

COMMITTEE AND COMMISSION IN CONTEXT TO THE DEVELOPMENT OF SCHOOL EDUCATION BEFORE AND AFTER INDEPENDENCE (TILL-1986): A REVIEW

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ABSTRACT

A review of development of school education in India (Govern by British) reflects the expansionary phase of number of committees and commissions enrolled in the development of school education. Accordingly, section I of the paper gives the brief introduction of Government's different education policies, committees and commission before independence importantly period 1882-1935 when there is problem of language of instructions and medium of imparting education was English because this period was British India. Section II highlights some committee a commission appointed by Government of India after independence i.e. Indian education commission University Education Commission in 1948; Kothari Commission Was Appointed; National Policy On Education 1986. Whereas section III present bibliographical information about important committee and commission on school education; their chairman and appointing year.

Keywords: *Committee, Commission, Policies, Education, India, School, Government, Kothari, University.*

Introduction

There is vast history of Indian education impacted by British but investigator picking some educational committee and commissions.

Government made different educational policies for different provinces which effects the parallel development of educational institutions in both the pattern (Modern and indigenous system of education), like in Madras and Bengal-Assam the indigenous schools dominated the field, but in Bombay, North-West Province and in Punjab the Government schools.

The educational development in India dragged by commission called Hunter Commission 1882, which is also known as Indian Education Commission and it was first Indian Education Commission under British India.

The educational development in India dragged by another commission called Hunter Commission 1882, which is also known as Indian Education Commission and it was first Indian Education Commission under British India.⁵⁸ Sir William W. Hunter, a member of the Governor General's Executive, was its chairman. The commission surveyed throughout the country within eight months. Commission mainly focuses on primary education due to slow progress during the period of 1854-1882.

So, for the development of primary education commission made altogether 36 important recommendations under the different heads Policy, encouragement to indigenous schools, legislation, and administration school administration.

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The practice of secular education, there were 137 middle and high schools for girls in India in 1871. The total number of primary schools in India in 1880-82 was 82, 916 which were run by various agencies

Finally, recommendations made by the Hunter commission were accepted by government. After implementation of the commission is recommendations various kind of changes were introduced in the field of education. During the period of Lord Curzon, education deserves the most important position. The Shimla conference in 1901.

The Indian University Commission 1902 and the Indian University Act 1904

Lord Curzon give the great contribution to Indian education via to help in creating Indian university commission 1902 and the Indian university act 1904. Lord Curzon think differently in the field of primary education and his policy was also different. He observed that need of primary education was more and he should do something to expend the primary education. So he adopted a policy to improve the curriculum.

The policy was combine with quantitative expansion and qualitative improvement able to increase the primary schools in India.

During the Period 1905 to 1917

During the period 1905 to 1917 there were some problems of languages. Educationists take it an important point and agreed to take mother tongue as medium of schools especially primary schools. Another important step taken to improve the Primary education in India to accept guidelines of Gokhale's Bill. As now we look to the compulsory primary education in today's Indian education system. actually this is inspired by Gokhale's Bill. Gokhale had made heroic effects toward Indian primary education in his time. Between 1910-1913 Government accept the principles and policy point of compulsory education.

Calcutta University Commission in 1917

There was slow growth in higher education to bust the higher education British government set up the Calcutta University Commission in 1917. Secondary Board education and immediate education were set up in each provinces by the recommendations of the commission. Functioning of degree colleges level of study and regular classes were clearly defined in the recommendations of commission. The commission also recommended the medium of education in secondary and higher education system. The commission recommended mother tongue for instruction and education in secondary education and English were used higher education like in colleges. After accepting or implementations of the recommendations of the commission entire changes were seen. Official interferences were got restricted in education. But commission's recommendations not able to stop over crowedness in Indian universities.

National Education Movement 1920-22 According to the Commission

According to this commission was under the control on Indian. The shape of education in the hands of Indians. It means now the education development occurs on the bases of Indian traditional development. The patriotic feeling comes among the Indian natives due to the National Education Movement. During this period, Government of India Acts 1919 and 1935 were introduced. By Government of Indian Act 1919, Dyarchy in the provinces got introduced, which was kind of dual government, while through Government of Indian Act 1935, concept of provincial Autonomy came into being¹.

According to the Hartog Committee 1929

The rapid expansion of education resulted in the dilution of quality and education become largely ineffective and wasteful. The Committee proposed that, the curriculum of the secondary level should be diversified and placed more emphasis on industrial and commercial subjects so that student should prepare for practical occupation.

Sargent Commission

This commission also called central Advisory Board of education present the report on the condition of education in India after second world war. This report was submitted in 1944. The central advisory board of education gave recommendation of about free, compulsory and universal education for all children between six to fourteen age. When Government accepts the proposal of Sargent Commission the Ministry of Education was constituted at the Central. Indian University Grants Commission was constituted, All India Council for Technical Education was set up and General Bureau of Education was reconstituting.

In the pre-independence era one can erase the work of Indian educationist in the field of education, like Basic Education Scheme of Mahatma Gandhi (Father of the Nation) and works of Raja Rammohan Roy for the development of modern education in religious society of India under British Empire. He accepted English as a language of education and tried to connect the eastern style of teaching with western world. He took best from Occident and Orient and put them in practice. His Vedantic College (1825) offered lesson in Hindu Philosophy and literature together with English and Science.⁷³ The attempt to make Hindu society and religion mobile on the basis of Vedic monotheism, casteless and free from blind superstitions was there in pre Rammohan days also, but the strength and boldness of Raja Rammohan Roy able to transform the narrow stream into a stormy river and heralded a new era in the Indian Education²

The next personality is Pandit Iswar Chandra Vidyasagar, he discarded that system of education which was based on religion and caste and formed secular system with giving maximum importance to mass education.⁷⁵ Other personalities like Swami Vivekanada, Bankim Chandra, Satish Chandra, Annie Besant, Sir Gurudas Banerjee, Sir Aurovinda Ghosh and Rabindranath Tagore etc, are able to make some reforms in social practice, not only related with education but in general. Apart from this Brahmo Samaj, Prarthana Samaj, Arya Samaj and Ramkrishna Mission⁷⁶ also contributes in the development of education in India on their own way. While before independence education was considered essential only for person of rich families or belonging to higher strata of society. The scheme of Basic education introduced by Gandhi Ji which was published in 1937 in "The Harijan,"⁷⁷ where he wrote that "by implementation the educational programme based on money, Indians would be failed to fulfil their obligations to nation within a given period of time", it means that the structure of the Indian society was made from two groups 'have' or 'have not'. Again he expressed his views on Indian education in All India Education Conference, he stated that all children within the age group of 6-14 should be provided free education and the medium should be mother tongue only.

In 1937 Wardha Scheme or the Wardha committee formed and Dr. Zakir Hussain was appointed its chairman to redesign the resolution mention by Gandhiji. In 1938, committee submitted its report, were all the resolution mention by Gandhiji are placed. Now the Fundamental Principles of National Scheme of Education was provided by Wardha Scheme on the basis of interests and requirements of the children. Finally, the Scheme of National Education was adopted by Indian National congress in the year 1938. Even after adaptation of basic education policy through recommendation provided by Wardha Committee on Scheme of National Education modifications were being made in the scheme from time to time to make it fit for the new India called Independent India.

Education in India after Independence

Indian people were very happy to find independence after eras long struggle and fight with their home and British enemy. People appreciate and congratulate each other can every Indian native was feeling great. But on the other hand when we see the educational condition of our country that were not very happiest. real picture in the field of education was totally different. The opening balance on the eve of freedom in every sector of education was extremely scanty and disappointing in all aspect like educational disparities and imbalances were very large between urban and rural, between men and women, between rich and poor. "According to S. K. Kochhar, the total enrolment of in the age group 6-11 was 141 lakhs, which meant hardly 35% in this age group in the primary school. There were 5000 secondary schools with enrolment of 870000 or 4% of the children of the 14-17 age groups. The 19 universities and 400 colleges had an enrolment 250000. The total expenditure on education was Rs 57 crores or 0.5% of the total revenue of the government.⁷⁹ The independent India opened new avenues of economic development, India require immediate reforms in education system which is important instrument for social change and national upliftment. Now Indian needs some committee and commission to review the educational problems and require important recommendations after review the education system before independence also require the most important answers of the most important questions like what should be done to change social and cultural scenario via education system at root level? How can be possible that?

Some of the articles in the constitution deal with education in the republic and touch the following five aspect of Indian education;

Free and compulsory primary education in the country – Article 45 of the Indian Constitution explain that the State shall endeavor to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years.⁸¹

Religious instruction – Article 28(1), Article 28(2), Article 28(3) and Article 30 of the Indian Constitution safeguard the Secular Education. India is a secular state and every religion has got the right to popularize and spread its religious ideals.⁸²

Equality of Opportunity in Educational Institutions – Article 29 and 30 of the Indian Constitution guarantees the minorities certain cultural and educational rights to establish and administer educational institutions of their choice, whether based on religion or language.

Education of the Socially and Educationally Backward Classes of Citizens – Article 15, 17 and 46 safeguard the educational interest of the weaker sections of the Indian community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.⁸³

Language and Educational Safeguard – Article 29(1) explains that any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to construct the same³.

University Education Commission in 1948

Government of India after independence was the formation of University Education Commission in 1948 under the chairmanship of Dr. S. Radha Krishnan and submitted its report in 1949.⁸⁵ After establishment and implementation of University Commission's recommendation, India move toward the development of entire education system. To construct the fresh and more effective system in the field of education, the Education Commission.

Kothari Commission

In 1964-66 to advise the Government on national pattern of education for the development of education at all stages and in all aspects⁴.

National Policy on Education 1986

To the removal of disparities and emphasizes on the steps to equalize the educational opportunity to women, Scheduled Castes and Scheduled Tribes, the handicapped and certain minority groups who are either educationally deprived or backward, the following subjects were covered by National Education Policy under 23 Task force:

- Making the System Work
- Content and processes of School Education
- Education for Women's Equality
- Education of the Scheduled Castes, Scheduled Tribes, and other backward section
- Minorities' Education
- Education for the Handicapped
- Adult and Continuing Education
- Early Childhood Care and Education
- Elementary Education (including Non
- -Formal Education and 'Operation Blackboard')
- Secondary Education and Navodaya Vidyalayas
- Vocationalisation
- Higher Education
- Open University and Distance Learning
- Technical and Management Education
- Research and Development
- Media and Educational Technology. (including use of computers in education)
- De-linking degree from job and Manpower planning
- The Cultural Prospective and Implementation of Language Policy
- Sports, Physical Education and Youth
- Evaluation Process and Examination Reforms

- Teachers and their Training
- Management of Education
- Rural Universities and Institutes⁵

Some Important Committees and Commissions on School Education by Government of India, Bibliography

Committee on Secondary Education in India, 1948

The committee was appointed by government of India in 1948 in pursuance of the recommendations of the central advisory board of education.

- **Chairman: DR. Tara Chand (In the absence of Educational Adviser, Prof. Humayun Kabir, Joint Educational Adviser was to act as Chairman).**

Committee on the Relationship between State Governments and Local Bodies in the Administration of Primary Education, 1951

The committee was appointed by the Hon'ble education minister, government of India in 1951.

- **Chairman: Shri B. G Kher**

Secondary Education Commission, 1952-53

The commission (also known as Mudliar) was appointed by the Government of India vide Resolution No. F. 9-5/52-B-1, dated 23rd September, 1952, to examine the prevailing system of Secondary Education in the country and suggest measures for its reorganization and improvement.

- **Chairman: DR. A. lakshamanaswami Mudaliar.**

Committee on Higher Education for Rural Areas, 1954

The committee was appointed by the ministry of Education, Government of India, In October 1954.

- **Convener: DR. L Shrimali**

Committee for the Integration of Post-Basic and Multipurpose Schools, 1957

The Committee was appointed by the union ministry of education in November, 1957 in pursuance of the recommendation of the standing committee on basic education.

- **Chairman: DR. P. D Shukla**

Committee on plan projects, panel for science education in secondary schools, 1964

The committee was appointed by the planning commission, Government of India in May 1964.

- **Chairman: DR. K N Mathur**

committee on School Text Books, 1966

The committee was set up by the Government of India, Ministry of Education on 1st September 1966.

- **Chairman: Prof. K G Saiyidain**

Education Commission, 1964-66

The Education Commission as known as Kothari Commission was appointed by the Government of India by Resolution No. F41/3 (3)/64-E, 1 dated 14 July, 1964.

- **Chairman: D. S. Kothari.**

National Policy on Education (1968)

National policy on education was the acceptance of a common structure of education thought the country and the introduction of the 10+2+3 system by most of the states. After 20 years of the implantation of national education policy 1968. Government of India made more change-it to response the changing fear on different sector.

Committee of Examinations, 1970

The committee was appointed by the central advisory board of education. In the year 1970.

- **Chairman: Union Education Minister**

Committee on School Buildings 1970

The Committee was set up by the Union minister of education in 1970 in pursuance of resolution passed in the 35th meeting of the central advisory board of education.

- **Chairman: DR. V. K. R. V. Rao**

National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation, 1977

The committee was appointed by the Union Minister of education. Dr. P. C. Chunder in his capacity as President of NCERT vide minister of Education Communication No. F. 17-18/77 school-3 dated 10th October 1977.

- **Chairman: DR. Malcolm S. Adiseshiaiah**

National Policy of Education 1986

To the removal of disparities and emphasizes on the steps to equates the educational opportunity to women. Schedule castes and scheduled tribes the handicapped and certain minority group who are either educationally deprived of backward.

Conclusion

Indian education system was completely crushed by the British colonialists at the first instance. Subsequently, the British benevolent administrators like Lord Curzon admitted this fact the Britishers did spend some money on higher education. But the primary education was ignored. It was Lord Curzon who did praiseworthy works and raised the teaching standard of the primary schools, while increasing their numbers also. But his plan could not proceed well due to the political unrest in the country. By 1905, the Congress movement in India demanded for the introduction of compulsory primary education in our country. G.R. Gokhale also made an effort in 1911 to introduce the compulsory primary education in the whole country but failed ultimately. Appointment of committee and commission were made possible gradually. At the end I want to say efforts were more but as were required.

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