



The Journey of Educational Reforms during the first half of 20th Century India

Dr. Ashokkumar B. Makwana

I/C Principal, Late M. C. Parmar B.ed. College, Khatamba At : Khatamba, Waghodiya Road,
Vadodara Dist : Vadodara, Gujarat , India

Abstract : Educational administration is a specialised set of organisational functions , whose primary purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning , decision making and leadership behaviour that keeps an organisation focused on predetermined objectives. Educational administration is a comprehensive effort to achieve some specific educational objectives. It deals with the educational practices, dynamic side of education, educational institutions from the schools and colleges to the secretariat. It is concerned with both human and material resources. In the process of developing professionals leaders and managers in educational system, it is necessary to introduce them to nature and problem of academic administration. Since this area is dynamic in nature involving decision people make, the organisation of activities in which they engage and the interactions that take place among them, based on the system contingency approach.

Keywords : Educational administration, elementary level, basic education, grassroot level

INTRODUCTION :

While education became a vast undertaking administrative bodies and methods remain as they were at the beginning of the country when the volume of education was only a fraction of what it is today. The range of education has been greatly extended , but the administrative structure have not been reorganized correspondingly. The existing administration , handed down from a political past , is essentially concerned with controlling its purpose is to make certain that everything is done In accordance with procedure. If it is to be able to successfully implement the plans of educational development , the traditional administration must be radically changed.

The phenomenal upsurge in the field of higher education and the extra ordinary increase in the volume and diversity of educational effort at various levels, have imposed a heavy strain on the existing administrative structure and organisation in the universities. It is unfortunate that problems relating to governance of universities have not received adequate attention. Educational administration is generally tradition based and tends to rely on rules, procedures and techniques, which have not changed over the years. A static organisation can not meet the needs and challenge of a dynamic situation. Rules, regulations and techniques, which hemper the essential functions and purpose of

university education, have to be modified or scrapped. They should not become straight-jackets into which all work and activity must be fitted. Changes in organizational structure have to keep pace with the expansion and development of university education. The present rigid organization fails to respond effectively to problems of a developing university. Procedures and programmes remain largely traditional and the outlook of men operating them in generally rigid and conservative. The administration is very much office oriented and fails to catch up with the new tasks and responsibilities entrusted to it.

The beginning of the 20th century under the colonial supremacy of british in india witnessed numerous changes and initiatives in terms of educational administration. From the grassroot level to policy making, everywhere an infrastructure based and policy based decisions were taken, which gave a sound footing to educational practices in india. Some of the important are mentioned below.

The Journey of Educational Administration in India :

The development of educational administration in india during 1920 to 1947 are given under :

(1) Shimla Education Conference (1901)

On 2nd September, 1901 lord Curzon (1859-1925), viceroy of india , convened a

general conference, lasting for 15 days in Shimla. Its attendees included many dignitaries like provincial directors of public instruction and representatives from the principal universities of India, but no Indians. The points that emerged as a result of the conference

- The British government will continue to control every item of Indian education.
- Public instructions will be established as and when needed. They shall serve as models for the private institutions.
- The central government will have complete control over Indian education.
- The British government will spend more money on education.

Since, no Indian was a part of the conference, the Indians took it as a conspiracy against them and hence, none of the recommendations were implemented.

(2) Indian University Commission (1902)

On 27th January, 1902, the government of India announced the establishment of the Indian Universities Commission to review the conditions and prospects of Indian universities. Thomas Raleigh was named the education commission's chairman. On 9th June, the report of the universities commission was submitted to Lord Curzon.

Its recommendations included

- Reduction in the size and the charge of the university senates.
- No new universities should be initiated.
- The examination system should be revised and simplified.
- Minimum age of matriculation recommended as sixteen.
- Universities should undertake some teaching functions also, instead of remaining mere examining bodies.
- A minimum rate of college fees should be established.
- Second grade colleges should gradually be closed.
- Teaching of law in arts colleges should be revised.
- Teaching of agriculture sciences should be encouraged.
- Quality and status of courses in the Indian classical languages should be improved.

On 21st March, 1904, the Indian Universities Act passed into law, addressing issues raised in the report of the Universities Committee. The act particularly strengthened the government of India's control of higher education in the five existing universities at Calcutta, Bombay, Madras, Lahore and Allahabad.

(3) Gokhale' Bill (1911)

Gopal Krishna Gokhale proposed to extend the facilities of primary education in India. Through this bill, he emphasised that the British government should make

- the elementary education free and compulsory in those areas, where 35% boys were receiving education.

- the cost of primary education should be shared by the provincial government and the local

bodies in the ratio of 2:1.

The British government rejected the bill, but promised to extend recurring and non-recurring grants to primary education, in order to fulfil the popular demand for the spread of mass education. As a result of which, the government of India passed a resolution on educational policy on 21st February, 1913.

Major provisions of the resolution of educational policy

These are

- Sufficient expansion of lower primary schools.
- Upper primary schools should be opened. If required the lower primary schools should be raised to the status of upper primary schools.
- Maktabas and pathshalas should be adequately subsidised.
- The inspection and management of primary schools should be made more efficient.
- The teachers should have at least a years training and should have passed vernacular middle examination before recruitment.
- Provisions be made for refresher courses for the teachers of primary schools during Vacation.
- Provision for teacher's increment in salary, pension and provident fund.
- The number of students under one teacher should be between 30 and 40.

- Improvement should be made in the condition of middle and secondary vernacular Schools and their number should be increased.
- Improvement in the mode of examination and curriculum was also recommended.
- It also provided for the expansion in university education.
- The universities should be relieved of the responsibility of the granting recognition to high Schools and they should be kept under provincial government.
- The establishment of teaching universities was suggested by emphasising the separation Of the two functions of the universities teaching and examining.
- The state should not completely withdraw from the sphere of secondary education. But it Was proposed that no further establishment of state institutions should be allowed.

(4) Calcutta University Commission or Sadler Commission (1917-1919)

In 1917, the government of india appointed a commission to study and the report on the problems of the Calcutta University following the universities Act of 1904. The commission was appointed under the presidency of ME Sadler.

Major Recommendations

- The Sadler commission recommended a twelve year school course. After clearing the Intermediate examination rather than the matriculation examination, the student would Be entitled to enter the university.
- These colleges could either be run as the independent institutions or might be attached to the selected high schools.
- The administration and the entire control of the secondary education were entrusted on boards of secondary and the intermediate education.
- The duration of the degree course after the intermediate state should be limited to three years. For these two different branches was made in the intermediate colleges. For the eligible students, the provisions of honours degree and for the general students, there was was the provision of pass course.

- The Sadler commission recommended for the centralised unitary teaching autonomous Bodies. A unitary teaching university was recommended for Dacca, so that the burden of Students can be from the Calcutta University.
- Further, the Sadler commission also emphasised the growth of colleges in the towns. It Encouraged the growth of new university centres so that the higher education could be Propagated properly.
- The sadler commission emphasised the need of female education.
- The necessity of providing substantial facilities for training of the teachers was emphasised and also urged for setting-up of the departments of education at university of culcutta and Dacca.
- The universities were also directed to provide facilities for the training of the personnel for Professional and the vocational college.

According to the recommendations of the commission, seven new universities sprang up in Mysore, Patna, Benaras, Aligarh, Dacca, Lucknow and Osmania.

(5) Montague Chelmsford reforms (1919-1921)

The Montague Chelmsford reforms were reforms introduced by the british government in india to introduce self governing instructions gradually to india. The reforms make their from Edwin Samuel montague. There are some provisions given below.

- The power to control education was transferred to the provinces.
 - The Montford reforms introduced dyarchy in the field of education.
- Due to Montague Chelmsford or Montford reforms of 1919, the department of education was transferred to the control of the popular ministers in the various provinces. The central government ceased to take direct interest in the field of educational reforms. The department

of education in the government of india was merged with the other departments. Above all the grants for five crores by the central government was discontinued. The financial difficulties prevented the provincial governments from taking up ambitious scheme of educational expansion or improvement. By 1921, primary education was declared compulsory in most of the provinces due to the efforts of gk gokhle.

(6) Hartog Committee (1929) :

The quantitative increase of the education subsequently reduced the quality of the education provided in the indian schools, colleges and universities. There was a continuous dissatisfaction about the entire system and the procedure of education. The indian statutory commission appointed a commission to survey into the whole system. After a prolonged the hartog committee submitted its report. The recommendations of this commission are

- The national importance of the primary education.
- Instead of expansion of the education the commission recommended for the consolidation and the improvemnets of the education procedure.
- It suggested the revival of central advisory board of education(CABE), which ultimately took place in 1935. Earlier CABE was established in 1920.

(7) Wood Abbott Report (1935):

By 1935, unemployment became so great a problem as to attract the attention of the government. Therefore, the government appointed a commission consisting of two experts wood and abbott. The report published by them is called theWood Abbott Report of 1935.

The recommendations of this commission are

- Physical activities (likecrafts,sportsetc) should be emphasised on at the elementary level.
- A vocational base should be given to secondary education to open up more avenues of employment.

(8) Wardha Scheme for Basic Education (1937) :

In 1937, Mahatma Gandhi proposed for the scheme of basic education in his paper “ theharijan”. This scheme of basic education was known as wardha schemes of basic education. The main principle of the basic education was the learning through activity.

The Zakir Hussain Committee worked out the details of the scheme of basic education. Moreover, the committee also planned for the detailed syllabus for a number of crafts. The scheme of basic education envisaged a seven years course in vernacular languages. The main features of this scheme was given below :

- crafts centred education
- free and compulsory basic education
- self reliance
- education through mother tongue

(9) The First Narendra Deva Committee (1939) :

The recommendations of this committee are

- it envisaged a diversity of courses in the secondary stage : commercial, academic, technical and agricultural
- it suggested coordination between vernacular schools (4 years elementary and 3 post Elementary years) and the anglo vernacular secondary schools (4 years preparatory Classes + 4 years middle school + 2 year high school)
- the committee suggested to introduce a uniform course for primary education called Junior basic course of 5 years + senior basic course of 3 years in vernacular schools + College course for 6 years.

(10) Sergeant Report : (1944)

In 1944 , the centrai advisory board of education drew up a national scheme of education popularly known as the sergeant plan. The scheme was named after sir jhon sergeant, who was the educational advisor to the government of india. The recommendations are

- Introduction of universal free and compulsory education for the children between the ages of 6 to 11 years.
- Moreover the sergeant scheme also recommended for the school courses to the

children between the age groups of 11 to 17 years.

- According to the plan, the high schools would be of two kinds academic and the technical and vocational.
- The sergeant scheme envisaged a 40 years educational reconstruction plan for the country. It aimed at full literacy upto 14, with an annual expenditure of 417 crores of rupees.

(11) Radhakrishnan Commission (1948-1949) :

Radhakrishnan Commission also known as University Education Commission, Suggested the integration of secondary education and Higher Education by setting up of UGC. It is also recommended the setting up of rural universities.

Refernces :

- Mathur,M.V. (1980). Application of Modern Management Techniques to Educational Administration. Asian Institute. New Delhi.
- Rao, V.K.R.V.(1971). Inagural Address, Seminar on “ Management and Organisation of Indian Universities”, Indian Institute of Advanced Study, Simla
- Willoughby, W.F.(1950) Principles of public Administration. Central Book Depot.Allahabad.p.1.
- Smithbury,Simon& Thompson.(1950). Public Administration.Alfred A kneph.New York.p.3.
- Combs ,Philip H. (1998). The World Educational Crisis : A Systems Analysis. Oxford University Press.p.168
- Sethi, Charu& Rani, pooja.(2015). UGC NET/SET (JRF & LS) EDUCATION (Paper 2&3).ArihantPublication(india) Limited.New Delhi. P.534-536