to be introduced at the degree
colleges but universities are not doing desired level of effort to implement these policies quickly.

There are some need of joint efforts on the part various stakeholders of higher education to sit together to analyze these concerning factors so that products of Higher Education in India can be made qualitative according to international standards.\textsuperscript{41}

\textsuperscript{41} Arya, P.P. Higher Education and Global Challenges, System and Opportunities, p.p. 95, 96. 2006.