

# An Analysis of Higher Education in India: Before and After Independence

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## Abstract

The article reveals the analysis of higher education system in India before and after independence periods. In modern age in the world economy scenario of Higher Education can play a very significant key performance for sustainable growth for economic development and overcome of economic recession. In this framework higher education is a very imperative education sector for short-run and long-run economic growth and development of human resource, which can take accountability for economic, social and scientific development in India before and after independence periods. It uses to be major concentration of overall developed country. In this modern age to evidently know that knowledge is power and it is only thinkable from wide-ranging higher education system. The research article examine is made to analyze overview of higher education system in India before independence and growth and development trends of institutions for higher education for wide-ranging in India after independence period.

**Keywords:** Higher Education, Before Independence, After Independence, and Growth and Development of Higher Education.

## Introduction

The higher education was started as cultural and the traditional from the beginning of the human evolution. Higher education planned has a long history in the country. The Gurukul system of higher education system of is one of the oldest on earth, and was dedicated to the highest ideals of all-round human development namely physical, mental, and spiritual. Traditional Hindu residential colleges of knowledge, classically the teachers or a monestry were Gurukul. The Indian higher education system in before independence period was free and often limited to the higher castes, but students from well to do families paid Gurudakshina that was an intended contribution after the completion of their higher studies.

## Objectives of the Study

1. To study the overview of higher education system in India before independence period.
2. To examine the growth and development trends of institutions of higher education in India after independence period.
3. To access the status of students' enrollment in Higher Education at various level.

## Methodology of the Study

The research study is mainly based on secondary data. The secondary data were collected from various published annual reports of Ministry of Human Resource Development, Government India. Published material like Economic Survey, Indian Public Finance Statistics, Portal of AISHE Reports, Annual Report of UGC, Educational Statistics at a Glance and some published journals and articles. The research study is limited and find out only up to growth of institutions and student enrollment after independence. The study was carried by statistical tools like percentage, mean, Annual Growth Rate, and Compound Annual Growth Rate.

## Higher Education in India Before Independence

India established a dense educational network with a Western curriculum based on instruction in English. To further advance their careers several ambitious upper-class men with financial, consisting Gandhi, Nehru and Muhammad Ali Jinnah went to England, especially to get a legal education at the Inns of Court. By 1890 some 60,000 Indians had matriculated, chiefly in the liberal arts/ law. About a third entered public administration, and another third became lawyers. As a result of a very well-knowledgeable professional state administration. By 1887 of 21,000 mid-level civil service appointments, 45% were held by Hindus, 7% by Muslims, 19% by Eurasians, and 29% by Europeans. Of the 1000 top-level places, almost all were held by Britons, classically with an Oxbridge graduate.

The Raj, often working with local philanthropists, opened 186 colleges and universities. Starting with 600 students scattered across 4 universities and 67 colleges in 1882, the system expanded rapidly. More exactly, there never was a "system" under the Raj, as each state acted independently and funded schools for Indians from mostly private sources. By 1901 there were 5 universities and 145

colleges, with 18,000 students (almost all male). The curriculum was Western. By 1922 most schools were under the control of elected provincial authorities, with little role for the national government. In 1922 there were 14 universities and 167 colleges, with 46,000 students. In 1947 21 universities and 496 colleges were in operation. Universities at first did no teaching or research; they only conducted examinations and gave out degrees.

The Madras Medical College opened in 1835, and admitted women so that they could treat the female population who traditionally shied away from medical treatments under qualified male professionals. The concept of educated women among medical professionals gained popularity during the late 19<sup>th</sup> century and by 1894, the Women's Christian Medical College, an exclusive medical school for women, was established in Ludhiana in Punjab. The British established the Government College University in Lahore, of present-day Pakistan in 1864. The institution was initially affiliated with the University of Calcutta for examination. The prestigious University of the Punjab, also in Lahore, was the fourth university established by the colonials in South Asia, in the year 1882.

Muhammadan Anglo-Oriental College, founded in 1875, was the first modern institution of higher education for Muslims in India. By 1920 it became The Aligarh Muslim University and was the leading intellectual center of Muslim political activity. The original goals were to train Muslims for British service and prepare an elite that would attend universities in Britain. After 1920 it became a centre of political activism. Before 1939, the faculty and students supported an all-India nationalist movement. However, when the Second World War began political sentiment shifted toward demands for a Muslim separatist movement. The intellectual support it provided proved significant in the success of Jinnah and the Muslim League.

Amongst the Universities founded in the period are the: University of Bombay 1857, University of Calcutta 1857, University of Madras 1857, University of the Punjab 1882, Allahabad University 1887, University of Mysore 1916, Patna University 1917, Osmania University 1918, Rangoon University 1920, University of Lucknow 1921, University of Dhaka 1921, University of Delhi 1922, Nagpur University 1923, Andhra University 1926, Agra University 1927, Annamalai University 1929, University of Kerala 1937, Utkal University 1943, Panjab University 1947, University of Rajputana 1947.

**Table-1 Higher Education in India Before Independence.**

<b>Class of Institution</b>	<b>1941</b>	<b>1931</b>	<b>1921</b>	<b>1911</b>	<b>1901</b>	<b>1891</b>	<b>1881</b>	<b>1871</b>	<b>1855</b>
Universities and Colleges	NA	333	233	193	186	155	NA	NA	NA
Universities	16	16	13	4	4	4	3	3	NA
Arts Colleges	NA	244	154	NA	NA	NA	70	42	21
Professional Colleges	NA	73	66	NA	NA	NA	62	26	13

**Source:** The Gazetteer of India, Publication Division, Government of India

### **Technical Education in India Before Independence Period**

In 1806, the East India Company existence Haileybury College in England to train administrators. In India, there were four colleges of civil engineering; the first was Thomason College (Now IIT Roorkee), founded in 1847. The second was Bengal Engineering College (now Indian Institute of Engineering, Science and Technology, IEST). Their role was to provide civil engineers for the Indian Public Works Department. Both in Britain and in India, the administration and management of science, technical and engineering education was undertaken by officers from the Royal Engineers and the Indian Army equivalent. This trend in civil/military relationships continued with the formation of the Royal Indian Engineering College in 1870, specifically to train civil engineers in England for duties with the Indian Public Works Department. The Indian Public Works Department, although technically a civilian institution, relied on military engineers until 1947 and after.

Growing awareness for the need of technical education in India gave rise to establishment of institutions such as the Indian Institute of Science, established by philanthropist Jamshetji Tata in 1909. By the 1930s India had 10 institutions offering engineering courses. However, with the advent of the Second World War in 1939 the "War Technicians Training Scheme" under Ernest Bevin was initiated, thereby laying the foundation of modern technical education in India. Later, planned development of scientific education under Ardeshir Dalal was initiated in 1944.

## Higher Education in India After Independence Period

As per Report of the All India Survey of Higher Education (2018), among 903 Universities, 343 Universities are privately managed and 357 Universities are located in rural area. Table-2 details of the number of universities for higher education in India after independence period as on 2017-18.

**Table-2 Number of Universities of Higher education in India After Independence Period as on 2017-18.**

S. No	Type of Universities	Number of Universities	Percentage
1	Central University	45	4.98
2	Central Open University	1	0.11
3	Institution of National Importance	101	11.18
4	State Public University	351	38.87
5	Institution Under State Legislature Act	5	0.55
6	State Open University	14	1.55
7	State Private University	262	29.01
8	State Private Open University	1	0.11
9	Deemed University Government	33	3.65
10	Deemed University Government Aided	10	1.11
11	Deemed University Private	80	8.86
	<b>Grand Total</b>	<b>903</b>	<b>100.00</b>

**Source:** Government of India (2018), Ministry of Human Resource Development, Department of Higher Education, All India Survey on Higher Education (2017-18), New Delhi.

### University Institutions of Higher education

At present, the main categories of University/University-level Institutions are- Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. These are described as follows:

- **Central University:** A university established or incorporated by a Central Act.
- **State University:** A university established or incorporated by a Provincial Act or by a State Act.
- **Private University:** A university established through a State/Central Act by a sponsoring body viz. A Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956.

- **Deemed-to-be University:** An Institution Deemed to be University, commonly known as Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956.
- **Institution of National Importance:** An Institution established by Act of Parliament and declared as Institution of National Importance.
- **Institution under State Legislature Act:** An Institution established or incorporated by a State Legislature Act.

### Colleges Institutions of Higher Education

- **Affiliated Colleges:** The vast majority of colleges in India are Affiliated Colleges which follow their affiliated university's curriculum, examination structure, and grading protocol. Transcripts and degrees are awarded by the university.
- **Autonomous Colleges:** Autonomous colleges are overseen by universities, but operate under a different protocol and can set their own curriculum and admission requirements. They award provisional certificates with the name of the college printed on the transcripts.

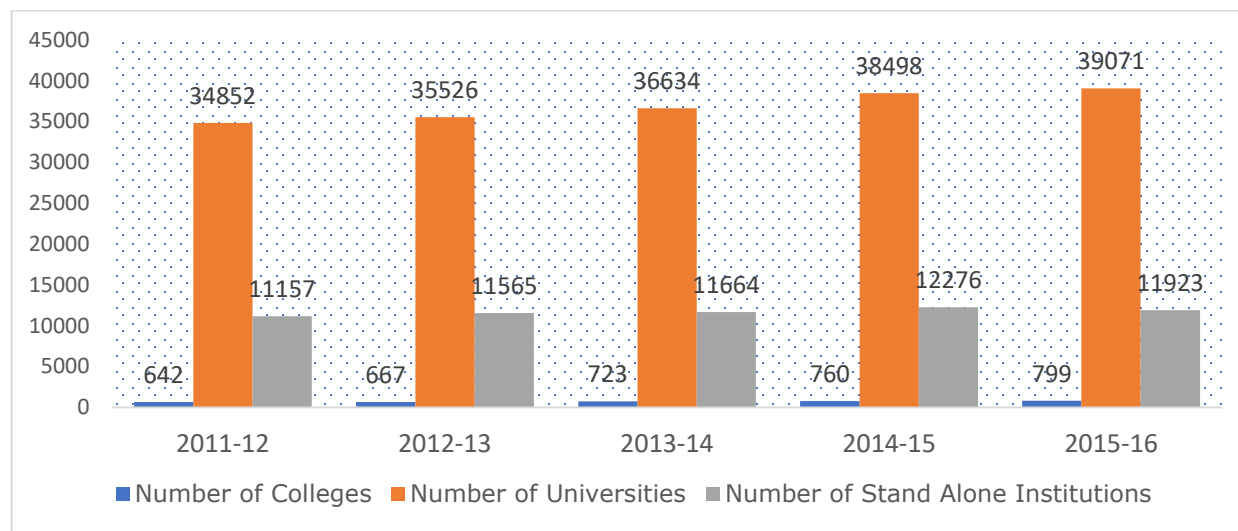
### Growth of Higher Education in India

As per Report of the All India Survey of Higher Education (2018), the number of universities has increased from 642 in 2011-12 to 799 in 2015-16. Whereas the number of colleges has increased from 34852 in 2011-12 to 39071 in 2015-16. The number of stand-alone institutions has 11157 in 2011-12 to 11923 in 2015-16 as given in Table-3 and Graph-1.

**Table-3 Growth of Higher Education in India (2011-12 to 2015-16)**

Year	Number of Colleges	Number of Universities	Number of Stand Alone Institutions
2011-12	642	34852	11157
2012-13	667	35526	11565
2013-14	723	36634	11664
2014-15	760	38498	12276
2015-16	799	39071	11923
<b>CAGR</b>	<b>5.85</b>	<b>3.14</b>	<b>1.94</b>

Source: Annual Report of Higher Education Statistics at A Glance (2017).

**Graph-1 Growth of Higher Education in India (2011-12 to 2015-16)****Growth in Student Enrolment**

The enrolment has grown considerably during the last 5 years, which has increased from 3,23,36,234 in 2013-14 to 3,66,42,378 in 2017-18.

**Table-4 Status of Students' Enrollment in Higher Education at Various Level**

Various Level	2013- 14	2014-15	2015-16	2016-17	2017-18
Undergraduate	25500325	27172346	27420450	28348197	29016350
Post Graduate	3822219	3853438	3917156	4007570	4114310
M.Phil	31380	33371	42523	43267	34109
Ph. D	107890	117301	126451	141037	161412
PG Diploma	276502	215372	229559	213051	235263
Diploma	2285576	2507694	2549160	2612209	2707934
Certificate	187340	170245	144060	166617	177223
Integrated	125002	141870	155422	173957	195777
<b>Total</b>	<b>32336234</b>	<b>34211637</b>	<b>34584781</b>	<b>35705905</b>	<b>36642378</b>
<b>AGR</b>	-	<b>5.80</b>	<b>1.09</b>	<b>3.24</b>	<b>2.62</b>
<b>CAGR</b>	<b>2.97</b>				

**Source:** Government of India (2018), Ministry of Human Resource Development, Department of Higher Education, All India Survey on Higher Education (2017-18), New Delhi.

The above table-4 depicts of the AGR and CAGR for the Status of Students' Enrollment in Higher Education at Various Level in India during the period from 2013-14 to 2017-18. The AGR for the Status of Students' Enrollment in Higher Education at Various Level is 5.80 per cent in 2014-15, it has changed to 2.62 per cent in 2017-18. The CAGR for the Status of Students' Enrollment in Higher Education at Various Level is 2.97 per cent.

## Conclusion

This research paper concluded that the analysis of Higher Education in India before and after independence periods. It is a significant tool of overall development of the country. It is important tools for processing work force into useful human resource. Productive human resource in each field becomes useful for ational development in economically, technology and engineering, deface, space technology, medical science, tourism etc. The research paper analysis of educational institutions for Higher Education and various governing agencies of higher education are very important.

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