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HIGHER EDUCATION SYSTEM IN INDIA

Dr.A.SULTHAN MOHIDEEN
Assistant Professor of Commerce, Hajee Karutha Rowther Howdia College,
Autonomous ('A'Grade) Uthamapalayam.
&
M.MOHAMED ISHAQ
Assistant Professor of Commerce, Hajee Karutha Rowther Howdia College,
Autonomous ('A'Grade) Uthamapalayam.

Abstract

India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The maingoverning body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. However Jawaharlal University is a remarkable exception to this rule. According to the Department of higher Education government of India, 16,885 colleges, including 1800 exclusive women's colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system.Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India.

Keywords: Higher Education, System, University, Learning, Accreditation

INTRODUCTION

India has one of the largest Higher Education system in the world. There are a large number of Indian as well as foreign students who apply every year to Indian universities and colleges. For all those who wish to study in India. India's huge pool of young people might be considered its biggest strength. Unfortunately, India is far from having its act together when it comes to figuring out how to educate these young people. Government data suggests that only one out of every seven children born in India goes to college. What's more, the nation suffers from both a crippling quantity, as well as a quality, challenge when it comes to higher education.

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. IndiraGandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe..

UNIVERSITIES:

Universities in India have evolved in divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development and funded jointly by the state governments. Most universities are administered by the States, however, there are 18 important universities called Central Universities, which are maintained by the Union Government. The increased funding of the central universities give them an advantage over their state competitors.

Apart from the several hundred state universities, there is a network of research institutions that provide opportunities for advanced learning and research

leading up to a PhD in branches of science, technology and agriculture. Several have won international recognition. 25 of these institutions come under the umbrella of the CSIR - Council of Scientific and Industrial Research and over 60 fall under the ICAR - Indian Council of Agricultural Research. In addition, the DAE - Department of Atomic Energy, and other ministries support various research laboratories.

The Indian Institutes of Information Technology (IIITs), Indian Institutes of Technology are among the most prestigious institutions within the technology sciences. Indian Institute of Science is the premier research institute in the field of science and engineering. There are several thousand colleges (affiliated to different universities) that provide undergraduate science, agriculture, commerce and humanities courses in India. Amongst these, the best also offer post graduate courses while some also offer facilities for research and PhD studies.

Technical education has grown rapidly in recent years. With recent capacity additions, it now appears that the nation has the capability to graduate over 500,000 engineers (with 4-yr undergraduate degrees) annually, and there is also a corresponding increase in the graduation of computer scientists (roughly 50,000 with post-graduate degree). In addition, the nation graduates over 1.2 million scientists. Furthermore, each year, the nation is enrolling at least 350,000 in its engineering diploma programs (with plans to increase this by about 50,000). Thus, India's annual enrollment of scientists, engineers and technicians now exceeds 2 million.

2008 data from Maharashtra's Higher Secondary Board reveals that .87 million passed the school leaving exam and enrolled in college for undergraduate studies. Adding enrolment in polytechnic programs and graduates from other boards puts Maharashtra's total at close to a million and its college enrolment ratio at roughly 39%. States like Tamil Nadu, Haryana and Kerala also have comparably high tertiary enrollment ratios. In Andhra Pradesh, the tertiary enrolment rate is now approaching 25%.

Across the country, tertiary enrollment rates have been increasing at a rate between 5-10% in the last decade, which has led to a doubling of the tertiary enrolment rate to near 20%. (However, outdated government data does not yet capture this trend, which can be seen from analyzing individual state data.)

International league tables produced in 2006 by the London-based Times Higher Education Supplement(THES) confirmed Jawaharlal Nehru University (JNU)'s place among the world's top 200 universities.Likewise, THES 2006 ranked JNU's School of Social Sciencesat the 57th position among the world's top 100 institutes for social sciences.

The University of Calcutta was the first multi-disciplinary university of modern India. According to The Times Higher Education Supplement's survey of the world's top arts and humanities universities, dated November 10, 2005, this

university, ranked 39, was the only Indian university to make it to the top 50 list in that year. Other research institutes are the Saha Institute of Nuclear Physics, the Asiatic Society, and the Indian Statistical Institute.

The National Law School of India University is highly regarded, with some of its students being awarded Rhodes Scholarships to Oxford University, and the All India Institute of Medical Sciences is consistently rated the top medical school in the country.Indian Institutes of Management (IIMs) are the top management institutes in India.

The private sector is strong in Indian higher education. This has been partly as a result of the decision by the Government to divert spending to the goal of universalisation of elementary education. Within a decade different state assemblies has passed bills for private universities, including Birla Institute of Technology and Science, Amity University, Xavier Labor Relations Institute, O. P. Jindal Global University and many more.

ACCREDITATION

Indian law requires that universities be accredited unless created through an act of Parliament. Without accreditation, the government notes, "These fake institutions have no legal entity to call themselves as University/Vishwvidyalaya and to award 'degree' which are not treated as valid for academic/employment purposes." The University Grants Commission Act 1956 explains,"the right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act carlo bon tempo, or a State Act, or an Institution deemed to be University or an institution specially empowered by an Act of the Parliament to confer or grant degrees. Thus, any institution which has not been created by an enactment of Parliament or a State Legislature or has not been granted the status of a Deemed to be University, is not entitled to award a degree."

Accreditation for higher learning is overseen by autonomous institutions established by theUniversity Grants Commission:

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council of Agricultural Research (ICAR)
- Bar Council of India (BCI)
- National Assessment and Accreditation Council (NAAC)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)

- Dental Council of India (DCI)
- Central Council of Homeopathy (CCH)
- Central Council of Indian Medicine (CCIM)
- Veterinary Council of India (VCI)

GRADUATION MARKET

This is a chart ofIndia as per Census 2001.

Degree	Holders
Post-graduate degree other than technical degree	6,949,707
Graduate degree other than technical degree	25,666,044
Engineering and technology	2,588,405
Teaching	1,547,671
Medicine	768,964
Agriculture and dairying	100,126
Veterinary	99,999
Other	22,588
Total	**37,670,147**

While universities, deemed universities and institutions of national importance are largely autonomous institutions entitled by law to design, develop and offer programs which they consider relevant and appropriate for the national needs, the colleges and institutes are expected to be regulated by the universities with which they are affiliated or associated with. Give the wide reach and variety of institutions and programs of higher education, a number of professional, coordinative and regulatory bodies and councils have also been established to ensure balanced and healthy growth of higher education in the country. Given below are the broad National Qualification Framework presently in vogue in the country.

UGC - UNIVERSITY GRANT COMMISSION

The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centers at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

INSTITUTES OF NATIONAL IMPORTANCE

An Institute of National Importance, in India, is defined as one which serves as a pivotal player in developing highly skilled personnel within the specified region of the country/state. Only a chosen few institutes make it to this coveted list and are usually supported by the Government of India or even international institutes to develop centers of excellence in research, academics, and other such elite schools of education. In India, all of the IIT, NITs, AIIMS, NIPERs, ISIs and some other institutes as Institutes of National Importance. It is also proposed to add to the list IIMs, IISERs, IIESTs and the new AIIMS under PMSSY scheme of GOI once they are empowered by the Government of India by enacting an act in the Parliament. The admission to these institutes is solely through highly competitive examinations like the CAT/IIT-JEE/JMET/AIEEE/NIMCET etc.

INDIAN INSTITUTES OF TECHNOLOGY (IIT)

Indian Institute of Technology Kharagpur, www.iitkgp.ernet.in
Indian Institute of Technology Bombay, Mumbai, www.iitb.ac.in
Indian Institute of Technology Kanpur, www.iitk.ac.in
Indian Institute of Technology Madras, Chennai, www.iitm.ac.in
Indian Institute of Technology Delhi, New Delhi, www.iitd.ac.in
Indian Institute of Technology Roorkee, www.iitr.ac.in
Indian Institute of Technology Guwahati, www.iitg.ac.in
Indian Institute of Technology Patna, www.iitp.ac.in
Indian Institute of Technology Hyderabad, www.iith.ac.in
Indian Institute of Technology Bhubaneswar, www.iitbbs.ac.in
Indian Institute of Technology Gandhinagar, www.iitgn.ac.in
School of Planning and Architecture, New Delhi, www.spa.ac.in

INDIAN INSTITUTE OF SCIENCE (IISC)

Indian Institute of Science, Bangalore, www.iisc.ernet.in

NATIONAL INSTITUTE OF TECHNOLOGY (NIT)

Motilal Nehru National Institute of Technology, Allahabad,www.mnnit.ac.in
Maulana Azad National Institute of Technology, Bhopal,www.manit.ac.in
National Institute of Technology, Calicut, www.nitc.ac.in
National Institute of Technology, Durgapur, www.nitdgp.ac.in
National Institute of Technology, Hamirpur, www.nitham.ac.in
Malaviya National Institute of Technology, Jaipur, www.mnit.ac.in/
Dr B R Ambedkar National Institute of Technology, Jalandhar,www.nitj.ac.in
National Institute of Technology, Jamshedpur, www.nitjsr.ac.in
National Institute of Technology, Kurukshetra, www.nitkkr.ac.in
Visvesvaraya National Institute of Technology, Nagpur,www.vnit.ac.in
National Institute of Technology, Patna, www.nitp.ac.in
National Institute of Technology, Raipur, www.nitrr.ac.in
National Institute of Technology, Rourkela, www.nitrkl.ac.in
National Institute of Technology, Silchar, www.nits.ac.in
National Institute of Technology, Srinagar, www.nitsri.net
S V National Institute of Technology, Surat, www.svnit.ac.in
National Institute of Technology Karnataka, Surathkal,www.nitk.ac.in
National Institute of Technology, Tiruchirapalli, www.nitt.edu
National Institute of Technology, Warangal, www.nitw.ac.in

INDIAN STATISTICAL INSTITUTE

Indian Statistical Institute, Kolkata, New Delhi, Bangalore,www.isical.ac.in

National Institute of Fashion Technology (NIFT)
National Institute of Fashion Technology, New Delhi, Mumbai, Kolkata, Ahmedabad, Hyderabad, Chennai, Bangalore, Raebareli ,Shillong,kannur,patna,bhopal, mauritius{overseas},www.nift.ac.in

MEDICAL INSTITUTES

All India Institute of Medical Sciences, New Delhi, www.aiims.edu
Post Graduate Institute of Medical Education and Research, Chandigarh, www.pgimer.nic.in
Jawaharlal Institute of Postgraduate Medical Education & Research, Puducherry, www.jipmer.edu

Sanjay Gandhi Post Graduate Institute of Medical Sciences,
Lucknow, www.sgpgi.ac.in

THE CURRENT SCENARIO OF HIGHER EDUCATION SYSTEM IN INDIA

Now-a-days it is very frequently observed that students sign up for higher studies with less interest or take is casually. Moreover, there are very few institutions in India who are giving quality inputs so as to inculcate the learning skills amongst students.Higher Education System in India compare to developing / developed countries needs substantial improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world. The lowest % being 28 % and the same is as high as 90 % in developed countries.

At one end we claim that India would rank 3rd among all countries by 2020 in education. If we observe overall ranking of relevant institutions it's seen that in the year 2000, out of 500 there were 2 Indian Universities / Institutes were featured in the list, and 1 institution from China.Now almost after a decade in 2010 the tables have changed with only 1 institution from India being featured and 32 institutions are featured from China!!

It categorically spells out, how much we are lagging behind in terms of overall % of higher educational institutions, number of students pursuing higher education. We are not only beaten in by the developing and developed countries in terms of GDP, Exchange of foreign currency but also in terms of number of students pursuing higher education. Budget allocation by Govt. of India as per 2012 plan is about 6 % which is not going to be adequate, and therefore allocation must be made appropriately, i.e. minimum 10 % in order to improve the scenario. Basic education must reach to maximum number of children from different strata of the society so that they are eligible to pursue higher education.

ADVANTAGES OF STUDYING IN INDIA

With more than 18,000 colleges, 600 universities, 13 institutes of national importance and various other vocational institutes, the higher education system in India is one of the largest in the world. However, it is the fast integrating world economy and corresponding rise of student's mobility that have made studying in India an attractive option. There are large numbers of Indian as well as foreign students who apply every year to Indian universities and colleges. For all those who wish to study in India, it is very important to get prior and correct information about the courses that you would like to undertake, the university you want to apply to and how to go about the application procedure. For an international student, it is also important to know the accommodation facilities, weather conditions, food habits and

cost of living in the city in which he or she intends to study. As of now, India has 44 Central universities, 285 State universities, 130 Deemed universities, 5 institutions established and functioning under the state act, and 13 institutes, which are of national importance. Other institutions include about 18,000 colleges in India.

There are some other advantages that are attracting students to study in India. Some of these are

Low Cost:
The cost of education in India is quite low as compared to many other countries of the world.

Quality Education:
Government of India established statutory bodies to ensure quality of education in India. There are some educational institutes in India that provide world class education. Indian institute of technology, Indian institutes of management, Indian Institutes of Science, National Law Schools, Jawaharlal Nehru University and Delhi University are some such Institutes. The government of India is also speeding up the efforts to establish more such institutes that can offer quality education in India.

Consultation Service:
The government of India provides consultation service to the interested international students through Education Consultants of India (Ed.CIL). Thus one can get all the information about the Indian education system, cost of education, duration, visa, accommodation facilities even before landing up in India.

Unique Courses:
Apart from above mentioned advantages, one can also study some unique courses that were discovered and developed by the traditional knowledge system of India. Ayurveda, Sankrit, Yoga, Hindi are some such courses that enthuse many international sudents.

Challenges of present higher educational system in India

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognises that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and

commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes.Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". It seeks to do so by a new emphasis on community based programmes and work on social issues. Concepts of access, equity, relevance and quality can be operationalised only if the system is both effective and efficient. Hence, the management of higher education and the total networking of the system has become an important issue for effective management. The shift can occur only through a systemic approach to change as also the development of its human resource, and networking the system through information and communication technology. There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to deterioratingstandards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. Education in basic sciences and subjects that are not market friendly has suffered. Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country. There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realties based on competition and increased mobility of students and workforce.

Time to time system influenced with new challenges and government taken a major role to build the system. But there are many challenges always faced by the government. Some of the leading challenges before the higher education system are continuous upgradation of curriculum to keep in pace with rapid growth of science and technology; globalisation and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; developing a meaningful and purposeful inter-face between the universities, National Research Laboratories, industries, government and society, etc. ICT in higher education policy may not be able to completely overcome all these challenges though it may play a role in information and resource sharing. There are so many people in various parts of country which are still out of reach. This is when we have emphasize more on our education programs and made our system reachable to all areas. Government has to rethink on these areas to implement more on the policies. Money also plays a vital role for the education system which needs to unique for all globally recognized syllabus and curricula. Take a look on our constitution which says that this is the responsibility of central and state government to build good education system. For that we need to have funds. But despite there was a large expenditure on the funds every year on Education where the fund goes and our system remains intact. Central government prepares policies and plan while responsibility of State government is run those policies on ground. The standard education facilities are higher in the states which are much rich. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to students. But we know there is always increase in the fund for the education system but never implemented in that area. So we have to work in this area. Government tries to make different policies which are implemented but quality never checked. Majority of fund goes in the pockets of officials working for this. There is a vast need to improve the quality and standards. The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go foreign for his higher education as they have much better facilities and quality of their system. Can't we get that quality here itself? We have to stop this brain drainage so as avoid students to run away from country. Our governments trying for various challenges faced but no one is doing well for that. Government came and goes but system remains intact. Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. I believe that opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even where facilities exist, there is a lack of

information about the same. There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with tuitions. I have seen my places where there tuitions. The teachers are not having proper knowledge of subject even and resources to student community are very poor. Students do not have any student-ship ethics, they just want marks in the subject and they study only for grabbing jobs. There is no creativity in students. Our top class students are hard-worker but not innovative. They are not capable enough to produce new technology. There is a great need to revolution in higher education. These are just some challenges which should cover all the aspect in the present scenario of education and we have to implement hard on them.

Suggestions for improving quality of higher education

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-

1. Towards a Learning Society- As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.

2. Industry and Academia Connection- Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).

3. Incentives to Teachers and Researchers- Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

4. Innovative Practices- The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to

build on the existing strengths in light of new understanding of the researchinnovation-growth linkage.

5. To mobilize resources- The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and declining resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidised and fully subsidised education.

6. Coming of Information Age- The world is entering into an Information Age and developments in communication, information and technology will open up new and cost-effective approaches for providing the reach of higher education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast-changing nature of occupations, and lifelong education. Knowledge, which is at the heart of higher education, is a crucial resource in the development of political democracy, the struggle for social justice and progress towards individual enlightenment.

7. Student-Centred Education and Dynamic Methods- Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

8. Public Private Partnership- PPP is most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP. Funding to NRLs by the government should ensure the involvement of institutions of higher education engaged in research activities to facilitate availability of latest sophisticated equipment. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels. However, this needs to be intensified with appropriate attention to all the aspects related in order to prepare quality and sufficient number of educational staff. Such efforts need a very serious structuring for the research base institutions. We have to be optimistic that

private-public partnership and the Industry interface will take place in the field of education at all levels, and particularly in the backward regions, which is the need of the hour. To achieve excellence, we thus need to create a real partnership between government, educators and industry– Partnerships that can provide our high-tech industries with skilled workers who meet the standards of their industry.

9. To Provide Need Based Job-Oriented Courses- All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and humanities or literature should be introduced so that such courses could be useful for the students to do jobs after recruitment in some companies which would reduce unnecessary rush to higher education. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships. Finally, based on knowledge only vision of the future life and work can be had; based on this vision only a broad ambition can be fixed for oneself; and based on this ambition only one can lead interesting life doing satisfying job to do remarkable achievements in some field in the world.

10. International Cooperation- Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them. 11. Towards a New vision- India realizes, like other nations of the world, that humanity stands today at the head of a new age of a large synthesis of knowledge, and that the East and the West have to collaborate in bringing about concerted action for universal upliftment, and lasting peace and unity. In this new age, great cultural achievements of the past have to be recovered and enriched in the context of the contemporary advancement so that humanity can successfully meet the evolutionary and revolutionary challenges and bring about a new type of humanity and society marked by integrated powers of physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual potentialities.

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12. Cross Culture Programmes- After education, tour to all the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

13. Action Plan for Improving Quality- Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges should come forward for accreditation and fulfill the requirements of accreditation. Universities and colleges should realise the need for quality education and come forward with action plan for improving quality in higher educational institutions.

14. Individuality- The life of one will not be interesting but rather boring, monotonous and frustrating. This is mainly due to parental interference in the education of the children. Parental guidance is necessary but it should not interfere in the creativity or individuality of the students. Also, in spite of the obsolete type of education system, some are achieving wonderful things in Sports, Music, Dance, Painting, Science and Technology in the world. This is only due to the encouragement of the parents and some dedicated teachers in the educational institutions. Higher education is necessary for one to achieve excellence in the line one is best. But one should be selected for higher education on the basis of merit only. Further, fees for education in general should not be high; especially, the fees for higher studies should be within the reach of every class of people in the nation.

15. Privatization of Higher Education- In any nation education is the basic necessity for the socio-economic development of the individuals and the society. In reality only 20% of the population is educated in India. So, improved standard of education as first priority should be offered to the majority by the govt. authorities with sincere political will. Also, privatization of higher education is absolutely necessary in a vast country like India as government alone is helpless to do so. 16. Quality development- Quality depends on its all functions and activities: teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipments, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions: exchange of knowledge, interactive networking, mobility of teachers and students and international research projects, while taking into account the national cultural values

and circumstances. The level of education and knowledge being imparted by many colleges...is not up to the mark. Instead of concentrating on quantity, these institutions should concentrate on quality.

CONCLUSIONbout Higher Education in India

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts. Report of the National Knowledge Commission if implemented can help boost education sector in India.

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