

# ROLE OF HIGHER EDUCATION IN MAKE IN INDIA MOVEMENT

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## **Abstract**

Higher Education is fast-tracking globalization and Internationalization. Could education be a tool to promote international understanding and peace beyond that ?

UNESCO is an International Organization founded upon the belief that as declared in the Preamble to the constitution of UNESCO Adopted in 1945 "Since wars begin in the minds of men, it is the minds of men that the defenses of peace must be constructed." This very intention towards peace has reflected upon UNESCO's principle towards peace has reflected upon UNESCO's principle towards international educational exchange.

Higher education produced on one hand graduates whose training did not equip them to perform the tasks the nation expected of them: on the other hand, elsewhere graduates in such numbers that they could not be absorbed by the economy. Higher education generates broader economic growth as well as individual success.

In India, the numbers attending Universities doubles in the 1990's and demand continues to surge, India's Human Resource Development Minister has stated that India needs 800 new institutions of Higher education by 2020 in order to raise the age participation rate-the percentage of college-age population enrolled in institutions of higher education from 12.4% to 30%.

India is in throes of reviving its high growth trajectory through Make-in India Campaign. The Thrust is to realize National Manufacture Policy(NMP) bolster public private partnership (PPP) and improve inflow of Foreign Direct Investment(FDI). Higher education Policy has therefore become a critical link in this Campaign as it would upscale Human Development Index (HDI) and improve employment opportunity of around 10 Million additional workforce who seeks jobs every year.

This Paper takes an overview of the policy so far, recommendation of high power Committees to improve Private industry participation and foreign collaboration and strongly advocates the need to increase government's commitment towards allocation to education increase

Thrust on research and development. Improve Total Factor Productivity (TFP) and to abdicate the ideological slug fest in order to realize the immense potential that a high global connect provides.

## **INTRODUCTION**

There is no proper balance between educational facilities and educational needs in India. Education, according to the Indian tradition, is not only a means to earning a living, it is initiation into the life of the spirit, a training of human souls in the pursuit of truth and practice of virtue. We have to adapt our educational institutions to the emergent needs of contemporary society. The relation of teacher and pupil, like that of Parent and child, is one of the most sacred among human relationships. It is equally essential to take the utmost care in recruiting teachers of high quality, in maintaining their stature and standards at a proper level, and in return ensuring that their work, their personality and their influence are wholly and invariably good. Dr. James, a famous American educationist, once observed that "Universities are at once the catalysts and the creation of a changing society. Their destiny and dimensions in every nation will be as they always

have been decided by and for the future". It is the future of India that is beckoning to the Universities today; and so, the Universities must be inspired with the determination to prepare their students for the valiant and mighty tasks which they have to undertake tomorrow as the citizens of free India.

The primary purpose of education should be to fit the individual to new ways of thought and to new ways of life. We are living in a technological age. Science and technology have created a situation whose implications are not yet fully realized. New discoveries have opened up new possibilities. To illustrate, Electron was discovered in the year 1897, the atomic nucleus in 1911 and the Neutron in 1932. They have never been seen by the human eye, but they have brought into existence industrial complexes of significant sizes.

There is a distinctive buzz about PM Modi's new campaign for Make-in-India. The thrust is to increase share of manufacturing from the current level of 15% of GDP to 25% and create additional employment opportunity of 10 million per year. This has led a few cynics to observe that "there is a lot of sizzle but where is the steak?". Columnists like Swaminathan Iyer are of the view that Make-in-India is only an outcome and not a policy, while the RBI Governor Rajan is of the view that the government is putting too much of thrust on export led growth and should give primacy to "Make for India". Discerning writers like Debasis Basu, however, feel that what is germane to the debate is the "cost of doing business" in India for which quality of human resources and cost of capital would be critical. The quality of human resources will depend on the education policy of a country, allocational commitment and synergy between the industry and academia. India has been inordinately late in introducing compulsory education at the primary level unlike many Emerging Market Economies (EMEs) like South Korea and China who have become manufacturing giants. Besides higher education which is key to better employment opportunities has been caught up in an ideological slugfest of Market Economics vs. Merit Goods to be provided by the government.

### **FALL IN STANDARDS OF HIGHER EDUCATION**

The increasing fall in standards of Higher education is due to Two main reasons. The first is the unplanned and haphazard expansion we now permit in higher education inspite of the fact that the resources available are very limited. The Second reason for the fall of standards is academic, and lies in the inadequate preparation of Teachers in the selection of inadequately prepared or weakly motivated students and in the failure to create a proper climate of dedicated and sustained hard work in the pursuit of truth and excellence in institution of Higher education. Another aspect of higher education is its increasing elitist character.

We will have to introduce two reforms. The first is large programme of scholarships, right from the school stage, which will enable talented children from the poorer sections of the society to climb up to the University stage and to distinguish themselves in higher education. The Second is to introduce a programme of national service compulsorily as an integral part of higher education so that every young person studying in colleges and Universities is training to become a servant of the masses and to acquire those skills and values which will help him to serve the people.

Gary Yukl, in 'Leadership in Organizations', stresses the need for developing all three skills-technical, conceptual and human relations. Human relations skills are more important than the first two.

The question 'What is the worst form of teaching?' is answered normally by stating that it is the use of lecture method. One cannot easily agree with it because it is one of the finest and the most used methods all over the world. The answer to the oft asked question lies in the non-obvious. The worst method of teaching is the one which is repeated again and again. Even the best method, when used constantly without the introduction of any variation, can become unattractive due to the monotony. Therefore, when a lecturer adopts different strategies, methods, techniques and action plans, the student is bound to be interested and consequently different competencies developed.

During the last decade three important committees have addressed the issue of private sector participation and the modicum for achieving better global connectivity and quality improvement in the higher education sector.

Ambani Birla Report (2000) : Ambani-Birla envisioned creation of a knowledge based society, which will induce competitiveness while fostering cooperation. The report championed the principle of use-pay policy supported by

loan schemes and financial grants for economically backward section. It strongly recommends legislation for new private universities in the field of science and technology, management and finance area. The report pitched for foreign direct investment while limiting into Science, Technology and Research. Moreover excessive regulations was sought to be dispensed with while emphasizing that the government should play the role of a facilitator.

Knowledge Commission (2009) : Some of the striking features of the Knowledge Commission are to spur growth of private and foreign universities and reduce role of the state. The commission recommends expansion of the number of universities to 1500 in the country, and establishment of 50 national universities by government or by private sponsoring bodies to be set up by Society or Trust or through Section 25 of Companies Act. The commission strongly recommends reduced role of the UGC and instead purposed establishment of an independent regulatory authority for higher education (IRAHE) and an addition 1.5% of GDP to be allocated for higher education.

Narayan Murthy Report (2012) : It proposes enhancing research focused-through dedicated funding for research sponsored doctoral programs, setting up centre of excellences in the form of technology parks, developing new knowledge clusters & up-gradation of 75 top of the class universities, with investment ranging from Rs.175 to Rs.200 crore per university. The committee has recommended creation of 20 world class universities with investment of Rs.500crore per university and the targeted outcome is the creation of 20 new national knowledge clusters through the public private partnership. The estimated investment for the 5 year plan is of Rs.40000 crore with government corporate partnership and creation of a council for industry and higher education collaboration as a nodal agency.

### CHALLENGES/PROBLEMS IN HIGHER EDUCATION

From the various surveys and studies it has been observed that the higher education is undergoing through challenges and problems which need an effective solution to regulate those deficiencies. The major of them as –

Low Student Enrollment

Declining Research Standards

Outdated (Traditional) Teaching Methods

Inadequate (Untrained) Teachers

Irrelevant & Poor quality education

Gap between job seekers & job providers

Increasing popularity of Online & Distance Education

Unequal Access

Inadequate Infrastructure & Facilities

### MAKE IN INDIA – THE PROGRAM AND ITS IMPACT ON HIGHER EDUCATION

Make in India is an initiative by our PM Mr. Narendra Modi was officially launched on Sept 24, 2014. India is in hope of reaching new heights through the Make In India campaign. Make in India is a strategy that has its impact and connectivity towards various agendas. The government of India introduced couple of initiatives like Make In India others being Digital India, Skill India etc to strengthen Indian economy.

One of the main aim of the campaign being the making India a global manufacturing hub. . It aimed at enhancing the contribution of the manufacturing sector in the growth of Indian economy. It meant to raise the GDP from merely 15% to 25%. It's another objective is to create millions of jobs in the country to make people employable. It also aimed at easing the business process and attract foreign direct investment. The Make in India showed its tremendous impact in all the spheres and will be showing in the near future. The impact of the program is quite visible on the higher education too. The program seems to be a solution to the various issues and problems of higher education. The objective of Make in India of Skill development will enhance the employability skill of the job seekers which will open the doors of industries with open arms. The focus on skill enhancement will initiate and provide need based job oriented courses. The aim of

manufacturing in the country will create and generate increase the job opportunities as the program stresses on the employment generation and poverty alleviation. The increase in job opportunities will in turn motivate the students to go for higher education. The objective to attract the FDI (Foreign Direct Investment) will pave the way for more and more R&D in India which will raise the Research standards. As a result, technical knowledge and high qualification will now be given huge importance in placements too which will bring more seriousness in teaching-learning process. Investment in R&D shall definitely create world-class quality, which will help to achieve mastery in technological advancements and develop research-oriented curriculums. FDI will undoubtedly help the economic development of the country. It has the potential for job creation and increasing employment. New initiatives will increase the need for advanced technologies which will in a way boost up the requirement of highly qualified and technically well knowledgeable and educated talents. The campaign also promotes foreign universities to collaborate with the Indian one. It launched a program to invite people from abroad at government expense which make easy for universities to invite foreign faculty. A ranking system is also being launched in India. The agenda of the campaign to ease down the doing of business is also playing the role of promoting higher education. As the program initiates "one-day procedure", this would reduce the time to start a business from 27 days to 1 day as in developed countries. This shall motivate youth towards entrepreneurship by specializing themselves in the field. Tax payments are also expected to be simplified in the near future. Sudhir Kumar Sopory, vice – chancellor of Jawaharlal Lal Nehru University said in a recent meeting—A ranking system in India is being launched, The government has done a few things such as launching a program that allows us to invite people from abroad at government expense which has made it easy for universities to invite foreign faculty but we have not seen much enhancement in budgetary allocation and resources continue to be constraint.|| .

#### **IMPACT OF PUBLIC & PRIVATE INITIATIVES ON ACCESS AND EXCELLENCE IMPACT ON GER :**

The private sector has entered into the university space in a significant way since 2001 contributing significantly to the Gross Enrolment Ratio (GER). The following graphs will bring out the impact since 2005-2006

#### **ALLOCATION :**

Dr. Kothari had recommended way back in 1964 that the government should spend atleast 6% of its Gross Domestic Product on education. However in over 45 years we have been able to achieve around half its target. The Knowledge Commission under Sam Pitroda (2009) recommended an increase of atleast 1.5% of GDP for higher education. Colclough and Lewin (1993) in a seminal study have worked out a methodology for calculating investment requirement to finance universal primary education in India. Their study shows that around 3.1% of GDP needs to be allocated to universalize primary education as against around 1.5% earmarked by government. In this connection a global comparison reveals that the allocation we make towards education is abysmally low reflecting in our poor HDI, GER & Mean Year of Schooling.

#### **REGULATORY MECHANISM :**

The Yashpal Committee (2009) has strongly recommended establishment of an autonomous overarching National Commission for Higher Education and Research for prescribing standards of academic quality and defining policies for advancement of knowledge in higher educational institutions. There is a near unanimity in view that existing regulatory control by UGC, created under Act of 1956 is not lending itself to quality improvement flexibility in charging fees, offering reasonable remuneration to teachers & finalization of curriculum of either public or private universities. There is a dissonance in the approach of the UGC and Knowledge Commission. While the UGC is pitching for greater inclusivity and improving GER, the Knowledge Commission aims at exclusivity and augment a framework for encouraging private players and foreign collaboration.

#### **PUBLIC PRIVATE PARTNERSHIP (PPP) :**

Infrastructure has been highlighted as the thrust area for development and employment generation as it is the key link between the primary, secondary and tertiary sector. The Deepak Parekh Committee (2007) had recommended that infrastructure funding/GDP should be increased from 5% to 9% and PPP model is most suitable for fund generation. In economic infrastructure India has witnessed significant growth in civil aviation, power projects, container terminals through special purpose vehicle (SPV) and variability gap funding. Several key initiatives like setting up of India Infrastructure Finance Company 2006, India Infrastructure Project Development Fund 2008 and Infrastructure Debt Fund

2012 with equity of 2 billion dollar have been taken. The 12th plan has set up a target of spending nearly 1 trillion dollar with 50:50 public private partnerships. Sadly in India PPP in social infrastructure is not getting the requisite attention of the planners as it deserves. It would worthwhile to draw experience of other countries like Sweden, Germany, Singapore & China where the PPP model has worked wonders. Germany, public commitment to take most risks has encouraged many small private enterprises to participate in the PPP model. Such models have important lessons for India. The key component is political will.

#### PROVISIONS FOR EDUCATION IN BUDGET 2015-16:

There are some provisions to promote the education sector in 2015-16 financial years budget \*Establishment of new IITs, IIMs, and AIIMS to boost capacity in such institutes of excellence .

\* Increased emphasis on skilling youth with employability and entrepreneurial skills.

\*Address issues of quality in school

& girl child education through specialized schemes and creation of infrastructure .

\* Allocation for teacher training in order to have a direct impact on the learning outcomes of the students.

\* Simplification of norms to facilitate education loan for higher studies.

The Government of India has taken several steps including opening of IIT,,s and IIM,,s in new locations as well as allocating educational grants for research scholars in most government institutions. The Indian education sector has been recognized as a —Sunrise Sector|| for investment in the recent past. This recognition stems from the fact that the sector offers a huge untapped market in regulated and non-regulated segments due to low literacy rate, high concentration in urban areas and growing per capita income.

#### CONCLUSION

Democracy thrives on in an open liberal environment and responsible dissent is the essence of democracy. The recent ideological debates as brought out above are emblematic of the plurality of choices that we confront. However India needs to move on and the Make India campaign and the enormous surge of interest PM Modi has generated globally must foster industry academic interface, collaboration with reputed foreign universities to bring in new ideas apart from facilitating ease of doing business. Higher education must be treated as a merit good and the asphyxiating control of the regulatory agencies like UGC and AICTE must give way to regulatory bodies like TRAI as strongly recommended by Prof. Yashpal. As John Maynard Keynes observes “The difficulty lies not in introducing new ideas but in replacing old ones”. Hopefully the new education policy will abdicate obscurantism and be in sync with PM’s commitment to Make India the super power of Asia through his deft Make-in-India movement.

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