_____

EMERGING TRENDS IN HIGHER EDUCATION AND CHALLENGES
TO NATIONAL SECURITY IN INDIA

Prof. Jitendra Ananda Mali
**Head- Defence & Strategic studies , Late. Nhanabhau M. T. Patil Arts College,
Marwad. Tal. Amalner. Dist. Jalgaon.**

"An effective education in the 21st century must provide a harmonious balance between academic education and practical skills development, including technical and vocational education." – UNESCO.

ABSTRACT

Higher education is vital to all nations, given in the critical role of education in economic, cultural and social development. Education is the world derived from Latin world "educes" which means to expose the concept form the dormant or hidden state in mind or in other words education may be defined as to infer upon. Graduation or Post graduation level education level is called as higher education. The nature of higher education system in 21st century is based on inter-disciplinary, project-based, and research driven which gets connected to community to Local, State, National and Global.

KEYWORDS: _economic, cultural and social development , multiple intelligence, technology._

INTRODUCTION

This requires higher order thinking skills, multiple intelligence, technology and multimedia for the growth and development of the society. Knowledge is not memorization of facts and figures it is connected through research and application. It takes its roots and gets connected to pervious knowledge, personal experience, interests, talents and passion. In order create a good knowledge system. It is necessary to understand the way in placing knowledge and to share good practice to ensure widespread benefits. In order to achieve this, basic requirement is the quality teaching.

This sharing of knowledge and information can be achieved in higher education only by enhancing classroom activities, acquiring higher quality knowledge content, and ability to apply knowledge. This knowledge transformation takes place through the teacher or educator. This paper discussed on Education system in ancient to modern India, Present scenario in higher education, NAAC & IQAC, E-Learning, autonomous university, Problems and challenge, Suggestions to Higher education in 21st century India.

EDUCATION SYSTEM IN ANCIENT TO MODERN INDIA –

India has a long history of organized education. The Gurukul system of education and temples were main centers of learning for generations. These centers of learning spread all over of the country giving

higher education not only to Indian students but to foreigners also. These institutions and likewise frequently received land grants, gifts and financial assistant from rulers, traders, rich people, powerful and concerned communities to run their day to day affairs.

The Indian education system continued to flourish with little changes during Sultanate and Mughal period. The Indian education grossly suffered during British period as they focused more on trade and commerce rather than educating Indians. British formally started to look after education in India, after Macaulay's minutes (1833) and

_____

_____

Wood's Dispatch (1854). The dispatch suggested that Universities should be set up in Bombay, Madras and Calcutta. In 1857, the University of Calcutta followed by Bombay and Madras universities was established. The university of Punjab and Allahabad were established in 1882 and 1887 respectively. There was not much development in Indian education scenario during colonial period.

After Independence, there have consistent efforts to improve education system in India. In 1948 Radhakrishnan commission suggest to establish University Grants Commission for assets to grants and suggestion for higher education. In 1953 University Grants Commission established, and 1956 University Grants Board comes to help higher education institutes in India. The report of the education commission 1964-66 popularly known as Kothari Commission referred to education as the only instrument of peaceful social change. In 1976 education was made a joint responsibility of the State and the Center Government through constitution amendment.

PRESENT SCENARIO OF INDIAN HIGHER EDUCATION –
In 21st century globalization is affecting the economy, culture and information internationalization, mobility of individual communication and media. This is a challenge to the system of higher education as well as the teacher. India has one of the largest numbers of universities and colleges increased from 20 and 500 respectively at the time of independence to 723 universities level institutes with 37,204 colleges and 11,356 diploma level institutions in 2012-13. More than 85% of students are enrolled in bachelor's degree programs with majority enrolling in three year B.A., B.Com. Or B.Sci. Degrees. One-Sixth of all Indian students are enrolled in Engineering/Technology degrees. India stands third in terms of Enrollment in higher education in the world. It is next only to china and the USA. The enrolment ratio of students in higher education continues to remain low. The proportion is even more adverse in some regions, particularly in case of women, scheduled castes and scheduled tribes. Rural areas are highly marginalized and are hardly touched by higher education of quality. The facilities in the college are also varying widely.

However, it declined to 3.49% in 2004-05 and continued to decline to 2.9% in 2008-09. It increased to 3.0in 2009-10and rose to 3.1 in 2010-11 and 2011-12. It further increased to 3.3 above in 2012-13 and 2013-14. The 64th round of the National Sample Survey Report which provides data for 2012 is latest source of all information available for education in India. The survey reports said 65% of Indians are literate, only a fraction of the population is highly educated. 16.7% of Indians, the largest chunk inside the literate bracket, have not completed even primary school education. The survey found that in 8% of households Indians discontinued education after they achieved the desired level. For the whopping 21% however, financial constraints came in the way. In addition, 4% discontinued education "to work for wages or salary" and another 5% for "other economic reasons". While the Government is committed to providing primary education but when it comes to the establishment of higher educational institutions, the same enthusiasm and commitment is missing. The traditional system of education fails to produce a quality human resource rather than they are creating unskilled educated class of people who need further training and skill development to be used as a resource and get employed.

Thus, globalization in 21st century calls upon the higher education system to change their regular teaching pattern, class rooms, and exam. System, also teachers to meet the future demands of the society. The 21st century is witnessing not only as expansion of knowledge in science and technology but also an explosion of student population. In order to equip the child to face the challenges of 21st century, the education system needs to change and performs a numbers of roles. In the present scenario to use of technology in teaching and learning process in higher education is a basic need.

ESTABLISHMENT OF NAAC AND IQAC –
The University Grant Commission (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 at Bangalore to improve the quality of higher education systems in India. Part A guidelines of XI plan of UGC and NAAC has given guidelines to all the accredited educational institutions to establish an Internal Quality Assurance Cell (IQAC) to ensure quality growth of Institution. The IQAC has

_____

_____

become a part of the institution's system and work towards realizing the goals of quality enhancement and sustenance.

EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY –

In the 21st century teacher and student are not depending on reference books, notes, lectures because he has knowledge of technology. He also knows the importance and usage of technology in teaching and learning process. The two major trends that have developed in the process of educational technology are **1. Technology for mass instruction. 2. Technology for individual instruction.** In the first is Technology for mass instruction- As like an e-Learning, ICT- Information, Communication, and Technology. Virtual Classrooms, Educational Television and Teleconferencing, Satellite Based Education, Cc-TV, Online teaching & learning, M-learning Etc. Under technology for individual instruction, there are equipments and materials designed for individual operation such as Teaching Machines, Programmed Instruction, Auto-tutorials systems; Computer- assisted Instructions, Language Laboratories, and Learning Modules etc.

AUTONOMOUS UNIVERSITY -

In last few years the issue of Autonomy of higher education has re-emerged in the educational circles in India. Autonomous and Foreigner University created a new challenge to Indian educational system. Etymologically, Autonomy means 'self norms'. Autonomy is not a legal or constitutional concept; it is an academic concept, and has been recognized as a central principle of university governance. The Model Act Committee (1964) and the Gajendra Gadkar Committee (1971) both appointed by the UGC have strongly pleaded for it. Autonomy means freedom from external Control and pressure in matters of governance and matter and manner of instruction is crucial to the university system, and has been acknowledged by almost every education commission of India.

CHALLENGES –

Indian higher education continues to suffer from many challenges, some are follows...
1) Lack of monetary support from the government.
2) Growing privatization and rising cost of higher education.
3) Lack of world class infrastructure and quality in higher education.
4) Inaccessibility in rural areas and towns.
5) Quota based admission of students and recruitment of teachers undermining merit.
6) Lack of uniformity in curriculum and infrastructure.
7) Lack of vision and pace in curriculum development.
8) Lack of system and facility to create and retain world class Teacher in education.
9) Selfish, Corrupt Institutional management system.
10) National Security is also challenged by Higher education.
11) High educated persons create threats to national security Etc.

SUGGESTIONS –

Following are some suggestions for making successful to higher education in India.
1) Clear Instructions and policy guidelines are to be given.
2) On the line of IES, IAS and IFS an All India Education Service may be started for all level of educations.
3) Different education systems in different state & regions may be unified and a uniform curriculum for all educational Institutions should be created.
4) All educational Institutions should be fully funded by government.
5) The government should invest more in education rather than in social welfare schemes like MGNREGA to stop monopoly of private players and to strengthen the basic root of the society.
6) Admission to Institutes should be centralized and without quota base like school based education to promote to higher education.

_____

_____

7) Reframing policies for reaccredited autonomous institutions is required to ensure quality.
8) UGC should establish effective regulatory mechanism to monitor the functioning of autonomous Institutions.
9) The salaries paid to staff and service conditions in autonomous institutions should be as par granted institutions.
10) Public-Private participation in financial resource mobilization will facilitate availability of funds. Etc.

CONCLUSIONS –

In this paper, Education system in ancient to modern India, Present scenario in higher education, NAAC & IQAC, E-Learning, autonomous university, Problems and challenge to National security, suggestions to Higher Education in 21st century India is discussed. It is observed that education provides knowledge for livelihood, nationalism and moral development as well it creates threats and challenges to national security. The higher education is imparted through universities, autonomous and affiliated colleges. Higher education supplies the much needs human resources in management, planning, design, teaching, and research. But Present scenario in India higher education continues to suffering from many national and security challenges.

REFERENCES -

1) Chaube, S. P., History of Indian Education. Vinod Pustak Mandir, Agra, 2001.
2) Gupta Deepti & Navneet, Higher Education in India: Structure, Statistics and Challenges, Journal of Education and Practice ISSN 2222-1735(paper) ISSN 2222-288X (online) vol.3, No.2, 2012.
3) Kidwai, A.R., Higher Education: Issues and Challenges. Vindon Vasishtha for Viva Books Private Limited, N. Delhi, 2011.
4) Powar. K.B., Indian Higher Education, Concept Publishing House, New Delhi, 2002.
5) Singh, lallanji. India's national security. Prakash Book Depot. Bareli -2012.

6) Annual Report of Ministry of Human Resources Development, Govt. of India, 2010-11.
7) Vishwith Shetty, Higher Education in India: Challenges and Issues Amidst Globalisation, University News, Vol. No. 51, New Delhi. 16 Sep. 2013.
8) University News, Vol. No. 42, New Delhi. 4th Oct.2004.
9) www.nuepa.org, National University of Educational Planning and Administration. Retrieved-Aug.2014.
10) www.ugc.ac.in., Report of University Grant Commission, Retrieved-Sept.2014.

Prof. Jitendra Ananda Mali
Head- Defence & Strategic studies , Late. Nhanabhau M. T. Patil Arts College,
Marwad. Tal. Amalner. Dist. Jalgaon.

_____