

Historic Journey of Indian Higher Education System

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Abstract:

The present paper discusses the historic journey of the Indian higher education system, which can be chronologically categorized into Ancient Vedic times, Medieval Buddhist period, Islamic period, modern, pre and postcolonial era. In this journey, a system of western education takes a position in higher institutions of learning. The institutions of higher learning are considered the most important agency of social change, social transformation, and the entire development of the country. This journey of higher education started with an ancient system of education in the Vedic period in which two types of educational systems were present. The Brahmanic system of education was regulated by religious values, while the Buddhist form of education was secular in nature. But the major change in Indian higher education took place through the initiatives of British rulers that made an impact both in positive and negative ways. At that time, the indigenous system of education received a severe setback as the British system created a new class that served the British rulers.

At present, the number of institutions in India is more than four times the total number of institutions in both the USA and Europe. However, the average size of an Indian higher education institution in terms of enrolment numbers is much smaller than that of Europe and the USA, and China. The Knowledge Commission recently advocated the need for expansion of Universities and Colleges in India. Therefore, this paper focuses mainly on the socio-historical development of higher education in India from the ancient period through to the present.

Keywords: *Ancient period, Medieval period, Pre and postcolonial modern era, Higher Education.*

1. Introduction:

Education in India has always been valued more than as a means of earning a good living. Right from pre-historic days to modern days, education, especially higher education has been given a predominant position in Indian society. And it has a long historical root through which a modern system of education has been evolved. In ancient India, education was available in *Gurukulas, Agrahars, Viharas, and Madarasa* throughout the country. The great universities like Nalanda University, Takshashila University etc. flourished in India when most of the western world was groping in the dark. Those were the days when India led the world in scientific knowledge and philosophical speculations. Still follow this western civilization constructs their modified education system. And they feel proud of their systems of education concerning Indian systems of education. Which is later reflected in the thinking of British and they try to lead out Indian to these ways. It also truly fruitful in respect to some kind of areas of knowledge but, we do not deny the contribution of indies own education system which is started from ancient period.

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2. Objectives of the study:

The present study is an attempt to fulfill the following objectives-

- i) To know the status of higher education in ancient India.
- ii) To know the status of higher education in medieval India.
- iii) To know the status of higher education in pre-independent India.
- iv) To know the status of higher education in post-independent India.
- v) To illustrate the growth of higher education in modern days.

3. Methodology:

Research Methodology is defined as a systematic way to solve a research problem. The aim of the Methodology is to help the people understand the process of scientific inquiry rather than the product of scientific inquiry in the broadest terms (Kaplan, 1998)¹. Methodology refers to the reliable and trustworthy procedures by which one collects and analyses data for acquiring knowledge (Mc Millian & Schumacher, 1989)². The method of this present study is qualitative in nature. A review of related literature and content analysis is applied to collect data. Required information are collected from different secondary sources like journals, website, books & various reports etc. related to this topic are also followed to published the article. The documentary analysis technique is used to analyze data.

4. Discussion:

Higher education is not a recent phenomenon for India, it has a long historical root through which a modern system of education has been evolved. The institutions of higher education are recognized as the most important agency of social change which helps to be involved in the human resource development of the country. The socio-historical journey of higher education in India has been started with an ancient system of education in the Vedic period. In the ancient period, there were two types of educational system, viz the Brahminic and the Buddhist systems of education. The Brahminic system of education was regulated by religious values while the Buddhist form of education was 'secular' in nature. However, a marked differentiation occurred in the educational system with the arrival of the British educational system. British system created a new class that served the British rulers only. Presently, the Indian higher education system is the largest in the world in terms of the number of institutions. The number of institutions in India is more than four times the total number of institutions in both the USA and Europe. The Chinese higher education system is the largest in the world in terms of enrolment, catering to nearly 23 million students. The second-largest is the USA followed by India. The Knowledge Commission³ recently advocated that the need for expansion of Universities and Colleges in India and it is now estimated that, despite having the largest number of higher education institutions, India needs at least 3,000 more universities each with the capacity to

¹ Kaplan, L.S. (1998). Using the 4MAT Instructional Model for Effective leadership development. *ERIC Reproduction Service No.* EJ575175: NASSP Bulletin, 82 (599), 83-92. Retrieved on 20.04.2019 at 10:00 p.m. from <http://www.4mat.eu/media/17158/research%20guides%204.mat.pdf>

² McMillan, J. H., & Schumacher, S. (1989). *Research in Education: A Conceptual Introduction* (2nd Ed.). New York: Harper Collins.

³ National Knowledge Commission Report (2005). Retrieved on 15.01.2021 at 14:58 p.m. from <https://epsiindia.org/wp-content/uploads/2019/02/Knowledge-Commission-Report-20071.pdf>

enroll not less than 10,000 students to meet the increasing demand for higher learning. However, the higher education system of different eras in India is discussed here step by step and lastly illustrates the present scenario of higher education in India.

4.1 Higher Education in Ancient India:

The nature of higher education in Ancient India was considered as religious. Religion-based education in Ancient India had an outstanding role in creating, transforming, and transmitting knowledge to the people in society. In Ancient India, there were two broad trends in educational systems i.e. - Brahminic education and Buddhist education.

4.1.1 Brahminic Education:

Brahminic education developed within the Vedic era. Rigvedic education was involved with an attempt to preserve contemporary religious texts through oral transmission. The Rigvedic educational institutions consisted of small domestic schools(gurukul) run by a teacher (rishi) who admitted pupils for instructions in the literature in its possession. Women were admitted to full religious rites and academic facilities. Women enjoyed equal status with men in all spheres of education during the Rigvedic period.

The later Vedic period witnessed the crystallization of the varna system which was monopolized by the twice-born castes in general and by Brahmans in particular. Women still managed to have the same influence in the sphere of education but they were increasingly relegated to the background. In this period, as (Jha 1991, p. 1)⁴ points out, the number of types of priests increased from seven to sixteen. Higher education was subservient to the requirements of priesthood and ritualistic religion. The external, material and mechanical aspects of worship and sacrifice became the principal subjects of study. This was before the Upanishads but the fact remains that usually in the days of the four Vedas, the teachers were all Brahmans and came from the priestly class.

The Post-Vedic Early classical Period saw the elaboration of rituals associated with education. For instance, the pupil's first introduction to education was made by the performance of a ceremony called *Vidyarambha*. Theoretically, all the twice-born castes were allowed to receive education but, in practice, it was monopolized by the Brahmans. Arthashastra (400-300B.C.) details that the studentship of a prince which should continue only up to sixteen years at which age he must marry (Shamasatry, 1929)⁵. During this short period, he had to accumulate the knowledge of religion, philosophy, agriculture, trade, and statecraft. The Sushruta Samhita also provides detailed information regarding medical education. During all of this period, "Parabidya" or religious education and "Aparabidya" or non-religious both were included in the curriculum. The aims of education are "Self-Realization and Self Development". Gurukul also take responsibility as an institution of higher education.

⁴ Jha, D. M.(1991). Higher education in Ancient India. In Raza, M. (ed.), Higher Education in India: Retrospect and prospect, New Delhi: Association of Indian Universities

⁵ Shamasatry, R.(1929). Kaitilaya's Arthashastra. Mysore

4.1.2 Buddhist Education:

The nature of Buddhist education was religious as well as secular. The foremost important aspect of Buddhist education was that it remained open to all persons irrespective of castes except slaves, army-deserters, the disabled, and also the sick. It grew out of the teachings of the Buddha as classified as Vinaya (monolithic discipline), Sutta (group discourse) and Abhidhamma (works of doctrine). Buddhist education was centered in monasteries and was in the hands of the monks. In some ways, aspects of these educational institutions can be compared with modern universities.

The universities of Nalanda, Vikramshila, and Vallabhi were perhaps the most important universities of ancient India. Nalanda University was the most prestigious institution of higher studies situated in Bihar and was renowned for Buddhist studies. This institution also attracting students from China, Nepal, Tibet, and Korea who went there to study valuable Buddhist manuscripts. The University curriculum included a wide range of subjects such as Brahminical and Buddhist, Sacred and Secular, Philosophical and Practical. It is worth mentioning that the University was run democratically.

However, the greatest contribution of ancient Indian education is its search for the truth, for the knowledge of Atman (individual soul) and the Brahman (supreme soul). As (Ghosh 2001, p. 158)⁶ writes, "Such search continues vigorously in the world and often acquires the technical shape of a satellite around the earth and beyond or the scientific treatise of a philosophical dimension as in Stephen Hawkins 'A Brief History of Times' or in 'Carl Sagans' popular series 'Cosmos'". India had a very rich tradition of higher education in Ancient times.

4.2 Higher Education in Mediaeval India:

Then, the Mediaeval era in the history of India signified a major phase of social and cultural synthesis. The history of education in Mediaeval India reflects a part of the wider study of the history of society, social history broadly interpreted with politics, economics, and religion. Early Indian education and many of its centers continued in the middle ages, but Madrasa emerged as the important center of education. Thus, the early Indian tradition of learning co-existed with the newly instituted Madrasa, making both continuity and change important features of higher education during the period (Alam, 1991 p. 10)⁷. Before describing the Islamic education system, it is worthwhile examining the state of Brahminic (Hindu) and Buddhist learning in India under the Muslim rulers in India.

In medieval India, there were usually three conduits through which knowledge was acquired. These were Maktab, Madrasah and Khangah. While Maktab was a place where elementary

⁶ Ghosh, S.C. (2001). *The History of Higher Education in Ancient India*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

⁷ Alam, M. (1991). *Higher Education in Mediaeval India*. In Moonis Raza (ed.), *Higher Education in India: Retrospect and Prospect*, New Delhi: AIU

education was imparted. Higher learning was pursued at a Madrasah and religious education or theology was discussed at a Khangah.

4.2.1 The Madrasah as a System of Education:

By the 11th Century A.D. Madrasahs or colleges had developed as the centers of higher education and learning with a distinctly religious bias. They were primarily theological institutions, providing instruction in language and other secular subjects as a subsidiary activity, and were supported or aided by the government of the day. The Madrasahs were generally attached to mosques in the same way as the Maktabas. The courses of instruction in the Madrasahs included grammar, logic, rhetoric, theology, metaphysics, literature, jurisprudence, and science. Some of the Madrasahs enjoyed the status of universities. The medium of instruction was Persian but Arabic was obligatory for all Muslims. In the twelfth century A.D. Lahore became a center of Muslim learning. Other subjects were also taught such as Agriculture, Accountancy, Astrology and Astronomy, History, Geography, Mathematics, Islamic Law and Jurisprudence, and Statecraft or the art of administration.

By the end of the fifteenth century, the Delhi Sultanate had established their kingdoms in the regions under their control. The Mughal rulers (1526-1857) showed a comparatively greater interest in higher education. Zahiruddin Muhammad Babar the founder of the Mughal Empire. He was a scholar of Arabic, Persian, Turkish and established a Madrasah in the locality of Azizullah in Jaunpur. Akbar (1556-1605) marks a new epoch for the system of Madrasahs. The most important fact is that Akbar had opened the doors for Hindu students in pursuance of his policy of education based on religious tolerance to study Sanskrit and Hindu religious scriptures such as the Upanishads. He also arranged and financed the Persian translation of Indian classics and scriptures. By the time of Jahangir (1605-1627), Agra acquired a central position in education in the Mughal Empire. The education of girls and women was not neglected in the Mughal period. The fact that Gulbadan Begum, sister of Humayun, wrote the Humayun Nama shows that there were learned women during this period. Hence, a major achievement of medieval intellectuals was that the medieval peoples learned to live together. people were educated to ensure a measure of balance between the aspirations and actions of different social groups.

4.3 Higher Education in Pre-Independent India:

However, it is widely recognized that higher education in the modern sense, all began with the colonization of India. So, at first, they established Fort William College in 1800 for training new British civilians who, are control India. However, the introduction of higher education in India by the British had its self-professed agenda. The views of the British administrators and policymakers in offering higher education to the natives reveal the ulterior objectives. Education according to Macaulay, could shape India's image. The Europeans considered India as a savage nation, uncultured which needed to be civilized. Education was used as a tool by the colonial rulers to uplift the natives from their lowly status (cultural inferiority) and cement the knowledge of western superiority.

The earliest initiative of the Company towards education was to persist with the age-old traditional or rather the oriental education that still existed. In 1813, when the Charter of the Company was renewed, an additional clause in favor of education was inserted. By this clause, an amount of Rupees of One Lakh was to be set aside for educational purposes. The purpose was more specifically, to maintain oriental colleges, pay scholarships to students and publish excellent works of oriental literature. This approach of the colonial rulers towards Indian education created a flutter. But, in the wake of the beginning made in the direction of higher education, many institutions came up. The institutions that came up during this time were firstly, the Calcutta Madrasa for Mohammadans founded by Warren Hastings in 1781. The main objectives of this institution were help to qualify the sons of the Muhammadan gentlemen for responsible and lucrative officers in the state even at that time largely monopolized by the Hindus. Secondly, a Sanskrit College was established in Benares for the Hindus by Jonathan Duncan. Thirdly, a Sanskrit college was established in 1821 in Bombay by The Governor Mount Stuart Elphinston to win over the Brahmins adversely affected by the change of Government. Indian reformers like Raja Ram Mohan Roy too had a great contribution to the introduction of English education in India. He established the Hindu College. The focus of the early colonial rulers was to give indigenous education to the natives. However, the year 1854 was significant for the Woods Dispatch, which finally saw the Company take responsibility for the education of the Indian masses. It assigned to the Company to create a department of education in each presidency. The Education Dispatch of 1854 pointed to the establishment of Universities in Calcutta, Bombay, and Madras. Vernacular was to be encouraged alongside professional & vocational education.

Next step taking Lord Curzon. He was established Indian University Education Commission in 1902 to judge the quality and quantity, restructuring of the existing Indian university education system. Commission not debarred, also give suggestive recommendation as Indian University Act. 1904⁸ and convert existing affiliating Indian university as Teaching University in nature.

Then, Sir Asustosh Mukhopadhaya take responsibility as a Vice-Chancellor of the University of Calcutta. He found a lot of disbalance in universities duty and nature in present. And he was established Calcutta Universities Commission in 1917⁹ on the chairmanship of Michale Sadler. And commission also give various suggestive measure like- established a university at Dhaka, differentiate intermediate and secondary stage from university etc.

In 1944 British East India Company also established a committee on chairmanship of Jon Sargent to review the whole education system after world war in India. Committee also give good suggestion and recommend to established UGC as an agency for controlling, coordinating and granting higher education institutions. After the Independence of India Radhakrishnan Commission also repeat this suggestion. However, below the table-1 shows that the status of higher education before independence (1947). A glimpse into the scene tells us that higher

⁸ Retrieved on 15.01.2021 at 15:17p.m from <https://www.yourarticlelibrary.com/law/acts/summary-on-indian-universities-act-1904/44827>

⁹ Retrieved on 15.01.2021 at 15:32p.m from http://uafulucknow.ac.in/wp-content/uploads/2020/03/Saddler_University_Commission_ma_sem_2nd.pdf

education had emerged and grown on a wide scale, but it had been crippled by some problems. It was still an elite form of education and not widespread.

Table-1: HE (Higher Education) Institutions in pre-Independence India¹⁰

S.I. NO	University	Year of Establishment
1	Bombay University	1857
2	Calcutta University	1857
3	Madras University	1857
5	Punjab University	1882
6	Allahabad University	1887
7	Banaras University	1916
8	Mysore University	1916
9	SNDT University	1916
10	Patna University	1917
11	Hyderabad University	1918
12	Lucknow University	1921
13	Dacca University	1921
14	Aligarh University	1921
15	Delhi University	1922
16	Nagpur University	1923
17	Rangoon University	1923
18	Andhra University	1926
19	Agra University	1927
20	Annamalai University	1929
21	Travancore University	1937
22	Utkal University	1943
23	Saugarh University	1946
24	Sindh University	1947
25	Rajputana University	1947

**Source : Deka, B.(2000)*

4.4 Higher Education in the Post-Independence Period:

Higher education is the basis of future innovation and progress. Independent India inherited ownership of its system of higher education from the colonialists, but the need for the reconstruction of education was felt long before independence. However, in the year 1948, the Government of India was established a First Education Commission¹¹ for analyzing, modifying, and all-round development of Indian higher education system on chairmanship of Dr. Sarvapally Radhakrishnan. And commission also accepts this challenge. The report was considered by the Central Advisory Board of Education (CABE) in 1950 and most of the recommendations were accepted. In 1952, the Union Government decided that all cases about the allocation of grants-in-aid from public funds to the Central Universities and other Universities & Institutions of higher learning might be referred to the University Grants Commission which is already

¹⁰ Deka, B. (2000). Higher Education in India : Development and Problems. New Delhi: Atlantic

¹¹ Retrieved on 15.01.2021 at 15:39p.m from http://uafulucknow.ac.in/wp-content/uploads/2020/03/The_University_Education_Commission_M.A._SEM_2ND.pdf

recommended by the commission. Consequently, the University Grants Commission (UGC)¹² was formally inaugurated by late Shri Maulana Abul Kalam Azad Minister of Education & Natural Resources and Scientific Research on 28 December 1953. A number of the recommendations of the Radhakrishnan Commission have been implemented including the expansion of women's education at all levels. In 1950-51 there were only 43 women enrolled in university courses but by 1976-77 they represented 25.8% of the total enrolment for higher education. Then, the most important document on Education in India is the report of the Education Commission. Which is created under the chairmanship of Dr. D. S. Kothari in 1964. The Commission advise the Government of India that "On the national pattern of education and the general principles and policies for the development of education at all stages and in all aspects."

Report of The Education Commission (1964-66)¹³:

Education and National Development, Government of India, New Delhi, Part I and Part II. 1985]. The report made very important recommendations covering all aspects for the future development of national education. The Report emphasized the need for a built-in flexibility in the system of education, and for the necessity of education to be science-based and coherent with Indian culture and values. As far as the implementation of the Kothari Commission is concerned, the recommendations were discussed in both the Houses of Parliament, and there emerged the first national policy in independent India in the form of a resolution in July 1968. Perhaps not surprisingly, the recommendations of the Kothari Commission were progressively diluted at every stage of the discussions, yet the policy that was born out of them remained the basic framework for all governmental action despite an attempt by the Janata Government to revise it in 1979.

The National Policy of Education (NPE 1986)¹⁴ also appeared in May 1986. The policy aims at not only developing human power for serving the economy but also at developing crucial values. The policy envisages education for equality and an understanding of the diverse socio-cultural systems of the people while motivating the younger generations towards international co-operation and peaceful co-existence. The policy indicates a major thrust in higher education incorporating -

- expansion of higher education
- improvement of the quality of higher education, and
- increased relevance and job orientation in higher education.

Policy also recommends 10+2+3 structure of education are follow for improvement of our education system. And established various National Agencies like- NCERT, NCTE, SCERT, DIET, AICTE, NAAC, ICAR etc. for implementation of the nationalized system of education. General degree colleges are also converted to Autonomous / Excellent colleges according to their overall performance, not to all. In 2006, the National Knowledge Commission also recommend

¹² Retrieved on 15.01.2021 at 15:41p.m from https://www.ugc.ac.in/oldpdf/ugc_act.pdf

¹³ Retrieved on 15.01.2021 at 15:44p.m from-
https://jacobenfield.com/dossier/IndianEducationSystem_HistoricalAnalysis_Dutta_Barry_Bull.pdf

¹⁴ Retrieved on 10.01.2021 at 15:39p.m from
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf

establishing 1,500 new universities to boost GER to 15% by 2015 and create IRAHE which empowered as an autonomous body for regulation system. In 2009, the Committee on Renovation and Rejuvenation of Higher Education (Yashpal Committee)¹⁵ recommend to form NCHER to subsume academic function of UGC, AICTE, MCI, BCI etc. These bodies give a status as an apex body of higher education.

Day by day all of this initiative is also helping to grow the Indian higher education system. This time Twelfth FYP (2012-14) take a major initiative to create project RUSA (2013). Which would include up-gradation of autonomous and a rated college into universities, increasing the intake capacity of existing higher education institutions, encouraging existing universities to start undergraduate programmes or integrated UG-PG program; and creation of small, affiliating College Cluster Universities at the regional level. In the year 2016, the GOI appointed a five-member committee under the chairmanship of T.S.R. Subramanian to evolve a draft NEP-2016, and it submitted its report in May, 2016. But the report is not much satisfactory. GOI also implement various recommendation in it. GOI also take Global Initiative of Academic Network (GIAN) is a venture to invite eminent academicians from all over the world to teach at Indian HEIs during summer and winter breaks. The MHRD & Digital India has also initiated the Swayam Programme, a Massive Open Online Course (MOOC) platform to provide online education to the citizens of India and also helpful for higher education. And lastly, GOI also appointed a committee under the chairmanship of K. Kasturirangan to evolve a draft NEP-2019¹⁶, and it submitted its report on December 15, 2018. In the higher education sector committee also recommend starting 4 year Bachelor of Liberal Arts /Education, taking a Mission Nalanda & Takshashila to catalyze new architecture, setup NHERA for promotion of regulatory system of all HEI including professional institution, all institutions offering either professional or general education must organically evolve into institutions offering both by 2030, established National Research Foundation for expanding research & innovation in the country, established an apex body named as Rashtriya Shiksha Aayog for leadership in education at national level and many more. However, all of this initiative is accepted or not but what change is made let's discuss in the next phase.

4.5 Growth of Higher Education in Modern days:

In present days the growth rate of higher education is better than in the middle 20th century in terms of the number of institutions, the number of students, and other conditions. However, here table-2 below shows that the growth of higher education since 1947 to 2018. Table-3 also shows the faculty wise enrolment rate of the students. And lastly, Table-4 shows the level-wise & gender-wise enrolment rate of the students. This also helps to realize the recent picture about higher education in terms of quantity.

¹⁵ Retrieved on 09.01.2021 at 06:39a.m from- https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/YPC-Report.pdf

¹⁶ Retrieved on 11.01.2021 at 10:00a.m from- https://www.education.gov.in/sites/upload_files/mhrd/files/nep/English1.pdf

Table-2 HE (Higher Education) Institution in Post-Independence India¹⁷

Year	No. of Universities	No. of Colleges
1951-1961	22	695
1971-1981	123	4722
1982-1991	131	4886
1991-2001	176	7121
2001-2010	523	33,023
2011-2019	903	41,012

Source: UGC Report, 2017-18 & 2018-19

From 22 Universities and 695 colleges in the early decade of the independence of India (1951-1961) start his journey & recent times (2011-2019) 903 Universities and 41,012 colleges already setup. Day by day it's also increased and helps to strengthen the higher education system.

Table-3: Faculty wise enrolment of student's in Higher Education (2018)¹⁸

SL. No	Faculty	Enrolment
1	Arts	6143959
2	Science	2822623
3	Commerce & Management	2607638
4	Education	366621
5	Eng./Technology	1510762
6	Medicine	508950
7	Agriculture	80438
8	Veterinary Science	20475
9	Law	343688
10	Others	220836

Source: UGC annual Report, 2017-18, 2018-19

This shows that the number of the students' enrolment in Arts faculty is much higher than the other faculty and Veterinary science faculty ranked as lowest enrolment rate. Because interest of the students, study opportunities, job opportunities, and other terms & conditions etc. also play a big role in this variation.

¹⁷ UGC annual Report (2019). Retrieved from-

https://www.ugc.ac.in/pdfnews/3060779_UGC-ANNUAL-REPORT-ENGLISH-2018-19.pdf on 20.03.2020 07:39 p.m.

¹⁸ UGC annual Report (2018). Retrieved from https://www.ugc.ac.in/pdfnews/5595965_UGC-ANNUAL-REPORT-English-2017-18.pdf on 19.04.2019 07:00p.m.

Table-4 Level wise Students Enrolment in Universities and Colleges (Regular and Distance)¹⁹

	University Teaching Departments/Constituent Units/Off Campus Centres		Affiliated Colleges And Constituent College		Grand Total	
	Total	Women	Total	Women	Total % to Total	Women % to Total
Ph.D	139218	57513	21287	10941	160505	68454
					0.47%	0.42%
M.Phil.	17912	10488	16003	11215	33915	21703
					0.10%	0.13%
Post Graduate	1975124	968276	2046195	1200761	4021319	2169037
					11.89%	13.30%
Graduate	4534154	1737629	23864600	11828366	28398754	13565995
					83.98%	83.19%
Post Graduate Diploma	153457	71557	47515	24738	200972	96295
					0.59%	0.59%
Diploma	263897	88806	422004	145407	685901	234213
					2.03%	1.44%
Certificate	68024	38717	53109	31332	121133	70049
					0.36%	0.43%
Integrated Courses	113611	45981	81588	35153	195199	81134
					0.58%	0.50%
Total	7265397	3018967	26552301	13287913	33817698	16306880
					100.00%	100.00%

Source: UGC annual Report, 2017-18 & 2018-19

Here, Table-4 shows that students (except women) & also women are highly enrolled at the Graduate level and students (except women) & also women are lowly enrolled at M.Phil. level. Because, without any difficulties, students also enrolled in graduate courses but M.Phil. / Ph.D. is the highest degree of education so faces difficulties of enrollment in this course also. However, it is the present picture of the higher education system in India.

5. Conclusion:

May be number of HEI also increase day by day and respectively number of students' enrollment also increase but all of this student is converted to a trained, qualitative, resourceful human resource or not this question is raising. Economic allotment for higher education is much not better so, productively HEI's various activities also hampered and also affected to continuing the knowledge innovation and invention process. The 21st century is an ICT enabled era, when all over the world also heartily welcomed this and uses their upliftment this time Indian all over education system does not agree with this. A little bit of upgradation is held in higher education but not much better. Because ICT uses only in a seminar, workshop, conference, and research purpose but not in the teaching-learning process. These days ad-hoc, contractual faculty are also recruited in HEI due to economic reasons when Various committees, commission & policy also talk about qualitative development and renovation, rejuvenation of higher education. It is evident that much thought has been given to identifying the problems faced by higher education in India and to formulating various policies and programs for their mitigation but India has not been very successful in implementing the reforms due to applicability and accessibility at the actual level. So, if it is diagnosed and prevent then it is well, otherwise the same incident are held in repetitive nature.

¹⁹ Ibid; (Footnotes- 17 & 18)

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