

Demerits of the Commission
Some of the suggestions of this Commission were quite trivial—

1. Widespread Aims of Higher Education—This commission emphasized on the physical, mental, social, cultural, moral, political, economic and spiritual development of students through higher education. In reality, however these are the aims of general, compulsory and free education in any society. The efforts to achieve them should begin right from the beginning. The aims of higher education should be limited and specific. In other words the main aim of higher education should be to produce specialized manpower to perform specialized tasks.

2. Compulsory Religious Education—As far as the religious and moral education is concerned it should be included in the education of any country, but cautiously. There is no rationale in organizing religious education at the graduation level. The 3 years curriculum prepared by the Commission for this level was still more ludicrous. It seems as if the commission wanted to impart only religious education at the graduation level.

3. No Clearcut Suggestion for the Medium of Education—On the one hand the commission accepted that the medium of higher education in India should be the regional languages and on the other hand it suggested the use of English till the regional languages develop to that extent. Its third suggestion is still more trivial that is there should be the facility of education, in any field, through the medium of national language Hindi. The use of Devnagri script for every federal language and to bring about necessary reforms in Devnagri script seems still more confusing.

4. Discriminatory Pay Scales for Teachers—The suggestion of five categories of teachers (Research fellow, Instructor, Lecturer, Reader and Professor), in the universities and only one category of teachers (lecturer) in the affiliated colleges, itself was illogical. Secondly, fixation of low pay scale for college lecturers in comparison to the university lecturers was absurd and completely against the theory—same pay for same work.

5. Impracticable Suggestion of Rural Universities—It is an indisputable fact that India is an agrarian country and the development of the villages is a pre-requisite for the development of the country. But to establish Rural universities and small affiliated colleges (with a strength of 300 students only) seems illogical. Secondly it was impossible for the Government to implement this plan. It was an impractical suggestion, as a result no progress could be seen in this direction.

6. Narrow Attitude Towards Women Education—The commission emphasized on making women good mothers and good housewives through education. It was completely a myopic attitude of the commission towards women education, particularly in the present age of democracy when there should not be any discrimination in the nature of education of men and women.

Impact of the Commission

The Central Advisory Board of Education considered the suggestions of this Commission in April, 1950 and accepted most of its recommendations. But one of its fundamental recommendation *i.e.* to enlist education in the Concurrent List was not accepted. It was only in 1976 through 42nd Constitutional Amendment that education

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was placed in the Concurrent List. But some of its recommendations were immediately acted upon and they are—

- (1) In 1953 the University Grants Committee was converted into University Grants Commission and in 1956 through an amendment it was accorded an independent status. Since then UGC is playing a crucial role in organizing higher education, maintaining its standard, coordinating higher education and encouraging research work.
- (2) In 1954 the Government established a Rural Higher Education Committee at the centre and gave it the responsibility to organize rural education.
- (3) On the recommendation of this Commission the establishment of the universities, according to the regional needs, gained momentum throughout the country.
- (4) It was on the recommendation of this Commission that independent colleges were established for agriculture, commerce, engineering, medical, law and teacher training.
- (5) In some universities 3 years degree course was introduced; at present, however every university has implemented it.
- (6) Higher education in some subjects began to be imparted in regional languages. Simultaneously, the work on the dictionary of terminologies also gained momentum.
- (7) National Cadet Core (NCC) was promoted in the universities and colleges.
- (8) The pay scales of university and college teachers were raised and their service conditions were improved.
- (9) Many new plans and programmes for the students welfare began, for instance the establishment of the Student Welfare Advisory Board in the universities; appointment of Dean, Student Welfare; and of Director, Physical Education; organization of subsidized mid day meal, establishment of restaurants and construction of hostels.

Conclusion

In retrospect one may say that many concrete proposals for the reform in higher education were suggested by Radhakrishnan Commission. In the words of Dr. Rajendra Prasad— 'The Commission after serious deliberation has presented a very valuable document on the achievement of education in our universities, and that it has provided useful suggestions for the attainment of varied specialised skills'. However some of the suggestions of the Commission were also trivial as—establishment of Rural Universities and their affiliated colleges, throughout the country. It is quite appreciative that our Government accepted most of the recommendations of this Commission, implemented them and brought reform in higher education. But the implementation work moved at a snails pace. Had it been implemented immediately the nature and the form of higher education would have been definitely different.