



Review Of Various Education Commissions And Their Recommendations In India during “Pre-Independence”.

¹Mrs. Anuradha, Research Scholar, Mewar University Gangrar, Chittorgarh

²Dr. Anil Kumar Teotia, Research Supervisor, Mewar University Gangrar, Chittorgarh

Introduction : The origin of the present system of education which is prevalent in this country today can be traced to the beginning of the nineteenth century when a controversy had been raging over the issue whether oriental learning and science should be spread through the medium of Sanskrit, Arabic or Persian or Western sciences and literature be spread through

English as the medium of instruction. The Government conducted surveys of the then prevalent systems of education with a view to re-organising education to suit the needs of the times. Consequent on Macaulay's Minute regarding the educational policy of the future, Lord William Bentick's Government issued a communiqué wherein it was stated " that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purpose of education alone". The Government Resolution, however, stated that provision should be made for the continuance of schools and colleges where indigenous learning was being imparted.

ISSN : 2278-6848



© International Journal for
Research Publication and Seminar

1. Wood's Despatch of 1954 on Education

By 1853 a number of problems concerning education in the country had risen which required immediate solution. As a result of an inquiry made by the Government, Sir Charles Wood, the then Secretary of state, sent a despatch popularly known as Wood's Despatch to the Court of the Directors of the East India Company in 1854. The despatch enunciated the aim of education as the diffusion of the Arts, Science, Philosophy and Literature of Europe. It laid down that the study of Indian languages was to be encouraged and that the English language should be taught wherever there was a demand for it, and that both English and the Indian Languages were to be regarded the media for the diffusion of European knowledge; a scheme to establish universities was to be formulated, whose functions were to hold examinations and give degrees. The



despatch also recommended that a number of high schools should-be set up. This eventually led to the establishment in the country of the first three universities in 1857.

2. The Education Commission of 1882

In 1882 the Government of India appointed a Commission, known as the Hunter Commission, "to enquire into the manner in which, effect had been given to the principles of the Despatch of 1854 and to suggest such measures as it may think desirable in order to further carrying out of the policy therein laid down". The Commission, inter alia, recommended the gradual withdrawal of the State from the direct support and management of institutions of higher education.

3. The Universities Commission of 1902

The recommendations of the Hunter Commission led to a rapid expansion of higher education during the next two decades, giving rise to problems which necessitated the appointment of a Commission on January 27, 1902, "to enquire into the condition and prospects of the universities established in British India; to consider and report upon any proposals which have been, or may be made for improving their constitution and working, and to recommend such measures as may tend to elevate the standard of university teaching, and to promote the advancement of learning". The Commission recommended the re organization of university administration.

4. Government Resolution on Educational policy in 1913

There was a growing popular demand in the country for mass education. A Government Resolution on education policy was issued in 1913, enunciating three cardinal principles:

- (i) That the standard of existing institutions should be raised in preference to increasing their number;
- (ii) That the scheme of primary and secondary education for the average scholar should be steadily diverted to more practical ends; and
- (iii) That-provision should be made for higher studies and research in India, so that Indian students might get enough facilities for higher work without having to go. abroad.

5. The Calcutta University Commission of 1917



The next important stage was the appointment of the Calcutta University Commission in 1917 under the Chairmanship of the late Sir Michael Sadler. This Commission went into the question of secondary education and held the view that the improvement of secondary education was essential for the improvement of University education. The Commission made the following important re-commendations:

- (i) The dividing line between the University and Secondary courses should properly be drawn at the Intermediate examination than at the Matriculation Examination.
- (ii) The Government should, therefore, create a new type of institution called the intermediate colleges which would provide for instruction in Arts, Science, Medicine, Engineering and Teaching etc; these colleges were to be run as independent institutions or to be attached to selected high schools.
- (iii) The admission test' for universities should be the passing of the Intermediate examination.
- (iv) A Board of Secondary and Intermediate Education, consisting of the representatives of Government, University, High Schools and Intermediate Colleges be established and entrusted with the administration and control of Secondary Education.

The Sadler Commission Report was a comprehensive one and many of the universities in India implemented its suggestions. It was also for the first time that a Commission had recommended the attachment of Intermediate Classes to the high schools and the setting up of a Board of Education to control High School and Intermediate Education.

6. The Hartog Committee

In 1929, an Auxiliary Committee of the Indian Statutory Commission, known as the Hartog Committee after its Chairman Sir Philip Hartog was appointed to review the position of education in the country. In the opinion of this Committee. the Matriculation of the University still dominated the whole of the secondary course. In order to obviate this defect, the Committee recommended that a large number of pupils intending to follow certain avocation should stop at the middle school stage and there should be "more diversified curricula in the schools". The Committee also recommended diversion of more boys to industrial and commercial careers at the end of the middle stage, preparatory to special instruction in technical and industrial schools".



The Committee also reviewed the problems relating to the training of teachers and the service conditions of the secondary teachers".

7. The Sapru Committee

The Sapru Committee appointed in 1934 by the U.P. Government to enquire into the causes of unemployment in U.P. came to the conclusion that the system of education commonly prevalent prepared pupils only for examinations and degrees and not for any avocation in life. The Committee suggested that-

- (i) Diversified courses at the secondary stage should be introduced, one of these leading to the University degree.
- (ii) The intermediate stage be abolished and the secondary stage be extended by one year;
- (iii) The vocational training and education should begin after the lower secondary stage; and
- (iv) The Degree course at the University should extend over a period of three years.

8. The Abbot-Wood Report, 1936-37

In pursuance of the Resolution of 1935 of the Central-Advisory Board of Education (an advisory body set up in 1921), two expert advisers, Messrs. Abbot and Wood were invited in 1936 to advise the Government "on certain problems of educational reorganization and particularly on problems of vocational education". The Abbot-Wood Report, submitted in 1937, suggested a complete hierarchy of vocational institutions parallel with the hierarchy of institutions imparting general education.

As a result of their recommendations "a new type of technical institution called the Polytechnic has come into existence". The provinces also started technical, commercial or agricultural high - schools conducting non-literary courses.

9. Zakir Hussain Committee's Report

In 1937, the Congress Ministry assumed responsibility of administration in seven major Provinces of India and concentrated their attention on educational reforms. In October 1937, an all-India National Educational Conference was summoned at Wardha under the president ship of Mahatma Gandhi and the following resolutions were adopted:



1. That in the opinion of this conference free and compulsory education be provided for seven years on a nation-wide scale;
2. That the medium of instruction be the mother- tongue;
3. That the conference endorses the proposal made by Mahatma Gandhi that the process of education throughout this period should centre around some form of manual and productive work, and that all other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child; and
4. That the conference expects that this system of education will be gradually able to cover the remuneration of teachers.

10. The Sargent Report

In 1944, the Central Advisory Board of Education submitted a comprehensive Report on Post-War Educational Development, known as the Sargent Report, visualizing a system of universal, compulsory and free education for all boys and girls between the ages of 6 and 14, the Senior Basic or the Middle School to be the final stage in the school career of majority of the pupils. The Report also recommended that at the Middle School stage, provision should be made for a variety of courses, extending over a period of five years after the age of 11. These courses while preserving an essentially cultural character should be designed to prepare the pupils for entry into industrial and commercial occupations as well as into the Universities. It was recommended that the High School course should cover 6 years, the normal age of admission being 11 years and that the High Schools should be of two main types (a) academic, and (b) technical. The objective of both should be to provide a good all-round education combined with some preparation in the later stages for the careers which pupils will pursue on leaving schools.

References :

1. <http://www.teindia.nic.in/mhrd/50yrsedu/g/w/16/0w160301.htm>
2. <http://www.publishyourarticles.net/knowledge-hub/education/what-were-the-recommendations-of-secondary-education-commission-1952-53/5363/>
3. https://en.wikipedia.org/wiki/List_of_Indian_commissions



© INTERNATIONAL JOURNAL FOR RESEARCH PUBLICATION & SEMINAR

ISSN: 2278-6848 | Volume: 08 Issue: 02 | January - March 2017

Paper is available at www.jrps.in | Email : info@jrps.in



4. <http://www.jagranjosh.com/general-knowledge/list-of-various-educational-committees-during-british-india-1466766395-1>
5. <https://www.scribd.com/doc/136622716/Education-Commissions-in-India-ppt>