




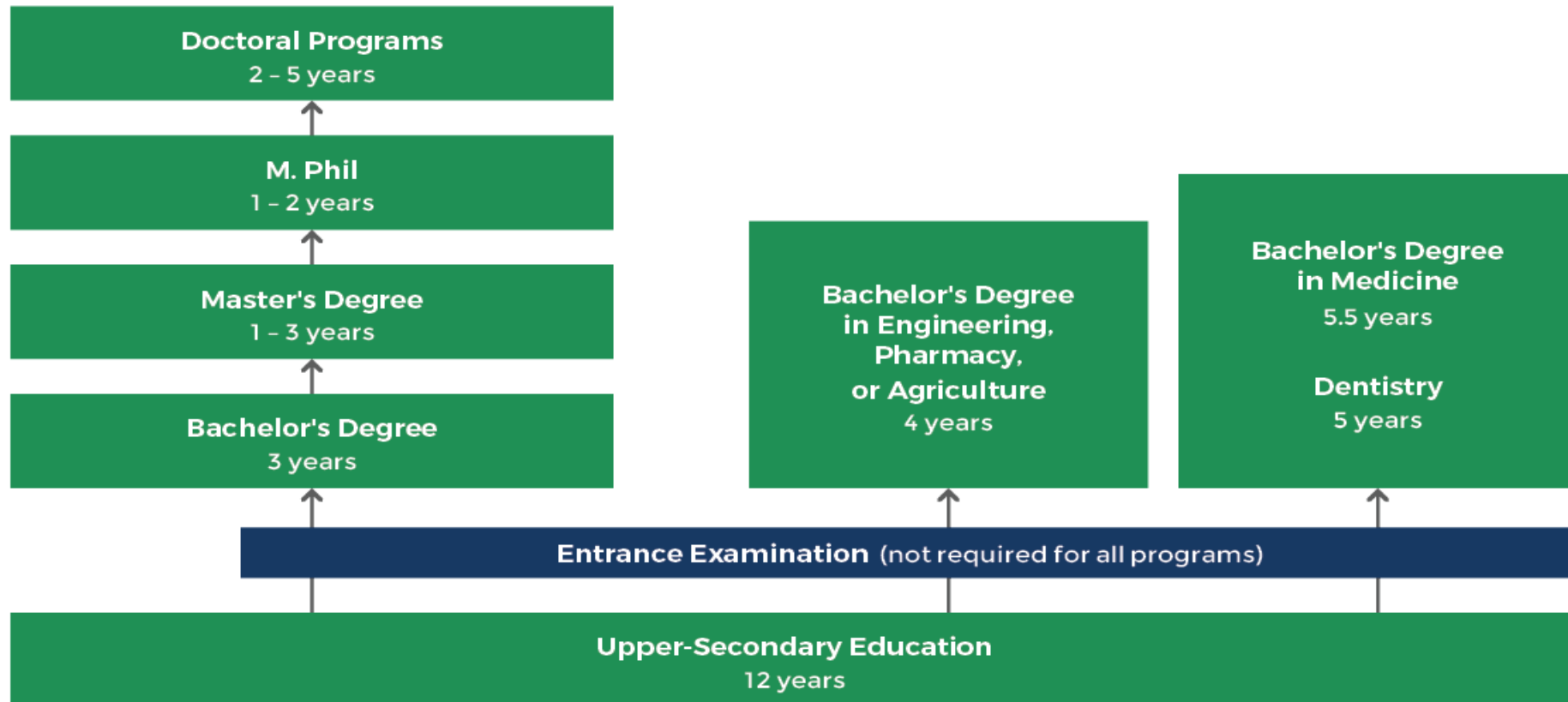
HIGHER EDUCATION

DEVELOPMENT OF HIGHER EDUCATION IN INDIA

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Basic Structure of Tertiary Education in India



Source: International Qualifications Assessment Service (IQAS), Canada


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Introduction:

- The department of Higher Education, **MHRD**, is responsible for the overall development of the basic infrastructure of higher education sector, both in terms of policy and planning.
- Higher education mainly and generally means university level education. (for ex. Bachelor, Masters and Doctorate degree)
- The development of higher education is very essential for general growth in national and international competitiveness.

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- Employment is the basic factor for development.
 - Development of higher education – most important agenda of Indian government.
 - Higher education includes teaching, research, and apply it.
 - We have a heritage in higher education drawing upon many sources, viz. ancient, medieval, colonial and post-independence.

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- It is upon this heritage that further developments directed towards new national objectives.
 - Our legacy has assets as well as liabilities and both will have to be taken into account.
 - In this unit, we propose to examine what resources and traditions our country has had on which it has to build and
 - which legacy or liabilities we have to take into account while planning towards fulfillment of national goals.

UNIT 1:

Higher education: Retrospect and Prospects

□ Aims:

- Teachers should achieve excellence on -
- Education and culture
- Education and citizenship
- Education and social cohesion
- Education and work/employment
- Education and research



□ Objectives:


The Government lays special focus on –

- Imparting employment-oriented **education**
- Motivate students to be socially aware and responsible citizens
- To inculcate a spirit of dignity of labor among the youth and
- Commitment for social upliftment.



▶ Learning outcomes :

- ▶ To appreciate the development of higher education in general, and in India, in particular;
- ▶ To understand the origin of our affiliating, external examination - oriented system, weak in science, technology, research and creativity;

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- ▶ To acquaint yourself with the role played by the intelligence in the national movement in creating a suitable system.
 - ▶ To appreciate the impacts of colonialism for India's higher education and
 - ▶ To identify the problems which remain while evaluating the post-independence developments in education.

Indian Higher Education- Historical Perspective

- ▶ The development of most Indian higher education as we know it today derives from a particular style of British higher education even as it is influenced by all the others.
- ▶ While accepting the Western origins of today's higher education in India, we must notice significant elements of India's own past which have also been influential in varying degrees.
- ▶ India had its institutions of higher education, some like the universities and other quite different.

▶ There were three streams of tradition **on which we have to rely**.

- (i) the ***ancient and medieval*** Sanskrit and Buddhist traditions,
- (ii) the ***medieval*** Arabic and Persian traditions and
- (iii) other East and South Indian traditions.

The sense of integrity and discipline is notable, as is the role of discussion as a means of learning.

- ***Vikramashila***, founded in around 800 A.D. had given and taken with **Nalanda**, on the right bank of the Ganges.
- Among the subjects studies here were ***grammar, metaphysics including logic and ritualistic*** books.
- The monastery had 108 resident monks and priests at one time. But this university was destroyed in period of **Khilji**.

- ▶ Takshashila which is now in Pakistan, was a center of its own kind which is frequently referred to as a **seat of higher learning in Buddhist literature and Brahmanic intellectual center**.
- ▶ Students here could get instruction in almost any subject, religious or secular, from the **Vedas to mathematics, medicine, astrology & archery**.
- ▶ The Arabic madrassah was a much more intact when the British came but not much more inquiry-based & more religious learning was given.
- ▶ English education was very popular in the big cities of Bombay, Calcutta and Madras.

- ▶ Soon demand for higher education increased - a note was sent in **1845** from the Indian side to the Court of Directors of the East India company including a ***proposal for setting up universities in India***, in addition to other very important recommendations regarding education as a whole – Wood's Despatch (**1854**).
- ▶ The Despatch made valuable suggestions as regards university education. The Despatch emphasized the importance of vocational instruction and also recommended Teachers Training Institutions on the model then prevalent in England.
- ▶ To further improve the situation, the British Government set up the **first Indian Universities Commission in 1902**.

- ▶ The **recommendation** of the Indian Universities Commission were **incorporated** in the Government of India Resolution **1904**.
- ▶ They could now **appoint their new professors and lecturers**, undertake research, manage educational endowments, maintain their own libraries, laboratories and museums.
- ▶ **The impact of British policy –**
 - **To form a class of persons**, Indian in blood and color, but English in taste, in opinions, in morals and intellect;
 - **To supply trusted servants** for running the functions of the empire in India; and to **create a market** in India for British goods, and
 - **To obtain supply of articles** needed in Britain.

Role of the national movement:

- ▶ Focus on **expansion and pursuit of equality**
- ▶ Promotion of **culture, creativity, Science and Technology**
- ▶ **Creation of new institutions**
- ▶ Reform, association and the legacy

The 10+2 system


- The **Kothari Commission** Report recommended that during the two-year period following 10 years of school.
- There should be greater diversification of studies, vocational courses should be made available and it should be possible for more students to enter services after 10+2 years of education. By this it visualized a "flexible" educational structure.

▶ **Research and creativity:**

- ▶ The emphasis on research and creativity which was lacking in the British period was strengthened after Independence.
- ▶ A chain of laboratories outside the university system has developed under the Council of Scientific and Industrial Research (CSIR). Ministries of Defence and Agriculture. Etc.

▶ **Science and Technology:**

- ▶ (IITs) were set up to undertake higher education and research in engineering. These institutions are sometimes criticized for relative failure because:
 - ▶ a) Industry has not got profit from the technological institutions;
 - ▶ b) The graduates often prefer foreign employment since the developed countries have a demand for their services and Indian industry had not picked up high technology;

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- ▶ Medical higher education has been equally afflicted with the tendency towards brain drain.
 - ▶ No proper training for medical professionals and no facilities in rural areas.
 - ▶ The legacy in the matter of content of education also needs some attention.
 - ▶ Only upper middle class has been benefited with the help of English in higher education separating them from other lower classes.
 - ▶ **Content of Education** - Neither curricula, nor enrolment of students from the weaker sections radically changed after the independence.

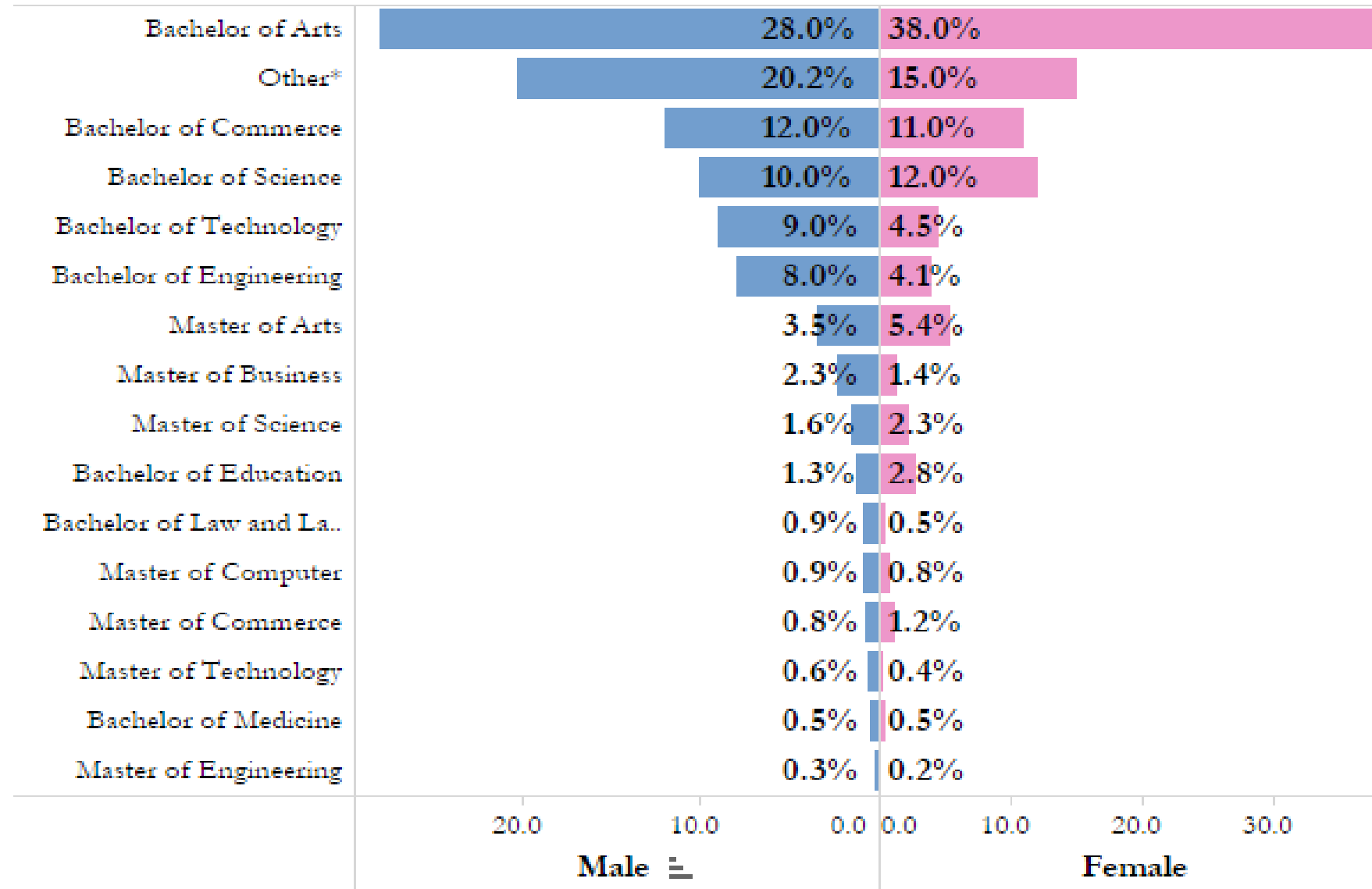
DEVELOPMENT OF HIGHER EDUCATION IN INDIA

▶ **Assignment**

Higher Education in India: Current State of Play

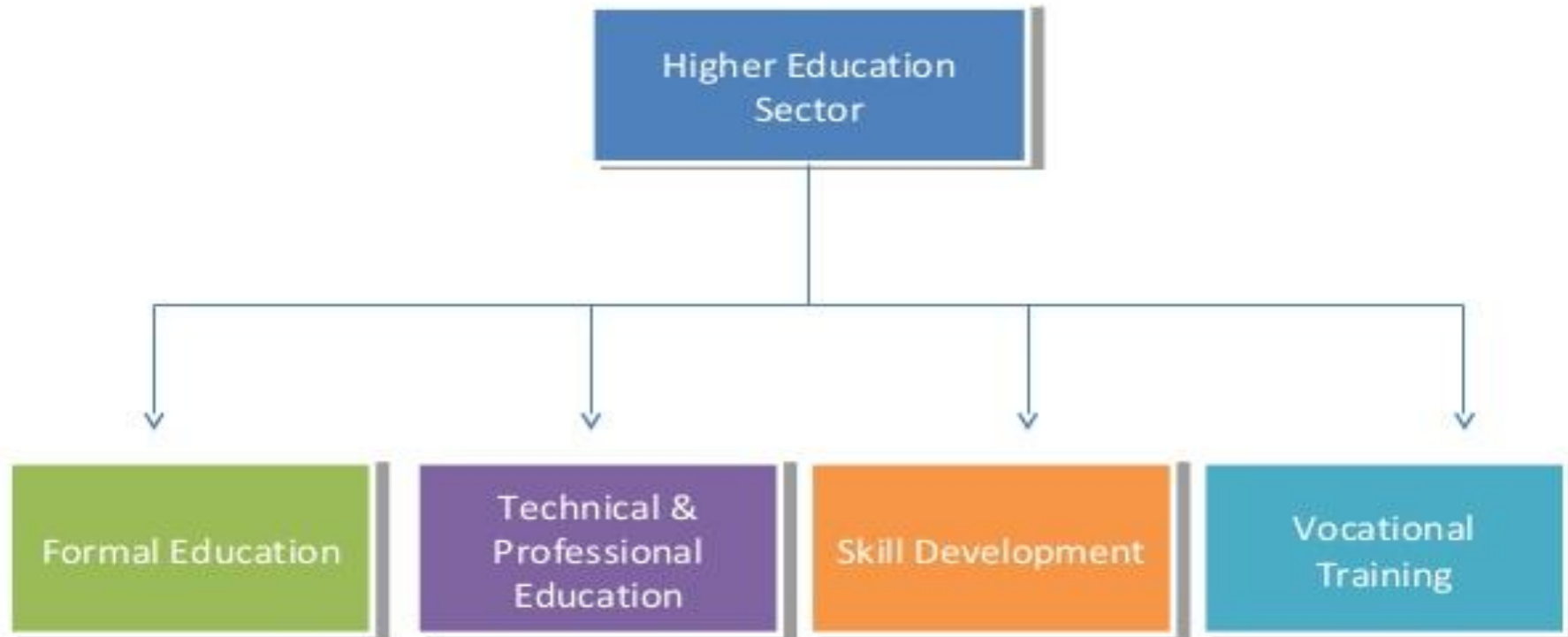
- There are three principal levels of qualification within the higher education system in the country:
 1. Graduation level
 2. Post-graduation level
 3. Doctoral degree.
- The institutional framework consists of Universities established by an
 - Act of Parliament (Central Universities) or of a State Legislature (State Universities)
 - Deemed Universities*
 - Institutes of National Importance**
 - Institutions established State Legislative Act
 - Colleges affiliated to the University (both government-aided and unaided)

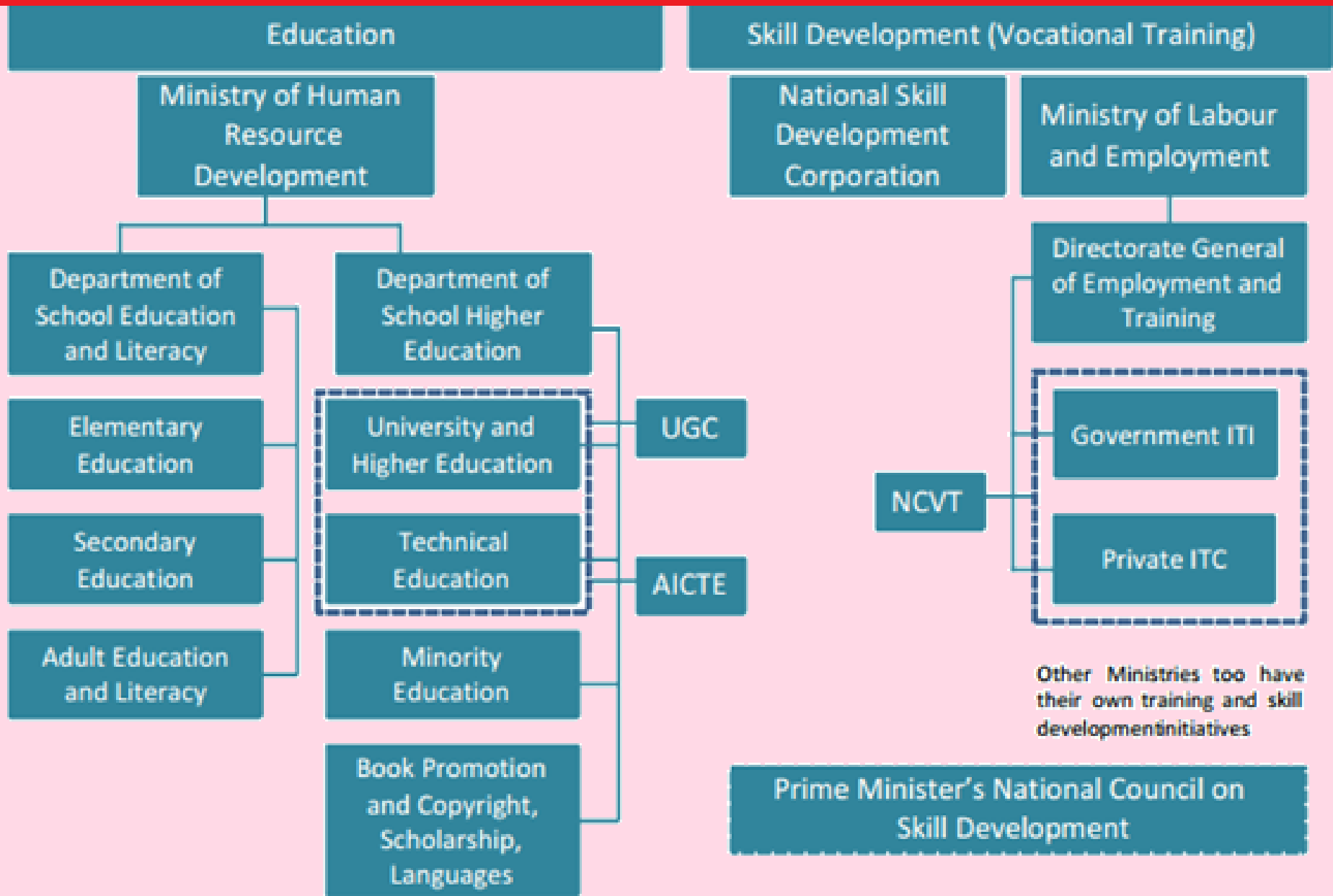
Higher Education Enrolment Rates By Course



NOTE: Others* include all other courses

Structure of Indian Higher Education Sector





Challenges Faced By Education System in India:-

- ▶ Enrolment ratio less than 20%
- ▶ Disparities on access to education based on, Caste, religion, class, gender etc.
- ▶ Lack of relevant teachings
- ▶ One teacher for 98000 schools.
- ▶ Only 722 universities for higher education should be atleast 1500.
- ▶ No reliable data available regarding education status.
- ▶ No review of education policy in last 50 years.
- ▶ Increase in self-financed private institutes.


New Direction of Higher Education in India.

- ▶ Move towards a **Learning Society**
- ▶ **Incentives** to Teachers and Researchers
- ▶ **Innovative** Practices should be involved
- ▶ To mobilize resources
- ▶ **Student-Centred** Education and Dynamic Methods
- ▶ **Cross Culture Programmes**
- ▶ **Action Plan** for Improving Quality
- ▶ **Privatization** of Higher Education
- ▶ **Quality** development

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- ▶ **World Class** Education
 - ▶ To **increase Quantity** of Universities
 - ▶ **Examination Reforms**
 - ▶ High-tech Libraries
 - ▶ To Provide Need Based Job-Oriented Courses
 - ▶ **International** Cooperation
 - ▶ **Personality** development
 - ▶ **Status** of Academic **Research** Studies
 - ▶ **Stipends** to Research Fellow
 - ▶ **Fair Quality** Assurance System

Evaluation assessment system:

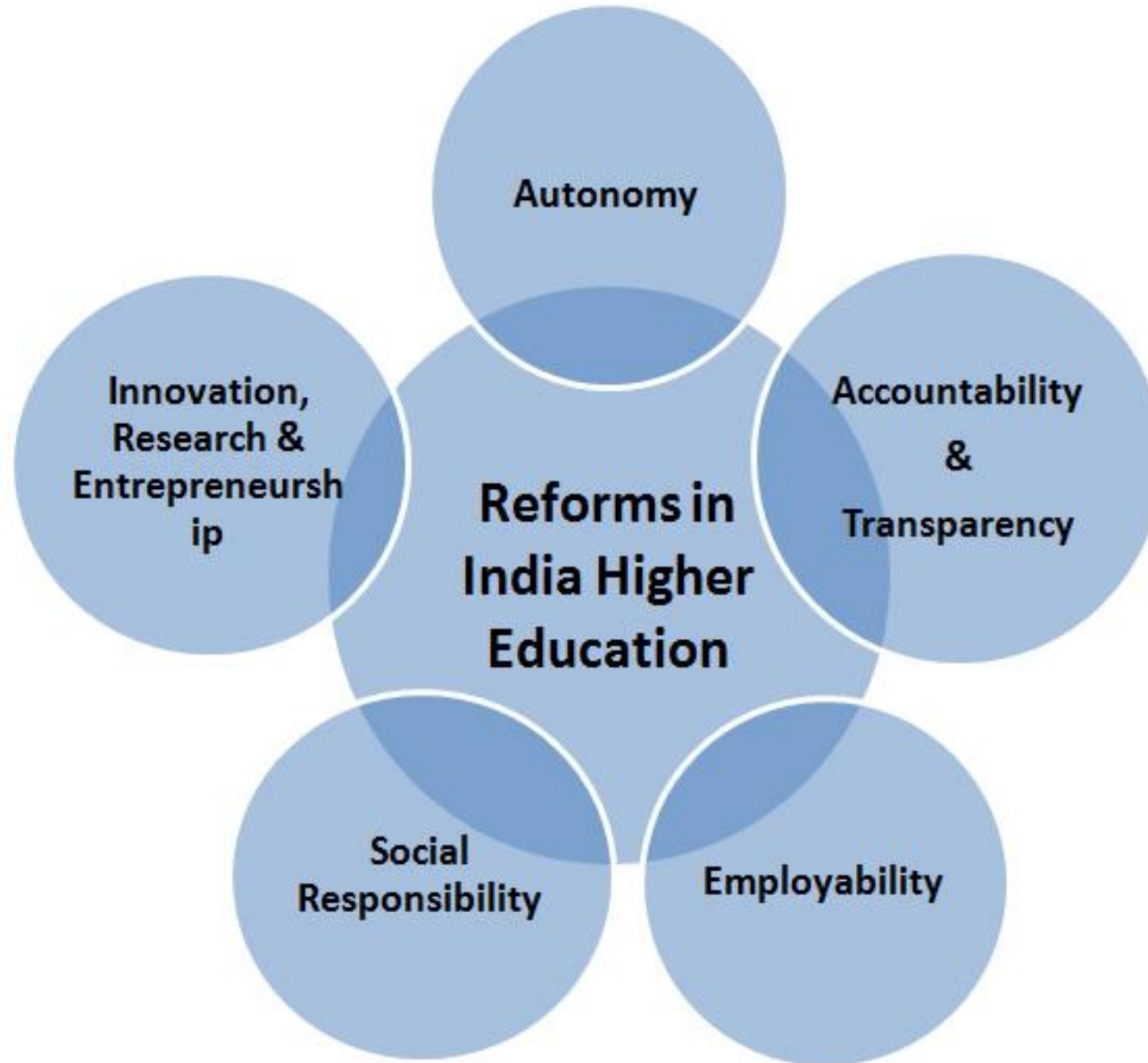
- ▶ **Semester system** should be preferred to the annual system
- ▶ Continuous internal assessment
- ▶ **Grading** system with linear **10 point scale**
- ▶ **Pre and post processes** of examinations
- ▶ **Appropriate** and **effective** feedback mechanism
- ▶ **Continuous evaluation** based on objective type questions and use of ICT for setting and evaluation of papers
- ▶ **Developing question banks**

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- ▶ Proper orientation on assessment methods for new teachers
 - ▶ **Proper structure** for Examination Reforms Units
 - ▶ **Proper methodology** for product evaluation in professional courses’;
 - ▶ **Improvement** in examination patterns
 - ▶ Innovative practices **related to examination reforms** should be empirically tested and institutionalized

Quality assurance and accreditation in Higher Education:

- ▶ **Accessibility and quality upgradation** are inseparable dimensions in higher education
- ▶ Emphasis on **quality parameters**
- ▶ Setting up of **NAAC** – right and positive signals for generating and **promoting awareness** of the urgent need of **quality upgradation** of Colleges and Universities.
- ▶ Important role of **IQAC** – **academic excellence and administrative efficiency**
- ▶ **Periodic assessment** exercises

- ▶ Maximum participation of College **teachers in new innovative trends**
- ▶ **Restructuring** the syllabi and courses
- ▶ Quality of Higher Education can be improved **by inducting quality** oriented objectivity in **merit promotions of teaching faculty.**
- ▶ **Reorganization and integration** of various faculties
- ▶ Critical review of activities of higher educational institutions



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