

HIGHER EDUCATION HE1- COMMISSIONS (SELECTED AND IMPORTANT COMMISSIONS)

Evolution of Higher Learning (Reports, commissions and committees)

Pre- Independent India

- ❑ Britishers brought western and secular education with an emphasis on scientific inquiry to India.
- ❑ The first college was set up in 1918 in Serampore in Bengal imparting western education in India.
- ❑ In 1857, the three Central Universities of Calcutta, Bombay and Madras were set up.
- ❑ In 1947, 19 Universities were there in India.

The following are the major developments in Indian education during the colonial rule:

Charter Act of 1813

- ❑ **The East India Company Act 1813**, also known as the **Charter Act 1813**, was an Act of the Parliament of the United Kingdom which renewed the charter issued to the British East India Company, and continued the Company's rule in India.
- ❑ The Act expressly asserted the Crown's sovereignty over British India, allotted 100,000 rupees, and permitted Christian missionaries to propagate English and preach their religion.

Financial provision was also made to encourage a revival in Indian literature and for the promotion of science.

Macaulay's Minute

- ❑ Lord Macaulay came to India in June 10, 1834, as the law member of the Governor General's Executive council
- ❑ and was appointed the President of the Committee of Public Instruction.
- ❑ He was entrusted the task of settling the dispute between the orientalist and the Anglicists in 1835.
- ❑ He submitted his famous Minutes to the council in February 1835, which was approved by Lord Bentick and a resolution passed in March 1835.
- ❑ His minutes were known as the **Blue Print of Indian Education**.
- ❑ In 1835, the education policy of Lord Macaulay was published titled "Minute on Indian Education" in which he advocated educating Indians through English and also enriching Indian Languages so that they become the vehicles of European scientific, historical and literary expression.
- ❑ English was introduced as a medium of instruction from class VI onwards.

Downward Filtration Theory

- ❑ Downward Filtration in education means coming down of education from top to bottom, i.e. from the higher class of the people to the common people. Lord Macaulay expressed that it was impossible for the British East India Company, through its limited means, to attempt to educate masses. His idea was to form a class who may be

interpreters between the British and the millions whom the British ruled. This theory exhibited Macaulay's dream of giving rise to a race which was Indian in colour and blood but English in dress, conversation, ideas and thoughts.

Wood's Despatch [1854]

- Published in July 1854
- **Magna Carta of English Education in India**
- Sir Charles Wood, MP, British Parliament and President of Board of Control– important role in the female education in India
- Implemented during the tenure of Governor General **Lord Dalhousie**
- After 20 years, the policies in the Charter Act were submitted for review and there felt a need for a permanent and comprehensive educational policy.
- On the recommendation of the British Parliament the selection committee responded that the spread of education in India was not detrimental to the company's demand.
- The next year, in 1854 the then President of the East India Company's Board of Control, Sir Charles Wood published a new declaration which later came to be known as Wood's Despatch.
- Since these recommendations brought desirable modern trends in the field of education, it came to be known as the 'Magna Carta' of Indian Education.

Recommendations

- ❑ Promotion of mass education by establishing schools, both public and private.
- ❑ **Wood's Despatch** recommended the establishment of three universities in the Presidency towns of Calcutta, Bombay and Madras on the model of the London University.
- ❑ **Wood** suggested that primary schools must adopt vernacular languages, high schools must adopt Anglo-vernacular language and at college-level English should be the medium of education.
- ❑ An office of the Director of the Public Instruction should be set up in each state.
- ❑ A system of Grant in Aid should be adopted.
- ❑ Oriental education should be encouraged.
- ❑ Education of women should be encouraged.
- ❑ Professional Education in law, medicine and engineering should be started under the direct control of the universities. Special teachers' training institutes should be set up.

Education under British Rule

- ❑ The year 1857 marked the end of administration under East India Company and the beginning of the British Parliament that took over the reins of Administration in India.
- ❑ The major developments in the Indian education system during this period are discussed below.

COMMISSIONS/COMMITTEES	RECOMMENDATIONS
<ul style="list-style-type: none"> ● Hunter Commission(1882) ➤ It is known as the first Indian Education Commission. ➤ It was appointed by the then Viceroy Lord Rippon under the chairmanship of Sir William Hunter. 	<ul style="list-style-type: none"> ● Primary education should be given due importance ● Management of primary and secondary education should be handled separately. ● Development of indigenous schools ● Women education should be given emphasis
<ul style="list-style-type: none"> ● Indian University Commission (1902) ➤ The then Viceroy Lord Curzon set up the Indian University Commission headed by Thomas Raleigh to study the condition of universities and recommend measures for improvement. 	<ul style="list-style-type: none"> ● Regulations for reformation of University Senates in Indian Universities ● Modification of curriculum and Examination system ● Greater representations of affiliated colleges in senate and a stricter monitoring of affiliated colleges in the senates.

<ul style="list-style-type: none"> ● Sadler Commission (1917) ➤ The commission which was appointed in 1917 under the chairmanship of Dr. Michael Sadler was also known as the Calcutta University Commission as it was specially appointed to enquire into the conditions and prospects of the University of Calcutta. 	<ul style="list-style-type: none"> ● Separate intermediate course ● Three-year degree course ● Importance should be given to Medicine, Engineering, Agriculture, Commerce, Education, Science and Arts. ● Recommended Pardha schools ● Co-education should be encouraged and women teachers should be trained. ● Vernacular should be the medium of instruction in all the high schools except for teaching of English and Mathematics. ● Suggested the establishment of a Central advisory board (established in 1920 and abolished in 1923).
<ul style="list-style-type: none"> ● Hartog Committee (1929) ➤ It was a committee appointed under the chairmanship of Sir Philip Hartog to suggest necessary changes regarding professional courses. 	<ul style="list-style-type: none"> ● Students opting for professional training should be stopped at the middle level and taught using a different curriculum. ● A large number of boys for industrial training should be sent to separate educational institutions that offer such courses.

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Commissions / Committees/ Policies Recommendations

❖ **University Education Commission (1948-49).**

- This commission was headed by the eminent scholar Dr. S. Radhakrishnan hence it is also known as Radhakrishnan Commission.
- The purpose of developing this committee was to study about the various aspects of Indian university education system and the reorganization of it, hence the name University Education Commission.

❖ **Recommendations**

- University education should focus on leadership training, social efficacy, development of knowledge and wisdom, love for the higher values of life, etc.
- Attempts should be made to improve the quality and qualifications of teacher
- Recommended the use of selection procedures; total number of students, working hours of colleges, etc. were cited.
- A University Grants Commission to be appointed to supervise Universities all over India and to allocate funds for their functioning.

- Encouraged women's education.
- Made recommendations to harmonize oriental and occidental cultures.
- Suggested organizational set up of Universities.
- This is the commission that first recommended the introduction of a three language formula, pointing it as not an extravagance to teach three languages, citing the precedents of other multilingual nations such as Belgium and Switzerland.

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

- This commission was also known as Mudaliar Commission as it was headed by Dr. A Lakshmana Swami Mudaliar.
- The government of India appointed this commission in 1952 to study about the existing position of secondary education and recommend suitable measures for its improvement.

❖ **Recommendations**

- Recommended the use of the Three Language Formula at the Secondary Level.
- Recommended the establishment of multipurpose schools.
- 4/ 5 years of primary education, 3 years secondary education and 4 years for the higher stage.
- Recommended that all schools should have trained guidance officers and career masters.

❖ **Kothari Commission (1964-66)**

- The commission, also known as the Indian Education Commission was appointed under the chairmanship of Dr. D.S Kothari. The commission
- Presented a comprehensive study of educational problems in the
- Context of national needs and aspirations. The opening sentence of the
- Commission's report, "Destiny of India being shaped in its classroom",
- Throws light on the importance of education in modern India.

❖ **Recommendations**

- Common school system for the universalization of education.
- The official adoption of three language Formula.
- Emphasis on science education.
- The commission laid much stress on work experience and recommended that it should be

introduced at all stages of education.

- Recommended the inclusion of social and national service at all levels.
- Development of programmes for free and compulsory education.
- Improvement of teacher's conditions.

❖ **Take note**

- Committee on higher education for rural areas, rural institutions, etc.: **K. L. Shrimali Committee.**
- National Committee on women's education: **Durgabai Deshmukh Committee.**
- University Grants Commission's Review committee: **Saiyidain Committee.**
- Committee on Emotional Integration: **Sampurnanand Committee.**
- The committee with a report entitled "Learning without Burden": **Yash Pal Committee.**
- Committee on 10+2+3 system: **Dr.Shukla Committee.**
- The two committees that evaluated the National Policy on Education 1986: **Ramamurti Committee(1990)and Janardhana Reddy Committee (1992).**
- A high-level Advisory Body to the Prime Minister of India: **NKC(National Knowledge Commission, 13th June 2005).**

Q&A

1. Which of the following is the main objective of Charter Act of 1813?
 1. Promotion of science
 2. To rule India

3. Revival in Indian Literature
4. Both 1 and 2

Answer: 4

2. Which of the following is known as the Magna Carta of English Education in India?

1. Wood's Dispatch [July 2019]
2. Hunter Commission
3. Charter Act
4. Macaulay's Minute

Answer: 1

3. **UGC was established in**

1. 1950
2. 1956
3. 1948
4. 1953

Answer: 2

4. **Which of the following are the goals of higher education in India?**

- i. Access
- ii. Equity
- iii. Quality and Excellence
- iv. Relevance
- v. Value Based Education
- vi. Compulsory and Free Education

Select the correct answer from the code given below

1. Only i, ii & iv
2. Only i, ii, v & vi
3. i, ii, iii, iv & v
4. i, ii, iii, iv, v & vi

Answer: 3

5. **Which educational policy in India stressed upon women's education and proposed to establish institutions for the same for the first time?**

1. Hunter Commission
2. University Commission, 1902

3. Wood's Despatch
4. Saddler Commission

Answer: 3

6. **To improve education and productivity is one of the objectives recommended in:**

1. Kothari Education Commission (1964-66)
2. National Commission on Teachers (1999)
3. National Curriculum Frame-work (2005)
4. Yashpal Committee's Report (2009)

Answer: Option: 1

7. **Which commission has examined the centre-state relations?**

1. Sarkaria Commission
2. Sri Krishna Commission
3. Mudaliar Commission
4. Kher Commission

Answer: Option: 1

- The Sarkaria Commission was established by the Indian government in 1983.
- The Sarkaria Commission's mandate was to look into the central-state interaction in several areas and provide recommendations within the framework of the Indian Constitution.
- The Commission was named after **Justice Ranjit Singh Sarkaria**, a retired Supreme Court of India judge who served as the commission's Chairman.
- Shri B. Sivaraman (Cabinet Secretary), Dr. S.R. Sen (former Executive Director of IBRD), and Rama Subramaniam were the other members of the committee (Member Secretary).

❖ **The major suggestions of The Ramamurti Committee on education were:**

- A. Derecognition of the UGC.
- B. Abolition of agricultural universities.
- C. Decentralisation of higher education.
- D. Focus of universities on teaching of post-graduate classes and research.
- E. In service training for university and college teachers to improve quality of teaching.

Choose the correct answer from the options given below:

1. A, B and C only
2. B, C and D only
3. C, D and E only
4. A, D and E only

Answer: Option 3.C, D, E

- **The Ramamurti Committee was set up by the Government of India in 1990** to review the implementation of the National Policy on Education in 1986. Acharya Ramamurti, a Gandhian educationist and social activist, chaired the committee.
- The committee submitted its report in 1991 and made several recommendations for the reform of higher education in India.

The major recommendations of the Ramamurti Committee were:

- **Decentralization of higher education:**

The committee suggested that the University Grants Commission (UGC) should be decentralized and give more power to the states. This would allow the states to tailor higher education to their specific needs.

- **The focus of universities on the teaching of postgraduate classes and research:**

- In service training for university and college teachers to improve quality of teaching:

- ❖ Which of the following commission/committee was required exclusively to address Teacher Education in India?

1. Yashpal Committee
2. Justice Verma Commission
3. Chattopadhyaya Commission
4. Kothari Commission

Answer: Option 2

- ❖ **Justice Verma Commission**

Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India (2012), titled "Vision of Teacher Education in India: Quality and Regulatory Perspective", commonly known as **Justice Verma Commission**, suggested to set up a model INSET policy, which should focus on following issues:

- Quality of Pre-service Teacher Education
- Quality of In-service Teacher Education
- Teacher performance and Teacher audit
- Strengthening the Regulatory Functions of the NCTE.

- ❖ **Establishment of DIETs was a result of one of the recommendations of**

1. Education commission - 1966
2. University Education Commission 1948 - 49
3. Secondary Education Commission 1952 - 53
4. National Policy of Education 1986

Answer: Option 4

National Policy of Education 1986

- In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education.
 - The new policy called for special emphasis on the removal of disparities and to equalize educational opportunity, especially for Indian women, Scheduled Tribes, and the Scheduled Caste communities.
 - The provision of NPE on Teacher Education, a centrally sponsored scheme of restructuring and reorganization of teacher education was approved in October 1987.
 - One of the five components of the scheme was the establishment of **DIETs**.
- ❖ The recommendation to reduce the burden of school bags was given by
1. Yashpal Committee
 2. National Commission for Women.
 3. Ramamurti Committee
 4. National Education Policy 1986

Answer: Option.

❖ Yashpal Committee

- In 1993 Dr. Yashpal gave a report named 'Learning without burden'.
- The main objective of the committee was to advise on the ways and means to reduce the load on school students at all levels particularly the young students while improving the quality of learning including the capability for life-long self-learning and skill formulation.