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HIGHER EDUCATION IN INDIA:  
TRENDS AND BIBLIOGRAPHY

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## HIGHER EDUCATION IN INDIA: TRENDS AND BIBLIOGRAPHY

### INTRODUCTION

This report is based on our survey of the work done in India on higher education. A lot of documented literature is available on higher education, most of which is general and impression based. While very few researches (in the strict sense) are conducted in higher education, the general non-research literature also gives the ideas and innovations. Very often such impression-based newspaper articles are based on rich experiences of educational administrators (eg. Prof. V.V. John's articles) and have generated more thought and influenced academic decision-making than the so called research articles. Realising this we attempted to include all important article and publications in higher education even if they are not research based. After completing the bibliography the references have been classified and the present trend report has been prepared. The bibliography may not be extensive. We intend to revise it as soon as we receive a substantial number of additional entries. The authors would be grateful to the reader for bringing to their notice any omissions or new additions.

In its monumental report, the Education Commission (1964-66) has devoted three extensive chapters to Higher Education in India. Higher education is in a state of crisis everywhere. It has become a universal phenomenon and in India it is no exception. The Commission touched almost every aspect of higher education. They observed many ills of higher education. Some of these include: mechanical and listless teaching by teachers who suffer from financial worries, unsatisfactory working conditions, hierarchical concentration of authority, an atmosphere of distrust and intrigues, an ill prepared and apathetic student body who suffer from unsatisfactory conditions at home and from financial worries, and who is obliged to learn through foreign medium. The situations in higher learning seats are unsatisfactory and alarming and consequently falling standards and lowering quality.

The situation continues to be the same in some respects since this report although the areas of concern have changed to some extent. To analyse the major issues in higher education, in all 313 references were collected. The available literature was classified according to the areas of coverage. Such a classification was aimed at finding out different issues involved in higher education. This classification is tentative and points out the gaps. It is very difficult to draw a demarcating line between two or more areas because issues in higher education are inter-related and overlap with each other. For this paper a total of 18 areas are identified. The classification of the work done in various areas is shown in Table 1.

Table 1

A Classification of Publications in Higher Education

Category	No. of published work	Percentage
1. Higher education (general)	64	20.44
2. Problems of education	52	16.61
3. University governance	39	12.46
4. Education systems and sub-systems	36	11.50
5. Educational planning	31	9.90
6. Impact to higher education	22	7.02
7. Politics and higher education	16	5.12
8. Higher education administration	9	2.88
9. Higher education and employment	8	2.56
10. Examination	15	4.79
11. Economics of higher education	5	1.60
12. Curricular in higher education	5	1.60
13. Teaching profession	5	1.60
14. University employee - employee relations	2	0.64
15. Faculty evaluation, selection etc.,	2	0.64
16. Correspondence courses	1	0.32
17. Institutional planning	1	0.31
18. Admissions		
<b>Total</b>	<b>313</b>	

## TRENDS

As seen in Table 1, there are plenty of general publications in higher education. There are 64 entries related to this area and most of them have been published after 1970's. A wide variety of issues are explored by the writers. These include: education and changing India (Shrimali, 1965), education and nation (Chagla, 1968), higher education in India (Shah, 1967), democratizing higher education (Rudolph and Rudolph, 1970), students and society (Raj, 1970), education in free India (Hussan, 1972), 25 years of education (Kothari, 1972), freedom of education (Bhave, 1972), reorganizing higher education (Naik, 1972), education of future (Narayan, 1973), education and productive work (Adiseshiah, 1974) and Indian education since 1947 (Singh, 1975). Most of these are general works dealing with the framework of higher education. Such framework has implications for educational policy in the country.

Problems of higher education formed the second major area of interest to the educationists. Some of them tried to identify the problems (i.e. Ray, 1970, Mukherjee, 1971, Raj, 1971, John, 1972, Pandya, 1973, and Bajpai, 1974) while the other suggested remedies for it (i.e. Mehta, 1971, Rajaraman, 1972, Mathur, 1973, Lal, 1974 and John, 1975). It is interesting to note that most of the authors in the above two sections are eminent educationists, vice-chancellors, administrators and held good positions in central as well as in states (like education ministers, director of education, adviser, planner and so on). These bulk of studies which identified various problems of higher education are generally known. It appeared that educationists are still busy recognizing the problems of higher education.

The Indian University is a creature of the state and its structure and functions are laid down by the state in some detail and although it is designed to function as an autonomous body. The university has its linkages with the UGC besides the state government and with various other agencies. The managerial problems hence are both internal as well as external. A good amount of literature exists on the governance of universities. A wide variety of issues related to governance of a university are identified and a critical evaluation of them is made in these articles. Most of the articles center round academic freedom in university. Bombay University Reorganization Committee (1950) gave a pioneer lead in this area. In 1969 the University Grants Commission also appointed a committee on governance of universities and colleges in India. The Education Commission (1964-66) dealt this problem in detail. The Commission discussed perhaps the most important question in university governance: i.e. its relationship with outside agencies, in particular with the government. The commission interpreted its

autonomy in the context of the university's obligation to society and its needs. The existing literature in this area deals with topics like: university autonomy in India (Dongerkey, 1967), university administration (Kahn, 1969), student participation in governance of university (DeSouza, 1970); university autonomy (Mukherjee, 1970) management and organization of universities (Malik, 1971), education and state control, (Kaushik, 1972; Jayaraman, 1972; John, 1974), governor as chancellor of university, (1973), university decision-making in theory and practice (Bandopadhyay, 1975), administration of university affiliated colleges (Rao, 1975), and decision-making and organizational health in university (Matthal, Parcek and Rao, 1976).

Educational systems and planning seem to have drawn equal attention from the educationists. Work in educational systems deal with areas like innovations and experiments in higher education, university courses, educational technology, autonomous college as social necessity, work-oriented education, higher and professional education, open university, private college as an agent for social development and social justice, student participation and decision-making process, revolutionising education system, planning a modern Malanda, power structure in university, open ended system and an optimum size for a university. The variables included in the study of educational systems are quite innovative in nature. This is a new challenging area and there are many educational tasks, ahead for researchers.

Educational planning in India is a controversial issue for the past many years. An increasing number of books and other materials are coming up. The literature in this area ranges from articles on "National policy on higher education", and "Indinization of higher education", to basic educational planning statistics. After each Five Year Plan, many books and articles appeared to examine it critically in the context of educational needs. Other topics covered include - manpower and higher education, graduate unemployment and the planning of higher education, policy relating to scientific and technological education, an integrated plan of education and employment, national policy on education and its impact on teaching, challenges of coming decades for higher education, planning and education, teacher's role in implementing plan, education and national goals, and tasks of higher education in India.

Education has many social obligations. Education a total system and are must examine the higher educational system as an aspect of total society. It is not an extra-ordinary agency, but it is embedded in our social system. Table 1 shows that very few have touched this aspect. Education is a potent factor for bringing about social change and development. However, the review of researches on this area suggests that only some major issues have been explored by the studies.

The areas covered include: education and society, role of higher education in changing India and life long education, higher education and social change, higher education and social problems, purpose of university education, higher education and national development, education and social justice, and education and economic development. The main theme of these studies seemed to be around education and national development. Politicization of education system has been felt to pose a great threat to the democratic and autonomous structure of the university. The Kothari Commission also discussed this problem. Various dimensions of this emerge out from our review. The topics covered include: college teacher and politics, student and politics, education and politics, academic power politics, and student power politics. One remarkable study in this area was done by Rudolph and Rudolph (1972). They explored the relationship between education and political system, the study focused on policy problems of vital importance and opened new fields of education, politics and society in India. Other well known studies included: Singh (1972), Saberwal (1972), Jaggi (1973), Shiviah (1974) and Oomen (1975).

Areas like university administration, higher education and employment, examinations, economics of higher education, curriculum, and teaching profession got little attention by the researchers. Modern educational management at the national and state levels and at the institutional level is an emerging area. Scholars have identified new challenges in education administration (Mathur, 1971), modernizing educational management (Mathur, 1971, Swaminath, 1974), systems analysis and its potentialities to educational administration (Radnansbha, 1970); students and management of colleges (Surajbhan, 1972) and modern management techniques in educational administration (Desai, 1975). An early study by Singh (1950) entitled "Our Universities and Our Vice-chancellors" is an admirable work on administrative aspects of university and vice-chancellor.

Job-oriented education is the need of hour. UGC has been introducing and experimenting with various new methods of vocational education in higher education. It has been realized that higher education should be given to limited and selective students. The reviewed literature revealed that only eight studies could be located in this area. The problems covered include - towards a work-oriented education, jobs and education, the problems of graduate bus conductors, why not abolish the university degree as a job requirement, education and educated job seekers, education and employment higher education and opportunities and a planning model to estimate graduate unemployment. Some literature is available on the examination system in higher education. UGC has recently introduced 'Question Bank' system of examination in some of the universities as an experiment. The results are awaited. Other literature in this area, deals with ecology of examinations for higher education (Aggarwal, 1971), mass - copying in examination (Dhaliwal, 1973), a plan of action for

examination reform (Danger, 1973, Rajgopal, 1973), an examination of reforms suggested by UGC (Saraswati, 1974) and utility of question bank in Indian examination (Natrajan, 1975).

In spite of so many problems in higher education including the grave unemployment problems, many new educational institutions are coming into existence. A number of new universities have come up in the past decade. New departments are being opened in new universities. In the context of our social, economic and employment problems related to education careful thinking must go on before new institutions are planned or the existing ones expanded. An important area that would contribute to such planning comes from working out the economics of higher education. Some systematic work has been done on management education in the country (Paul, 1970). Such analyses if extended to all educational institutions may give enough insights for decisions on planning education systems that contribute to the social and economic needs of the country. Other studies relating to this area are by Bhattacharya (1968) on a cost-benefit analysis of total expenditure in education, Bayti (1973) on the economics of education, Gupta (1973) on the economics of correspondence courses and Suryabhan (1973) again on the financial aspects of education.

Coming to the other areas Rastogi (1973) tried to identify the planning of vocational courses in higher education while Mukherjee (1973) explored the existing gaps between syllabus and examination. Two more studies in this area dealt with curricular reforms and job-oriented courses in the field of higher education (i.e. Hasan, 1974; Chittibasu, 1973). Teaching profession is neglected area of research in higher education while it is a most important and dynamic area in university administration. NCERT published a book on the sociology of teaching profession in higher education (Mikela, 1970). Panda (1974) and Jacob (1975) explored the commitment of teachers to teaching profession and improvement of teaching and learning in colleges respectively. Of course, there have been several desk articles on teachers and teacher-student relations that are not included here. The university employees and their relations, faculty evaluation, selection etc., correspondence courses, institutional planning and student admission are unexplored areas and required more research work.



### AREAS OF FUTURE WORK

When one looks at the management of higher education there appears to be a lot of scope for future work in this area. Many sub-systems of higher education have not been studied at all. Even the few studies are mostly impression based. The following are some questions that need to be investigated.

1. To what extent are the universities meeting their objectives?
2. What are the linkages between the institutions of higher learning and the communities/systems they serve (or absorb their products)?
3. To what extent is the present structure and decision-making strategies adopted by universities promote creativity and innovations? To what extent do they promote organizational health and help the universities achieve their objectives?
4. How can the linkages between the primary, secondary and higher education be strengthened?
5. What roles need to be played by the university teachers, students and other employees in relation to making the higher education more relevant to community needs?
6. What is the contribution of the various specialized disciplines in the universities to the social and economic development? Are they helping to solve problems? Is the present curriculum appropriate to make the youth play a contributory role in the society?
7. How are the faculty selected and assessed? Is the existing system conducive to the development of universities in desired directions?
8. What are the roles played by teacher and student unions in universities? Can they be made to play more innovative role in working for educational objectives and social needs rather than for educational politics? (A few experiments may be conducted in this area).
9. How are the university budgets determined? Can the university and other educational institutions be made to develop effective planning, budgetary and control systems?
10. Can the teachers be helped to become more effective professionally and develop new orientations to their roles? One of the new orientations may be to work for rural areas through transfer of technology.

11. How can the sub-systems like library, hostel, student placement, curriculum construction, student evaluation etc., in higher education be improved?
12. How can students be prepared to play new roles in context of the changing needs and social demands of the country? (The teachers and students of Poona university seem to be taking active part in educating rural masses).
13. How can the professional education in professions like agriculture, medicine, engineering, technology, social work, education etc., be made more effective and relevant?

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