



# JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)

An International Scholarly Open Access, Peer-reviewed, Refereed Journal

## GROWTH OF HIGHER EDUCATION

\***Mr.M.Yuvaraj**, Research Scholar (Part-Time), R.V. Arts College, Chengalpattu.

\*\***Dr.G.Rengaraju**, Assistant Professor,(Research Guide), R.V. Arts College, Chengalpattu

### ABSTRACT

India is reasonably proud of operating one of the Largest higher education systems in the world. Accordingly to the Latest statistics, there are 216 central and State Universities as well as deemed to be Universities, 110 autonomous colleges and 7600 affiliating colleges. The total number of teachers is 3.00,000 and student enrolment has reached 50.00.000 which goes up at the rate of 4.5% per annum (NAAC, 1995). The enormous size of the system is comparable with the vastness of the system in USA and India now can claim that her higher education has reached the masses with an access to a higher education institution within a radius of average 100 kms. The total outlay on University and higher education by the year 1993-94 has been Rs.1310 - crore constituting 12.29% of the total expenditure on education. Although the financial input in higher education has increased about 10 times during the last four and half decades. There is a resource crunch and most of the amount is now spent for running the system rather initiating new programmes to the desirable extent. The complexity in the system is more evident than its vastness due to As per the concurrent list the Central Government had to set up a number of Institutions and Implement many Programmes for promotion of Languages, Social sciences and general science. Although Radhakrishnan Commission favored taking higher education a concurrent subject it was felt desirable to put the entire education in the concurrent list. The Kothari commission also in a sense accepted the principle of making education a concurrent subject. Lastly as per the Constitutional Amendment of 1976. Education has been included for the Concurrent List with far reaching administrative and substantive financial implications.

**Keywords:** Universities, Five year plan, Women's Education, Educational Research, Curriculum Commission, Programmes.

### INTRODUCTION:

Higher education is not new for India. In the ancient times, students lived with their teachers in gurukuls and ashrams, and received higher education in particular subjects. The curriculum of higher education, at this time, was dominated by the teaching of the Vedas and Vedangas. Three kinds of educational institutions- called shaakha, charana and kshetra-existed. Councils also existed for the purpose of directing higher education. Later

on, during the Buddhist period, higher education was imparted in Viharas and Sangharamas. Such universities as those of Nalanda and Taxila had won international renown, and students from many countries came there to receive education. Nalanda provided free education to all students, including students coming from as far away as China, Korea, Java, Sumatra, Borneo, Combodia, etc. The following subjects were taught in these universities-

(1) Religious rituals, (2) Preparation of manuscripts, (3) Grammar, (4) Astrology, (5) Medicine, (6) Logic, (7) Various branches of philosophy. In addition, there were provisions for education in the curing of diseases (snake bite, blood-testing, orthopaedics, etc.), veterinary science, military science, the fine arts and handicrafts, etc.

### **THE AUTONOMY OF UNIVERSITIES**

Indian universities are gifts of the state; they come into existence by an act of Parliament or a state legislative assembly. These bodies formulate the nature and functions of a university in elaborate detail. It is constituted as an institution with a clear jurisdiction. Although the state government assures that the universities activities will be in keeping with the act, this is not inevitable. In recent years, many examples have come to light in which the government has not stopped itself from amending the relevant acts in order to destroy the autonomy of universities.

According to Dr. Sridharnath Mukerjee, in recent years there was a considerable debate on the autonomy of universities. Government had developed a tendency to interfere in educational or academic matters. There was evidence to show that political pressures were being employed.

The autonomy of universities applies to three areas- (1) selection of students, (2) progress and promotion of teachers, (3) selection of a curriculum for study, the methods of teaching, problems of research, etc.

In thinking about the autonomy of universities, the following points should be kept in mind-(1) There should be an inter-relationship between various departments of university, the teachers of colleges and the students. (2) One university should be in touch with another through the University Grants Commission and ultimately through the Inter-university Bureau. (3) There must be relationship between the Central and State Governments.

A second kind of autonomy is inherent in the nature of a university. The fundamental principle of autonomy in this sphere is that there should be academic achievements, liberal administration and organizational discipline. There should be a balance among the academic workers.

Unlimited opportunities for expansion exist in the world of university education. The curriculum and the nature of education are both undergoing changes in keeping with the various needs of man. In the world of today there are, not one but many aspects in the sphere of education in which we feel the need for expansion. The number of colleges, teachers, part time education, etc., are among the many aspects which constantly influence the individual. Extravagance, too, is an obstacle in the spread of education.

The twin problem of stagnation and wastage exist not only at the primary and secondary levels, they are equally noticeable in higher education. Scholars declare that more people are studying today. We have become despondent and pessimistic about the process of education. The problem of education has further aggravated this stagnation. The countries youth fails to contribute to the nation's development because, despite his excellent talent in science and mathematics, in the absence of knowledge of English, he does not receive the licence to exhibit his talent. The result is that students feel compelled to resort to cheating and other unfair means in examination.

The Kothari Commission considered the admissions to higher education as well as other factors. It is planned to give higher education to between 1 and 4 crore individuals by 1986. The Commission has made special provisions for agriculture, engineering and medicine in higher learning.

For the extension of the facilities, the Commission has made the following suggestions.

### **Women's Education**

1. In higher education, the proportion of women's education is 1:4. This should be brought down to 1:3. For this women's colleges should be set up though at the post-graduate level, there can be co-education.
2. Free education should be provided.
3. Research into the sphere of women's education is desirable.
4. If there is a local requirement, special colleges for girls and women should be set up at the undergraduate level.
5. There should be progress in domestic science, nursing, social service, etc. Women should also be given training in business organisation and management.

### **Educational research**

1. Educational research should be conducted and its findings applied.
2. It should be conducted through groups.
3. A national academy of education should be created.
4. An educational research council should be set up.
5. 1% of the state's budget for education should be invested in educational research.

We have observed that the Commission has not neglected even a single aspect of education. It has expressed its views regarding every aspect. It has organised the educational system and the entire curriculum in such a manner as to ensure that it achieves the national objectives. It has declared that the development of education should be of such a kind that it leads to increase in production, social and emotional unity, strengthening of democracy, acceleration in the rate of modernization, generation of social, ethical and spiritual values. Dr. Sampurnananda said that these recommendations would lead to a revolution in education and the development of men would not be in harmony with Indian culture and style of life.

### **The Problem of Curriculum and the Need for it**

At present, our universities suffer from the lack of a suitable curriculum. According to

Sridhar Nath Mukerji, the most serious problem in our universities is that of providing a balanced curriculum. It should be so organised that each student can receive training according to his own interest and aptitude. It must provide suitable opportunities for the adaptation and adjustments of the Misfits and the Unfits, so that their personality may undergo complete development.

At the university level, the problem of curriculum arises because of the subjects taught at the secondary level. There should be as great an expansion of the subjects of study as possible. Arts, science, agriculture, technology, fine arts, domestic science, engineering and many other subjects should be recognised and build up into components. But this kind of restructuring can be done only, if-

1. The ideal is transformed into practice.
2. The student is given subjects to study which accord with his ability, interest and aptitude.
3. Maximum opportunities are made available for the Misfits and the Unfits.

## THE KOTHARI COMMISSION AND UNIVERSITY EDUCATION

**1. Functions**-Universities should impart knowledge in the context of national consciousness, and so they should encourage the development of individual differences and manners within the limits of tolerance,

1. Spreading the programme of adult education over a large area.
2. Helping schools for qualitative self-development.
3. Universities should set up their centres in various parts of the world so that India may be able to secure a place for itself in the world.

The following programmes should be given priority so that the foregoing objectives may be achieved:

1. Making revolutionizing efforts to improve the standard and quality of higher education and research.
2. Spreading higher education for satisfying the need for manpower and thus making possible national development.
3. Improving the organisation and administration of the university.

## Admission and Programmes

National needs must be kept in view while thinking of the expansion of higher education. Admissions to higher education will keep on rising till 1985-86. Hence vocational courses should be expanded. The view of the Education Commission is that-

1. The selection method should be employed in granting admission. It can have the following three criteria-

- (a) In institutions, admissions should be in proportion to the teachers and facilities available so that the standards are maintained.
- (b) Admission should be according to the qualifications specified by the university.
- (c) Institutions should chose the best students only.

2. Provisions should be made for part-time (evening colleges, correspondence courses, etc) education in science and technical education. By 1986, one third of all higher education should be through the part-time programmes.

### CONCLUSION:

The U.G.C 's views on the qualitative improvement and development of education are that higher education has already undergone rapid expansion which has led to deterioration all round, affecting the staff as well as the material resources of the Universities aims at raising the Intellectual tone of society, at cultivating the public mind, at purifying . The national taste, at supplying true principles to popular enthusiasm and fixed aim to popular aspiration, at giving enlargement and sobriety to the idea of the age at facilitating the exercise of political power and refining the intercourse of private life.

### REFERENCE:

1. Dr. Vidya Aggarwal, Education Administration, supervision, planning& financing
2. N.R. Swaroop Saxena, Principles of Education
3. Dr. D.L. Sharma, Education in the Emerging Indian Society
4. S.K. Mishra, Fundamentals of Educational Research
5. Dr. R.A. Shama, Programmed Instructions
6. N.R. Swaroop Saxena, Technology of Teaching
7. Prof.Suresh Bhatnagar, Advanced Educational psychology
8. Higher Education in India: Twelfth Five Year Plan (2012-2017) and beyond FICCI Higher Education Summit 2012
9. Nexus Novus, Higher Education Opportunities in India , <http://nexasnovn.com/> higher - education - Opportunities India, Jul 26, 2013 accessed on 30/07/2016.
10. Balachander, K.K. Higher Education in India; Quest for Equality and Equity; Mainstream 1986