

Progress of Higher Education in India

Gaurav Sachar^a, Vandana Aggarwal^b

^aAssistant Professor* Department of Education, University Institute of Teachers Training and Research (UITTR), Chandigarh University, Gharuan, Distt:-Mohali, India

^bAssistant Professor* Department of Education, University Institute of Teachers Training and Research (UITTR), Chandigarh University, Gharuan, Distt:-Mohali, India

Abstract

Higher Education means education imparted to students beyond schooling to say study beyond the level of secondary education. Often the term is assumed as education imparted by the colleges or the universities. In fact the institutions of higher education included not only colleges and universities but also professional schools in the field of law, theology, medicine, business, music, and art. Higher education also includes institutions like teachers training schools, community college and institutions of technology. The term higher education also has in its fold training of highly skilled specialists in the fields of economics, science, technology and culture at various types of higher schools who accept the candidates who have completed secondary general education. In simple words, the term higher education generally refers to education at degree level and above.

INTRODUCTION:-

Education assumes special significance in the context of a quasi-traditional or transitional society like India where it has to face multifaceted developmental challenges like, "Education and social change, education and national development, education and human rights, education and social justice, education and international understanding, education and equality, education and societal and cultural progress the list could be prolonged indefinitely A nation could develop in case its people make all-round progress believing in the individual dignity and value of human life. Education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an honored place in the society. Significantly the educational administration is a social process that takes place within the context of social system. The Pre-British Indian education system comprised of three types.

This included: At formal level, the education can conveniently be divided into:

1. Elementary Education
2. Secondary Education
3. Higher Education
 - a. General Education
 - b. Professional and Technical Education

The significance of education at each level cannot be minimized in the hierarchy of education yet the higher education is seen as the producer of elite class in the society which largely contributes in the systems of governance Higher education is of vital

importance for the country, as it is powerful tool to build knowledge based society of the 21st century.

HIGHER EDUCATION IN INDIA: BACKGROUND:-

India can take pride in claiming itself to have one of the largest educational systems among developed countries of the World after China and U.S. xii with the reputation of having universities like Nalanda and Taxila in the early times. The references which stand well supported by the historians have enough evidences to justify this claim thereby establishing that higher education in India had its roots in the early times as well. The Mughal period did not have much to claim as this was a period of wars and instability. During the early part of the colonial rule the Britishers were more into establishing themselves rather than caring for the education in the country more so the British rulers were skeptic about the spread of education in India as it may not generate awareness and awakening among the Indian masses.

Once the British administrative juggernaut started rolling in India then they had to, out of compulsions, take some note of education in India which partially was also due to the pressure from Indian social and political leaders. But undoubtedly, in pre independence era, access to higher education was very limited. From the year 1883 till the independence the number of colleges in India were not only inadequate but in few hundreds and subsequently the enrolment of the students was also found to be low.

Table 1:- Higher Education in India during pre independence and post independence period

Year	1883	1928	1947	1961-62
No. Of Colleges	139	307	591	2,282
Enrolment of Students	16,088	90,677	2,28,881	11,77,245

Source: <http://www.education.nic.in/cd50years/n/2j/3j/2J3J0201.htm> p; 1of 4 Dated 31/8/2011xiii

After Independence, the Government of India was much busy in grappling with issues and problems of Post-partition. However, the Government was very clear on the issue that till the human resources are developed and groomed in a manner to bring about socio economic development it won't be possible for country to be self-reliant. The need to revamp the whole education system was felt by the then National leaders and as a result Radha Krishnan Education

Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under

Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013.

The quantum growth in the Higher Education sector is spear-headed by Universities, which are the highest seats of learning Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities & Colleges is entrusted to the UGC and other statutory regulatory bodies. Thus, the higher education in India has been assessed through the three indicators of higher education in India;

i. Universities and Colleges

ii. Students Gross Enrolment Ratio (GER)

iii. Teachers Strength

Growth of Universities and Institutions of National Importance

Table 2:- Institutions of Higher Education and their Intake Capacity

Capacity Indicators	1950	1991	2004	2006	2009	2010
No. of University Level institutions	25	117	320	367	467	544
No. of Colleges	700	7,346	16,885	18,064	25,951	31,324
No. of teachers (in thousands)	15	272	457	488	588	699
No. of students enrolled (in million)	0.1	4.9	9.95	11.2	13.6	14.6

Indian Higher Education - Statistics

Literacy Rates* (%):

Male - 82.14

Female - 65.46

Both - 74.04

Source: Census of India, 2011

Total Education Enrolments:-

School Education:

Primary School (I to V) 127.9 Million

Middle School (VI to VIII) 56.4 Million

Secondary School (IX to X) 28.6 Million

Higher Secondary (XI to XII) 16.2 Million

Tertiary Education:

Undergraduate and graduate enrolments 16.97 Million

Source: 8th All India School Education Survey, UGC Annual Report 2010-11

Universities and Colleges:

Universities in India - 573

Total Colleges - 33, 023

Source: UGC Annual Report 2010-11; Prof. Ved Prakash, "Inclusive and qualitative expansion of higher education in India - 12th Five Year Plan 2012-2017" University Grants Commission (2010-2011)

Enrolment by Gender Higher Education:-

Male - 99.26 Million

Female - 70.49 Million

Total - 16. 97 Million

Enrolment by Stages - Higher Education:

Undergraduate - 86.11%

Postgraduate - 12.07%

Diploma/ Certificate - 1.01%

Research - 0.81%

Source: UGC Annual Report 2010-11

GROWTH OF HIGHER EDUCATION IN INDIA AFTER INDEPENDENCE:-

After the implementation of plans, efforts were made to spread education. Government decided to provide free and compulsory education to all children up to the age of 14. But this aim could not be achieved yet.

In First Five Year Plan 7.9% of total plan outlay was allocated for education. In Second and Third Plan, the allocations were 5.8% and 6.9% of the total plan outlay. In Ninth Plan only 3.5% of the total outlay was allocated for education.

To streamline the education, the Govt. implemented the recommendations of Kothari Commission under 'National Policy on Education' in 1968. The main recommendations were universal primary education. Introduction of new pattern of education, three language formula, introduction of regional language in higher education, development of agricultural and industrial education and adult education.

To combat the changing socio-economic needs of the country, Govt. of India announced a new National Policy on Education in 1986. Universalisation of primary education, vocationalisation of secondary education and specialisation of higher education were the main features of this policy. National Council of Educational Research and Training (NCERT) at National level and State Council of Educational Research and Training (SCERT) at State level were established to maintain the standard of education. University Grants Commission (UGC) was instituted to determine the standard of higher education.

The following points explain the development of Higher education in India after independence:

1. Expansion of General Education:-

During the period of planning there has been expansion of general education. In 1951, the percentage of literacy was 19.3. In 2001 the literacy percentage increased to 65.4%. The enrolment ratio of children in the age group of 6-11 was 43% in 1951 and in it became 100% in 2001. Primary education has been free and compulsory. Midday meal has been started in schools since 1995 to check drop-out rate. The number of primary schools has risen by three times from 2.10 lakh (1950-51) to 6.40 lakhs (2001-02). There were only 27 universities in 1950-51 which increased to 254 in 2000-01.

2. Development of Technical Education:-

Besides general education, technical education plays important role in human capital formation. The Govt. has established several Industrial Training Institutes, Polytechnics, Engineering colleges and Medical and Dental colleges, Management institutes etc.

These are given below:-

- (a) Indian Institute of Technology: For education and research in engineering and technology of international standard, seven institutes have been established at Mumbai, Delhi, Kanpur, Chennai, Khargpur, Roorkee and Gauhati, Technical

education is imparted here both for graduation and post-graduation and doctorate level.

(b) National Institute of Technology (NIT):-

These institutes impart education in engineering and technology. These were called Regional College of Engineering (REC). These are 17 in number throughout the country. There are other institutes in the country to teach engineering and technical education.

(c) Indian Institute of Management:-

These institutes impart education in business management and administration. These institutes are located at Ahmadabad, Bangalore, Kolkata, Luck now, Indore and Kozhikode.

(d) Medical education:-

There were only 28 medical colleges in the country in 1950-51. There were 165 medical and 40 dental colleges in the country in 1998-99.

(e) Agricultural education:-

Agricultural Universities have been started in almost all States to improve production and productivity of agriculture. These universities impart education and research in agriculture, horticulture, animal husbandry and veterinary sciences etc.

3. Women education:-

In India, literacy among women was quite low. It was 52% according to 2001 census while the literacy among men was 75.8%. Women education was given top priority in National Policy on Education. Many State Governments have exempted the tuition fee of girl's up to university level. Separate schools and colleges have been established to raise level of literacy among women.

4. Vocational education:-

National Policy of Education, 1986, aims at vocationalisation of secondary education. Central Govt. has been giving grants to State Governments to implement the program since 1988. Agriculture, Pisciculture, diary, poultry, typing, electronics, mechanical and carpentry etc. had been included in higher secondary curriculum.

5. Growth of higher education:-

In 1951, there were 27 universities. Their number increased to 254 in 2001. In Orissa state, there was only one university in 1951. Now there are 9 universities.

6. Non-formal education:-

This scheme was launched on an experimental basis from the Sixth plan and on regular basis from Seventh plan. The aim was to achieve universal elementary education to all children in the age group of 6-14 years. The scheme was meant for those children who

cannot attend schools regularly and for full time due to poverty and pre-occupation with other works.

The Central Govt. is providing assistance to State Govt. and voluntary organization to implement the scheme. Non-formal education centres have been set up in remote rural areas, hilly and tribal areas and in slums. These impart education to children of 6-14 age groups.

7. Encouragement to Indian Language and Culture:-

After the adoption of National Policy of Education 1968, regional language became the medium of instruction in higher education. Syllabus on science and technology, dictionaries, books, and Question Papers are translated into regional languages. Indian history and culture have been included in school and college curriculum.

8. Adult education:-

Simply speaking adult education refers to the education for the illiterate people belonging to the age group of 15-35 years. The National Board of Adult Education was established in the First Five Year Plan. The village level workers were assigned the job of providing adult education. The progress remained not too good.

The National Adult Education Program was started in 1978. The program is considered as a part of primary education. National Literary Mission was also started in 1988 to eradicate adult illiteracy particularly in rural areas. The Centre gives assistance to states, voluntary organizations and some selected universities to implement this program. There was 2.7 lakh adult education centre's working in the country in 1990-91. This program helped to raise the literacy rate to 65.38% in 2001.

9. Improvement of Science education:

Central Govt. started a scheme for the improvement of science education in schools in 1988. Financial assistance is given to provide science kits, up gradation of science laboratories, development of teaching material, and training of science and mathematics teachers. A Central Institute of Educational Technology (CIET) was set up in NCERT to purchase equipment for State Institutes of Educational Technology.

10. Education for all:

According to 93rd Amendment, education for all has been made compulsory. The elementary education is a fundamental right of all children in the age group of 6-14 years. It is also free. To fulfill this obligation Sarva Shiksha Abhiyan (SSA) has been launched.

The above discussion makes it clear that a lot of development in education has been made in India after Independence. There is wide growth in general education and higher education. Efforts have been made to spread education among all sections and all regions of the country. Still our education system is ridden with problems.

GROWTH OF COLLEGE EDUCATION: INDIA

The word college originates from the Latin word “collegium” which meant an educational institution or constituent part of an educational institution. The institution which provided education or specialized professional or vocational training is called college. The first ever college in India was established during the British rule in 1817, the CMS College Kottayam in Kerala, India. xv The college was started by the Church Missionary Society (CMS) of London. From the year 1817 to 1947, the country had 500 colleges (both Public and Private). From then onwards and after the induction of New Education Policy (1986 and 1992), the college education got flip and has increased manifold. There exist different types of colleges in India.

Types of Colleges:-

There existed different categories of colleges. Some of the broadly accepted categories have been discussed below;

A. University Colleges

B. Constituent Colleges

C. Autonomous Colleges

D. Residential Colleges

E. Community Colleges

There was time when higher education through the colleges in India was confined to the field of Humanities and Sciences. Over the years, college education had diversified itself not only horizontally but vertically as well. The Table 5 depicted the courses and the percentages of students enrolled in the course in the colleges. The colleges not only went for horizontal expansion by adding new post and under graduate courses but colleges did add vertically to add on courses, diploma courses and other certificate courses which could run simultaneously with formal education.

Table 3: Students Enrollment by Courses Wise

Sr.No.	Faculty	Percentages
1.	Arts	42.01
2.	Science	19.30
3.	Commerce/Management	17.83
5.	Engineering/Technology	10.33
6.	Medicine	3.48
7.	Agriculture	0.55
8.	Veterinary Science	0.14
9.	Law	2.35
10.	Others	1.51
4	Education	2.50

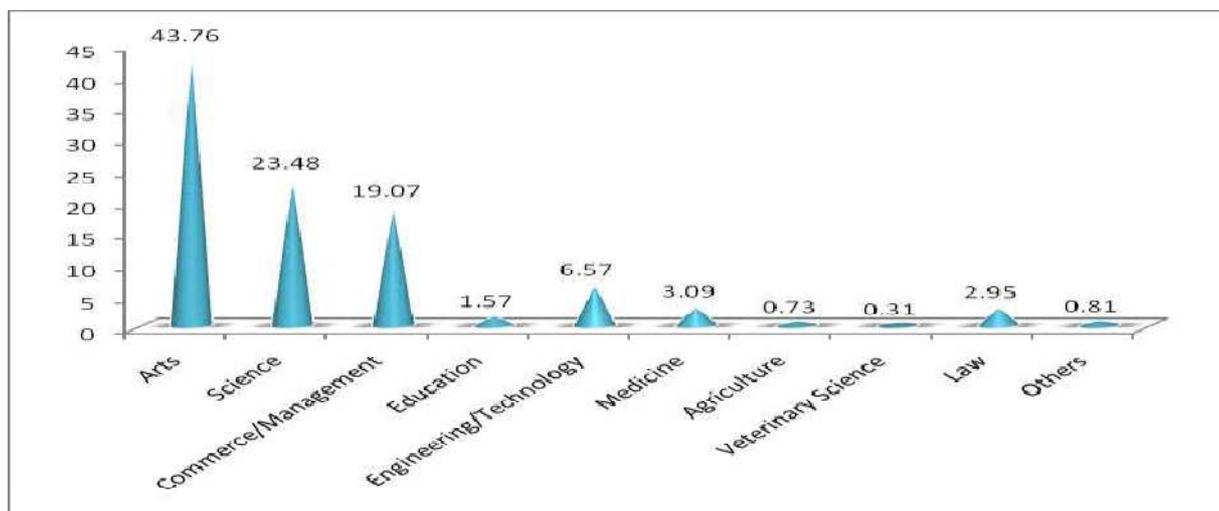
Table-4 Number of Colleges in India:-

Type	2005	2006	2009-10	2010-11
Total No. of Colleges	17,625	18,064	25,951	31,324
Colleges Recognized Under Section 2(f) of the UGC Act	5,589	6,109	7,176	7678
Colleges eligible to receive development grants under section 12B of the UGC	5,273	5,525	5,936	6257
Women Colleges	-	-	2565	3432

Source: - Higher Education in India (Strategies and Schemes during 11th plan period (2007-12) for universities and colleges.) UGC report January 2011 Chapter -2, p.9.

There existed 31,324 colleges by the year 2011 in India out of which there were 3432 colleges for women. There were 7,678 colleges (till 2011) which were covered under the Section 2(f) and of these 6257 were also recognized under 12-B of UGC Act, 1956 which made them eligible for getting various development grants from UGC. Here we must look as to what these 2(f) and 12-B Section of UGC Act, 1956 provided for. UGC 2(F) AND 12-Bxvii UGC, an organization established by the Union Government for the coordination and maintenance of standards of university education, recognized colleges and other institution for providing funds under Section 2(f) and 12-B, which provided that colleges which were affiliated with any recognized university and secured permanent affiliation from that university could apply for 12-B and 2(f) status after submitting some required documents to the UGC which if satisfied could offer status of 12-B (2(f)) to the colleges under which college did become eligible to receive grants from UGC. There were so many colleges which fulfilled the conditions to be recognized under Section 2(f)

but were not fit for receiving central assistance under 12-B as they did not fulfill the laid down conditions



Enrollment ratios vary across faculties, with the Arts faculty faring better than the other. Thus, the bulk of students (nearly two thirds) are enrolled in arts and science, with another 18 percent in commerce/management. This is of some importance because most “private investment” in higher education is concentrated in engineering, medicine and management and consequently does little for the majority of students. Although total expenditure on higher education has risen since independence from 483 crores to 2418.3 crores between 1980 and 1995, spending per pupil in real terms declined for nearly two decades, before recovering modestly.

Table 5: Type- Wise Number of Universities in the Country (2011)

Sl. No	University	No of Universities	Percentage
1	Central Universities	44	7.53
2	State Universities	28548	9.9
3	Deemed Universities	130	22.26
4	Private Universities	10417	9.9
5	Fake Universities	213	5.9
Total		584	100

Source: University Grants Commission

HIGHER EDUCATION IN THE 21ST CENTURY:-

Higher education has profoundly changed in the past two decades, and those involved in the academic enterprise have yet to grapple with the implications of these changes. Academic institutions and systems have faced pressures of increasing numbers of students and demographic changes, demands for accountability, reconsideration of the social and economic role of higher education, implications of the end of the Cold War, and the impact of new technologies, among others.

While academic systems function in a national environment, the challenges play themselves out on a global scale. We can learn much from both national experiences and international trends. Ideas and solutions from one country or region may be relevant in another.

Since academic institutions worldwide stem from common historical roots and face common contemporary challenges, it is especially appropriate that international dialogue take place. A comparative and global approach to thinking about higher education benefits everyone—the experience of one country may not be directly relevant to another, but issues and solutions touch many nations. This essay has several key

Aims:-

- To highlight issues in higher education that face many countries and about which an international discussion can contribute insights;
- To contribute to the internationalization of higher education through discussion of international initiatives and linking of people and institutions committed to a global perspective and expanded international

Programs:-

- To create a network of colleagues and centers working in the field of higher education worldwide in order to foster ongoing dialogue, communication, and possible collaborative research; and
- To link policymakers, key administrators, and the higher education research community in a creative dialogue on the central issues facing contemporary higher education.

CONCLUSION:-

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the responsiveness. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts. Report of the National Knowledge Commission if implemented can help boost education sector in India. We are moving towards an era which would be defined by the parameters of knowledge and wisdom. India in order to become a developed nation by 2020 and knowledge power by 2015. The decisions that are going to be taken on these are likely to hold the key to India's future as a center of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. According to Prime Minister of India Dr. Manmohan Singh 'The time has come to create a second wave of institution building and of excellence in the fields of education, research and capability

building'. We need an educational system that is modern, liberal and can adapt to the changing needs of a changing society, a changing economy and a changing world. The thrust of public policy for higher education in India has to be to address these challenges. However, one university can't make much difference. If the government welcomes more such initiatives, the future will be ours. We will be able to match and compete with other countries and the dream to be the world's greatest economy won't be difficult to achieve

The journey of higher education in India along the Post-Independence era has witnessed some creditable achievements in the field of higher education resulting into overall growth in the status of higher education in India but at the same time has resulted into bigger problems and issues in the field. Undoubtedly, manifold increase in the number of institutions of higher education both in the universities and colleges yet the accessibility to higher education in the country has not achieved the desired standards. The wide variations in urban and rural accessibility are attention catching suggesting that emphasis on rural expansion of these institutions be given to bridge the gap between the rural-urban accessibility disparities.

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