CHAPTER II

GOVERNMENT POLICIES REGARDING HIGHER EDUCATION

The introduction of modern education was a great historical significance. It was definitely a progressive step of the British rule. The British administrators, by introducing liberal education made social mobility a possible dream. This social change was made possible by the introduction of English education. With the coming of Europeans from the beginning of the 17th Century, not only the political system of Indian took a different shape, but the organization of educational institutions also deviated from its earlier course. The preservation of ancient heritage and culture was the most important aim of the ancient Indian system of education but the missionaries who came along with the European trading companies tried to spread Christianity and western education.

The Charter Act of 1813 marked a point of departure in the East Indian Company towards the education of its Indian subjects. Under it, the company, for the first time, assumed State responsibility for education. It provided that a sum of not less than a lakh of rupees in each year should be set apart for educational purpose. It laid the foundation for the English Educational System in India. The Government of Lord Munro during 1811-14 marked an important milestone in the progress of education in Madras. To begin with, he ordered an enquiry into the State of indigenous education in the Presidency. This was the first time that the government started any kind of educational enquiry in the province. In a minute issued in 1826,

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1 Mukerjee, S.N., Education India Today and Tomorrow, Baroda, 1972, p.90.
4 Pate, H.R., Tinnevelly District Gazetteer, Madras, p.129.
Lord Munro called upon several collectors to furnish lists of schools in their respective districts, the nature of education given in them, the number of schools in each and other matters of interest. Lord Munro formed a Committee to enquire into the education of the native schools. He found that 1,250 native schools were spread over to the Madras Presidency.\(^5\) There were two types of school were commenced by the Britishers regarding the types of education to be imparted to the Indians. The first school under Macaulay stood for English as the lingua Franca (Medium of Instruction) and the second school known as orient lists advocated for Sanskrit medium.\(^6\)

The Arrival of Lord Macaulay, as law member strengthened the hands of those who stood for the expenditure of money on English education. Even Indians like Raja Ram Mohan Roy, was in favour of the English language. By a resolution of March, 1835, Lord William Bentinck, declared that the great object of British Government ought to be the promotion of literature and science among the natives and that the funds appropriated for education should be employed of English education alone.\(^7\) It cannot be denied that the English education gave the Indians a “lingua franca” and thereby helped the course of nationalism in the country. The Indians were introduced to the treasures of Western knowledge.\(^8\)

The regency of Gouri Parvathi Bai (1815 – 1829), was an era of administrative and social progress in the history of Travancore. Lord Munro who relinquished the post of Diwan in 1814 continued to guide the administration of the State till he laid

\(^6\) Nizam Elahi, *Teacher Education in India*, New Delhi, 1997, p.54.
\(^7\) Maharajan, V.D., *India since 1526*, New Delhi, 1978, p.135.
\(^8\) Aggarwal, J.C. *The Progress of Education in Free India*, New Delhi, 1977, p.72.
down the office as Residence in 1818. In 1817, Rani Gouri Parvathi Bai, the then ruler of Travancore issued a Descript by which it was proclaimed “that the state should defray the entire cost of the education of its people in order that there might be no backwardness in the spread of enlightenment among them, that by diffusion of education they might become better subjects and public servants and that the reputation of the State might be advanced there by”. The descript was issued, a beginning was also made in the instruction of English Education.10

Macaulay’s minutes of 1835 were a severe blow to the vernacular languages. This minute solved all the problems created by the vague clause of the Act 1813. The Macaulay’s minutes were against the linguistic aspirations of the pro-Sanskrit groups, who wanted that language to be one of the medium of Instruction.11 The introduction of English gave a death blow to Sanskrit language. Sanskrit could not face the challenge. The concealed measure of the British Raj against Sanskrit was welcomed by the native lovers of regional languages. They felt that it could be free from the domination of Brahmanism and encourage the learning of their native and foreign language.12

An experiment in medium of instruction in English was done in 1853. In that year, the government started their first school for instruction in English at Zillah or Provincial stations. This development brought the parliamentary enquiry into the educational conditions of India in 1853 for the renewal of company’s character.13 As a result, a separate department for the administration of education came in to force and also the system of inspection in each presidency was started. Kumbakonam,

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11 Desavi, A.R., Social Background of Indian Nationalism, Bombay 1944, p.176.
Rajamundry, Calicut and Cuddalore were among the earliest centers chosen for this experiment.\textsuperscript{14}

Before starting these institutions, the Government appointed Charles Wood to submit a detailed report into feasibilities, needs, areas and other matters pertaining to the educational pattern, popularly known as Wood Despatch’ of 1854, it extended the scope of education and prescribed these objects. This despatch was usually called the “Magna carta” of Indian Education.\textsuperscript{15} This Woods Despatch firstly recommended the constitution of a separate department for the administration of education; secondly, the institution of three universities at the Presidency towns; thirdly, it recommended the establishment of institution for training teachers in all classes of schools; fourthly the maintenance for training teachers in all classes of schools; fifthly, the establishment of new middle schools; sixthly, increased attention to vernacular schools, indigenous or other, for elementary education and seventhly, the introduction of a system of grants in-aid.\textsuperscript{16}

The above-mentioned seven articles in the Despatch of 1854 helped a systematic manner for the promotion of education in India. The English language became the medium of instruction in the higher branches and the vernacular in the lower levels. Aid was given from 1854 to all students taking secular education.\textsuperscript{17} As a result, more people began to enjoy the fruits of English education. Thus, the educational system had enlarged itself to cover large circles of population.\textsuperscript{18}

\begin{thebibliography}{99}
\bibitem{15} \textit{Ibid}, p.22.
\bibitem{16} Pate, H.R., \textit{op.cit.}, p.129.
\bibitem{17} Meenakshi Sundaram, A., \textit{Education in Emerging Indian Society}, Dindigul District, 2008, p.17.
\bibitem{18} Aggarwal, J.C., \textit{op.cit.}, p.27.
\end{thebibliography}
Higher education in Tamil Nadu is considered to have commenced properly from 1840. Lord Elphinestone, the Governor of Madras Presidency had laid foundation for higher education by establishing a central collegiate institute at Madras. It later on developed into the Presidency College which stands even now at Chepauk, Chennai. It was the first higher education institution in South India.\(^{19}\)

The most important is the recommendations of the Woods’ Despatch of 1854 in the field of higher education was the establishment of universities in each of the three presidency towns of Calcutta, Bombay, and Madras and also the Universities were established on the model of the London University. The Woods Despatch had also recommended the establishment of departments of public institution in the Presidency town to monitor the progress of educational institutions, including higher educational institutions.\(^{20}\) The despatch explained how English and Indian languages could jointly help to spread education throughout India. It stated firmly that English was to be used only in the higher branches of learning. The languages in India would be enriched by translation of European books, or by original compositions in English. The desire for liberal education, and the needs of an Anglo-Indian Community pointed to the importance of Universities in India. The Despatch made it clear that “the examinations for degree will not include any subjects connected with religious belief”. Among the subjects recommended for teaching were law, Engineering, Indian languages both vernacular and classical. Thus the educational system had enlarged itself to cover large circles of population.\(^{21}\)


\(^{21}\) Vijaya kumari, M., *op.cit.*, p.216.
In 1854, the Universities Act was passed. But, they were implemented only in 1857. It was done during the Governor Generalship of Lord Canning. The colleges located in the larger urban centers of the Presidency were essentially teaching institutions affiliated to the University of Madras. The functions of examining and awarding degrees were entrusted to the University of Madras in 1857 on the London University model.\textsuperscript{22} Except the Madras Presidency College, all other were Arts Colleges offering instruction in the Liberal Arts or Science subject’s up to First Arts (FA) or Bachelor of Arts (BA) Degrees. In the Madras Presidency College however degree courses were also available in law, Medicine and Engineering as well as facilities for post graduate training in these fields. This institution through its senate ensured that there was uniformity in curriculum, teaching methods and academic standards of its various affiliated college.\textsuperscript{23}

The educational policies of the government brought about great changes in Indian Education. But the Christian missionaries were not happy about the policy of the government after the Despatch. They were disappointed with the grant-in-aid system, the religious neutrality and the neglect of primary education. They formed an organization called “The General Council of Education in India” and agitated against the policy of the Government of India. As a result of their influence, Lord Ripon, the Viceroy of India appointed Sir. William Hunter as the chairman of the commission which was formed on February 3, 1882 is known as “Hunter Commission”. This was also known as “Indian Education Commission”.\textsuperscript{24}

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\textsuperscript{22} Ray Choudhary, S.C., \textit{Social Cultural and Economic History of India}, Delhi, 1981, p.196. \\
\textsuperscript{23} Prem kumar, G., ”Educational measures in Madras and The Non-Brahmin Awakening”, Journal of Indian Historical Studies Vol. IX, Tiruchirapalli, 2009, p.61. \\
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GROWTH OF EDUCATION IN THE MADRAS PRESIDENCY, 1822

Government enquiry in the State of education in Madras Presidency initiated by Sir Thomas Munro in 1822, showed that there was approximately one school per thousand populations and that the number of boys thought was one-fourth of the total school age population. It also showed that the instruction imparted in these indigenous institutions was of little practical value tending to burden the memory teacher than to train the intellect. A board was therefore appointed to organize a system of public instruction and annual grant of Rs.50,000 was sanctioned for the establishment of schools. In 1826, 14 Collectorate and 81 taluk schools with a central school at Madras were opened in 1836 by this scheme Tamil Nadu was pronounced a failure and the schools were abolished as inefficient.

In 1840, a University Board was constituted by Lord Ellen borough’s Government to organize and establish a central school and a few provincial schools. In 1841 the central school was converted into a high school in 1853 a college department was added to it and later it developed in to the Presidency College in 1854 the Court of Directors issued its memorable despatch regarding education. Thereupon the Department of Education with the Directorate of Public institution and its inspecting staff was organized; the so called Madras University was re-modeled and designated the Presidency College a normal school was established zillah or district schools were opened; and the grant-in-aid system was introduced. While in 1853, there were 460 educational institutions with 14,900 pupils and by 1904 this number had risen to 26,771 with 784,000 pupils.

25 Higher Education in India, Retrospect and Prospect, Delhi, 1991.
26 Mujeeb, M., Indian Muslims, New Delhi, 1966, p.89.
27 Queter Hussian khan, South Indian Mussalmans Madras, 1910, p.54.
HUNTER COMMISSION REPORT, 1882

In 1882, Lord Ripon was appointed a Commission, “To enquire into the manner in which effect had been given to the principles of the Despatches of 1854 and to suggest such measures as it may think desirable in order to the further carrying out of the policy there in laid down”. The Hunter Commission called a lot of useful information and made the following recommendations.

1. While advocating the gradual withdrawal of the state from direct support of the management, the institutions of higher education, the commission felt that this withdrawal could only be slow and cautious felt that this withdrawal could only be by slow and cautious steps. A College or a Secondary School were to be handed over to the Indians provided there was a reasonable prospect that the cause of education would not suffer through the transfer.

2. Provision was to be made for ordinary and special grants to College.

3. There were to be alternative courses in the great colleges.

4. Certain general principles were to be followed as regards College fees and exemption from them.

5. New regulations regarding scholarships were to be framed.

6. All attempts was to be made to prepare a model text book based upon the fundamental principles of natural religion such as may be taught in all Government and Non-Governmental Colleges.

30 Aggarwal, J.C., Development and Planning of Modern Education with special reference to India, New Delhi, 1982, p.70.
7. The principal or one of the professors in each Government and Aided College was to deliver to each of the College classes, in every session, a series of lectures on the duties of a man and citizen.

8. Special measures were to be adopted for the encouragement of education among the Mohammedans.

9. All elementary schools were to be inspected and supervised by the Educational officers of the Government.

10. The commission put emphasis on physical and mental education of the students.

11. According to the commission, primary education needed strongest encouragement. A part of the provincial revenues should be exclusively reserved for primary education. Primary education should be given by the State, District Boards and Municipalities. Secondary education should be encouraged through local or Private Bodies. All secondary schools should be given to the private management wherever that is possible.  

**WOODS’ DESPATCH OF EDUCATION**

The Wood’s despatch of 1854 was another milestone in the educational history of India which formed the basis of the present educational system. The East India Company had to renew its Charter after every twenty years. Before renewing the Charter in 1853, the British Parliament constitutes a selection committee to enquire into the progress of education in India and suggests reform. The suggestions of the committee were issued as a Charter of Education on July 19, 1854 Charles Wood was

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the president of the Board of Control so this is known as Wood’s Despatch of 1854. The Wood’s Despatch laid down a comprehensive plan for the subsequent development of the educational system in India. It stressed the need for the establishment of School at Elementary, Middle and Higher Levels, Colleges and Universities at the Presidential towns of Calcutta, Bombay and Madras.

Various problems related to education in India had become one of the key concerns of the British Government in 1853. In order to provide a solution, the Secretary of state of that time, Sir Charles Wood, presented a Despatch to the Directors of the British East India Company. The despatch expressed that education in English as well as Indian local languages should be enhanced and encouraged throughout the nation. According to Charles Wood, the English institutions could serve as the useful model for education. In 1854, Wood prepared his comprehensive despatch on the scheme of the further education in India. The despatch came to be considered as the Magna Carta of English education in India. The scheme of education, as proposed by Wood’s Despatch, envisaged a coordinated system of education throughout the country.

RECOMMENDATIONS OF WOOD’S DESPATCH

The Wood’s despatch proposed several recommendations in order to improve the system of education. According the recommendations, it was declared that the aim of Government’s policy was the promotion of the western education. In his despatch he emphasized on the education of Art, Science, Philosophy and literature of Europe.

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In short, the propagation of the European knowledge was the motto of the Wood’s Despatch. According to the despatch, for the higher education, the chief medium of institution would be English. However, significance of the vernacular language, European knowledge could reach to the masses; Wood’s Despatch also proposed the setting up of several vernacular primary schools in the village at the lowest stage. Moreover, there should be Anglo-Vernacular high schools and an affiliated college in the district level. Wood’s Despatch recommended a system of grants-in-aid to encourage and foster the private enterprise in the field of education.

The grants-in-aid were conditional on the institution employing qualified teachers and maintaining proper standards of teaching.  

**ESTABLISHMENT OF UNIVERSITIES UNDER WOOD’S DESPATCH**

Department of Public Instruction was set up under the Charge of a Director, in each of the five provinces of the Company’s territories. This Department was entrusted with the charge of reviewing the progress of education in the province and submits an annual report to the government. Universities, based on the model of London Universities, were proposed for Kolkata, Mumbai and Chennai. Even the administrative body of the University followed the models laid down by the London University. There was a Senate House, a Chancellor, a Vice Chancellor and fellows; all were nominated by the Government of India. The Universities were entitled to hold examinations and confer degree. Moreover, Universities might set up professorship in various branches of learning. Wood’s Despatch emphasized the importance of the vocational instruction and the needs for establishing technical

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schools and colleges. The Wood’s Despatch gave cordial support for the promotion of the women education in India.\textsuperscript{37} It created an Education Department under a Director of Public Instruction for every Presidency for monitoring the educational progress. Another important feature of the Wood’s Despatch was the introduction of a new system known as the Grant-in-Aid Code. By this system, the Government allotted every year a sum of money to finance certain services like education, health, welfare, etc. This system of Grant-in-Aid was mainly used by the government for the grant of funds for the educational purposes.\textsuperscript{38}

The ideals and methods advocated in Wood’s Despatch had dominated the educational scenario of India for a protracted period of time. During this period India witnessed a period of complete westernization of the educational system. The Western system of education gradually replaced the indigenous methods of education and learning. Most of the educational institutions during this time were run by the European teachers, who were the part of the Education Department of the Government of India. The missionary institutions played its own part and managed a number of institutions. Gradually private Indian effort appeared in the field of education.\textsuperscript{39}

The Wood’s Despatch wanted to utilize the services of the Christian missionaries and private agencies to spread Western education in India by granting its aid under the Grant-in-Aid system. The Despatch further laid much emphasis on promoting education among Muslims and women. At this juncture, the Christian missionaries took a pioneering attempt to educate the Muslims in Tamil Nadu.\textsuperscript{40}

\textsuperscript{37} Sir Philip Hartog, \textit{Some Aspects of Indian Education}, Past and Present, London, 1939, p.18
\textsuperscript{38} Sathianadhan, S., \textit{History of Education in the Madras presidency}, Madras, 1894, p.41.
\textsuperscript{40} Sir Phillip Hartog; \textit{op.cit.}, p.18.
MUSLIMS’ EDUCATION ON THE EVE OF WOOD’S DESPATCH

When the Wood’s Despatch was introduced, the Muslims’ education in Tamil Nadu remained backward. The Report of Public Instruction for 1856-57 provides detailed information about the educational backwardness of the Muslims in the Madras Presidency. Out of 3,447 pupils who pursued education 126 were Muslims which formed a mere 3.6 per cent. The Presidency College and the school, Madras had 4 and 5 Muslim students respectively. At that time 17 Muslim pupils were pursuing their studies in four provisional schools. In the five Zillah schools and 27 Taluk schools of the Presidency, twenty nine and seventy one Muslim boys studied often described as the ‘Magna of modern education in India’ the despatch was one of the wisest state prepared by the Court of Directors. It was indeed a landmark in the history of education in modern India and presented a comprehensive plan for the later development of the educational system in the subcontinent.

INDIAN EDUCATION COMMISSIONER- THE HUNTER COMMISSION

After the implementation of the recommendations of Woods despatch, England entered the Victorian era. At that time the responsibility of Indian education shifted from the company to the Parliament. Queen Victoria wanted peace during her regime because England had witnessed the First War of independence. (1857) Christian missionaries had made complaints against the Indian education administration on the ground that education in India was not in line with that of Wood’s Despatch. In the third place, the Country Council Act of 1880 for reforming primary education had been passed in England and education in India was

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42 Report on the Public Instruction in the Madras presidency, 1856-57, p.79 (herein after to be referred as R.P.I.M.P).
to be reformed on similar lines. Lastly there were other issues like evaluation of the success of Government schools and the policy of the government with regard to the private enterprise etc. that needed the attention of the government. Therefore, the same tradition of periodic revision of the policy of the education was adopted. A commission under the chairmanship of William Hunter, a member of the executive council of the Governor-General of India, was appointed in 1882. It was the first commission which gave wide and comprehensive recommendations on education in India context. It had twenty members comprising of Indian educationists like Sayed Mahmood, Anand Mohan Bose etc.\textsuperscript{44}

A landmark in the history of education in India is however the report of the Hunter Commission submitted in 1882. There were complaints that the Wood’s Despatch of 1854 had not been properly followed. In this circumstances Lord Ripon the Governor-General, appointed a Commission composed of 22 members with Sir William Hunter a Member of the Viceroy’s Executive Council as its Chairman to report on the manner in which effect had been given to the principles of the Despatch of 1854. The Hunter Commission was also required to report on “the present state of elementary education and the means by which this can be extended and improved.” The progress of the college work and some other aspects of education were also to be reported upon; though the general operation of universities was out of the commission’s terms of reference.\textsuperscript{45}

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\textsuperscript{44} Mathur, Y.B., \textit{Muslim Education in India, Educational Development in the Muslim world}, New Delhi, 1997, pp.108-109.
\textsuperscript{45} R.P.I.M.P., op.cit., p.82.
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AIMS OF THE INDIAN EDUCATION COMMISSION

The following were prescribed as the aims of the commission;\textsuperscript{46}

- To assess the position of education and to give suggestions for its reforms.
- To find out if the government institutions should be allowed to continue.
- To assess the utility of the grant-in-aid system. To find out the attitude of the government towards the private Indian enterprises in the field of education.
- The main purpose of the commission was to study the problem of primary education and to suggest the measures for its reforms. But the commission also chose to look into the affairs relating to secondary and higher education.

The commission produced a report of about 700 pages within ten months after hard labour. This report is of historical importance. The Commission made several sitting for the first two months in Calcutta, then for the next eight months it toured round the whole country.\textsuperscript{47} The Commission elicited opinion from provincial Government and formed a number of Committees in various provinces to study the problems of Primary education. It obtained more than 300 suggestions from various groups of persons. Although the commission worked very hard for full ten months, it could not give any original suggestion or educational ideas. In this way its report has been revised and enlarged the version of Charles Wood’s Report of 1854. The following are the short summary of the recommendations of the commission.\textsuperscript{48}

\textsuperscript{46} Ibid., p.85.
\textsuperscript{47} Shakdhar, \textit{Education Commissions and Committees in Retrospect}, New Delhi, 1967, p.22.
\textsuperscript{48} G.O. MS., No.1904, Education, 20\textsuperscript{th} October 1966.
RECOMMENDATIONS OF INDIAN EDUCATION COMMISSION

The main recommendations of the IEC Commission were:\(^{49}\)

- In the field of Primary Education, the commission made elaborate recommendations on the lines of country council act of England with regard to its policy, objectives, curriculum, methods of teaching, teacher training, finance and administration etc. The responsibility of imparting primary education was fixed on local-bodies.

- The curriculum should be framed according to local needs and its practical aspects which are properly emphasized.

- The Mother tongue should be the medium of instruction at the primary stage. The commission was silent about the secondary stages. Hence, Indirectly, it supported the cause of English.

- The Commission recommended the establishment of a model Government high school in each District.

- At the secondary stage two types of courses were recommended. ‘A’ Type courses was to be pursued up to university level and ‘B’ type for providing vocational education. Thus, the Commission laid special emphasis on the diversification of courses.

- For primary teachers training, the number of normal school be increased or, established.

- Due encouragement should be given to local co-operation and private efforts. It suggested for the creation of a fund for the development of education in the country and the government was made responsible for providing grant-in-aid.

\(^{49}\) Ibid.
Emphasis was laid on the Indianisation of education. The result was that the number of institutions at various levels of education increased enormously.

Government institutions were banned for imparting religious education. Private institutions had freedom to manage their affairs in their own way. This led to a policy of religious neutrality on the part of the government.

In the field of women education, emphasis was laid on the differentiation of curriculum, award of scholarships and facilities in appointments.

Education for Muslims was given due encouragement and attention was paid towards granting proper facilities to them.

The commission also recommended for the proper arrangements of the education of backward classes.

Thus, the recommendation of the Hunter Commission in 1882 gave a great set back to the efforts of the Christian missionaries. The individual’s efforts and local co-operation got due impetus and encouragement. This led to Indianisation of education. The result was that a number of schools and colleges increased. Grant-in-aid system was recognized by the Government and emphasis was laid on imparting useful knowledge.⁵⁰

RECOMMENDATIONS OF THE HUNTER COMMISSION OF MUSLIM EDUCATION

The Commission considered that the education of Muslim was not given sufficient and proper attention. The commission recommended that every effort should be made to popularize Muslim education. Special funds should be allocated for it. In the localities where Muslims are in majority, the teaching of Hindustani Urdu and Persian should be given in middle and high schools. More scholarship should be

given to Muslim students as they are unable to pay the fee in the Government appointments, Muslim should be given proportionate representation.\textsuperscript{51}

**WESTERN EDUCATION AND MUSLIM RESPONSE**

In the initial stage, English education combined both Christian and secular education. This pattern had its own impact on the education of the Muslim Community in India. Even though they were fully aware that their social and material prosperity lay only in the spread of this new system among its members, the instruction on an alien religion prevented them from taking advantage of it. The Muslim parents held the view that it would make their wards irreligious and they refrained from sending their children to the schools, where Western education was imparted. They also disliked the schools where Islamic religious institution was not available. They further believed that the system of education available in the government schools and colleges would corrupt the morality and manners of Muslim pupils and wanted their children to be taught only by Muslim teachers. In the existing government schools, there were only a few Muslim teachers which further discouraged the Muslims.\textsuperscript{52}

**THE UNIVERSITY COMMISSION**

The beginning of the 20th century marked a great change in the educational policy in India. The Laissez faire system of education introduced by the Wood’s Despatch of 1854 and reiterated by the Indian Education Commission of 1882 was reversed by Lord Curzon who became the Victory of India in 1898. The liberalization of education policy during the latter half of the 19th century was viewed with distaste by Lord Curzon as it resulted in increased criticism of governmental policies.

\textsuperscript{51} Mathur, Y.B., op.cit., pp.110-112.

\textsuperscript{52} Tamil Nadu State Administration Report 1969-70, pp.189-200.
Therefore, Curzon planned to reform the educational structure by official sing Indian education through higher control.\textsuperscript{53}

The policies initiated by him influenced the Indian Educational Systems in the subsequent decades. Lord Curzon’s educational reforms started with the Simla conference held in September 1901, a starting point of an era of increased educational activity and earnest prosecution of educational reforms. Lord Curzon summoned all the Directors of Public Instruction, after a preliminary survey of education, to a conference at Simla in September 1901 “to consider the system of education in India”.\textsuperscript{54}

The major resolutions of the conference were; the establishment of model schools in localities where education was neglected, improvement of female education, primary education, strengthening of inspecting agency for a higher control and putting efficiency first and expansion next. By this the progress was achieved on the basis of the principles laid down by the Indian Education Commission was suddenly disturbed and was followed by area of controversies, conferences, commission, government resolutions and drastic ‘changes in educational policy by the government.\textsuperscript{55}

As a follow-up measure of the Simla conference the Indian University Commission was appointed in January 1902, under the Chairmanship of Thomas Raleigh to enquire into the conditions and prospects of the Universities to improve and elevate the standards of the Universities in British India. The Commission submitted its report in June 1902 and its major recommendations were enlarged legal

\textsuperscript{53} George Hamilton Secretary of State’s letter to Curzon, May 18, 1899.

\textsuperscript{54} Majumdar, R.C., (ed.,); \textit{British Paramountary and Indian Renaissance}, Part.II, Bombay, 1960, p.456.

\textsuperscript{55} \textit{Higher Education in India (Editorial)}; \textit{The Indian Review}, September, 1902, p.449.
power to the older Universities, local limits of Universities, recognition of Universities as teaching bodies, senate, syndicate, and the faculties to be more representative of the affirms destitution and properly constituted governing bodies for each college.\textsuperscript{56}

The recommendations invited severe circumstances both by press and public opinion in India. It was considered as a step checking the spread and the scope of education and virtually destroying the limited independence of the Indian Universities. On the basis of the recommendations of the Commission of 1902, the Indian Universities Act was passed in 1904. The Act conferred on the Universities of India a working constitution investing them with the authority to control and supervise higher education in accordance with the principal and policy approved by the Government of India. But the unfortunate result of Curzon’s reforms was the excessive officialisation of the University administration.\textsuperscript{57} No doubt Curzon was trying to bring education under the control of the Government to suppress the nationalism in India, but his educational policy introduced efficiency and improvement in the quality of education and was the basis of the educational system for many years to come.\textsuperscript{58}


\textsuperscript{57} Report on Public Instruction in the State of Tamil Nadu, 1976-77, p.9.

The main recommendations of the commission are as follows\textsuperscript{59}

- The legal power of the older universities should be enlarged so that all the universities may be recognized as Teaching Bodies but the local limits of each university should be more accurately defined.
- The senate, the syndicate and the facilities have to be reorganized and made more representative than before.
- The affiliation rules have to be framed in such a way as to secure.
- That no institution shall be admitted to affiliation unless on the fullest information.
- That no institution once admitted be allowed to fall below the standards of efficiency required for affiliation and the syndicate should satisfy itself from time to time on this point.
- There should be a property constituted Governing Body for each College.
- Attention should be paid to the residence and discipline of students.
- The courses and methods of examination in all subjects have to be changed according to the suggestions made in the Report.

The Universities Act of 1904 embodied the main recommendations of the Commission and reconstituted the Governing Bodies of the universities. The Senate of the University should not have less than 50 and more than 100 members. The number of elected fellows was fixed as 20 for the three older universities and 15 for the other two statutory recognitions were given to the syndicates with adequate representation of university teachers.\textsuperscript{60} Conditions for affiliation to the university were clearly laid down and were intended to be rigorously observed. The University

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\textsuperscript{59} Mathew, A., The Education of India – A Study of British Education policy in India, 1835-1920, London, 1928, p.44.

\textsuperscript{60} The Indian Year Book of Education 1961, Part-I New Delhi, 1965, p.20.
was given the power of making provision for the instruction of students through the appointment of University Professors and Lectures and to do all acts which tend to the promotion of study and research. The Government was vested with certain powers regarding the regulations to be framed by the Senates and the Governor-General in Council was empowered to define the territorial of the universities.\textsuperscript{61}

\textbf{THE SADLER COMMISSION OF THE CALCUTTA UNIVERSITY COMMISSION, 1916}

In 1916 the Calcutta University wanted to break fresh ground through the creation of its Post-Graduate Department. There was practically no provision for direct teaching by the University and now under the dominating leadership of Sir Asutosh Mukerji the University decided to concentrate Post Graduate teaching directly in the University and appointed a number of Lecturers and Professors for the purpose. While Sir Asutosh Mukerji was engaged in this work. The Government of India decided to appoint a Commission for holding an enquiry of a very comprehensive and searching character into the problems of the Calcutta University.\textsuperscript{62} The terms of reference included all aspects of Collegiate and University Education. Problems of Secondary Education were not excluded from its purview and it was expected to study the organization and working of other Indian Universities to help it to policy of the Calcutta’s University. The Commission submitted a voluminous report in 1919 dealing practically with every problem of Secondary and University Education.\textsuperscript{63}

The recommendations were as follows\textsuperscript{64}

- The Intermediate Classes of the University were to be transferred to Secondary Institutions and the stage of admission to the University should be that of the present Intermediate Examination.
- Secondary and Intermediate Education was to be controlled by a Board of Secondary Education and not by the University.
- The Government of India should cease any special relationship to the University of Calcutta and the Government of Bengal should take its place.
- The duration of the degree course should be three years after the intermediate stage, the provisions being applied immediately in regard to Honors courses and after passing the Courses.

The teaching resources of the city of Calcutta were to be organized to create a real teaching University and the project of a University at Dacca was to be carried into effect at the earliest possible moment. The mofussil colleges were to be organized in such a way that would encourage the gradual rise of new University centres by the concentration of higher teaching at a few points:

- Special attention was to be paid to women’s education and a Board was constituted for this purpose.
- The Government service system being unsuitable for universities a new organization of the teaching service in Universities was necessary.
- Problem of vocational and professional training including that of Teachers, Lawyers, Medical men, Engineer, Architects and Agriculturists were to be seriously taken in hand by the University and numerous reforms were suggested.

\textsuperscript{64} Ibid., pp.47-50.
The medium of instruction for most subjects up to high school stage was to be the “Vernacular” but for late stages it should be English (except in dealing with classical and Modern English Language).

THE METHOD OF EXAMINATIONS NEEDED RADICAL IMPROVEMENT.

After the establishment of Allahabad University in 1887 no new universities were opened for the next thirty years, but the number of the Colleges increased. At the time of the Government of India Resolution in 1913 there were only five universities in India and the number of colleges was beyond the control of the various universities within their territorial limits. As a result, different administrative problems piled up in this period. Sir Asutosh Mukherji was the Vice Chancellor of Calcutta University. He started imparting post-graduate education in the university in 1916 as recommended by the University Education Commission of 1902. This has attracted the attention of the Government. By this time London University was reorganized and reformed as per recommendations of the Royal Commission under the chairmanship of Lord Haldon. Therefore, it became a necessity to reform the Indian Universities also. All these circumstances led to the formation of the Second University Commission i.e., Calcutta University Commission, 1917.

THE HARTOG COMMITTEE, 1927

When the political movement was at its climax, the national leadership was trying hard to evolve a system of education which could suit the needs of the country. By responding to the dissatisfaction felt by the Indian people about the Government of India Act of 1919, the Simon Commission was appointed on November 8, 1927, to

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65 Shakdhar, Education Commissions and Committees in Retrospect, op.cit., p.25.
66 Ibid., p.28.
inquire into the working of the administration under the Government of India Act 1919. This time an agitation against the Government was going on, it was felt necessary to give due importance to education in India. The Government therefore authorized the commission to appoint a Committee to help it in preparing a report on education. The Simon Commission appointed an Auxiliary Committee to enquire into the various aspects of Indian Education under the Chairmanship of Sir Philip Hartog to enquire into the conditions of education in India. Sir Philip Hartog had served as a member of the Sadler Commission.68

The Hartog committee was appointed to enquire the organization of various aspects of education in India and to give its suggestions for its overall improvement and progress.69 In the words of the Committee, “They were required to report on the organization of education, on almost point that organization needs reconsideration and strengthening, and the resolutions of the bodies responsible for the organization of education need readjustment.70

The Committee studied the various aspects of education and submitted its report before the commission in 1929. It put forward comprehensive recommendations in regard to various facts of education in India. First, the Committee made some general observations regarding the state of education in India. The committee observed that there was considerable progress made in education by the time. In general, people regarded education as a matter of national importance. Increasing enrolment in primary school indicates that the sense of indifference to education was breaking down and social, political consciousness among the people had also increased. The Muslim women and the backward classes had also awakened

68 Ibid., p.30.
69 Ibid., p.35.
70 Ibid., p.36.
and there had been good progress in the numbers. Although there was general consciousness of the people in education the Committee was not satisfied presented a comprehensive report. It was valuable in the sense that it tried to feel the pulse of education in India. It made recommendations in regard to Primary, Secondary, Higher and also some other aspects of education.\textsuperscript{71}

\textbf{THE WARDHA SCHEME OF EDUCATION, 1937}

The Wardha Scheme of Education is also known as NaiTalim Basic Education/Buniyadi Talim (Shiksha) Basic Shiksha. The scheme was the outcome of sound thinking of Gandhiji, who initiated and strengthened several constructive programmes for the economic, educational and social development of the people. He considered education as an effective instrument of national reconstruction.\textsuperscript{72}

Wardha scheme of education 1937 recommended that it was considered desirable to give preference to local persons in appointment as teachers. It was considered necessary to appoint only trained teachers. Two types of Curriculum as enumerated below were provided for the training of the teachers.\textsuperscript{73}

For the first time in 1931 the Government of India invited Abbot, the Chief inspector of Technical schools; Wood the Director of Intelligence and Board of Education, England to advise the Government whether any vocational or practical training should be imparted in Primary, Secondary and Higher Secondary schools or in the technical and vocational institutions already in existence could be improved.

\textsuperscript{72} \textit{Ibid.}, p.26
\textsuperscript{73} \textit{Ibid.}, p.29.
The Government was advised to establish a Junior Technical school, a part time Technical school and school of Arts and Crafts in each province.\textsuperscript{74}

**THE SARGENT REPORT ON EDUCATION, 1940**

In the middle of forties, the Government of India realized that it could no longer be indifferent to the problem of education of the Indian people and there was a need of bringing about radical reform in all aspects of Indian education. As the British became hopeful of its victory in the second World War, it directed its attention to do something for the Indian people in the field of education. So it advised Sir John Sargent, the Educational Advisor to the Government of India, to prepare a comprehensive scheme of education for educational reforms in India.\textsuperscript{75}

**EDUCATION FOUNDATION POST INDEPENDENT INDIA**

Universities are the centers of higher learning from where the society gets its leaders in Arts, Science and various other fields of national life. University education in India aims at providing knowledge and wisdom which are necessary to attributes for a well-developed personality. University education is a centre for higher branches of learning. The functions of the University are varied. It provides instruction, conduct research and Post-Graduate studies, and gives affiliation and extension to the colleges under it. In case of a non-affiliating unitary university, there is no college under it and its function is limited to offering master’s programme and conducting research. The main purpose of establishing a university in a particular region is to

\textsuperscript{74} Radhakumudmookrji, *Ancient Indian Education, Brahminical and Buddhist*, Delhi, 1988, pp.25-27.

\textsuperscript{75} Ibid., p.28.
make higher education inaccessible to all sections of the population within its territorial jurisdiction.\textsuperscript{76}

**UNIVERSITY EDUCATION COMMISSION – (RADHA KRISHNA COMMISSION), 1947**

With the dawn of Independence on August 15, 1947 emerged a new thinking to reform and recast a system of education which needed the new challenges and, new aspirations of Free India. “The exercise of change started with the constitution of University Education Commission in 1948 with Dr.S. Radhakrishnanan as its Chairman.\textsuperscript{77} The Commission was appointed with the specific aim ‘to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present future requirement of the country. The decision was due to the realization that a reconstruction of University education was essential for a national cultural resurgence as well as for meeting the requirements of scientific technical and other man power which India needed for its socio-economic development in the wake of the independence in 1947.\textsuperscript{78}

**SECONDARY EDUCATION COMMISSION- (MUDALIAR COMMISSION)**

After achieving the independence in 1947, both the public and the Government began to take keen interest in the development of Secondary Education. Although the number of secondary schools and its enrolment began to significantly increase even before Indian attaining independence the quality of education imparted was unable to meet the changing socio-economic needs of the country. As such the


\textsuperscript{77} G.O.MS.No.2494, Education, 01.10.1962.

\textsuperscript{78} Ameer Ali, N.A., "Educational Landscape of Tamil Nadu Muslim Contribution", "The Muslim situation in India" [ed], by Iqbal A. Ansari, New Delhi, 1989, pp.66-67.
The need for reform was strongly felt. The University Education Commission also remarked that our secondary education remained the weakest link in our educational machinery and it needed urgent reforms. Meanwhile with the attainment of independence the political situation of the country also underwent a complete transformation. Education also needed a new outlook which was appropriately voiced by Maulana Abul Kalam Azad, the Education Minister in his presidential address to the Central Advisory Board of Education in 1948. The Central Advisory Board of Education at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measure for its reorganization and improvement.

The Secondary Education Commission was appointed by the Government of India on 23rd September 1952 under the Chairmanship of Dr. A. Lakshmana swami Mudaliar Vice-Chancellor, Madras University to examine the prevailing system of secondary education, its relationship to primary and higher education and the interrelation of secondary schools of different types. The commission was inaugurated on 6th October 1952. It submitted its Report on June 1953.

**KOTHARRI COMMISSION, 1966**

In the history of Indian Education, it is the first Commission to make a co-ordinated and comprehensive survey of all the branches of education. The Commission was appointed under the provision of a resolution of the Government of India dated 14th July 1964 and it began its task on October 2, 1964. The Commission included eminent educationists in divers fields from India and aboard. It consisted of

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79 Ibid., p.70.
80 Ibid., p.72.
total 17 members, where 14 members. 1 member -secretary, 1 Associate –Secretary and Dr.D.S. Kothari, Chairman of U.G.C. was appointed as the Chairman of the Commission. Therefore, it is also known as the Kothari Commission. Among the members of the commission 5 educationists were from England, America, France, Japan and Russia. J.P. Naik was appointed as Secretary of the Commission and J.F. Mc. Dougall as Associate Secretary. The Commission submitted its report to the Government on June 29, 1966. It was laid on the table of the House on August 29, 1966. The report of the Commission is a voluminous document of about 700 pages. It has been referred for all change and reform in Education. Although it is 20 years old, yet it maintains its fragrance and freshness. Even the new National Policy on Education (1986) has been mainly based on its recommendations. It is termed as Bible for Teachers’ and should be read with fair.

The Commission will advise the Government on national pattern of education and on the general principle and policies for the development of education at all stages and in all its aspects. It need not, however, examine the problems of Medical or Legal education, but such aspects of these problems are necessary for comprehensive enquiry which may be looked into.

All these three commission gave very pertinent meaningful and relevant recommendations to provide new directions to the prevailing system of education in order to meet changing needs and aspirations of the society. Apart from bringing minor patches of change here and there, the structure and system of education remained where it was. The target of compulsory universal education remained a dream. Vocationalisation of secondary education was only on papers. Revitalizing the

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83 Ibid., p.58.
standards of education continued to be a slogan. Nothing was done to make education job oriented. The aims of higher education were never defined or concretized. The students of universities and colleges after completion of their education, continued to be unsuccessful job-hunters.  

Under this young and energetic dismal scenario of education, emerged a new thinking from our youthful Prime Minister Shri Rajiv Gandhi. Immediately, after taking over the reins of the Government he pledged to do something practically after evolving a new pattern of education through National on Education in August 1985, he came out with a document. The emergence of this document was an important stage in the process of reviewing and reshaping the education system to enable it to meet the challenges of the future and also to improve its efficiency and quality. This document categorically stated that a policy takes concrete shape only in the process of implementation. If those involved with programmer planning resource allocation and the actual operation of the teaching learning process, do not understand their tasks or take these casually no worthwhile results can accrue. This document successfully provided the basis for a nationwide debate to formulate the new education policy.

**RAMAMURTHY REVIEW COMMITTEE, 1992**

The Committee to review the National Policy on Education 1986 was formed on 7th November 1990 with Acharya Ramamurthy as Chairman and sixteen others as members. The Committee was appointed to review the National Policy on Education

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1986 and make recommendations regarding the revision of the policy and action necessary for implementation of the revised policy within a time-frame.\textsuperscript{88}

**EDUCATIONAL ADMINISTRATION IN TAMIL NADU**

The Constitution of India provides the basic legal framework for the legislative authority between union and constitution status. The 42nd Amendment of the constitution has placed education in the concurrent list which makes it a joint responsibility of the Centre and the States. Education in India is administrated at three levels namely by the Central government at the national level, by the State government at the State level and by local bodies at the District level.\textsuperscript{89} In order to implement educational policies and plans effectively both the Central and State governments enact laws from time to time.\textsuperscript{90}

The engagement of local government bodies like Corporations, Municipalities and Panchayats makes the administrative system sensitive to local demands and conditions and facilities participation of local communities. The role of local bodies is however considerably small beyond the primary or middle levels of education. In the case of higher education (Colleges and Universities), State Governments are supposed follow the norms of the University Grants Commission. School education is the primary responsibility of State governments and Local Bodies, higher education is a shared responsibility of Central and State Governments.\textsuperscript{91}

The Department of Education (along with its agencies) ensures that education functions as an integrated system. It is a part of the Ministry of Human Resource Development (MHRD). That is headed by a Cabinet Minister in turn assisted by a

\textsuperscript{88} Moonis Raza., op.cit., p.56-57.
\textsuperscript{90} Moonis raza, *op.cit.*, pp.58-60.
Minister of State directly in charge of the Education portfolio. The MHRD was formed in 1985 through an Amendment to the Government of India Rules 1961. It is in charge of two departments namely Department of School Education and Literacy and Department of Higher Education. Under these departments a number of division or units deal with policy making in various aspects of educational development. The Planning Commission also plays a crucial role in the State drafting their Five Year Plans and Annual Plans based on the guidelines issued by these. The planning and policy making at the central level are also guided by the Central Advisory Board of Education (CABE) whose members include Ministers of Education of different States and Union Territories and eminent educationists. National level institutions like the National University of Education planning and Administration (NUEPA) and the National Council of Educational Research and Training [NCERT] are some key advisory bodies for strengthening and improving the educational administration and also in formulating and implementing policies and programmes.

THE STATE - (TAMIL NADU)

It is one of the important responsibilities of the State government taking care of the school education 98% of the personnel engaged in education are under the control of State Governments and 90% of the total expenditure on education from public revenue passes through State budgets. While each State may have its own management of administration under a Department of Education the following description gives the details of the status of Tamil Nadu in particular.

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92 Ibid., p.65.
94 Ibid., p.111.
Tamil Nadu has a well-conceived social sector vision. All children should be well-nourished education and gain equal access to Economic Social and Political opportunities for development, including those who do not benefit from mainstream social services and development initiatives. This is partly a result of its early beginning in the field of public education administration.\textsuperscript{96}

**A BRIEF HISTORY**

The British created a public education administration to canted the education system. A Government inquiry into the state of education in the Madras Presidency was initiated by Sir Thomas Munro in 1822. It clearly stated that there was approximately one indigenous school per thousand populations. Wood’s Despatch (1854) was instrumental in organizing the Department of Education with a Directorate of Public Institution and its inspecting staff. It has also mentioned a board system of grant-in-aid for encouraging private participation in primary education in the Madras Presidency.\textsuperscript{97}

As early as the 1870s (under the Elementary Education Act, 1870 to be precise), the British considered Local Bodies as empowered self-governing bodies to levy local tax for elementary education over subsequent decades. Their powers were further strengthened under the Madras City Municipal Corporation Act 1919, the Madras Districts Municipalities Act 1920, the Madras Elementary Education Act 1920, the Madras Panchayats Act 1958 and the Madurai Municipal Corporation Act 1971. Significantly the Madras Elementary Education Act 1920 (now revised in 1994) gave the responsibility for offering elementary education to Local Bodies and also gave them powers to levy special cases towards the same. The Act also directed them

\textsuperscript{96} Aggarwal, J.C. op.cit., pp.55-57.

\textsuperscript{97} Proceeding of the 26\textsuperscript{th} meeting of the Central Advisory Board, New Delhi, 1956, pp-91-93.
to introduce compulsory primary education in selected areas based on their financial position.\textsuperscript{98}

**PRIVILEGES OF MINORITIES**

In addition to these broad functions which they share in common with all universities in other countries Indian universities will have to shoulder some special responsibilities in the present state of our social and educational development. For Instance.

- They must learn to serve as the conscience of the nation; and from this point of view, they should encourage individuality, variety and dissent, within a climate of tolerance;
- they should develop programmes of adult education in a big way and to that end, evolve a widespread net - work of part-time and correspondence courses;
- they should assist the schools in their attempts at qualitative self-improvement;
- they should shake off the heavy load of their early tradition which gives a prominent place to examinations and strive to improve standards all-round by a symbiotic development of teaching and research; and
- they should create at least a few centers which would be comparable to those of their type in any other part of the world and thus help to bring back the centre of gravity of Indian academic life within the country itself.\textsuperscript{99}

If these objectives are to be realized, we need a well –conceived and comprehensive plan for the development of higher education, over the next twenty years, which will include, among other things, the following three program the of high priority:

\textsuperscript{98} First Five year Planning Commission, Government of India, 1953, pp.531-532.

\textsuperscript{99} Pate,H.R., op.cit.,p.157.
• A radical improvement in the quality and standards of higher education and research;

• Expansion of higher education to meet the manpower needs of national development and, to some extent, the rising social ambitions and expectations of the people; and

• Improvement of university organization and administration,\textsuperscript{100}

HIGHER EDUCATION IN INDIA

World’s first Universities were founded in India. Taxila, Nalanda, Banaras and Kanehee puram were centers of higher learning which attracted many diligent students from Abroad. During Muslim rule, Madrasas imparted higher learning.

Universities in the modern sense were established by the British, Wood’s despatch (1854) recommended the establishment of universities. In 1857 Calcutta, Bombay and Madras Universities came into existence, with the faculties of Arts, Law, Medicine and Engineering.\textsuperscript{101}

THE INDIAN EDUCATION COMMISSION (1882)

The Hunter commission made a few important suggestions regarding higher education in India. It recommended.

i. Slow and gradual withdrawal of government support to higher education;

ii. provision of ordinary and special grants to colleges

iii. institution of alternative courses in larger colleges;

iv. regulation of tuition and special fees;

v. new scholarship regulations;

\textsuperscript{100} Ibid., p.159.

\textsuperscript{101} Prem kumar, G., op.cit., p.85.
vi. special textbooks for moral instruction; and

vii. Lectures on citizenship.\textsuperscript{102}

\textbf{INDIAN UNIVERSITIES COMMISSION (1902)}

This commission recommended legislation to protect university autonomy and promote educational standards and discipline, On the basis of its recommendations, Indian Universities Act stressed the need for was enacted in research in universities. Though England affiliating colleges, in India it was found 1904. The Government of India Resolution 0913, unavoidable.\textsuperscript{103}

\textbf{CALCUTTA UNIVERSITY COMMISSION (1917)}

There were more than 200 colleges before the First World War higher education needed restructuring and before and modernization. The Calcutta Education Commission (1917) which was asked to examine the State of higher education in the country made some important recommendation’s They include,

i. New Universities should. he residential in character

ii. pass and honors courses to he started

iii. Inter-University Boards should he established

iv. Technical and Technological courses should be started to suit local needs and

v. Physical education should be encouraged.\textsuperscript{104}

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\textsuperscript{102} Ibid.,p.88.  \\
\textsuperscript{103} Mathur, S.S., op.cit.,p.42.  \\
\textsuperscript{104} Ibid.,p.51.
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UNIVERSITY EDUCATION COMMISSION (1948-49)

Dr. Radhakrishnan headed a Commission on University Education to report on the conditions of Indian Universities and offer suggestions to revitalize it. Tim Report has a classical touch. It has given the following objectives for higher education.

1. India is rich in natural resources and human potential. University should educate and train students to bring these two resources together and raise our living standards.

2. Universities should produce leaders with intellectual analysis and imaginative insight.

3. Intellectual adventure should be promoted.

4. Life has meaning. An integrated way of life leads to human betterment.

5. No amount of factual information would make ordinary men into ‘educated’ men, unless 'something awakened in them, an innate ability to lead a higher life. Elicit means the same thing when he says;

   “Where is the wisdom we have lost in knowledge?
   Where is the knowledge we have lost in information?
   The cycles of Heaven in twenty centuries
   Bring us farther from God and nearer to the dust”.

6. Higher education should promote a new social order based on democracy, justice, liberty, equality and fraternity.  

THE EDUCATION COMMISSION (1964-66)

The Kothari Commission made a few radical recommendations, including the New Pattern of Education (10+2+ 3). Accordingly many States have shed the Pre-University Course. fined the ideals of higher education. They are:

105 Roy Choudhary, S.S., op.cit., p.213.
1. Seeking knowledge within the framework using traditional knowledge in new circumstances.

2. Developing leadership in every sphere of life.

3. Giving educated and trained man-power to society

4. Promoting social justice

5. Inculcating right values.

6. Reduction of social and cultural disparities.

7. Developing national sentiments.

8. Introduction of adult education programmes.\textsuperscript{106}

**NATIONAL POLICY ON HIGHER EDUCATION (1979).**

The Parliament of India approved the National Policy on Education in 1979. About higher education, the new guidelines are:

1. higher education should play a vital role in national development

2. Unchecked growth of institutions of higher education without adequate facilities will endanger quality.

3. Alternative strategies like correspondence courses, part-time courses and own time studies should be explored.

4. quality of posts graduate education should be improved

5. Linkages with the society should be strengthened through extension programmers.

6. Autonomous colleges should strive to become centers of excellence.\textsuperscript{107}

\textsuperscript{106} Ibid.,p214.

\textsuperscript{107} Sir Phillip Hartog., op.cit.,p.25.
ADMISSION POLICY

The national enrolment policy was evolved to cope up with the rush for higher education.

The policy states:

a) Regulation of admission in order of merit, keeping in view, the intake capacity of each department or college without affecting the standards,

b) Checking the establishment of new universities and colleges except in backward areas where also it may be considered only after a survey of its educational need.

c) Vocationalisation of the secondary level of education and its impact on university admission:

d) Restructuring of, courses of study at the first degree level;

e) Provision of facilities for greater enrolment through correspondence courses and

f) Equalization of educational opportunities for weaker sections of the society.108

CRITICISM OF THE SYSTEM

Quality versus Quantity

There are about four million students in our Universities and Colleges. The demand for higher education is due to the socio-economic transformation that is taking place in the country. The Indian economy has neither the resources to expand higher education at the present rate nor the capacity to absorb the large number of graduates in gainful employment. A kind of Iron Law of Educational Growth whose logic is very simple: universalisation of elementary education leading to generalization

108 Ibid., p.35.
of secondary and the latter to a corresponding growth of higher education' is evident. There is a lot of criticism about the deplorable fall in the intellectual standards of the universities. So, the developmental strategy must cover man's hopes, aspirations and welfare.

**Faculty competence**

The volume of knowledge doubles every ten years. New skills and knowledge are required to be an up-to-date and successful teacher. Unlike in the West, the contribution of our Universities to Science, Arts, or Literature is very meagre. Research facilities do not exist in many colleges. “University teachers do very little research work; college teachers do even less” (Suma Chitnis). Many teachers are content with their present qualifications and record. Only a few voice their views on academic or national problems. Has not Tagore said only a burning candle can light another candle? Good teaching should involve the student in the learning process through direct contact with the mind of the teacher.

**Wastage**

Failure rate in our universities is as high as 50%. Time, money and effort are needlessly wasted because of the ‘Open door policy’. In U.K. the wastage rate is only 14%. Aptitude and ability of the student to profit by that particular course should be examined. Educational guidance is not provided to the candidates. If jobs are delinked or degrees that is a degree need not be required for many administrative posts-selective admission will become practicable.
Student activism

Youth is a restless period life. Owing to social, psychological, emotional and economic reasons the student unrest is on the increase. Very often, it takes violent and ugly turns. Students rarely involve themselves in ideological disputes. Most of their agitations stem from petty, personal grievances - real or imaginary.

Attach asks “a mind which cannot attach itself to intellectual objects, a spirit which resents the burden of familial discipline and resists incorporation into modern adult institutions-what direction can it take except rebellion, blind, causeless rebellion?”

Imbalances

70% of our students study humanities and social sciences; only 30% are in science and related faculties. In Delhi there are 13.6 students per thousand population, whereas it is only 2.2 in Orissa. In the U.S.A. it is 40 and in the U K. it is 7 per thousand. Colleges within the same University area have unequal standards.

Intellectual slavery

The colonial heritage has stifled the spirit of independent inquiry. Scholars readily subscribe to official views and hesitate to voice their dissents. Indian academicians are over eager to imitate foreign systems and models.

Many professors are reconciled to the position of well paid employees. A college teacher is rarely absorbed in a university department. Distance is carefully maintained and aloofness is encouraged between the University and a College affiliated to it.
Medium of instruction

Gandhiji and Tagore championed the introduction of Indian languages as the medium of instruction at all level.

English medium is supposed to have denationalizing difficult effect. Lectures are delivered in faulty fault English. Students have more difficulty with English than with the subject matter. In this futile struggle our universities waste their talents. The elite favour the continuance of English and warn that regional loyalties will undermine fellow feeling and may lead to balkanization of India. Until Hindi becomes familiar in all parts of India, the teaching of English cannot be given up.

Irrelevance

Higher education is not linked to manpower needs of the country. That is why we find 20 million unemployed youth in the country. The courses offered are obsolete. Vested interests block progressive reforms. Our universities are pale imitations of those which existed in nineteenth century England or of one another. Imaginative and socially rewarding courses are not planned and introduced. Practical and applied courses to regenerate Rural India and emancipate the underprivileged are not at all planned. If there is more co-operation from the industrialists and agriculturists, the university can successfully complete its social obligations.\(^{109}\)

Uneconomical

Cost benefit considerations are ignored. Indian experience shows that educational policy makers are almost always more optimistic than the most optimistic forecasters (Manseen Wood hall). Expansion targets. are never fulfilled. Every college and every university should examine i) whether it is utilizing the available

resources to the maximum extent possible and whether the quality of its output can withstand the rigours of the competitive world.

**Examinations**

Both the teachers and students give undue importance to examinations. The whole system should be reformed, teaching and testing' should go together. The present system is inconsistent and arbitrary. It tests mostly the memory of the student. It ignores the slow but thoughtful learner. Marks in examinations are not true indicators of a student’s mastery of his subject. The University Education Commission (1948-49) has recorded, "if we are to suggest one single reform in the university education, it should be that of examinations. The crippling effect of examinations on the quality of work in higher education is so great that examinations reform has become crucial to all progress and has to go hand in hand with the improvement in teaching."