

Cheater - 2

History of Indian Education and Development

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Cheater - 2

History of Indian Education and Development

2.1 Introduction :

It is not an easy task to discuss about the historical background of Indian education system as our country is a very big and ancient nation having thousands of years of history. Because of this reason, it is not surprising that there have been prevailing various systems of education in our nation with varied objectives, institutions and problems at different periods of its history.

Today, educational system of our society has become very wide and advanced. With this development, it's nature has also become very complex in comparison to earlier time. There are various factors which play important role in determining goals and structure of educational system in present time, some of which are social, cultural and political in nature. Educational system not only gets affected by these factors, but changers in it's structure also affect various cultural and social aspects of the nation.

As known that our country remained under the clutches of imperialism for a long period of time. Not only thus, rulers of different religions ruled it from time to time. As all the rulers belonged to different caste or creed, they all had some unique or specific perspective that a vast difference was found among the policies of who ruled our country in ancient time, but in this chapter mention of some rulers and condition of education in their rule has been mentioned, which affected our country in different areas, especially in education, to considerably extent.

2.2 System of Education in Vedic Period :

Modern age can be described as an age of transition and transformation in which nothing seem to be stable. Today everything seem to be uncertain and

there seems a lack of stability in all areas of life. The pace with which processes of changes and development are taking place today are remarkable. It is because of this fact pace of developmental process that in short time span, newly developed notions and phenomena become obsolete and useless. Such kind of development can be seen in field of technology also. The functions or tasks which were performed earlier by human beings themselves by spending hours of time can now be performed with electronic machines in just a few minutes.

Pace of developmental process in industries and technology is fast mainly in developed countries and countries like ours, which do not have enough sources to fulfill requirements for such development have to remain satisfy with meager or marginal developments. In such situation, developed countries, which have plenty of necessary sources will become more developed while country like ours will remain behind in the race. For this reason, safest course will be integrate both the lines of thinking and to evolve a system of education which may be Indian in soul, but have a progressive and scientific outlook. Now the time has come that we should leave our primitive means of production and should adopt more developed and advanced technique apparatus. We should open the doors and windows of our temples of learning so that new knowledge can flow from all directions, Which will help us to recognize our modern educational system and also to establish a national educational system for the entire country.

2.2.1 Education in Ancient Period :

It is from the Vedas that ancient education emerged. Vedas are considered to be main source of Indian philosophy of life. Hindu Vedas are four in number out of which one called Rig Veda is considered as most fundamental from point of education as it is in this Veda that knowledge aspect is being interpreted and four stages of human life are also dealt in this veda.

During this period, Non-Aryans used to live as an aborigine tribals all over the country were not literate in any way. In Southern part of nation lived Dravidian, who were also illiterate but had highly developed and advanced religious practices. Function of providing non-formal education was performed by society at that time. Credit of developing tradition of learning went to Aryan people. They divided the education into two categories, namely, this worldly and other worldly. All the social aspects of life were dealt in this worldly kind of education while other worldly kind of education was related to intellectual pursuits with an effort to achieve salvation through it. Four pillars upon which ancient Indian life was based were religion, wealth, sex and salvation.

Social system during ancient time was of a very high order. It had a well knit structure. All human beings used to understand their responsibilities and they used to perform them properly. Features of love, cooperation and brotherhood was found among common people. Elders of the family were considered as head of family and they were given the right to take all decisions. All family members were required to agree with their decision. It was on healthy lines that society at that time was being organized.

In ancient period, human beings were full of religious feelings and ideas. According to them, main objective of human life was to achieve the truth, which existed beyond the physical world in which they lived. Duties and responsibilities were considered very important. Education was considered as an important means to emancipate human beings from all kinds of bondages which life produced. It can be said that main objective of education during this period was to develop a person physically, morally and intellectually so that he could achieve salvation through this world peacefully. Nature of approach to life was internal during that period. Attention, concentration and yoga were considered important

techniques to achieve salvation. Through these techniques, human beings used to lift themselves above every worldly thing around them. Thus it can be said that people of ancient time had a simple life style and had high principles in life which directed their life in a proper direction.

2.2.2 Education System :

During ancient period, education was less in vogue. Education was provided in Gurukuls, which were schools situated in lap of nature in calm and serene atmosphere of hills and forests. In those institutions, Brahmins Gurus of Aryan society, namely, Brahmins, Kshatriyas and Vaishyas. Those teachers did not teach the non-Aryans who were then the majority of Indian people. In those schools, majority of students were boys or males. There was provision for education of girls also however, there were very few schools or Gurukuls which were exclusively for girls.

All the students getting education in such institutes were celibates and used to live with their Guru's family as their children. Gurus or teachers were independent educators. They took responsibility of feeding students, protecting them physically and to train them morally. In these schools, teacher used to guide the students by good sermons and teachings. Relationship existing between student and teacher was of intimate nature. Students used to lead a simple and pious life and they were trained to control their senses. As there was academic freedom, thinking of students was philosophical in nature, which result in emergence of purity.

Subjects of ancient education were basically philosophy, grammar and logic. Language was also taught in which more emphasis was laid on proper articulation and grammar. Education was not entirely theoretical in nature, but had practical content also. It was by their wide experiences that teachers used to influence the activities and behaviours of students. It was

in teacher's home that education was being imparted during this period. Everyone viewed teachers with a great respect. At all the places, teachers were being honoured and respected.

As they were considered very intelligent and logical, even great kings and rulers used to bow before them. It was a general practice that kings and rulers used to consult with teachers or gurus in various issues. Students were imbued with a sense of devotion and a spirit of service. They used to respect their teachers and it was their moral duty to obey all their orders. One of the main objective of all the teachers was to get overall development of personality of students. Thus, it can be said that in ancient time, main source of inspiration for the students were their teachers or gurus. Teachers used to act as a role model for the students and help them in solving various kinds of problems encountered in life.

During ancient time, the method used to impart education had a psychological basis. Thinking and dedication were considered two important processes. Gurus used to deliver lectures orally. Students were trained to study independently. They used to cram the verses written in Vedas. From time to time, seminars were also organized in a primate manner, by which students got opportunities to represent their depth of knowledge. Proper articulation was given due importance. Students were given opportunities to ask different kinds of questions or queries answer of which were given by teachers or gurus.

In Gurukul system of education, maintenance of good discipline was of prime importance. Students were taught to become self-disciplined. For any mis-doing, students were awarded with suitable penalty, however, with the aim of purifying them from heart and bring about self-improvement in them. All the students had to work hard and were being assigned different kinds of functions by teacher or guru. No student was expected to disobey orders of his teacher or guru and all of

them try to keep gurus in high spirit. Thus, feelings of respect, faith and devotion were found in students of ancient period towards their teachers.

In ancient time, women were given a high respect. She was considered as better half of the man, without whom no man could be considered whole or fulfilled. Women were given the rights to take decisions on various family matters. Because of this reason, proper provision was done for women's education also. Women were given adequate freedom and honour in ancient time because of which some gurukuls were established where provision of only girl's education were made.

2.2.3 Objectives of Education :

Education was imparted with certain basic objectives. As said that during ancient time, human beings used to live a simple and pious life. They used to perform their duties and responsibilities with utmost care and devotion. Everyone had certain moral values and they considered following religion norms as their duty. They used to live in close contract with saints, which made their life religious.

All human beings used to make necessary or positive kinds of changes in their behaviours. It was with feelings of love and devotion that atmosphere of educational institutions was charged with. An important objective of ancient educational system was to preserve and transmit ancient Indian culture. This task was design performed by renowned teachers, who used to engage in their work continuously. Habit of performing various functions independently were developed in students, which used to help them in uplifting their future life.

Another important aim of ancient educational system was all-round development of students. Gurus used to chose those activities which help to develop different dimensions of student's personality. Qualities of self-confidence and self-respect were being developed in students. Students

were provided with opportunities to get actively involve in educational programmes. For this purpose, debates and seminars were being organized from time to time.

Formation of highly developed character was another important aim of ancient educational system. All the teachers used to impart education while keeping this aim in mind. Students used to strictly adhere to daily routines. Their life was full of hard work and lack any kind of pleasure. They were encouraged to develop high ideals in themselves and to keep themselves away from comforts of life.

Development of healthy civic and aesthetic sense was considered important in ancient time, as it was almost impossible to lead a successful life without it. After getting education from gurukuls, students were empowered to get married and to lead a family life. It was after their cessation of student life that civil life used to begin, during which it became their duty to obey all the norms and values set by society. After getting married, persons became responsible towards their family members. Then performing various kinds of duties became their prime responsibility, for which they were being educated in gurukuls.

No society can develop unless there are efficient members in it, who can contribute in its developmental process. Likewise, after becoming member of the society, it became important for the persons to live their livelihood. Another important aim of education imparted during ancient time was to make students efficient in earning their livelihood. Certain skills were taught in the schools which helped the students to develop their vocational efficiencies. In different states or part of the country, different occupations were practiced. It was on basis of class in which people born that it was decided the kind of work which they would perform. For instance, persons born in shudra creed of society would perform the functions of labourers, while persons born in vaishyas would

perform some respectable functions like vocational and business activities.

Thus at last it can be said that it was through Vedas that ancient education was being emerged. During that time, common people had an intellectual outlook not materialistic one. Self-study, thinking and meditation were the activities in which common men used to spend much of their time. Their main objective was to achieve salvation through education. Religious education was very important. There were schools in the form of gurukuls in which pious teachers or guru used to impart education. The basis of admission was the behaviour of students. Education was not entirely theoretical in nature, but had practical content also. Psychological methods of teaching were used by the teachers. Proper provision was made for education of boys and girls. Teachers tried to purify student's soul, without which they could not be develop properly. Development of high character was considered to be one of the main objective of education. Worldly education was provided so that that students could successfully lead married life and fulfil the duties of their respective strata, namely, Brahmins, Kashatrya, Vaishyas and Shudra. Basic education, social morality and duties towards society formed the compulsory subjects of core curriculum for students belong to all strata of society.

Following can be considered as chief aims and ideals of ancient Indian education :-

- Infusion of a spirit of piety and righteousness
- formation of high character
- development of personality
- inculcation of civic and social values
- promotion of social efficiency and
- Preservation and spread of national culture.

2.3 Education in Hindu Period :

When we talk about Hindu period, we are talking about Maurya period, Gupta period and Rajput period. During this period, aims of education remained more or less same as in vedic or ancient period. There was notion of existence of gurukuls during this period also.

It seems that need to provide education in more organised form was felt during this period because of which university like Nalanda was started or established in this period. For education of boys and girl, various schools were being established in villages. In those schools also, function of imparting education was performed by people of Brahmin sects. All financial arrangement was done by rulers and donations received by public.

Thus, from education point of view, Hindu Period was much more developed in comparison to Vedic period and till now in addition to gurukuls, which were situated in natural settings, certain schools were being established in villages, where students were not required to keep themselves distant from their family as was the case in gurukuls. However, the main objective of education remained quite same, that was to develop personality of students and to make them able to lead a successful life socially and economically.

2.4 Education in Muslim Period :

Generally Muslim period is termed as Medieval Period. There was a good organization of education during this period, which was quite similar to ancient educational system. Relationship existing in between the students and teachers was cordial. There was a sense of response in students for their teachers and teachers used to improve their personality with every possible measure.

There was a great respect of religion. In reality, the chief aim of Muslim education was spread of their religion. Till now, a gap came in between people belonging to Hindu caste and Muslim caste. Children belong to Hindu caste used

to study in their own schools while Muslim schools were started by clergy which were being attached to mosques so that small children could be taught the technique to recite Holy Quran and also could be taught fundamental knowledge of their religion and Islamic way of life.

Thus during Muslim period, education was being imparted in schools or in religious places. Teachers used to award different kinds of penalties for mis-doing of students. Various rulers used to give grant for proper functioning of these schools. Teachers imparting education in Muslim schools were given high respect and even kings and rulers used to pay homage to them. Oral technique for teaching was being used in these institutions. Without understanding verses of Quran, students used to cram them continuously. Generally for advanced students, subjects like history and philosophy were included in curriculum. Instructions were imparted in Arabic and Persian languages by the teachers.

2.4.1 Educational System :

Like Buddhist period, during this period again education was being divided into two categories, namely, primary and higher level. Centres where primary level education was provided were known as Maktabas while centres where facility of imparting higher education was organised were known as Madrasah.

Small children were being admitted in Maktabas. Such centres were generally situated adjacent to homes in the mosque, which were being organised on indigenous system of educational pattern. It was during this period that students used to cram verses of Quran continuously. Priest of mosque used to function in the capacity of teacher, who did possess elementary knowledge of language a ritual known as Bismillah in Maktab. Group teaching was practiced in these institutions, where generally one teacher was appointed to educate students. Educational system was free from all boundations or restrictions. The main objective of education which was being imparted in Maktab was to insist faith in

religion among the students and to inculcate religious feelings among them.

It was through the institution known as Madrasah that higher education was being imparted to students. At these centres, students from other muslim countries of the world also got admission. Preservation and spread of muslim religion on national and international level were the main objective of education imparted in Madrasah. For maintenance and development purposes, a large amount of grants were provided by rulers from time to time. Languages used for instruction purposes were Arabic and Persian. Educational system was well planned and systematically organised and centres of learning were situated at far off places.

A healthy and cordial relationship did exist between teacher and students. Students were filled with feeling of respect for their teachers, while teachers had great sense of love for students. All the students were required to obey their teacher's orders and teacher integrity was absolute in nature. Teachers were given a high respect by all the people in society.

During this period, oral learning was given much importance. Subjects which were given much important space in curriculum were philosophy, grammar and history. Written technique of teaching was used on developed students. There was provision of electing a monitor who used to keep the class under charge in absence of teacher. Group teaching was prevailed during that time. Technique of lecture followed by discussion was being used for imparting education.

Students were being kept in strict rules and corporal punishments were prevalent during that time. It was in spite of the fact that students were taught to have quality of self-discipline among themselves. Periodically, students tests were held in order to evaluate level of knowledge of students. There was tradition of oral and written examination and students performing well in examinations were provided

with scholarships. Various intellectual gatherings were being organised from time to time in which knowledge of students was being adjudged.

In this period, much importance was attached to vocational and technical education, because of which various industries got developed. In different parts of the nation, various cottage industries and workshops got established during this period. Provisions were made for arrangement of vocational education also and it was one of the main reasons that why in artistic works, this age was at its zenith.

Although there was great respect for girls and females during this period, but no satisfactory provision was done for girl's education. Provision of education of girls was being restricted to higher families. In spite of education, purdah system was prevalent during this period according to which no female could go in front of outsiders without keeping her face and body under purdah.

2.4.2 Aims of Education :

Acquisition of knowledge was considered to be the main aim of education during this period. Institutions known as Madrasah had high standards. Subjects like history, philosophy and geography were given due place to curriculum. During this period, various institutions or reputed ones were being established. Spreading knowledge of different kinds in followers of Islam was the main objective of Muslim Education.

Students were required to cram verses of religious books continuously, because of which it is believed that one of the educational objectives was to spread Muslim religion among the students. Formation of strong character also remained an important aim of Muslim education. Students had to face various kinds of restrictions and there was a strict discipline over them. Teachers did not feel hesitant in rewarding punishment to the wrong-doers.

Teachers used to include those activities in the curriculum which could help in developing those qualities among students by which they could lead a happy and successful social life in future. Proper provision was made for technical and industrial education, which proved to be very helpful for them to earn their bread and butter. Those skills were being taught to them which could make them skilled workers. Thus, it was not only theoretical education that was imparted to students but practical skills also, which helped them to make their future life happy and successful.

Muslim rulers tried to use education as a tool to organise and develop their political system. Rulers used to have great hand in management of education, which led to expansion of their empire and providing a stable form to prevailing social system. Political and social development were given proper attention while drafting educational programmes.

Another important aim of Muslim education was to inculcate moral and spiritual values among students. This aspect of education was given due attention by the teachers. In observance of rules of conduct, rigorous practices were being provided. Preservation and transmission of Muslim culture was another important aim of Muslim educational system. It was made compulsory for the students to study authentic works. All students were required to follow rules and regulations of their culture strictly. Practice of studying the original works was given due consideration.

Muslim educational system was full of defects. A lot of emphasis was being paid to worldly aspect of education which result in lack of intellectualism. Educational institutions were dependent on mercy of the priests as they were being attached to mosques. This educational system could not develop independent philosophy of life among the students. Education was not imparted on healthy lines as for a large number of students, only one teacher was being appointed. This educational system

was artificial in nature, as students used to cram verses from religious books without understanding them. With this system, concepts of free thinking and originality came to an end. The relationship existing between student and teacher of love and sympathy came to an end with corporal punishments. This educational system was constructed while keeping in mind the needs and requirement of male or boys, while girls or women were totally neglected, which created an atmosphere of social unjust in the nation.

Thus at last it can be said that main objective of Muslim education was to spread light of knowledge among the followers of Islam. For spreading Muslim culture and heritage, education was regarded as important tool and means. Through it, Muslim rulers tried to give stability to prevailing political system. An important purpose of Muslim education was to prepare the students for their future life. Physical and religious education were attempted to keep in a co-ordinated state. There was relationship of mutual love and respect among students and teachers. Education was provided free of cost.

Test of real knowledge was considered as criterion of success of students. Various rulers used to provide funds in form of grants to the educational institutions. Monitor system was being practiced as only single teacher was appointed for imparting education to various classes. Arabic and Persian languages were used as medium of instruction. Very little or restricted provision was there for women's education and only daughters of high or royal families were allowed to get education. During this period, technical and vocational education was at its highest position.

2.5 Education in British Period :

The most cursed state took place in Indian history when Britishers got entered into it, firstly as visitors and then as traders. Then they brought whole of the Indian under their control and put it under the chains of imperialism. Britishers did not intend to explore wealth of Indian, but they also tried to dominate Indians in all the spheres of life and area of education was no exception in any way.

After imperialism, British government passed various rules by which all the schools and educational instructions could be locked out where Indians used to get education, However, because of efforts of our people, Hindus and Muslims continued to have their own schools which were run on public charities. These schools did not interfere with the working of British government. British people understood the fact that if they wanted to keep Indians under their control, then they had to change their mind set and education was an important tool to manipulate their thinking. It was because of this reason that after sometimes, British rulers established various schools, colleges and universities.

India had a rich tradition and also a rich literary tradition, which inspired foreigners to a lot of extent. It was because of this reason that various British officers began to write their experiences in book form during their stay in India. British officials wanted cheap clerks and officers to help them in running their colonial administration in India for which they decided to plan or develop such educational policy which could produce persons Indian in body but British in soul. For this purpose, Lord Maculay's suggestions were employed in practice. Britishers tried various means to modernize India and people living in it.

English system of education was being supported by Indian thinkers. Some Indian thinkers were of the view that India schools should introduce English education in their curriculum. During this period, people belong to different religions established schools for education of their children. To teach English language, western philosophy and to provide information relating to

advanced technology, various universities and institutes were being organised or set up by British government. British rulers tried to neglect all the oriental languages and wanted to replace them with their own languages.

When it became impossible for the Indians to tolerate tortures of British government, independence movement got emerged throughout the country and various people belonging to different age group got filled with independence fervour. An important step of national movement was to boycott universities and colleges established by British government and to replace English educational system with Indian one. It was necessary as young people were getting influenced under the sway of modernism. These movement leaders were of the belief institutions, they could inspire Indian youth in ideology of nationalism. Even the Mahatma Gandhi, who was considered Father of Nation was of the view that Indian need to develop new scheme of Basic Education and this responsibility was given to Dr. Zakir Hussain.

New Scheme of Basic Education was to be constructed on certain principles, some of which were as follows :

- provision of free education
- provision of compulsory education
- medium of instruction would be mother tongue,
- tool of productive work should be employed to impart education
- knowledge of handicraft should be provided to students which could help them to lead a successful economical life,
- social studies, drawing, general science, mathematics, physical training and music are the subjects which must be provided a place in curriculum.
- education should be imparted through correlation method, which should be based on three medias, namely, nature, craft and social cultural activities.

As Britishers influenced India and its people to a considerable extent, it is important to discuss educational system during that time at length, which can be done under some specific headings, which are as follows :

2.5.1 Maculay's Minutes :

Maculay reached in India in 1834 as the first Law Member of Governor General's Executive Council. On his arrival, a controversy was going on in between two parties, namely. The Orientalists and the Occidentalists. People belonging to Orientalists were supporters of educating the upper classes of Indian origin through the medium of their classical languages which were Sanskrit and Arabic. Use of English as medium of instruction was being favoured by Occidentalists. They believed that Indians could free themselves from the clutches of backwardness only through study of subjects like science and they should be provided with proper information relating to new scientific investigations which were being carried out throughout the Europe. They were supporters of English education and of the opinion that through classical languages, Indian's mind-set could not be widen in any way. On the other hand, people belonging to Orientalists were firm believer of that English education would spoil the Indians and it was in the best interest of the nation to preserve the ancient culture of nation.

British government made proper provision regarding utilization of large amount of funds for purpose of promoting English education in India. They spent lacks of rupees for this purpose. After granting a big amount of money for promotion of education in India, British government wanted some directions for proper utilization of this sum. For advise, Lord Maculay was appointed as President of General Committee of Public Instruction. Views expressed by Maculay are known as Maculay's Minutes.

Maculay used the term literature in a very narrow sense. By literature, he implied English literature. The main point he raised was the fact that British government was not bound in any condition that they had to limit themselves to Indian literature only. According to him, knowledge of science could not be imparted through any classical Indian language as they did not consist of any element of science in them. Thus, for proper education of highly developed and complex subject life science, it was necessary to make use of English language. According to him, vernaculars living in nation were under-developed because of which language used by them was also not developed property, for which it could not be used for educational purposes, and especially for higher education.

Thus, Maculay favoured use of English language in place of any Indian language as it had become an important language specially of ruling class. Also because it became the language of commerce throughout the Eastern part of the world. He was of the view that if any language could bring revolution in India, it was only English. He said that it was not only the desire of British government, but majority of Indians also wanted to get educated in English language. Through some efforts, natives of India could be made good English scholars, thus it was necessary to take some step in this direction.

Indians opposed Maculay's views because they realized the fact that through this system British government wanted to create a class of persons who were Indian in blood but English in tastes and opinions. Maculay's Minute was being favoured by Wiliam Bentinck and an order was being passed on basis of his views and suggestions. Resolution served the purpose for which it was created.

Various charges were being leveled against Maculay's minute, because of which various Indian leaders protested against it. Some thinkers were of the view that Maculay was responsible for initiating a

new educational policy in India, however, majority of Indian people were in favour of English policy. Because of that educational policy, a kind of revolution came in Indian culture and policy of getting cheap Indian servants got fulfilled through this policy. They wanted to replace Indian language from all the places where it was being used and wanted to put English language in its place. Although the desire to impart English education was not developed alone by Maculay, but still majority of people considered him and his views corrupt.

Some people were of the view that for spreading western political ideas in India, Maculay played an important role. When he reached in India, here people had already through knowledge of the minute and they just wanted a representative constitution. Various reformation acts displayed influence of western ideas, which shows that even before the minutes. Indian people were conscious of their political rights.

Majority of people leveled a charge against Maculay that he denied use of Indian language in any way as he considered them to be useless and crude. Indians were not prepared to accept his idea and they said that Indian languages were rich and many of them got developed during Moghuls period. However from a statement given by Maculay it was proved that Maculay did understand the importance and utility of languages spoken by vernaculars. He just wanted to make Indian language to be enriched like their's language, as at that time, it was full of flaws and drawbacks. His views and opinions were being mis-understood and mis-used by British government and they tried to use their language as a tool to subjugate Indians in every sphere of life. It was by 1850 that some of the Indian languages got rejuvenated. Practice of using English only as medium of instruction was being protested by Indian leaders and common man. However, no work was being done in that direction and Indians had to wait for a long time to get proper place and respect for their language.

Thus, Indians were of the view that Maculay's views and opinions were based on his perspective of Indian culture, which was very narrow. By forcing a new language upon Indians. Maculay wanted to cut Indians from their past rich heritage. By going this, he just wanted to snatch away their culture and values from them. He took that step for the benefit of English government and not for the need of Indians to get information relating to scientific developments and researchers. If it was his intention, then no one should disagree with his views. Through his suggestions, he just wanted to impose western learning literature on simple people of India and wanted to make Indians English from the mind.

Policy of Maculay was limited in scope. He wanted to teach Indians from a borrowed language, by which no Indian was expected to gain any kind of benefits. He wanted to anglicize Indians by using English language. He did not understand the fact that Indians loved their culture and could not accept any other culture in place of their own's.

Maculay's Minutes were full of defects, however, still it influenced educational policy in our country for a long period of time. Through this policy, Indians gained considerable outcomes. Indians got united through that new language which was English language. When Indians got information relating to scientific researchers, their perspective and outlook got widened. Need to get western education was being felt even by some Indians and it was the main reason that why movement for western education had already started in India long before his arrival in India. It cannot be said that his views and purpose was pious, but it is clear that British government mis-interpreted and mis-used his views as a result of which Indians had to launch a movement against it.

British government was very keen for widening the educational basis of India and its people. It was because of this reason that from time to time, studies were being conducted to determine the actual educational

state of country. One such proposal for investigating into the actual state of education in India was put forward by Mr. Adam. He also showed his desire to put forward suggestions and measures for extension of educational basis. British government accepted his proposal. To make a survey of indigenous educations, Mr. Adam was being appointed. He confined himself to a few district only, from where he began his inquiry and at three different times, submitted his report. All the educational agencies which were being involved in elementary and higher educations of natives were being surveyed by his in first two reports. From his investigation it was found that there were seven different kinds of educational institutions which were imparting education that time. There were some institutions who used to provide free education and even make arrangements for meal of the students. Donation given by public was the main source of incoming of such institutions. Generally people belong to Brahmin caste were being appointed as teachers. Due to withdrawal of the support by zamindars, educational system was being crippled down.

Suggestion for improving and extending base of prevalent educational system was put forth by Adam in his third report, in which he made it clear that education should be provided to common man in their own languages. According to him, it was not appropriate to use English as only medium of instruction. First concern of government should be mass education as knowledge ascends and not descends in any way. Improvement and revitalization of indigenous education should be the basis of future educational programme of the country. For such improvement, he proposed the use of graded series of text books which should be written in Indian languages. For each district, different examiners should be appointed. Each of the examiner should be the task of making survey in his own district and should perform the function of supplying text books to students. For supervision of work of examiners, inspectors should be

appointed. Teachers should be trained properly so that they could impart education properly. For maintenance of village schools, awards or grants should be provided to them.

Adam did not want from the English government that his plan or suggestions should be used on wide base in the beginning. He wanted it to be tried in some selected areas. His scheme for mass education was not accepted as he made it clear that it was a wrong practice to impose English language forcefully on Indians and that education should be imparted only in Indian languages. It was because of his anti-governmental view that he had to resign. Thus with rejection of that policy, a golden opportunity for building up a national system of education was being lost and shattered into pieces.

Although British government rejected Adam's plan, but it influenced majority of people in Northern Western Province. After a period of five years, a person named Thompson adopted his scheme. It was in the year 1842 that from Bengal, Northern Western Provinces were being separated. For new province, a different or new educational policy was required to be design. In new educational policy, it was made clear that education would be imparted only through mother tongue and for this, no foreign language would be used. Primary objective of this new educational policy was education of the masses. James Thompson was being appointed as Lieutenant. Governor a movement in that region to increase the number of educational institutions in village and also to make available all the necessary material for such purpose. He gave more importance to elementary education and because of his efforts made for development of elementary education that he is still regarded as Father of Elementary Education in our nation.

A circular was being issued by him in the year 1845 in which he asked district collectors to submit a report to him mentioning about the

prevailing condition of education in their district. Through that enquiry, a depressed state of education came into picture on basis of which for organising vernacular education, Thompson submitted a plan to the Government. He constructed a plan through which he wanted to set up atleast one school in every village and wanted to get teachers paid remuneration in cash or in kind by government. However, his plan was not accepted because of which he had to construct a new plan in which he proposed the government to establish a tahsil school which could function as a model for schools in neighbouring areas. He also wanted to prepare a comprehensive curriculum in which due place should be provided to reading, writing and history. For supervision of indigenous schools, appointed by inspectors was proposed by him, and for supervision of their work, visitor generator should be appointed.

Although, Thompson paid more attention on elementary education, but he wanted to get primary education within the reach of common people. He, with the help of one of his collectors of Mathura, established a new school in each halka of villages at central places with the objective that children can attend that schools. In this, full co-operation was provided by zamindars. For the benefit of school, a large sum of money was being provided by them. As a result of success of Thompson's plan, other parts of the nation also got under the sway of that moment and with that level of education got better in India to a little extent by Thompson's educational plan.

2.5.2 Wood's Dispatch :

In 1854, President of the Board of Control, Sir Charles Wood, issued officially dispatch in which he defined the educational policy in a new mode at time when Charter of East India Company was being renewed. It was after the British government realized the need to produce Indian officers that it took some important steps for expanding the

educational basis of Indians. Now they come to realize that educated Indians would be true pillars of support to the British government and in maintaining their control over Indians, they required help of Indians also.

Availability of reliable and capable public servants to East India Company was the main objective of Dispatch. To achieve their objective, Dispatch decided to confer upon the Indians vast blessings flowing from spread of Western knowledge, by which their intellectual as well as moral standards can be raised to a considerable extent. Educational policy in India was being defined by Dispatch as diffusion of European knowledge. Wood's Dispatch made recommendations mainly to the issued concerning creation of Director of Public Instruction, improvement of Grant-in-Aid system and expansion of primary education in the nation.

Suggestion of abolition of Councils of Education and former Provincials Boards was being put forward by Dispatch. It was recommended that in each of five provinces, Department of Public, Instruction should be constructed. For the working of this department, director of Public Instruction was held responsible. This director was specially charged with business which was connected with education and was immediately responsible to Government for its conduct. Appointed of inspectors was also recommended to assist the director. These inspectors were required to give their report on state of the inspected educational institutions. They also had to perform the function of guiding managers of private schools and providing advice to school teachers on various issues. Director was also required to submit an annual report on the progress or stat of education in his province to the Government.

It was also made clear by this Dispatch that time had come for establishing universities which could encourage a regular and liberal course of Education through conferment of academic degrees on students as evidences of attainments in different branches of literature and art.

Proposed universities were affiliating in nature rather than teaching. Valuable suggestions were being made by Dispatch regarding universities on education. It was recommended that on the model of London University, three presidency towns of Calcutta, Madras and Bombay should be set up. It was to the Senate that function of administration of University should be handed over, which constituted of Chancellor, Vice Chancellor and fellows, which were to be appointed by Government. Such kind of universities were established for perform function of examination and for awarding degrees and diplomas to the deserving students. However, it should not imply that dispatch wanted the universities not to perform teaching function at all. Universities had to perform functions like granting affiliating to colleges and raising their standards of teaching. Such universities would not be established as place of instruction, but rather as a head from where quality of education given to students in other institutions could be tested or analysed.

Issue of neglecting mass education was brought into the attention of Government through this Dispatch. It was stated in dispatch that so far as provision of educational opportunities were concerned, great masses of people were totally ignored. However, Thompson made some attempts in this direction in his province. Dispatch was constructed with the desire that a similar vigorous effort should be made throughout the nation, because of which recommendations for opening of more elementary schools in each district was proposed. More allocation of funds to the schools was proposed which used to impart elementary education to students and which prepare them to get higher education in future.

In his Dispatch Wood recommended more allocation of funds for development of educational base of the country. To withdraw itself from field of education, British government adapted grant-in-aid system, by which it was announced that in future, no government educational

institution would be set up in any district where there were already sufficient number of such institutions. Government could not take the task of educating masses single handed as it was very stupendous. It was very difficult task to develop a comprehensive scheme of education for entire nation because various kinds of differences found even on regional basis. Because of this reason, recommendation for building up a system of grant-in-aid was made by Dispatch. It was propounded that grant in aid would be provided to only those institutions which would have stable management, which imparted secular education and which were open for state inspection.

With development of system of grant in aid, government withdraw itself from field of higher education. To all types of educational institutions, provision for granting funds were made. Dispatch was not written with the intention that whole of the educational expenditure was to be born by state.

In this Dispatch, no mention was made which prove the intention of British government to replace Indian language in any way. It was stated the study of Indian languages should be made diligently. Importance and place of Indian languages were being realized in this dispatch. Criterion of demand was laid down by this dispatch for teaching English. It was stated that English should be taught only when required, however, along with it, teaching of other district languages should be imparted. Dispatch made it compulsory to teach mother tongue to the students. Thus, Indian languages were also provided importance alongwith English in this dispatch.

Wood was of the view that teachers could not impart education properly unless they themselves were trained properly, for which training institutions or schools should be started. Sufficient salary or employment should provided to school masters, who got training in such institutions.

School teachers should be provided with an encouraging pay scale, by which other people may envy them. Pay scale of teachers should be equivalent to other government servants working in other areas of public services.

It was stated in dispatch that assistance should be provided to those institutions which used to provide professional training to the people. In those parts of the nation where such institutions did not exist, it was duty of the government to set up such professional education imparting institutions. In the dispatch, need to provide support for girls education was also represented and it was stated that government should perform all the possible functions by which girl's could get education in well organised institutions.

From the above discussion it is clear that Wood's Dispatch was intended to provide India a stable educational system. By this, government wanted to expand the educational basis of country. It is because of this reason that sometimes this dispatch is considered as the corner stone of Indian education. Some people are of the view that foundation of our present educational system was being laid down by Wood's Dispatch. This dispatch had a wider outlook and was being constructed for benefit to Indians. In reality, it was a scheme of education for all people living in different parts of India. It was more comprehensive in nature.

Educational structure of India was being decided by this plan. Before, it education was conducted in India on piece-meal basis, but after it, educational system got a well developed structure. In this structure, universities were put at top place while indigenous schools and primary schools formed the foundation. To look after the state of education in each province, a new department was being established. It was by this dispatch that foundation of graded schools throughout the nation was being recommended. System of grant in aid was recommended and introduced

by this dispatch, by which various private institutions came into being in area of education. Education of girls became more important than before. Foundation for vocational education was also laid down by this dispatch, by which employment opportunities got developed in nation to higher extent.

Attention of local administration to improvement of mass education was being drawn by this dispatch. Certain compromises were being made by British government in this dispatch, which they are not ready earlier. For instance, they declared that mode of instruction would not be only English and that religious education should be imparted to the students in schools. It was through this dispatch that need to establish training schools for the teachers was put forward and director realized the importance of training teachers for schools they wanted to establish. For this reason, they desired to establish training institutions for teachers through the Dispatch.

This dispatch was form supporter of creating department of public instruction in all the provinces which were required to perform various functions like giving advise to Provincial Governments, inspect the institutions receiving grant in aids and to submit as annual report to government regarding educational condition in their districts. Rules for grant in aid schemes was being framed by education department which began to provide financial assistance to private institutions. By 1853, three universities were being set up by British government in three provinces. A large number of institutions for higher education were being set up as a result of rapid increase in secondary education. Vocational education began on a large scale. It is because of various changes or advance this Dispatch brought in education system of India that it was considered as foundation stone of Indian education even till now.

Although Wood's Dispatch took Indian education to a new and higher place, but still it was not free from faults and it was on basis of those faults that some Indians criticise it. Dispatch of Indian education, generally called as Magna Charta of Indian education, which put forward various recommendations to improve educational level of India. Through this, Indians got the right to get educated at various levels. British government did not use all the recommendations provided by Wood in practice because of which educational basis of India remained weak. Even after publication of education in the country. However, this dispatch could not be considered as ending point of Indian education, but still it could not be consider as great charter of Indian education as some points had been raised in opposition to it by some experts.

Inspite of recommendation made in this dispatch, state did not provide for required sources for development of elementary education in nation. Even after a long period after publication of dispatch, policy of neutrality was not acted upon by the government. Medium of English was still used in educational institutions even recommendation made in dispatch of using regional or Indian language in schools and colleges. Thus, some of the recommendations were used in practice, but larger part of these recommendations remained confine only to the papers. Funds for primary and elementary education did not provide adequately. in comparison to secondary and higher education, primary indigenous education suffered to considerable extent. Higher education policy remained full of flaws and drawbacks. In the universities, teaching function was not conduct. For imparting higher educations. Indian languages were not used as a means of instruction.

It was stated in the dispatch that students would be provided with freedom to practice their own religious, however, in reality, Christianity was being imposed on them directly or indirectly they were not permitted

to follow their religious practices freely. Medium of instruction did not change inspite of recommendations made in the Dispatch. Importance of English language did not decrease with the result that people had to cram the subject matter or had to use cheap note to pass the examination. Although theoretically duty of educate students was imposed on states, but in reality it was not the case. In reality, dispatch failed to place any kind of emphasis on initiative and leadership among students in any way. By it, faith of future generation in native culture and civilization got shake. Although it seem that Wood wanted to take steps for benefit of Indians but in reality, he wanted to benefit people of his own country and just wanted to fulfil objective of English government. Thus, it would be ludicrous to call Wood's Dispatch as character of India Educational System.

2.6 Education Policy of Lord Curzon :

A phenomenal growth of secondary and higher education took place when recommendations of Hunter Commission, set up in 1882 were being implemented. After that, colleges and secondary education both get expanded to a considerable extent. To the policy of laissez-faire, government became wedded up, as a result of which in withdrew from direct management of various educational institutions. Two more universities were being set up in the nation. People began to criticise expansion in higher and secondary education to such wide level. A kind of competition began in between colleges and schools and they started to cut each other. They fell into the practice of lowering down their fees by which standard of education also got down. Those were the conditions prevailed in nation when Lord Curzon landed in India.

Indian Educational system was being reviewed and revitalized during his viceroyalty. It was regarded one of the most important periods in Indian history. Lord Curzon had the wonderful intellectual gifts, brilliant powers of expression

phenomenal energy and boundless enthusiasm for work because of which he was regarded as the most ablest viceroy ever landed in India. He was so able that no sooner he landed in India, then he took up the problems of improving educational system of the nation. In his scheme of administrative reform, education seemed to deserve the most important position. The first step he took up in this direction was calling up a conference in the year 1901, after which he appointed a commission on Education, which was known as Indian Universities Commission. This commission submitted its report in the year 1902. In the Government of India resolution, 1904, recommendations made by this commission were incorporated. After this, Indian Universities Act was being passed out.

On recommendations of Wood's Dispatch, British government set up universities in India, but Lord Curzon did not find them working in satisfactory state. Various modifications were being made in London University, but Indian universities were still following the prior existing model, which were examining bodies only. Universities which were set up in India till that time were only affiliating ones. Universities were unable to discharge their duties properly as higher education got expanded with a faster pace, because of which responsibilities of such universities got increased to higher extent. Senate consisted of more persons than required and there were no representatives of university teachers.

Some important recommendations were being made by commission set up by Lord Curzon, one of which was that existing universities should be re-organised as teaching bodies as till that time, they were only affiliating. This commission recommended to put an end on the process of developing new universities in the nation. It was also recommended that function of providing advanced courses should be performed by universities, while education upto under-graduate level would be provided by affiliated colleges. Commission also recommended to define the territorial jurisdiction of each universities. It was also

proposed to reduce number of persons included in Syndicate, which should be more than 9. Provision of providing adequate representation in the Senate to teachers was also made in this commission. It was proposed that now grant should be provided to limited institutions and those only of secondary grade colleges. Provision of setting up a governing body for every affiliated college was made by the commission through which a check can be imposed on functioning of educational institutions.

It was in the year 1904 that government of India resolution on Educational Policy was being published. Historical account of education under the British rule prior to 1902 was being provided in the resolution and it also pin-pointed the defects or drawbacks found in Indian educational system. It was stated that Indian higher education was highly examination ridden. It was imparted for benefit of British government and not for cultural value it possess. Courses underwent in the institutions had literary value and they did not possess practical value. It was found that students were dependent more on memorization of facts while they themselves did have little thinking power.

Various recommendations provided by the commissions were taken into account while drafting Indian Universities Act 1904 in which size of senate was reduced. Importance of these syndicate got enhanced and they were being recognised as the executive government of the university. On the syndicate, university teachers were being granted representation. Governor general in council defined the territorial limits of each university. Additional powers were being assigned to government. Regulations framed by senate had to get approval from the government. Government could frame regulations if senate could not do it within a specified period of time. Functions performed by universities got changed. Now they were empowered to appoint their professors and lecturers and could undertake research.

With Indian University Act, a considerable improvement took place in college education. To improve quality of teaching, special grants were being

offered to colleges. A large sum of amount was granted to educational institutions and syndicate was being recognised statutory. New Senate got a more manageable status and its efficiency developed as a result of which functioning of affiliated colleges also got improved.

Indians opposed Indian University Act 1904 to a lot of extent, although intentions underlying passing of it were laudable. When viceroy called a secret educational conference in Shimla, opposition started from that moment. The main point of opposition was that no Indian was invited in that conference because of which Indians became suspicious of its design and intentions of government. Indians considered that conference a kind of conspiracy against Indians and they opposed to vehemently.

However, opinions of Indians was not represented by Indian Universities commission which was appointed in the year 1902. Some of the clauses of act were alarming and unpleasant for public as British government decided to put a restriction on establishment of educational institutions in nation.

There were many reasons which led to Indian's opinion deadly opposed to Indian University Act. An important reason was lack of any provision for direct representation of teachers of Indian origin. Most stimulating teachers were kept out the conference because of which it was considered by majority of Indians that it was a half-hearted measure to represent university teachers on the Senate. Indians wanted a greater representation, as it was an important feature of a genuine teaching university. In Indian's opinion, senate was not a democratic body as it lacked free representation of teaching and professional sections. Seats open to election were kept to a limited number by which large number of Europeans could get entered into Senate. As no Indian opinion was invited to have their view on nature of reforms, thus reforms in higher education were looked down with suspicion. Majority of Indian thinkers were of the opinion that what the nation needed at that time was not provided for in the educational reform. When this Act was passed, British government gained more direct and

severe control over universities. Thus, there were various points at which Indians were against Indian University Act and also of the Lord Curzon's reforms.

On 1904, Government of India Resolution of Educational Policy was being published. It was acknowledged in the resolution that there had been a tremendous increase in the number of secondary school after 1882. Although secondary education grown many fold, but it was not sufficient in any way. It was mentioned that prevailing standards of teaching were deteriorating and in comparison to other Indian languages, more preference or importance was being given to English. Education system was found to be more liberal in nature and teaching in secondary schools was found to be mechanical and dull. Secondary schools lacked trained teachers and there was no direct supervision of working of secondary schools.

To eradicate prevailing defects found in secondary educational system, Government Resolution proposed certain ways and means. It was found that it was because of laissez fiare policy of the state that secondary education system suffered a lot. Therefore, the resolution emphasized the need for strict control and supervision of secondary schools. In place of policy of laissez faire, policy of control and improvement was substituted. Rules regarding granting recognition to secondary schools were made stricter in comparison to earlier ones. It was demanded by this resolution to define these rules and regulations clearly and it was also demanded to impose them strictly on all private runned institutions. Grant should be provided to new school any when it satisfy certain conditions, which included efficient management, financial stable conditions, high teaching standard, adequate provision of staff and teachers and due provision for health, recreation and games inside the institution arena.

All arrangements were made to create such favourable conditions and to satisfy that all these conditions are fully satisfied, a deprtment was being set up. A restriction was imposed on conditions on basis of which grants in aids were

being provided to privately managed schools as state was considered to be the sole authority to supply efficient and good schools.

Various kinds of concessions were being granted to recognised schools. To many schools, these concessions served as incentives. Various unrecognised schools now began to get recognition. Middle schools also began to get recognition. With this, all kinds of schools and educational institutions came under direct control and supervision of British government. Provision of large grants was made in the resolution to improve the quality of instruction in secondary schools. All those provisions were made in the resolution which could prove to be helpful in raising efficiency of government schools. It was also mentioned that government schools should serve as models to private schools. For improving quality level of education, provision of appointing inspectors was made in the resolution.

In the resolution it was made clear that medium of education should not be English rather for this purpose regional or Indian language should be used. It was also stated that no child should be allowed to learn English as a language until he had made progress in the primary stage of instruction and had received a thorough control over his mother tongue. It was emphasised that education at secondary level should be imparted in mother tongue only and no foreign language should be used at this level. Even in this resolution, Indians were warned that they had to face harmful consequences if they would neglect their own languages entirely.

It was made clear by the resolution that medium of instruction should be vernaculars till student did not get 13 years of age. Students should be encouraged to study vernaculars, thus, to the end of high schools, vernaculars should be made compulsory. It should be in high school that English should be taken but only as a language. At that level also, it should not be used as a medium of instruction. English could be taken as optional subject but no compulsory status should be assigned to it.

It was mentioned in the resolution that the Indian educational system at the secondary level was purely academic and liberal and all the attempts should be made to provide a commercial flavour. At the secondary school level, curricula which were used were rigid in nature, but they should be modified in accordance with the needs and demands of the time. Teaching in secondary schools was found to be dull, as untrained teachers used mechanical methods without taking into account the requirements of time. A need to train the teachers imparting education at the secondary level was also mentioned in the resolution. It was pointed out that it was necessary for the teachers to follow the methods they learnt during their training period. They should keep a close contact with training colleges if they did not want to make use of mechanical methods. That was a stimulating decision. For improving the quality of education, the appointment of inspectors was also recognised as necessary in the resolution.

Lord Curzon was a strong ruler and he took a programme of administrative reconstruction in education in India from the moment he landed on Indian soil. An educational conference was called by him in 1901 at Shimla. For bringing about changes in university education, he constituted a commission in the year 1902. In Curzon's view, Indian universities had lost their vitality and had become out-moded. He realised the need to re-structure the Indian universities. He found that because of rapid expansion in higher education, a lot of pressure was exerted on existing Indian universities, because of which they could not perform their functions properly. To report upon any proposal or recommendation made for improving the constitution and working of universities, a commission was appointed by him.

On the re-organised model of London University, the commission made valuable recommendations. Members of the commission wanted to improve the existing Indian educational system. On the basis of their recommendations, the Indian Universities Act was being embodied. Various kinds of reforms were being included or took place as a result of this Act. Considerable change was seen in

the college and university education. To improve teaching standards and quality of education, a large sum of money was being allowed in form of grant to educational institutions. Secondary education's level and quality also got improved to a considerable extent because of this Act. Educational policy of Curzon was laid down in clear terms by the Government of India Resolution.

In Resolution, it was made clear that quality education should be provided at secondary level and for this purpose, new policy of control and supervision was being used in place of old policy of expansion. For recognition of secondary schools, strict rules were being framed. After 1904 by a rule it was made that no student from an unrecognised school could appear at matriculation examination. Government grant would be provided only to recognized institutions, because of which all educational institutions came under the control and supervision of government.

Primary education was not untouched by Lord Curzon. He had some very liberal views regarding it. According to him, the first duty of the state was to expand base of primary education. A clear-cut financial policy for primary education was laid down by Government of India Resolution. Large proportion of government fund was assigned for promotion and development of primary education. Thus, it was made clear in the resolution that it should be only for the primary education that Boards should spend their educational funds. It was made compulsory for these bodies to submit their budget to Director of Public Instruction via their inspectors. It was also recommended that simpler methods of teaching should be employed at Primary schools. Need to construct different curriculum for rural and urban primary schools was mentioned in the resolution.

Various other aspects of education were touched by Lord Curzon. Various institutions in India were set up where professional education was being provided to students. It was primarily as a result of his boundless enthusiasm for educational reforms. To reform every aspect of Indian education, Lord Curzon went on toiling hard for a long period of around seven years. There might be any

sphere in education which was not touched by him. He found it necessary to reform almost every place in Indian educational system. Because of his efforts, sometimes Curzon is called as person bringing movement for educational reconstruction in India.

Although at time when Curzon's policy was constructed, majority of persons were against him, but still it provided a firm base for Indian educational system, where it could flourish. A better system of educational reforms introduced by him. Primary education, secondary education and higher education, all kinds of education got improved by his efforts. It is unfortunate that efforts done by Lord Curzon to reform Indian education were not well received. Indian used to consider some kind of conspiracy in his plane. His motives or objectives were always looked by suspicious eyes. Curzon curtailed what Indian wanted at that time, which was a free charter to private enterprise. A violent agitation got developed in some parts of the nation when his educational policy was associated with his political ideas. Indians did not provide any kind of co-operation as they considered unchecked expansion as their birth right because of which a best effort to reform educational structure came to ruin and no best results could be obtained through it.

2.7 Some Important Indian Education Commissions :

To raise the standard of education in India, various educational commissions have been set up since a long time. Although these commissions can be set up with varying objectives, but improvement in the level of education was or will be the main objective of such commissions.

2.7.1 Hunter Commission :

It is also known as Indian Education Commission 1882 and was the first Indian Education Commission. Before discussing more about this commission, it is first necessary to get the information relating to circumstances which led to development of such commission.

Although British government developed various schemes or plans to raise the standard of education in nation, but no considerable or satisfactory efforts were being made by it to educate the masses. British government tried to restrict education only to the people belonging to upper class of the society as they were of the opinion that education got descend from higher classes to the lower ones. With such perspective, they ignored the education of masses for a long period of time. The credit for bringing the attention of government towards the fact of ignorance of education of mass was performed by a person named Adam who urged the government to revive and improve the indigenous educational system. Various sound and logical proposals were put forward by him, but those were rejected by government. A survey was conducted by Adam to analyse the condition of primary education in some parts of the country, which revealed decaying state, but still it did not affect government in any way. Maculay, who was invited to give his suggestions for improving standard of education in India was of the belief that education was not meant for masses, but should be confined only to the people of upper class. His illogical verdict and views were being accepted by British government. Because of this practice, needs of large portion of population of India remained unfulfilled.

No encouragement was being provided to missionaries, who used to perform function of imparting primary education to common man. They were not provided with any official patronage. The main reason of closing down of large number of schools was their unsuitable taste and employed policies. Even in the villages, demand for establishing English schools was increasing. Various attempts were made by Lord Dalhousie to improve standard of primary education and it was because of his efforts that Adam's plan was used in practice, however, with certain modifications. However, the results were obtained with slower pace. Inadequate financial support was the main reason of slow progress rate.

For expanding or developing primary education, very little efforts were done by British government and especially by East India Company. Although

Wood advocated for expansion of primary schools in his dispatch, but in spite of his recommendations no serious attempts were made by the government. However, it was not mentioned in the dispatch that responsibility of educating masses should be rest on shoulders of state. However, it was mentioned that state would provide all possible help to educational institutions for their proper functioning. However, adequate funds were not allotted to primary schools, however, more of them was being channelised into higher and secondary education.

A high monthly fee was being imposed by some states to meet expenditure on primary education. As there was high level of poverty because of which they found it difficult to raise sufficient subscription from poor natives. The need for levying a local educational cess was stressed by Lord Stanley in the year 1859, which became an issue of controversy. Recommendations mentioned by Wood's were followed by some people while some decided to follow Stanley's recommendations. School system and its finances became the main issues of controversy. Important efforts were made by some provinces to improve raise the level of education at all levels, however, it proved to be insignificant. Because of this, indigenous schools got totally neglected in some provinces. Another problem which was being faced in running down the primary schools was inadequate provision of funds. It was stated in Wood's Dispatch, that for educational purpose, local taxes would be utilized. But again British government used to squeeze all wealth from the local citizens because of which local taxes could not be collected to satisfactory level. In many provinces, local cess was levied, and whatever money was collected from such means, was being channelised in other areas and not on promotion of educational institutions.

Appointment of Hunter Commission

The first Indian Education Commission, that is, Hunter Commission was being appointed by Lord Ripon. Sir William Hunter was appointed as its president. This commission was appointed to propose a new educational policy.

This commission came into being on 3rd of February, 1882. There were twenty members in the commission, other than which was a Chairman and some Indian representatives. Syed Mohmud, Bhuda Mukherjee, Anand Mohan Bose and K.T.Telang were Indian representatives while honour to represent missionaries was received by Miller from Madras. Director of Public Instruction, Mysore, was appointed the Secretary of the Commission. To foster education and to raise the quality of education in India, various suggestions were being made by the commission.

It was made clear in the Wood's Dispatch that government should be do more efforts to develop basis of primary education in India. It was also recommended in the dispatch that government should not involve it self in the field of higher education and should pay more attention and importance to general education of the masses, however, primary education was the field which was totally or to some considerable extent remained neglected by government.

To enquire the manner in which effect had been given to principles of Dispatch of 1854 and to suggest such measures as it may think desirable in order to further carrying out of the policy there in laid down, Hunter Commission was being set up. Commission was assigned special responsibility of analysing the position of primary education and the measures taken by government to improve it's position. Also commission was asked to give recommendations by which condition of primary education in India could be improved. Suggestion was also asked relating to the issue that whether it would be feasible to extend grant in aid for such purpose or not.

This commission provided various kinds of recommendations, some of which are as follow :-

- Importance of primary education was stated clearly in the commission. The commission laid down the state policy in connection with promotion of Primary Education. It was recommended that state should provide its fostering care to fullest extent. Instruction of the

masses should be provided knowledge of only those subjects which could benefit them in their life in any way.

- Commission recommended that control of primary education should be transferred to District and Municipal Boards, which should deal with entire system of primary education and should keep a vigil watch over educational needs of classes. Recommendations were made to transfer all the government primary schools to such boards. Thus commission recommended that responsibility of controlling or improving the status of primary education in India should be born by the government and it should take all possible steps by which basis of primary education could be widen.
- This commission decided to place the responsibility of meeting expenditure for development of primary education on different kinds of funds. It was also recommended that a separate fund should be made by the board for meeting all the expenditures of primary education and local boards should be provided with grants by the government. The policy of providing grants to individual schools on basis of their results was considered to be wrong as by it entire educational system got reduce to grind as dust rule. Need to develop a more fruitful policy was felt and mentioned by the commission.
- It was felt by the commission that some institutions should be set-up where teachers could be provided proper training. Such kind of institutions should be established through a network of normal schools, which should be distributed in different parts of the nation. One inspect should be appointed to give functioning of these schools under check. From the provincial funds, cost, direction, provision and inspection of normal schools should be the primary or first charges.
- It was recommended by commission that scope of school curriculum should be extended, which could be done by including certain specific

kinds of subjects in it, like accounts, arithmetics, physical science etc. School curriculum should have a flexible nature. It was not necessary to make use of text books in primary schools, thus use of text books was not considered compulsory by the commission.

From the above discussion it is clear that almost all aspects of primary education were touched upon by the commission. All recommendations were being made the objective of increasing pace of growth of primary education. However, inspite of various efforts, pace of progress in primary education remained slow or unsatisfactory and for a long period of time, this sphere was being neglected by government altogether. Local bodies were not provided by adequate financial assistance by government and whatever funds were allotted for educational purposes were being spent on secondary and higher education. By some of the steps taken by government, pace of growth in field of primary education did grow, but it was unsatisfactory. This condition became more worse when various primary schools were shut down by the government.

Another task which was levied on the shoulders of Hunter commission was to provide suggestion regarding the agency by which secondary education in India could be expanded. Commission was also asked to suggest certain measures by which all the drawbacks prevailing in secondary education system could be curtailed out.

If data were analysed, it will be found that level of secondary education got developed to some extent during this period, but it was not full of defects. Again, more importance was assigned to English language and vernaculars were more or less ignored. Students in high school were required to answer the question papers not in their own language but in English, by which secondary education did not prepare the students to face their future life, but prepare them to get admission in universities. At secondary level, there was no or unsatisfactory provision of vocational education throughout the nation. Untrained

teachers used to impart education in secondary schools, as there was inadequate number of training schools for them.

Regarding expansion of standard of secondary education. Hunter Commission proposed following recommendations :-

- From field of direct management of secondary schools, government should gradually withdrawn itself and should leave the function of expanding it's basis on shoulder of private bodies through the system of grant in aid.
- Secondary schools could be established by government if necessary and only on those places where it was in the interest of natives.
- Atleast one high school should be established by government in ever district. After expansion of secondary education in that district, it's responsibility should be imposed on the shoulders of private bodies.

In view of commission, defects found in secondary education could be removed by improving the school curricula. There should be inclusion of vocational education in the curricula, as secondary education was purely academic in nature. In spite of this recommendation, educational system continued to remain bookish. Recommendations provided by commission regarding medium of instruction were not satisfactory. According to commission, vernaculars should be used as a medium of instruction in middle schools however, students should be provided some basic knowledge of English language. Thus, in addition to vernaculars, English should be taught to students in middle classes. Thus, a little bit importance was provided to English by the commission. Educational system in our country ruined to some extent because of policy of English government to provide more importance to their language in comparison to Indian language.

In secondary schools, dominance of English continued to increase and after some time, one of the primary objective of secondary education was declared to teach students English language. Thus recommendations provided by

the commission were unsatisfactory which led to avoidance of Indian language. However by the 1904 Lord Curzon recommended the use of mother tongue as medium of instruction upto high school stage.

Commission also provided recommendation regarding training of the teachers and establishment of training institutions for teacher. Although such recommendation also provided by Wood's Disptach, but very little steps were taken in that direction. The new dimension which this commission added in recommendation provided by Wood was that provision of examining students of training colleges in Principles and Practice of Teaching was made. It was also recommended to shorter down the training period for students with bachelor degrees. It was also recommended that success or performance in the examination should be a guarantee for permanent employment as a teacher in any institution of secondary level.

For the growth of female education in India, some important recommendations were being made by this commission. It was realised by the commission that till now condition of female education was very backward and it was very necessary to increase the pace of it's development speedily. Recommendations made by Hunter commission for expansion of women's education were as follows :-

- Girls schools and institutions providing education to girls should be provided more liberal grants and for them easy grant in aid rules should be prepared.
- Funds allocated for development of education should be utilized on equitable proportion on boy's and girl's schools.
- Institutions imparting education to girls should be transferred under the control of Local Boards, however, no board should be pressurize to do the same which did not intend to do so.
- Those persons should be included in management of schools who had interest in female education.

- To attract girls or women to get education, they should not be charged with any kind of fee.
- To inspire talented girls for getting higher education, proper scholarship should be provided to capable students.
- All possible encouragements should be provided to girls by which they could be prepared to get professional trainings.
- Different curriculum should be designed for boys and girls as they differ from each other in many respects.
- For girls, secondary schools should be established only at such places where there must be any need of them.

As a result of these recommendations, education of women progressed slowly but steadily and number of educated girls increased to a considerable extent.

It was felt by the commission that status of education of Muslim people was unsatisfactory in India. They were found to be more backward in comparison to other people. In the nation, number of persons belonging to Muslim creed who could speak in English language were very few. For developing educational status of Muslims. British government was desirous to get support and assistance of Muslim Community. For strengthening the position of Muslim education, some special suggestions were being made by Hunter Commission, some of which are as follows :-

- On local, municipal and provincial funds, special arrangements of Muslim education should be regarded as a legitimate charge.
- It was necessary to encourage higher education for Muslims on liberal basis.
- For muslim students, a free studentships should be kept reserved in all schools and educational institutions.
- Scholarship system specifically for muslim students should be developed.

- In Muslim schools, teachers of their own caste should be appointed.
- Persons belong to Muslim religion should be appointed for inspecting Muslim primary schools.
- Proportionate government appointments should be provided to persons belonging to muslim religion.
- Students belonging to muslim religion should be provided hither English education.

Recommendations made by the commission were being accepted by Government of India and it directed the preparation of an annual report in which progress of education in the nation was being reviewed. The emphasis on technical education as a part of general education was given by the government of India to meet the requirements of local industries. It was with the effect of recommendations made by this commission that a fast expansion was seen in the secondary education.

Various kinds of changes were introduced in the field of education after implementations of first Indian Education Commission, i.e. Hunter Commission. Apart from re-opening of many schools, the rules were codified for grants in aids. Building grants were given for opening of schools and various educational organisations. During the time of this commission, marking of attendance and the maintenance of attendance register originated. Training of teachers and rules for it were well codified as a result of recommendations made by this commission.

2.7.2 Calcutta University Commission :

This was also known as Sadler Commission Report 1917. Before discussing about the recommendations made by this commission, it is first necessary to mention about the circumstances which made it necessary to appoint such commission.

In the year 1904, Lord Curzon had enunciated his policies of transforming higher education. Various efforts were being made by Lord Hardinge to revitalize university education in India, but no change took place in functioning or policies of universities. In such condition, a need to organise an institution was felt which could co-ordinate the working of different universities which were largely examining bodies and perform very little teaching and research work. There were more students in colleges than were desirable and in such state, universities found it very difficult to perform their functions properly.

Although condition in all the universities became worse, but Calcutta university had become rather deplorable, because of which in 1917, a commission was being appointed with the aim to analyse issues relating to Calcutta university. Sir Michael Sadler was appointed the chairman of this commission and some of its members were Britishers also. Recommendations made by this commission were general in nature because of which they could be applied on any part of the nation.

The main purpose with which Calcutta University Commission was set-up was to inquire in the conditions and prospects of the university and also to suggest ways and means of improvement of its working. The commission did not confine itself to University of Calcutta, but it surveyed whole field of higher education and also that of secondary education, which were related to it directly or indirectly. Commission was of the view that no substantial improvement could be made in higher education unless secondary education was being improved.

Commission analysed the educational conditions prevailed in Calcutta university and found some defects in higher educational system of Bengal. For overcoming those defects, some recommendations were being offered by the commission, some of which are as follows :-

- To make Calcutta university a teaching university, teaching resources in Calcutta should be organised properly which implied that all the colleges situated in Calcutta should be grouped together in such a

manner that they could discharge functions of a teaching university properly and efficiently.

- At Dacca, a separate teaching and residential university should be set-up.
- New universities should be established and pre-existing universities should be recognised as teaching and residential.
- Court and Executive Council should be set up to replace senate and syndicate, by which administration of university will get improved.
- Function of forming faculties boards of studies and other statutory bodies should be performed, which should function as departments of teaching.
- Inter university board should be honours courses should be launched in the university.
- Inter university board should be set up as there was a need for co-ordinating agency.
- Research work of tutorials and superior kinds should be organised.

Some serious kinds of defects were found by commission in secondary education. Standards of teaching in most of secondary schools were found to be below average and lecture method was followed without any modification. Schools affairs were being dominated by university affairs. University used to set the syllabus for higher secondary schools while department of education used to supervise the school work. Thus there was existence of dual control over school education because of which it was found very difficult to enforce rules and regulations effectively and efficiency on them.

Commission found majority of high schools under or ill equipped. Teachers imparting education were untrained and were underpaid. Most necessary teaching aids and materials were not found even in some schools or institutions. Neither education department nor university used to pay attention on qualitative improvement of secondary education, because of which it's level

remained more or less under-developed. In intermediate colleges attached to university and lower secondary education in high schools, higher secondary education was being imparted, because of which quality of education imparted in university remained very low and unsatisfactory.

For removing above mentioned drawbacks from the secondary education system, some of the recommendations were provided by the commission. Commission recommended to set-up a Board of Secondary and intermediate education in each provinces, which should work as representative of government, universities and high schools. At the Matriculation and Intermediate level, curricula conduct secondary school examinations should be defined by the board. A clear line should be marked in between the degree colleges and intermediate classes. To provide instruction in subjects like Arts, Science and Engineering, separate institutions should be constructed, which were known as Intermediate colleges, which should be independent unit and should have no connection with the existing High schools. Intermediate classes should be considered as part of secondary education. Eligibility for getting admission in degree colleges should be intermediate examination pass-out. Mother tongue should be used as a medium of instruction at secondary level. It was only at the college level that English should be used as medium of instruction.

Recommendations made by Calcutta University Commission were welcomed by everyone and everywhere as they helped to a considerable extent in relieving the university from doing extraneous kind of work. To improve standards of teaching and examination, step of constructing Board of Secondary and Intermediate Education proved to be a healthy one. As public could sends its representatives to the Board, recommendation of the commission was received whole heartedly by them. However, there were some persons who criticized the recommendations proposed by commission on the ground that they would result just transfer of authority from department to Board. Commission was desirous to provide some authority to the general public to control or to play some specific

role in controlling secondary education, because of which it was necessary to establish of adequate number of representatives both from general public and persons belonging to university in some way or other.

Recommendations provided by this commission touched almost all the aspects of Indian education, because of which it was regarded as a constant source of suggestions and information relating to India education. Although it was set-up only for working of Calcutta university, but recommendations provided by it were general in nature, because of which they could be apply in any part of the country. As report of this commission consisted of authoritative information relating to Indian education system, it is regarded by some experts as Variable Mine of Information. It is considered to be most comprehensive and authoritative study of Indian education system from secondary level to University, because of which it influenced all the aspects relating to secondary and higher education in the nation. As report covered all aspects relating to Indian education, thus it was considered comprehensive in nature. All the aspects relating to boys and girl's education were part of it because of which it had a wider base and far reaching influences.

As almost all the recommendations provided by the commission were realistic and practical, they were easily accepted by government of India. It was because of it's recommendation that within a short period of time, most of the Indian universities became teaching which were once affiliating. Recommendation of separating intermediate education were implemented in practice. Various vocational institutions were set up in the nation on basis of recommendations made by the commission. More technological and industrial courses got started in various universities. Official interferences in the working of education institutions got restricted to sprang up where once only mofussil colleges were existed. Tone of higher education got changed entirely. More attention was being paid to student's welfare work. However, inspite of implementing recommendations of this commission, problem of situation of

over-crowdness found in Indian universities did not get sort out, but still recommendations made by this commission prove to be practical and influential to greater extent.

2.7.3 Wardha Commission of Education :

Some of the Indian Congress ministers decided to fight for the cause of educational system in the country in 1937. They found various drawbacks in the traditional educational system, which they found to be very academic and bookish. That kind of educational system result in wide gulf in between the masses and the elite, which used to produce other kinds of social inequalities. That time, education was considered essential only for persons of rich families or belonging to higher strata of society.

A programme was launched to establish a National System of Education, two main contents of which were mass education and temperance, both of which used to run counter to each other. It was found that by implementing policy of temperance, revenue would fall to a considerable extent, while by implementing policy of mass education, heavy additional expenditure had to be incurred on primary education. It became very difficult for the ministers to chose between both kinds of policies and then Gandhiji came into centre stage to rescue them in such state of dilemma.

Gandhiji expressed his views in a book written by him, entitled Harijan. In Harijan, Gandhiji wrote that by implementing the educational program based on money, Indians would be failed to fulfil their obligations to nation within a given period of time. In accordance with demands of nation, in all the schools such education should be imparted which could make the students self-supportive. Then in a conference, Gandhiji expressed his views regarding Indian education, in which he stated that all the children within the age group of six to fourteen should be provided free education and the medium of instruction should not be English or any foreign language, but mother tongue only. Throughout this period,

process of education should centre round some form of productive work. By this system of education, it would become possible to cover remuneration of teachers.

On the basis of resolution mentioned by Gandhiji, Indian scholars decided to design an educational system, for which committee known as Wardha Scheme was appointed in the year 1937. Dr. Zakir Hussain was appointed it's chairman. It was in 1938 that committee submitted it's report which were known as Wardha Scheme of Education in which all the points mentioned by Gandhiji were taken into account and were used as basis for the educational policy. Scheme emphasised providing free education to all the children belonging to age group of six to fourteen and declared that medium of instruction would be mother tongue. Provision of teaching of craft in one way or other was made in the commission by which school could meet cost of education and inclusion of subjects like social studies, mathematics, general science and basic craft were included in the curriculum.

Fundamental principles of National Scheme of Education was provided by Wardha Scheme. This scheme was provided such name as it was expected to form foundation of four national culture and was related to fundamental interests and requirements of the children.

It was in the year 1938 that scheme of National Education was being adopted by Indian National Congress. Various kinds of modifications were being made in the scheme from time to time. Wardha Scheme of Education was reconsidered as national system of education to make it fit to be used on a larger scale after attainment of independence. To basic education pattern, schools began to be changed. Within short period of time, marked increase in number of basic schools was seen. Not only this, provision for proper conduct of traditional schools was also made.

Even after adoption of basic education policy, pace of development found in educational area remained slow, reasons of which could be lack of well defined concept of basic education and inadequate level of self-sufficiency. In

addition to these reasons, an important reason which was responsible for slow progress in educational area even after implementation of basic education was the fact that conversion and orientation programmes taken up in first three five year plans could not raise required impetus. Another reason contributing to slow progress pace was careless attitude of state ministers, who paid less attention to scheme for Basic education in comparison to other activities. In practice, idea of self-sufficiency as mentioned in the basic education policy did not seem to be realistic and practical because of which could not be achieved in reality.

Till now we have discussed about the various educational commissions which were being set up in post independence period. After independence, various such kinds of commissions and committees were being set up by Indian government, on which light must be thrown to draw a complete picture of efforts made by Indian government to improve standard of education in the nation.

2.7.4 Educational Commissions Set-Up in Independent India :

As said earlier that after independence, government of India found condition of almost all the areas unsatisfactory for the improvement of which they took several measures. An important action of a great significance to be taken by Government of India after independence was establishment of the University Education Commission. This commission was established in the year 1948 while it submitted its report in the year 1949. Dr. S. Radha Krishnan, a prominent scholar was appointed as it's chairman. In addition to him, there were total nine members in the commission, who were highly educated and were working in reputed institutions at that time.

Commission was established to report on Indian University Education and to suggest improvements and extension which were desirable to suit present and future requirements and needs of the nation. As report of the commission guided the development of university education in India since independence, for which it was being considered as document of great importance.

Commission was organised to recommend their suggestions and views on various issues. It was required to analyse the aims and objectives of university education and research work carried out in the nation. The kind of changes which were desirable in the constitution and functions of the Universities in India were also asked by the commission. Commission was asked to give their views regarding sources of finance for the Indian Universities and they were also asked to determine the standards of admission to university courses to study with reference to desirabilities of an independent university entrance examination. Commission was also asked to give their advice whether it was necessary to establish more universities in the nation or not and also on the issue that whether religious instructions should be provided to the students at university level or not.

On issues described above, this commission provided various recommendations. Regarding aims of university education, commission said that it should be such that students could understand that their life was not meaningless and to make them able to understand meaning of their life. This education should be such that could awaken their innate ability so that they could life develop their wisdom and could live life of the soul. University education should be such that could train students to lead a democratic life. An important aim of university education should be train the students for self-development. It should object to make the students so able that they could understand the process of life and could face all the difficulties which got arise from time to time. Another important aim of university education should be make students self-dependent, which could happen only by providing them with vocational education in universities or colleges.

Regarding teaching staff, commission recommended that there should be four classes of teachers, namely, professors, readers, lecturers and instructors. Criteria to promote a teacher from one category to another should be the merit basis.

On the issue of determining standard of admission, commission stated that it should correspond to that of the intermediate examination. In order to avoid overcrowding at universities and colleges, maximum number in the arts and science faculties of a teaching university was being fixed at 3000 while in affiliated colleges, it was 1500.

Regarding courses of study, commission recommended that principles and practices of general education should be introduced in the universities immediately to correct the extreme specialization which had become common in intermediate and degree programmes. Commission was of the view that a student possessing Ph.D. degree should not become a narrow specialist, whereas this grasp of his subject should be characterised by breadth and depth. Teachers should perform their functions with such efficiency and devotion that students could set them as their role model. Commission recommended that in all educational institutions, provision for silent meditation for few minutes should be arranged. In first year, lives of great religious leaders should be taught to the students while in second year, selections of a universality character from scriptures of the world should be studied. In the third year, main problems of the philosophy of religion should be the subject of study.

An important recommendation of the commission was that various kinds of professional education should be imparted at university level. In national economic planning, study of agriculture in primary, secondary and higher level should be given high priority. Arrangements for imparting agricultural education should be done in rural areas. A student of commerce stream should be provided with maximum opportunities to get involved in practical works. Number of institutions providing engineering and technology training should be increased. In special legal subjects, a three year degree course should be offered in the law colleges.

For imparting education, it was very necessary to have an appropriate medium of instruction, for which commission recommended development of the

federal language through assimilation of words from various sources and by retaining words which got entered into Indian languages from various sources. For this purpose, teachers could make use of international technical and scientific words. In higher education, medium of instruction should be some Indian language, however, for this purpose Sanskrit could not be used as it was quite difficult.

It was recommended by commission that for government administrative services, no university degree was required. For recruitment to various services, special state examination should be organised. More consideration should be provided to practical work in the classroom. The time duration after which students would get degrees should be three years. In various universities, standards for success at the examination should be uniform and it should be raised from time to time.

Women could get equality in the society only by getting educated and women students should be provided with all possible help to see their normal place in a normal society. At university level, such programmes should be designed in which girls could take part easily. Commission also suggested the issue of constitution and control of university functions. It was of the view that university education should be placed on the concurrent list. For allocation of grants to university for developmental purposes, the university Grants Commission should be set up. For developing higher education in rural areas, special attention should be paid by the government.

Commission also gave its views about the measures through which discipline could be develop in the university students. It was recommended that students should be provided proper opportunities to develop qualities of self respect and self-reliance in them through an attitude of trust and not through by creating an atmosphere of suspicion and fear. It was the responsibility of government to provide training to the students by which they could become good citizen and socially responsible. To play an important role in democratic set up of

the country, students should be encouraged to engage themselves in party politics. Commission said that it was important that good discipline be looked upon not as student conformity to arbitrary standards of conduct, but rather as individual responsibility for behaviour. Situation of peace and order created by rigid rules could not be educative in nature. Some irresponsible students were responsible for the development of incidences which led to disturbances could be controlled by educational action rather than by disciplinary actions. It was only through process of educational development that solution of such complex situations could be found. For minimising such incidences, commission felt to develop a relationship of mutual trust and faith in between the students and teachers.

Thus, almost all the aspects of Indian education relevant after independence were being touched by the commission, and recommendations provided by it were of general nature, which were implemented by government of India in various parts of the nation, some without modifications, while some with some kinds of modifications.

2.7.5 Secondary Education Commission :

To enquire into and report on the present position of Secondary Education, all the aspects and to suggest measures for its re-organisation and improvement, government of India set up a commission known as Secondary Education Commission in the year 1952. The concept of setting up such commission was recommended by Central Advisory Board of Education. There were nine members of the commission, all of whom were working at that time in reputed institutions.

Various issues were asked by the commission. As mentioned earlier that this commission as set up to make enquiry into present status of the secondary education in the nation and to give suggestions for reorganisation and

improvement in the secondary educational system. It was in the year 1953 that the report was being submitted by the commission.

Commission provided recommendations on various issues, one of which was aims of secondary education in India. Commission was of the view that as various changes took place in political, social and economic conditions of the nation, it was necessary to examine carefully the educational objectives at various levels. It was necessary to develop such qualities among the students by which they could lead comfortable life in democratic set up and even could play an important role in that system. An important problem faced by the Indian people was that they were not able to make best utilization of available natural resources. It was necessary to improve productive efficiency of the Indians by which their standard of living could be raised. Educational system should be re-orientated in such a way that it would be submitted in accordance with cultural renaissance.

Commission was of the view that educational system of India should be such that all the problems mentioned above could be sort out. For instance, secondary education should assume the responsibility of providing the necessary training for developing certain features in the students by which they could become good citizens in democratic set up. For this, capacity of clear thinking and receptivity to new ideas should be developed in the students. There should be clarity in the speech and writing of the students, as it was only through by speech or by written words that an educated person could express his views and ideas. Education should be such that it developed all the qualities necessary for living graciously and harmoniously among the students. For this purpose, qualities of discipline, co-operation and tolerance should be cultivated. No group work could be organised successfully without discipline, which was quite difficult to develop, but not impossible. A feeling of desire to work in co-operation with the others should be developed among the students, as only by this they would perform all the group activities with discipline.

A passion for social justice, based on a sensitiveness to social evils, must be kindled in the heart and mind of the people and foundations for it should be laid in the school. Education should be such that could develop the sense of national citizenship and world citizenship among the students as world had squeezed.

Not only this, secondary education should be able to develop qualities among the students by which students could engage themselves in different money earning endeavours. It was necessary for the students to acquire an yearning for perfection and they should learn to take pride in doing everything as thoroughly as they could. There was need to promote technical skills and efficiency at all stages of education among the students so that trained and efficient personnel could be provided to work out schemes of technological and industrial development.

By passing secondary school, such qualities should be developed in the students by which they could function in the capacity of leaders in different areas. Students should be trained in discipline as well as leadership, as without it no democracy could function successful. For disciplined work, primary and secondary school would inculcate in all the capacities. In this context, the special function of the secondary schools would be to train persons able to assume the responsibility of leadership in different fields of the life.

Commission was of the view that education at secondary level should be such that a student could earn his bread and butter as in our country, generally people did not get the opportunity to get higher education. For this reason, a lot of importance was provided to the fact that at what age child got entered in secondary school and upto which age he remained at this level. In accordance with recommendations of commission, period of secondary education should cover the age group of eleven to seventeen years. After getting such education, such qualities should get developed in the student by which he could understand all the aspects of different issues and could take sound judgments. Commission

was of the view that longer period of training before entrance to the university was likely to be useful both for those who want to pursue higher education and also for those persons who finish their education at this stage.

It was felt by the commission, that although industrial development was taking place with greater pace, but still agriculture was important occupation in India, because of which education should make them students able to get involved in the agriculture sector. Not only this, those who did not participate in it should understand the importance of the occupation and should appreciate the role played by this sector in national economy. In schools set up in rural areas, more opportunities to the students for pursuing agricultural education should be provided.

Commission also provided suggestions regarding the principles on which curriculum should at different levels should be based. It was recommended that there should be enough variety and elasticity in the curriculum to allow for individual differences and adaptation to individual requirements and interests of the students. A sense of frustration would develop if any attempt to force uncongenial subjects and studies on the children would be made by ignoring their interests and abilities. Children should be brought in direct contact with the broad areas of knowledge, skill and appreciation and all of them should be provided a suitable place in the school curriculum. Commission recommended that there should be a direct link between school curriculum and community life, for which due place should be provided to productive work in the curriculum. Such activities or subjects should be included in the curriculum by which students could be trained for work and leisure activities. There should be an element of co-ordination among the subjects included in the curriculum. All the subjects provided place in the curriculum should be linked with each other and should function as supportive for each other.

At the high schools, curriculum should be framed on the basis of abilities and interests of the students. Variety of programmes should be offered to the

students as by it, young people would get opportunity to select subject of their own choice. Thus in high school, varied courses should be offered to students, with the aim of provide suitable scope for the development of special interests of the students. There should be inclusion should be inclusion should vocational education in the curriculum also. Some skill training should be provided to the students by which they could earn their living after passing out from the school. Various craft works should be provided due place in the curriculum. All those subjects should be included in the curriculum should could provide information relating to Humanities, Sciences, Technological development, Commercial endeavours, Fine Arts and Agricultural Sector.

Commission also recommendation for appointment of inspector for keep a check over the functioning of schools management. These inspectors were required to perform various important functions like analyzing various problems of the schools and providing suggestions for improving the educational quality of institution. Teachers with teaching experience of two years could be appointed as inspectors. For this post, headmaster of the high school could also be appointed.

For proper management of the institution, it was recommendation that managing boards of the school should be registered and number of persons constituting board should be limited. No member of the board would be permitted to interfere in the working of administration of the school directly or indirectly.

Thus, we found that this committee provided recommendations on various issues, but some people found these recommendations to be impractical and difficult to implement in reality. Majority of people viewed these recommendations with an eye of doubt as various recommendations provided in the past were not implemented. Not only this, it required a lot of funds to implement the recommendations provided by this committee, which our country lacked because of which some of the recommendations were implemented in the country, however, some of them were being neglected. To what extent

recommendations provided by the committee were utilized, satisfactory results were being obtained and government of India tried to implement the recommendations provided by the committee in such a way that a co-ordinated and well balanced development could be achieved in educational area.

2.7.6 Kothari Commission :

Kothari commission or Indian education commission was the sixth educational commission set up in the nation in the year 1964. This commission was set up to review entire educational system spread in the whole nation. Every field and aspect of education was being touched by the commission. This commission was set up with the perspective that India could not develop in any field without proper education and only tool of education could be used for proper and well balanced national development. A long period was spent by the members of commission in visiting universities, colleges and schools of various levels and they also held disputations with teachers, educationists and even with the students. Report based on the findings of commission was being submitted in the year 1966. There were thirteen members of the commission which consisted of some persons from international universities.

Some special kinds of recommendations were provided by the commission. Commission was of the view that field of science was developing with a greater pace, because of which it had become necessary to provide science a proper place in the school education. It was also recommendation that work experience should be introduced as an integral part of all kinds of education. To secondary education, strong vocational basis should be provided so that it could be brought in closer relationship with productivity. More emphasis should be provided on agriculture and technology at university level. In commission's view, it was necessary to introduce a common school system of public education in the nation. At all levels, social and national service should be made integral parts of the education. School education of ten years should be considered as general

while special kind of education should be provided in two years of education provided in schools. Duration of high secondary stage should be two years. Number of instructional days in a year should not be less than 234 days in schools while this number should be 216 for universities.

All steps should be taken by which facilities provided in the schools could be utilized to maximum possible extent. These should remain open all the year round and should be utilized for not less than eight hours her day. In secondary schools, programme of book banks should be introduced by which students could get appropriated books for their studies. For the purchase of books and other important materials, students performing outstanding in the examinations should be provided with scholarships. Talented students should be found out properly at secondary stage and they should be provided special attention and assistance. Provision of day study centres could be provided to those students who could not study at home. As a supplements to earn and play a part of the expenses should be developed on large scale. For national integration, lot of importance and attention should be provided for the development of people belonging to backward classes. For each districts, developmental plans for secondary education should be prepared separately, which should be done by taking into consideration the present and future needs and requirements of expansion. Proper freedom should be provided to schools and educational institutions to make all kinds of modifications in their curricula. Teacher should attempt to impart moral and religious education to the students in addition to bookish knowledge. System of evaluation formed an important part of entire educational system and it should be related to educational objectives of the institution. A due consideration should be paid to evaluation process as student's habit of studying got affected to a lot of extent by it.

Commission recommended to establish Evaluation organization with the aim to assist the State Education Department in programme of prescribing maintaining and revising standards. These organizations should be set up as

independent units and its services should be made available to all concerned authorities. To improve standards, a proper machinery should be set up at state and national levels. Teachers should be paid in accordance with their local conditions and their abilities. Retirement age of the teachers should not be less than sixty, which could be extended upto sixty five only if person was physically fit and sound. At all the places and at levels, a statutory basis should be provided to education, for which in all the states, education act should be passed out. Provision of institutions providing technical and vocational education should be made in all the states.

For improving quality of education, efficient teachers at primary level should be appointed. Some recommendations were also provided by the commission to set up school curriculum for different levels of classes. In curricula designed for lower primary students, one language, mathematics, science and creative activities should be included. For higher primary classes, two languages, subjects like mathematics, science, social studies and physical education should be given place in curricula. For students of higher secondary level, two languages, subjects like history, economics, geography, biology, physics and sociology should and physical education should be given proper place in the curriculum.

Thus we found that various educational commissions were being set up by Indian government, not after attaining independence, but before independence by British government. Recommendations provided by these commissions were implemented not completely, but to maximum possible extent as our country did not have much funds available. But now, a large proportion of public funds are being utilized for purpose of development of education in the nation, by which literacy rate has rise to a considerable extent, but still various steps are still to be taken in this direction and government of India has to realize that without getting its people education, it cannot dream of getting a place in developed nations of the world. It is only through the education that inequalities found in India can be

clean out. The increasing gap between haves and have not have to be curtailed for proper and equal development of the nation, which cannot take place without imparting or raising the level of education in the nation. For purpose of widening the educational basis of the nation, Indian government formulated National Policy of Education, in which all the aspects of education were being discussed. No discussion of the Indian educational system can be complete without mentioning this policy, which have been done in the succeeding chapter.

2.8 National Policies of Education:

A need to formulate national policy of education was felt by the Indian government but it was not an easy task to formulate educational policy for such a wide nation, where people living in different regions have different life style, different religious practices and even different languages. Before formulation of such policy, various prominent educationists were invited to provide their suggestions and views regarding such policy. For formulation of national policy of education, a nation wide debate got developed in which number of seminars were organised at national and international levels. Various state governments were invited to provide their recommendations for such act.

All the recommendations and suggestions provided by different persons and authorities were analysed in detail by education ministry, on the basis of which a revised document was being brought out by Ministry of Human Resource Development in the year 1986, which was known as National Policy of Education- A Presentation. At the meeting of State Ministers of Education, National Development Council and Central Advisory Board of Education discussed the document and in the light of these discussions, it was revised and a finally a Draft National Policy on Education was put forward in the Parliament by ministry of Education in Parliament House.

In this policy, all the issues relating to Indian education were touched upon and discussed at length. It is nor possible for us to discuss all the subjects in

length, but some light have been thrown on all the subjects in brief in manner in which they appear in the policy.

In the beginning, policy states that education has continued to evolve, diversity and extents its coverage since dawn of human history. In this complex and dynamic growth process, action of education need to be planned with greater sensitivity. It was also stated in the policy that education is necessary for all the people belonging to different strata of the society as without it no human being can think of getting developed. An acculturating role is being played by the education and by it a person becomes independent, physically, mentally as well as spiritually. For different levels of economy, manpower is being developed by the education. The basis on which functions of research and development gets developed is education and it develops the quality of self-reliance in human beings.

When we talk about National System of Education, we imply that upto a specific level, all the persons should be provided right to get educated irrespective of their caste, creed and sex. Thus, a common educational structure is being envisaged by national system of education. Basis of such national system of education should be national curricular framework. All secular values will be comply with while imparting education. For each stage of education, minimum levels of learning should be laid down. One of an important objective of educational process is providing conditions in which students can get education through maximum possible extent.

A lot of importance was being assigned to all acts which could help in removal of social and economic inequalities found in the nation. Education was considered as an agent of basic change which could bring about a change in the status of women in society. Provision of providing various kinds of encouragement was made in the policy by which general public could come forward and could participate in programme of eradicating illiteracy from the nation.

In the policy it was made clear that without adopting a sympathetic and encouraging attitude, no children could be attracted to attend schools. Programmes of early childhood care and education should be child oriented and should be designed on basis of individual differences and interests of the children. No formal methods of teaching should be used by teachers at primary level. At primary stage, the need to adopt a child centred and activity based process of learning was emphasized in the policy. To improve quality of education at primary level, an operation known as Operation Blackboard should be implemented under which there should be provision of atleast one blackboard in each class room for students of different levels and standards. Provision of allowing free education could be made in school if teachers found any student talented but who is unable to bear expenses of his or her studies. For re-organisation of education, various vocational educational programmes should be implemented at school level. Education at higher level should be of such nature should be prepare students to understand and reflect critically on various cultural, social and moral issues.

Professional education should be imparted in the schools and educational institutions, under which provision of adequate number of computers should be made in the schools and children should be provided with adequate information relating to operation of it. Although it is essential to provide education in a serious kind of atmosphere, but still students should be provided with adequate freedom, as without it, they will not be able to make use of their creative abilities and mind. Teachers should engage themselves only in the function of imparting education and all students should be make ready to get education from inside.

Various steps or measures should be taken to avoid de culturalisation at school level. Such education should be imparted to students by which they can get attracted towards technological developments, but can keep themselves tied with their traditional values and norms. Such qualities should be tried to develop in the students by which they can be made willing to live a peaceful life by

maintaining unity with people of other religions. Only through such education incidences of violence and fatalism could be checked properly. Appropriate environment should be developed in the schools. For checking the educational abilities of the students and bring about qualitative improvement in education, examinations should be employed.

Socio-cultural ethics of the society get reflected by the status of teachers, thus teachers should be paid due importance and place in the educational system. Functions performed by teachers are continuous in nature for which proper attention should be paid to its pre-service and in-service components. High priority should be paid to system of planning and management of education. Need to invest large amount of national income for promotion and development of education was mentioned in the policy.

Programme of Action for the implementation was being announced by Ministry of Human Resource Development, which was done after declaration of National Policy of Education. Such a follow up programme was prepared in India for the first time, which make it a remarkable event in educational history of the nation. Total twenty three task forces were being prepared and each of them was being assigned specific topic which was being covered by the policy. With these task forces, various eminent people of the nation were associated. Situation in respect of subject assigned to task forces were being analysed in detail and on basis of their analysis, broad lines were being indicated by them. In a series of meetings convened by Minister of Human Resource Development, reports were again taken into consideration in conference of Education Secretaries of State Government and Union Territories. A vast gamut of the important educational parameters were being covered by the Programme of Action. Educational position of the country was being analysed minutely and various strategies to implement recommendations provided in the policy were prepared. Various aspects of the education were being discussed in the policy. Various educationists and thinkers did hard labour to produce programme of Action and it

provided the valuable information relating to various issues relating to Indian education, because of which it is considered an important document in educational system of the nation.

As various kinds of change took place in different areas in our nation, because of which it became necessary to bring about some special kinds of modifications in the National Policy were made in 1992. which was set up in the year 1986. Implementation of points mentioned in the policy were reviewed by two committee, which were known as Ramamurti Committee and Janardhana committee.

A new para was being introduced in the revised national policy in which need to produce skill manpower resources of kind and number required by society was being felt. To meet the requirement, it was felt to introduce such vocational courses in the curriculum which could make students self-dependent and self employed. Need to introduce more and more skill based programmes, was mentioned in the new or in revised National Educational Policy.

It was found that in all parts of the country, educational structure of 10+2+3 was being accepted. In new educational policy, more importance was paid to the measures by which problem of children dropping out of the school could be sort out. It was also attempted to adopt an array of meticulously formulated strategies which were based on micro planning and could be applied at fundamental level all over the nation which could ensure retention of students at schools. Proper co-operation of non formal education would be taken for this purpose. Provision of providing five years of schooling to all the children in the age group of eleven was also made in the policy. For achievement of this goal, provision of launching a national mission was made clearly in the policy.

Need to include more vocational courses in the school curriculum at higher secondary level was felt and was being mentioned in the revised policy. Courses which were being offered in the curriculum should be reviewed properly

and timely. To encourage diversification at the secondary level, it was made important for the government to review its recruitment policy.

Educational development should be provided an important place in scheme of national development and survival for which a large funds should be allocated for this purpose. Need to find out additional sources from where funds for the programmes laid down in the policy could be found, was mentioned in this policy. On the basis of monitoring and review, actual requirements should be computed from time to time, however, greater provision of utilising large portion of national income for promotion of education should be done.

Thus, while keeping needs and requirements of the nation. Indian Government keep on bringing about various kinds of modifications in the National Policy of Education. This function is performed by Ministry of Human Development and is being performed at an interval of five years, when five year plans are being announced by the government of India. It is not an easy task to modify national policy of education, for which various kinds of investigations and analyses are required to be performed. However, the proportion of national income which is supposed to be expected for promotion and development of education has remained lower than mentioned in the policy, but still share invested for this purpose has increased in the past and now almost in every part of the nation, atleast one school has been set up, as a result of which, number of literate persons in the India has increased to a considerable extent by which our nation has got recognition in international market.