



Higher Education- Pearls and Pitfalls

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Abstract:

Swami Vivekananda vision of education is very relevant to the present day globalized world. According to him 'education gives us intellectual energy, humanistic impulses and energy of character'. India's higher education system in the world's third largest in terms of students next to China and United States unlike China; however, India has the advantage of English being the primary language of higher education and research. If nation is a system, education is the cybernetic heart of it.

Keywords: Brahmanical, primary language, Higher education

Introduction

Earlier, India was an educationally most advanced country of the World in making contribution to the development of man's knowledge and culture and its seats of learning attracted scholars from all over the world. The most organized centres of learning in North India were Takshila and Nalanda. *In southern India, the Brahmanical Ghatikas, the, the Buddhist Vihara and Jainapaths were centres of higher education.*

Higher education in medieval India signified medieval experiences of co-existence of diverse traditions of Islam and Brahmanical order. As such, both the Brahmanical institutions and newly established madarsas .The medieval education system promoted conditions where in the people learns to live together, despite, their differences which sometimes led to conflicts. The important institutions of that period specialized in one or more branches of knowledge and the medium of instructions were Arabic, Sanskrit or through English. In the ninetieth century, higher education was largely influenced by the British Model. Lord Macaulay proposed a new education

policy in 1835 in his famous minutes to promote European learning through English .In addition, Sir Charles Wood's Dispatch of 1854 was an important step in the history of Indian Education and it led to:

*Creation of a separate department for the department of education

*Setting up of the first modern University in 1857 at Calcutta and that was followed by the Universities at Madras and Bombay. As such, at the time of Independence in 1947, there were 20 Universities and about 500 affiliated colleges.

*Introduction of a system of grant-in-aid.

During the freedom movement, the leaders fought for the causes of education. In March 1910, Gopal Krishna Gokhale moved a resolution for free and compulsory education in the country. The Post-independence in 1947, gave higher education a greater emphasis for an overall development of the nation. Education is the most potent tool for building an equitable and just society and just society and it strengthens democracy



by imparting the citizens the tools to participate in the governance process.

Mahatma Gandhi viewed that, 'education should be directly relevant to the life of the people', it not only moulds the new generation, but reflects a society's fundamental assumptions about itself and the individuals which encompass it. Similar were the views of Maulana Azad who said that, 'our special attention after independence, one of the most important was that of national education and what may be called its system or pattern. it was realised general education available to the common people is neither adequate nor appropriate to their needs.'

During the British regime our universities suffered from two major handicapsinadequate availability of funds and excessive control. In order to review the higher education, the first step the appointment of the Education Commission in 1948 under the chairmanship of Dr. Sarvapalli Radhakrishnan another important step taken by the Central Government was constitution of the University Grants Commission in 1956

Since the higher education has multifarious impacts in terms of preparing young minds to face society, the political world and the economy, the Government constituted another Commission (1964).under the Chairmanship of Prof. D.S.Kothari, he has advised the Government on National pattern of education.

In addition to, other commissions /Committees appointed to review the higher education—

A Committee of Members of Parliament on Education was constitute on April 5, 1967 under the Chairmanship of Dr.Triguna

A committee was appointed under the Chairmanship of Dr.V.S.Jha on August 31, 1974

Another Review Committee was constituted, under the Chairmanship of Prof. Satish Chandra in 1974

National Commission on Teachers on Higher Education (1982)

The Education Policy 1986

Acharya Ramamurthy Committee 2000
The Distance Education Council (DEC)

National Knowledge Commission 2007-09 led by Sam Pitroda, and

The Committee for the Renovation and Rejuvenation of Higher Education under the chairmanship of Prof. Yashpal 2009

Capitalism and Communism have proved to be, unsuccessful models to bring peace in society. It is time of transformation that can be achieved through the third model is that education for industrial development and transformation of society is the need of the hour. Strict balance between human being and nature is necessary to create employment, empowerment, and enlightenment entertainment by which there is lot of scope to invite, efficient, effective equitable ethical, egalitarian society from the state of predicament affair of ignorance, inequality and indignity and to improve quality of life, that education should inculcate value, which would wipe our poverty and help us to protect the natural resources.

The new wave of Higher Education

Science, engineering, medicine, commerce, arts, for a long, long time, higher education in India implied degrees in relatively rigid disciplines. The idea of a course where a student could study



biology and classical literature as part of the same curriculum seemed absurd.

Liberal arts

It is a multidisciplinary course that includes an eclectic mix of subjects from different discipline such as the humanities. Science and commerce. It allows students to study an array of subjects before choosing one they wish to major in.

Awareness and affluence are merited as the major reasons behind a wave of emerging education options in India and liberal arts courses are no exception.

Traditionally, the U.S was the first port of call for liberal arts aspirants. In the traditional Indian mindset, liberal arts do not offer the same security as a course in engineering or medicine. However, this way of thinking is slowly changing.

Today, we have globally connected society, which are outcomes of modern technology. The internet should be used for the development of society through education exclusively society should move forward with urban exploiting the rural, relevant science is the need of the hour. The need of culture and disciple in today's educational system

As per the World Bank prescriptions, in my opinion the state has been steady renouncing its welfare role since the early 1990. As a result, the adverse impact of the reforms on higher education, most the Indian Universities have become stagnant, starved of funds and facilities and unable to keep abreast with exploitation in knowledge taking place in almost all fields. As a result, most of the academic institutions have relegated in academic slums. Although Indian higher education suffers from many dysfunctional ties and the system overall

in characterized by pinnacles of excellence in a sea of mediocrity.

The gross enrolment rate-the proportion of the age group accessing higher education of 18 percent is among the highest for countries at India's level of development. This is particularly impressive given India's size and complexity. The recently approved 12th Five Year Plan aims at raising the gross enrolment of 25 per cent by 2017 which is both desirable and achievable

Present generation

Education is seen as a means of culture transmission from one generation to another in any given society. Society is defined as the whole range of social relationships of people living in a certain geographic territory and having a sense of belonging to same group.

Education as a social phenomenon does not take place in a vacuum or isolation, it takes place in the society and this normally begins from the family, which is one of the social institutions responsible for the education of the child. Society where education is commercialized and sold like a commodity through the private educational institutions, it cannot be called as egalitarian society but an uncivilized society. It was exactly what was happening in the country today-thanks to economic reforms and obsession shown by the successive governments for privatization of everything in the country without any concern whatsoever for their implications and impact on the society and the socially and economically marginalized sections The falling human values and human relations currently staking the society to the failure of the educational system.



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The man kind and society was still reaping the benefits of the Einstein's great scientific inventions, the contemporary society and the scientists have become so selfish as to conceal and commercialize their inventions through intellectual property Rights.

Currently, in our society, education is public welfare or commodity is to be discussed.

Due to emergence of Liberalization, Privatization and Globalization since two decades and above there are a lot of changes in education in our society, At global level, almost all countries have been treating primary education is compulsory education as per Right to Education Act. By 2015 all children will have primary education, it was decided in the Senegal World Education Conference-2000. It was not full-fledged fruitful, because of liberalization new thinking has been led to destroy the educational system. Education is marketized from primary to post-graduate. As a result, education is privatized, quality of education is depend on price rate i.e., if you high fees, you get quality of education through unqualified teachers with very less payment and expenditure. Education is a tradable commodity.

The non-state actors-money lenders, industrialists, corporate lords, capitalists have nil knowledge about education values spending cores of rupees on physical development with highly selfish and profit motto. By which in a civil society predicament situation will prevail, education is one of the big-bazaar commodities leads to currency not culture. In this context, everyone in the

society is aspiring to become rich as much as possible and a quickly as possible. Since two and half decade education in the name of English medium cum computerized (e-learning) has been neglected by government and exploited by the milliners with fashionable designation of educenterpreneur . By all means education has been selling in the malls since liberalization with spending very less on infrastructure getting more profits without moral values. The principles of business are the principles of education. It is not a good sign to the society.

Teaching staff

What about the quality of teachers? If you pay decent salaries, to get qualified teachers, to avoid this, educoentrepreneurs, appointing teachers on contract basis. Unfortunately, the government reducing the values of education by implementing boomeranging policies, programmes and also almost all government colleges, schools are lacking minimum infrastructure facilities due to paucity of financial resources, As a result, quality of education is a challenges to the society. Teaching is not a job, it is an attitude. Teacher is a source of information, a guide, a mentor, a surrogate parent a motivator, all at the same time. Teaching is the only profession which always deals with the future. To be an ideal teacher, who can be a role model?

What to do

To strengthen the education, all are come forward to bring with people – spirited pressure on society to bring changes in education .Almost all teachers associations from primary to post-graduate to streamline the education. This can be done by the government



should bring some reforms in education, providing infrastructure facilities as well as appoint qualified teachers. All associations to pressurize the government to strengthen the public institutions not to give any scope for private institutions.

Conclusion

Higher education in India has grown over the years in number and is one of the highest in the world having more or less 300 lakh students on roll, having 715 universities and over 46,43 colleges. Investment in higher education has also grown over the years manifold

However, in terms of quality, higher education is in crucifixion. A number of Committees and Commissions have been appointed without any implementable outcome. Selection of Institutional heads should be based on merit not on political considerations

Therefore, we have to change our society needs to change. We as parents, as teachers, as friends as leaders, as colleagues and human beings need to inculcate in ourselves as well in our stakeholders, students, friends, followers, colleagues and every fellow human being, the values of us, society, men and women and together, we need to fight against negativism and embrace the virtues of modernity with open arms while keeping it vices at bay.

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Assessment and Accreditation of Higher Education Institutions

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Abstract:

According to the findings of a recent study by the NAAC and the National Institute of Educational Planning, there are currently just a few dozen foreign institutions of education operating in India through various arrangements such as twinning, mutual recognition and study center modes. Considering the stand taken by the Association of Indian Universities to oppose the entry of foreign providers, many stakeholders – including potential foreign operators and their Indian counterparts and students wishing to earn a foreign degree without having to leave India – are waiting for the union policy declaration with crossed fingers. Preempting the possible entry of greater numbers of foreign education providers into India, the NAAC established committee two years ago with representatives from the UGC and the MHRD to advice on a proposed quality assurance framework for international accreditation.

Key words: quality assurance, accreditation, conceptualization

Introduction

The theme of higher knowledge and higher education was fashioned in India by the ancient Rishis and sages in the Vedic Age, the date of which is uncertain but is supposed to be traceable to great antiquity. The early Gurukul system of education flourished in the Vedic and Upanishadic periods, but a huge University came to be set up at Takshashila in the 6th Century. B.C. Two other universities, namely, Nalanda and Vikramsila were established in the 4th and 5th centuries A.D., respectively.

India has had a long tradition of inquiry and articulation of concepts of universe, self, role of state, economy, social order and other related matters. The methodologies adopted were subjective and objective and included observation, conceptualization, verification, articulation and teaching. As a result, India had gone further in science

than any other country before the modern era – specially in mathematics, astronomy and chemistry, metallurgy and physics. Indian scientists discovered and formulated and anticipated by force of reasoning some of the scientific ideas and discoveries which Europe arrived at much later. Ancient India was well equipped in surgery and its system of medicine survives to this day. A vast literature is also available on Vriksha Ayurveda. In Literature, in philosophy and in systems of yogic knowledge not only ancient India but medieval and modern India reached highest Levels of achievement. The higher education system flourished in ancient India well; and it continued to influence developments during its subsequent ages, in spite of diverse forms that developed under the impact of changes in religion and in social, economic and political life.