CHAPTER VI

CONCLUSION

A complex of circumstances led to the growth and development of universities in India between 1920-1947. The University system was strongly influenced by British models, but by 1925 Indian higher education began to change from a system which served almost exclusively as an addition of the British administrative net work to an educational apparatus at least in part devoted to Indian national development, following the establishment of Inter-University Board in 192... The 1920's brought educational as well as political changes in India: Demand for education increased with every coming year from the States as well as the masses. Continued growth was the distinctive feature of the University education during our period. At the same time increasing demand for University education by the flood of candidates had heavily strained the universities which weaken its system.

Calcutta University Commission's recommendations were first experimented on the Calcutta University itself but it had little effect on the conditions of the University. But Commission
paved the way for the development of University education in a speedy way. Numerically therefore at the beginning of the 1930's we had more than three times the total number of universities as in 1915. The Commission recommended three-year degree courses after intermediate stage, it also exclude intermediate colleges from university jurisdiction. But this dissociation lead them to become inferior colleges rather than superior schools.

In 1929 Hartog Committee was set-up to enquire into the existing system of education as an auxiliary committee to Simon Commission. It had little to add what had already been said by the Calcutta University Commission. In 1944 Central Advisory Board of Education published a comprehensive report on the Post-War Educational Development of the country. The report derived its name from John Sargent, the then Educational Advisor with the Government of India who prepared a Memorandum on Post-war Educational Development in India. Its main recommendation on University education were that Indian universities did not satisfy the requirements of a national system of education, the conditions for admission must be revised, intermediate course should be abolished, length of University degree course should be three
Thus the University education during our period expanded tremendously. The number of universities increased from nine in 1920 to 15 by the end of our period. The large expansion of university education emphasized earlier - a general awakening among the people because of the Freedom Movement, the expansion of secondary education following rapid urbanisation of the country and the interest shown by the backward classes and the women for higher education for empowerment and the response of many private and benevolent persons to spread higher education among these weaker sections at the society. The outbreak of the War in 1939 created demand for trained personnel and consequently the British Government came forward with larger grants for the expansions of university education, particularly in those branches which were connected, directly or indirectly with war effort's and provided for the setting up of an University Grants Committee, predecessor of our University Grant Commission, in 1946 as of the most important part of the Sargent's Report. In 1946-47 the number of students reading in the nineteen universities were 2,41,794 out of a population in
British India, which according to Sargent's estimate stood at approximately 400 million.