

- (4) In postgraduate classes of commerce only commerce graduates with special ability should be given admission.
- (5) Practical knowledge rather theory should be given more emphasis at the post graduation level in commerce.

3. Medical Education—The Commission gave the following suggestions regarding medical education—

- (1) There should be a 3 years degree course for the medical education besides 12 to 15 months of internship for practical experience. Thereafter the degree should be awarded to the students.
- (2) The general knowledge of the ancient Ayurveda system should be included in the curriculum of medical education.
- (3) Well qualified teachers should be appointed in the medical colleges. There should be well furnished laboratories with necessary apparatuses in the medical colleges.
- (4) There should be an attached hospital with every medical college and it should have an average of 10 patients for each student.
- (5) Able candidates should be selected in the medical colleges and not more than 100 candidates should be admitted every year in each college.
- (6) Post graduate medical education should be organized only in the high level medical colleges.
- (7) Research should be organised in medical colleges. Research should be carried out in indigenous medical system too.

4. Education of Law—The commission gave the following suggestions in this context—

- (1) Law colleges in the country should be restructured. The minimum qualification for admission in law should be graduation in any discipline.
- (2) The undergraduate course in law should be of 3 years. In the third year practical training should be imparted.
- (3) Theoretical knowledge, to the law students, should be clarified through seminars and practical training should be imparted through Moot Courts.
- (4) The postgraduate curriculum should include constitution, international administration, jurisprudence and Hindu and Muslim laws etc. according to the interests of the students.
- (5) Research should be encouraged in the Constitutional law, International law, Jurisprudence, Hindu law and Muslim law.

5. Teacher Training—The commission gave the following suggestions regarding teacher training—

- (1) Teacher training departments should be opened in the universities for the training of secondary school teachers. Besides, affiliated teacher training colleges should also be established.
- (2) Such teachers who possess experience of teaching secondary classes, should be appointed in the teacher training departments or colleges.
- (3) Untrained experienced teachers should be given preference in teacher training colleges.
- (4) In teacher training programme equal emphasis should be given on theoretical knowledge as well as practical work (sessional work), 12 weeks teaching practice should be compulsory for every trainee.

- (5) In the annual evaluation of the trainees, teaching practice should be given special importance.
- (6) Only those candidates should be admitted in M.Ed. who have taught for some years after B.Ed.

6. Engineering and Technical Education—In this respect the commission gave the following suggestions—

- (1) The existing engineering and technical colleges should be considered as a national property. They should be properly maintained and their utility should be increased.
- (2) Engineering and technical colleges should be affiliated to and under the control of the universities rather under the control of the administration.
- (3) Different types of engineering and technical colleges should be established according to the demand of the existing industries of the country.
- (4) The curriculum of the engineering and technical colleges should be made extensive.
- (5) General knowledge of every branch of engineering should be provided in the first year of engineering; thereafter the knowledge of some specialized branch of engineering should be provided in the next three years, and the practical industrial training should be provided in the fifth and final year. In this way the engineering graduate course should be of 5 years duration.
- (6) Post graduation and research work should be organized in the vocational and technical education.
- (7) Only the able and competent students should be selected at the post graduation level and for research work in the vocational and technical education.

Higher Rural Education and Rural University

In the opinion of the commission the reconstruction of the village is the first prerequisite for the reconstruction of India. It clearly stated that the existing colleges and universities have failed in this task. To achieve this objective it suggested to establish Rural Universities and Rural Education. In the opinion of the commission—

- (1) Rural Education Council should be established in each province and the All India Rural Education Council should be formed at the Centre. The Central Council will formulate rules related to rural education and within the purview of these rules, the Provincial Councils will organise rural education within their territory as per their need.
- (2) The expenditure incurred on rural education should jointly be borne by the Centre and the Provinces.
- (3) Rural universities should be established in rural areas.
- (4) The jurisdiction of these rural universities should be fixed. Small, residential affiliated rural colleges should be established within the jurisdiction of each rural university.
- (5) A rural college should have the strength of not more than 300 students, and the strength of a rural university together with its affiliated colleges should not be more than 2500 students.
- (6) Separate teachers should be appointed for each rural university and its affiliated colleges, but the laboratories, libraries, hospitals and sport grounds for them should be organized at one and the same place.

- (7) The aim of the rural universities should be to provide general education to the students besides making them aware about the problems of rural areas and the ways and means to solve them.
- (8) Besides general education, rural education should also be imparted in the rural universities and their affiliated colleges. Their curriculum will include state, social welfare, rural administration, rural sociology, social engineering, rural medication and general information about the rural problems and vocations. On the completion of this education the students will enter into the tasks of rural emancipation.
- (9) Theoretical and practical works should be given equal weightage i.e. 50-50 percent in these rural universities and their affiliated colleges.

University Examinations

The commission observed that the then existing university examinations were full of defects. The examinations were geared to test memory only. They were based on chance factors, they were neither reliable nor valid. It, therefore, gave the following suggestions in this respect—

- (1) Essay type examinations should be reformed and at the same time objective type examinations should be introduced.
- (2) An examination board should be established in each university to provide training to the university and college teachers in constructing objective questions.
- (3) University examinations should be held at the end of each year at the under graduate and post graduate level, both, and it should be compulsory for the students to pass each year separately.
- (4) Examinations in practical or experimental subjects should include all the three types of examination i.e. theory, practical and viva voce (oral).
- (5) Examiners should be selected carefully. Only such teachers should be appointed as the examiners who have five years of teaching experience. Their term for examinership should be 3 years at a time.
- (6) The divisions should be decided on the basis of combined marks of three years for graduation and of two years for post-graduation. First division should be awarded on securing 70% or more than 70% marks, second division on securing 55-69% marks and third division on securing 40-54% marks.
- (7) The practice of giving grace marks should be abolished.

Women Education

In the opinion of the commission, there can not be educated men without educated women. If general education has to be limited to men or women, the opportunity should be given to women, for then it would more surely be passed on to the next generation. It made the following recommendations regarding the education of women—

- (1) The main aim of women education should be to make them good mother and good housewives.
- (2) The curriculum of women education should include home management, home economics and nutrition.
- (3) There should be co-education at the higher education level.

Religious and Moral Education

The commission logically and emphatically stated that though India is a secular country but this does not mean that religious education should not be imparted to the students. It further stated that our constitution accords equal status to every religion therefore the education of every religion should be imparted. In this context it gave the following suggestions—

- (1) Religious education should be compulsory at the primary, secondary and under graduate level.
- (2) Every educational institution should begin with silent prayer everyday.
- (3) There should be a separate religious curriculum for the primary, secondary and under graduate level.
- (4) The biographies of the religious leaders like Lord Buddha, Confucius, Zoroaster, Socrates, Jesus Christ, Shanker, Ramanuja, Madhav, Kabir, Nanak and Gandhi should be taught in the first year of graduation, the fundamental principles of different religions and the selected portion of Gita, Dhammapada, Gurugranth, Quran Sharif, Bible and Zend-Avesta should be taught respectfully in the second year and the main problems of philosophy and religions should be taken up in the third year.

Evaluation of RadhaKrishnan Commission

It was the first commission in the field of education in India which sought ideas from persons related to education through a questionnaire and gave them a due place in its report. The utility of its suggestions is thus obvious. The Government implemented some of its suggestions in a time bound manner and got good results too. But in the context of the present scenario some of its suggestions are absurd. They may be regarded as the demerits of this commission.

Merits of the Commission

The following recommendations of the commission were of much importance and significance—

1. University Education in the Concurrent List—The commission suggested to place the university education in the Concurrent List and to make its organisation a joint responsibility of the Central as well as the Provincial Governments. Higher education in any country is regarded as the education of national importance, therefore the Central Government should have a significant role in its organisation. The Government accepted this proposal of Radhakrishnan Commission as late as in 1976. Had this proposal been accepted by the Government earlier, the condition of higher education would have been much better.

2. Formation of the University Grants Commission—To maintain the standard of university education and to provide necessary grants to the universities and colleges, the commission suggested to form the University Grants Commission. In 1953 the Government converted the University Grant Committee into University Grants Commission and through an amendment, in 1956, it was given an autonomous status. This organisation has succeeded greatly in the upliftment of higher education.

3. Control over the Universities and Affiliated Colleges—This commission fixed the minimum working days of the universities and their affiliated colleges to be