UNIT 7: EDUCATION IN BRITISH INDIA - VI (HARTOG COMMITTEE REPORT, WARDHA SCHEME OR BASIC EDUCATION & SARGENT REPORT)

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7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the Hartog Committee Report
- analyse the Wardha or Basic Education Scheme
- explain the Sargent Report of 1944-45

7.2 INTRODUCTION

In the previous unit, we have discussed the background of appointment of Sadler or Calcutta University Commission and learnt the recommendations given by the commission on secondary education, university education and also on various other educational issues. We have also analysed the shortcomings of Sadler Commission. In this unit, we shall gain an idea on Hartog Committee Report and its concerns with primary education. We shall also gain an idea on the Wardha or Basic Education Scheme and analyse its merits and demerits. Thereafter, we shall discuss the Sargent Report of 1944-45 and its effect on Indian Education.

7.3 HARTOG COMMITTEE REPORT

You are aware that the political momentum in India was in high during the period of 1919-1920. On November 8, 1927, the British Government announced the appointment of a Royal Commission to set the terms and conditions of Indian independence. The commission was headed by Sir John Simon. And thus, the commission was also known as Simon Commission. The Simon Commission was asked to submit a report on education. For this purpose, an Auxiliary Committee with Sir Phillip Hartog as president was formed. You have come to know that Sir Phillip Hartog was a member of the Calcutta University Commission which was also known as Sadler commission. He was also the Vice-chancellor of Dacca University which was newly formed as per the recommendation of the Sadler Commission. The auxiliary committee popularly known as the Hartog Committee published its report in September 1929.

The committee studied the qualitative and quantitative development of education in India. The committee admitted in its report that during the decade between 1917 and 1927, education had made considerable progress. The report covered the areas of primary, secondary and higher education.

7.3.1 Hartog Committee's Report on Primary Education

The Committee was not satisfied with the progress of literacy in India. For that reason, the committee focused its attention on mass education and discussed the importance of literacy. The committee observed that Wastage and Stagnation are the two main problems of primary education in India. 'Wastage' refers to premature withdrawal of children from any stage before the completion of primary education. The committee found that out of every one hundred boys admitted in class I in 1922-23, only 19 were found studying in class IV in 1925-26. There was wastage in the case of education of girls also. Only 14 girls were found studying class IV out of 100 during the same period.

As mentioned above, like Wastage, Stagnation was also another problem of primary education during that period. 'Stagnation' refers to the retention of a child in the same class for more than one year. The committee was of the opinion that in urban areas the problem of primary education was not very serious like the schools situated in the rural areas.The report of the committee also criticised the curricula of the rural primary schools which, in its opinion, was related to the conditions of village life. According to the committee, the main problems of primary education were as follows:

- Most of the parents were poor. Due to their ignorance, they were not willing to send their children to school.
- The schools of rural areas were small.
- Large areas were inaccessible and economically backward.
- Another serious problem of primary education was inequality in educational opportunity. Every child did not receive equal educational opportunity.
- Living conditions of teachers, specially women teachers were not attractive in rural areas.
- Poor communication facilities and scattered villages also hampered the primary education in rural areas.

- Single teacher school was also another problem of primary education.
- Poor attendance of the students in primary school due to epidemics and sessional illness. The sowing and harvesting seasons also caused poor attendance.
- Discrimination with regard to caste, religion, language, sex, etc. also created problem in the development of primary education.
- Lack of proper trained teacher was also another problem of primary education according to the Hartog Committee report.
- Unsuitable and impractical curricula in the primary education was also another serious problem of primary education.
- Problem in inspecting the schools due to the lack of inspecting staff was an obstacle in the qualitative improvement of primary education.

Recommendations of the Hartog Committee to improve the condition of primary education:

The Hartog Committee of 1929 had put forward some suggestions to solve the problem of primary education. These were as follows:

- Instead of following a policy of multiplication of schools, the existing schools should be improved.
- The primary course should be of at least four years.
- The curricula and methods of teaching should be related to the conditions in which children live and read.
- Special effort should be made to reduce wastage and stagnation.
- Teachers should be provided proper training. The training course should be sufficiently long, refresher courses and conference should be held at regular basis. There must be an increase in their salaries as well as service conditions for qualitative improvement of primary education.
- Adjustment should be made in the school hours and holidays as per seasonal and local requirements.

- Primary education should be of national concern and the Imperial Government should not withdraw totally from it as the provinces may not be able to provide the necessary funds for primary education.
- The task of rural upliftment must be taken up and it must be associated with the work of the school.
- The inspecting staff of the government should be increased.

7.3.2 Hartog Committee's Report on Secondary Education

The committee observed that the condition of secondary education was slightly better than the primary education. However, the committee found some defects of the secondary education system. These were as follows:

- The entire system of secondary education is dominated by the idea that every boy who enters a secondary school should prepare himself for the university.
- Secondary education system was dominated by examinations.
- Huge number of failures at the matriculation and in the university examinations indicate a great waste of efforts.
- The absence of a responsible selective system of courses which would never have permitted a large number of students to prepare themselves for matriculation examinations with an eye on admission to college.
- Secondary education did not prepare the students for future life.

Recommendations of the Hartog Committee to improve the condition of secondary education:

The Hartog Committee of 1929 had put forward some suggestions to solve the problems of secondary education. These were as follows:

- Introduction of a more diversified curricula in the middle vernacular schools

- Admission of a large number of boys in secondary schools intended for rural pursuits
- Diversion of more pupils to industrial and commercial careers at the end of the middle school stage
- Provision for alternative courses in the high school stage
- The committee remarked that in order to improve the quality of secondary education, the service conditions of teachers must be raised. They must be properly trained and their remunerations should be satisfactory.

7.3.3 Hartog Committee's Report on Higher Education

The committee was satisfied with the growth of university education, but found some defects of higher education. These were as follows:

- The universities were mainly dominated by examinations.
- Universities were overcrowded with students who are not fitted by capacity for university education.
- The standard of the higher education was not satisfactory.
- The universities really failed to transform real knowledge to the students.

Recommendations of the Hartog Committee to improve the condition of higher education:

- Confining the university to its proper function of giving good advanced students who were fit to receive it
- Affiliating universities should be established to meet the demands of higher education.
- The honours courses should be properly organised.
- Universities should organise tutorial and research work for the students.
- College libraries should be enriched.

7.3.4 Evaluation of the Hartog Committee Report

Though the nationalist leaders criticised the report, the report was

warmly welcomed by the bureaucrats and acted as a guide to their activities in education till 1937.The nationalist leaders remarked that quantitative expansion of primary education and that the claim of wastage was exaggerated by the committee. The policy of expansion which was in full swing between 1920 and 1930, allowed the establishment of a large number of inefficient, uneconomic and superfluous schools which proved worse. The policy of expansion had led to a reaction in favour of concentration and elimination, which was partly responsible for the reduction in the number of elementary schools.

Despite its criticisms the suggestions of the Hartog Committee report has historical significance. The report made significant recommendations on primary education. There was qualitative improvement in the areas of secondary and university education. It also gave importance to appointment of qualified persons as teachers, their training, reconstructing the curriculum as per needs of the students and the society. Other recommendations like increase in the salary of the teachers, staff of the inspectorate also contributed in the field of education.



CHECK YOUR PROGRESS

Q 1: Mention the two main problems of primary education in India as observed by the Hartog Committee?

.....

Q 2: Hartog Committee recommended that the primary level education should be of minimum ……years. (Fill in the blank)

Q 3: Hartog Committee observed that one of the main defects of both secondary and university education system was they were mainly dominated by ……(Fill in the blank)

Q 4: State any two problems of primary education in India as reported by the Hartog Committee.

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7.4 WARDHA OR BASIC EDUCATION SCHEME, 1937

As you have noted, the Wardha scheme of education is also known as Basic education. In the history of Indian education system, Basic education occupies a very important and unique position. The British government enacted the Government of India Act in 1935. This act introduced some reforms in the Indian political system. Accordingly, the Congress party formed government in seven out of eleven provinces. In the meantime, Mahatma Gandhi who was totally against the British system of education received the opportunity of influencing the ministers in the seven provinces to do something for the education system. Even before the act of 1935 the Congress party was in favour of universalisation of free and compulsory primary education in India.

Universalisation of free and compulsory primary education and a need based practical education system was a complicated issue at that time. However, Mahatma Gandhi came forward to address these issues. He wrote a series of articles in the Harijan (a newspaper) about his ideas on educational reconstruction in India. He also suggested a scheme of universal compulsory education for all children in the age group of 13-16 through the vernacular medium. He also wrote in his articles that his new education system would be self-supporting, leading to all-round development of the pupils. In other words, industrial vocations such as the processing of cotton, wool and silk, paper-making and cutting, book-binding, cabinet-making, etc. would be included. That would help the pupils to pay for their tuition fees i.e., through the product of their labours. The primary education which Gandhi later describes as Basic Education would equip the boys and girls to earn their bread with some support from the state.

Gandhi's idea on basic education created a great stir in his time. With the request of many educationists of the country, he convened a

conference at Wardha on October 22 and 23, 1937. After a series of discussion the conference adopted the following resolutions:

- That in the opinion of this conference free and compulsory education be provided for seven years on a nation-wide scale.
- That the medium of instruction was to be in the the mother tongue.
- That the conference endorses the proposal made by Mahatma Gandhi that the process of education throughout this period should centre round some form of manual productive work, and that all the other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen in keeping with the environment of the child.
- The conference expected that this system of education would gradually be able to cover the remuneration of teachers.

The conference then appointed Dr. Zakir Husain, as Chairman of a Committee entrusted with the task of preparing a detailed syllabus on the lines of the four resolutions mentioned above and requested him to submit a report as early as possible. Within a short period of two months, Zakir Hussain Committee submitted its report. This report also gave a detailed view of the Basic education which was Gandhi's dream scheme for Indian education.

7.4.1 Salient Features of Basic Education

The salient features of Basic education are as discussed:

- **Education through a Craft:** The main aim of Basic education was to provide education through the medium of craft or productive work. The basic craft would be agriculture or spinning and weaving or cardboard wood and metal work, gardening, leather work etc. as suitable to the local conditions. Wardha scheme realised that for a happy life it was necessary for an individual to have an ability to earn his own living. The scheme mentioned that the craft to be chosen should be such that it would permit teaching of the other subjects around it. Mahatma

Gandhi wanted that a craft should be taught in a scientific method and not in a mechanical fashion. By the scientific method he meant that the child should be able to understand the relationship between cause and effect.

- **Mother Tongue:** Gandhiji stressed mother tongue to be the medium of instruction. He realised that education should always be imparted through mother tongue. He thought that, if learning be imparted through the medium of English, it would hinder the development of understanding and precision of thought or clarity of ideas. Mother tongue would enable the children to express themselves effectively, clearly and lucidly. It can acquaint the child with his heritage, ethical and moral values.
- **Child Centred Education:** In the Basic education system, the child was in the centre of education. We can say that in the Basic education emphasised on child centred education. The child's needs, interest, aptitude and aspirations were to be considered. In the Basic education system, the aim of education was to promote the full development of personality and craft was to be used as a powerful means to promote the same.
- **Ideal Citizenship:** Citizenship training was another important feature of Basic education. Gandhiji wanted that Basic education should train the children for future citizen of the country. It was important that the child learn the responsibilities and rights of an ideal citizen. Therefore, under the Basic education scheme provision has been made to educate the child into the responsibilities and rights of an ideal citizen in an organised manner.
- **Flexible Curriculum and Free Atmosphere:** The flexibility of the curriculum and the free atmosphere for the child to perform according to his own ability were other important features of Basic education. As per the Wardha scheme of education the teacher and the students were free to work according to their interest and there was no compulsion for completing a prescribed

portion due to the fear of examination. The teachers were also free to organise the necessary atmosphere for the development of the child. They were not under any compulsion to complete a prescribed course of study.

- **Self- reliance:** Another important feature of Basic education was development of self-reliance among the children. Mahatma Gandhi realised that education was suffering from want of money. So he advised that the articles prepared by children in schools should be sold in market for educational expenditure.
- **Systematic Knowledge:** In the Basic education system knowledge was given in an organised and systematic way. The child was free to learn as per his wishes. Though the Basic education was given through a craft, it was not that only craft was not taught in the Basic education system. This system had tried to give full knowledge through a craft. If a child happened to take up pottery, leather or wood-work or any other craft as the medium he was also taught history, geography, agriculture, mathematics, economics, science and trade in a relevant manner.
- **Method of Teaching:** Different subjects were taught with the help of a craft. The whole scheme was divided into seven classes. In the first class the child was given oral education. After that he was taught reading and writing. After that some craft was introduced to him. Gradually as the child proceeded further in his education, various subjects were to be taught with the help of a craft.
- **Examination System:** In the Basic education scheme, the examination procedure was so patterned as to examine the real knowledge of the student. Gandhiji realised that examination should not dominate the education system. In many cases, it was observed that students would not be able to understand the subject matter due to the fear of examination.

7.4.2 Curriculum of Basic Education

We have already mentioned that the Basic education was designed for the children between seven to fourteen years of age. In this system of education general science for boys and home science for girls have been introduced. Co-education was recommended up to the fifth standard. After fifth standard separate schools for boys and girls have been suggested. The details of the curriculum in the Basic education are as discussed below:

- **Basic Craft:** Such reasonable skill should be attained in the chosen handicraft, as it would enable the pupils to pursue it as an occupation after finishing his/her Basic education course. The following would be chosen as Basic crafts in various stages of Basic education school.
  - Spinning and Weaving
  - Carpentry
  - Agriculture
  - Fruit and flower cultivation
  - Leather work
  - Fishery or Pisciculture
  - Pottery
  - Any handicraft according to the local need
  - Home science (for girls)
- **Mother Tongue:** Wardha scheme of education observed that the proper teaching of the mother tongue was the foundation of all education. Without knowing one's mother language properly no one would develop clarity of ideas.
- **Mathematics:** Another important subject of Basic education was Mathematics. The main objective to introduce Mathematics in the courses of study was to develop in the pupil the capacity to solve ordinary numerical and geometrical problems arising in connection with his craft and with his home and community life. Students were also to gain knowledge of business practice and

bookkeeping.

- **Social Studies:** To develop a broad human interest in the progress of mankind in general and of India particular the Wardha scheme of education introduced Social Studies. Besides this the other objectives to introduce Social Studies was to develop in the students a proper understanding of his social and geographical environment, to inculcate the love of the motherland, reverence for its past etc.
- **General Science:** To give students an intelligent and appreciative outlook on nature Basic education introduced General Science as the subject of study.
- **Drawing:** To train the eye in the observation and discrimination of forms and colours Basic education introduced Drawing as a subject in the course.
- **Music:** The main objective of introducing Music as a subject in the Basic education was to teach the pupils a number of beautiful songs and to cultivate in them a love for beautiful music.
- **Hindustani:** Introduction of Hindi in the Devanagari script as the national language in the Basic education was one of the main features of this education system. English has not be given any place in this scheme.

7.4.3 Merits of Basic Education

Despite its failure in the Indian education system Basic education has numbers of positive things. These were as follows:

- **Child Centered Education:** Basic education catered to the needs and abilities of the child. It gave priority to the child, his nature, interest etc. Many educationist mentioned that education should always be child centered.
- **Learning by Doing:** Another merit of Basic education is education through activity. Basic education did not believe in bookish education, it believed in learning by doing. Gandhiji

believed that schools were to be a place of doing things. In Basic education children acquired knowledge of the formal school subjects as a by-product of purposeful activities.

- **Self Sufficiency:** The idea of a self-sufficient basic education was of great significance in a poor country like India. Gandhiji realised that the educational system as introduced by the British in India was expensive. Basic education gave stress on earning while learning.
- **Mother Tongue as Medium of Instruction:** Gandhiji believed that proper education could be imparted only through the mother tongue. Research also proved that young child would learn better in mother tongue.
- **Free and Compulsory Education for Seven Years:** Basic education emphasised on an education which was free for seven years. Free education encourages the poor children to go to school.
- **Training in Citizenship:** Basic education aimed at developing ideas of mutual understanding and habits of cooperation among the students. Basic education system aimed at giving the future citizens an intense sense of personal warmth, dignity and efficiency.
- **Relationship with Life:** Basic education was connected with life. The education system was so designed that it directly connected with life.

7.4.4 Criticism of Basic Education

The Basic education has been criticised by many educated Indian. Though it was a good concept but this education has many disadvantages. These are as discussed below:

- **Inadequate for Children:** Basic education was not psychologically sound. Child's individual development was ignored in the Basic education. Basic education treated the child

as a unit of a homogeneous group.

- **Lack of Clarity in Concept:** The concept of the Basic education was not clear. The Wardha committee report also did not mention any clear objectives of Basic education. Thus, people of the country did not take Basic education seriously.
- **Importance on Craft:** Basic education gave more importance to craft work. Education should always base on curriculum. Teaching was to be concrete and based on the child's active experience in the environment.



CHECK YOUR PROGRESS

Q 5: Mahatma Gandhi wrote a series of articles in a newspaper titled ..... regarding his ideas on educational reconstruction in India. (Fill in the blank)

Q 6: Two of the important resolutions adopted in the Wardha's conference were to make provision for providing free and compulsory education .....years and to provide instruction in the medium of ..... the children. (Fill in the blank)

Q 7: Mention the disadvantages of Basic Education.

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7.5 SARGENT REPORT OF 1944-45

You have already come to know that the different efforts were taken by the British government for the development of Indian education. Due to these efforts the British government also understood the seriousness of spreading education in India. As British government also tried to win the mind of the Indian people to slow down the freedom struggle movement, it decided to pay attention to do something for the Indian people in the field of

education. To develop Indian education, the British government advised Sir John Sargent, the Educational Advisor to the Government of India, to prepare a scheme of education for Indian people. Accordingly, Sir John Sargent submitted his report to the Central Advisory Board of Education (CABE) in the year 1944. In his report Sir John Sargent covered all the stages of education from primary to higher education. Sargent also gave various suggestions for reforming education in all stages. The scheme is known as the Sargent Report which consists of twelve chapters.

7.5.1 Recommendations of the Sargent Report

As mentioned above the Sargent Report consisting twelve chapters provided various recommendations for the improvement of education in India from primary to university education. These are discussed below:

- Free and compulsory primary education should be provided to all the boys and girls within the range of 6 to 14 years of age. This type of education should be divided into two groups- junior basic and senior basic. The junior basic education should be for the children between 6 to 10 years of age and senior basic for the children between 11 to 14 years of age.
- Pre-primary schools should be opened for children between 3 to 6 years of age. In the pre-primary schools students should be taught social knowledge, good manners etc.
- For bright children between the age of 11 to 17 years high school education should be opened. The duration for high school course should be six years. High school course should also be divided into two parts. These are literary high school and vocational high school. In the literary school the curriculum should be Indian languages, mother tongue, English, History, Geography, Civics, Mathematics, Science, Economics, Agriculture, Music etc. On the other hand, in the vocational schools vocational and commercial subjects and applied sciences should be taught.

Wood work, metal work, engineering subjects, short-hand, type-writing and commerce etc. were included in the vocational group. The Sargent report also suggested that in these schools mother tongue should be the medium of instruction and English should be compulsorily taught as a second language.

- Sargent report recommended abolition of intermediate classes. For this the report recommended that the eleventh class should be added to the high school and the twelfth to the degree courses.
- The report suggested that only 1 of the high school passed student out of 15 students should be selected for university education on the basis of their interests and aptitudes.
- The report recommended establishing a University Grants Commission. The main objective of the establishment of the University Grants Commission was to bring a uniformity in university education across the country.
- The Sargent report gave stress on the cordial relationship between teachers and students for a good academic ambience in the institution.
- The report suggested for opening part-time and full-time schools for teaching technical and professional subjects. By these schools four types of workers should be produced. These were high class, low class, skilled artisans and ordinary craftsman. For high class category high school passed students were to be admitted to the technological department of a university. For low class category, students who had passed vocational high school would be trained for foremanship. For skilled artisan category students who had passed the senior high school would be admitted in this type of training for acquiring skilled craftsmanship. And for the ordinary craftsmanship students after passing the class VIII would be admitted for this training in ordinary craftsmanship. After acquiring reasonable proficiency, they would be absorbed in the group of skilled artisans.

- The Sargent report recommended implementation of general and vocational education for adults. Audio-visual aids were to be adequately used for education them into practical affairs of life.
- The report gave importance on teachers' training. Sargent believed that success of education would depend upon the trained teachers. The report recommended that for every 30 students in pre-basic and junior basic school there should be at least one trained teacher. Similarly, in the senior basic schools there should be at least one trained teacher for 20 students. The report also suggested that the trained teachers should be given high salary to attract bright people into the teaching profession.
- The Sargent report gave importance on health of the students. To maintain a good health of the students the report recommended that periodical medical check-up of students was to be made compulsory. Information about health principles were to be provided to the student from time to time. Free medical treatment were also to be provided.
- The report recommended establishing special schools for mentally and physically challenged children.
- The report recommended appointing some educationist to monitor the educational institutions in maintaining the quality and standard of educational institutions.

7.5.2 Effect of Sargent Committee Report on Indian Education

The British government prepared the Sargent report to make improvement in the education system of India. The government had realised that the Indian education was far behind than the other advanced countries of the world. The Report took within its purview all aspects of education from pre-primary to higher education.

The Government of India accepted the recommendations of the Sargent Report in principle. The British government tried to implement some of them for the improvement of Indian education. As the effect of the Report in the year 1945 an Education department was established at the Centre. During 1947-48 forty crores of rupees were given to the provincial governments for implementing certain aspects of the scheme in their respective areas. The provincial governments were advised to make five years plans for education. In 1946 these plans were made in some provinces. The Government decided that the recommendations of the report should be implemented within 16 years instead of 40 years. One important recommendation of the report i.e., free and compulsory primary education should be provided between 6 to 11 years of age was also accepted. Efforts were also made for improving the economic condition of teachers. The All India Technical Education Committee were established in Delhi. As effect of the Sargent Report Government of India University Grants Commission and Education Bureau were established at Centre.

Despite its many drawbacks, the Report has its historical importance. As we have discussed above that on the basis of the Report a separate Department of Education was established at the Centre, and in 1946 the Educational Bureau and University Grants Commission were established. The Government also started serious interest in primary and adult education and the training of teachers.



CHECK YOUR PROGRESS

Q 8: The Sergent Report consists of ……. chapters. (Fill in the blank)

Q 9: Sargent Report suggested to provide free and compulsory primary education to all the boys and girls within the range of …….. to ……..years of age. (Fill in the blanks)



7.6 LET US SUM UP

- The Government of India appointed the Simon Commission in 1927 to make a study of the political and constitutional aspects of constitution of 1919.
- The commission formed an Auxiliary Committee with Sir Phillip Hartog as its President.
- The committee is therefore, also known as the 'Hartog Committee'.
- The committee observed that during the period between 1917 to 1927, considerable progress was made in the field of education, but the committee was not satisfied with the inadequate growth of literacy in the country.
- Hartog Committee observed that 'Wastage' and 'Stagnation' are two main problems of primary education in India.
- Regarding Primary Education the Committee recommended that the schools where there was insufficient enrolment should be closed down. Special effort should be made to reduce Wastage and Stagnation. The minimum duration of primary education should be four years.
- Regarding secondary education the committee recommended to introduced flexible, diversified curriculum. The committee also recommended that the service conditions of teachers must be raised.
- Regarding higher education the committee recommended that more affiliating universities should be established in India.
- Wardha scheme of education is also known as Basic education.
- A conference was convened by Mahatma Gandhi at Wardha on October 22 and 23, 1937. Consequently, a committee was formed by the conference to work put the details of the scheme, under the chairmanship of Dr. Zakir Hussain.
- The main aim of basic education was to make the student self dependent by enabling him/her to use his/her acquired knowledge and skill in practical life.
- In basic education the student should be taught about dignity of labour.

- Some other important features of Basic education were - education system should be centered around some craft, free and compulsory and universal education should be provided for all boys and girls between the age of 6 to 14, in this craft centered education all the subjects to be integrally related to the chosen craft, the curriculum was flexible, practical knowledge was provided through the craft.
- The scheme of the Basic education did not achieve success in India.
- Most of our educationist, administrators, and even teachers are not clear about the concepts and fundamentals of basic education.
- The Sargent Report was the first comprehensive educational plan formulated by the Central Advisory Board of Education.
- Sir John sergeant submitted his scheme to the Central Advisory Board of Education in 1944. The report is popularly known as the Sargent Report after his name.
- This report covered all the stages of education from primary to university education.
- According to the report, in the rural areas pre-primary education was to be arranged with the primary schools but in the urban areas there should be separate schools.
- The report recommended that primary education should be universal, free and compulsory for the age group of 6-14 years.
- High schools should be of two types. These are academic and technical.
- University education should be allowed only for those with special interest and aptitudes.
- A University Grants commission to be established.
- The intermediate course should be abolished.
- The Government of India accepted the recommendations of the report and tried to implement it.



7.7 FURTHER READING

1. Aggarwal, J.C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt.Ltd.

2. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
3. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

7.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Wastage and Stagnation

Ans to Q No 2: Four Years

Ans to Q No 3: Examinations

Ans to Q No 4: Two of the problems of primary education in India as reported by the Hartog Committee were -

- Most of the parents were poor. Due to their ignorance, they are not willing to send their children to school.
- Inequality in educational opportunity. Every child is not getting equal educational opportunity

Ans to Q No 5: Harijan

Ans to Q No 6: Seven, Mother Tongue

Ans to Q No 7: The main disadvantages of basic education were - it was observed to be unfit for children, concept of basic education was not clearly defined and it gave more importance to craft work.

Ans to Q No 8: Twelve

Ans to Q No 9: 6, 14

7.9 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Hartog Committee observed that 'Wastage' and 'Stagnation' were the two major problems of primary education in India. What did the committee meant by the terms wastage and stagnation? Explain briefly.

Q 2: State any five important recommendations of put forwarded by the Hartog Committee to solve the problems of primary education in India.

Q 3: Write in brief the defects of secondary education in India as reported in the Hartog Committee Report.

Q 4: Write a short note on impact of Hartog's Committee Report in the education system of India.

Q 5: Write in brief on the resolutions adopted in Wardha's conference, 1937.

Q 6: Write briefly on the recommendations of Sergent Report with regard to the primary education in India.

Long Questions (Answer each question in around 300-500 words)

Q 1: Why was Hartog Committee constituted? What were the defects in primary education in India as pointed out by the Hartog Committee? What were the suggestions for remedies?

Q 2: What were the recommendations of Hartog Committee regarding Secondary, Women and University education?

Q 3: Discuss the salient features of Basic Education. What are the reasons for the failure of this scheme?

Q 4: Write briefly on Wardha Scheme of Education.

Q 5: Discuss the contribution of the Sargent Report in Indian education system.

Q 6: Write briefly on Sargent Report of 1944.

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