UNIT 4 : HIGHER EDUCATION

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4.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- state the concept of Higher Education;
- explain about different policies and emerging trends in Higher Education;
- identify the Problems of Higher Education;
- explain the Problem of Finance in Higher Education; and
- highlight the recommendations of National Knowledge Commission and Yashpal Report on Higher Education.

4.2 INTRODUCTION

This Unit introduces you with the concept Higher of Education. You will also learn the different recommendations given by different Commissions on Higher Education and you will be familiar with the emerging trends in Higher Education. The Unit will help you to study the different Problems of Higher Education including the problems of Finance in Higher Education. The Unit further introduces you with the National Knowledge Commission and Yashpal Report on Higher Education.

4.3 CONCEPT OF HIGHER EDUCATION

This section of the unit will help you to understand the meaning of higher education, characteristics and objectives of higher education.

4.3.1 Meaning of Higher Education

Higher education is tertiary education leading to the award of an academic degree. It constitutes the top most level of the formal education system. It refers to education imparted in postsecondary institutions of learning. These institutions include not only universities and colleges but also various professional education institutions.

The National Policy on Education, 1986 stated that “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 specialised knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it also has a key role in producing teachers for the education system.”

National Education Policy 2020 states that higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for

all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

4.3.2 Objectives of Higher Education

The objectives of higher education can be enumerated as follows:

- Apart from cognitive development of students, it should provide help to bring progress in society.
- Preservation and development of cultural heritage of the society and the country.
- To provide help to improve the education of administration, commerce, literature, science, technology and management.
- Broaden the outlook of human beings and spread modernisation.
- Develop the leadership qualities among the students.
- To prepare the students for different fields of life – religion, philosophy, science, engineering, medical, law, teaching, organization and administration etc.

University Education Commission (1948-49), also had given the following objectives for higher education:

- India is rich in natural resources and human potential. Universities should educate and train students to bring these two resources together and raise our living standards.
- Universities should produce leaders with intellectual analysis and imaginative insight.
- Intellectual adventure should be promoted.
- Higher education should produce a new social order based on democracy, justice, liberty, equality and fraternity.



CHECK YOUR PROGRESS

Q. 1: Describe the concept of Higher Education.

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Q. 2: Write any three objectives of Higher Education.

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4.4 POLICY PERSPECTIVES IN HIGHER EDUCATION

The following recommendations have been put forward by different Policies and Commissions on Higher Education in independent India:

University Education Commission (1948)

University Education Commission was set up in 1948 by the Government of India under the Chairmanship of Dr. Sarvepalli Radhakrishnan. So, it is also known as Radhakrishnan Commission. It was the first Education Commission of independent India.

The major recommendations of the University Education Commission on higher education are as follows:

- The aim of higher education should be to produce such persons who are far-sighted, wise and intellectual adventures.
- Universities should produce such persons who can take leadership in politics, administration, trade, and commerce.
- The aim of education should be to develop innate capabilities of the child and to train citizens for democratic living, to acquaint individuals with their cultural heritage and to impart to them professional and vocational training.
- Education should try to bring spiritual development to the child.
- The Commission suggested that to live intelligently in the modern world, the students will be selecting the courses of study from the following three major fields: Science and Technology, Social Science and Humanities.
- English as a medium of instruction in higher education should be

replaced as early as possible by an Indian Language.

- To overcome the defect of the examination system and the magnitude of wastage, a thorough study of the scientific methods of educational testing and appraisal should be done.

The Education Commission (1964-66)

The Education Commission was formed in the year of 1964-66. It is also known as Kothari Commission. The Kothari Commission made a few radical recommendations including New Pattern of Education (10+2+3). The Commission redefined the ideals of higher education as follows:

- Seeking knowledge within the framework of truth, using traditional knowledge in new circumstances
- Developing leadership in every sphere of life
- Giving educated and trained man-power to society
- Promoting social justice
- Inculcating right values
- Reduction of social and cultural disparities
- Developing Nationalism
- Introduction of adult education programme

National Policy on Education (1968)

On the basis of the recommendations of the Education Commission (1964-66), a resolution on National Policy of Education was formally enacted by Parliament in 1968. The policy laid more emphasis on the reorganization of courses at first degree level.

National Policy on Education (1968) has made the following recommendations:

- New Universities should be established on the basis of allocation of funds and should maintain the standards of teaching.
- Students should be given the full facilities of laboratory, library and other facilities.
- Research work should be developed at the higher level of education.
- Provision of distance education, part time education and correspondence courses should be provided.
- Centres of Advanced Studies should be strengthened and a small

number of 'clusters of centres' should be established which aim at developing standards of research and training.

National Policy on Education (1986)

In May, 1986 Government of India declared the policy entitled 'National Policy on Education (1986)'. This policy suggested the following recommendations on higher education:

- Higher education contributes to national development. It also has a key role in producing teachers for the education system.
- Higher education has to become dynamic.
- Autonomous colleges and autonomous departments in universities shall be created.
- Open University shall be started.
- Importance should be on vocational and technical education.
- Provision of better facilities to the institutions.

Programme of Action (1992)

On the basis of the recommendation of NPE, 1986, Programme of Action, 1992 has put forward the following recommendations:

- Establishment of State Councils of Higher Education as statutory bodies in all states during the Eight Five Year Plan so that it will help in proper planning and coordination of the development of higher education.
- Every State government, in partnership with UGC, undertakes a survey of the existing facilities for higher education in the state and its projected needs up to the year 2000.
- Consolidation and expansion of institutions.
- Redesigning of courses.
- Importance on teachers' training.
- Strengthening research activities
- Mobility of teachers and students.

The NPE, 1986 and its Revised Policy of 1992 stressed on the fact that the rural universities and institutions to be developed in rural areas. One major scheme of the POA should be reviewed in every meeting by UGC and recommendations for improvements should be reviewed by CABE

(Central Advisory Board of Education) at the national level.

Policies & Achievements of the 11th Plan

- To increase access, improve quality and to remove regional imbalances in higher education, 11thFive Year Plan envisaged establishment of 16 Central Universities in hitherto uncovered states. Accordingly, 15 new Central Universities, including three State Universities converted to Central Universities, were established under the Central Universities Act, 2009.
- A new Scheme has been envisaged in this plan to provide central assistance to State Governments for setting up of a model college in each of the identified 374 educationally backward districts with Gross Enrolment Ratio (GER) for higher education less than the national average.
- UGC has been providing financial support on a 100% basis for construction of hostels for women and other related infrastructural facilities in the college.
- The Department has enacted the Central Educational Institutions (Reservation in admission) Act, 2006 and has made special provisions for reservation of seats for the SCs, STs and OBCs in admission to Central Educational Institutions.
- UGC has launched a number of schemes to achieve gender parity in higher education but still low. Day care centres in universities and colleges provide day care facilities for employees on demand basis for children of 3 months to 6 years of age. UGC is also implementing the Indira Gandhi Scholarship for single girl child for pursuing higher and technical education.
- Indian distance education system consists of one National Open University namely, IGNOU and 14 State Open Universities.
- Government has initiated short and medium term measures to mitigate the shortage of faculty, which is affecting most of the educational institutions. The short term measures include increase in the retirement age up to 65 years, improvement of salary structures, in central higher educational institutions including removal of restrictions on the

recruitment of faculty and filling of the vacant positions. Several states too have relaxed restrictions and taken steps to fill the teaching posts in colleges and universities.

The medium term steps include:

- Increase in the number of research fellowships for M.Phil, PhD and Post-Doctoral Programme to create potential faculty for universities and colleges.
- Increase in the number of fellowship and fellowship amount through NET.
- Fellowships are given to science students in department/centre with special assistance programme in the state and central universities, autonomous colleges and colleges with potential for excellence.

Strategies of the 12th Plan

In the 12th Plan period, more importance was given on access, equity and expansion and quality and excellence. To achieve this goal, it adopts the following measures:

- Up gradation of existing infrastructural facilities.
- A mission mode national programme, *"Rashtriya Uchchatar Shiksha Abhiyan"* (RUSA) aimed to achieve 25% national level GER.
- Schemes for reducing regional/disciplinary/gender imbalance.
- The system of financial support to girl students and students from SC/ST, Minorities and Other Backward Category (OBC) like scholarships, transport/rent allowance, book banks and free plus scholarship, post doctoral scholarship.
- Greater focus on performance, curricular reforms, better human resource management, schemes to promote high quality research, and technology assisted monitoring mechanism.
- Upgrading the Academic Staff Colleges (ASCs) as Faculty Development Centres (FDCs) through the Faculty Talent Promotion scheme.
- Curricular and academic reforms.
- Support a large number of new Central Universities and Model colleges that were established during the 11th FYP.

- Scheme for establishing 20 exclusive universities for women.

4.5 EMERGING TRENDS IN HIGHER EDUCATION

Higher education plays a central role in human, social and economic development. The demand for higher education is increasing day by day due to the present change of the global society. The new trend in higher education can be enumerated as follows:

- Competency based models, MOOCs (massive open online courses), “boot camps” and micro credentials are emerging. There is a need for growing investment in online programme.
- There is a greater focus on student’s performance. Central and state governments are promoting more funds for the same.
- The quality in higher education that includes content, mode of teaching, infrastructural facilities, employability, etc are the foremost challenges being faced in present India.
- Revenue from key sources is continuing to fall, creating financial burden in many institutions. Enrolment is the key driver of tuition and fee revenue. But enrolment has been declining in recent years. In the period between 2011 and 2013, undergraduate and graduate enrolment declined slightly, while at private universities grew slowly at the same period.
- Broaden research efforts in higher education.
- Library services should be fully equipped with the supplementary books, latest books, journals and periodicals.
- India is a developing country. Government needs a huge amount of money for providing infrastructure and developing the quality of education. To minimise Government expenditure on infrastructure, privatization is necessary. Though the different plans and policies of India give more emphasis on developing human resources, yet our education system fails to keep interaction among society, industry and education. To form this kind of interaction, privatization is necessary. To facilitate technological developments and information

based economic development, privatization is most essential.

- The concept of Globalization and Internationalization in the field of higher education is the recent trend. Globalization is sometimes called internationalization which refers to the growing interconnectedness and interdependence of people and institutions throughout the world. Globalization refers to involvement of a large number of countries and internationalisation refers to involvement of two or more countries. With the development of Information and Communication Technology (ICT), the barriers of national boundaries have declined and considerable development has taken place in the social, economical and educational field at international and global level. The development in education has resulted in the following manner:
  i. Increase practice of international comparison of educational development.
  ii. Student's mobility from one country to another.
  iii. Mobility of research scholars from one country to another.
  iv. Development of education through GATT (General Agreement on Tariffs and Trade), and GATS (General Agreement on Trade in Service) under WTO
- GATS in educational services are one of the important aspects of recent higher education. GATS includes the following trade of the educational sector – Cross Border supply of services i.e. education through distance mode, internet etc., Consumption abroad i.e. education of foreign students, Commercial presence.

4.6 PROBLEMS OF HIGHER EDUCATION

The problems of higher education are discussed as follows:

- **Problem of Administration, Finance and Control**

  There are three types of universities in India- Central, State and Deemed. The Central Universities are under the control of the Central Government, State Universities are run by the State Governments of each of the states and territories of India and the Deemed Universities are under the control of the Trustee or founder of the institutions and

the Government. Due to different causes or may be under political pressure, universities and colleges have been established at different places. Therefore, it has created a great problem to manage its administration and finance. The main causes of these problems are as follows:

- Joint responsibility of Centre and State Government to manage higher education.
- Unrestricted expansion of quantity of higher education.
- Limited resources of the country.
- Lack of clarity in the division of work in joint responsibility.

- **Aimlessness**

  One of the important problems of general higher education is its aimlessness. Most of the students are receiving general higher education in India without having any definite aims or goal.

- **Problem of the Curriculum**

  The present curriculum of higher education is a defective one. Instead of fulfilling the needs of socio-economic, cultural, technical, scientific education, it is totally theoretical and lacks a futuristic education.

- **Low Gross Enrolment Ratio (GER)**

  In comparison to countries like the USA, China, Japan, Australia, the GER of higher education in India is very low. According to the latest All India Survey on Higher Education (AIHES) 2019-20, the Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for female, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribes, it is 18.0 as compared to the national GER of 27.1

Problems of Inequality

Besides the low GER for the overall population of India, large variations exist among the various categories of population especially between rural and urban. The problems of higher education between rural and urban can be summarised are as follows:

- The problem of quality arises in rural areas compared to urban

areas in respect of library facilities, computer centres, sport facilities, hostels, canteen, common room, welfare schemes, gymnasium, auditorium and conference room.

- Inadequate physical infrastructure in rural areas compared to urban areas.
- Quality of teaching always depends on the quality of teachers. There is a lack of quality teachers in rural areas as they prefer better colleges with good physical and human resources.
- Use of ICT in the classroom can motivate the child for learning. But in most of the rural colleges, use of ICT is hardly seen while teaching.
- Poor input is another problem of higher education in rural areas compared to urban areas. These problems arise especially in general education. The quality of output always depends on quality input.
- The drop-out rate in education, especially in higher education is more in rural areas compared to urban areas. Due to the economic problems of rural people, they are unable to continue their child's education.

- **Problem of Medium of Instruction**

  English is the medium of instruction at the higher level of education. Most of the students fail to continue higher education due to the medium of instruction.

- **Shortage of qualified teachers**

  Shortage of qualified teachers in the field of higher education institutions has been a constant issue of concern. Privatization and lack of adequate financial support from the Government has made it difficult for many institutions to attract qualified and talented teachers and have to run the courses with under-qualified teachers on ad hoc basis, which is a serious problem to quality of education for developing human resources of the country.

- **Inadequate Infrastructure**

  Lack of proper infrastructures and its difference between rural and

urban colleges as has been already discussed is a significant problem in the field of higher education. Classroom shortage, laboratory crisis, outdated classrooms and unequipped buildings are big concerns in higher education for enhancing quality. The concept of smart and digital classrooms is just paper work till today.

- **Lack of use of ICT**

  Use of ICT in the classroom can motivate the child to learn. But in most of the colleges, ICT is hardly seen while teaching.

- **Neglect of Traditional fields of knowledge**

  Growing popularity of professional courses with prospects of quicker and better employability has negatively affected the enrolment of students in traditional fields of knowledge like basic sciences, classical languages and literature, art etc. Most of the talented students move out of the state after completing senior secondary courses in search of good professional and technical colleges like medical, engineering, management etc. leaving only a few for pure and basic fields of knowledge.

- **Some of the major problems of Higher Education as identified by NEP 2020 are as follows:**

  (a) a severely fragmented higher educational ecosystem;

  (b) less emphasis on the development of cognitive skills and learning outcomes;

  (c) a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;

  (d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages

  (e) limited teacher and institutional autonomy;

  (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;

  (g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;

  (h) suboptimal governance and leadership of HEIs;

  (i) an ineffective regulatory system; and

(j) large affiliating universities resulting in low standards of undergraduate education.

4.7 SUGGESTIONS FOR SOLUTION OF PROBLEM OF HIGHER EDUCATION

The major suggestions for solution of problem of higher education are discussed as follows:

- Quality of higher education is the primary concern of higher education in India. Therefore, the traditional method of teaching should be replaced by applying technology based teaching methods through introducing the latest pedagogical methods and techniques in the teaching learning process.
- Providing good and adequate physical infrastructure to higher education is also an important measure of higher education. The availability of books in the library, adequate classroom and laboratory facilities, equipment, playgrounds, common room, conference hall etc. are necessary for the quality of higher education.
- Proper supervision in higher educational institutions is also a very important step for its improvisation. .
- Vocational education should be given prime importance in higher education especially at degree level of education. Vocational subjects should be given a place in the curriculum of general subjects so that the students become competent to earn a living after completing his or her general education.
- Application of the Scheme of Restructuring Courses at degree level is essential which was initiated by the UGC during the fifth plan period. It means to replace the existing conventional courses by courses oriented towards field/practical work and with relevance to regional needs and requirements, which will help the students to cultivate self-help skills, subject, group and social skills as well as ethical skills.
- Expansion of higher education should be according to availability of resources and the demand of the nation. It is necessary to check the expansion of higher education because it decreases the quality of higher education.

- Establishing career counselling cells in higher education is essential for students so that they can make a choice between technical and vocational courses apart from general courses.
- Priority should be given to publishing research journals and development of e-journals in the higher education institutions.
- Research grants should also be extended to the college from other funding agencies along with the UGC grants.
- Refresher courses, Orientation courses and other training courses designed for teachers should be upgraded.
- Drop-out rate, especially in rural areas, is increasing day by day. Therefore the student should be motivated by offering need based vocational courses for them.
- Proper implementation of continuous evaluation in the semester system of higher education is necessary.
- High tech library facilities should be there in higher education.
- NPE, 2020 suggests the following key changes in the current system of higher education:
  (a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
  (b) moving towards a more multidisciplinary undergraduate education;
  (c) moving towards faculty and institutional autonomy;
  (d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
  (e) reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;
  (f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
  (g) governance of HEIs by highly qualified independent boards having academic and administrative autonomy;

(h) "light but tight" regulation by a single regulator for higher education;

(i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.



ACTIVITY 4.1

Analyse the problems of higher education in your district and write a report on it with some viable solutions from your end.

4.8 PROBLEMS OF FINANCE IN HIGHER EDUCATION

One major problem of Indian education system is the lack of proper finance. Financial resources play an important role in the growth and expansion of the education sector which is not only confined to Government expenditure but also non- governmental agencies and foreign aid significantly. But the role of Government still remains important.

The problems of finance in higher education can be summarised are as follows:

- **Problems of Inter-Governmental Relation:**

  The financial burden of higher education was traditionally borne by both State and the Central Government. At present only 3.78 percent of India's GDP is utilized for expenses in the education sector. There is no inter-governmental relation among Centre, State and Local or Private Bodies regarding expenditure on higher education.

- **Problems of Aids**

  Government has made different provisions for developing the education sector, but it is still ignoring the need for funds for different levels of education. Therefore, it creates problems in higher education.

- **Problems of increasing resources**

  There is a need for mobilizing additional resources for higher education to meet the growing needs of present higher education. Due to lack of adequate funds, the Government, the Central and States, are unable to meet the growing demand of the education sector. Therefore, it is very much essential to raise the alternative sources of finance like, fees, donations, foreign aid, contributions from beneficiary groups particularly, industry and business etc.

- **Problems of utilisation of grant**

  UGC provides financial assistance to the universities and colleges for administrative and academic developmental activities. But the grants are not properly utilised by higher educational institutions. Specially, in rural areas where the local bodies are not strong, the parents of the students are not conscious about the proper utilisation of grants; the administrative bodies take the advantages of this.

- **Problems of Administration and management:**

  Another important problem of higher education is lack of adequate administration, management and supervision for which proper utilisation of resources and funds are not possible.



CHECK YOUR PROGRESS

Q. 3: Discuss one recommendation of POA, 1992 on higher Education.

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Q. 4: Discuss any two problems of Higher Education.

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Q. 5: Write about the problems of administration and management in finance of higher education.

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4.9 NATIONAL KNOWLEDGE COMMISSION

National Knowledge Commission was constituted on 13 June, 2005 by the Prime Minister of India, Dr. Manmohan Singh under the Chairmanship of Mr. Sam Pitroda. He was considered as a think tank to advise the Prime Minister's office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy. The main objective of the commission was to recommend reform of the education sector, research labs and intellectual property legislation. The terms of National Knowledge Commission (NKC) are:

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantages in fields of knowledge.
- Promotion of knowledge in science and technologies laboratories.
- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge applications in Agriculture and Industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

Higher education has made a significant contribution to the development of the nation, economic development, social progress and political democracy in independent India. NKC puts forward the following recommendations on higher education:

1. Expansion

i) Expansion of institution of higher learning

To attain a Gross Enrolment Ratio of at least 15 percent in higher education by 2015, NKC recommended that there is a need for expansion of new universities in India and some clusters of affiliated colleges could also become universities.

ii) Change the system of regulation for higher education

The present regulatory system of higher education is flawed in

some important respects. Therefore, NKC recommended that there is a clear need to establish an Independent Regulatory Authority for Higher Education (IRAHE)

iii) **Increases diversifying sources of financing in higher education**

Both public and private financing is essential for expansion of higher education.

iv) **Establish 50 National Universities**

To provide education of the highest standard, many more universities of different disciplines are very much important, including humanities, social science, commerce and professional subjects at both undergraduate and postgraduate level.

2. **Excellence**

i) **Reform of existing institution**

The system of affiliated colleges for undergraduate level, which might have been appropriate 50 years ago, is no longer adequate and needs to be reformed and restructured.

ii) **NKC has also suggested creating models for community colleges** that provide credit and non-credit courses leading to two years associate degrees. These would include general education programmes as well as employment oriented programs.

3. **Inclusion**

i) **Higher Education for All**

Higher education should be provided to all the capable students irrespective of caste, colour, creed, sex, religion etc.

ii) **Provision of National Scholarship Scheme**

National Scholarship Scheme for socio-economically backward students needs to be arranged.

4.10 YASHPAL REPORT ON HIGHER EDUCATION

'The Committee to Advice on Renovation and Rejuvenation of Higher education in India' headed by Prof. Yash Pal was formed to review the

various regulatory bodies connected with higher education. The Committee submitted a report on June 24, 2009 to the Human Resource Ministry. The main recommendations of Yashpal Committee Report on higher education are as follows:

- All Universities must be teaching cum research universities in their vicinity and create teaching opportunities for their researchers.
- We must prevent the isolation of the study of engineering or management. We should look forward to the day when IITs and IIMs also produce scholars in areas like literature, linguistics and politics. Institutions must be given the freedom to expand and diversify as they fit rather than thrusting a uniform diktat on all institutions.
- All syllabi should require teachers and students to apply what they have learnt in their courses, on studying a local situation, issue or problem.
- Minimum set of occupational exposure to be made compulsory for all students, irrespective of discipline, in the form of summer jobs or internships with evaluation of the students on this front.
- Need to expose students at the undergraduate level to various disciplines like humanities, social sciences, aesthetics, irrespective of the discipline they would like to specialise subsequently.
- All vocational institutions must also be part of universities.
- It should be mandatory for all universities to have undergraduate programmes. All teachers in universities must teach at the undergraduate level.
- Universities must take steps to reduce gender, class and caste asymmetries.
- Universities must study areas that are relevant in their immediate social and natural milieu and create knowledge bases in those areas.
- Universities must be motivated to identify and prioritise areas for reform and initiate and implement the reform themselves from within rather than having the reform thrust on them by a national or state level body. This will be true autonomy.
- There should be no discrimination between the Central and State

funded universities. All benefits extended to the Central Universities must also be extended by State Governments to the state universities and the Centre must incentivise the State to do so.

- There is an optimum size for a University in terms of the number of affiliated colleges, which must be maintained.
- To double higher education capacity, we need all three kinds of universities: state-funded and run universities, private universities, and those funded and run by public-private partnership. All of them should work efficiently overseen by a transparent regulatory mechanism.
- All private universities must submit to a national accreditation system. Private degree granting universities must not be confined to select areas like technology, medicine, management, finance etc. They must be required to be comprehensive universities covering the arts and social and natural science too.
- There must be a tight regulation for private universities in terms of auditing of accounts, payment of minimum salaries to teachers, certain percentage of seats reserved for meritorious students who are to be provided scholarships etc.
- Granting of Deemed University status to be put on hold. All existing Deemed Universities to be given three years time to shape up (to have strong programmes, and become a comprehensive university as defined in this report) failing which their Deemed University status is to be withdrawn.
- Universities must be free from the constraints imposed by funding agencies to obtain approval for every single post. Funding agencies must provide block grants against a plan and universities must be allowed to spend them according to their priorities, subject to the plan.
- Urgent measures are needed to attract people who enjoy teaching and research to the university and offer them a positive and motivating environment. Resources in terms of libraries, laboratories and research assistance as well as competitive remuneration need to be provided to retain good people.
- We need to improve governance of universities by developing expertise

in educational management, and avoid burdening good academics with administrative chores. We must have a separation between academic administration and overall management (including fundraising). State governments must abandon the trend of appointing civil servants as university administrators.

- We need a De Novo regulatory body- the National Commission for Higher Education and Research (NCHER) under which the various functions of the existing regulatory agencies would be subsumed. The new body would also take over the powers vested in the existing regulatory bodies in terms of creation of new institutions as well as their content/ syllabi.
- NCHER should identify the best 1,500 colleges across India to upgrade them as universities, and create clusters of other potentially good colleges to evolve as universities.
- NCHER too should be subjected to external review once in five years.
- NCHER should prepare and present a Report on the State of Higher Education in India annually to Parliament.



CHECK YOUR PROGRESS

Q. 6: Write a short note on NKC?

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Q. 7: Mention one important recommendation of Yashpal Committee on Higher Education.

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4.11 LET US SUM UP

- Higher education constitutes the top most level of the formal education system. It refers to various types of education given in post secondary

institutions of learning.

- Different commissions have suggested different recommendations on higher education.
- There are different problems in higher education like problems of finance, administration, control; problems of curriculum, quality, standard of teaching and shortage of qualified teachers etc.
- Financial resources play an important role in the growth and expansion of the education sector which is not only confined to Government expenditure but non- governmental agencies and foreign aid significantly.
- The main objective of the NKC was to recommend reform of the education sector, research labs and intellectual property legislation.
- The Yashpal Committee also provides recommendations to improve the standard of higher education.



4.12 FURTHER READING

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7) Sharmah, S. (2012). *Problems and Issues in Indian Education.* New Delhi: Vikash publishing House Private Limited.

8) National Education Policy 2020, Ministry of Human Resource Development, Government of India.

4.13 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Higher education constitutes the top most level of the formal education system. The institutions include not only universities and colleges but also various professional schools that provide education in fields such as law, theology, medicine, music, art etc. It also includes teacher training colleges and various institutes of technology.

Ans. to Q. No. 2: Three objectives of higher education are as follows:

i) To provide help to improve the education of administration, commerce, literature, science, technology and management.

ii) Broaden the outlook of human beings and spread modernization.

iii) Develop the leadership qualities among the students.

Ans. to Q. No. 3: Establishment of State Councils of Higher Education as statutory bodies in all states during the Eight Five Year Plan so that it would help in proper planning and coordination for the development of higher education.

Ans. to Q. No. 4: Two problems of higher education are:

i. Problem of the Curriculum

The present curriculum of higher education is a defective one. Instead of fulfilling the needs of socio-economic, cultural, technical, scientific education, it is totally theoretical and lacks a futuristic education.

ii. Low Gross Enrolment Ratio

In comparison to countries like the USA, China, Japan, Australia, the GER of higher education in India is very low. According to the latest All India Survey on Higher Education (AIHES) 2019-20, the Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group.

Ans. to Q. No.5: There is lack of adequate administration, management and supervision in higher education for which proper utilisation of resources and funds are not possible.

Ans. to Q. No. 6: National Knowledge Commission was constituted on 13 June, 2005 by the Prime Minister of India, Dr. Manmohan Singh under the Chairmanship of Mr. Sam Pitroda. He was considered as a think tank to advise the Prime Minister's office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy. The main objective of the commission was to recommend reform of the education sector, research labs and intellectual property legislation.

Ans. to Q. No.7: One recommendation on higher education of Yashpal Committee is:

To double higher education Capacity, we need all three kinds of universities: state-funded and run universities, private universities, and those funded and run by public-private partnership. All of them should work efficiently overseen by a transparent regulatory mechanism.



4.14 POSSIBLE QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q. 1: Mention two objectives of Higher Education.

Q. 2: What do you mean by Global society?

Q. 3: Mention any two problems of higher education.

Q. 4: Write two major recommendations of the University Education Commission on higher education.

B) Long Questions (Answer each question in about 300- 500 words)

Q. 1: What are the main objectives of Higher Education? Discuss in details.

Q. 2: What are the problems of financing in Higher Education?

Q. 3: Discuss about the suggestion given by Kothari Commission on Higher Education.

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