1.4 150 Years of Indian Higher Education (2007) *

The First Three Indian Universities, Namely Calcutta, Mumbai And Madras Established In 1857, Are The Embodiment Of The Modern University Education Started During The Colonial Period. They Are Now Completing 150 Years Of Their Establishment. They Are Also Mother Institutions, Which Gave Birth To Successive Generations Of Universities In The Parts Of The Country Where They Are Located. While Celebrating 150th Anniversary Of Mumbai University, The Association Of Indian Universities Is Bringing Out This Collection Of Papers On *150 Years Of Indian Higher Education.* Such An Exercise Of Reviewing Education Was Carried Out Earlier; And The Review Initiated By The Aiu And Published In 1991 Is A Detailed And Critical Study Of Higher Education In India Edited By Prof. Moonis Raza. This Review Comes Practically Immediately Just After 15 Years. However This One And Half Decade Marks A Period Of Great Changes, A Transition Stage Of Epoch Making Transformation Not Only For The University Education But Also For The Whole Society. Humanity Is Now Entering Into Information Era And Knowledge Society Is Emerging. It Would Take A Couple Of Decades To Make This Millennium Transition To The Globalised Knowledge Society In Which, Information Scientists Predict, That The Existing Institutions Would Either Adapt To New Forms And Functions Or Perish. The Review Of Indian Higher Education From The Viewpoint Of The Impending Radical Changes Should Guide Further The Course Of Development Of University Education.

The 150 Years Of Indian Higher Education Could Be Grouped Into Three Periods:
1. Colonial Period Subdivided Into 19th And 20th Centuries.
2. Independence Period Of 20th Century, And
3. Transitional Period Of 21st Century.

The Colonial Period Of 19th Century Marks The Induction Of British Education System In India That Supported The British Raj, And The Period Of 20th Century Shows The Expansion As Well As Search For National Alternative To The Western Education. The Independence Period Marks The Expansion In Terms Of Institutions, Students And Teachers, Range Of Disciplines Covered, Massification Of Education With Added Relevance To The Indian Development Through Professional And Technological Courses. The Transitional Period Started During The Last 10 Years Or So Introduces Information Communication Technologies In Socio-Economic And Educational Changes And Is Creating Opportunities To Develop New Models Of Education That May Help Evolve Indian System Of Education Responsive To The Needs And Culture Of The People Of India.

Colonial Period- 19th Century
Prior To The Establishment Of The Three Universities, The British East India Company, Which Was Ruling The Country, Had Its Interest Mainly In Trade; And Therefore Its Policy Was Not To Interfere With The Existing Social And Religious Institutions. The Officers Of The Company, However, Supported The Existing Institutions Of Education; And Promoted The New Ones. The Early Establishment Of Calcutta Madrasah (1781) For Islamic Studies, Benaras Sanskrit College (1792), Poona College For Hindu Learning, Etc Had The Support Of The

Local British Officers. The Christen Missionaries Who Entered In India Along With The British Rule Were The First To Teach English And Did Pioneering Work In Starting English Medium Schools And Colleges. Rich Citizens Of Bombay, Calcutta And Other Parts Of India

Came Forward And With The Support Of The European Officials, Founded Colleges Such As Hindu College (Later On The Presidency College Of Calcutta) In 1817, Hooghly College In 1834, Etc. The British Rule Thus Supplemented The Earlier Indigenous System Of Education, And Imposed The English Language As The Medium Of Instruction And The Content That Gave British Education To Its Subject. By 1855, There Were 281 High Schools And 28 Colleges. This Created A Need To Regulate These Institutions To Establish Common Standards And Hold Examinations For Awarding Degrees.

During The Period The Approach Of British Raj Towards School And College Education Was Also Changed. Education In Colonial Period Was Guided By The Policy, Which In Macaulay's Words, Is To Create *'A Class Who Would Be Interpreters Between Us And The Millions Whom We Govern, A Class Of Persons Indian In Blood And Colour, But English In Tastes, In Opinions, In Moral And In Intellect'*, Who Would Be Consumers Of British Goods, Provide Recruits For The Subordinate Ranks Of The East India Company's Civil Service And Be Loyal To The British Rule. On This Background, The Universities Of Calcutta, Bombay And Madras Were Established In 1857 By Adopting The Model Of London University, Established In 1836, And Working As An Examining University Of Students Studying In Affiliating Colleges. Colonial Rulers Purposely Avoided The Other Models Of Education Such As That Of Oxford And Cambridge For Achieving The Spread Of British Education In India, And Avoided Any Efforts That Helped Creation Of Knowledge. The Control On Education System Was Imposed By The British Raj Through English As The Medium Of Instruction, And By Prescribed Curriculum And Examination System Essential For Degree Award. Since The Degree Was A Passport To Positions In The Offices Of The Government, Higher Casts Were Attracted Immediately To University Education. The Education Was Essentially Concentrated In Arts And In Law, And Professional And Science Education Was Neglected. For Higher Studies The Graduates Were Going To The Universities Of England. (Basu, 1991)

There Were Some Indians Who Were Dissatisfied With School And College Education Supported By The British Rule. They Felt The Absence Of Teaching Of National Pride And Patriotic Sentiments In Education, And Started Their Own Schools And Colleges. Institutions Such As Muhemmedan Anglo Oriental College (1877) In Aligarh, Fergusson College (1885) In Pune, Dayanand Anglo-Vedica College (1886) In Lahore Belonged To This Category.

The Higher Education Of The 19th Century Was Marked By The Development Of Western Education System That Served The Colonial Rule And Created A Class Of Educated People That Supported The British Raj In India. It Created A System That Had Total Governmental Control, Limited Goals And Processes That Were Not Linked With The Development Of Indian People And The Practices That Created Colonial Mind-Set.

Colonial Period- 20th Century

All Knew The Bias Of Western Education In The University Education Of The British Rule; And The First Generations Of Educated Indians Wanted To Have Education That Can Support The National Cause Of Development. This Was Also Supported By The Indian National Congress, A Movement Of The People For Increased Participation Of People In The Colonial Rule, Which, During The Third Decade Of 20th Century Demanded Independence For India. A Series Of National Universities Were Founded By Gandhiji Durig The First Non-Cooperation Movement In 1920-22, Which Included Gujarath Vidyapeeth, Kashi

Vidyapeeth, Bihar Vidyapeeth, Tilak Maharashtra Vidyapeeth And Jamia Milia Islamia. The Great Poet, Rabindranath Tagore, Established A Different Type Of Institution In 1921, Called *Vishwa Bharati* (World And India), To Impart Education That Synthesizes Asian And Western Cultures. Anne Besant And Pandit Madan Mohan Malaviya Were Advocates Of Indian Education Rooted In Indian Values And Indian Culture And Established Benaras Hindu University. Women's University Started By D. K. Karve In Pune In 1918 Was The First Of Its Kind To Address The Problems Of The Indian Women. Lack Of Science Teaching And Research In Higher Education Led Jamshedji Tata To Establish Tata Institute Of Science In 1911 At Banglore.

All These Efforts Were For Creating Indian Alternatives. Most Of The Institutions Formed The Part Of The Then Existing Universities And Added Teaching Related To The Indian Languages, Culture And History Of India. However The Institutions Started By Mahatma Gandhi And Rabindranath Tagore Were Directed To Create Indian Alternative, Which Afterwards Guided The Thinking Of Education Commission (1964-66) For Establishing Radically Different System Of Education, The National System Of Education For Educating People Of India.

By 1947, There Were 19 Universities And 496 Colleges With 237,546 Students. The Growth Of Higher Education Was Mainly In Privately Managed Colleges.

Independence Period Of 20th Century

After The Independence, The Country Has Witnessed Fast Growth And Expansion Of Higher Education In All Its Aspects. In 2005-06, There Are 348 Universities, 17,625 Colleges And 10.5 Million Students In Higher Education. The Universities Have Increased In Their Types And Include Central, State, Deemed-To-Be, And Private Universities, Open Universities And Institutions Of National Importance At Central And State Levels. During The Last 15 Years, The System Has More Than Doubled Mainly Because Of Privatization And Liberalization Policies Adopted By The State. The Professional And Technological Education In Indian Universities Has Built In Relevance For The Graduates Who Search For Employment In The 'Markets' Of Industry And Society. The Professional Courses Of Universities And Colleges With Private Management Are Forced To Find Job Opportunities For Attracting Students Who Have To Pay Now Quite Heavy Fees. However, Nearly 85 % Students Go To The General Degree Programs In Arts And Humanities, Commerce And Pure Sciences And Do Not Have Employable Skills. The Degree Structure, Content, Teaching And Examination Methods Have Remained Unchanged And Continue To Be A Cause For Unemployable Graduates.

During The Independence Period Of 20th Century, The Higher Education At The National And State Levels Is Far More Organized And Supported. Some Of The Major Institutions And Programs That Helped Indian Education To Develop Are:
- University Grants Commission Established By The Government Of India For Coordination, Promotion And Maintenance Of Standards Of Education.
- National Councils Such As Aicte, Ncte Etc., For Technology, Professional And Teacher Education For Maintaining Standards Of Education.
- National Assessment And Accreditation Council Of Ugc, National Accreditation Board Of Aicte And Distance Education Council Of Ignou For Assessment And Accreditation Of Quality Of Institutional Education.

- Open And Distance Education System Of Non-Formal Education Consisting Of Open Universities And Distance Education Institutions Of Dual Mode Universities Now Accounting For Nearly 20 % Of Enrollment Of Higher Education.
- National Policy Of Education Of 1968 And 1986/92 That Offered Systematic Support To The Development And Growth Of Education In India.

All These Efforts Have Now Enabled India To Develop Into One Of The World's Biggest Systems Of Higher Education.

In Spite Of This Quantitative And Qualitative Growth, Indian Education Faces Many Problems And Dilemmas. Disparities In Quality, In Regional Facilities And In Inclusion Of Backward And Disadvantaged Classes Still Persist And Are Not Solved Satisfactorily. The Problem Of Reservation Is Still Burning, And The Policies And Programs Since Independence Appears To Have Failed To Create Equal And Just Society - An Assurance Given In Constitution Of India, In Terms Socio-Economic And Cultural Development. The Recent Issue Of Reservation In Top Quality Institutions Has Focused Attention To Many Concerns Of The Nation, And Has Indicated The Failure Of The National Policies And Programs In Creating Uniformly High Quality Educational System As Well As Homogeneous Indian Society Even After Six Decades Of Independence. The Access To Quality Institutions Is Still Dependent On Paying Capacity Of Students And Parents. On The Whole The Problem Of Increasing Numbers Of Students, Under-Prepared Students, Indifferent Teachers, Reduced Resources, Inadequate Co-Ordination Between Different Stages Of Education And The Persistent Colonial Legacy Of Affiliating Management Structure Have Deprived Indian Higher Education Of Quality, A Decisive Factor In Global Competitiveness Required In The Modern Development. Failure Of Solving The Problems Arising Out Of Poverty, Ignorance, Under Development And Disparities-Regional, Social And Economic- Have In Turn Shown The Failure Of Educational Policies And Programs To Deal Adequately With These Issues. The Nation Has Failed To Evolve Its Indigenous National System Of Education. More Of The Same Now Is Obviously Not The Way Out Of The Situation.

Since The Independence The Government Has Followed Two Policies: Firstly The Policy Of Creating Quality Institutions For Creating Top Quality Manpower For Country; And Secondly The Policy Of Social Welfare To Provide Access To Large Numbers To Education. Because Of The First, All The Top Quality Teaching And Research Institutions Were Established Outside The University System. When Resources Were Inadequate, The Government Adopted The Policy Of Privatization And Liberalization, And Concentrated Its Resources On Creation Of A Few Quality Institutions Leaving The Institutions Created For Public To Languish. The Public Institutions Were Left Alone To Face All Pressures Of Polity, Society And Student Numbers. The Two Processes Of Privatization And Social Empowerment Are Not Apparently Compatible, And Often Clash In Goals, Approaches And Interests. However The Power Of Indian Democracy That Decides The Polity To Govern The State, Has Made The Leadership Accountable To The People, At Least Once In A Few Years. This Has Enabled The Pursuit Of The Two Apparently Contradictory Processes That Pull In Opposite Directions. The Developmental Pulls In Opposite Direction Has To Be Understood In Terms Of Bi-Polar Objectives – Both Being Essentially Positive In Character But Tending To Pull Policy Projections In Opposite Directions. The Society Is Ultimately Getting Polarized And Divided. As Pointed Out By Moonis Raza, The Model Of Indian Education Has '*Essentially Been Based On Decisions Relating To Trade-Off Between 'So To Say' Two 'Goods'. What Appears, As Directionless Meandering Of Educational Policy In*

Independent India Should Be Appreciated As The Operationalisation Of Compensatory Mechanisms Generated By The Turbulence Of Transition From Underdevelopment To Development. Some Of The Important Pulls Have Been Identified As Those Of Quantitative Expansion To Qualitative Improvement, Of Equity And Efficiency, Of Value And Utility, Of Commitment And Detachment, Of Integration And Differentiation, Of Concentration And Dispersal, Of Autonomy And Accountability, And Lastly Of The 'Pure' Academic And The 'Involved' Teacher.' (M. Raza, 1991)

The Major Challenge Before The Indian Higher Education Is Now To Create New Strategies, Policies And Programs Of Revolutionary Nature That Would Align The Two Pulls In The Same Direction, The Direction Of Qualitative Improvement, Equality, Inculcation Of Values And Commitment, Integration Of Socio-Cultural Nature And Involvement Of All People In The Process Of Development. This Amounts To Solving Jp Naik's Triangle Of Quality-Quantity-Equity – An Illusive Triangle Of Indian Education – And Offering *Quality Education For All.*

One Of The Major Suggestions Of The Education Commission (1964-66) Was To Establish The *National System Of Education* By Bringing About Radical Structural And Functional Changes In The Educational Institutions, Amounting To Starting *Educational Revolution.* This Idea Had The Origin In Efforts Of Leaders During The Struggle For Indian Independence In Creating Alternatives To The Colonial Education System. J P Naik Has Summarized The Concept Of National System Of Education With The Following Main Features (Naik, 1982):
1. It Should Be Based On Our Own Traditions And Be Suited To The Life, Needs And Aspirations Of Our People.
2. It Should Emphasize Education Of People.
3. It Should Use Regional Languages As Medium Of Instructions With Hindi As A Link Language And English As An Academic Language For Access To Universal Knowledge.
4. It Should Eliminate Difference Between Individuals Educated In The Modern Education System And That Of People's Education.
5. It Should Emphasize Science And Technology Education For Modernization And Elimination Of Poverty,
6. It Should Inculcate A Spirit Of Patriotism And Pride In Our Cultural Heritage,
7. It Should Emphasize Moral And Aesthetic Values

The National Education System (Nes) Should Become A Powerful Instrument Of Social, Economic And Cultural Transformation Necessary For The Realization Of The National Goals. The Educational Revolution Expected By The Education Commission Never Got Started And The Task Of National System Of Education Is Still Unfinished.

Transitional Period Of 21ˢᵗ Century

During The Last 10-15 Years, India Has Emerged As A Destination For The Development Of Information Technology Related Products And Services; And This Leadership Is Spreading In Other Areas Of Industrial Activities. India Is Poised To Become The Third Largest Economy In The World With Indian Graduates Finding Job Opportunities Not Only In India But Also All Over The World. India Is Dreaming To Become A Lead Developed Country By 2020. The Policies Of Privatization And Liberalization Are Now Followed Much More Freely And Public-Private Partnership Is Being Promoted As A Way For Fast And Efficient Development. The Ugc Is Building Its Network Of All Higher Educational Institutions.

Educational Satellite (Edusat), The First Of Its Kind In The World, Is Launched To Link And Raise Quality Of Schools And Colleges All Over The Country. It Is Percolating To All With Internet, Mobile Phones, Broadband; And Triple Play Broadband Technologies – Integration Of Telephony, Computing And Cable Transmission- Are Getting Adopted Fast. It Is Estimated That By 2014, Nearly 80 % Indian Population Would Have Access To Mobile Telephony With Advanced Generation Of Mobile Phones. All These Situations Are Creating Scenario In Which Education Can Be Delivered To Anyone, Anywhere, Anytime Over Electronic Networks By Linking All Providers Of Education And Learners. The Challenge Lies In Solving The Riddle Of *Quality Education For All* And In Linking Education With Sustainable Development With High Transformative Value In Terms Of Socio-Economic, Cultural And Ethical Development Of The Communities And People.

Indian Higher Education Has A Great Task Of Employing Ict For Creating National System Of Education, Of Playing A Lead Role In All Walks Of Life And Work In Solving Age-Old Problems Of Poverty, Ignorance And Disparities And In Ushering The Country In A New Era Of Knowledge Society. Once Expected And Missed Educational Revolution Can Now Take Placed By Starting It With The Current Information Revolution. Challenge To The Higher Education Is To Create New Paradigms Of Education By Founding Them On The Indian Core Values And Cultures For Transforming Into A New Society Based On Equality And Justice.

We Hope That The Papers Published In The Volume Would Enlighten The Readers On Various Aspects Of Development Of Higher Education In India.

We Thank All The Contributors To This Volume. Since The Papers Were Received During The Last Month Only, When I Had Also Personal Commitment To Attend An International Conference Abroad, We Had To Rely On The Support Of The Aiu Editorial Staff For Editing And Publishing This Volume In Such A Short Period. We Thank Prof. Dayanand Dongaonkar, Secretary General Of Aiu, For Entrusting This Task To Me And The Editorial Staff Of The University News Of Aiu For Their Support.

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