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HIGHER EDUCATION IN INDIA AND NEED FOR REFORMS

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ABSTRACT:

The post independent India has been facing tremendous changes items of development in all aspects of life. With a highly population, catering to the needs of a diversified multitude has been an uphill task. Education being at the centre of the development project, India has foraged Aa quantitative impression, but the checks on its quality parameters have not been foolproof. This has led to a lot of discussion on the present status a higher education the present paper attempts to present the historical growth of

higher education in India, the problems involved in its effective dissemination, and the possible informs that can be incorporated to make it more viable and productive.

KEYWORDS: *post independent India , development project.*

INTRODUCTION :
“Education is the manifestation of the perfection already in man”

Swami Vivekanda

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country has developed its system of education to express and promote its unique socio-cultural identity and also to meet challenges of the times. There are moments in history when a new direction has to be given to an age old process. That moment for India is now. The country has reached a stage

in its economic and technical development when a major effort must be made to derive the maximum benefits from the assiets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal.

In our national perception Education is essentially for all. This is fundamental to our all round development of material and spiritual. Education has an a culturing role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and Spirit- thus furthering the goals of socialism, secularism and democracy enshrined in our constitution. Education is a unique investment in the present and future. This cardinal principle is the key to the National Policy on

Education.

HIGHER EDUCATION IN INDIA :
“Education is an oranament in prosperity and a refuse in adversity”

Aristotle

India has a rich and glorious tradition of higher education from ancient times, Nalanda, Jakhashita, Vikarmshita were some of the important and well-known universities of ancient India and have their own place place in the history of higher education in the country, which stretches over more than 2000 years. The first three modern universities were established in British India in 1857 in Culcutta, Bombay and Madras. It was 30 years later that the fourth, the university of Allahabad came up. Nearly 30 years then went by before the fifth and the sixth, the

university of Mysore and Banaras Hindu University opened their doors.

A few national universities were founded by social leaders, Maharshi, D. K. Karve University established a women's University in Pune in 1916. Vishwa Bharati, which aimed at synthesizing Asian and Western Cultures, was established by Rabindranath Tagore in 1921. But these universities remained either isolated or generally became run-off-the-mill.

The massive expansion during the post Independence period was unavoidable because access to higher education had been restricted to a select few in the pre-independence period. Independence brought with it a huge rise in the social demand for higher education and the democratic government had to respond in a fitting manner. In the mid 1980s the condition changed again. The development of the early 1990s brought about radical changes in attitudes and approaches towards higher education and this had a serious impact on the growth in public higher education.

The higher education system has now become very complex with large variety of institutions-central universities, State universities, deemed universities, unitary and affiliating universities, national institution of importance and research institutions inter-university centers, under graduate colleges and post graduate colleges and condensational universities and open universities, private, public etc. The diversity reflected in the composition of enrollments and faculty as well.

The modern occupational system is a highly differentiated one in which the individual occupations run in to tens of thousands. The classification and ranking of occupations is a major field of investigation among students and social satisfaction. The social ranking of occupations is determined through opinion surveys that involve complex technical procedures. These procedures have been developed and applied in Britain and US over last 50 years, but very little advance has been made in this regard in India

NEED FOR REJUVENATION OF HIGHER EDUCATION IN INDIA:

‘If only we were all better educated, if then, higher education would at last be a journey for skill and knowledge rather than for power and status’

The colleges and the universities need to be made more accountable for their duties, particularly towards their students. Second the students need to be made more responsible for their studies. The whole our system of higher education, beginning with the University Grant Commission the universities in between and college at the bottom is contrived not in the interest of Education nor for benefits of the students but solely to protect the interests of the teacher, to ensure that they get their salaries on the first of each month. Briefly the teachers are not accountable to the students

The primary function of the college and universities should be to provide certain facilities to teachers who desire to deliver lecture and/or bring in research projects and funds on their campuses and also to provide certain independent facilities to the students. To make higher education more useful is to discard the notion of a standardized education and allow variation in the subject coverage, in the subject combination and in the level at which each subject is taught and learnt. It may be said that the universities already trying to do this by providing more courses and allowing more and varied combinations of them. The point is that even if a university constructs a hundred courses in a subject, they will be standardized and no standardized course can provide the same variation as a individual professional teacher can provide to suit the needs of the class of students which be attracts.

We need not rule out a set of courses which the universities on their own may construct or formulate. Essentially, these will be the course devised and delivered by the teachers attached to the university, attached on the terms and conditions mentioned above and not salaried. Some college may some college may also arrange with the teachers who are willing to teach the courses according to the syllabi prepared by the university.

The proposed system will convert the universities and college into coaching classes preparing for certain examination. But, except for the self righteousness of the teachers sitting in the universities and colleges, there is no reason to refer to the coaching classes in such derogatory tone one merely has to witness students paying the fees of the coaching classes and on their own. In the field of higher education a number of subjects for instances, most classical languages such as Sanskrit, Pali and

Andhamagdhi will need such support which will not survive without state support or unless made obligatory using the monopoly power of the universities.

The present higher education is either free or highly subsidized and consequently the colleges and universities are becoming dependent on public funds.

SKILL DEVELOPMENT IN HIGHER EDUCATION

The conventional wisdom today is that our main national problem at the college and university level of education is providing equal opportunity for entry for all young people and then retaining in school those entering until they complete their degrees. This view is based on the belief that a college degree is the key to success in American society today. Our current Prime Minister and the major foundations funding higher education base their current policies on this belief. This conventional wisdom is fine as far as it goes. However, of equal importance is the actual skill development and learning achieved by students while in higher education. The current perception is that our nation does fine on this objective. The output the highest priority for higher education. Many skills are useful in work and in considering how to live. However, skills to think critically, to solve complex problems, and to write are fundamental to success in work and in making and executing the many decisions that constitute how a person lives.

Our modern society is beset with complex problems in all directions, and especially today in the realms of governance and economic performance. Business problems also are continuously increasing in complexity. Globalization, technological change, and government regulation are perhaps the most notable of the factors increasing the complexity of business life. No wonder that 75% of the employers responding to the survey cited above said that they wanted colleges to place more emphasis on complex problem solving. The increasing complexity of today's world has made good writing more important than ever. Issues are more difficult to explain and address. Thus, spoken language is more prone to misunderstanding and incompleteness. Issues require more reflection, yet there's less time to reflect. Reflection requires the information considered to be in the permanent form of writing. Lack of time requires clear, concise writing. Sometimes, of course, matters move so fast that oral communication is the only vehicle possible. In the survey of employers cited above, 89% of respondents wanted colleges to place more emphasis on written and oral communication.

RECOMMENDATIONS:

1. The issues raised above about skill development in higher education are of primary national importance. The future of our performance in the international workplace and in our ability to govern ourselves in a democratic way depends on how we resolve these issues. Business as usual in higher education is clearly not good enough. We need some management, coordination, and reporting to the nation about our progress on these matters.
2. Improving the skill development of students in higher education would contribute substantially to placing higher education as the foremost pillar on which our society is built. The academic world has serious doubts about where our society is going in many respects. However, the students going through higher education become the citizens who determine the nature of our society.
3. Change the system of regulation for higher education. The present regulatory system in higher education is flawed in some important respects. The system, as a whole, is over-regulated but under-governed. We believe that there is a clear need to establish an Independent Regulatory Authority for Higher Education.
4. Create many more universities. The higher education system needs a massive expansion of opportunities, to around 1500 universities nationwide, that would enable India to attain a gross enrolment ratio of at least 15 per cent.
5. Curricula should be developed and monitored through dialogue and partnerships among teaching staff, students, graduates and labour market actors, drawing on new methods of teaching and learning, so that students acquire relevant skills that enhance their employability.

6. Higher education institutions and national policy makers in partnership with students should establish counseling, guidance, mentoring and tracking systems to support students into higher education, and on their way to graduation and beyond.

7, The implementation of these recommendations, in particular through promoting:

- ✓ Innovative teaching and learning methodologies and pedagogical approaches;
- ✓ Guidance, counseling and coaching methods;
- ✓ Improved programme design, taking account of the latest research on human learning;
- ✓ The professionalization and development of teachers, trainers and staff;

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