

Education policy and growth of modern education

Part-2

Third Phase(1854-1900)

- This phase is very important because the Educational Despatch of 1854 ,also known as “Wood's Despatch” drafted by Sir Charles Wood
- It is considered as the “Magna carta of English education in India”
- It planned the progress in the development of education system in India
- This despatch rejected the filtration theory and laid stress on mass education, female education and improvement in vernaculars and favoured the secularisation of education. The education from the lowest level (primary school) to the highest stage, university
- Created educational departments as in Bombay, Bengal, Madras, north west provinces and Punjab etc in 1855
- Establishment of universities of Calcutta in jan 1857,Bombay in July 1857,Madras in sept.1857,Punjab in 1882 and Allahabad in 1887
- The Indian Education Commission of 1882 generally known as “Hunter Commission” .this commission was named on W.W Hunter .He was

appointed by lord Repon to enquire the matter of wood's despatch for the recommendations of primary education

- The recommendations report was that the government should only maintained the colleges, secondary school and some higher institutions and rest should be by private enterprises. The primary school should be by district municipal boards
- This recommendations was implemented in the country

Fourth Phase (1901-1920)

- This phase was also an important due to the governor general lord Curzon convened the first conference of Directors of public instructions in 1901 and taken necessary action for implementing education system
- He appointed a university commission under Thomas Raleigh, a law member of viceroy cabinet in 1902
- The university Act of 1904 was passed and rights were given to see the matter of education system and to prepare the teaching syllabus and other administrative act
- In 1901 a separate department of education was established at centre and in 1913 the government of India Resolution in Education policy called for the opening of residential universities and wanted to improve the training of teachers for primary and secondary schools
- The Sadler commission (1917-1919) was appointed by lord Chelmsford to review the working of the Calcutta university. Its main recommendations were-

- Secondary education should be under the control of Board of secondary education
- The duration of the degree course should be 3 years
- By 1921, the no. of universities in India increased to 12, the seven new were Banaras, Mysore, Patna, Aligarh, Dacca, Lucknow and Osmania
- The similar growth was seen in primary and secondary education, but was insufficient for mass education
- During this phase, the concept of national education was coined by leaders like Mahatma Gandhi, Lala Lajpat Rai and Annibesant. They feel that this system of education is not sufficient and a need to encourage National feeling by opening the self Indian education system
- The establishment national institutions like Kasividyapith, Jamia Millia Islamia. They worked independently

Fifth Phase (1921-1947)

- During this phase the education system came under Indian control
- By the provisions of Montford Act of 1919 that the provinces can expand all the levels of education
- Increase in the number of universities (20 in 1947)