

**A STUDY ON “EMERGING HIGHER EDUCATION IN INDIA” ISSUES  
AND SUGGESTIONS**

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**ABSTRACT**

Education in India dates back from its early civilization time where teaching and learning process revolved around the ‘Gurukula System’. It was a residential concept wherein the students were educated under the guidance of a “Guru” in different areas of religion, philosophy and science. Historians speculate that these centers had a remarkable resemblance to the European medieval universities that came up much later. The initial education system in India gradually got obscured due to subsequent invasions and disorder in the country. In the early modern age, the Islamic influences enriched the traditional learning centers and brought in the disciplines of Geography, Administration, Law, and Arabic Mathematics to India. Development of any nation solely depends on the quality of human resources; and good human resource is produced through quality education. Education provides people with an opportunity to reflect on the social, cultural, moral, economic, and spiritual issues and contributes towards the development through propagation of specialized knowledge and skills. India, even after 70 years of its independence, is far away from the goal of universal literacy. The fact that India’s higher education system is churning out millions of graduates that are unemployable speaks of the need to improve the quality of education in the country. However, on a positive note, India is engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21<sup>st</sup> Century. Indian professionals are considered among the best in the world and are in great demand. This signifies the inherent strength of the Indian educational system.

**Keynotes:-** Issues of higher education in India, suggestion higher education, etc.

## INTRODUCTION

*“The aim of education is gaining knowledge, not of facts, but of values”*

–William S. Burroughs

In ancient times, India had the *Gurukula system of education* in which anyone that wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the holy scriptures and from Mathematics to Metaphysics. The student stayed as long as she wished or until the guru felt that he had taught everything he could teach. All learning were closely linked to nature and to life, and not confined to memorizing some information.

The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1838. The curriculum was confined to “modern” subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms.

### **Objective of the study:**

This paper seeks to study the following issues in Higher Education in India.

1. To study about the assigning work to the students with practical evidence (field Work) based on their theories.
2. To study on new syllabus framing.
3. To study on the carry forwards system in the colleges, etc.

India's higher education system is the third largest in the world. The university grant commission enforces standards, advise the government, helps coordinate between the centre and the state and also overseas accreditation.

Higher education is a leading award, on optional final stage of formal learning after completions of secondary education. It includes teaching, research, applied work and social services activities of universities.

The central government provides grants to the UGC and establishes central universities/institutions and also for the purpose of declaring and education educational institute in the country.

Now days the main categories of universities are central universities, state universities, deemed universities and private universities in India.

The number of central universities is 49 out of which 40 are under the MHRD, 09 are directly funded by the Government of India, 402 state universities, 334 private universities, 124 Deemed Universities, 75 institutions of National importance under MHRD( IITs – 16, NITs – 30, IISERs – 05) and number of colleges are up to 39071 as of 2016.

In ancient period education is the practice of Guru – Shishya practice and India has travelled a long way in education.

Today, all the students start thinking about career options but the question is whether or not our country has facilities to make our dream come true. In the current scenario Higher education assumes tremendous importance of new inventions, modern technologies, growing economy and competition challenges.

During the last few years, universities have increased manifolds & Colleges have impacted our country's higher education. In this scenario, our former Prime Minister Dr. Manmohan Singh's word " Almost two thirds of our universities & 90% of colleges is rated below average quality parameters".

Unfortunately, we are lacking heavily in terms of quality output from our higher education institutes. Indian universities have published quiet few world class research reports.

## ISSUES OF HIGHER EDUCATION IN INDIA

- 1. In-efficiency in Teaching:-** An in-effective teacher communicates poorly or not at all, with students, parents, other staff members and administrators. They have poor skills and are not well trained and they are not well qualified for the teaching job as per the research done by visiting to different government schools in Hubli City.
- 2. Lack of research capacity and innovations:-** India does not have enough quality researchers. The number of students took Ph.D.'s entering research posts is very low. The university teaching focuses not on providing students with research experience or the skills which would prepare them for research.
- 3. Inadequate Material Resources:-** Most of the higher education institutions present does not have right material resources like building, playground, good number of classrooms, infrastructure, laboratories with sufficient equipments, toilet facilities and staff room etc.
- 4. Huge Expensive higher education:-** University, professional and Technical education has become costly in India. Fee structure of technical & professional institutes like IIMs' MBA, IITs, quite charge Rs. 2 Lakhs and more per semester. It is beyond the reach of common. Now a day's higher education is many costly affairs.
- 5. Outdated and Rigid Curricular:-** Eminent Scientist & Bharat Ratna Awardee CNR Rao says that 90% of the universities & higher educational institutions in the country have outdated curriculum, keeping them from making the top institutes in the world.
- 6. Managerial Inefficiency:-** Generally principals are appointed based on the seniority. There is no regular orientation for new principals. It affects the quality of education as they don't have administration managerial skills.
- 7. Inadequate student services:** Most of the institutes today are not capable enough to provide the services like ' Students orientation programmes, health services, hostel facilities, guidance and counseling services to the students, etc.
- 8. Autonomous and privatization:** When the history of public funded higher education in India comes to be written from the view point of its increasingly beleaguered and vulnerable people 20 March 2018 will be remembered as a black day. Union Minister for human Resources Development Prakash Javadekar, however, has chosen to describe it as a

“history day.” For it is the day on which the Government of India chose to override all earlier statutory academics and administrative autonomy given to 52 universities and eight colleges through their founding legislations, and introduced new but spurious financial and managerial autonomy, thus freeing these institutions from rules and standards that had hitherto enforced a modicum of public accountability. These 60 institutions presently constitute the grey area along the edges of the critical public-private divide in India higher education. These institutions continue to receive public funds of the time being, but are soon expected to implement a revenue generation model that will force them to increasingly operate as commercial entities and generate their own funds for maintenance and expansion. This slow burn privatization will however have a rapid and adverse effect on student fees, student teacher ratios, the nature of administration and decision making, and the content and quality of new courses and degree programmes that these institutions introduce.

**‘The Devil is in the Detail’** Lest the word “Privatization” suggests a measure of academic liberty, the government has prepared a script to ensure that the entire process is guided through by bureaucrats and financial advisors. This script is the University Grants Commission graded Autonomy Regulation (notified through the union gazette, 12 February 2018). It asks institutions to fund their own study programmes, establish their own variable emoluments and incentive structures for faculty and staff, devise their own service conditions for faculty and staff, and recommends collaboration with other high ranked institutions, both national and foreign. But it does not insist on any qualitative or quantitative inputs that will ensure equity, access, and quality in the education provided.

The regulation introduces a three tiered system to graded autonomy for universities and colleges, based on their National Assessment and Accreditation Council scores and ranks. For Tier – 1 ( universities and colleges with a NAAC score of 3.51 and above), it insists that all new courses, degree programmes, and centers will have to be run in a self financing mode. It gives freedom (not needing UGC’s approval) to such institutions to charge fees at will and open constituent units/off-campus centers of its geographical jurisdiction, without the approval of the UGC, provided it is able to arrange both recurring and non recurring revenue sources and does not need any assistance for the same from the UGC or the Government (Clause 4.3 of “Dimensions of Autonomy for III, section 4 of the Gazette of India: Extraordinary notification, 12 February 2018). Additionally, it recommends heavy

and intensive use of digital information and communication technology (ICT) to enroll, teach, and evaluate students. Massive online courses (MOOCs) developed by the SWAYAM portal are recommended. The regulation recommends that to 20% of the faculty with variable pay and incentives, however, the resources for this variable pays and incentives have to be generated by the institutions themselves. Similarly, it recommends that to 20% of student seats may be reserved for foreign students that are expected to benefit from the credit transfer mechanism. For TIRE-II institutions (NAAC score of 3.26 and above, upto 3.50) much of the same are repeated; the only exception is required periodicity of peer review and assessment through an assessing agency approved by the UGC.

- 9. Political:** Today, education is more about influencing than being simply informative. Teachers have become the means of imparting government propaganda to students. Political discussion, political magazines, political association and political seminars inside the premises translate into lawlessness and disorder. Politics is a vice like alcoholism or drug addiction and therefore should be banned or ostracized as a mischief or menace, pathologically spreading as a dangerous syndrome in our institutions of higher learning. Educational institutions have become advertisers for a certain brand of politics within the campus and influence students through meetings and campaigns. Certain hostile groups of students battling with the campus create chaos making the process of learning impossible. Peace, health and morality and other values which constitute discipline are disturbed. Student campaigns against the elite university in India's are financed by their national affiliates and they spend thousands which a complete waste of money and time and other resources. Students groups are blank in ideology and never address issues of national concern. These students have to ultimately deal with problems of the national level but they are woefully unequipped to do so. Outside political parties also give tacit approval for their student wings during national and state elections, both for more dubious purposes, like taking over polling booths to intimidate voters into choosing specific candidates. For Various political parties, the college campus is a training ground for their actual political life. The platforms are virtually identical to those of their national counterparts. They rarely raise issues of direct concern to students, like housing shortages and the quality of cafeteria food. Instead, just like national candidates they often urge students to vote for them because of their caste or religion.

**10. Poor Quality Intake:** In order to attract students for admission the colleges go on awarding high grades/marks to undeserving students.

### **SUGGESTION FOR THE DEVELOPMENT IN HIGHER EDUCATION**

1. **Removal of Internal Marks:-** As it is becoming a violence issue between the faculty and the students in the colleges, the Internal Marks in all the universities has to be removed and the question pattern of the final examination had to be of 100 marks instead of 80 marks.
2. **Change in the carry forward system:** The carry forwards system for degree students in all the faculties need to be removed. If there is a carry forward system in the universities then their will be no quality in the students.
3. **Removal of Semester system:** Non semester system plays a vital role. Students get more time to concentrate on the subjects comparing to the semester system. A dept knowledge can earn from non semester system as it becomes a major subject.
4. **Assigning work:-** Assigning work to the students with practical evidence (Field Work) based on their theories
5. **New syllabus frame:-** From based years we have learnt that the syllabus which is framed to the degree students specially Commerce and Arts are of outdated because at 11<sup>th</sup> & 12<sup>th</sup> Standard the students are already have studied regarding the syllabus which has been framed for Degree. Hence, for degree students on every 5 years the syllabus need to get changed according to the latest requirements which should be benefited to the students as per demand for employment requirement like research skills, etc.
6. **Senior faculty is giving guideline to new faculty:** When the faculty members attend the age of 60 years they need to guide their junior faculties. The senior faculty needs to motivate by supporting the junior faculty in academic, co-curricular and extracurricular activities which it leads to motivate the Junior faculty and which is also benefit them to take the responsibility in colleges/universities.
7. **Open book exam:** Open book exam system has to be introduced to selected subjects like, Economics, Marketing, Organizational Behaviour, Entrepreneurship, Securities Analysis and

portfolio Management, etc. for which students learn how to refer the different standard books and also which lead the reference habits in the students.

8. **Practical Teaching:-** The Indian teaching system is following theoretical system in the education. The students have got stuck to the theory and ignored the practical. It has to be Vice Versa. First, the practical knowledge has to be given to the students and from that practical students itself need to create the theory notes.
9. **Uniformity in syllabus entire state:** A research has been done by visiting few universities in Karnataka State and found that the syllabus which has been framed for these universities is not in uniformity. It differs from one university to another. This syllabus has to be brought in one roof by framing uniform syllabus in these universities.
10. **Govt. conduct some workshops** (on basis syllabus teaching) at divisional level by these changes we prepare some questionnaires to teaching faculty(Govt. aided and it is compulsory.
11. **Faculty increments** based on their enhancement skills like research field (not publication) & submitted to the government.



**Conclusion:**

A proper higher education system in India leads to invite the Foreign students in India for pursuing their education. We have handsome resources available but unable to utilize systematically. Let us not stick to the old methodology of teaching in all aspects. Need to overcome the present drawback higher education system and try to compete the world in the education and come up with the name and fame of Indian Country.

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