



UNIVERSITY EDUCATION COMMISSIONS AND EXTENSION EDUCATION

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Abstract

In the Present context of Higher Education, University Plays a vital role for effective survival of mankind. As the development of university level education various education commission are very useful. Universities are likely viewed as agencies responsible for organizing and imparting higher education, its primary role is to teaching and research. Even it has special responsibility of university is towards community it is extension. According to University Grants Commission, Extension is third dimension of the higher education. University extension department plays important role for the Education of the Society and learner, for that purpose how university education commission and Extension education are co-related and its development till date is given details in present paper.

Key Words: - *Lifelong Learning, Higher Education, Education Policy, Education Commission Extension , Field Outreach, Social change.*



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Introduction: -

India is place of education and learning from the medieval era women and lower caste were denied education, then British colonial rulers Introduced modern education and University System in India. British East India company Introduced schools and college to train them to serve in administration as clears and other jobs. Then modern education was given after independence. University plays a greater role in the society, universities do not merely impart knowledge through education but must do so in a manner that the person graduating from the university will put to use this knowledge in a manner that benefit the society at large.

Extension was introduced in the Indian Universities as a result of acceptance by the University Grants commission in 1977 of a Policy Frame on Development of Higher Education, UGC and Indian Adult Education Association (IAEA) together improved work of extension in university level. Extension as the third dimension declared by the UGC ,

Dictionary meaning of the extension is “Stretching” or “enlargement” It means to reach out or to spread out, in the context of education it means to extending knowledge and thereby the benefits arising from gaining it to the wider community. According to Prof. S.C. Bhatia Concept of University Extension “ Extension is an idea of a university going to the community, extending its resources in the service of the weaker sections of society to others who have remained outside its area of operation. When a university or college goes to the community, It takes with it a group of people and a set of services for a certain period of time”. Following is details of the Educational Commission in the India pre and Post Independence.

- **Woods Despatch of 1854 on Education:-**

Around 1853 number of problems emerged regarding education in India. These problems need to pay the immediate attention of experts, and Government. Government made necessary inquiry and Sir Charles Wood then Secretary of State sent a despatch to the Court of Directorates of the East India Company in 1854. This despatch was popularly known as “ Wood’s Despatch”. The dispatch enunciated the aim of education as a diffusion of the Arts, Science, Philosophy and literature of Europe. A Scheme to establish universities was to be formulated and this eventually led to the establishment in the country of the first three universities in 1857 they are University of Calcutta, University of Bombay and University of Madras.

- **The Education Commission 1882: -**

Government of India appointed a commission known a “Hunter Commission” in 1882; Sir William Hunter was the chairperson of this commission with 22 members. This commission has seen the effect of wood’s Despatch and suggested further policies. The commission recommended that in the particular class of High Schools, there should be two avenues, one leading to the entrance examination of the University and the other of more practical character intended to youth for commercial, vocational and non literary pursuits. The well known social reformer in Maharashtra, Mahatam Jotiba Phule in his representation to the hunter Commission challenged the educational system for discrimination i.e. filtration theory.

- **The Universities Commission of 1902 :-**

In 1899, Lord Curzon was appointed a Viceroy of India. He submitted a Minute on the Functions of University. Curzon called First Education Conferences at Simla in September 1901, After that he appointed the Indian Universities commission on 27th January 1902, to enquire in to the condition and prospectus of the Universities established in the British India, to consider and report upon any proposals which have been, or may be made for improving their constitution and working and to recommend such measures as may tend to elevate the standard of the University teaching and to promote the advancement of learning. Commission recommended about University Administration systematic supervision of the college and about Indian Universities Act, which was passed in March 1904

- **Government Resolution on Education Policy 1913:-**

There was popular demand in the country for mass Education. Government of India passed the Resolution on 21st Feb 1913, on Education Policy, it includes standard and number of institution increasing, more practicability of primary and secondary education and provision for higher studies and research in India.

- **The Calcutta University Commission of 1917:-**

The Calcutta University Commission was appointed in 1917 under the chairmanship of the Sir Michael Sadler. In his recommendation he focused on Secondary Education and improvement of University Education. Many of the Universities in India implemented its suggestions

- **The University Education Commission 1948:-**

In the pre- Independence period youth and citizen were busy to attain freedom of the need of India. But after independence the situation was very different. The situation was just like a vacuum. That time National Government stressed social and Economic reconstruction with educational reconstruction, because they know, education being the chief instrument for reconstruction and transformation of the society.

In 1948 , The Government of India Appointed the University Education Commission under the chairmanship of Dr. S. Radhakrishan. The Commission pursuance of the recommendation of the Central Advisory Board of Education and also the interuniversity Board. The Important thing is that commission recommended to co-ordinate university Education in the country . That is way it is rightly called for a 'radical change of spirit to this commission. The Government of India accepted the

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recommendations made by Dr. S Radhakrishnan commission and created 'University Grants Commission' on 28th Dec 1953. Dr. S Radhakrishnan was the first chairman of UGC,

- **The Secondary Education Commission, 1952:-**

All India Commission for Secondary Education was appointed in 1952 under the chairmanship of Dr. Lakshmanswamy Mudaliar. The commission offered a number of suggestions to adjust secondary education with the new goals and need of free India. The aim was now to train our youth for intermediate leadership to the general masses.

- **The National Committee on Women's Education 1958:-**

In the book by Dr. Jethithor Bharat, he mentioned that, In July 1957 the educational panel of the planning commission recommend that a "suitable committee should be appointed to go into the various aspects of the question relating to the nature of education for first the elementary, Secondary, and adult stage and to examine whether the present system was helping them to lead a happier and more useful life.

According to Government of India appoint the National committee on women's education under the chairmanship, Shrimati Durgabi Deshmukh. The committee desired ample provision for school: mother's crèches, training of women teacher and employment facilities. The University Grants Commission's efforts of starting Adult Continuing Education activates in Indian Universities , Started in 1960, the momentum of establishing such departments geared up in eighties. The UGC policy statement of 1977 and the conference of Vice-chancellor of 1981 and also the report of the expert of group for the evaluation of poverty under the chairmanship of Dr.M.S. Swaminathan had enabled the UGC for formulating guidelines for undertaking the activity of extension education in Indian Universities

UGC and Extension Education:-

UGC initiated University Extension in 1960, then 1965 University of Rajasthan organized two-day conference and seminars on University adult Education, then it was decide to set up Department of Adult, Continuing Education and Extension in Indian universities. The IX Five years Plan explain that universities and college have primarily functions as centers for the transmission of knowledge and generation of new Knowledge. Even large degree of unemployment and underemployment even among the educated requires that these youth are able to go back to these institutions of learning to enhance their skills suitable to the demands of the economy and market. It defines the

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concept of adult continuing education and extension so that universities will done a new role centuries for the promotion of social change and development will impact on nation. The plan States, 'Outreach activates of the university not only make it relevant to today's needs but also make their knowledge base relevant'. Extension work is not extra work for the university but is central to the functioning of the institutions.

In the UGC X Five year plan advocated the promotion and strengthening of outreach activities. College and university would continue to play a dominating role in social change through activity, they should used as focal points of activities to spread and sustain the torch of lifelong learning. Value education, positive health, life skills, mind and consciousness studies need to be supported form the profile of this plan. Society is a very important bridge for bringing higher education to a level of utility.

UGC XI Five Year Plan UGC approach was not only to continue the ongoing programmes initiated during the earlier five year plan but also to consolidate them and expand them to cover new universities and select colleges. Lifelong learning Programme has been given very important place in the every UGC guideline. UGC reformulated this progrmme as lifelong learning Programme are following Teaching, Training and Research, Lifelong learning programmes, Extension (including counseling of student and non-student youth) , Publication, Population Education. Universities are powerful potential as a social change agent for student, teachers and community. UGC clearly mentions that "the Government of India put forward the idea of expanding the scope of the continuing education and Awareness Program by developing it as Lifelong Education and Awareness Program (LEAP) .

Extension as Third Dimension of the University:-

Kothari commission first articulated the concept Extension and TRINITY of Teaching, Research and Extension accepting there recommendations, the University Grants Commission in their policy framework on Higher Education recognized Extension as the third Dimension of the Institution of the Higher education in addition to the earlier two fold dilemma of teaching and research in the following wards. If the university system has to discharge adequately its responsibilities to the entire education system and to the society as a whole it must assume Extension as third important responsibilities and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of his high priority. The Acceptance of Extension as the third dimensions equal in importance to teach and research was in the
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context of a growing realization that universities and college having institutional resources namely knowledge manpower and physical have an obligation to develop sensitivities to involved the development of the community with particular reference to overall and devise learning needs of all segments of the people of the community the aim of third dimension is to promoting a meaningful and sustain rapport both the university and the community. The first objective is to extend knowledge and other institutional resources to the community and vice-versa and secondly to gain insights from a contact between knowledge resources and socio cultural realities with a view to reflecting there in the entire curricular system of higher education including teaching and research.

Conclusion:-

By concluding remarks, India has strong roots of educational policies and commissions to develop the education system. In the eleventh Five Year Plan i.e. 2007- 2012 the Government of India put forward the idea of Expanding the scope of the continuing education program by developing it a lifelong Education and Awareness Program (LEAP) then Government of India launch a National Adult Education Programme (NAEP. In India, presently there are about 86 department of Lifelong learning and Extension as per XIth plan UGC guideline the department of Adult, Continuing Education and Extension, going to change their Nomenclature as Department of Lifelong Learning and Extension

As per UGC XIth plan guideline it is expected from the department that department has to work on

- Teaching, Training and Research
- Lifelong Learning programmes
- Extension (including counseling of Students and non student youth , career guidance, placement assistance).
- Publication, (including e-content development)
- Population Education (PE).

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