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## INDIAN HIGHER EDUCATION: WHERE DO WE STAND?

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The Youth Icon of India, Swami Vivekananda "Education is the tool that destroys the bonds of ignorance. Education is not the amount of information that is put into your brain and ruins riot there, undigested all your life. Education is that by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. The character is the aggregate of his tendencies, the sum total of the best mind".

World famous scientist Shri. Albert Einstein said once "Education is not the learning of facts but the training of the mind to think". According to Mahatma Gandhiji "Colleges and Universities can play a role of helping students in their quest of solving their problems of self and social development". Kothari Commission Report clears state that making education relevant to real life situations. Preventing the alienation of the education from society, developing the sense of responsibility towards society, depending the teacher's knowledge through a wider exposure to real life situation is essential.

### HISTORICAL BACKGROUND OF HIGHER EDUCATION IN INDIA

University word is derived from the Latin word "Universitas" means specialized associations between students and teachers. Our ancient universities like Takshashila,

Nalanda, Vikramshila, Valabhi, Kanchi, Samapura and Odantapuri used to attract scholars from all over the world like China, Japan, Korea, Tibet, Mongolia, Sri Lanka etc. These universities had hostel facilities too for the students. Ancient thinkers and sages like Brahmagupta, Chanakya, Patanjali, Panini, Aryabhata, Varahmihir, Charak, Varahmihir, Bhaskaracharya, Nagarjuna etc. knew the concept of time, space, calendar, seasons, math's, space chemistry, medicine, Ayurveda, surgery etc. In fact, more than 1500 years, from the founding of Takshashila in 3<sup>rd</sup> century BC to the collapse of Nalanda in 12<sup>th</sup> Century AD, India was a world leader in the field of higher education.

The Higher Education in modern India began with the establishment of Hindu College at Calcutta in 1817 by Raja Ram Mohan Roy with his friend David Hare. On July 19<sup>th</sup>, 1854 "Sir Charles Woods Education Dispatch" known as Magnacart of Education in India. On 12-12-1854 British Govt accepted the recommendations of Sir James Colville Committee for establishment of universities in India on the model of London University. Thus, Indian Universities Act 1857 came into existence along with establishment of 3 universities at Bombay, Calcutta and Madras. Between 1917-22 universities like BHU, Poona, Osmania, Lucknow and AMU were established. In order to facilitate co-ordination in the activities of these universities, The Indian University Board was established in 1925. After independence of the country, UGC Act came into force in 1956. The Board of 1925 was converted into Association of Indian Universities (AIU).

### GROWTH OF HIGHER EDUCATION IN INDIA

Higher Education is a very important sector for the growth and development of human resources which can take responsibility for social, economic and scientific development of the country as the destiny of the

country is being shaped in the class rooms. The nation building process takes its form and momentum in the institution itself. India has the 3<sup>rd</sup> largest Higher Education system in the world. As of 2013, 38000 Colleges, 310 State Universities (47%), 129 Deemed to be Universities (20%), 44 Central Universities (7%), 168 Pvt Universities (16%) and 67 Institutions of National Importance (10%) like IIT's providing education to 28 million students consisting mainly from South Indian States like Tamil Nadu 1.8 million, Andhra Pradesh 2.6 million, Karnataka 1.5 million, Kerala .6 million, Maharashtra 3.3 million and rest from other states 2.6 million and employment to about 6 lakh teachers. India is likely to surpass the USA in the next 5 years and China in 15 years to be the largest system in the world. By 2030, India will have 140 million college going age group population thus, one in every 4 Graduates in the world will be a product of Indian Higher Education. (TOI 21/7/2014)

The Indian higher education system is not only rigid and time consuming but under too much control of regulatory authorities like GOI+UGC+13 Professional Councils like ICAR, MCI, BCI, AICTE, NCTE, DCI etc. apart from State Governments, Universities and affiliating colleges, Regulatory Bodies under direct control of the Govt, Regulations on minimum standards for various degrees Academic titles approved by the Central Government. In other words GOI is controlling higher education with the help of MHRD and UGC.

#### **IMPORTANT MILE STONES IN INDIAN HIGHER EDUCATION (COMMITTEES SET UP FOR STRENGTHENING INDIAN HIGHER EDUCATION)**

1. Dr. RadhaKrishnan Committee 1948 which introduced 3 yrs degree course.
2. UGC was set up in 1956 to control all Universities of the Country.
3. Dr. S Kothari Committee 1964.

4. Dr. P.B.Gagendrgadkar's "Governance of Universities & Colleges" Report 1971.

5. Sen Committee 1973 recommended minimum IInd class for appointment.

6. Malhotra Committee 1983 recommended minimum 55% for appointment.

7. The Govt. Of India Document on "Challenges of Education—1985".

8. National Policy on Education 1986.

9. Gnanam's Towards New Educational Management—1990.

10. Acharya Ramamurthy Committee 1990 suggested development of Autonomous Colleges, Establishment of State Councils of Higher Education and Open Universities.

11. Prof. Yash Pal Committee Report 1993.

12. Introduction of NAAC in 1994.

13. Soner's Review of Gnanam Committee Recommendations 1995.

14. Rastogi Committee 1996 recommended for NET/SET/M.Phil. Examination. (Mandatory)

15. P.C.Alexander's "The Role of The Governors as Chancellor of The Universities—1977".

16. National Knowledge Commission 2007 recommended for establishment of 1500 new Universities by the end of 2015.

17. Right To Education 2010 i.e. Compulsory education to all between 6-14 years.

18. API's of UGC Regulations 2010.

19. RUSA 2013.

#### **REPORT OF THE FOLLOWING COMMITTEES WERE NOT IMPLEMENTED**

1. Dr. Gagendrgadkar's "Governance of Universities & Colleges" Report 1971.

2. The Govt. Of India Document "Challenges of Education—1985".

3. Gnanam's Towards New Educational Management—1990.

4. Soner's Review of Gnanam Committee Recommendations 1995

5. P.C.Alexander's "The Role of The Governors as Chancellor of The Universities—1977".

#### WHERE DO WE STAND

According to S RadhaKrishnan "The destiny of the nation is shaped in the class rooms. The Poor quality of teachers and infrastructure make education system weak". Very much true. Institution develops due to vision and commitment of the teachers who takes pain and strain, make use of their will and skill power not only during initial state but thought its existence" But, in reality, The Times of India reported on 10-10-2013 that "Colleges and Universities are not appointing teachers on regular posts instead they are hire on non-regular or contractual teachers at a pittance. Many of whom are not fully qualified. It is an unacknowledged crisis sweeping the Higher Education in India, which otherwise tom-toms its rapid expansion".

At the higher education stage, India has stock of some 22 million graduates, including 6 million science graduates, 1.2 million engineering degree and 60000 doctors, according to data compiled by the Economic Times Intelligence Group, NASSCOM and other industry sources. This population is growing rapidly, with over 2.5 million graduates added every year, including 25000 doctors, 3.50,000 engineers and over 6, 00,000 science graduates and post graduates. However at any given time about 5 million graduates remain unemployed. It is estimated that India will face a shortage of 5, 00,000 knowledge workers. As per McKinsey report 73 million workers are needed by 2015 i.e. 50% more than today in the automobile and electronic sector. The MaFoi Management Consultants Ltd. Estimates about 2.5 million jobs in the retail sector.

We talk about students like Swami Vivekananda, Shivaji, Chandr Gupta etc. but whether our Higher Education system has

teachers like Ramakrishna Paramhansa, Samarth RamDas or Chanakya?

There is a mismatch between Industry—University requirement's. According FICCI Higher Education Summit 2012 "Among 800 MBA students across different cities in India, only 23% were considered employable". Another survey by NASSCOM & Merit Trace found that, just 25% of BE's, MBA's and B.Tech are employable by industries and 15% Graduates from other stream. What about rest? We Teach More and Learn Less. India's Higher Education is a time pass for the idle middle class youth written by Prof. Craig Jeffrey of Oxford University, UK in his latest book.

India pumped 0.88% GDP into Science Research compared to 7.8% USA and 3.4% of South Korea. (TOI 19-07-2014)

More than 25% of India's R&D spends goes into basic research on areas that have a weak connection to industry, there by missing out opportunities for economic growth. At the same time, China spends only 5% and USA 17% on basic research. (www.toi.com) Theory based education in India is disconnected from practical world which is not a good sign.

India's contribution to Global Research Output in 2010 was just 3.5% whereas China 15%, South Korea 6.3% and Taiwan 5.7%. Total investment in R&D is only 1/250<sup>th</sup> of that of USA and 1/74<sup>th</sup> of Japan. Web of Science study shows that, articles published in scientific journals between 2002-2012 like, USA 3055029, China 921920, Germany 793091 and India only 307822.

India's contribution to Global Science Research Thesis in 2014, is just 2.5% of worlds total whereas USA 16% and China 15%. Within next 2 years China will be number one by pushing USA to second position. (Bharat Ratna Prof. CNR RAO on 2014/08/12 at Raichur, Karnataka)

During last 10 years, Japan registered 4.64 lakh patents, USA 4.70 lakh patents, China

3 lakhs but India just 6000 which comes to 0.30% of total applications. Every year more than 5 lakh new patent applications are filed worldwide, of these China accounts for 96000, Korea 72000 and India Just 8000 inspite of having best IIT's, IIM's and IIS. Only 157 out of every million people in India opt to become scientists as compared to 2666 in Briton, 4095 in USA and 5095 in Japan. (INSA Survey 2004)

Oldest Indian Universities ranked above 400 in the world in 2013. Among top 10 Asian Universities, not a single Indian University appears whereas small countries like Taiwan, Israel, and Malaysia have their place. (Websites of ARWE-QS-WUR-THE). BRIC country is not represented in the top 100 list of Universities. (TOI-NEW DELHI-07-03-2014) ISB-Hyderabad is the only School from India which features in Top-20 in Financial Times List.

Total literacy of the country stands at 65%. Of the population. But 21% of these students discontinue education due to financial problem. About 100 million young Indians do not have access to Higher Education due to many reasons. Finance is one of the major aspects. Only 1.5% students get Educational Loans due to higher rate of interest and lengthy procedures by the banks.

Only 250 Universities have gone through the process of NAAC i.e. 168 First cycles, 79 Second cycles and just 3 universities Third cycle. (As on 25/10/2013) Talking about colleges is less good.

There is a shortage of faculty in most of the institutions in the country i.e. Nagpur University 250 colleges were functioning without sufficient teachers and Pune University 70 such colleges during 2013.

Heavy load of affiliated colleges on Universities like Osmania University has 901, Poona University has 811, Rajasthan University has 735, Bangalore University has 800 affiliated colleges which creates administrative problem for Universities.

UGC is not able to do justice to its mandate in light of "Massification" of higher education. Several States having created private universities which sometimes are not maintaining the laid down standards of higher education. The UGC's entire functioning constitutes to be oriented more towards grant giving rather than regulation and enforcement of minimum standards. (THE HINDU. August 4<sup>th</sup>, 2014.)

In most of the Govt. aided institutions jobs are sold for multi lakh rupees. In Maharashtra going rate for a college teacher is Rs. 20 lakh. Many teachers in Govt. aided colleges are involved in coaching/tuition classes to recover this money. What quality can be expected from such colleges and teachers? (TOI-GO.A. August 5<sup>th</sup> 2014)

RUSA-that would move the bulk of allocation of funds to colleges from UGC to State Government which may result in badly run institutions controlled by politicians cornering most of the funds.

#### **WHAT IS TO BE DONE**

On July 25<sup>th</sup>, 2012 while addressing members at Central Hall of Parliament, New-Delhi President Pranab Mukherjee said that "Education is the true alchemy that can bring India its next golden age. Our motto is All for Knowledge and Knowledge for All. Recently President Mukherjee again said that "There is urgent need to salvage the declining standards of our countries Higher Education".

World Famous Indian Scientist Dr.Raghunath Mashelkar while addressing the students of Dr. B.R.Ambedkar University, Aurangabad on 2<sup>nd</sup> December 2013 said that "More Autonomy, Injection of Public Funding, Diversification of Sources of Funding, Linking between Funding and Result, more partnership with Global Institutes is need of the hour to increase the standard of Higher Education of the country". Very much true to the present

conditions of country's Higher Education System.

Acceptance of NKC-2007 recommendations for opening of new Universities to meet the students demand for Higher Education. UGC proposal to increase GER from 17.25% to 25% which would translate into 45 million students getting access to Higher Education by 2020 up from the present 28 million and 140 million by 2030. (India Today July 7th, 2014) Present Govt is planning to have one IIT in each state.

No deserving student should be deprived of qualitative Higher Education due to shortage of funds. Educational loans should be made available between 4-6% ROI for a longer period say 10-15 years. Planning to set up of National Education Finance Bank (NEFB) by GOI is a right action in this direction. It should be set up at the earliest with at least 1000 crores of rupees.

There is a need for moving from Generic model of education to Learner-Centered model which includes like Critical thinking, Communication, Collaboration and Creativity.

There is an immediate need for transforming governance and leadership in Higher Educational Institute's specially appointment of Vice-Chancellor's. The appointments should be above ruling parties and politics. Poor governance, acute corruption in appointments and severe funds shortage should be avoided.

There should be a budgetary provision of minimum 6% GDP on education out of which at least 2% should be on Higher Education. Institutions should try to generate their own funds by, faculty should be research focused and properly engaged with mentoring, industry engagement research and consultancy which is possible now a days because of entry of MNC's in the country.

Universities should not only change their syllabi once in 2-3 years but also allow the colleges to do so by taking local condi-

tions into considerations. Academic autonomy is need of the hour to increase the standard. Academic, Executive, Syndicate and Senate members should also include industrialists, writers, poet's artists, philosophers, social workers, professionals, recognized bodies like Trade Associations and Chamber of Commerce etc. whose ideas can be implemented for betterment of the system. There should be exchange between people of CSIR/ICAR/ICMR laboratories and University teachers on regular bases.

Government should reduce aid and gradually and encourage self-financing institutions. Only A grade institutions should be given 100% aid for one cycle only. If the grade reduces aid should be reduced.

New teachers joining the field of higher education should be trained in the form of orientation at least for a period of 3 months before joining the institution (apart from NET/SET) on the line of B.Ed. for higher secondary schools. It helps them to understand the students and system in a better manner.

Government should move to a tenure track mode of selecting teachers, as in the US and Europe. Qualifying % concessions in NET/SET examinations for reserved classes should be removed immediately. Should we, for the benefit of a few teachers, dilute the educational standard of a multitude of students?

Government should encourage corporate sector to set up and run the institutions, without any interference. Laws can be passed in favor of spending CSR funds for this purpose.

A developing country like India has to address the great challenges of renewable energy, climate change, drinking water and sanitation. Research in these areas will have spin-offs unimaginable in terms of benefits to the common man. (Bhavan's Journal. July 15, 2014)

## CONCLUSION

Late Prime Minister Pt. Nehru warned that “If the temple of learning itself becomes a home of narrow bigotry and petty objectives how will then the nation prosper or people grow in stature?”

Dr. Abdhul Kalama felt that “Education gives us wings to fly. Achievement comes out of fire in our sub-conscious mind that “I Will Win”. The best learning takes place when the teacher infuses a creative learning habit in the students and makes it an enjoyable part of life life-long quest for knowledge”.(Devi Ahilya Vishwa Vidyalaya, Indore. June 2012)

Human resources are the only resource of this highly populated country which can be converted to knowledge economy with very limited resources. The Ex-Prime Minister Dr. Manmohan Singh had rightly put up to build a second wave of institution building to achieve the goal of 25% GER to join global race. Hence, thrust is given to HE right from XI FYP declaring it our Year of Education. (Speech from Lal Quila on 15<sup>th</sup> Aug 2008) The aim of the country is to join Global Knowledge Society (GKS) by 2020. Standard of education should not fall while GER is increasing steadily. In many States teachers are being used for a number of non-academic works like elections and census. Non provision of quality infrastructure and non- fill up of all vacant posts of teachers, non-ending of contractual appointments exists one can't expect teachers to concentrate on duty whole heartedly which has a direct impact on quality of teaching.

To improve the quality of teaching, research, innovations and collaborative learning in the Universities and to strengthen the economic system for research in Universities, the President of India has instituted visitor's awards for Central Universities in the categories of “Best University”, “Innovation and Research”. He has also decided to interact with

the students and faculty of these Universities twice a year to motivate the students, faculty and academic leaders to have the inputs from them all to realize the vision of the nation. (President of India.gov.in/speeches.html)

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## Privatization of Higher Education in India and Its Impact

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### Introduction :

The spread of University and higher education in India is noteworthy. After Independence there were only 20 universities and 500 affiliated colleges and near about 1,00,000 students were availing the facility of higher education. Today, more than 645 universities, 33023 affiliated colleges. Over 12748 diploma granting institutions, During the period, 98 private state Universities, 17 Private Deemed Universities, 7818 Private colleges and 3381 private diploma institutions and 17.9% students (2011 - 2012) are getting higher education in India. Still India couldn't pace with the so-called developed countries like UK, USA and Canada etc. as far as the enrolment of youth in higher education. India has been consistently striving hard to enhance the enrolment through public and private institutions.

### Private Higher Education in the Past and Present :

During the last decade many private universities and colleges came into existence to universities and colleges came into existence to provide quality education to all. During 1950-60 many private educational institutions started by benevolent and social workers to provide higher education to the deprived and disadvantaged section of society. Service

was exclusive purpose behind it. Tilak, Agarkar, Chiplunkar, Mahatma Phule, Chatrapati Shahu Maharaj, Karmveer Bhaurao patil, and Dr. Ambedkar were leading among such contributors. These social workers contributed a lot in providing selfless and transparent service through primary and higher education by running Private Educational Institutes.

In recent time the place of 'Service' has been taken by 'Profit' the private investors have become so commercial, collecting unlimited donations and capitation fees from the parents for professional courses. In this Globalize world education has become object, which can be bought by money. The relation between teacher and student is like 'Seller' and 'Buyer'. Man making and nation building like objectives of education are not seen. The focus of such Private Education is to provide such a education which has market values. Medical, Engineering, Technical Education, D.Ed., B.Ed. etc. are given prime importance. This privatization has created big Challenge to provide education to deprive and poor students whose share is 40% of the total population of India. It is threat to "Right to Education" and "Human Right". It is not conducive at all to the nation like India.

The universities which have different disciplines that are run the human development disciplines that are run the human development wherein loss and profit cannot be seen. So, to make higher education accessible to all on the basis of Individual capacity will be futile. Those who have the "Capacity" but not the means will be deprived from the right of education. Those who have both 'Capacity' and 'means' can pay all or a part of the cost. This will give birth to inequality in higher education. We have great examples who had capacity but didn't have means but successful in their life only with the help of scholarship and support. For example, as a chief guest