

THE CONTRIBUTION OF EDUCATION IN THE DEVELOPMENT OF INDIA AFTER INDEPENDENCE: AN ANALYSIS

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ABSTRACT

India's education system has improved since independence. We considered strategies to strengthen education for an independent India. Reorganizing educational institutions and expanding educational opportunities were crucial after independence. To ensure that all members of society receive a high-quality education, we must require all children to attend public schools and graduate from elementary, middle, and high school. We must also improve formal and higher education, as well as women's and underrepresented group education. This drove classroom education improvement efforts. Government officials in India have made it their mission to provide all residents with excellent educational opportunities because they believe that education is the key to their country's development and success. To help India progress, these steps were taken. Steps have changed over time. The education system was often adjusted in response to commission recommendations to keep up with the country's rapid economic and political growth. Colonialism hindered India's educational system, which has since become modern and comprehensive. National efforts to ensure all students have access to a top-notch education will continue unabated despite these obstacles. The future of India and its capacity to produce an independent population are directly related to the caliber of its educational system. By allocating funds to educational institutions, the Constitution seeks to guarantee that all people may receive a high-quality education, a fundamental right.

Keywords: Education System, Independence, Contribution.

Introduction

Indian influence on the global stage dates back to ancient times. It is impossible for a person to achieve comprehensive growth without receiving an education. Because it encourages intellectual and mental development, education is essential for a person's social competency because it helps them gain knowledge. Education has a critical role in the development of individuals, societies, and nations. Even ancient Indians were aware of the importance of receiving an education. The fact that India was the location of the world's first university, which was established around 2700 years ago, gives validity to this argument. Throughout the course of India's history, students have had the opportunity to learn using a broad range of instructional methods. Through the entirety of the Vedic period, the Guru-disciple tradition served as the way by which knowledge was transmitted. Within the Gurukul educational system, the language of Sanskrit served as the medium of instruction and study. In Buddhist monasteries, Pali emerged as the language of instruction and study throughout the time period known as the Buddhist era.

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As a result of the development of Maktabas and Madrasas during the Mughal era, there was a little shift in the educational system, with greater focus placed on the Arabic and Persian languages. Following the establishment of the East India Company by British invaders, the educational system in India experienced a transformation as a result of the introduction of Christian missionaries who began instructing the indigenous population. As time went on, India started to adopt Western educational practices, most notably the English system (then known as the British system).

The purpose of this educational system was to provide assistance to Indian citizens in effectively functioning the administrative system that was established by the British. A number of new traditions, such as the filtering theory, were also brought about by the teaching profession. It was the intention of this educational establishment to indoctrinate Indian pupils in a manner that would remove them from their heritage and traditional knowledge, so rendering them more susceptible to being enslaved. On the other hand, it did have some positive impacts in addition to their being some negative repercussions. People who have completed higher levels of education in the country are now more vigilant than they were before. When the people started reading and comprehending publications that were delivered from the West, their perspective transformed, and they started actively pursuing independence. In 1947, India was able to obtain independence from the British government with the assistance of revolutionaries and all of the inhabitants of India.

In addition, education was given a key role in the Constitution after 1947, and the government of India has made the decision to invest in the education of its population by improving the educational system in the country. As a result, I made the decision to take responsibility and make preparations for this. In the years after India's independence, the major focus was on upgrading the educational system of the nation in order to empower the Indian people on all levels (personal, social, and economic) and to protect the cultural traditions of India. A number of committees and commissions were created in order to accomplish this goal. A vast array of educational institutions, including high schools, colleges, universities, and technical schools, have been established in India as a result of the constitution's many amendments. Education in India should not be constrained to the policy and directive principles of the Indian Constitution, according to Maulana Abul Kalam Azad, the first and current Minister of Education. This was also the goal of the current Minister of Education. In addition to his many other initiatives, he worked to democratize education, preserve Indian culture, and make the educational system more accessible and equitable.

As soon as India gained its independence, the educational level of the country began to decline. Quite a few individuals decided to discontinue attending school. The country's wealthiest citizens were guaranteed the opportunity to further their studies. In 1948, the University Education Commission was established under the leadership of Dr. Sarvepalli Radhakrishnan. Its stated goal was to raise awareness about the importance of higher education and to curb the falling level of educational achievement. It is also known as the Radhakrishnan Commission, which is named after the individual named Sarvepalli Radhakrishnan. Establishing this commission with the purpose of enhancing the standing of higher education, studying and improving its conditions, and finding solutions to problems that are associated with it are the aims of this commission. The Commission provided suggestions with regard to the administration of the institution, its finances, its teaching staff, its organizational structure, and its professional education.

Objectives

- To examine the Indian higher education system's broad outline prior to independence.
- To study how Indian universities have evolved and grown since independence.
- Examines the various enrollment statuses of students in higher education.

Methodology

The study relies heavily on secondary sources to form its results. Several yearly reports disseminated by the Indian government's Ministry of Human Resource Development made up the secondary data source. Among the many pieces of published information include the Economic Survey, Educational Statistics at a Glance, Annual Report of UGC, Portal of AISHE Reports, and Indian Public Finance Statistics, among others. Since this study only covers the time period immediately following independence and the establishment of educational institutions and student bodies, it has several limitations that need to be taken into consideration. Among the statistical methods that were utilized in the process of carrying out the study were the percentage, mean, annual, and compound annual growth rates estimates.

India's Higher Education Prior to Independence

A sophisticated educational system was established in India, and it is based on a Western curriculum that emphasizes the teaching of English. Among the ambitious and wealthy persons who journeyed to England, notably to the Inns of Court, in order to advance their careers were personalities such as Gandhi, Nehru, and Muhammad Ali Jinnah. As of the year 1890, the bulk of the sixty thousand Indian students who had enrolled were majoring in either the arts or law. The remaining third went on to become attorneys, and about the same number entered the field of public administration.

The highly competent and professional leadership of the state is the main reason behind this. There were 21,000 people who applied for the job of middle-level government employee in 1887. Hindus made up more than half of the candidates (45%), Muslims 7%, Eurasians 19%, and Europeans 29%. Nearly every single one of the one thousand top positions was held by a citizen of the United Kingdom, and the majority of the time, it was an Oxbridge graduate. 186 educational institutions were founded by the Raj with the assistance of local philanthropists collaborating with them.

Although it began in 1882 with 600 students dispersed over four universities and sixty-seven institutes, the system rapidly expanded to accommodate a much larger student body. In order to be more specific, the Raj never had a "system" for Indian education because the various states were responsible for their own affairs and relied on private contributions for the majority of their funding. There were 145 colleges and 5 universities that had a total enrollment of 18,000 students by the year 1901, with the majority of those students being male. Education from the West was the primary focus. By the year 1922, the federal government had only a little participation in the education system. This was due to the fact that the bulk of schools were managed by elected provincial organizations. In the year 1922, fourteen universities and one hundred seventy-seven other institutions received a total of forty-six thousand students. In 1947, there were a total of 496 colleges and 21 universities that were operational. At the outset of their existence, universities were simply responsible for the administration of examinations and the conferral of degrees; they did not pursue any sort of research or education.

In an effort to put an end to the long-standing issue of women avoiding medical attention at the hands of educated male doctors, the Madras Medical College began accepting female students in the year 1835. Ludhiana, Punjab's Women's Christian Medical College opened its doors in 1894 in reaction to the rising need for female medical professionals in the late 19th and early 20th centuries. There is no male representation at this medical school. Government College University was established in the city of Lahore in the year 1864 by British authority in the territory that is now known as Pakistan. In the beginning, the University of Calcutta was the only institution that was permitted to conduct examinations to the school.

Among the four universities founded in South Asia in 1882 by the invaders was the illustrious University of the Punjab, which is also located in Lahore. Muhammadan Anglo-Oriental College was established in 1875 and was the pioneering Muslim institution of higher learning in India. When it opened its doors, it was history as the world's first university. After rebranding as The Aligarh Muslim University in 1920, it had become the preeminent Muslim political think tank in India. The first intentions were for the training of Muslims to serve in the military of the British Empire, as well as the admission of a chosen number of pupils to educational institutions in the United Kingdom.

When 1920 rolled around, it became a center for political activity. Prior to 1939, the professors and students of the school were of the opinion that a pan-Indian nationalist movement should be supported. On the flip side, more and more people were calling for a Muslim separatist movement when WWII broke out. For the intellectual groundwork it laid, Jinnah and the Muslim League are profoundly indebted.

Table 1: India's Higher Education Prior to Independence

Institutional Level	1945	1939	1930	1925	1915	1890	1885	1875	1840
Institutions of Higher Learning	14	332	232	198	180	145	136	140	160
Academic institutions	17	17	18	6	6	6	6	8	2
Colleges for the Arts	18	220	167	158	150	60	80	45	19
Institutions of Higher Learning for Professionals	30	54	67	77	89	99	48	64	28

India's Higher Education after Independence

The duration Among the 903 universities in India, 343 are run by private companies and 357 are situated in rural areas, according to the 2018 All India Survey of Higher Education.

Table 2: You can see the number of universities in India that have been established since independence as of 2017–18.

S. No	Type of Universities	Number of Universities	Percentage
1.	Central University	54	55.9
2.	Central Open University	2	0.17
3.	Institution of National Importance	102	12.18
4.	State Public University	350	43.87
5.	Institution Under State Legislature Act	6	0.54
6.	State Open University	15	1.53
7.	State Private University	263	28.01
8.	State Private Open University	2	0.12
9.	Deemed University Government	46	3.63
10.	Deemed University Government Aided	12	1.12
11.	Deemed University Private	81	8.89
	Grand Total	904	100

Universities as Higher Education Establishments

There are four basic categories of higher education institutions that exist at the present time. These categories include central universities, state universities, institutions that are believed to be universities, and institutions that are genuinely universities.

Here is how these are explained:

- To a university that is founded or incorporated by a specific Central Act, the phrase "Central University" applies.
- A state university is a university that was created or incorporated by an act of the legislature of a state or province.
- An institution of higher learning is considered private if it has received both state and federal funding and is supported by an entity such as a public trust, a society registered under the Societies Registration Act of 1860 or another applicable statute, or a company registered under Section 25 of the Companies Act, 1956. Furthermore, private colleges and universities provide out financial support to private universities.
- Deemed Universities, or Institutions Deemed to be Universities, are highly esteemed educational institutions that the federal government has designated as such in accordance with Section 3 of the 1956 University Grants Commission (UGC) Act.
- At the very top of the list is an institution that has been designated as an Institution of National Importance by an Act of Parliament.
- Lastly, a state legislature may create or incorporate an organization, which is why this type of organization is known as an institution under the legislature.

Higher Education Colleges and Institutions

It is the responsibility of colleges that are affiliated with a certain university to guarantee that its degree programs, examinations, and grading system are in line with the criteria of that university. The university is the highest authority when it comes to the issuance of degrees and transcripts.

University administration is responsible for autonomous colleges; nonetheless, autonomous colleges adhere to their own protocols, select their own admissions requirements, and determine their own curriculum. For the purpose of granting interim certificates, transcripts that contain the name of the institution are utilized.

India's Growth in Higher Education

The number of universities in India rose from 642 in the 2010–11 academic year to 799 in the 2014–15 academic year, as reported in the Report of the All India Survey of Higher Education (2018). From 2011–12 to 2015–16, the number of American colleges rose from 34852 to 39071. From 2011–12 to 2015–16, the number of distinct educational entities increased from 11,157 to 11,923.

Table 3: Increase in India's Higher Education from 2011–2012 to 2014–2015

Year	Number of Colleges	Number of Universities	Number of Standalone Institutions
2010-11	643	34853	11158
2011-12	666	35527	11564
2012-13	724	36635	11663
2013-14	761	38497	12277
2014-15	798	39072	11924
CAGR	5.84	3.15	1.95

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 Enrolled at Different Levels in Higher Education

Various Level	2013- 14	2014-15	2015-16	2016-17	2017-18
Undergraduate	25500325	27172345	27420450	28348195	29016350
Post Graduate	3822210	3853430	3917155	4007570	4114310
M.Phil	31380	33370	42525	43265	34100
Ph. D	107890	117300	126450	141035	161410
PG Diploma	276500	215370	229550	213050	235265
Diploma	2285575	2507695	2549160	2612200	2707935
Certificate	187340	170245	144060	166615	177225
Integrated	125000	141870	155420	173955	195775
Total	32336220	34211625	34584770	35705885	36642370
AGR	-	5.80	1.09	3.24	2.62
CAGR			2.97		

The following table shows the yearly and compound annual growth rates (AGR and CAGR, respectively) for different levels of student enrollment in higher education in India from 2013–14 to 2017–18. This table displays the data in the following way. Between 2014–15 and 2017–18, the AGR for the Status of Students' Enrollment in Higher Education at Various Levels decreased from 5.80% to 2.62%. When compared to the earlier statistics, this shows a considerable shift. At the present time, the number of students enrolling in different types of higher education is increasing at a pace of 2.97 percent every year.

Conclusion

The study's goal is to provide some findings by comparing and contrasting higher education in India before and after the nation's independence. The nation's overall growth might be significantly aided by this formidable instrument. These kinds of tools are very necessary in order to transform a workforce into a valued asset. Improvements in the areas of economics, technology, medicine, space exploration, and tourism are all made possible by the availability of productive human resources in a variety of professions. It is essential to do research papers on higher education institutions and the many agencies that are responsible for their oversight. The educational system in India is continuously undergoing change in order to meet the requirements that will be placed on it in the future by both young people and society. Due to this, secondary education has made great strides in numerous areas, such as equitable enrollment, gender parity, the National Curriculum Framework, education for girls, scholarship opportunities, physical plant, and the elimination of obstacles to learning. Education of a high standard has been continually supported and given by the government of India ever since the country was partitioned. The 2019 enrollment count shows that 73.14 percent of the student body is enrolled in secondary school. There was a dramatic increase in school enrollment in the wake of India's division. The Indian government is providing assistance to pupils, which is allowing them to achieve success in secondary school as well.

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