

CONCLUSIONS AND RECOMMENDATIONS

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The foregoing pages of the thesis have been devoted to trace the development of Educational Administration in India through the recommendations of various education commissions appointed between 1854 to 1966, mainly from Wood's Despatch of 1854 upto the Kothari Education Commission of 1966. Commissions are not a common occurrence. In a sense the foundations of the modern system of educational administration in India were laid almost more than hundred years ago, and it gradually developed into the present set up of the educational administration at different levels according to the recommendations of the Commission's appointed before and after the independence upto 1966.

An attempt has been made through the various chapters to go into details regarding the educational administration in different areas - such as the pattern of administration, the Central, State and Local level of educational administration, the Inspectorate and the three different stages of administration, i.e. Primary, Secondary and the University administration, and Advisory Bodies.

The whole attempt has been geared to show that the present educational administration in India has its roots very deep down with Wood's Despatch of 1854. The various Commissions of Education appointed by the British Government and also later

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or after independence by the Indian Government have discussed and recommended the same problems and changes with a little variety according to the political and social and educational changes with the pace of changing need and demand of that particular time, because Educational administration is a dynamic field.

The evolution of the subject of educational administration in India has been very gradual but also progressive. Any problem pertaining to educational administration in India was today cannot be tackled or solved unless it is traced back to the various commissions appointed by the Government from time to time. In fact, these commissions have served as landmarks in the history of educational administration in India. These commissions have thrown floods of light on the various problems of administration of education in India and have recorded their recommendations which have gone a long way in helping the government and the educationists from time to time.

The present thesis is expected to serve as a ready reference for those who will be incharge of making changes in the administrative pattern of education in India through commissions or otherwise in future.

After going through these pages one may come to know that nothing is now in the fields of education or its administration in India. The latest innovation of the 10 + 2 + 3 pattern of educational administration also can be traced back to the previous commissions.

It is hoped that the bulk of data collected and presented through the various chapters in this thesis will help many more researchers in this field and encourage them to undertake allied studies.

It is likely that at times some of the information has overlapped or has been repeated but it was inevitable because of the commonness of the problems.

Recommendations

A further study of the development of educational administration can be undertaken with a view to compare and contrast with some countries like the U.K. or the U.S.A. and others.

A study also can be undertaken to go into details of the development of educational administration of the various states in India.

Some of the recommendations of the Commissions have been very radical so far as the administration of education is concerned. It will be in fitness of things if these recommendations are looked into carefully so as to implement them even during the present period.
