

Rapid Growth of University Education

Dr.C.JEYAPPAUL,

Assistant Professor,
Department of History,
Arignar Anna Govt Arts College,
Vadachennimalai – 636121,
AtturTk, Salem Dt,

ABSTRACT

The Term University has been derived from the Latin word Universities, which means generally and community or cooperation in its collective aspect. In course of times, it come to signify a community of teachers and pupils experimenting on the fellowship of learning in some agreed place. Only in the beginning of the fifteenth century A.D, a university was a recognized to be centre of learning.

Key words : Vernacular Language , manifold problems, deteriorated, Oriental college, intrinsic value

INTRODUCTION :

The system of education plays a Vital role in the social life of the people. The French thinker Auguste Comte explained in his work. **The system of Positive politics'**, "Social change is the outcome of intellectual development". He further mentioned that the presence of certain social classes privileged and the absence of the other classes underprivileged were openly being exploited. The masses would become dynamic if knowledge were imparted more equitably in society.

In the words of Prof. Ernest Barker, a University is " An organized and degree giving institution, intended for the study and advancement of higher branches of learning , self – governing in its nature, and to a greater or less extent national in scope". Bruce Truscat defines a University as " as corporation or Society which devotes itself to a search of knowledge for the sake of its intrinsic value".

According to Sir Grant Robertson, the essential elements in the functioning of the University are.

First University students must work in constant association with their fellow – students, of their own and other faculties, and in close personal contact with their teachers, They should start their work when young and be able to give their whole time to it. Secondly, University studies may be of great value for professional or practical purpose, but not pursued not for the sake of information, but for the disciplined training of the mind and for the attainment of truth. Thirdly, there must be a close connection between under – graduate and post graduate work, among the alike for teachers and the taught and the higher and lower work must not be separated.

According to the above definition the University has two main functions a) instruction, ie, teaching of regular students and b) research During the nineteenth century, Some of the universities had to assume another function, i.e, affiliation Several witnesses were testified to the fact that native education was sufficiently advanced to justify that creation of Universities As the result the government educational policy was re-stated in the famous Despatch of 1854 by sir Charles wood. ¹

The establishment on Universities an the model of London University, at Bombay and Calcutta were sanctioned. Senates Consisting of “ a chancellor, Vice – Chancellor and Fellows” were to be responsible for the management of the funds and framing of regulation, “ The function of the universities was only” to confer degrees upon” the students of the affiliated institutions after their examinations, Affiliations was to be granted to all institutions “ under the management of persons of every variety of religious persuasion without discrimination periodical inspection of affiliated institutions and competitive examinations for scholarships were to promote for their efficiency.³ The schemes of education were to provide, in the Anglo – vernacular colleges, for a careful cultivation of the vernacular languages; and the Oriental colleges, for sufficient instruction in the English and Vernacular languages; so as to tender the studies of each most available for that general diffusion of European knowledge which is the main object of education in India” ⁴

Lord Dalhousie in his Minute on the Despatch of 1854 made different suggestion “ The Despatch suggests the institution of professorships, in connection with universities of Law, Civil Engineering, the Vernacular languages, and the learned languages of India. In Calcutta these professors either exist at present in connection with the Hindu college or will be established in the new presidency college or in a separate civil Engineering College”. According to the strict

model of the London university should be confined to the function of examination and giving degrees.

Thus, it came to pass that when the Universities of Calcutta, Bombay and Madras were established in 1857, They were purely of the affiliating type. A committee was therefore appointed in January 1855, to work out details of the scheme, for establishing Universities, for Submission to the Board of Directors for their final approval. It also provide for conferring degrees in Arts, Medicine, Law and Civil Engineering an students passing out from affiliated colleges, The Scheme , however did not deal with the problem of the constitution and government of universities but confined itself to the consideration of regulations for holding examination and conferring degrees. While the first University examination in London was called the Matriculation Examination, in India it was to be known as Entrance Examination. Again, while the period between the Matriculation and the Degree Examination in London was two years in India it was to be four years, or in special cases, three years. Again, there was to be no examination for Master degree which was to be conferred only on Honours graduates, The “Philosophy of Education” was to be one of the optional subjects for the Honours Education.

The Progress of University Education (1857 – 1882) :

At the time of its establishment, the University of Calcutta had fourteen colleges in the Lower provinces of Bengal and four college in the North – Western provinces, while the universities of Bombay and Madras had altogether, three colleges, with 405 students between them. ⁵ The number of candidates for the Matriculation and Degree Examination also steadily increased during this period. As professor A.N.Basu has pointed out:” upto 1862, Bengali was a subject for the B.A. examination (Of Calcutta University) : but from the following year the classical language were substituted for the modern Indian Languages, In all the three Universities, though English was the affiliating language of the people, it had no place in the newly created temples of learning” ⁶

A proposal Was made in 1865 for the establishment of a University in the Punjab, specially for oriental Learning and for Instruction through the medium of Vernacular language of province. A University college was started at Lahore in 1869 and this was raised in 1882 to the state of a University. The special features of this university, as they were mentioned in the “**Quinquennial Review of the Progress of Education in India 1879- 1902**” ⁷

It conferred degrees of Bachelor, Master and Doctor of oriental Learning on candidate who had gone through a course of training analogues, Also conducted proficiency and High Proficiency examinations in vernacular languages.⁸ It granted native titles to students of Muslim and Hindu Law and Medicine. It maintained an Oriental college and a Law college.

The Indian Education Commission 1882:

As for back on 1869, and in 1870 the Government of the North Western provinces submitted a proposal for the establishment of a central college at Allahabad as the nucleus of a University for resident undergraduates. The government of India sanctioned the establishment of the college, With the co-operation of the chiefs and feudatories, the university of Allahabad also was established in 1887.⁹ As a consequence, Allahabad followed the practice of the original three affiliating Universities of Calcutta, Bombay and Madras.

The Era of University Reforms :

Towards the last part of the 19th century there had been a great increase in the number of all kinds of institution and the scholars reading in them, There had been no doubt a great quantitative expansion, but the quality of education had greatly deteriorated. Moreover by the close of the 19th Century , The Indian people had begun to be conscious of their political rights and of the need of a national system of education. Hence, when the Indian National congress had been founded in 1889, through its efforts. Indians were gradually becoming nationally minded and politically conscious. A thoughtful section of the people had already become extremely critical of the new system of education and was voicing its discontent through the press and the platform.¹⁰

Some of the most important changes were also proposed:

According to section 3 of the Act, the function of the universities were enlarges so as to include “the instruction of students with power to appoint University professors and lectures, to hold and manage educational endowments, to erect, equip and maintain University libraries, laboratories and museums, to make regulations relating to the residence and conduct of students and to do all acts which tend to the promotion of study and research”¹¹

Organization of Teaching and Research in Affiliating Universities:

An important development was the assumption of the functions of teaching, specially in the higher ranges of study and of the encouragement of research by the affiliating universities of

Madras, Bombay, Calcutta and Allahabad. They were reconstructed Calcutta in 1921, Bombay in 1928, Madras in 1923 and Allahabad in 1921.

Universities, today are the seats of higher learning from where the society gets its leaders in science, art and various other fields of national life. “ If India is to confront the confusion of our times, she must turn for guidance, not to those who are lost in the mere exigencies of the passing hour, but to her men of science to her poets and artists to her discoveries and inventors.¹² These intellectual pioneers of civilization are to be found and trained in the universities, which are the sanctuaries of the inner life of the nation. ¹³ The court of Directors approved the proposal and sanctioned the establishment of universities of Calcutta, Bombay and Madras. Thus these three universities were founded in 1857 as affiliating universities with powers to examine the candidates and confer degrees. But on the 15th of August 1947, The British left India for ever with the dawn of freedom new burdens and responsibilities came on the shoulders of the Indians, The values of life changed, the signs of progress became visible in every field of life including the field education.

The University Grants Commission (UGC) :

It was in the year 1948 – 49, that the Government of India setup the University Education Commission under the Chairmanship of Dr.S.Radhakrishnan” to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country “ Among its various recommendations of far-reaching importance, the commission recommended that a committee or commission for allocating, recurring and non – recurring grants to the universities from the centre was essential¹⁴ such a committee or commission was fundamental to its proposals for improvement and expansion of University education in India. Accordingly the Government of India set – up a University Grant commission in 1953. Through an Act called the University Grants Commission Act, 1956. The report of the activities of the commission was laid every year before both the Houses of parliament.

Conclusion :

The true aim of education is to prepare an enlightened citizen for the society, education should aim at the integrated development of personality. Now it was realized that universities in independent India must play a fuller role of nation building and enable the country to attain freedom from want, disease, and ignorance in the shortest possible time by the technology

towards development in different directions, These aspirations and objects of higher education in our country had made several attempts to solve the manifold problems education and to effect changes in the system.

End Notes :

- 1.B.N.Dash, History of Education in India.
- 2.Ibid ; P.369
3. Ibid; P.370
- 4.F.W.Thomas, The History and prospects and British Education in Indian,
London, 1891, P.33
5. University of Madras, History of Higher Education in South India, 1857 – 1957,
Vols I and II Madras, 1957, 49
6. P.R.Shanti Devi, University Education Through Ages ESS ESS, 1995, Delhi, P.49
7. Ibid; P.50
8. Ibid; P.53
9. The Equipment Review of the progress of Education in India 1891 – 1902,
Vol I, para 154
10. J.C.Aggarwal, Education Documents in India 1813 – 1968, Sterling,
New Delhi, 1983, P.217
11. Raghunath safaya, Development of Education Theory and practice,
Vinil, Delhi, 1983, P 217
12. P.R.Shanti Devi, Op.cit, P.63
13. Ibid, P.69
14. University Grants Commission Act 1976.