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CURRENT SCENARIO OF HIGHER EDUCATION IN INDIA – AN OVERVIEW

S. Binduja*; Dr. V. J. R. Emerlson Moses**

Head, Department of Economics,
Sree Devi Kumari Women's College, Kuzhithurai,
INDIA

**Assistant Professor and Research Guide,
PG & Research Department of Economics,
Muthurangam Govt. Arts College, Vellore, INDIA

ABSTRACT

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission Higher education deals with the tertiary level of education. Undergraduate colleges, Post-graduate College. Universities and centres, of advanced studies are coming under scope of higher education. As on 31.02.05, there were 342 Universities including 18 central Universities, 211 state Universities, 95 deemed Universities and 5 institutions established under state legislation and 13 Institutes of National Importance.

KEYWORDS: *Established, Enforces, Legislation*

INTRODUCTION

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. Higher education deals with the tertiary level of education. Undergraduate colleges, Post-graduate college. Universities and centres, of advanced studies are coming under scope of higher education. As on 31.02.05, there were 342

Universities including 18 central Universities, 211 state Universities, 95 deemed Universities and 5 institutions established under state legislation and 13 Institutes of National Importance.

There were 17625 colleges, of which 5286 have been recognized by UGC. In 2004-05, an estimated 104.81 lakh students were enrolled in the institutions of Higher Education and the faculty strength was 4.71 lakh. Higher education has special value in the emerging knowledge society. It contributes directly as well as indirectly to the wealth of a nation. Therefore, the country's future depends on a massive expansion of education particularly at higher education level.

While universities, deemed universities and institutions of national importance are largely autonomous institutions entitled by law to design, develop and offer programs which they consider relevant and appropriate for the national needs, the colleges and institutes are expected to be regulated by the universities with which they are affiliated or associated with. Give the wide reach and variety of institutions and programs of higher education, a number of professional, coordinative and regulatory bodies and councils have also been established to ensure balanced and healthy growth of higher education in the country. Given below are the broad National Qualification Framework presently in vogue in the country.

Objective of Higher Education

The University Education Commission (1048-49) have made a number of significant recommendations on various aspects of higher education. **The objectives of higher education are as follows:**

Wisdom and knowledge

Since education is both a training of minds and training of souls, it should give both knowledge and wisdom. No amount of factual information would take ordinarily into educated men unless something is awakened in them. Therefore, there should be inculcation of wisdom and knowledge.

Aims of the social order

Our education system must find its guiding principle in the aims of the social order for which it prepares. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot Preserves our freedom.

Love for higher values of life

The greatness of a country does not depend on the extent of its territory, the length of its communication or the amount of its wealth, but on the love for higher values of life. We must develop thought for the poor and sufferings, regards and respect for women, faith in brotherhood regardless of race, colour, religion etc.

Training for leadership

One of the important aims of higher education is the training for leadership in the profession and public life. It is the function of universities to train men and women for wise leadership.

Indian Education Commission (1964-66)

The Indian Education Commission (1964-66) has made the following recommendations:

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the spirit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries.

- To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, right interests, attitudes and moral and intellectual values.

- To provide society with competent men and women train in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated citizen individuals imbued with a sense of social justice.

- To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of knowledge.

- To foster in the teachers and students and through them in society generally the attitudes and values needed for developing the good life.

National Policy on Education (1986)

The National Policy on Education (1986) viewed higher education as follows: "Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system."

University Grant Commission (UGC)

The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

Deemed Universities

List of Institutions which have been declared as Deemed to be Universities (As on 23rd June, 2008) under section 3 of the UGC Act 1956 by Ministry of Human Resource Development, Government of India, along with their MHRD/UGC approved Off-Campus(s)/ Institution(s) under Ambit/Off-Shore Campus(s). Number of Deemed Universities is: 172

Institutes of National Importance

An Institute of National Importance, in India, is defined as one which serves as a pivotal player in developing highly skilled personnel within the specified region of the country/state. Only a chosen few institutes make it to this coveted list and are usually supported by the Government of India or even international institutes to develop centers of excellence in research, academics, and other such elite schools of education. In India, all of the IIT, NITs, AIIMS, NIPERs, ISIs and

some other institutes as Institutes of National Importance. It is also proposed to add to the list IIMs, IISERs, IIESTs and the new AIIMS under PMSSY scheme of GOI once they are empowered by the Government of India by enacting an act in the Parliament. The admission to these institutes is solely through highly competitive examinations like the CAT/IIT-JEE/JMET/AIEEE/NIMCET etc.

Indian Institutes of Technology (IIT)

Indian Institute of Technology Kharagpur, www.iitkgp.ernet.in
Indian Institute of Technology Bombay, Mumbai, www.iitb.ac.in
Indian Institute of Technology Kanpur, www.iitk.ac.in
Indian Institute of Technology Madras, Chennai, www.iitm.ac.in
Indian Institute of Technology Delhi, New Delhi, www.iitd.ac.in
Indian Institute of Technology Roorkee, www.iitr.ac.in
Indian Institute of Technology Guwahati, www.iitg.ac.in
Indian Institute of Technology Patna, www.iitp.ac.in
Indian Institute of Technology Hyderabad, www.iith.ac.in
Indian Institute of Technology Bhubaneswar, www.iitbbs.ac.in
Indian Institute of Technology Gandhinagar, www.iitgn.ac.in
School of Planning and Architecture, New Delhi, www.spa.ac.in

Indian Institute of Science (IISc)

Indian Institute of Science, Bangalore, www.iisc.ernet.in

National Institute of Technology (NIT)

Motilal Nehru National Institute of Technology, Allahabad, www.mnnit.ac.in
Maulana Azad National Institute of Technology, Bhopal, www.manit.ac.in
National Institute of Technology, Calicut, www.nitc.ac.in
National Institute of Technology, Durgapur, www.nitdgp.ac.in
National Institute of Technology, Hamirpur, www.nitham.ac.in
Malaviya National Institute of Technology, Jaipur, www.mnit.ac.in/
Dr B R Ambedkar National Institute of Technology, Jalandhar, www.nitj.ac.in
National Institute of Technology, Jamshedpur, www.nitjsr.ac.in
National Institute of Technology, Kurukshetra, www.nitkkr.ac.in
Visvesvaraya National Institute of Technology, Nagpur, www.vnit.ac.in
National Institute of Technology, Patna, www.nitp.ac.in
National Institute of Technology, Raipur, www.nitrr.ac.in
National Institute of Technology, Rourkela, www.nitrkl.ac.in
National Institute of Technology, Silchar, www.nits.ac.in
National Institute of Technology, Srinagar, www.nitsri.net
S V National Institute of Technology, Surat, www.svnit.ac.in
National Institute of Technology Karnataka, Surathkal, www.nitk.ac.in
National Institute of Technology, Tiruchirapalli, www.nitt.edu
National Institute of Technology, Warangal, www.nitw.ac.in

Indian Statistical Institute

Indian Statistical Institute, Kolkata, New Delhi, Bangalore, www.isical.ac.in

National Institute of Fashion Technology (NIFT)

National Institute of Fashion Technology, New Delhi, Mumbai, Kolkata, Ahmedabad, Hyderabad, Chennai, Bangalore, Raebareli ,Shillong,kannur,patna,bhopal, mauritius{overseas}, www.nift.ac.in

Medical Institutes

All India Institute of Medical Sciences, New Delhi, www.aiims.edu Post Graduate Institute of Medical Education and Research, Chandigarh, www.pgimer.nic.in Jawaharlal Institute of Postgraduate Medical Education & Research, Puducherry, www.jipmer.edu. Sanjay Gandhi Post Graduate Institute of Medical Sciences, Lucknow, www.sgpgi.ac.in

Enrollment of Indian Students by Level of Education

Level	Number ('000)	% of Total
Graduate (Bachelor's)	17,456	86%
Post-Graduate (Master's)	2,492	12%
Research (Doctoral)	161	1%
Diploma/Certificate	218	1%
Total	20,327	100%

Enrollment of Indian Students by fields of study

Field	Number ('000)	% of Total
Arts	7,539	37%
Science	3,790	19%
Commerce & Management	3,571	18%
Engineering & Technology	3,262	16%
Education	733	4%
Medicine	716	4%
Law	373	2%
Others	218	1%
Agriculture	97	0%
Veterinary Science	28	0%
Total	20,327	100%

Current Scenario of Higher Education

❖ Now-a-days it is very frequently observed that students sign up for higher studies with less interest or take is casually. Moreover, there are very few institutions in India who are giving quality inputs so as to inculcate the learning skills amongst students.

❖ Higher Education System in India compare to developing / developed countries needs substantial improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world. The lowest % being 28 % and the same is as high as 90 % in developed countries.

❖ At one end we claim that India would rank 3rd among all countries by 2020 in education. If we observe overall ranking of relevant institutions it's seen that in the year 2000, out of 500 there were 2 Indian Universities / Institutes were featured in the list, and 1 institution from China.

❖ Now almost after a decade in 2010 the tables have changed with only 1 institution from India being featured and 32 institutions are featured from China!!

❖ It categorically spells out, how much we are lagging behind in terms of overall % of higher educational institutions, number of students pursuing higher education. We are not only beaten in by the developing and developed countries in terms of GDP, Exchange of foreign currency but also in terms of number of students pursuing higher education..

❖ Budget allocation by Govt. of India as per 2012 plan is about 6 % which is not going to be adequate, and therefore allocation must be made appropriately, i.e. minimum 10 % in order to improve the scenario. Basic education must reach to maximum number of children from different strata of the society so that they are eligible to pursue higher education.

❖ Over and above, institutions must also concentrate on giving away quality inputs to the students. Institutions must look into constantly updating the syllabus in order to help students adapt with the changing market scenario. To start with they can look at making education liberal, introduce new practices & applied research work; updating the course curriculum frequently. If such developments take shape in its true sense in our country students would be attracted to pursue higher education which will in turn fulfill corporate expectations. Efforts should also be taken to guide, mentor students and parents to develop and retain interest amongst students.

❖ In addition to above, curriculum should also include sports, hobby classes, vocational skills development program, employability enhancement & soft skills development programs, entrepreneurship development modules, specialization wise clubs and committees of students, practical assignments related to their field, industry interface related modules such as internships, industry visits, guest lectures / workshops / seminars, participation in summits, management quiz etc.. with evaluation / monitoring system so as to ensure continual improvement in the same..

❖ Special emphasis must be given to communication and presentation skills, especially for students coming from rural background / remote locations and that for students studies in vernacular languages.., so that they can perform well in the corporate world, across the globe.

❖ Institutions should also inculcate multitasking abilities amongst students, foreign languages, advanced IT knowledge so that they can perform better in the chosen field. Student exchange, cultural exchange should be encouraged and various ways and means should be found to enhance students interest level & participation.

CONCLUSION

The term 'Education' has been clearly defined as ....the process of developing and training the powers and capabilities of human beings. Education has always been and continues to be one of the most important needs of mankind. It helps man indoctrinate values and apply the technical know-how in real life situations. Higher Education System in India compare to developing / developed countries needs substantial improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world. The lowest % being 28 % and the same is as high as 90 % in developed countries. At one end we claim that India would rank 3rd among all countries by 2020 in education. If we observe overall ranking of relevant institutions it's seen that in the year 2000, out of 500 there were 2 Indian Universities / Institutes were featured in the list, and 1 institution from China. Government should also provide sufficient funds, annual schemes for unaided institution for enhancing overall support. Some specific programs of higher education should be developed for respective sectors, and companies of these sectors must assure employability through internships / projects and final placements for win-win situation. These are some of the points if we practice in a near future for increasing percentage of students seeking higher education, the scenario will certainly increase., and students in turn will start adding value to the corporate world and towards the growth of our nation in the near future.

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