

Development of Education:

1781	Calcutta Madarsa by Warren Hastings	study of Muslim Law
1791	Sanskrit College at Varanasi by Jonathan Duncan	study of Hindu law and philosophy
1800	Fort William College by Wellesley closed in 1802	training of civil servants
1813	Charter Act of 1813	One lakh Rupees annually for education
1833	General Committee on Public Instruction under William Bentick	<p>Orientalist vs Anglicist Controversy</p> <ul style="list-style-type: none"> • Content to be taught — Orientalist demanded more emphasis on Indian traditional learning • Anglicist divided over medium of instruction
1835	Macaulay's Minutes	<p>Favoured Anglicist views:</p> <ul style="list-style-type: none"> • Focus only on Western sciences • Medium should be English only <p>Later govt set up large number of English schools and colleges instead of elementary schools and ignored mass education (Downward Filtration Theory)</p>
1843-53	<p>Comprehensive Scheme of Village Education in vernacular language</p> <p>by James Thomson</p> <p>NW Provinces LG</p>	<p>Subjects such as mensuration and agriculture were taught</p> <p>Train personnel for Revenue and Public Works Department</p>

1854	Wood's Despatch Mass Education	"Magna Carta of English Education in India" <ul style="list-style-type: none"> • Hierarchy in medium of instruction: <ul style="list-style-type: none"> ◦ Vernacular at School level ◦ English for higher studies • Stress on Female and Vocational Education and Teachers' training • Secular in nature • Grants-in-aid to encourage private enterprise <p>Effect:</p> <ul style="list-style-type: none"> • Agriculture Institute at Pusa, Bihar • Engineering Institute at Roorkee • Bethune School at Calcutta for education of women
1882	Hunter Commission Primary and Secondary Education	<p>Earlier schemes had neglected Primary and Secondary Education</p> <p>Review education in country after Wood's Despatch</p> <ul style="list-style-type: none"> • Primary: <ul style="list-style-type: none"> ◦ State support is needed ◦ Vernacular language ◦ Transfer control to district and municipal boards • Secondary: <ul style="list-style-type: none"> ◦ Make 2 divisions: <ul style="list-style-type: none"> ■ Literary: for university ■ Vocational: for job oriented • Pointed to the lack of facilities for female education
1902	Rayleigh Commission Conditions of Universities <p>(Quality of universities had degraded under private enterprise)</p>	Indian Universities Act, 1904 was passed <ul style="list-style-type: none"> • Govt will nominate the fellows and their number will be reduced • Government will have greater control over universities <ul style="list-style-type: none"> ◦ Veto senate's, amend existing or pass own regulations

		<ul style="list-style-type: none"> • Stricter conditions for affiliation of private colleges <p>Nationalists called it “retrograde”</p>
1913	Government Resolution on Education Policy	<p>1906: Baroda state made PE compulsory</p> <p>GK Gokhale made a pitch in the Legislative Assembly</p> <p>Govt passed the resolution</p> <ul style="list-style-type: none"> • No compulsory education responsibility of the govt • Free PE to poor and backward sections • Encourage private investment and improve quality of secondary schools • University to be setup in each province
1917-19	<p>Saddler University Commission</p> <p>School to University Education — all</p>	<ul style="list-style-type: none"> • Improvement of secondary education was important for improving university education • Separate boards for secondary and intermediate education • Less rigidity in framing regulations • Centralised, unitary Universities rather than scattered colleges • Special Board for Women Education estb at Calcutta Univ
1919	Montagu-Chelmsford Reforms	<ul style="list-style-type: none"> • Education shifted to provincial ministries. • Financial difficulties; Philanthropic efforts led to expansion, if any.
1929	<p>Hartog Committee</p> <p>Overall Development of Education</p> <p>Educational standards fell due to increase in number of schools and colleges</p>	<ul style="list-style-type: none"> • More emphasis on PE but it shouldn't be hasty • Divert average students to vocational courses after 8th • Restrict admissions to universities

1937	Zakir Hussain Committee under Congress Wardha Scheme of Basic Education	Principle: “Learning through activity” — Gandhi’s Idea <ul style="list-style-type: none"> • Inclusion of basic handicraft • Free and compulsory education in Mother Tongue for 1st 7 years • Service to establish contact with community around the school Child-centred and cooperative scheme Didn’t flourish due to WW-II and Resignation by Congress ministers
1944	Sergeant Plan by Central Advisory Board of Education	<ul style="list-style-type: none"> • Reach England's education level in 40 years • Only a scheme; no implementation mechanism
1948-49	Radhakrishnan Commission University Education	Based on the recommendations: <ul style="list-style-type: none"> • UGC was setup as a Statutory body
1964	Kothari Education Commission National Pattern of Education	Assistance from : UK, US, USSR, UNESCO Need for flexibility in education policy to suit changing circumstances. Free, universal and compulsory education upto 14 years 3 Language Formula 6% National Income on education