

GENERAL TRENDS OF HIGHER EDUCATION IN INDIA AND ABROAD

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ABSTRACT

Higher education is an educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and other training. The right of access to higher education is enshrined in a number of international human rights instruments. As a proportion of GNP Higher Education was only about 0.19 per cent in 1950-51. By 1980-81 it went up five fold to 1 per cent but by mid-1990s it dropped to 0.4 per cent. In relation to the same we must hope good progress in present and future also. India has developed one of the largest system of Higher Education in the world with over 230 universities and 6500 vocational colleges catering to about 10 million students Most of these are publicly funded although some may be privately run.

Keywords: Higher Education, Trends, Developing countries and Governance.

INTRODUCTION:

Higher, post-secondary, tertiary refers to the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology. Higher education also includes certain collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obligates all signatory parties to guarantee the right to education.

BRODER LOOK TO HIGHER EDUCATION:

Higher education is an educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Colleges, universities,



and institutes of technology are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions). Examples of institutions that provide post-secondary education are vocational schools, community colleges, independent colleges (e.g. institutes of technology), and universities in the United States, the institutes of technical and further education in Australia, CEGEPs in Quebec, and the IEKs in Greece. They are sometimes known collectively as tertiary institutions. Completion of tertiary education generally results in the awarding of certificates, diplomas, or academic degrees.

Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the undergraduate level, and beyond that, graduate (or postgraduate level). The latter level of education is often referred to as graduate school, especially in North America. In the United Kingdom and certain other countries (e.g. Ireland), post-secondary school education below the level of higher education is referred to as "further education". "Higher Education" in the UK generally involves work towards a college-degree-level or foundation degree education. NVQ at level 4 (graduate level) and NVQ at level 5 (post graduate) are deemed "Higher Education".

In many developed countries, a high proportion of the population (up to 50%), now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

There are two types of higher education in the U.K.: higher academic education, and higher vocational education. Higher education in the United States and Canada specifically refers to post-secondary institutions that offer Associate's degrees, Bachelor's degrees, degrees, Education (Ed.S.) degrees or Doctor of Philosophy (Ph.D.) degrees, or their equivalents, and also higher professional degrees in areas such as law, medicine, optometry, dentistry, etc. Such institutions may also offer non-degree certificates, which indicate completion of a set of courses comprising some body of knowledge, but the granting of such certificates is not the primary purpose of the institutions. Tertiary education is not a term used in reference to post-secondary institutions in the United States or Canada.



TRAINING AND THEORY IN DIFFERENT LEVEL:

The general higher education and training that takes place in a university, college, or Institute of Technology usually includes significant theoretical and abstract elements, as well as applied aspects (although limited offerings of internships or SURF programs attempt to provide practical applications). In contrast, the vocational higher education and training that takes place at vocational universities and schools usually concentrates on practical applications, with very little theory.

In addition, professional-level education is always included within Higher Education, and usually in graduate schools, since many postgraduate academic disciplines are both vocationally, professionally, and theoretically/research oriented, such as in the law, medicine, pharmacy, dentistry, and veterinary medicine. A basic requirement for entry into these graduate-level programs is almost always a bachelor's degree. Requirements for admission to such high-level graduate programs are extremely competitive, and admitted students are expected to perform well.

GOVERNANCE IN WIDE ASPECT:

Governance in higher education refers to the means by which higher educational (also tertiary or postsecondary) institutions are formally organized and managed, though often there is a distinction between definitions of management and governance. Simply, university governance is the way in which universities are operated. Governing structures for higher education are highly differentiated throughout the world. Noted by Altbach (2005: 16-18) the different models for higher education throughout the world nonetheless do share a common heritage. Coldrake, Stedman, and Little (2003: 5) also discuss the shared traditions and history of higher education worldwide. Internationally, tertiary includes private not-for-profit, private for-profit, and public institutions governed by differentiated structures of management.

Governance and management of postsecondary institutions becomes even more diverse with the differences in defining the relationships between higher and tertiary education (university education), postsecondary education, technical and vocational education, and community

college models of education. The issues are complicated by current debates over collegial and shared forms of governance contrasted to corporate and business forms of institutional governance.

The concept of governance for postsecondary education predominantly refers to the internal structure, organization and management of autonomous institutions. The organization of internal governance is generally composed of a governing board (board of regents, board of directors), the university president (executive head, CEO) with a team of administrative chancellors and staff, faculty senates, academic deans, department chairs, and usually some form of organization for student representation. In the United States, state institution governing boards often emphasize the concept of citizen governance in recognizing that board members serve a civic role for the institution. Managing structures themselves have become increasingly complex to establish a means of organizing an equally complicated system of intraorganizational and governmental relationships. Whether college and university education, adult education, technical and vocational education, the complexities of managing education in today's world proves true at all levels of private and public education (for even the interdependence with primary and elementary education to the management of secondary education).

QUALITY ASSURANCE PROVISIONS:

Quality Assurance Mechanisms the Higher Education sector ensures quality of the educational process with the help of accreditation agencies established for the purpose. The main agency which accredits University and Colleges in general education is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994, where as similar function is done for Technical Education by the National Board of Accreditation (NBA) set up by AICTE in 1994, and for Agricultural education by Accreditation Board (AB) set up by ICAR in 1996. Some of the other professional regulatory bodies are attempting to set up their own accreditation agencies, for instance both the Distance Education Council (DEC) and the National Council for Teacher Education (NCTE) are currently discussing with NAAC the procedures for developing their own accreditation mechanisms. Because of their very late arrival on the scene, the progress of accreditation so far has been very slow. As on May 21, 2006, NAAC has accredited only 128



universities and 2879 colleges and reaccredited 4 Universities and 43 Colleges (NAAC Website), where as NBA by June 2005 has accredited merely 1232 programs from 325 institutions (NBA Website) as against a total of 14000 programs in 3589 approved UG and PG and 1608 diploma institutions. Initially the progress of accreditation was very slow but has picked up speed in the last few years, and both NAAC and NBA have plans to complete the backlog of accreditation of eligible institutions during the next few years. In addition to National accreditation, local quality inspection of affiliated colleges are carried out by the affiliating University to ensure provision of adequate academic infrastructure and satisfactory teaching-learning processes. Analysis of examination performance of students is also used by Universities to assess the quality of educational offerings of individual colleges. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and –unaided) As on 31.3.2006, there were 367 University level institutions including 20 Central Universities, 217 State Universities, 104 Deemed Universities and 5 institutions established under State Legislation, 13 Institutes of National Importance established under Central legislation and 6 Private Universities.. There were 18,064 degree and post-graduate colleges (including around 1902 women’s colleges), of which 14,400 came under the purview of the University Grant Commission, the rest were professional colleges under the purview of the Central Government or other statutory bodies like the AICTE, ICAR, MCI etc. Of the Colleges under UGC purview 6109 have been recognized by the University Grants Commission (UGC) under Section 2(f) and 5525 under Section 12(B) of the UGC Act, which recognition permits



them to receive grants from the UGC. In 2006-07, an estimated 13.93 million students were enrolled in the institutions of Higher Education as against 10.48 million in the previous year and the faculty strength was 0.488 million as compared to 0.472 m in the previous year. The enrolment of women students at the beginning of the academic year 2006-07 was 4.466 million, constituting 40.40 per cent of the total enrolment. Of the total women enrolment, only 12.35 per cent women have been enrolled in professional courses and the rest in non-professional courses. The women enrolment is the highest in Kerala (66.00 per cent) and lowest in Bihar (24.52 per cent) in terms of percentage enrolment to total enrolment. (Annual Report, Ministry of Human Resource Development, 2006-2007).

India has developed one of the largest system of Higher Education in the world with over 230 universities and 6500 vocational colleges catering to about 10 million students Most of these are publicly funded although some may be privately run. The financing of higher education, however, is often reprioritized due to competing demands for budgetary funds from primary and secondary education sectors. In the government plan outlay the share of higher education doubled for 9 per cent in the first five year plan to 18 per cent in the second. It increased to 25 per cent in the fourth but has now come down to 15 per cent in the seventh five year plan. In the eight five year plan it was around 8 per cent. It may be stated that the non-plan expenditure in education is huge compared to plan expenditure. As universities have become increasingly interdependent with external forces, institutions are accountable to external organizational relationships such as local and federal governments, equally in managing business and corporate relationships. The nature of the managing relationships characterize whether governance is corporate and business oriented or defined more by a collegial shared form of governance. "Governance" in this sense is discussed by Kezar and Eckel (2004: 371-398), whom define it at the macro-level of policy decision making. Kezar and Eckel (2004: 371-398) suggest governance is a multi-level concept including several different bodies and processes with different decision-making functions. In this way, governance is sometimes defined at difference to the internal management of institutions. Throughout the world, many federal, state and local governments have begun to establish coordinating and governing boards as both buffer and bridge to coordinate governance and institutional management.



With the complexity of internal structures, the external relationships between institutions and local, state, and national governments are evidently equally differentiated given the different forms of government in the international system (making the concepts of governance for postsecondary education pluralistic in its broadest sense and usage). External governing relationships depend much on institutions, government policy, and any other formal or informal organizational obligations. Generally, institutions are recognized as autonomous actors with varying degrees of interdependence with, and legislated commitments to the external stakeholders, local and national government.

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