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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

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A COMPARATIVE STUDY TO ANALYSE THE REQUIREMENT OF AN EFFECTIVE AND VALUE-BASED HIGHER EDUCATION SYSTEM WITH REFERENCE TO INDIA

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ABSTRACT

Education is not only an instrument of enhancing efficiency but it is also effective tool of widening and augmenting democratic participation and upgrading the overall quality of an individual by increasing social values. The Indian higher education system continues to be bogged down by the challenges of indefinite access, poor quality and inequity. A country with value based education system responds more effectively and promptly to the challenge and opportunities of the globalization. The thrust of an effective and value based quality education system at higher level has been recognized by the academicians as well as research scholars. This research paper tries to explore the present scenario of higher education system by describing, comparing and analyzing the data; and suggesting remedies to improve it for correcting sectoral and social imbalances, reinvigorating institutions, crossing benchmarks of excellence and extending the frontiers of knowledge. It also acknowledges the challenge of rising numbers of students, social inequalities and real issue of quality teaching-learning in higher education system. The paper is purely based on secondary data and information has been collected with effect from independence. Academic programmes, policy statement, education projects and publications of UGC are analysed by applying various statistical tools to highlight the challenges and prospects for future progress through an effective and value based higher education system in India.

KEYWORDS

financial innovation, gross enrolment ratio, higher education system, India, knowledge economy.

INTRODUCTION

The objective of education, in broad, is to create an appropriate population of such men and women who could understand the world well enough and are able to bring about a change in the most important issues relating to nation like leading to adequate health and education services, a better environment, elimination of ignorance which ultimately makes a society and nation, strong and developed. That is why the value of higher education system is felt essential to national, social and economic development and no more a luxury.

Rich countries are expending a very high proportion of GDP on education than poorer ones. Higher education system in India is the first largest in the world. India has also the world's largest set of young people and, this youth can prove as an asset to country only when there is an investment in their talents and potentials. But, if invested in wrong way on denying this investment will make this population a big and hazardous liability in spite of asset. Hence, there is a great requirement of value-based higher education system in India.

Education is an effective tool of widening democratic participation and improving the overall quality of individual and social life. As compared to its population, it is not much significant and thus is tremendous scope of its improvement to create proper balance in the society. The Indian higher education system continues to be bogged down by the challenges of indefinite access, poor quality and inequity. The rapid expansion of higher education in India has been at the cost of its quality. A country with value based education system responds more effectively and promptly to the challenge and opportunities of the globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use of value based knowledge more effectively. It can be believed that with some financial innovation and regulating reforms, we can significantly strengthen India's higher education system and propel country into becoming a knowledge superpower. Accounting to the 'BRIC' report released by Goldman Sachs, India is projected to become one of the leading economies in the world and value based quality education is identified as a key enabler to achieve this goal. In India, there are three agencies that evaluate the quality of institutions and programmes. These are National Assessment and Accreditation Council (NAAC), National Board of Accreditation and University Grant Commission (UGC). But all the agencies has failed to protect the students from fraud and abuse. There is a lack of public awareness and no appropriate system is prepared to collect and compile the statistical information in a systematic way.

In India, more education has been on general education which has resulted in large numbers of educated people remaining unemployed. But, the planners should recognize this aspect of education should take initiative for 'vocalisation of education' as a great initiative. Higher education, in India is mostly owned by public sector. Hence, the state has a big role to play in making literacy rate high. But expenditure on education (lower than 1 % of GDP) is very low in India.

THE PURPOSE

The purpose of this paper is to know the existing higher education system in India by analyzing the data, to compare it with the data of some advanced countries and to provide suggestions and recommendations for effective implementation of value based higher education system.

THE DATA AND METHODOLOGY

The paper is solely based on secondary data and information collected with effect from independence from different sources like books, journals, reports of various organisations and commissions under Government of India and resources available in various websites e.g. www.ugc.ac.in, www.education.nic.in, www.aicteernet.in etc. Academic programmes, policy statement, education projects and UGC reports are analysed by applying various statistical tools to highlight the challenges and prospects for future progress through value based effective higher education system in India.

Now, it is necessary to understand the current scenario of higher education system prevailing in India, locate the errors and then find the solutions to remove them.

CURRENT SCENARIO OF HIGHER EDUCATION SYSTEM

Regulatory bodies as University Grant Commission (UGC) and All India council for Technical Education (AICTE) have responsibilities for regulation, co-ordination and development of higher education in India. Accreditation bodies as NAAC and NBA evaluates the quality of institutions for a certain states. The overall responsibility of all these bodies is of Central Govt. which plays a key role in giving a definition to public policy for higher education in country with the help of other ministries and departments. State Governments also provide guidelines for proper functioning of higher education institutions in states through government departments, state councils and advisory boards.

India still does not seem aware about the value of education as govt. funding for higher education is still below 1% of G.D.P. (0.69%) which is absolutely not a good sign for education growth and lower than other countries such as the US (2.9%), UK (1.3%) and China (1.5%). India is one of the lowest expending countries on higher education in world (\$1,162 per student). As a share of the GDP, the allocations have registered a slight hike from 0.69 % of the total budget (in 2011-12 RE) to 0.73 % in 2012-13 BE. Under XIth plan, value based quality education at higher level has received a boost with more funds being allocated for

the purpose (planned amt. Rs 2500 billion). The overall budgetary provision in respect of initiatives to be launched for actively the stated goals and objectives in respect of access, equity, quality and value based education estimated by UGC as Rs. 1, 84,740 crore for the period of 2012-17. Despite 2012-13 being the first year of the 12th Five Year Plan, there seems to be hardly any focus on prioritising public provisioning for education by the Union Government. The present total government spending (Centre and States combined) on education accounts for about 3.7 % of GDP (as of 2009-10), which is very much less than the benchmark of 6 % of GDP that had been recommended more than 40 years ago. In this regard, the Union Government has not taken adequate measures towards increasing the country's total budgetary spending on education significantly. For education, the outlays in Union Budget 2012-13 have gone up very marginally from 4.65 % as a proportion of the total Union Budget (in 2011-12RE) to 4.97% in (in 2012-13BE). For University Grants Commission (UGC), the allocations in this year's budget do not reflect the government's stated commitments to adequately finance higher education. From Rs 8927 crore in 2011-12 RE, it has gone to Rs 10350 crore in 2012-13 BE.

The data tells that, India is spending too much little amount on higher education than it could do to increase education growth. Still, there is time to be aware about the value of higher education and about its importance in development of a country. Govt. must increase public expenditure or take corrective steps to do it to make the higher education system more developed and value based.

QUALITY OF HIGHER EDUCATION

In a London Time Higher Education Supplement ranking of top 200 universities, just one Indian institution was listed, and in Shanghai University ranking of 500 world class Universities listed only 3 Indian Universities. In 2009, a review committee set up by the Ministry of HRD found 88 of the 130 deemed universities to be of poor quality and identified problems such as control of management boards by nominees of the sponsoring trust or government functionaries, low quality of research, and improper practices in admission process. The quality of Indian higher education system can be assumed as of low standard by considering actual facts. Accreditation bodies such as NAAC and NBA evaluates the education institutions. Analysis of examination performance is used by universities to estimate and evaluate the quality of individual colleges. Quality of education depends upon the qualification of teachers students to teacher ratio, designation of the teachers, expenditure per student etc. In 2003-04 qualification of teachers was as under:

TABLE 1: PERCENTAGE DISTRIBUTION OF TEACHERS BY QUALIFICATION IN VARIOUS GRADES OF COLLEGES 2003-2004

Nature of Appointment	Qualification	A & Above	B++ & B+	B only	C++, C+ & C	Non-Accredited	Total
Permanent	Ph.D	35.9	33.0	26.6	28.6	28.8	31.0
	M.Phil.	20.6	19.7	18.4	17.9	20.2	19.4
	PG	43.0	45.9	54.7	52.0	50.7	48.6
	Others	0.4	1.4	0.2	1.5	0.3	0.9
	Total	100.0	100.0	100.0	100.0	100.0	100.0
Temporary	Ph.D	10.1	11.4	6.9	8.2	8.3	9.7
	M.Phil.	7.9	8.6	6.7	8.7	7.3	7.9
	PG	81.2	77.7	85.7	81.5	83.9	81.0
	Others	0.8	2.3	0.6	1.6	0.5	1.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0
Part-Time	Ph.D	9.3	11.5	6.8	13.2	5.8	9.4
	M.Phil.	7.0	6.6	3.5	4.3	8.0	6.2
	PG	83.2	80.4	88.8	81.9	84.1	83.2
	Others	0.6	1.2	0.9	0.6	2.0	1.2
	Total	100.0	100.0	100.0	100.0	100.0	100.0
Total Teachers	Ph.D	28.1	28.0	21.9	24.9	22.4	25.6
	M.Phil.	16.7	17.0	15.3	15.6	16.5	16.3
	PG	54.7	53.5	62.4	58.1	60.6	57.1
	Others	0.5	1.5	0.4	1.4	0.6	1.0
	Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of Sample Colleges		110	547	298	233	285	1473

Source: Self Assessment Reports submitted with NAAC and NAAC Grades

Students to Teacher Ratio: According to UGC Annual Report, 2004-05 students to teacher ratio in university department was 18:1 while 23:1 in affiliated colleges.

TABLE 2: DISTRIBUTIONS OF THE TEACHING STAFF BY DESIGNATION

Yr.	Professors	Readers	Senior Lecturers	Lecturers	Tutor/Demonstrators	Total
(a) University Departments and University Colleges						
09-10	21,006 (20.85)	25,308 (25.13)	10,293 (10.22)	38,983 (38.69)	5,151 (5.11)	1,00,741 (100.00)
(b) Affiliated Colleges						
09-10	40,538 (6.77)	1,35,532 (22.64)	84,707 (14.15)	3,22,820 (53.91)	15,126 (2.53)	5,98,723 (100.00)

Source: UGC Annual Report, 2009-10

COMPARATIVE PUBLIC EXPENDITURE WITH REGARD TO HIGHER EDUCATION

When comparative study is done, India is not doing well in higher education as other countries are doing a wonderful job. Here is a comparative study of 8 countries i.e.: UK, Brazil, Russia, China Finland, Sweden, USA and India. Public expenditure of on higher education per student of these countries was as follows:

Countries	USD
Sweden	13,759
Finland	10,836
USA	10,616
UK	10,060
Brazil	2,977
China	2,728
Russia	1,863
India	1,162

Sources: UNESCO, Global Education Digest 2009.

India is also not doing well in attracting foreign students. India needs to improve its quality and should make good provisions to in take the foreign students as these can be a big revenue stream for India.

TABLE 3: ALL INDIA GROWTH OF STUDENT ENROLMENT: 1984-85 TO 2009-10

Year	Total Enrolment
1984-85	34,04,096
1994-95	61,13,929
2004-05	1,06,62,744
2009-10	1,46,24,990
2022-23(with 30% GER)	22,00,00,000 (estimated)

Source: UGC Annual Report, 2009-10

ENROLMENT RATE

The enrolment rate is measured by Gross Enrolment ratio (GER), Net enrolment ratio (NER) and Enrolment of Eligible Ratio (EER). GER measures the access level by considering the ratio of persons enrolled in various programmes to total population in age group of 18 to 23. The NER measures the level of enrolment for age specific groups listed in age group of 18 to 23. And the EER measures the level of enrolment of persons who completed their higher secondary level education.

TABLE 4: ENROLMENT IN HIGHER EDUCATION BY REGIONS 2001-02 (IN %)

Groups of Countries	Gross Enrolment Ratio
Developed Countries	54.6
Countries in Transition	36.5
Developing Countries	11.3
India	13%(App.)
World	23.2

Source: Selected Educational Statistics (SES), National Sample Survey and Population Census.

TABLE 5: DRAFT REPORT OF WORKING GROUP ON HIGHER EDUCATION FOR 11TH FIVE YEAR PLAN (18-23 YEARS)

Year	Total GER based on SES	Total GER based on Census
2007-08	11.1	16.4
2008-09	11.9	17.3
2009-10	12.9	18.3
2010-11	14.1	19.4
2011-12	15.5	20.6

Other countries such as the USA (81%), UK (54%), Japan (49%) and Malaysia (27%) have much higher enrolment rates. There are high disparities within the country too. The GER for the urban population is almost 20% but for rural areas it is only 6% Also the GER for SC/ST/OBC varies between 6-8%. The CABE report stated that at least 20% enrolment ratio was required for India to become an economically advanced country.

TABLE 6: DISCIPLINE WISE GRADUATES AND POST GRADUATES OUTPUT: 2009-10

S. No.	Level	University Departments	Affiliated Colleges	Total	Percentage	Affiliated Colleges
1	Graduate	12,35,537	1,14,22,835	1,26,58,372 (86.55)	90.24	
2	Post - Graduate	4,90,261	11,90,567	16,80,828 (11.49)	70.83	
3	Research	97,667	20,330	1,17,999 (0.81)	17.23	
4	Diploma/Certificate	95,366	72,425	1,67,791 (1.15)	43.16	
	Grand Total	19,18,833	1,27,06,157	1,46,24,990 (100.00)	86.88	

Source: UGC Annual Report, 2009-10

UGC Annual Report 2009-10 shows at 42.01 of Bachelor's level students obtain degree in arts, 17.83% in commerce, 19.3% in science, 10.33% in engineering/technology and 2.5% in education courses. While 56.6% of Master level students obtain degree in arts, 17.5% in commerce, 13.7% in science and only 2.3% in engineering. According to UGC Annual Report 2004-05, the ratio between male graduates and female graduates is 1.51:1 at Bachelor's level and 1.42:1 at Master's level.

GROWTH OF HIGHER EDUCATION SYSTEM

Before independence, Indian higher education system was very limited enrolling less than a million students in just 500 colleges and 20 universities. Institutional Capacity in Higher Education in the year of 1950 and 2008 is as follows:

TABLE 7

Institutional Capacity in Higher Education		
Institutional Capacity Indicator	1950	2008
Number of university level institutions, including 11 private universities	25	431
Number of Colleges	700	20,677
Number of Teachers	15000	5.05. lakhs
Number of Students Enrolled	1 lakh	116.12 lakhs

Besides growing the size of universities for general and professional higher education, there are many more universities setup in some special disciplines like Agricultural (35 universities), Technological (14), language (11), Medical (9), Law (6), Woman (5), Animal and fishery (4), Others (16).

Source: UGC Annual Report, 2004-05.

According to Annual report 2006-07, the number of universities has increased by 18 times, number of colleges by 35 times and enrolment by more than 10 times.

India has one of the largest higher education systems in the world with over 661 universities 31324 colleges and 15 million students as on August, 2011. With gross enrolment ratio (GER) of 30%, the number of the students will be 22 million by the end of 2016-17.

In 1950-51 the enrolment rate was 0.7%, which increased to 1.4% in 1960-61. First issue relates to the enhancement of access to higher education. There has been a considerable improvement in the enrolment from .7% percent in early 1950's to about 13% in the 2003. The 13 percent is little more than average for Developing countries, which is 11%. But it is too low compared to 23% of world average or 36.5% for countries in transaction or 54.6% for Developed countries.

India have a large higher education system which provides the facility of education and training in almost all aspects of human creative and intellectual endeavors like in natural, mathematical, social sciences, engineering, medicine, agriculture, culture, communication, language, music, IT, management, population science, neuro science, brain research, yoga, drama, foreign trade, rural studies, educational planning and administration aspects etc.

If we see the current status in an overview, the features are there is a tremendous growth in increasing the number of institutions but less attention is paid to the quality of these institutions. Expenditure on a higher education per student is very low. Vocational and career oriented courses should be more appreciated; responsibilities must be performed with dedication by regulatory bodies to upgrade the level of higher education in India.

Current status is not satisfactory in many aspects like a very low enrolment in rural areas is a big issue, vocational education not still getting adequate importance, low quality of teaching staff, little funding in higher education system, India isn't doing good in respect of foreign student to attract towards itself etc.

SUGGESTIONS AND RECOMMENDATIONS

AICTE and University Grant Commission has given sanctioning and affiliation to large number of institutes but were unable to produce competent faculty to teach effectively, which creates a demand supply gap and resulted in low standard quality of faculty. Institutes are engaged in appointing new faculty member on low salaries and heavy teaching load which further deteriorate their quality and they are left with no time for further development, and involving part time faculty which had little or no involvement with the institutes the quality of faculty remained inferior in the sense that they paid not enough attention of knowledge, understanding of concepts, and development of skills. Therefore to maintain the quality in teaching, well paid regular faculty should be appointed.

Developing a curriculum is a challenging task and has to be continuously updated to keep pace with the advancements. Curriculum should be driven and periodically reviewed to match the present scenario.

Research not only leads to updating of knowledge in concerned subject, but also leads to knowledge creation. Promoting a research culture in higher education requires change of mind and need to look beyond just making money. Higher education institutes should inculcate to faculty involved and interest among faculty for research. This can be done by providing a good library support system. University Grant Commission has already taken step in this direction by giving due weight age to research and publication for promotions. This need to be extended and implemented not only in Government universities and institutes, but in all institutes imparting higher education.

Govt. of India should create an independent body for regulating higher education and due importance is given to the fact that it gets adequate independence. A better co-ordination should be ensured between Central Government and State Government. An independent body will be able to take corrective and proper steps to improve the higher education system if given appropriate powers and independence.

Govt. must take some strong steps to attract foreign students in India. Here also, due importance should be given to the fact that our universities are of good standard.

Greater transparency is to be brought about in higher education system. It should be made mandatory for all the institutions to publish their information on their web-sites. If incorrect delayed information is published, there must be a provision of strict penalties.

Structure of higher education system needs to be corrected. There is a big imbalance in ratio of universities to colleges in the country. This ratio has to be corrected by opening more universities both by public and private sector. The standard in regard of quality in these universities must be of high level. Universities and higher education institutions should be provided the internal autonomy.

A scheme is to be developed for installation of infrastructure in classrooms as computer, internet facility etc. A common repository for e-journals, digitized Ph.D. thesis, research papers and e-books should be created and should be provided to all recognized higher education institutions at a nominal cost. Also, a high speed network is to be created to provide connectivity across all education institution in India. By online communication the services of experts can be taken in a wider scope and the students in remote areas can also get the benefit of services of these experts. With the concept of online communication, interaction between students locating in various parts of country is of great value to students. A framework should be prescribed which allows the representation of all the stakeholders in the decision making process in higher education institutions. This will give new creative ideas to upgrade the higher education and will lead to inclusion of poor society in higher education system. Certain restriction on section 25 companies should be removed so that trust and societies can operate in higher education system.

Funds spending on higher education should be increased to improve the gross enrolment ratio since the current spending is very low on higher education in India. Rich countries have achieved their educational goal only because of appropriate spending on education. India should, now understand the value of higher education system and must provide adequate funds to it. Spending on education must be increased at least up to 1.5 % of GDP.

Information and Communication Technology (ICT) should be used in a right direction. ICT can improve the Indian Higher Education System in three ways as greater equity, upgraded quality and better access. The good quality institutions should not be restricted to a few pockets but should be made accessible to students located in various parts of country. Students should be provided the contents useful for their education with access to internet, EDUSAT network is a good initiative in this aspect. Education must be provided to all the students irrespective of their cast and economical background. Cost of education should be cheaper so that even the students of lower incomes family are able to get higher education. This can be done by providing more and more scholarships to meritorious students. Quality of higher education should be improved by applying better and more efficient processes, by giving access to updated contents to students.

Vocational education and skill development programmes must be given an eminent place in higher educational system. The scope and enrolment in vocational education is increasing but at a slower rate. The Government of India should lay down more emphasis on vocationalisation of subjects so that it can fulfil the emerging needs of market by focusing on career oriented skills. The skill development initiative will empower the students of higher education and will provide opportunities to them in getting decent employment after completing their education. Thus, there is a need for increasing the capacity of skill development programmes as these are a very strong tool of valuing higher education and also giving the students employment gaining skills.

CONCLUSION

Higher education system is essential for national, social, and economic development of the country. There is a need of value-based higher education system which empowers youth for self-sustainability by inculcating employment skills and providing decent employment. Non formal education like adult education, value education, promotion of yoga education and practice should be encouraged. Before independence, the scope of higher education was limited, but since the independence India has made a tremendous growth in this aspect. Still, there is a great work to be done in the field of higher education as current higher education system has some major errors. The accreditation bodies like NAAC, NBA are not able in providing a significant value to higher education.

The other big challenge is to increase the public expenditure on higher education for govt., public expenditure on higher education is very low in Indian perspective which is to be increased at a greater speed. Because, the expenditure on education actually the investment, if made in a proper way will give big amount of interest in return in shape of ideal citizens having great knowledge and skill which will ultimately be prove the strongest tool to upgrade and in development of country.

India has a big population of young people as no other owns. India must provide vocational education in higher education and skill development programmes so that this population proves an asset to country in spite of liability. This population can prove liability when appropriate higher education is not given to them which lead to a hazardous situation like unemployment. No country wants to see this situation, only way to escape is to invest heavily in higher education and improving the quality of higher education.

Vocational education is essential to get employment after higher education. Students themselves should also understand the meaning and importance of vocational training. India gives the higher education in many other career oriented areas like agriculture, medical, law, social science, music, animals & fishery, IT, drama etc. Students should choose subject of their own interest and choice in which they can excellence their talents. The other limitation of higher

education system is lack of an appropriate system of scholarships and loan schemes. Meritorious students belonging to weaker sections of society must be encouraged by giving scholarship and also should be given financial support so that they can get higher education.

To achieve educational goals, India needs a flexible education and training system that will provide the foundation for learning value-based higher education and to develop required competencies as means of achieving lifelong learning.

The use of modern technologies is also a prominent concept in higher education. Many more programmes should be set up by Govt. and State Govt. to use the new technologies in higher education with the momentum of reforms to be carry on till the country gets an advanced, efficient and value-based higher education system.

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