

A Study Of Higher Education In Pre And Post Independence of India**Dr. Keshav W. Ingole**

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Abstract

Today India is a force in the global economy with a high demand for talent. A key source of talent in India their educated woman for creation of this talent education is important for everyone, but it is especially significant for girls and women. High education creates higher talent and gave talented opportunities to women many committees and commissions on higher education during 1800 to 1447.

Lord Macaulay's Minutes (1835) Governor-General Lord William Bentinck's Resolution (1835) laid down the board parameters of the Educational system. The Wood's Dispatch (1854) led to the establishment of universities in India. However the most significant commissions having far-reaching implications for higher education various commission was formed and till date each and every education policy gave a preference to higher education.

Keywords: - Higher education, commissions, growth.

Introduction:-

India is an underdeveloped country, for how long? And from when? The process of development depends upon the system of education. Underdeveloped, developed and under developed. The process from undeveloped to underdeveloped we expend 75 years after independence. How many years we expense to develop. The process of development depend upon PAI, GDD and I think education.

After independence and before independence Education committees and commission formed for the planning of higher education.

Before independence:

Lord Macaulay's Minute (1835) governor General Lord William Bentinck's Resolution (1835) The Wood's Dispatch (1854) Indian Education Commission (1882-83). Indian University Education Commission (1948-49) Constitutional Basic of education (1950) three year Degree course Estimate Committee (1956).

Growth of higher education is increase day by day but we are unable to create competencies in student which are essential to live.

Meaning of Higher Education:-

Education is an art of imparting knowledge for the betterment of their life and preparing them for achieving their aim as a profession, where as the

term. 'Higher Education means training of highly skilled specialists in the field of economics, science, technology and culture at various types of higher schools, which accept persons who have successfully completed secondary general education schools or secondary specialized education institutions.

Objectives:-

The main objectives of this research paper are

1. To know the various commissions and committees formed for Higher education.
2. To understand the role of the commissions and committees formed for higher education.
3. To find the importance of higher education in life.

Research Methodology:-

This research paper is theoretical in nature in this paper researcher find the various commissions and committee's formatted for higher education and try to understand their role. It is also deals with importance of higher education.

Discussion:-

Education is important thing for life and higher education is important for how to live life, Before Independence and after Independence policy makers.

Before Independence:-

1) **Expansion of Higher Education** (1856-57 to 1901-1902) the development of modern higher education in India dates back to the year 1782. When the Calcutta Madras was founded by Warren Hastings and was for a time maintained by his friend and was for a time maintained by his friend and former tutor, Raja Nobkissen. Then came up the Hindu College in 1817.

The Wood's dispatch in 1854 led to the establishment of Universities at Calcutta, Madras and Bombay on the pattern of the London University. The first University Entrance Examination was held at Calcutta in 1857 out of 224 applications who appeared 162 were successful.

Thirteen candidates appeared for the first degree examination of 1858 at Calcutta University and only two were successful one of whom was Bankim Chandra Chatterjee the famous novelist and author of National song 'Vande Mataram'.

In 1882 the Punjab University was established in Lahore. In 1887 Allahabad University came into being. All the five Universities were more affiliations and Examining bodies. They did not direct teaching work.

During this period the Indian Education Commission or Hunter Commission after the name of its chairman was appointed.

2) Higher Education (1902-192):-

The Universities Commission of 1902 made some important recommendations. The government resolution on Educational policy dated 21st Feb 1913 declared that a University would be established in each province. The Calcutta University Commission of the Sadler Commission (1917) made far-reaching recommendations not only with respect to Calcutta University but also with respect to university education in general.

3) Higher Education (1921-37):-

As a result of the first All India conference of Indian Universities held at Shimla in 1924. The inter-University board came into being in 1925 for the coordination of the work of Indian Universities the number of university departments and constituent affiliated colleges increased from 246 in 1921-22 to 446 in 1936-37 and the number of students from nearly 60000 to 120000.

4) Higher Education: - (1937-1947)

Several new colleges and universities were opened the large expansion was due to national awakening. The number of Universities increased to 20 in 1947. The number of old colleges were 620 with nearly 240000 students.

Important Recommendations on University Education:-

- 1) Intermediates classes should be separated from universities and a curriculum spreading over three years should be prescribed for the degree of B.A. the stage of admission to the University should be intermediate and not matriculation examination
- 2) The colleges should conduct teaching in Art, Medicine, Engineering, Education, Agriculture and commerce.
- 3) The teachers of the universities should be given more powers with a view to removing unnecessary state control over them.
- 4) Regulations governing the working of universities should be made less rigid.
- 5) The duration of degree course should be three years after the intermediate stage.
- 6) A special committee should be constituted for making appointments to professorship and readership the committee should include external experts also

After Independence

Following were the important documents which guided the development of higher education in a great measure.

- 1) University Education Commission (1948-49)
- 2) Constitutional Bases of Education (1950)
- 3) Three year Degree course Estimate committee (1956)
- 4) Examination Committee (1957)
- 5) National Commission on Women's Education (1958)
- 6) Committee on the problem of student Indiscipline in Indian Universities (1959)
- 7) Committee on Religious and Moral Instruction (1959)
- 8) Review Committee for Education in Indian Universities (1960)
- 9) Expert committee on correspondence courses

and evening colleges(1961)

- 10) Committee on standard of university education (1961)
- 11) Education commission (1964-66)
- 12) National policy on education (1986)
- 13) Revised national policy on education (1992)
- 14) UGC committee on funding of higher Education (1993)

(Other committees and commissions on various disciplines, teachers’ salaries and there aided issues on higher education are not included here).

University Education Commission (1948-49):-

After independence the first action of a great significance to be taken by the government of India in the field of education was the appointed of the University education commission under the chairmanship of Dr. S.Radhakrishnan, a distinguished school and former vice chancellor of Banaras University who rose to become the second president of India. The commission was inaugurated on Dec 6 1948; it submitted its report in august 1949.

Major recommendations of the university education commission:- Aims of Higher Education:-

To awaken the innate ability of the

- Students to life with wisdom.
- To teach the students that life has a meaning.
- The student that to development understanding of paren.

Teaching staff – The importance of teacher and his responsibility be recognized. There are four classes of teachers, Professor, Reader, Lecturer and instructor.

Standards of Teaching:-

- Admission to the university to be after 12th years of schooling.
- A large number of occupational institutions opened to divert students to different volcano’s after 10 to 12 years of schooling.

Coerces of study:-

The relation of general and special education be worked out.

Religious Education: - All educational institutions should start with a few minutes of silent mediation.

Exam:-

A university degree should not be required for government administrative control.

Medium of Instruction:-

For the medium of instruction for higher education English is replaced by an Indian Language. Growth of student enrolment in higher educator, since 1950-51

Year	Enrolment in Lakhs
1950-51	3.6
1960-61	6.45
1970-71	19.54
1980-81	27.52
1990-91	44.25
1996-97	67.55
1997-98	69.15
2001-2002	88.20
2002-2003	92.30
2003-2004	99.50

Source: - UGC Annual report 2003-2004 Number of college since 1950-51 Source: - Economic Survey 2005-06

Year	No. of colleges for general Education	No. of colleges for Professional Educ.
1150-51	370	208
1160-61	967	852
1970-71	2285	99
1980-81	3421	3542
1990-91	4682	886
2003-04	9427	1068

Conclusion:-

Higher education in pre independence in India was slowly progressive, Radhakrishnan commission, Kothari commission, University commission, and occurred in pre independence and post independence education policy 1986 and 1992 having too much important to technical education.

Growth of education is shown through enrolment which is form 3.6 lakh to 99.50 lakhs in 50 years means we secured 100% enrolment in 50 years.

Number of general as well as professional education institution are increased to much from 247 to 9427

means the rapidly raising the institutions of higher education.

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