

## Study of Higher Education in India

<sup>1</sup>Sudhakar Shinde and <sup>2</sup>Dr. Saroj Kumar Datta

<sup>1</sup>Research Scholar, Department of Economics, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

<sup>2</sup>Research Guide, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

---

### ARTICLE DETAILS

#### Article History

Published Online: 15 April 2019

#### Keywords

education, growth, human capital, technical education

---

### ABSTRACT

*Education System is the backbone of development of human resources. It plays important role for overall development of human beings. Without education system, growth of any country will be standstill. Same is equally true for India. In this aspect higher education plays significant role. This paper reflects study of higher education in India.*

---

### 1. Introduction

Education system of a country plays very important role in economic growth and development of any country. It is equally true for India also. Education system comprises different levels, structures and types of education. International growth experience of the past has reflected that human capital is as important as physical capital for development of nation. Higher education in general and professional and technical education in particular plays pivotal role in the development of human resources, which converted into human capital.

### 2. Scenario of Higher Education In India:

At the time of independence, there were only 40 universities and 42 institutes of higher technical and professional education in India. Modern technical education started in India in 1847 at Roorkee and the number reached only to 42 institutes of higher and technical education till 1947. This means that 42 institutes were established in 100 years. Relative to population and geographical area of India, the growth of institutes was highly inadequate.

After independence, phenomenal growth has been witnessed as there was demand for higher educated professionals and technocrats for economic development and to cater the needs of country. The biggest problem, which confronted the Indian government, was expansion of education in general and converting the British system of education of elites into a system of education of the masses (Prakash, 1976). Only 0.01% population at the time of independence had got access to higher education including technical education and only 5% of population was having access to school education which was negligible. Both central and state governments made consistent efforts and accordingly initiatives were taken for expansion of education through investment and the objective of expansion has been realized to some extent but at the cost of quality, which is a major concern across the layers and types of education system.

Expansion of education was in priority list of government of India. Despite continuous shifting of target dates of universal elementary education, finally government achieved the goal in 2011-12. Along with school education, higher education also expanded exponentially after 1970s. However, till the end of 1970's, higher technical and professional education lagged

behind the growth of the rest of the system. Since 1980's, rate of expansion accelerated. Major concern with the quantitative expansion of higher technical and professional education pushed quality behind curtains.

Today Quality is an attribute, it cannot be defined accurately for purposes of its precise measurement. However, in a broad and approximate sense, it can be defined as the quantity, nature and type of learning imparted to students and the extent to which they absorb the same. Students absorb and carry their learning forward beyond the place of learning; hence, they represent the outcomes of the educational process.

Rashmi Arora in the research paper has stated that human resource development basically takes place at the household level initially. Right from the day of conception to the bearing and rearing of children lot of investment is made in the children's upliftment and growth of human resource by the family. This may give an idea about the foundation on which human resources have developed and accumulated over time. Off course, the quantum of investment will vary among the households and between the years. Investments, and human resources, grow with the growth of income both at micro and macro level.

It is obvious that transformation of population into human resource requires investment in nutrition, food, hygiene, clothing, sanitation, health, education and training. These have equal importance in development of human resources.

India's demographic dividend will be realized only through investment in Human Resource Development in general and education in particular. The way the modern and advance technology is moving, it is the investment in professional and technical education that play the key role to realize the potential of demographic dividend of India. But education is not a matter of number or quantity alone. The quality of education also matters. Among these, following will be mentioned as the core factors of quality:

- a) **Inputs Quality:** Inputs include students, teachers and infrastructure. Student's inputs may be defined in terms of number and the amount of knowledge with which they enter into an educational institution. The knowledge of individual teacher, their attitude and aptitude for upgrading their knowledge, ability to make

apparently difficult contents look simply are crucial for high quality teaching inputs.

Infrastructure also plays a crucial role of input as it comprises of both academic and physical elements.

b) **Process Quality:** Quality of process is through which educational transaction materializes. The knowledge of individual teacher, their careful and sincere ways of performing the task of teaching, is crucial for high quality of knowledge transactions between teacher and student. The absorption capacity of students also plays important role in this process of transaction

c) **Output Quality :** In a heuristic and holistic sense, output of educational processes may be defined as "difference between the stocks of knowledge with which learner leaves the institution on the completion of particular programme and the stock of knowledge with which she/he entered the programme/ institution (Chowdhary and Prakash, 1995). However, this concept is difficult to administer, which requires information about the stock of knowledge both at entry and exit time of learners.

Generally, efficiency and productivity are considered to be two faces of the same coin. Productivity is measured as the ratio of quantity of output to quantity of inputs used in the process. Quantity of inputs used in education processes may easily be measured in terms of numbers of students passing the examination (Prakash, 1976), but problem is how to measure quality of output.

Another measure of quality of professional education is placement through campus or off campus recruitment. Employability is one of the indicators of quality of education.

Quality also may be reflected by the students, who are able to get admission in highly reputed institution of higher education both in India and abroad, or get employment after completing educational process.

Liberalization and globalization both have impact on education ought to be high. Many students, who aspire to have higher education, have started enrolling themselves abroad. Data reveals that many more students are studying abroad than before. This statement highlights that facilities for higher and technical education are not meeting the international standards. It is thus important that policy makers make efforts and extend their efforts to improve the quality of educational and infrastructural facilities in India to attract foreign students which will not only increase foreign exchange but increase the level of competition and excellence

## References

1. Agarwal, Pawan 2009. Indian Higher Education- Envisioning the Future. New Delhi: Sage Publication India Pvt. Ltd., Second Edition, ISBN: 978-81-7829-941-9
2. Amarendra Kumara Jay, Swapna S Kolhatkar and Naik B Atul, 2013. "Need Of Cloud Based System for Higher and Technical Education In India", International Journal Of Computer Application (0975-8887) Volume 63, Number 12
3. Anbalagan P. 2011 "Public Expenditure on Education: A Study of Inter-State Variations in India" IJBEMR, Vol. II, No. 1:19-30.
4. Akhilesh K. P. and Balasubrahmanyam S. 2007. Mathematics and Statistics for Management. New Delhi:

In today's India, when new central universities, several IIT's and IIM's are being established in government sector and business and other professional and business schools are rapidly multiplying, the faculty shortage is extremely acute. Naturally the quantity and quality of knowledge appears to have been compromised. This may affect the performance of faculty in the classroom.

In professional institutions, faculty members perform multiple activities. Teaching is only one of the responsibilities. Teacher has to conduct research as well as hold the administrative responsibilities. Research output may be measured in terms of number of papers and books published and research projects completed. Their quality may also be judged on the basis of two factors,

- 1) Total nos. of papers published
- 2) References or citations in research papers, projects, theses by other scholars. Another indicator of quality, if the papers are on internet also, number of hits per paper.

All these parameters together will contribute to the quality of education.

Besides the above, the following factors also add to the quality of teaching and learning.

- 1) Age of the university/institution:
- 2) Number of departments in university/ institution:
- 3) Number of teachers in each department
- 4) Proportion of filled up teaching positions with respect to vacancies
- 5) Proportion of Teachers with Ph.D. and with Experience
- 6) Number of Books and Journals in Library

Some of the above factors can be measured or quantified, whereas some of these cannot be quantified.

## 3. Conclusion

Study of higher education in India reveals that quality is one of the important factors for growth of higher education in India Quality is major concern in higher education and to maintain prevailing quality several models have been prepared. Researchers have carried out lot of studies on quality education to determine the shortcomings of education system and to find the probable remedies. However, quality concept has not been stabilized. Even after several researches, there is no consensus about the concept of quality.

Vikas Publishing House Pvt. Ltd., First Edition, ISBN-9788125915317

5. All India Council of Technical Education, 2008. "Annual reports and audited accounts." 2005-2006, 2006-2007, 2007-2008. (AICTE, 2005-06), (AICTE, 2006-07), (AICTE, 2007-08)
6. Report on "Selected State-wise Number of New Government/Private Technical, Professional and Management Institutions." AICTE India (2007-2008 to 2011-2012)
9. Asikhia O.A. 2010. "Students and Teachers Perception of the Causes of Poor Academic Performance in Ogun State

- Secondary Schools." *European Journal of Social Science*, Vol. 13, No. 2:229-241
10. Ballard Kelli and Bates Alan. 2008. "Making a Connection between Student Achievement, Teacher Accountability, and Quality Classroom Instruction." *The Qualitative Report* Vol. 13, No.4:560-580, December 2008
  11. Banerjee Rangan and Muley P Vinayak. 2008. "Engineering Education in India." Department of Energy Science and Engineering, IIT Bombay
  12. Behn Robert D. 2003. "Why Measure Performance? Different Purposes Require Different Measures." *Blackwell Publishing Public Administration*, Vol. 63, No. 5:586-606
  13. Berk A. Ronald 2005. "Survey of 12 Strategies to Measure Teaching Effectiveness." *International Journal of Teaching and Learning in Higher Education*, Vol. 17, No. 1:48-62