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A Study on Analysis of Higher Education in India

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ABSTRACT: *Education makes a person as perfect human being but higher Education make then as intellectual and higher potential India has one of the greatest guidance structures on earth and besides a champion among the most structures The European arrangement of advanced education was presented in India by the British in 1857 with the foundation of colleges for European instruction in three urban areas and withdrawal of help for indigenous training. At the season of freedom, there were 20 colleges and 500 universities in India yet the number has expanded quickly from that point forward and the understudy enrolment has gone up by almost multiple times. Advanced education is on the simultaneous rundown in the Indian constitution, implying that it is a common duty between the Union or Central Government and the State Governments.Governments the branch of auxiliary and advanced education is put inside the service of human asset improvement.There is also a division of training in each stateThe Central Government is in charge of the real arrangement on advanced education and for the co-appointment and assurance of norms in advanced education foundations. State Governments as far as it matters for them are in charge of the foundation of state colleges and schools and for giving awards to their improvement and upkeep. The Central Advisory Board of Education (CABE) facilitates crafted by the Union and the States in the field of training. The Union Government has set up administrative and statutory bodies to release their duties. Advanced education foundations are subsidized by the Central Government through the University Grants Commission (UGC), one of the statutory bodies, or by the State Governments. The UGC allots and dispenses support and advancement awards to every single Central college and to all school's subsidiary to Delhi and Banaras Hindu University and in addition to some assigned colleges. Different organizations may get bolster from various improvement plans of the UGC. State colleges and schools are supported by the separate states. There are additionally some different wellsprings of subsidizing.*

KEYWORDS: *Education, Indian constitution, Government and the State Governments*

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I. INTRODUCTION

India has one of the largest education systems in the world and also one of the most complexes. The European system of higher education was introduced in India by the British in 1857 with the establishment of universities for European education in three cities and withdrawal of support for indigenous education. At the time of independence, there were 20 universities and 500 colleges in India but the number has increased rapidly since then and the student enrolment has gone up by nearly 36 times. Higher education is on the concurrent list in the Indian constitution, meaning that it is a shared responsibility between the Union or Central Government and the State Governments. The Department of Secondary and Higher Education is placed within the Ministry of Human Resource Development. There is also a Department of Education in each state. The Central Government is responsible for the major policy on higher education and for the co-ordination and determination of standards in higher education institutions. State Governments for their part are responsible for the establishment of state universities and colleges and for providing grants for their development and maintenance. The Central Advisory Board of Education (CABE) coordinates the work of the Union and the States in the field of education. The Union Government has established regulatory and statutory bodies to discharge their responsibilities. Higher education institutions are funded by the Central Government through the University Grants Commission (UGC), one of the statutory bodies, or by the State Governments. The UGC allocates and disburses maintenance and development grants to all Central universities and to all colleges affiliated to Delhi and Banaras Hindu University as well as to some nominated universities. Other institutions may receive support from different development schemes of the UGC. State universities and colleges are funded by the respective states. There are also some other sources of funding. Self-financed or private universities are not common in India although many colleges are financed by non-governmental sources. Only universities established or incorporated by or under a Central Act, Provincial Act or State Act, an institution deemed to be a University under Section 3 of the University Grants Commission Act or an institution specially empowered by an Act of Parliament have the right to confer degrees in India.

Internationally after school education can be divided into Higher Education and Further Education and is known as Tertiary Education1. Higher Education qualification implies Higher Diplomas, Foundation Degrees to Honors Degrees and takes a minimum of 3 years to maximum of 4 years to complete. Further Education on the other hand refers to Post Graduate or Master and Doctorate degrees. In a single word Tertiary Education means colleges and university level education. Indian education ladder starts at 6 years of age. It comprise of 10 years of primary or elementary and secondary stages, 2 years of higher secondary stages, 3 years bachelor's degree, 2 years of master degree and at least 3 years beyond master degree for a Ph.D. According to NEP 1968, 1986 this is known as 10+2+3 system. The Post Higher Secondary Education is known as Higher Education in India.

Higher Education System in India

The first such college to impart western education was founded in1818 at Serampore near Calcutta. Over the next forty years, many such colleges were established in different parts of the country at Agra, Bombay, Madras, Nagpur, Patna, Calcutta, and Nagapattinam. In 1857, three federal examining universities on the pattern of London University were set up at Calcutta, Bombay and Madras. The existing 27 colleges were affiliated to these three universities. Later, more universities were established. At the time of independence in 1947, there were 19 universities and several hundred affiliated colleges (CABE, 2005a). The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625 colleges) is the largest higher education system in the world in terms of number of institutions.

The Kothari Commission (1964-66)

The Kothari Commission was appointed with a mandate to conduct a comprehensive review of the entire Indian educational system. The commission emphasized education as the most powerful instrument of national development and laid out the objectives of education as increased productivity, greater social and national integration, modernization, and the development of social, moral and spiritual values. For increased productivity, the commission recommended that work-experience should be introduced as an integral part of all education, be it general or vocational. For greater social and national integration the recommendation was the Common School System (CSS) of public education that would bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society. It emphasized the promotion of science and technology in order to promote modernization, and lastly, it recommended that a general study of the different religions of the world as one of the means of promoting social, moral and spiritual values. The commission also recommended a new educational structure, which stated that: General education should last for a period of 10 years, including 4 years of lower primary, 3 years of higher primary and 3 years of lower secondary education; Higher secondary education should be fixed for 2 years, and; Degree course should be of 3 years This structural pattern thus recommended by the commission is commonly known as the 10+2+3 system that is followed in India to date, with the exception of professional degree courses.

Higher Education Policy in India

The National Policy on Education In 1986, Rajiv Gandhi announced a new education policy, the National Policy on Education (NPE), which was intended to prepare India for the 21st century. The policy emphasized the need for change: 'Education in India stands at the crossroads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation.' According to the new policy, the 1968 policy goals had largely been achieved: more than 90 per cent of the country's rural population was within a kilometre of schooling facilities and most states had adopted a common education structure. The prioritization of science and mathematics had also been effective. However, change was required to increase financial and organizational support for the education system to tackle problems of access and quality. Other problems also needed addressing: India's political and social life is passing through a phase which poses the danger of erosion to long accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain. The new policy was intended to raise education standards and increase access to education. At the same time, it would safeguard the values of secularism, socialism and equality which had been promoted since Independence. To this end, the government would seek financial support from the private sector to complement government funds. The central government also declared that it would accept a wider responsibility to enforce 'the national and integrative character of education, to maintain quality and standards'.

- Prime Minister's speech on 15th August 2007 announcing Government's decision to establish many centrally funded high level institutions and help states to establish degree colleges in districts having poor enrolment

- National Development Council's approval to increase XIthPlan allocation to UGC by four fold compared to the Xth Plan allocation
- Prime Minister Speech inviting active public –private partnership while dedicating the Bharti School of Telecommunications Technology and Management at IIT Delhi, and promising liberalizing rules and procedures to make the partnership effective (March 20,2006)
- Finance Minister's allotment of an additional INR1000 million each to Universities of Mumbai, Kolkata, Chennai and the Punjab Agricultural University to make them world class (Budget Speech 2006)
- Finance Minister's allotment of an additional INR1000million to Indian Institute of Science, Bangalore to become a world level university (Budget speech 2005)
- Setting up of a Knowledge Commission (2005)
- Draft National Biotechnology Plan (2004/05)
- Liberal grant of Autonomy-Deemed University Status to
- Setting up Indian Institutes of Information Technology, Design and Manufacturing (IIITDM) at Kancheepuram and Jabalpur in 2003-04. These institutes are to provide a sustainable competitive advantage to the Indian industry in the area of design and manufacturing of new products
- New Science and Technology Policy (2003).
- Setting up an Educational Satellite (2003)
- Transforming India into a Knowledge Superpower (2003)
- Ambani Report on " A Policy Framework for Reforms in Education" submitted to the then Prime Minister as part of a special subject group on Policy frame work for private investment in Education, Health and Rural Development (April 2000)
- National Policy on Education (1986/92/2000)
- Information Technology Action Plan (1998)
- Technology Vision Of India 2020(1996)
- Establishment of NAAC, NBA (1994)
- Encouraging Private Investment in Professional Education (Since 1980s)
- Upgrading Technical Education System through World Bank Assistance-Tech Ed.I, II, III and TEQIP (1987-2008).
- Selecting Universities and Colleges with "Potential for Excellence" started by UGC during Xth Plan to identify at least 161 colleges during the Plan period.. So far 9 Universities and 97 colleges have been identified and given special grants.

While there are more complications facing Indian higher education, there are equal good hopes grounded on certain bills either cleared of at various stages of parliamentarian approvals. Complications can be traced in the form of multiple and overlapping regulations, allowing operational efficiency to private sector with continued increased support from public sector, more efficient and prolific affirmative actions', efficient and qualitative higher education system, etc.

Public/Private Partnership in Higher Education

Indian higher education system has undergone massive expansion in post-independent India with a national resolve to Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several Universities, Technical Institutes, Research Institutions and Professional / Non-professional Colleges all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The Public initiatives played a dominant and controlling role in this phase. Most of the Universities were Public institutions with powers to regulate academic activities on their campuses as well as in their areas of jurisdiction through the affiliating system. Even the private institutions enjoyed large-scale financial support in the form of grants from the public exchequer. Private funds as well as individuals played key roles in the cause of higher education. With the public funding being no more in a position to take-up the challenging task of expansion and diversification of the higher education system in the country to meet the continuously growing demands at present, there is little option other than bringing in private initiatives in a massive way to meet the various challenges.

Current Status of Higher Education

India is rushing headlong toward economic success and modernization, counting on high-tech industries such as information technology and biotechnology to propel the nation to prosperity. Unfortunately, its weak higher education sector constitutes the Achilles heel of this strategy. Its systematic disinvestment in higher education in recent years has yielded neither world-class research nor very many highly trained scholars,

scientists, or managers to sustain high-tech development. India's main competitors — especially China but also Singapore, Taiwan, and South Korea — are investing in large and differentiated higher education systems. They are providing access to large numbers of students at the bottom of the academic system while at the same time building some research-based universities that are able to compete with the world's best institutions. These countries are positioning themselves for leadership in the knowledge-based economies of the coming era. India has significant advantages in the 21st century knowledge race. It has a large higher education sector the third largest in the world in student numbers, after China and the United States. It uses English as a primary language of higher education and research. It has a long academic tradition. Academic freedom is respected. There are a small number of high quality institutions, departments, and centers that can form the basis of quality sector in higher education.

OBJECTIVE

1. To study the growth of higher education in India.
2. To analyse the public expenditure on higher education in India.

II. REVIEW OF LITERATURE

A growing of literature has sought to test the hypotheses using a variety of techniques and data sets. Earlier studies have undertaken various techniques to study the causality between economic variables. The review of earlier works helps to examine the present issue in a different and appropriate manner.

Bowles.S and Giants.H (1976) in the study assert that education acts as principal ember in a knowledge economy for enhancing economic growth and development. Higher level of investment in education and learning help in specifically stipulates the imparting of compulsory and free education up to the age of 14. May states have enacted legislation to achieve this. The author struggled the need for enforcing the law strictly to achieve this the author struggled the need for enforcing the law strictly to achieve education for all in India.

Harbinson.F and Myers. C.(1976) reported a continuously rising gap between the cost of higher education and fees charged in Karnataka university. In order to eliminate this gap, he suggested that (i) state grants must be increased to the higher education; (ii) a rise in fees and funds from beneficiaries; (iii) introduction of indirect method of financing such as student loans which would be beneficial for both students as well as society.

Matew (1980) in his paper showed a detailed analysis of the receipts and expenditures of Kerala University for the year 1974-45. Out of total revenue of Rs. 192.2lakh, Rs.95.5lakh (50 per cent) were accounted by the examination fee and Rs.80.8 lakh (42per cent)by the public grants. Further, the bulk of public grants (80per cent) came from the state government. Out of total expenditure of Rs.229.1lakh (25.6 per cent) incurred on of total expenditure of (32.2 per cent) on the examination work and Rs.42.1 lakh (18.3 per cent) on the departments for study and research. Faculty –wise, the humanities spent, on the average, Rs1.3 lakh per department and science department Rs.2.7 lakh.

Sharma (1992) pointed out the major sources of funding of university education in India. The sources are; the central government, the state governments, the university Grants commission (UGC,). The Indian council of agriculture research (ICAR) and other public and private agencies. The funds are in the form of grants –in –aid, development assistance from the UGC and ICAR, fee and fund income from moveable and immovable property, and sale of university publications and farm produce. The endowment funds were the sources of finance of university institutions. Further, grants-in aid made by the central and other authorities to an intuition to run their activities in order to improve them and to start new programme for further development and growth. These grants were given to the university institution in the form of (i) matching share of development grant by UGG; (ii) grants in the form of committed expenditure under the non-plan heads by either of the system, namely the deficit grants or block grants.

salim (1997) enquired about the extent of government subsidization of higher education in Kerala state with special reference to students' socio-economic back ground. He found that all students, particularly the PG engineering students, received a considerable amount of money by way of subsidies. The overwhelming burden of financing of higher education has fallen on the state government, which is gradually taking up the role that the fee had played earlier. Interestingly, government subsidization is high in the case of technical education. The burden of government has been increasing year And, no successful attempt has been made the government to enhance the tuition fees or to tap additional recourse for financing the mounting expenditure on higher education.

III. STATEMENT OF THE PROBLEM

For the development of a country it must possess the natural wealth and the human wealth and human resource development. The use of natural wealth is possible when the human resource is available. If the human resource is not sufficient the sufficient the natural wealth will not be used effectively. For the human resources

and the effective use of the human resource is depends upon the education. If the education is not given the proper use of the government is spending more money for the development of higher education, and also it introduces the policies like the compulsory education upto the age above 16. The effective use of education and knowledge of education is depends upon the higher education. For a house a basement is must have a strong foundation. If it is not the building will not be strong for a long period of time, like that the higher education of a man is based on his higher education. The higher education must have to give in an effective manner. Because upon that a human is going to built his higher education, so if the basement is not strong we cannot built a strong building. Minding this matter the government of India introduction may schemes like the compulsory education up to the age of 6 to 11 and free primary education. To stop the dropout the government also introduces the mid-day meals scheme, free note books, etc. Nowadays the government is also introduced a lot of free education materials. So the primary education is must to all. A human must have to get at least the primary education. Without getting the primary education one cannot able to read and write himself. For this matter he or she should depends the other. And also helps to use mathematics in life, for savings of money and the expenditure. Because of these reason my mind stimulated me to make a research in the field regarding the primary education in India.

IV. METHODOLOGY

This chapter explains the methodology followed by the researcher in the present study. It discusses period of study, source of data tools used for analyzing the data.

Source: department of education, ministry of human resource development

Level / Year	(In absolute numbers)			
	College	AGR	University	AGR
2000-01	10249	-	244	-
2001-02	11146	8.75	254	4.10
2002-03	11776	5.65	272	7.09
2003-04	12178	3.41	304	11.76
2004-05	13578	11.50	343	12.83
2005-06	16982	25.07	350	2.04
2006-07	19812	16.66	371	6.00
2007-08	23099	16.59	406	9.43
2008-09	27882	20.71	440	8.37
2009-10	25938	-6.97	436	-0.91
2010-11	32974	27.13	621	42.43
2011-12	34852	5.70	642	3.38
2012-13	35525	1.93	667	3.89
2013-14	36634	3.12	723	8.40
2014-15	38498	5.09	760	5.12

The Table:4.1 shows that the growth of recognized college and university institution in India during the period of 2000-01 to 2014-15. The number of colleges has been increased from 10249 in 2000-01 to 38498 in 2014-15. The annual growth rate of colleges has been fluctuated during the study period. The annual growth rate was highest 5.12 per cent in the year 2003-04 and was lowest (3.41 per cent) in the year 2003-04.

The number of recognized universities has been increased from 244 in 2000-01 to760 in 2014-15. The annual growth rate of universities has been fluctuated during the study period. The annual growth rate was highest 42.43 per cent during 2010-11 and was lowest (2.04 per cent) in the year 2005-06.

Gross Enrolment higher education. Ratio (GER)

Year	Total	AGR
2000-01	7.9	-
2001-02	8.1	2.53
2002-03	9.0	11.11
2003-04	9.2	2.22
2004-05	10.0	8.70
2005-06	11.6	16.00
2006-07	12.4	6.90
2007-08	13.1	5.65
2008-09	13.7	4.58
2009-10	15.0	9.49
2010-11	19.4	29.33
2011-12	20.8	7.22
2012-13	21.5	3.37
2013-14	23.0	6.98
2014-15	24.3	5.65

Source: department of education, ministry of human resource development

The table 4.2 explains the enrolment in higher education during the period 2000-01 to 2014-15 the enrolment in higher education has been increased from 7.9 growth million in 2000-01 to 24.3 in 2014-15 the annual growth rate of enrolment in higher education has been fluctuated during the peried2003-04 and it was lowest 9.0 during 2002-03.the annual growth rate has been increased enormously in 2010-11. The government need to take contain essential steps to avoide fluctuation to get gertical growth rate in India higher rate education systems.

Expenditure on Higher Level Education in India As a Percentage to Total Expenditure

Year	Expenditure on higher Education by Education Department (Rs. in crore)	Total Expenditure (Rs.in crores)	% share
2000-01	61281.46	572160.14	10.71
2001-02	64847.70	619713.14	10.46
2002-03	68561.54	678548.31	10.10
2003-04	73044.93	743668.96	9.82
2004-05	81280.85	797345.74	10.19
2005-06	94483.70	889713.96	10.62
2006-07	110340.36	1033872.60	10.67
2007-08	125379.63	1033872.60	12.13
2008-09	152822.40	1495733.62	10.22
2009-10	190136.08	1734074.75	10.96
2010-11	233510.11	1997801.29	11.69
2011-12	270091.78	2249526.46	12.01
2012-13	270091.78	2619814.66	10.31
2013-14	365965.23	2951873.31	12.40

Source: Department of Education, Ministry of Human Resource Development

The table:4.3 shows the structure of expenditure on higher education in India as a percentage to total expenditure. During the period of 2000-01 to 2012-13, the public expenditure onfourteen year information have been taken into considcration but higher education expenditure percentage of did not increased for with entrolement of growth rate higher education has increased from Rs. 61281.46crores in 2000-01 to Rs 365965.23 crores in 2013-14 allocation more than 5 fold has been increased since 2000-2001 in total higher education.
Public expenditure on higher education expenditureThe average share of public expenditure on education is consistent growth rate during the study period.

V. CONCLUSION

Education is critical input for human capital. Education is sought not only as it confers higher earning capacity on people but also for its other highly valued benefits. It provides knowledge to understand change in the society and scientific advancements and thus facilitates invention and innovations. Investment in education is considered as one of the main sources of human capital. Economically, expanding educational opportunities in a nation income of a country and naturally the contribution of an educated person to economic growth is more that of an illiterate person.

The purpose of the study is to analyse the growth of higher education in India and the public expenditure on higher education India. This analysis was done using 15-year data over the period from 2000-01 to 2014-15 for each variable depending on the availability of data.

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