

HIGHER EDUCATION IN INDIA AND ITS IMPACT

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Abstract

India's education system, as one of the world's largest, has been studied and reflected in India. Higher education is an optional final stage of formal learning that occurs after completion of secondary education. After Independence there were only 20 universities and 500 affiliated colleges and near about 1,00,000 students were availing the facility of higher education. Recently, more than 645 universities, 33023 affiliated colleges, Over 12748 diploma granting institutions etc. An objective of the study is (i) to evaluate the higher education in India.

I. INTRODUCTION

It is important to remember that 'education' includes 'literacy', but it is not confined to literacy alone. It comprehends much more: It is the acquiring of knowledge or learning, together with the equipment, which provides the skill and the inclination for making profitable use of that knowledge. Since the acquiring of knowledge and improvement of the skill for that application are parts of a dynamic process, education is a lifelong exercise. Higher education is, therefore, never complete in a continuously evolving dynamic personality. If they process becomes static, it leads to stagnation, which must be can avoided.

With the evolution of society, some of there earlier concepts as to the purpose of education have also changed. Pristine theoretical knowledge, when applied to practical problems of existence, becomes technology. As technology, it inevitably enters the area of economics. When knowledge is subjected to economic forces, it necessarily becomes subject to political forces. Today, education must fulfill the realization of the needs and ideals of the society. Government must transform itself into an agency of society from its role as an instrument of power. These ideals, thus, become the aims of higher education.

Methodology

This research is a descriptive study in nature. The secondary data was collected from various journals, magazines, and websites.

Objectives

An objective of the study is (i) to evaluate the higher education in India.

Evolution of Higher Education

Such an understanding of the nature, role and function of higher education underlies its evolution through time. The earliest known systems of education in Asia and Europe were esoteric and exclusive. Access was restricted to the privileged few. They were continued through the renaissance between the fourteenth and sixteenth centuries.

Renaissance education was unifocused (knowledge was pursued for its own sake) and process-driven. It was offered under the rubric 'liberal education' which was averse to utility. Knowledge for a job was anathema. The Oxbridge systems favored such a system.

There was a shift towards utility during the Industrial Revolution of Europe and America in the eighteenth and nineteenth centuries. Invention of new technology resulted in new methods of education through artisan-centered schools of technical training and expansion of technical knowledge for newer innovations. The birth of classical economics followed soon. Colonialism favored industrialization and promotion of technical education.

Seeds were sown by a thinkers and writers to humanize thinking, and consequently, education. The French Revolution was instrumental in the inculcation of the values of human dignity, freedom, equity and justice in the minds of youth. The Reformation further enhanced these values and generated modern systems of education based on free inquiry into knowledge and truth. Morality and discipline were considered desirable for holistic development. More liberal civilizations sought to achieve it by other means. Thus Mystification and Humanization of education became both desirable and inevitable.

Science and technology has shrunk the world and brought its inhabitants closer by networking their universal concerns. Social and political homogeneities (the UN playing a vital role in the latter) have emerged amidst cultural diversity. From its classical truncated-ness education has emerged to embrace the ever expanding common global concerns by necessity rather than by choice though. Population education, environmental economics and sustained development, war and peace education, studies in

international relations, the science of management in the global context and global quality concerns are just a few examples of such a transformation of education.

Evolution of Indian Higher Education

Indian higher education evolved along similar lines. The ancient education offered through gurukulas (mentor-centered schools) was religious and esoteric and it was exclusively offered to the privileged classes of society. With the expansion and institutionalization of higher education in universities such as Nalanda and Taxila, specialized knowledge, primarily religious knowledge, was pursued by Buddhist monks. Similar Sanskrit schools, and later Madras's, Muslim schools, were devoted to Vedic and Muslim religious education respectively. Later oriental education in language, astronomy, performing arts and mathematics was imparted. As during the time of the renaissance, pursuit of knowledge was academic.

Western education was introduced with Macaulay's minute with the adverted purpose of developing an educated class of people to interpret Indian thought to the West. In reality, however, they served the East India Company through its civil services. English education, however, had the salient impact on Indian society of evoking sensitivity to self-dignity, selfhood as a nation, renewal of Hindu concepts and practices (otherwise termed by historians as 'the Hindu Renaissance') and peaceful evolution of modern India with the help of informed leadership.

During the post-Independence period the Western curricula could not remain isolated from the challenge of nation building. While technical and professional institutions were being developed, the curricula in colleges of arts and science responded to the varying emphases made by the Five Year Plans. First, physical sciences were

introduced into the hitherto humanities curriculum, with economics and other social sciences following soon.

The nation's involvement in global communities for trade and commerce led to the inclusion of commerce and management. With the development of computer science and information technology globalization of education has reached a new height. The time is not far off to find our nation speedily becoming the computer workshop of the world, in the sense UK was the 'shop-keeper of the world' during colonial times.

II. CONCLUSION

Higher education needs a new appear. From being a discipline-specific inquisition assisted by tools of process it has become a life movement to determine the continuance of humanity.

III. REFERENCES

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