

Critical Analysis of Different Committees and Commissions on Education

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Abstract: Education is very essential in our life precious resource. Education of every human being is very necessary. Without education people cannot advance on the path of light. So, it is inevitable to educate every citizen in the society. The entire education system that we are getting at present is not a one day logistics. There is a lot of history behind this educational system. The ancient education system was mainly developed during the Vedic period, Brahmic period and Medieval period. The education that we are receiving today, this education system was mainly developed in the order of recommendations of various commissions and committees during the British period and later after the independence of India. Various commissions and committees have made various recommendations for the improvement of education and the contribution of the National Education Policy in this regard is very crucial.

Keywords: Committees, Commission, Education

I. INTRODUCTION

Ancient Period

Ancient education system development of education can be studied under three periods:-

1. Vedic period
2. Brahmanic period
3. Buddhist period

The Gurukul system of education in the Vedic Period referred to a residential type of schooling where the Shishyas would reside in or near the GURUS home and acquire knowledge from the teacher.

Students were divided in 3 categories:

1. Vasu
2. Rudra
3. Aditya

Method of Instructions in Vedic Period

1. Sravana
2. Manana
3. Nididhysana

Education in Brahmanic age was to a great extent only a refined and developed form of Vedic Period. In Brahmanic education the educand was to learn Vedic mantras, knowledge of religious rituals like Karmakanda, Haven and Yajna. The study of Vedangas, Purans and Upanishad. In Brahmanic education the educand was to learn Vedic mantras, knowledge of religious rituals like Karamkanda, Havan and Yajna. The study of Vedangas, Purans and Upanishads. In Brahmanic age books were written with had on the leaves of the Talapatra and Bhojpatra. Buddhist education was based on the teaching of Gautam Buddha. These teaching were so important that they remained a source of inspiration for individuals as well as social development in India. Four Noble Truths of Buddhism teaching –

1. There is suffering
2. Dukhasamaudaya
3. Dukhanirodha
4. Dukhanirodha- Marg

Structure and organisation of Buddhism education Primary education, Higher education, Bhikshu education.

Medieval Education System

Main centre – Delhi, Firozabad, Badayun, Agra, and Fatehpur Sikri, Malwa, Bidar, Jaunpur. Aims of education was-propagation of Islam spread of education among muslims. Extension of Islamic kingdom, achievement of materials wellbeing, propagation of Shariyat character formation, Preservation and spread of muslims culture etc.

Modern Education System

Educational development in India after 1813. Some minor exceptions were efforts by individual :-

1. The Calcutta Madrasah (1781)- Warren Hasting
2. The Sanskrit college (1797)- Jonathan Duncan
3. Fort William college (1800)- Wellesley
4. A Humble Beginning by Charter Act of (1882)
5. Lord Macaulay's Minute (1853)
6. Wood's Despatch (1854)
7. Hunter Education Commission (1882)
8. Indian universities Act (1904)
9. Government Resolution on Education Policy (1913)
10. Sadder Universities Commission (1917 -19)
11. Hartog Committee (1929)
12. Wardha Scheme of Basic Education

After Independence

1. Radhakrishnan Commission (1948-1949)
2. Mudaliar Commission / Secondary Education
3. Kothari Education Commission (1964-66)
4. NEP 1968, NEP 1986, POA 1992, Gananan Committee 1993, Sam Pitroda Committee 2005, Yashpal Committee 2009, NEP 2020.

II. OBJECTIVES OF THE PRACTICUM

1. To know about the important role played by various commission committees in the field of education.
2. To be aware of the recommendation made by various Commissions Committees regarding the aims of education in the field of education.
3. To be aware of the recommendation made by various Commissions Committees regarding the Curriculum in the field of education.
4. To be aware of the recommendation endations made by various Commissions Committees regarding education.

III. NEED AND SIGNIFICANT OF THE STUDY

Education is one of the most powerful tools in life. It plays an initiative role in everyone's life. It allows us to find the real meaning behind everything and help to improve lives in a massive way. It makes people aware of their rights and the evil practices that is going in on our society. Only literate people can boldly protest against the evils. So, we can say that education is the key to turning a weakness into a strength. With the help of education, we can easily secure our future and it helps to gain a better reputation in society. Need of this practicum because overall education commission is the platform that makes it possible to remove all obstacles.

IV. UNIVERSITY EDUCATION COMMISSION

4.1 Introduction

It was the first education commission of independent India. This is also called the University Education Commission because it did its research at the university level and gave necessary suggestion to the Government of India in its

context. The Commission was appointed on 4th November, 1948. It has submitted its report to the Government of India on 25th August, 1949. Dr. Radhakrishnan was the chairman of this Commission. So it is also known as Radhakrishnan Commission.

4.2 Recommendations

1. Attempts should be made to improve teacher's quality and qualification.
2. High pay-scale and better service condition of teacher.
3. Admission to the universities should be after 12 years of school course.
4. There should be four types of teacher professors, readers, lectures and instructors.
5. The working days in college should be 180 days excluding examinations days.
6. Maximum numbers of student for a teaching university and affiliated college should be fixed at 3000 and 500 respectively.
7. The Commission stressed the important of research and said every university should have certain numbers of research fellowship to encourage research.
8. Professional education in the fields of Agriculture, Commerce, Law, Engineering, Technology, Medicine and industrial relations should be started and developed.
9. The university education should be placed on the concurrent list.
10. UGC- University Grants Commission should be appointed to supervise and allocate funds for the universities all over the India.
11. English should be studied in the Higher School and in the University for keeping the student in touch with the living stream of ever-growing knowledge.

4.3 Criticisms

The idea of secularisms as professed by Radhakrishnan has been severely criticized by the India Marxist intellectuals. The utility of its suggestions is thus obvious. The government implemented some of its suggestion in a time bound manner and got good results too. Commission has not chosen to study deeply the medium of instructions. The Commission has not given much attention on women education in fine arts has also been ignored by the commission. Compulsory religion education. Discrimination pay scale. But in the context of the present day scenario some of its suggestions are absurd.

V. MUDALIAR COMMISSION

5.1 Introduction

In 1951 Central Advisory Board of education advised the central government to appoint secondary education commission. The government appointed secondary education commission on 23rd September, 1952. Under chairmanship of Dr. Lakshmanswami Mudaliar, the then Vice chancellor of Madras University. On the name of its chairman this commission is termed as Mudaliar Commission. It has submitted its report to government of India on 29th August, 1953. This is called the secondary level and gave necessary suggestion to the government of India in its context.

5.2 Recommendations

1. Aims of Secondary Education
 - Development of Democratic citizenship
 - Improvement of Vocational efficiency
 - Development of personality.
 - Development of Leadership.
2. Organisation of Secondary Education
 - The duration of secondary education should be 7th years.
 - This education should be for the students of 11 to 17 age group.

- It will be divided into two parts – 3 years junior secondary and 4 years senior secondary.
 - Intermediate classes in secondary school should be abolished.
 - Class 11th should be linked with secondary school.
 - 12th class should be linked with university education.
 - The commission suggested a 3 years undergraduate degree course.
 - Multipurpose school should be established.
 - The facilities for agricultural education should be expanded in rural schools.
 - Technology institutes should be opened in big cities.
3. Administration and finance of Secondary Education:-
- State Advisory Board of education should be established in every state.
 - A Board of Secondary Education should be constituted in every state.
 - Board of Technical Education should be established in all the states for technical education.
 - The standards related to grant of recognition to school should be strictly followed.
 - Appropriate number of inspectors should be appointed to inspect the school.
 - Donations to secondary school should be exempt from income tax.
 - Inspection of school schools should be done during proper time interval.
4. Teaching Methods Of Secondary Education:-
- The topic should be explained by suitable example with the help of supporting materials.
 - Students should be given maximum opportunities to work in groups.
 - Self-study method should be given priority.
 - Practical subjects should be taught by experimental methods.
 - Appropriate place should be given to method of learning and project method.
5. Examination System :-
- There should be a reduction in the number of external examinations.
 - There should be only one public examination after the end of secondary education.
 - The examination should be made objective rather than essayistic.
 - The result of evaluation should be on grades, not marks.
6. Women Education:-
- Girls should be also be provided equal opportunities for education.
 - Home science should be arranged separately in secondary education.
 - Girl's school should be established.
 - Co-education should also be arranged.
7. Medium of Instruction:-
- Hindi should be taught as a compulsory subject at the school level.
 - English should also be taught as a compulsory subject at the secondary level.
 - Sanskrit should be included in the curriculum of secondary schools.
 - Study of Sanskrit should be encouraged at the secondary level.
8. Curriculum for Secondary Education :-
- Curriculum should be designed keeping in mind the local needs.
 - It should have diversity and flexibility.
 - It should be according to the interest and need of the students.
 - In this there should be direct relation of subjects with each other and with life.
 - The curriculum of secondary education should be divided into two categories- junior secondary and Higher secondary.
 - To provide language social, studies, general science, mathematics, art and music, craft and physical education in junior secondary.

- The subjects at the Higher Secondary level are divided into two parts:
 1. Core Subject
 2. Optional Subject
- 9. Guidance and Counselling :-
 - Educations officers should pay attention to the educational guidance of the students.
 - Career conference should be organized from time to time in the school to give information about the business to the students.
 - Guidance and counselling officers should be appointed in the school to help the students.
- 10. Religion and Moral Education:-
 - Religion education can be given in schools.
 - It should be given before or after the time of teaching in schools.
 - No students should be forced to take it.
 - This should be given to the students only after the permission of their parents.
- 11. Vocational Education
 - Education of hand- made goods should be made compulsory in secondary schools.
 - Convert secondary school into multi-purpose schools.
 - Polytechnic school should be established in big cities.
 - Agriculture education should be expanded in rural schools.
- 12. Teacher Training
 - There should be two type of training institutes:-
 1. For students of higher secondary education – Training period- 2 years. Under the state board.
 2. For Graduation- Training period- 1 year. Under the University.
- 13. Discipline
 - In order to established discipline among the students, the relationship between teachers and students is cordial and friendly.
 - Students should get opportunities for self-government.
 - They should develop the qualities of self -confidence, self-reliance, discipline and leadership etc.

5.3 Criticism

The suggestions are given in haste, so problems are still there. No new statement regarding the improvement of social and economic conditions of teachers. No suggestions regarding women education. Overburdened and diverse curriculum. No clear suggestion for English costly multipurpose schools. I'll defined structure of secondary education.

VI. KOTHARI COMMISSION

6.1 Introduction

The Kothari Commission is also known as the Indian Education Commission. The commission was appointed on 14th July, 1964. It has submitted its report to the Government of India on 29th June, 1966 titled as 'Education and National Development'. Professor D.S. Kothari was the chairman of this commission. That's why this also called Kothari Commission. The commission believed that education has an important role in national development.

6.2 Recommendations

1. Increase in productivity.
2. Promoting social and national integration.
3. Developing social, morals and spiritual values.
4. Provision for free and compulsory education for children aged 6 to 14 years.
5. Adopte a 3- language formula at state levels.
6. Make maths and science an integral part of education.
7. Pre-school education form 1 to 3 years should also be given.

8. The structural pattern thus recommended by the commission is commonly known as 10+2+3.
9. Degree course should be of 3 years.
10. The age of admission to class I should not be less than 6.
11. There is a need to increase facilities for technical and vocational education at secondary stage of education.
12. Work – experience should be introduced as an integral part of all education, general, and vocational, work experience means participation in productive work.
13. To promote social justice, the Kothari Commission focused on girl's education, education of backward classes, education of tribal people, physically and mentally handicapped children.
14. Improve education at university level research, training, providing, adequate libraries, laboratory and funds.
15. The Kothari Commission recommended providing favourable and adequate service conditions for teachers.
16. The academic freedom of teachers to pursue and publish independent studies and researches.
17. Special emphasis should be placed on the development of education for agriculture and industry.
18. Immediate steps should be taken for the production of high quality text books for school and universities. Frequently change of textbooks should be avoided and their prices should be low.
19. Games and sports should be developed on a large scale with the objects of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this department.
20. Part-time education and correspondence course should be developed on a large scale.

6.3 Criticism:

The Kothari Commission is not free of criticism as it is believed to be controversial in some areas. While the Commission put forward the educational goals and problems being faced by the Indian education system, it offers a lack of solution and explanation on how to achieve the goals. The Commissions on the medium of language are conflicting and controversial. The Commission fails to provide adequate guidance and suggestion on the steps and tips. The majority of the citizens of the country were below the poverty level. Along with the reception of their criticisms the commission also made an error in placing Sanskrit and Arabic on the same level which raged the citizen and sparked a controversy. Hence, it is not possible for the government to increase expenditure on education by such a huge amount.

VII. NATIONAL EDUCATION POLICY 1986

7.1 Introduction

The National Education Policy 1986 has been described as a milestone in the history of modern Indian education. After the implementation of this policy, very remarkable changes are seen in the Indian education system. Expansion and modernization of Indian education became possible after the implementation of this policy. The policy covered primary to college education. The main objective of this policy was to promote education among the people of India. This policy was the best policy especially for the development of education of scheduled caste, scheduled tribes, disable, backward, minorities and women. This is the first national education policy in which a complete plan for its implementation along with the policy is presented and at the same time sufficient resources is arrange for it. This policy is divided into 12 parts and 157 paragraphs on different aspects of education. A brief description of it is as follows:

1. Introductory
2. The Essence and Role of Education
3. National System of Education
4. Education for Equality
5. Re-organizing of Education at different Stage
6. Technical and Management Education
7. Making the System Work
8. Reoriented the content and Process of Education
9. The Teacher
10. The Management of the Education
11. Resources and reviews

12. Future

7.2 Recommendations

Based on the constitutional principles:-

It derives its inspiration from the idea and values of democracy and secularism enshrined in our constitution.

1. Access to Education: - The concept of National system of education implies that all students irrespective of caste, creed, location or Gender have access to education of comparable quality. to achieve this government introduced funded programmers. Effective measures were taken in the direction of the common school system.
2. Common Education Structure: - It envisages a common educational structure, the 10+2+3 that has been accepted in all parts of the country. Regarding the further break-up of the 1st 10 years, efforts will be made to move towards the elementary system comprising 5 years of primary and 3 years of upper primary and 2 years of high school education.
3. National Curriculum Framework with a common core: - Education will be based on a national curriculum framework that contains a common core, along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligation, and other contents which are important to nurturing National identity.
4. More Emphasis on Learning:- The teacher should create an environment in the class and in the school in general where the students learn many things through their own creativity.
5. Vocational of Education:- The rationalization of education was given importance in this new education policy. Vocational courses of various types should minimize the unemployment problem because the educated person will be able to use the required skill for earning his livelihood.
6. Important of Moral Values:- Education is an important factor in bringing in about desirable changes in society. Therefore the importance of moral values should be inculcated in the students.
7. Emphasis on Reforms in the Examination System:- The policy has suggested grades should be given place of division to avoid frustration and anxiety in students. Periodical tests have been recommended in the new policy. The teacher should be solely responsible for evaluating the merits of his/her students.
8. Education for the Weaker section of society:- Education of SC/ST differently abled persons and girls has been emphasized in the interest of National progress and their development was considered necessary. Hence, reservation for such a person was allotted in various types of educational institutions.
9. Ever Continual Primary School:- According to the new educational policy each primary school will have at least two classroom with at least two teachers of these two teachers, one will be a woman. Each primary school will function throughout the 12 months of the years.
10. Operational Blackboard:- In this new policy, the term 'operational blackboard' has been used for conveying the idea that minimum facilities will be provided to the primary schools. For e.g. 2 room, chart, maps, a blackboard, carpet, etc. In the operational blackboard, the co-operation of voluntary organization and local bodies will be included.
11. All India Educational Service:- In order to improve the educational administration, this policy has emphasized the necessity of starting and all Indian Education Service Organisation officers may be transferred anywhere in the country. It has been felt that this kind of transfer will weaken the undesirable bond of regionalism and will bring dynamism to the educational administration.
12. New Educational Institution:- District Institute of Education Training (DIET) and District Board Education (DBE). Member of these institutes will survey the educational needs of the area and inform the concerned education officers about the same from time to time.
13. Established many Navodaya School:- In these school, students will be admitted to class VI based the admission test. During the admission process, the ratio between the boys and girls, urban and rural student will be taken into consideration. It is a free residential school 25% of the students who have passed class VIII standards from these schools will be transferred for education to other states with a view to promoting national integration.

14. Modernization of Education :- Computer education will be employed in the expansion of literacy, the utility of correspondence courses, television, radio, and satellite, video assessed videos concerning, were accepted in the development of education.
15. Education on Women's Equality:- Education will be used as an agent of basic changes in the status of women. It will foster the development of new value through residential curricula textbooks, the training, and orientation of teachers, the training and orientation of teachers, decision- makers and administrator and the active involvement of the educational investigation. The removal women's illiteracy will receive priority through the provision of special support service. Major emphasis will be laid on women's participation in vocational -technical and professional education at different level.

7.3 Criticism

This suggestion was criticized on the ground of widening of the gulf between the teacher and bureaucracy. The education policies stood for admission to the university classes on the basis of capability. These features deprived many youth of university education. It is seen that in Indian most of the students enroll in college is very limited because many students did not able. Access in higher educational institutions as most of the students belong to socio-economically disadvantage areas, the teachers are very limited and in most of the colleges and universities there has no teachers available. Despite the government's efforts to offer free and compulsory education, many people living in remote areas still ignore sending their children to school. There is lack of co-ordination between the local community and the educational institutions which leads to issues in universalizing elementary education. There is an air of indifferent attitude by the higher authorities which leads to a lack of effort in the universalization of elementary education. Even with the government's provision of learning resources, it continues to be inadequate for quality education. Those who belong to poor socioeconomic economic background may not consider education to be important. They motivate their children to work instead of becoming educated. The government has been taking many measures to universalize education through programs such as Sarva Shiksha Abhiyan.

VIII. CONCLUSION

Different committees and commission on education play a crucial role in shaping education policies and practices. They help identify issues and challenges in the education system and provide recommendation for improvements. The finding and recommendations of these committees and commission can help guide decision- making and resource allocation at the local, state and National level. They can also provide a platform for stakeholders to come together and discuss important issues related to education. However, it is important to note that the effectiveness of these committees and commissions may vary depending on factors such as the composition of the committee. The scope of their mandate and the level of implementation of their recommendation. A critical analysis of these committees and commission can help evaluate their effectiveness and identify area for improvement. It is also important to consider the impact of political and economic factors on the formation and implementation of these committees and commissions. It enhance your intellect and the ability to make rational decisions. It enhance the individual growth of a person. Education also improves the economic growth of a country.

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