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HIGHER EDUCATION IN INDIA

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ABSTRACT:

The concept of higher education is now well established in India. It has set a trend and offered a direction to enhance the pace of educational advancement in the country. The formal higher education thought started in the beginning of 19th century. It has taken a shape only after an establishment of three universities in India 1857. These universities are Mumbai University, Madras University and Calcutta Universities. The pioneer universities have changed the course and system of higher education in India and initial development of higher education was given a boost by these universities in India. Today higher education come as way long ahead and is still growing with a great speed. The purpose of higher education is offer the country and the society a foundation of culture and developing a socio economic reason for change and transformation. The education



commission in 1964 -66 has rightly underlined this point. "It becomes evident that the present system of education designed to meet the needs of an imperial administration within the limitations set by a feudal and traditional society. This will need radical changes if it is to meet the purpose of modern democratic and socialist society. Changes in objectives, in content, in teaching methods, in programmes, in the size and composition of the student body, in the selection and professional preparation of teachers and in organization. In fact, what is needed is a revolution in education which in turn will set in motion the much desired social, economic and Cultural Revolution. No country can grow without formal and systematic higher education. The higher education sets the direction of growths, developments a philosophy of change and improves understanding of life and society. Mr. Pandit Nehru has rightly said "A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for onward march of the human race for still higher objectives if the universities discharge their duties adequately, then it is well with the Nation and the People.

purpose of writing this chapter .

KEYWORDS: *higher education, Institutional Capacity, System.*

INTRODUCTION:

This chapter is written in following reason.

1. The concept of higher education
2. To examine the role of higher education in Indian context
3. To justify new trends in higher education

The importance of higher education has been clearly expressed by our first Prime Minister Mr. Jawaharlal Nehru in the following words. "A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for onward march of the human race for still higher objectives if the universities discharge their duties adequately, then it is well with the Nation and the People". It indicates that higher education occupies a crucial position in education system of a nation as it affects the overall development of a country.

1. Higher Education in India

India is one of the oldest civilizations on earth. Also known as Bharat and Hindustan and officially termed as the 'Republic of India', it is the largest liberal democracy of the world. India is divided into 28 states and 7 union territories. India is also the land of the Vedas - the oldest scriptures in the world. It is divided in four-volumes and is regarded as the storehouse of national thoughts. Today, India is the world's seventh largest country in terms of area and second in terms of population. The sights, the ancient temples and the lush paddy fields make the country unique and amazing. It has 22 major languages with 844 dialects, making this country and its people culturally diverse. The secular nature of India has attracted philosophers and researchers from across the globe to explore India.

India possesses a highly developed higher education system and it is the third largest in the world next to China and United States. Higher Education in India refers to the education obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least 3 years. Also, India has the advantage of English being the primary language apart from the respective regional languages in higher education and research. In India, unlike in western countries, higher education is predominantly a public sector activity and it is perceived as public good. In response to increasing expectations of the people in the country, the central government continues to play a leading role in the formulation and implementation of educational policies and action plans. At the apex level, the University Grants Commission is the main governing body and it embodies the enforcement of its standards, advises and makes recommendations to the government.

2. Structure of Higher Education in India

In India the institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), and Institutions established by State Legislative Act and colleges affiliated with the University (both government-aided and unaided). Universities and its constituent colleges are the main institutes of higher education in India. The education may be of the nature of General, Vocational, Professional or Technical education. Technical education includes 65 centrally funded institutions like Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institutes of Technology (NITs), Indian Institute of Science (IISc), etc. along with number of engineering colleges set up by State Governments. All India Council for Technical Education (AICTE) approves and regulates these institutions in engineering/technology, architecture, hotel management & catering technology, management studies, computer applications and applied arts & crafts. Vocational Education is another stream of higher education in India. For this a network of public and private polytechnics

and vocational institutions exists and they are controlled and supervised by the Councils specializing in respective discipline.

India has also developed an Open University system to encourage distance learning. Indira Gandhi National Open University (IGNOU) was the pioneer and now there are 14 open universities in India. The Distance Education Council of India (DEC), New Delhi regulates these universities, maintains the standards, encourages and organizes the activities of Open and Distance learning (ODL) in the country. Higher education sector has expanded due to distance mode of education supported by new information and communication technology (ICT) as it costs 66 per cent less and the students need not leave their homes or profession. The internet and satellite technology are being put to use to further the cause of distance education.

The Higher Education sector ensures the quality of the educational process with the help of accreditation agencies established for the purpose. The main agency which accredits universities and colleges in general education is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994, whereas a similar function is done for technical education by the National Board of Accreditation (NBA) set up by AICTE in 1994, and for agricultural education by the Accreditation Board (AB) set up by ICAR in 1996. NAAC proposes to introduce the India Education Index (IEI) for ranking institutes based on academic, research performance and other parameters. The outcome will help in the international comparison of institutes. NAAC has entered into an MOU with higher learning institutes of the United States, Taiwan, Norway, and Kuwaiti with the Commonwealth of Learning (COL) to facilitate collaborative work on quality assurance in higher education institutions.

3. Growth of Institutional Capacity

Higher secondary sector in India has witnessed a tremendous increase in its institutional capacity. The growth of the higher education can be traced with the following capacity indicators. (Table 1) In the year 1950, the country had just 25 university-level institutions and it has gone up to 700 in 2012, nearly 17-fold increase. Similarly, the growth of degree colleges during the period has been even larger, nearly 30-times. The number of colleges has gone up from 700 in 1950 to 35,500 in 2012.

Table No1: Growth in Institutional Capacity

Capacity Indicators	1950	1991	2004	2006	2009	2010	2011	2012
No. of university level institutions	25	177	320	367	467	534	659	700
No. of colleges	700	7346	16885	18064	25951	32987	33023	35500
No. of teachers (in thousands)	15	272	457	455	588	821	—	
No. of students enrolled (in millions)	0.1	4.9	9.95	11.2	13.6	—	25.9	20

The Institutions of Higher Education are divided into six broad groups, include central, state; private, deemed and also institution of national importance established both by the central and state legislatures. The diversity is apparent as per the data shown in the following table 2

Table No. 2: University-Level Institutions in India

Source: UGC Annual Reports

4. Enrolment

Higher education in India includes various stages like graduation, post-graduation, diploma/certificate and research. Hence it is significant to analyze the stage-wise enrolment at the level of higher education. Table-3 shows the Stage-wise Enrolment of students in higher education indicating that the enrolment in all stages has increased considerably in the last few years.

Table No. 3: Stage-Wise Enrolment of Students in Higher Education (IN 000S)

Stage	2006-07	2007-08	2008-09	2009-10	2011-12
Graduate (Bachelor's)	10,326 (88.9)	11,034 (89.2)	11,908 (86.1)	12,658 (86.6)	17,456 (86)
Post- Graduate (Master's)	1,094 (9.4)	1,146 (93)	1,490 (12.1)	1,680 (11.5)	2,492 (12)
Research (Doctoral)	743 (0.6)	823 (0.7)	959 (0.8)	1,179 (0.8)	1,612 (1)
Diploma Certificate	113286 (1.0)	114535 (0.9)	148100 (1.0)	167791 (1.15)	218560 (1)
Grand Total	11612505 (100)	12376718 (100)	13641808 (100)	14624990 (100)	240120 (100)

Source: UGC Annual Reports.

The figures of enrolment in higher education institutions provide a simple average of 3,430 students per university and less than 707 students per college. The reasons include underutilization of the existing capacities of the institutions, constraints of space, infrastructure and teachers, lack of amenities such as hostels, especially girls, increase in the drop-outs at the higher secondary level, etc. The rural-urban scene with respect to GER and its religious-wise distribution are discussed in the following sections.

5. Public Expenditure on Higher Education

The amount of money allocated and pumped in by the government for higher education is highlighted in this section. The table given below indicates that the public expenditure on higher education has been enhanced exorbitantly in the 11th Plan compared to 10th Plan.

**Table No. 4: Sector-Wise Allocation & Expenditure of the Central Govt. During Xth & XIth Plan
(Value in RS.Crore)**

Name of the Scheme	X th Plan (2002-07)		CI ^h Plan (2007-12)
	Allocation	Expenditure	Approved Outlay @
University & Hr. Edn	4176.50	4180.10	50661.00
(Language Development	434.00	578.17	1100.00
and Distance Learning, j ...			
.Scholarships and ICT*	52.00	16.66	6734.00
Book Promotion	67.00	45.88	70.00
(Planning and Admn	70.50	32.96	78.00
[Technical Education	4700.00	13368.58	26300.00
Total (HE) .	9500.00	8222.35	84943.00

Table No. 5: Expenditure on Higher Education (RS. in Crore)

Year	Expenditure on Education			Expenditure as % of GDP		
	States/UTs	Centre	Total	States/UTs	Centre	Total
2008-09	2964237	16303.84	45946.20	0.56	0.31	0.87
2009-10	37148.93	20077.03	5122591	0.61	0.33	0.94
2010-11	42217.45	2160022	63817.67	0.59	0.30	0.89

Source: Handbook of "Educational Statistics at a Glance". Government of India, MHRO. Bureau of Planning, Monitoring & Statistics, New Delhi, 2012

The data given in the Table-5 represents the year-wise expenditure on higher education shared by the States and the Centre and their respective per cent age of GDP.

6. System of Higher education:

The Basic structural features of the system of higher education adopted in University education can be specified by four main elements (Davos, 1995):

- 1) Discipline or Professional fields and expertise
- 2) Departments or schools at the institutional level
- 3) Educational Programmes
- 4) The Class Room

Besides, the system has its own educational environment that promotes the processes of educating and learning. The class room symbolizes a basic structural unit for teaching, for communicating knowledge through face-to-face interaction between teacher and learner. In the traditional teacher-centric system called Gurukul (Guru-teacher, Kul-Family), teachers and students lived together, the teacher would set the programme of learning for the student depending on his/her individual background, capabilities and expectations. Though students were learning in a group, each one could set his/her pace of learning; and levels of achievement could also be different and specific to the individual. The system was a truly personalized teacher-centric system of education and was the institution during agrarian society. The learning environment was usually that of the temple or places of worship. The teachers were the priests or pundits and the knowledge imparted was organically linked with religion controlling/forming the society. The Indian Gurukul system was a part of society and religion, and was usually supported by the people and political power.

The term Higher Education is ambiguous in nature because it is used in variety of way by different people, different country and in different point of time. In fact, there is no straight forward definition of Higher Education.

Internationally after school education can be divided into Higher Education and Further Education and is known as Tertiary Education. Higher Education qualification implies Higher Diplomas, Foundation Degrees to Honours Degrees and takes a minimum of 3 years to maximum of 4 years to complete. Further Education on the other hand refers to Post Graduate or Master and Doctorate degrees. In a single word Tertiary Education means colleges and university level education.

7. History of higher education in India

In the long past the institution of higher education has been given an important position in the Indian society. There were perhaps three streams of tradition- i) Ancient and medieval Sanskrit and Buddhist tradition, ii) The medieval Arabic and Persian tradition. iii) East and South Indian such as Tamil tradition.

It has been found from the writings of Chinese travellers like Fi-Hien, Hiuen-Tsang that there exist ancient seats of learning at Takshashila (5th-6th Century B.C), Kanchipura, Nalanda (5th-6th Century A.D), Odantapuri, Sri Dharryakataka, Kashmira, Vikramashila (800A.D). Among the subjects studied here were grammar, metaphysics, logic etc. In both Sanskrit and Arabic higher learning much secular and scientific learning

in law, medicine, mathematics, astronomy etc. was cultivated besides literature, philosophy with the help of books, discussion and memorization.

Indian Higher Education in its present form begun to appear from the time when British parliament renewed the Charter Act (1813) for educational development in India. College to disseminate English education was established in 1818 at Serampore, Calcutta. McCauley's minute (1835) to promote English education, Charls Woods Dispatch (1854) to establish the universities of Calcutta, Bombay, and Madras in 1857 and the introduction of grants-in-aid for these universities were the major events. Indian Education Commission or Hunter Commission's (1882-83) recommendation to finance University Education in India provided a major impetus to higher education.

Technical institutions to reserve 5 percent seats for the weaker sections of society. Conduction of special training in the areas of Engineering, Technology, Architecture, Town Planning, Hospitality and Pharmacy by AICTE-approved institutes. Introduction of Section 25 of Company's Act to allow good corporate to set up Technical Institutions. Passing of the Right of Children to Free and Compulsory Education Bill.

8 SUGGESTIONS

The following suggestions are put forth for the improvement of quality of higher education in the country.

- Need based job-oriented courses should be provided in colleges and universities that would fulfil the skill-based educational needs of the society.
- Students from economically backward families must essentially be given fully subsidized education.
- Special grants to universities and colleges in backward areas should be provided to improve their infrastructure
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CONCLUSION

The present study revealed the current scenario of higher education in India. The key challenges elated to demand- supply gap. enrolment, privatization, etc indicate that the situation of Higher education sector is not praiseworthy.

However, the key initiatives from the government side provide comprehensive solution though not adequate. Accordingly the thrust of public policy for higher education in India has to be to maintain the high standards of education keeping pace with developments that take place in the fields of knowledge and technology.

The development of higher education in India after independence has been remarkable. Following facts and figure represents the development of the higher education system in India. India is after the China and the

United States in terms of size of higher education.

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