



AN ANALYTICAL STUDY ON THE PERFORMANCE AND PROSPECTS OF INDIA'S HIGHER EDUCATION

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ABSTRACT

Education and especially higher education is the primary agent of transformation towards sustainable development and increasing people's capacities to transform their visions for society into reality. Education provides the skills for "learning to know, learning to live together, learning to do and learning to be". To function effectively and to manage or even work in any economic activity, knowledge becomes essential; hence the need for involvement and education of all people. In this perspective, looking to the role of higher education, one needs to go beyond the role of the traditional universities and degrees and the teaching- learning process. Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to develop a sound database on higher education. Existing data base on higher education is inadequate and out-of-date. Collection and dissemination of data on higher education suffers from incomplete coverage, inordinate time lag etc. Due to this, Gross Enrolment Ratio (GER), which is being calculated on the basis of available data, does not reflect the correct picture of the country's development in respect of Higher Education sector. Government has set a target of increasing the GER from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Various new initiatives have been taken during XI Five Year Plan to increase the GER. Reliable and comprehensive data-base is an immediate requirement to measure the actual GER and efforts taken to improve the GER. A sound database on higher education is also required for planning, policy formulation, fulfilling International Commitments, Research etc.

KEYWORDS: Education, Economist, natural resources, human capital, knowledge,

INTRODUCTION

Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The prosperity of any nation is intrinsically linked to its human resources. Human capital is one of the most important assets of a country and a key determinant of a nation's economic performance. The

strength of a nation is dependent on its intellectual and skilful citizens. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital.



India, today, is considered as a talent pool of the world, having qualified and educated human resources in abundance. This has been one of the primary reasons for transformation of India into one of the fastest growing economies in the world since liberalization in the 1990s. Economist observed that, on a global scale, wealth and prosperity have become more dependent on the access to knowledge than the access to natural resources." The importance of education in India was recognized by the founding fathers of the country and the subsequent governments, and as a result considerable importance has been given to literacy, school enrolment, institutions of higher education and technical education, over the decades ever since independence. India's aspirations to establish a knowledge society in the context of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. It has been realized that it is the quality of education that prepares one for all pursuits of life and in the absence of an acceptable level of quality, higher education becomes a mere formalism devoid of any purpose or substance. As a result, from around the turn of the century, increasing attention has also been paid to quality and excellence in higher education.

OBJECTIVES OF THE STUDY

1. To analyze the current scenario of higher education system in India.
2. To identify on the Emerging issues of higher education in India.
3. To identify on the Emerging Challenges of higher education in India.
4. Suggestions for improving quality of higher education and Conclusion.

RESEARCH METHODOLOGY

The study has been fully based on secondary data which has been collected from Ministry of human Resource Management, University Grant Commission. In this study last 5 year data has been analysis

The development of education is a continuum, which gathers its past history into a living stream, flowing through the present into the future. It is essential to see the historical background of educational development to understand the present and visualize the future.

The development of the education system in India can be broadly divided into three stages

1. Pre British period
2. British period
3. Post Independence period

PRE BRITISH PERIOD

India is one of the ancient civilizations of the world. About the 2nd millennium B.C. the Aryans entered the land and came into conflict with the 'dasas'. The non-Aryan dominated them in all spheres. In the course of time, this led to the emergence of 'Chat urvarna' (four varnas) system in which 'dasas' were absorbed as 'sudras' or domestic servants. By about 500 B.C. the classes became hardened into castes. This was a typical hierarchical society. In it religion played a vital role. It even influenced education. The study of Vedic literature was indispensable to higher castes.

During the ancient period, as mentioned earlier, Brahmins organized education. A Brahmin, imparting instruction to his pupils, was called a "pundit"—meaning the one who has knowledge. Likewise, during the medieval period characterized by Muslim domination, education was imparted by "maulvis". An educational institution was normally associated with a mosque and was named "Maktab" or a "Madarsah". As in ancient Hindu period, education was completely a private matter, and rulers supported it by donating land, money, and other material. The agency that managed the mosque also managed the maktab associated with it. These maktab and madarsahs imparted religious instruction to the children of the Muslim residents of the locality surrounding the mosque. The maktab provided for a lower level of education comparable to school education, and madarsahs were meant for higher education. The curriculum and teaching in maktab was based on reading and recitation of those portions of Quran, the holy book of Muslim faith that were necessary for daily prayers. Every pupil was expected to learn these portions of the Quran by heart. Madarsahs, in addition to reading and recitation of the Quran, carried out teaching in Arabic and Persian, which was essential for meeting social demands. The education of a child began with a ceremony comparable to "upanayana" practised by Hindus in ancient India. This ceremony was called "bismillah". The maulvis, who imparted instruction in maktab, had certain minimum knowledge of Quran, which they had memorized. About maulvis, Adam (1836) has written:

They do not pretend to be able even to sign their names; and they disclaim altogether the ability to understand that which they read and teach, and what they teach is all they know of written language, without presuming or pretending or aiming to elicit the feeblest glimmering of meaning from these empty vocables. The madarsahs, on the other hand, imparted much higher level of instruction including the study of grammar, courses

of reading on rhetoric, logic, law, geometry, astronomy, philosophy, metaphysics, and fundamentals of Islam. Mohammed Ghauri, the first Muslim conqueror of India, established his kingdom at the end of twelfth century. He is reported to have established mosques and madarsahs at Ajmer for providing education in the fundamentals of Islam and principles of Islamic law. His successors, Kutubuddin, Altamash, Raziya Begum, Nasiruddin, and Balban— all encouraged the establishment of makhtabs and madarsahs, and provided liberal grants to maintain them. The famous madarsahs founded during Muslim rule were at Ajmer, Allahabad, Bidar, Bijapur, Burdwan, Calcutta, Delhi, Lahore, Lucknow, Multan and Murshidabad. These madarsahs attracted students from all parts of the country. The Mughal emperors also took keen interest in education and established educational institutions. For instance, Akbar used to invite learned scholars to his court and hold discussions with them on matters of public interest. He honoured educated men of all religions and communities. He also had many Sanskrit books, such as Ramayana, Mahabharata, Atharvaveda and Leelavati, translated into Persian. In his regime many Hindus learned Persian to find jobs in government offices because all official accounts were kept in Persian. Jahangir and Shahjahan also took keen interest in education and established makhtabs and madarsahs. It is on record that the approach of Aurangzeb, the son of Shahjahan, was different. He destroyed schools attached to Hindu temples in which, Sanskrit and Vedic education was imparted. He also prohibited Hindu teaching and worship at Banaras and some other holy places of Hindus. On the contrary, he encouraged the establishment of makhtabs and madarsahs attached to mosques. There were no makhtabs or madarsahs exclusively meant for girls. The Muslim girls received education in the recitation of the holy Quran in their homes. However, girls from royal families received education of a good quality. After the death of Aurangzeb, the Mughal Empire also approached its end. Consequently, many makhtabs and madarsahs attached to mosques and pathshalas attached to temples were closed down. However, some makhtabs and pathshalas had their impact on education for some time to come.

BRITISH PERIOD

The education system, which the British had worked out to consolidate their rule, within four decades, produced results contrary to their expectations. The Curzon reforms reflected the fact that necessary changes had to be made corresponding to the needs of the ruling classes. This is only a brief description of official British educational policy in India. Now a brief mention is made

about the efforts of some enlightened men and missionaries, to have a clear picture of the total educational development during this period. After the establishment of British rule in India, some of the English intellectuals like Duncan and William Jones were attracted by Indian literature. The result was the establishment of the Asiatic Society of Bengal in 1784, Sanskrit College in 1791 and the starting of the Bombay branch of the Royal Asiatic Society in November 1804. People like Charles Grant, Lord Minto and some Christian missionaries had endeavored to establish English Schools before 1813. But the efforts of these people were not fruitful. The first attempts made by Europeans to impart education in India were the results of private benevolence and enterprise, that too not to natives but to Christian children. There was a lot of political unrest in universities. This was in fact an expression of the rising class the Indian bourgeoisie, and its aspirations. The Indian National Congress of 1902, 1903 and 1904 adapted special resolutions condemning the Rafeigh Commission. Indians on the senates took up the issue and Surendranath Banerjee and Gopal Krishna Gokhale led protests in the streets. The conflict between the contending classes found expression in the field of education. Jamshedji Tata visualized the need for scientific and technical manpower necessary for the development of independent capitalism, worked out a scheme for a research institute which culminated in the establishment of the Indian Institute of Wince in Bangalore in 1909. The leaders of the Swadeshi movement started the Jodavpur Engineering College in 1907. Prior to this, the Victoria Jubilee Technical School was established in 1887 and in 1904 an association was formed in Calcutta to send Indians to U.K., U.S.A., and Japan for higher studies in science. In 1906, the British turned down the proposal of the Madras Provincial Government for a Department of Industries and in 1911 rejected a bill moved by Gokhale for free and compulsory education. The debates in educational policy reflected the clash of interest between the British and Indian bourgeoisie. While the former attempted to restrict education and impose a control with a view to stop students from taking active part in politics, the latter saw the advantages of expansion of higher education as strengthening the national movement and providing the human resources for the development of capitalism in Independent India.

POST INDEPENDENCE PERIOD

The modern system of education in India germinated in the attempts of Christian missionaries to spread their religion. The first among them were the Roman Catholic Missionaries, who organized educational

activities in the territory under the possession of Portuguese. Most of the missionary schools were attached to churches or to the missionary offices. Francis Xavier, a famous missionary, arrived in India (1542) and started to organize street classes for instruction in Christian religion. The main aim of his efforts was to convert the native Indians to Christianity. But, Xavier faced some severe difficulties in his mission. He wrote to one

of his associates:

“The natives are so terribly wicked that they can never be expected to embrace Christianity. It is so repellent to them in every way that they have not even patience to listen when we address them on the subject; in fact, one might as well invite them to allow

themselves to be put to death as to become Christians.”

The first Commission to be appointed was the University Education Commission in 1948, under the chairmanship of Dr. S. Radhakrishna, to report on Indian University Education and suggest improvements and extensions that would be desirable to suit the present and future requirements of the country. The Commission, which produced a comprehensive and voluminous report, got for itself the task of reorienting the education system to face the “great problem, national and social, the acquisition of economic independence, the increase of general prosperity, the attainment of effective democracy, overriding the distinctions of caste and creed, rich and poor; and a rise in the level of culture, for a quick and effective realization of these aims, education is a powerful weapon if it is organized efficiently and in public interest. As we claim to be civilized people, we must regard the higher education of the rising generations as one of our principal concerns” Implicit in this was the task that was, also repeatedly stated by Nehru, that the achievement of political independence must be transferred into economic independence. The essential tasks of this Commission were in correspondence to needs i.e., to orient the educational system towards achieving economic independence and attainment of values to ensure an effective democracy. Towards this end, the report of the Commission discussed the re-orientation of higher education in relation to the five basic tenets of our constitution Democracy, Justice, Liberty, Equality, and Fraternity. The idea of the report was to mold “the education system as an ideological support to parliamentary democracy”. On the question of economic independence, the report noted that, “There is an urgent need of technicians and for such occupations and skills all over the country, which will train a large growing body of ambitious youth for employment as

technicians, in various existing industries. We are strongly of the opinion that each province should have a large number of occupational institutes, preferably one in each district, giving training in as many occupations as possible.

Secondary Education Commission (1952):-

The recommendations of Dr. Radhakrishnan were reinforced by the Secondary Education Commission appointed in September 1952 with Dr. L.S. Mudilkar as Chairman.

The report was submitted to the first Parliament in 1953. Keelating the needs of the ruling classes, the report in the chapter, Reorientation of Aims and Objectives, notes that one of the (India's) most urgent problems is to improve productive efficiency to increase the national wealth, and thereby to raise appreciably the standard of living of the people. The report went on to recommend the setting up of technical schools, polytechnics, strengthening multi purpose education, central technical institutions etc., in fact the infrastructure that would procure a large technical manpower. Establishment of multi-purpose schools was a major contribution of this Commission.

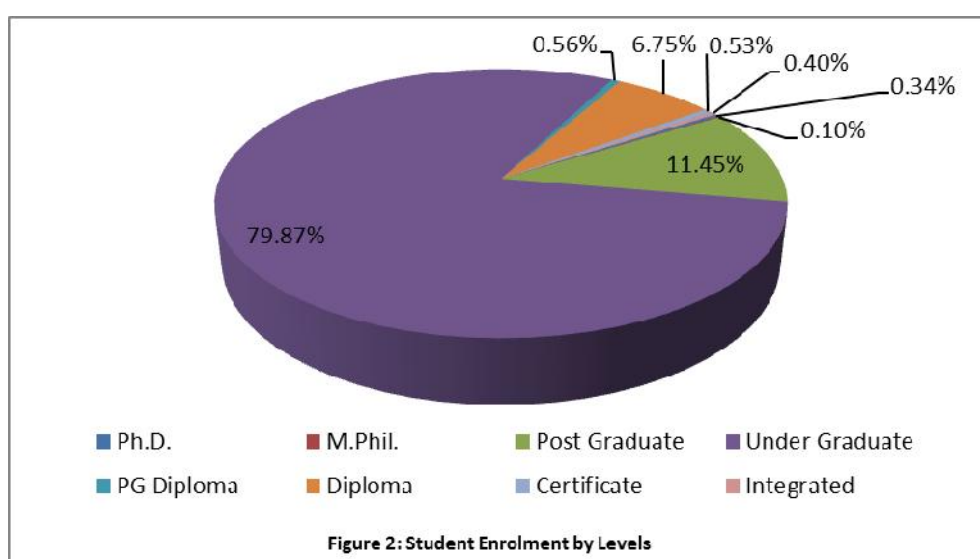
HIGHER EDUCATION IN INDIA

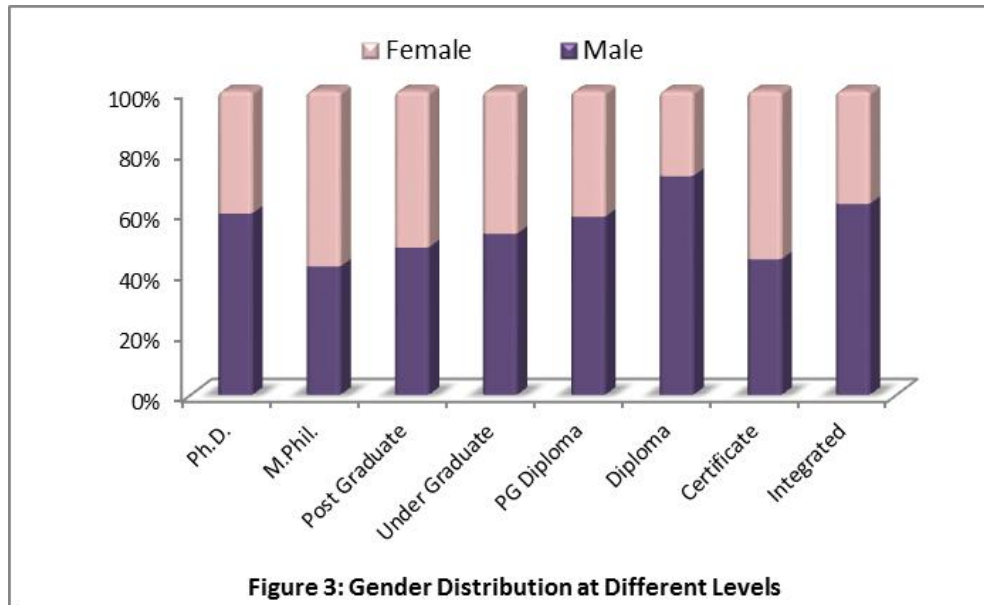
Higher education in India refers to study programmes offered beyond the senior secondary level leading to a degree or a diploma. It refers to all study programmes at the ISCED 5 and 6 levels. Higher education in India, like in other countries, has a university component and a non-university component. The universities have the authority to award degrees and offer courses at the undergraduate and post-graduate levels. The non-university institutions in India, in general, offer courses, especially in technical and professional subject areas. The universities, deemed universities and institutions of national importance award degrees while other non-university institutions mostly award diplomas or certificates. India follows a pattern of three years of post secondary education (PSE) for the first university degree (Bachelor's degree) and two years of further studies to obtain a Master's degree. However, a bachelor's degree in professional and technical education programmes may be of longer duration of 4-6 years. The research degrees are awarded after successful completion of M.Phil and Ph.D programmes. The research degrees take four to five years of studies after the Master's degree. This paper focuses on higher education in India and it does not deal with study programmes offered at PSE at non-tertiary level (ISCED 4 level), Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-

based society of the 21st Century. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to develop a sound database on higher education. It is widely recognized that the existing data base on higher education is inadequate, out-of-date. Collection and dissemination of data on higher education suffers from incomplete coverage, inordinate

time lag etc. Government has set a target of increasing the Gross Enrolment Ratio (GER) from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Various new initiatives are being taken by the Government to increase the GER. To measure the efforts taken by the government to increase the GER requires complete data on higher education such as number of institutions, students, teachers etc.

Estimated Population by Age Group-2012-13							
(Figure in '000)							
Age group	Estimated Population 2012			Estimated Population 2013			Corresponding Level of Education
	Total	SC	ST	Total	SC	ST	
6-10 Years	131144	23362	13068	130896	23324	13020	Primary (I-V)
11-13 Years	76044	13394	7312	75223	13259	7194	Upper Primary (VI-VIII)
6-13 Years	207188	36756	20380	206119	36583	20214	Elementary (I-VIII)
14-15 Years	50691	8882	4662	50244	8803	4610	Secondary (IX-X)
6-15 Years	257879	45638	25042	256363	45386	24824	I-X
16-17 Years	45438	7819	3990	45085	7749	3963	Sr. Secondary (XI-XII)
6-17 Years	303317	53457	29032	301448	53135	28787	I-XII
18-23 Years	140559	24049	11904	140802	24077	11926	Higher Education





Sources: MRHD

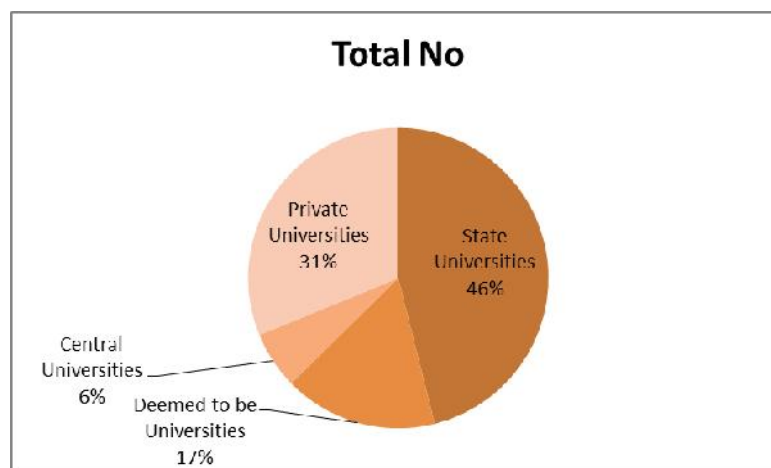
The analysis shows that India needs to target its higher education investments more on investments at the post-graduate level of education to promote research and to ensure better quality in teaching. Private institutions will be less willing to invest in research programmes given its low commercial value. Therefore, the public sector

should better target its funding for post graduate studies and research. There is a need to identify institutions with potential to expand post graduate education and provide increased funding in order to expand the research base of the country.

Total No. of Universities in the Country 2016

Universities	Total No
State Universities	343
Deemed to be Universities	123
Central Universities	46
Private Universities	232
Total	744

Sources: UGC



After analysing of the numbers of universities in India we can see that there is need to increase the numbers of central universities in India because we can see that

there in only 6% central universities in India which is a big question mark for the policy makers.

PROBLEMS OF HIGHER EDUCATION IN INDIA

Higher education in India suffers from several systemic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian higher education, such as – the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known. Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not well recognized

Critical appraisals undertaken by the governmental committees and independent academicians have highlighted the crisis confronting the system: 'over-production of "educated" persons; increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration; deterioration of standards; and above all, the demoralizing effect of the irrelevance and purposelessness of most of what is being done.' While the politicians and policy makers have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism.

There is growing democratization and the demand for quality education in recent years in India has increased. The Union and the State governments are spending enormous amount of money to provide education to all the people in the country. But there are bottlenecks in this process. The higher education system at present suffers from several bottlenecks, such as increase in substandard institutions, deterioration of academic standards, outdated curriculum, failure to maintain academic calendar and lack of adequate support for research.

Privatization of higher education, however, is not without social costs. In a polity such as India's, where structured inequalities have been entrenched, privatization is sure to reinforce existing inequalities and to foster inegalitarian tendencies. This requires the social supervision of the private sector and effective measures for offsetting imbalances resulting from unequal economic capacities of the population. Thus, we again confront a dilemma: Theoretically, how do we advance equality without

sacrificing quality? Practically, how do we control the private sector without curbing its creativity and initiative? That is the challenge in higher education at the beginning of the new millennium.

Economic Difficulties is one of the most troublesome changes that the present higher education system has imposed on the communities? The numbers of students are coming from the ordinary classes; many of them are unable to provide the minimum necessities of life for themselves. Economic miseries have grown due to the rising prizes, habits of wasting money on luxuries, increasing population, shortage of food supply, corruption, selfish etc. students hold part time jobs in order to pay for their educational expenses and must divide their attention between a job and College/University education. Near about seventy five percent of the total students community today, have been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges.

SUGGESTION FOR THE IMPROVEMENT IN INDIA'S HIGHER EDUCATION

There are following recommendations and suggestion for the higher education of India:

- ◆ Complete transparency should be maintained in the working of Executive/ Academic Bodies and other Governing Councils of the Universities. There is an urgency to review the University Acts in different States and revise the same in the light of the new requirements and the challenges being faced by the Universities.. New technologies of information and communication should be utilized for obtaining administrative efficiency.
- ◆ It is the primary responsibility of the State to provide the eligible with good quality higher education at reasonable cost. There shall be no withdrawal of the State from this responsibility. In fact, the investment in this area by the State shall be stepped-up to 3% of the GDP. This is essential for the intellectual strength of the State to address equity concerns.
- ◆ Strong quality control measures to assure performance above an acceptable benchmark is essential for the institutions. We are at the moment weak in this regard. The various rating agencies shall evolve scientific, transparent and consistent benchmarking techniques for this purpose. A regulatory system to ensure compliance to the set bench marking is needed with sufficient powers to close down non-

complying institutions is a need of the hour. The Higher Education Policy needs to incorporate such features in it in the interest of the nation.

- ◆ The politics is the result and most often the changes are not implemented language has been a similar issues in which government attempted to solve in difficult social and political problem through policy relating to higher education. To conclude, Higher education in India is an extraordinarily important part of modern Indian society and it is intertwined in the political and social systems of the society. It is in need of change, development and important. In order to effectively plan for reforms and improvement, it is necessary to have in realistic perceptions of what is possible and what is not.

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