

HIGHER EDUCATION IN THE SOCIETY

Jyoti Suraj Harchekar*

Abstract

Education earlier was not considered as the right but now days the scenario has been changed drastically, not only education but higher education has gained tremendous significance. Here we can see the freedom of higher education with consideration of today's trend in education.

Keywords:

Swarajya,
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Autonomy,
Privatization.

*** Jyoti Suraj Harchekar, Assistant Professor, Tilak Maharashtra Vidyapeeth, Pune.**

1. Introduction

People have realized more and more the need of knowledge to improve their standard of living. Tremendous use of science and modern Information Technology has also provided a wider scope of educating the millions of people to serve their growing needs of education. Under these circumstances, formal school and college education has proved to be inadequate. Concepts and ideas about education would be dynamic and futuristic.

Autonomy and Privatization, the most controversial issues in the field of higher education today. 'Swarajya' in education in the new millennium.

Earlier people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education.

Objectives

1. To understand the relevance of concept of freedom in higher education.
2. To examine whether the educational institutes are able to create an environment needed to implement the concept.

2. Research Method (12pt)

The study is based on secondary sources of data like Books, Published articles, Research papers, Research reports and relevant websites. It is exploratory in nature

Earlier History

Early education in India commenced under the supervision of a guru. The Brahmans learned about scriptures and religion while the Kshatriya was educated in the various aspects of warfare. The Vaishya caste learned commerce and other specific vocational courses while education was largely denied to the Shudras, the lowest caste. However, as population increased under the Gupta empire centres of urban learning became increasingly common and Cities such as Varanasi and the Buddhist centre at Nalanda became increasingly visible.

Education in India in its traditional form was closely related to religion. Education centers were urban institutes of learning such as Taxila and Nalanda where grammar, medicine, philosophy, logic, metaphysics, arts and crafts etc. were also taught.

Earlier King was the person who was known as Justice provider so he must know all the details of giving right justice to the society for that he must be master of each field that's why at the early age, training was used to given to them from a guru for each field.

Need

Educational Institution can be a knowledge intensive organization. The emergence of many higher education providers in India over the past decade has raised issues of quality and sustainability in the education sector.

Privatization

Higher education should be left to private enterprise and for meeting national requirements whether in the various industries, technical arts, belles-letters or fine arts. The State Universities should be purely examining bodies, self-supporting through the fees charged for examinations. Universities will look after the whole of the field of education and will prepare and approve courses of studies in the various departments of education.

Current Scenario

In next four years 900 million will be waiting to receive necessary skills and education. It is a challenge. We need to open up more universities, strengthen research, align curriculum to industrial needs, and allow the society to benefit from a burgeoning higher education landscape. The state requires aggressive support from private entities to meet this demand. NitiAayog recently recommended that foreign universities be allowed to operate in India for this purpose. Meanwhile, domestic education providers need an entrepreneurial playing field.

However, the sector is stuck in regulations and laws. Here are six legal hurdles that must be removed.

First, the focus is on inputs rather than outputs. The importance given to minimum requirements for establishing institutes creates an entry barrier. Generally speaking, private

education providers must comply with regulations based on inputs, but have little incentive to innovate on their outputs. For example, private universities must have a minimum of three different faculties to receive approvals even if they are interested and wish to excel only in one field. The regulating agencies are more interested in the size of classrooms, the number of computers, volumes of books in the library and so forth, than they are in the quality of placements, research outcomes, and results on standardized tests. Universities and colleges should be judged by the output they produce, not the money they can put in. The regulatory agencies should strengthen the accreditation system and relax the approval process.

Second, urban planning laws combined with land requirements for providing education do more harm than good. A university typically needs a minimum of 10 acres in a municipal area and 20 acres otherwise for approval. The norms may vary from state to state. The land is costly and the process of approval from land regulatory bodies is corrupt. One cannot start a college on a rented space unless it meets exorbitant lease requirements. Cost and availability of land push new universities out of the cities, creating a disconnect between the students/faculty and the surrounding residents. Ideally, universities should not just be walled campuses isolated from the local community. They should rather stimulate the intellectual environment of the area. Universities should become a center for community interaction, citizen engagement, and learning.

Third, the affiliation system limits the scope of private education. All private colleges should be 'affiliated' to a public university. State owned universities affiliate as many as 800 private colleges. This puts an immense burden on the public universities, creating inefficiencies which adversely affect the students. Most colleges (except those recognized as 'minority institutes') must be affiliated to a nearby public university designated by the state. If the public university does not have a faculty that the private college is interested in, it is a nightmare to start courses in that faculty. If somehow one gets the required approval to start the course in a private college, the university designs the syllabus and the exams, all the while not having the required faculty in house. By design, the system ensures substandard quality in non-autonomous private colleges. Private colleges should not require an affiliation. They should design their own curriculum and forge partnerships to reduce the burden of conducting exams, inviting admissions etc. Till the time this is

allowed, private colleges should be allowed to choose affiliating universities based on the curricular requirements, not geographical constraints.

Fourth, the charity and financial laws which govern education make philanthropy look dishonest in your face. The government recognizes and approves institutes only if they are run by nonprofit organizations. Charity has not yet evolved to give higher education the attention it deserves. Unlike many institutions in the US, where individual philanthropic efforts led to the creation of world's leading universities, charity for universities is nascent in India. With fee caps and heavy infrastructural requirements, philanthropy is not a scalable option. Skill development courses run by for profit entities in fields such as computer training, communication, accounting and many more are an example of how education entrepreneurship can solve the skill gap. The government should allow for profit educational institutes and tax their revenue. These taxes can be used to finance public and nonprofit institutes. If quality institutes can provide an alternate to students seeking admission in foreign countries, it will also save precious foreign exchange for the country.

Fifth, online education, which holds the key to affordable higher education - is not formally recognized. Laws do not allow institutes to provide credits and degrees for online classes. With distant degree programs, we can not only educate millions of underprivileged Indians but cater to international demands. Indian School of Business (ISB) is the only institute from the country to offer classes at Coursera. Needless to say, ISB degrees are not recognized by the government, however reputed they may be globally. Recognized online courses will also allow students to choose from a vast range of electives, therefore giving immense exposure at a negligible cost. International demand for these courses will bring revenue to the country. The flexibility of online education will allow students to work along with their studies.

Sixth, substandard institutes and those offering fake degrees are not cornered. Such institutes do not maintain attendance requirements, manipulate the examinations, and produce uneducated degree holders, all for one reason - the public sector. Graduates from such institutes find employment based on their degrees, not skills. An abundance of government jobs keeps such institutes in business. It is an example of how the lack of reforms in one sector (government hiring) drains the quality in another sector (education). The government could either reduce its emphasis on degree or reduce its hiring altogether

to curb this menace. The present system hurts unaware students who are duped by the institutes for the want of a government job.

These six legal matters are obstacles to the rise of quality, quantity and innovation in education. What India needs is better regulation, not more regulation. Higher education system is stuck i laws. It needs azaadi.

- **Delhi Higher Education and Skill Development Guarantee scheme**

It said that in the last financial year 2015-16, 54 students were sanctioned loans amounting to Rs 1.52 crore. The Directorate of Higher Education refuted the factually incorrect and misleading reports published in some sections of the media regarding the Delhi government's scheme to provide loans to students seeking higher education. It said that the Delhi Higher Education and Skill Development Guarantee scheme provides assistance for up to Rs 10 lakh without any collateral. "There are no predetermined slabs for the loan amount. Any amount of upto Rs 10 lakh can be availed under the scheme," it said adding the applications for availing the loan offered under the Delhi Government's scheme can be submitted online through the single window web portal studentloan.delhi.gov.in. "So far around 400 applications requesting for loan assistance have been received for the current fiscal year. Out of these, more than 100 applicants have already been sanctioned loans amounting to a total of Rs 3.55 Crores," the press statement said. It was stated that a total of three students have been sanctioned a loan of an amount more than Rs 7.5 lakhs, the remaining loans have been sanctioned for various amounts less than Rs 7.5 lakhs. "As per the State Level Banker's Committee (SLBC) report, 54 students were provided loan assistance during the fiscal year 2015-16 amounting to Rs 1.52 Crores," it said. It was clarified that the loan amount is provided under the exclusive purview of the Delhi Government's Education Loan Scheme and is not a part of any loan assistance scheme provided by the Government of India. Yogendra Yadav led Swaraj India had yesterday claimed that the AAP government spent Rs 30 lakhs on advertisements for student loans' scheme, but only three students got a mere Rs 3.15 lakhs till December last year.

The recent interventions by two leading figures — Amartya Sen and N.R. Narayana Murthy — in public forums, on the state of higher education in the country must lead us to rethink the architecture of our public educational institutions

The view has been expressed that we spend far too much time discussing the state of higher education in India — especially the Indian Institutes of Technology and the Indian Institutes of Management (IIM) — when our schools are in such poor shape. There is a

point in this. However, so much of our national resources are being poured into this segment, when it has valuable alternative uses, that we would be naive to ignore the outcome. Therefore, we should welcome two recent public interventions that help us see what needs to be done to improve outcomes in higher education.

4. Conclusion (10pt)

- It is necessary to create awareness among all the stakeholders of education system to promote the autonomy and privatization to prepare them for the global competitive age.
- There is an immediate need to train and prepare the providers and the recipients for education to make the process more effective and flexible to meet the contemporary challenges in the field of education.
- Leadership and top management commitment/support are crucial to the success of autonomy and self-supporting system.

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