

Roadmap of Indian Higher Education Institutions from Ancient Period to 2016-17

Ms Renu

Assistant Professor

Institute of Information Technology & Management, Janakpuri, New Delhi

It is believed that by 2030 India will be amongst the youngest nation in the world which automatically speaks about the fact that higher education will play a vital role. Higher education will take India at a better position as nearly 140 billion people going to college nearly every 4th graduate in the world will be product of higher education from India. So it is high time where we need to realise that there is need to revamp the India's higher education system. India has been emerging as a regional hub for education where it is attracting learners across the globe. Despite lot of good things about India's higher education system, there is always a room for improvement. The deficit of skilled man power is still the problem in many sectors. The basic reason underlying this is that our higher education system is still not equipped with some latest technologies where there is need for drastic transformation in the overall higher education system. Official records show that the gross enrolment ratio in higher education is only 11 per cent while the National Knowledge Commission says only seven per cent of the population between the age group of 18-24 enters higher education. Even those who have access are not ensured of quality. Despite having over 800 universities, not a single Indian university is listed in the top 100 universities of the world. The universities are set up with the objective of nurturing the students to the level where they emerge as international leaders in research output and intellectual property. Since decades our country has been cursed with the existence of haves and have not where the most powerful i.e. The capitalist survive. They being the most powerful govern the economy as a whole and obviously education being one of the key components of the economy. They being the decision makers regulate the economy as a whole and fulfil their own personal interest by generating more and more profit and fulfilling the economic objective keeping aside the social objective of welfare. The three important pillar which demands transformation in higher education system is status of demographics, economics and the politics. This paper focuses on the various phases of higher education system in India as well as challenges faced by the Indian higher education institution to become premier institutions. It is observed through various means the government lacks in its efficiency, effectiveness, and accountability towards the various stakeholders and thus this led to the emergence of capitalist.

INTRODUCTION

It is believed that by 2030 India will be amongst the youngest nation in the world which automatically speaks about the fact that higher education will play a vital role. Higher education will take India at a better position as nearly 140 billion people going to college nearly every 4th graduate in the world will be product of higher education from India. So it is high time where we need to realise that there is need to revamp the India's higher education system. India has been emerging as a regional hub for education where it is attracting learners across the globe. Keeping in mind the rising demand for higher education and government's commitment of universal education for all, the government to some extent stands incompetent in maintaining the quality of higher education and thus capitalist intervene. This paper deals with the various phases of higher education institutions and the challenges that the institutions are facing to get the status of premier institutions. Keeping this in mind the situation demands for integrations of the government regulatory bodies with that of the industry so that the industry fit students are prepared which

assist them in employability. Higher education is at the priority as under the New Five year plan (2012-2017) under graduate education is kept at the top level where it focuses on expansion, inclusion and excellence. All these transformation comes into the practice only when there is change in learner's attitude as well. They need to be morally sensitive, socially responsible and distinctive in their cultural aspect which ultimately could lead them towards a better quality of life.

OBJECTIVE OF THE STUDY

The specific objectives of the study are:

1. To examine the historical development of higher education in India.
2. To access the recent status of higher education system in India.
3. To highlight the challenges of Indian institutions to become a premier institutions.

RESEARCH METHODOLOGY

The present study is descriptive in nature and based on the secondary data collected from the published and unpublished records, reports of different institutions, government organisations. Particularly for this research paper, the secondary sources have been used to collect the data through different annual reports of UGC, AISHE, MHRD, Planning Commission, Economic Survey, Journals, Magazines, books and Websites. The aforesaid objectives have been achieved through literature survey as well as some basic tools of statistics like percentage. This study is limited to some extent of the availability of the data.

HISTORICAL DEVELOPMENT OF HIGHER EDUCATION IN INDIA

Education is a powerful instrument through which we can change the world. You may have read about the different aspect of Indian culture such as art, religion, architect and science but one of our cultures is education. Education does mean only learning something from books in school, colleges and universities. Partially it is true but education means awareness, learning about particular things which may be from books, experiences or any other sources. To study the historical development of higher education in India, it has been divided into different phases:

1. EDUCATION IN ANCIENT PERIOD

Education in ancient India was passed on by teachers known as Gurus to the students called pupils who gathered around them and live with them in their house that place was called Gurukul or Ashrama where the knowledge was delivered by the Guru with the personal attention to the students. The relationship between guru and pupils was called Guru-Shishya Parampara. In this period Grammar, Logic and Metaphysics was taught and knowledge was generally imparted orally. Generally education was provided to the upper castes only. In this era self education was considered as the best method to achieve highest knowledge. During Maurya and post Maurya era technical education came into existence such as mining, carpentry, dyeing, metallurgy, medical, architectural etc. Education on that time was mainly skill based. The concept of surgery came in this period. In this era 'Arthashastra' was written by a very famous philosopher, scholar Chanakya. During the Gupta period, Jain and Buddhist education system came into existence and the education was imparted through monasteries. In this era different subjects were taught such as Vedanta, Philosophy, epics, Puranas, Astronomy. Gradually Jainism and Buddhism lost their position and it was occupied by the 'Mathas' supported by Brahmins. Mathas worked as ashramas for imparting education. In post Gupta Period, education was emphasized at all level such as monasteries, temple and for higher education there were different universities such as Taxila, Nalanda, Vikramshila. Sanskrit was the main

language in ancient India. Aryabhatta was the major contributor as far as mathematics is concerned. Mathematics includes Arithmetic, Geometry, Algebra and Astrology.

2. EDUCATION IN MEDIEVAL PERIOD

In medieval period, Islamic education system was initiated. The institute that provided school education was known as 'Makhtab' and 'Madrassa' for higher education. The Muslim education system was traditional in spirit and religious in content. The course structure was divided into two parts: the traditional science called Manqulat and the rational science called Maqulat. Traditional science includes literature, law, history etc. whereas rational science includes medicine, philosophy and mathematics. In Mughal period, the education was spread through Pathshala, Vidyapeeth, Makhtab and Madrassa. Generally in this era, elementary education was provided in temple and mosque and taught Sanskrit and Persian. In this period Urdu developed as a language. The Mughal Emperor Humayun commenced mathematics, astronomy and geography in the madrassa in Delhi. Later Akbar added subject such as- accountancy, public administration etc.

3. EDUCATION IN MODERN PERIOD

Eighteenth Century was the beginning of modern era. Old education centres for higher education such as Nalanda, Vikramshila, Taxila etc. had vanished long ago and on the other hand Islamic education were flourished by different rulers. According to Thomas English education were found in elementary as well as higher education in India. For about 150 years, Britishers were mainly involved in trade or business and were not involved in the all kind of cultural activities including education. In 1781, Warren Hastings established Calcutta Madrassa. In the year 1792, Jonathan Duncan established a Sanskrit college. In between Christian Missionaries were introduced western educations to educate the untouchable sections of society by opening elementary school. The half of nineteenth century can be called an era of educational experiments. In the year 1854, Wood Despatch suggested that the university should be established in Bombay, Madras and Calcutta and due to this in the year 1857, the universities of Bombay, Madras and Calcutta were set up. Later Aligarh Muslim, Punjab and Allahabad universities were established in the year 1875, 1882 and 1887. During British India many education committees were constituted such as Hunter Commission, Sadler Commission University Commission, Calcutta University Commission, Indian Disbandment Committee and Sergeant Plan for the development and improvement of education system. With the beginning of 20th Century Indian University Act was passed in the year 1904 for the improvement of higher education as well as various universities were established such as BHU, Mysore, Patna, Osmania, Jamia Millia Islamia, Mahatma Kashi Vidyapeeth, Lucknow, Delhi, Nagpur, Andhra, Dr. B.R.Ambedkar Agra. During this period English was the main language as far as education is concerned. As we know that we got independent in the year 1947 from British rule. During that time was the responsibility of the government of planning for the education of the people of free India. At the time of independence, there were only 20 universities, 500 colleges with 2.1 lakh students in the higher education system. Pt. Jawaharlal Nehru laid the foundation of higher education in India. For the betterment of higher education various commission and committee were constituted such as Kothari Commission (1964-1966), The National Education Policy 1986. After independence many universities were established for flourishing the higher education in India.

PRESENT STATUS OF HIGHER EDUCATION IN INDIA

India is one of the oldest civilizations on the earth. Officially it is known as 'Republic of India'. India is also known by different names as "Bharatvarsha" or "Aryavarta" or "Hindustan". India is seventh largest country in terms of area and second largest in terms of population. It is the most populous democracy in the

world. There are 22 major languages with over 780 dialects, making this country cultural richness but the country has lost nearly 250 dialects in the past 50 years. India consists of 29 states and 7 union territories. India has highly developed higher education system and it is the third largest in the world after China and the United State. By 2030, nearly every 4th graduate in the world will be of India. Higher education in India refers to the education which is obtained after completing 12 years of schooling or equivalent. Generally in India, English is the primary language in higher education and research apart from the regional language. In India, higher education is dominated by public sector. In higher education, central government plays a very vital role in the making of educational policy and its implementation but the capitalist are challenging in various aspect. All India Council of Technical Education (AICTE), Council of Architecture (COA), Indian Council of Historical Research (ICHR), Indian Council of Philosophical Research (ICPR), Indian Council of Social Science Research (ICSSR) and University Grant Commission (UGC), these are the apex body as far as higher education is concerned but at the apex level, UGC is the governing body and it gives the standards, advises and recommendation to the government at regular interval.

STRUCTURE OF HIGHER EDUCATION IN INDIA

In India the structure of higher education consists of both private and public universities. Public universities are established by an Act of Parliament (Central Universities) and by State Legislature (State Universities), while private universities are generally established by various bodies and societies, Deemed Universities (Status is conferred by central government on the advice of the UGC for work of high quality in specialized academic field), Institute of National Importance (Institution established by parliament or state legislature act) and Colleges (Constituent college and Affiliated college both government aided or unaided). The nature of education may be General, Professional, Vocational and Technical. General education means traditional courses which generally include- Science, Commerce and Arts (B.Sc., B.Com. and B.A.). Technical education system in India has been classified into three categories- Central Government Funded Institutions, State Funded Institutions and Self-finance Institutions. The Centrally funded institutions of technical and science education are as- Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), Indian Institute of Science (IISc), National Institute of Technology (NITs), Indian Institute of Science Education and Research (IISERs), Indian Institute of Information Technology and Management (IIITMs), National Institute of Technical Teacher's Training & Research and Others. All India Council for Technical Education (AICTE) approves and regulates engineering, architecture, management studies, hotel management & catering etc. Professional as well Vocational Education is another stream of higher education in India. For distance education 14 Open Universities have been established in which Indira Gandhi National Open University (IGNOU) is the largest university in the world with over 4 million students (https://en.wikipedia.org/wiki/Indira_Gandhi_National_Open_University). These Open Universities is regulated by the Distance Education Council of India (DEC), New Delhi. Now to expand the higher education through distance education, a new technology is being used i.e. Information and Communication Technology (ICT). To ensure the quality of higher education, different accreditation agencies have been established. NAAC (National Assessment and Accreditation Council) has been established by the UGC in 1994 for accredits universities and colleges in general education. Under the new methodology introduced by NAAC w.e.f. 1 April, 2007, the higher education institutions are assessed and accredited by two-step approach. In the first step, the institution is required to seek 'Institutional Eligibility for Quality Assessment' (IEQA) and the second step is the assessment and accreditation of the institute under the grades 'A', 'B', 'C' and 'D' for those which are not accredited. NBA (National Board of Accreditation) has been set up by AICTE in 1994 for technical education. AB (Accreditation Board) has been set up ICAR in 1996 for agricultural education.

GROWTH OF INSTITUTIONAL CAPACITY

Higher education in India is increasing tremendously day by day. The growth of the higher education can be seen with the help of following (Table-I). This table shows the trend of institutional growth for higher education and also shows that how year after year total numbers of institutions are increasing. This is a good sign for Indian higher education.

Table No. I. University and College Level Institutions in India

Types	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Central Universities	20	20	25	40	42	43	44	44	45	46	47	47
State Universities	216	229	242	234	256	265	286	286	313	329	345	360
Deemed Universities	101	109	103	128	130	130	129	129	129	128	123	123
Institutions of National Importance	18	38	38	44	44	-	67	-	-	-	-	-
Private Universities	10	21	21	21	60	80	111	151	175	205	235	262
Colleges	18064	20760	22064	25951	31324	33023	35539	37204	39671	40760	41435	42338
Total	18429	21177	22493	26418	31856	33541	36176	37814	40333	41468	42185	43130

Source: UGC Annual Reports

Table No. II. Central Funded Institution of Technical and Science Education

Types of Institution	Number of Institutions
Indian Institute of Technology	16
Indian Institute of Management	13
Indian Institute of Science	1
National Institute of Technology	5
Indian Institute of Science Education and Research	31
Indian Institute of Information Technology and Management	4
National Institute of Technical Teacher's Training & Research	4
Others (SPA, ISMU, NERIST, SLIET, NITIE & NIFFT, CIT)	9
Total	83

Source MHRD (<http://mhrd.gov.in/technical-education-1>)

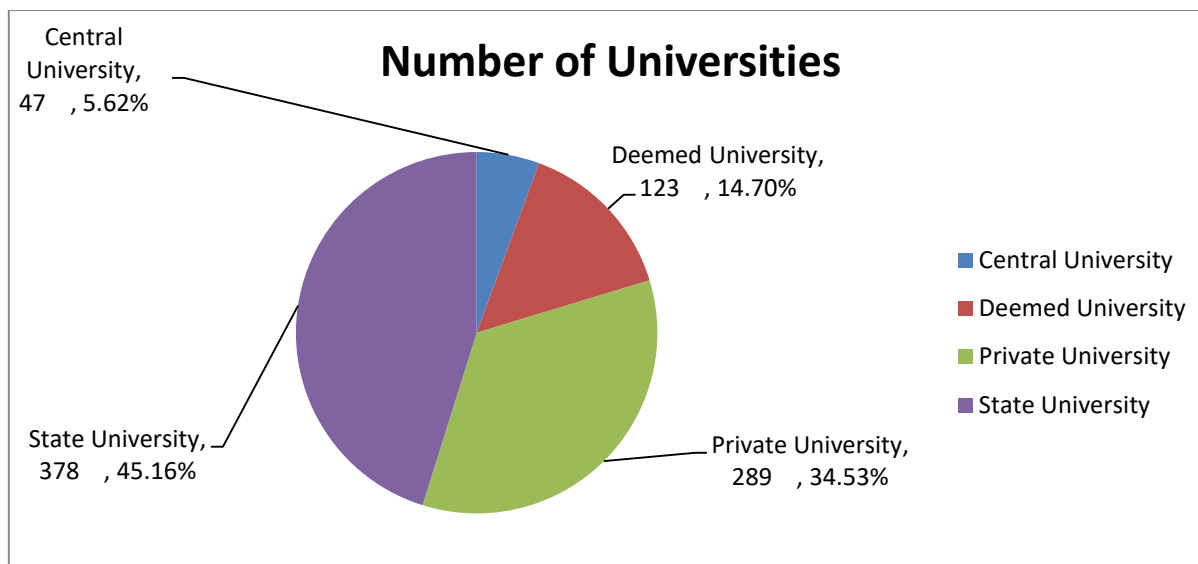
These are the institutions which are funded by the central government for technical and science education.

Table No. III. Type wise number of Universities as on 31.12.2017

S.No.	Type of University	Number of Universities
1.	Central University	47
2.	State University	378
3.	Private University	289
4.	Deemed University	123
	Total	837

Source: UGC Annual reports

Graph No.1. Type wise number of Universities



As on 31 December 2017, there are 837 universities in India which consists of 47 Central universities (5.62%), 378 State universities (45.16%), 123 Deemed universities (14.70%) and 289 Private universities (34.53%).

ENROLMENT

The growth developments in enrolment in higher education are studied in this part with the help of secondary data collected from UGC annual report and AISHE report. In the year 2016-17, the Gross Enrolment Ratio in higher education in India is 25.2%, which is calculated for 18-23 years of age group, GER for male population is 26% and for female, it is 24.5% (Source-AISHE report). In India, higher education includes UG (Under Graduate), PG (Post Graduate), Diploma/ Certificate, Research and Integrated Courses. In this section we have analyzed course wise enrolment in higher education.

Table No. IV. Students Enrolment in Higher education (In %)

Course	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
UG	88.91	89.15	87.29	86.55	86.11	85.87	85.90	85.12	86.26	86.33	86.39
PG	9.42	9.26	10.92	11.49	12.07	12.26	12.15	12.35	11.09	9.71	9.61
Diploma /Certificate	1.03	0.93	1.09	1.15	1.01	1.08	1.11	1.68	1.57	2.63	2.60
Research	0.64	0.66	0.70	0.81	0.81	0.79	0.84	0.85	0.67	0.77	0.79
Integrated	-	-	-	-	-	-	-	-	0.41	0.56	0.61

Grand Total	100	100	100	100	100	100	100	100	100	100	100

Source- UGC Annual Reports

CHALLENGES BEING FACED BY THE INDIAN INSTITUTIONS TO BECOME PREMIER INSTITUTIONS

We live in a knowledge economy where our strength is knowledge. It is a weapon which can help in social empowerment leading to entrepreneurial growth and employment generations. These are the following challenges which are being faced by Indian Institution to become Premier institutions:

LACK OF GOOD GOVERNANCE: Good governance is something which is most talked about topic in higher institutions .But this is something which lacks the most in proper implementations. As good governance requires lost of determination, devotion and passion to be effective

LESS FOCUS ON TRAINING STUDENTS FOR ENTREPRENEURSHIP: As per the opinion of former chairman of NASSCOM (National Association of Software and Services Companies) an individual should be a voracious reader. But as of now our higher education system is more of marks based instead of quality based which in turn does not help the students to inculcate within themselves the spirit of entrepreneurship.

LEARNING FORM WITHIN NOT BECAUSE OF THE ATTENDANCE PRESSURE: This is yet another challenge that Indian institutions have as students sit in the class or go the college because of attendance pressure and not for learning. However if you see the graph of the colleges across border their attendance is no such parameter because it focuses on learning from within and not to come and sit in the college for the sake of sitting.

LACK OF INCUBATION CENTRES: Another bottleneck which Indian institutions face is they do not provide the incubation centres to their students. This is a platform where our institution can provide a platform for creativity. It promotes inventions. This could also help our students to work on research and development and does could lead to self reliance.

LACK OF LEARNING ENVIRONMENT: Another hurdle that the Indian institutions are facing to become a premier institutions are the kind of learning environment they provide. There are certain factors that determine the learning environment which lacks in Indian institutions. The various components are the course curricula, teaching pedagogy, physical infrastructure and the most important is the teacher's commitment which actually creates a learning environment. The other factor that does play a vital role in learning is the motivation, application, effort and interest.

RESEARCH AND PARTNERSHIP: This is a major area which can take the higher education towards a better platform. Unfortunately there is hardly any effort which is put in to promote research, or promote grants for research funding. In case of partnership most part of it is only limited to top notch institutions and others are not in position to avail it.

CONCLUSION AND SUGGESTION

The present study states the historical development and present status of higher education as well as the challenges faced by Indian institutions to become a premier institution. The key challenges are lack of good governance, lack of incubation centre, lack of technological advancement etc. On the basis of above discussion, we come to the conclusion that the higher education in India shows the increasing trends but it is not satisfactory and needs to develop educational standard as per standard set by world class institutions as well as to open more and more institution in different parts of India with the help of private leading institutions. Therefore, education needs to exist not only in the policies and procedures but also deep into the grass root level in this country. Apart from this we have to improve our quality education as well as to use of modern technology in the education, therefore we can stand at par with world level institutions. The paper also aims at highlighting certain challenges that the higher education system faces to get into the status of premier institutions. Finally this paper suggests that the education should be such which provides employability and promotes outcomes based learning so as to motivate the youth to enter into higher education.

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