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Indian Higher Education: An overview

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Abstract:

It can be said that education as a multidimensional phenomenon for the development of the economies. Keeping this in mind the present paper evaluated with following objectives and methodology. This paper briefly analyzes the significance of education, growth of higher education, allocations and per capita expenditure, find out interstate disparities. This paper strongly recommending that education should under control of government and treat as social /public good until reach self-sustain and egalitarian the economy

Key words: *education, skills, education, knowledge*

Introduction

Many statistical investigations carried out in the western countries have shown that out put increased at a much higher rate than increase in physical inputs like labour and physical capital because of the quality of labour as a productive sources has been consistently improving due to improvement in education and skills, availability of health services etc. Education can be oriented as to impart skills and attitudes useful in improving the quality of family life. Education can contribute significantly to rural development in a variety of ways- by widening the horizons of knowledge of the rural people; can enable to overcome ignorance and superstitions. Adoptions of new agricultural techniques and new methods of production are rendered easier if the farmers are educated. Literate farmers with at least primary education are thought to be more productive and more responsive to new agricultural technologies than illiterate farmers. According to Amartya Kumar Sen and Jean Dreze, education is valuable to the freedom of a person in certain distinct ways in that it has a certain personal roles, social roles, schooling process roles and it has been providing greater literacy to disadvantaged groups. Dr. B. R. Ambedkar observed that education is the right weapon to cut the social slavery and to enlighten the down trodden masses to come up and gain social status, economic betterment and political freedom.

D.R. Veena presented the empirical results of correlation between marginal educational effort and the marginal rate of economic growth as the correlations between agricultural development and primary education is significantly related to gross national product at the value of 0.92, industrial development and some specific professional and technical education at the value of 0.87, social change in favor of economic development as reflected in the adoption of family planning and higher education at the value of 0.64 are significant values associated to the national product.

According to Todaro and smith, education contributes to economic growth in all types countries in the following ways. It helps in creating a more productive labour force and endowing it

with increased knowledge and skill, it helps in providing widespread employment and income- earning opportunities for teachers, school and construction workers, text book and paper printers, school uniform manufactures, etc. It helps in creating class of educated leaders to fill vacancies left by departing expatriates or otherwise vacant positions in governmental services, public corporations, private business and professions, and it helps in providing basic skills and encourages modern attitudes in the diverse segments of the population of the country . It can be said that education as a multidimensional phenomenon for the development of the economies. Keeping this in mind the present paper evaluated with following objectives.

2. Procedure adopted in the study

2.1 Objectives of the Study

To find out the pattern of higher education during the study period, the following objectives are taken in to consideration.

To briefly analyze the significance of education, to assess the growth of higher education, allocations and per capita expenditure, to find out inter state disparities. Finally, give few policy implications in this regard.

Decadal growth in higher education

The table -1 shows the percentage increase in the previous decade. The decadal growth of the number of universities and institutions was much higher in the 1950s and 1960s, primarily because of the relatively small number of such institutions existing, since planned

2.2. Methodology

The study based on secondary data and covers the decadal periods from 1951 to 2001. The analysis in this study is carried out at the national level and analyzed in terms of average annual compound growth rates and percentage growth. The average annual compound growth rates for the inter-census periods i.e., 1950-60, 1960-70, 1970-80, 1980-90 ,1990-2000 and 2000-2005 are computed by the following formula:

$$r = [(Y_t / Y0)^{1/n} - 1] \times 100.$$ Situation

Where- r = average annual compound growth rate; Yt = a dimension of education /population in the year 't', Y0 = a dimension of education / population in the base year and n denotes the number of years

3. Analysis of the study

3.1. Present Scenario of higher education in different dimensions

Indian higher education is second largest in the world and now completing 150 years of higher education by which started the first 3 Indian universities namely Calcutta, Mumbai, and madras established in1857. In 1947, the number of universities was 18, but now 350 (2006-07) and there are 100 deemed universities, 10 private universities, 115 Distance Education centres and 17973 colleges.

expansion of higher education began after independence. In the 1970s and 1980s, growth of institutions of higher learning was relatively slow, it picked up in the 1990s on words. This has happened because of increased demand for higher education and private sector participation particularly in technical and professional education.

Table–1 Decadal increase in Universities, colleges, enrolment and teachers

Item	Period					
	1950-1960	1060-1970	1970-1980	1980-1990	1990-2000	2000-2004
College	214.71	77.41	46.82	21.32	93.91	58.13
Universities	60.71	106.67	32.26	49.59	44.57	30.83
Teachers	158.33	206.45	28.42	11.07	45.76	19.49
Enrolment	220.11	251.17	40.7	78.96	70.54	24.79

Source: Agarwal p.(2006): Estimated based on Annual reports of the UGC, various years

The average annual compound growth rates of colleges continuously declining up to 1980s and further begins to increased and recorded at 12.1 percent during 2000-2004. Meanwhile, the growth of universities is ranged from 2.6 percent to 7.5 percent.

Table -2 Average Annual Growth rates of H E Institutions, Teachers & Enrolment in India

Item	Period					
	1950-1960	1060-1970	1970-1980	1980-1990	1990-2000	2000-2004
College	12.0	5.9	3.9	2.0	6.8	12.1
Universities	4.9	7.5	2.6	4.1	3.8	6.9
Teachers	10.0	11.9	2.5	1.1	3.8	4.6
Enrolment	12.3	13.4	3.5	6.0	5.5	5.7

Source: AgarwaP.(2006),Estimated based on Annual reports of the UGC, various years

But there is no continuous growth in this regard. Unsatisfactory trend is found incase of growth in teachers, it was all tine low, 1.1 percent in the 1980s and there after, it has been increasing consistently. On the other hand, the growth of enrolment which indicates the out put of the education, *the total enrolment in higher education 10.5 million. It constitutes 40.2 percent of total enrolment, cadres 7 percent of the relevant age group in 2004-05.*Out of these 4.03 million are women students constituting 40.2 percent of total enrolment. There has also been a significant increase in the student's enrolment under Open and Distance education system. Through the Distance education, courses account for 12 percent of total enrolment in higher education. The growth rates conformed to5.5- 5.7 percent during last 2 decades.

As per the Economic Survey 2007-08, there has been significant growth in higher education during the academic year 2005-06. According to the University Grants Commission (UGC), enrolment in various courses at all levels in universities/colleges and other institutions of higher education in 2005-06 was 11.34 million as compared to 10.50 million in the previous year. Out of this, the number of women students was 4.58 million constituting 40.39 per cent. There has also been a significant expansion of central institutions of higher education in recent years. With the increased demand for higher quality education, training of teachers has become even more important and out of box thinking is required to ensure adequate supply of quality teachers. In the world, India is one of the identified countries producing more number of graduates *None the less, higher education is available to a small percentage of population in the relevant age group.*

Table-3. Higher Educational institutions available per Lakh Population of 18-23 years

State	Number	State	Number
All India	***12.17***	Panjab	11.46
Pandicherry	26.98	Tamilnadu	11.11
Mizoram	25.53	Haryana	10.85
Goa	24.59	Kerala	10.81
Karnataka	23.35	Rajasthan	10.78
Manipur	22.55	Gujarat	10.68
Andhra Pradesh	19.61	J&Kashmir	10.54
Nagaland	19.54	Bihar	10.13
Meghalaya	19.22	Delhi	9.29
Chandighar	19.14	Sikkim	8.48
Orissa	18.57	A&N Island	8.37
Maharasrta	16.59	Uttaranchal	8.08
Himachal Pradesh	15.13	Uttar Pradesh	6.96
Assam	12.9	Daman&diu	6.73
Madya Pradesh	12.53	Jharkhand	6.45
Arunachal Pradesh	12.12	Tripura	6.13
Chattisgharh	11.83	West Bengal	5.46

Estimated based on Annual reports of the UGC

3.2 Disparities in Higher Education among the states

The rapid expansion, however, hides the story of the stark inequality that prevails in access to higher education across the states and territories. While higher educational institutions are nearly absent in D & N Haheli and Lakshadweep, 14 states and union territories have much higher levels of access to higher education compared to the national average of 12.17 in terms of the number of institutions available per lakh population in the age group 18-23 in 2003-24(table-3).

Internationalization of higher education is today, a fact of life and needs to be promoted for the academic, cultural, social, political, and economic benefits that accrue from it. India is the prepared destination for international students from developing countries due to- low cost, education in English, global recognition to Indian processionals, strong university network, quality education (Select institutions), infrastructure international standard (select institutions) and liberal visa policy for students.

3.3 Public expenditure on higher education

Higher education has generally been recognized as a public good at least as a quasi-public good (CABE 2005:7).The public good nature of higher education warrants that the state should play a more active role in the financing of higher education. Indeed, the state has been funding since independence.

In the context of the intra- sect oral allocation of resources, it was observed that the constitutional commitment of providing universal elementary education is non-negotiable. The secondary education as preparatory as well as terminal education can not be ignored. In the context of globalization and competition, the higher education can not be overlooked either. Having regard to these realities, a consensus of a sort is gradually emerging to allocate at least 3 percent of GDP to elementary education, 1.5 percent to secondary education and the remaining 1.5 percent to higher education,. With this back ground, now let us examine the priority accorded to education.

Since the 1990s, the priority given to higher education has declined even as their importance in facing the new global challenges is growing. The proportion of GNP allocated to higher education has sharply declined from 0.46 percent in 190-91 to 0.34 percent in 2004-05. The allocation to technical education declined from 0.15 percent to 0.12 percent as a proportion of GDP during the same period. The total allocations were 0.46 percent in 2004-05 (table-4).

Growth in per student expenditure

Expenditure on education as a proportion of total expenditure has increased from 9.8 per cent in 2004-05 to 10.4 per cent in 2006-07 (RE). It is 2.69 percent in 2005-06, 2.88 percent in 2006-07 and 2.84 percent in 2007-08 as proportion to GDP.

Meanwhile the growth rate in per student expenditure of general education is recorded at 5.6 percent during 1990-91 to 2004-05 in the current price but declined to -1.5 percent in the constant prices during the same period.

Table -4 Public expenditure on higher education (% to GDP)

Year	percentage of GDP			% share in GDP (aggregate)
	Higher	Tech -nical	Higher & technical	
1990-91	0.46	0.15	0.61	3.84
1991-92	0.42	0.14	0.56	3.80
1992-93	0.41	0.14	0.55	3.72
1993-94	0.40	0.13	0.54	3.62
1994-95	0.39	0.13	0.52	3.56
1995-96	0.37	0.12	0.49	3.56
1996-97	0.35	0.12	0.47	3.53
1997-98	0.35	0.12	0.47	3.49
1998-99	0.39	0.13	0.52	3.85
1999-00	0.47	0.14	0.61	4.25
2000-01	0.49	0.13	0.62	4.33
2001-02	0.39	0.12	0.5	3.82
2002-03	0.40	0.13	0.52	3.80
2003-04	0.37	0.13	0.50	3.26
2004-05	0.34	0.12	0.46	2.69
2005-06	0.33(E)	0.12(E)	0.46(E)	2.88
2006-07	0.31(E)	0.11(E)	0.45(E)	2.84

Source: G OI 2008

4. Emerging challenges and some policy implications

Owing to several factors including the new economic policies adopted since the 1990s, funding of state declining in this regard. Further private sector institutions, particularly in areas of management, engineering, medicine, computers, etc, have been coning up in large numbers raising issues of access, equity, quality and regulation. The entry of foreign institutions is making it all the more complex. Interestingly, higher education is facing these challenges at a juncture when it is expected to play a greater role in improving the nation's competitiveness in the emerging global knowledge economy.

Many studies rightly pointed out the emerging challenges in his article relating

to Indian higher education. The following are some of the challenges and policy implications for better implementation of higher education.

- The access to Higher education is still abysmally low, around 12 percent. It should be a minimum of 20 percent.
- Regional imbalances are a common issue in higher education. Priority must be given to the back ward area in opening new institutions.
- It is important that increased access of H.E should be inclusive. Because the representation of SCs, STs and women in H E is less than their proportion in the population. Their participation shows almost 15 percent only. Students from marginalized groups should be helped through special arrangements for the required academic rigor.
- The public institutions had resort to cost recovery methods to stem out from financial crisis some extent.
- The self financing practice picking up additional incomes. If the trend continues, a time a time may come when the higher education system would gradually be restricted to offer only self-financing courses to be self reliant. This would not only lead to truncated growth of H E but also weaken or society.
- Privatization of Higher education represents for huge profits to the private institutions. They do not hesitate to admit students with poor academic credentials and not fill reserve seats for the marginalized groups. It is rightly observed that the higher education is far too expansive to be made privately profitable unless it is reserved for the rich of is of very poor quality. A careful observation should be needed in this regard.
- Internationalization of H.E is another challenge to us in the way of international trade in educational services. There should be a strong policy to better it.
- Allocations for H.E are inadequate. It can be resulted less quality of education. Thus, public funding for higher education has to rise.

It is concluded that the growing economy has, indeed, raised the aspirations of people and is necessary that system should respond by expanding access to accommodate these aspirations. The growing economy also needs highly educated manpower in large numbers. Hence a suitable policy has to needed to balance the private and public participation in higher education. This paper strongly recommending that education should under control of government and treat as social /public good until reach self sustain and egalitarian the economy.

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