Chapter 1

Literature Review and Methodology


“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.” (Chinese Proverb).

Definitions of Education

The basic definition of education can be termed as teaching and learning knowledge. According to Wikipedia The Free Encyclopedia (2011), there are three process in education, Instruction refers to the facilitating of learning, by a tutor or teacher. Teaching refers to the actions of an instructor to impart learning to the student. Learning refers to those who are taught, with a view toward preparing them with specific knowledge, skill or abilities that can be applied upon completion. Etymologically, according to Blurt (2011), the origin of the term ‘education’ is the noun form of the verb educate. It comes from the Middle English educaten; coming from Latin term educare, educates meaning ‘bring up, rear’; linked to educere meaning ‘lead forth’ or ‘bring out’. Whereas on the other side the term ‘Educators’ means to refer people who develop, design evaluate and implement education programme and activities in formal, informal and non-formal education structures. Education plays a vital role around the globe from generation to generation from the genesis of human existence. Durkheim (1956) states, “Education is the influence exercised by adult generations on those that are not yet ready for social life. Its object is to
arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded on him by both the political society as a whole and the special milieu for which he is specifically destined.” (Durkheim 1956.p,71). The main objectives of education conceded through culture, social values, tradition, religion, morality etc. passed on to unsophisticated society and renovate into socialization society. Raza (1990) states, “Education is deeply embedded in the social situation and may be considered to be the crucial anthropogenetic level of social transformation. It is intrinsically intertwined with the development process and constitutes the instrumentality of the modernization tradition.” (Raza 1990.p,1). To trace the origin of education, it is to be considered that education transmitted from oral to written words and it transformed action into teaching.

Education has been defined in various ways according to theories that are suitable to the individual society. Definition of education is different from country to country, society to society, caste to caste and class to class, and the findings will be heterogeneous from one another. Moehlman (1951) states, “A nation possesses the key to its future if it understands the purposes and inner logic of its own culture. Education, when used intelligently, is the means for obtaining the key. There is no pat formula for an educational solution which applies everywhere and at all times. It is necessary to study a system of education in its own culture pattern, using a check list or morphology covering philosophy, people, land, historical determinants, and technology in relation to educational development.” (Moehlman 1951.p,1). In technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

**Scope of Education**

Education is the largest sense in any act of experience that has a formative effect on the mind, character and physical ability of an individual. Whitehead (1929) states, “What education should impart is an intimate sense for the power of ideas, for the beauties of ideas, and for the structures of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it.” (Whitehead 1929,p,12). Education and development are the words that negate each other; different writers define them in different terms. The chief problem is that the formal education that stresses on quantity in turn produces unskilled knowledge which ultimately
results in the frustration of the society. According to Lakshmi (1989), “There are two broad views. The first one is that quality in education lead to well-paid jobs. This assumption is the great driving force behind educational developments today. The other view considers quality education as one in which small doses of morality is injected. But quality education is not only which prepares people for job and leisure but must produce people wise enough and adaptable enough to grapple successfully with the problems of everyday life.” (Lakshmi 1989.p,50).

Education may be the key to bring about development when if it possesses the effective skills to empower in the society, if not, it will demean the quality of education. In this case, Chauhan (1990), describes it in two ways they are, “Internal Efficiency”, “External Efficiency” or “Social Relevance”, in order to make it clear he defined that, “The efficiency of a system is judged not only by the quantity of product at the given cost, but also quality of that product. Education as an industry involves huge amounts in term of investment. Now, the question is whether the efficiency of the system of education is satisfactory keeping in view the financial inputs. In this connection, two aspects are worth considering. First, whether or not the product (out-turn of graduates and postgraduates, etc.) of university education is upto the mark both in terms of quality (number of passouts) and quantity (level of academic achievement). This aspect can be called “Internal Efficiency” of higher education. Second, it should be examined whether the educational products (graduated, postgraduates, etc.), are equipped with skills and capabilities required by our economy, or there is a mismatch between training imparted and skills needed. It can be judged by examining the extent to which our graduates and post graduates are absorbed in job market. This aspect can be termed as “External Efficiency” or “Social Relevance” of the system.” (Chauhan 1990.p,90). The Tangkhul Educationist, founder-former Principal of Patkai Christian College, Dimapur, Nagaland, Shishak (1990) states, “Education must encompass both the tested wisdom of mankind and training for life in a particular community and culture.” “A good educational system may be the flower of economic development; it is also the seed.” “Education is the key that unlocks the door to modernization.” (Shishak 1990.p,27).

Many believe that education is the prime movers of social inequality, economic development, which moulds uncivilized society into civilized modern society which drives into developing society. The United Nation (UN) Secretary General (2009) states, “Education is the fundamental tool that makes institutional change in other sectors possible by educating personnel currently in
post those who will shape future institutions. Education is also the most powerful tool to develop economic and social skills necessary to generate sustainable livelihoods for successive generation.” (Extracted from Smith 2010, The Influence on Education on Conflict and Peace Building, p.2). Education is considered as an agent for eradication of poverty and human development but education has a dynamics of positive and negative influence. According to Smith (2001), “Education has a key role to play in the elimination of poverty and to break the cycle whereby poverty itself limits access to education. Education provides a foundation for the knowledge, skills and values that fuel personal, social and economic development – the means by which sustainable development might be achieved.” (Smith 2001, p.19). Education may solve the problems and bring development, but in contrast education is not the total prime change in society. Educationists and social scientists, define education in different ways. National Policy on Education (1986) rightly states, “The educated person thus becomes an important source of production and the uneducated person an unproductive burden on society.” (NPE 1986, p.8). Education on the other side, there is a huge confusion about being literate and educated, counting high in literacy rate degrade the high value of education. Kamat (1985) states “What education achieved was: a limited increase in literacy and the numeracy on the one hand, and limited advance in science, technology and other higher education on the other, both contributing to restricted socio-economic development. It conforms our postulation that education is just one variable in the relevant cluster of variables, and that is not a prime mover of social change.” (Kamat 1985, p.19). The ability to read and write that counts high in literacy rate corrupt the significance of education. The skills of read and write followed by constructive practical education play the crucial role in order to bring socio-economic development in the society.

The more the society comes to rely on recurrent education, the more it must be sure that what it provides in the earliest education is itself not duly specific, that for it provides a basic for the acquisition of specific skills later, a basis of fundamental competences established in early life. According to Biswas (2006), “Education interacts and is interdependent with the process of development. Social structures policies and goals exert their influence on the education sector, as on other sector, while the education sector influence economic and social development by inducing change in technology through the systematic application of scientific and other knowledge, in skilled and specialized knowledge for specialized tasks as a consequence of their
division and differentiation, and in values and attitude to provide the necessary incentives for productive efficiency, the net change in growth is the result of the modern education, assisted by change in values and attitudes.” (Biswas 2006.p,18). Education and development is strictly confined in a matter of social relevance, in this context, education should be relevant with the development which strengthened the linkage between them. Challenge arise, when the value of quality education put down and quantity of education arise which is unproductive. The Harvard Committee (1945) pointed out clearly that, “The opposition to general education does not stem from causes located in the past alone. We are living in an age of ‘specialism’ in which the avenue to success to success for the student often lies in his choice of a specialized career, whether as a teacher, a chemist, or an engineer, or a doctor, or a specialist in some form of business or of manual or technical work. Specialism is the means for advancement in our own mobile structure; yet we must envisages the fact that a society controlled wholly by specialists is not a wisely ordered society. We cannot, however, turn away from specialization and this is specially important in providing specialist courses for teachers since so many of your graduates, as with us, go into teaching. The problem is how to save general education and its values within a system where specialization is necessary.” (Extracted from the published Speech of former Minister of Education, Britain, Lord Butler 1971, at Azad Memorial Lecture. pp,16-17).

Therefore, the production in right kind of education bring productive gainful economic development in the society as a whole, nation or country. Gupta (1993) states, “Higher education provides people and opportunity to react on the critical “social, economic, cultural, moral and spiritual issues facing humanity. It contributes to the national development through dissemination of specialized knowledge and skill. It is therefore, a crucial factor of survival,” (Gupta 1993.p,20).

**Policies on Higher Education**

According to the report of UN General Assembly, on 27 August 2010, “Higher education” is defined as, “all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities”. Included in the higher education sector can be institutions for the training and certification of teachers at all levels, social workers as well as medical and legal professionals.” (UN General Assembly 2010.p,8). In broader term, UN has
laid down the definition of higher education which has to exercise around the globe to maintain rights and equality in the society, state and country. Since education has been adopted as fundamental rights, it is unalienable to pursue further education, it has been considered as first priority of every citizen. According to Villalobos (2004), “Education has the characteristic quality that enables it to be present in and nourish all areas of life. The interconnectedness of human rights is nowhere more obvious than in educational processes, so the right to education is, moreover, an individual guarantee and a social right which is fully expressed by the individual in the exercise of his or her citizenship.” (Villalobos 2004,p,5). Right to education should give an individual right to develop attitudes, right to learn in his or her choices, these principles acknowledge democratic educational human rights. According to McCloskey (1959), “Knowledge, skills, and self–discipline are counterpart of responsible freedom. People are free to achieve only what they learn how to achieve, to make only those choice they perceive and understand, to contribute only what they have capacity to offer.” (McCloskey 1959,p,1). Every individual should give a chance to use his/her capabilities to utilize and develop the abilities and impart knowledge through independent mind. According to Bills (1982), “all people have a right to as much education as they can profit from and to the type of education which maximally aids their development. This education should be freely available. But no youngster should be forced to accept education beyond the level of competence in the fundamental processes.” (Bills 1982,p,8). In a democratic oriented view of education, the report of NPE (1986) states, “In a democracy, the individual is an end in himself and the primary purpose of education is to provide him with the widest opportunity to develop his potentialities to the full.” (NPE 1986,p,4). MHRD, Government of India, Annual Report (2009-2010) states, “Education is not only an instrument of enhancing efficiency but also an effective tool of augmenting and widening democratic participation and upgrading the overall quality of individual and society.” (MHRD, GOI, 2009-2010,p,6).

On 10 December 1948, the general assembly of UN universal declaration on human rights passed preamble, Article 26 as ‘Rights to Education’ under this rights, three points has been laid down:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and
professional education shall be made general available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nation for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

In 1994, the UN General Assembly officially proclaimed (1995-2004), the United Nation Decades for Human Rights Education and produced a Plan of Action for the Decades. According to the Plan of Action, human rights education is about the imparting of knowledge, skills and attitudes directed to five points, they are:

a. The strengthening of respect for human rights and fundamental freedom;

b. The full development of the human personality and the sense of its dignity;

c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, ethnic, religious and ethnic groups;

d. The enabling of all persons to participate effectively in a free society;

e. The furtherance of the activities of the United Nation for the maintenance of peace.

There are some international organizations that are actively involved to uplift the field of education, the main theme of these organizations targets Education for All (EFA). The common principles are to integrate education programme in the formal education system whether it concerns in primary, secondary and higher education. These organizations are, United Nation Development Programme (UNDP), United Nation High Commissioner for Refugees (UNHCR), United Nation Educational, Scientific and Cultural Organization (UNESCO), United Nation Children’s Fund (UNICEF), and International Committee of the Red Cross (ICRC).

In Indian context, the Constitution of India guarantees the right to education to every citizen. Article 21 (A) of the Indian Constitution constitute the right to pursue education without any hindrance. As article 21 (A) is the main focal point on right to education. Under this article 21
(A), there are other fundamental rights or provisions related to education they are, articles 29, 30, 45 and 46. The statements of these Articles are as follows:

Article 21 A states: Right to Education

Article 29 (1) states: Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same. (2) No citizens shall be denied admission to any educational institution maintained by the State or receiving funds on ground on of religion, race, caste, language or any of them.

Article 30 states: All minorities, whether based on religion or language, shall have a right to establish and administer educational institution of their choice.

Article 45 states: The State shall endeavor to provide free and compulsory education for all children up to the age of 14 years within ten years from the date of which the Constitution came into force.

Article 46 states: The State shall promote with special care the educational and economic interests of the weaker sections of the people and, in particular, of the scheduled castes, and the scheduled tribes and shall protect them from social injustice and all forms of exploitation.

The Union government and the State government are responsible to look upon the promoted educational rights laid down in the Indian Constitution.

**Steps to Promote Higher Education**

India is a land that consists of multiple sections of people, caste, religion, communities, language and cultures. Every community has their own unique style of livelihood depending on their cultures and traditions. From the scientific point of view, in order to bring progress in the modern society, higher education is mandatory to run the affairs in vertical position to accelerate rapid growth of higher education. The former, Minister of Education and Youth Services, Government of India, at Azad Memorial Lecture Speech, Rao (1970) states, “How far and in what manner we can combine in higher education its scientific and technological content with a faith in man, with a faith in the dignity of man and the goodness of man, so that all of us who get the benefit of higher education will not only serve our society by being good managers, by being good administrators and good technicians and what not but will also help to serve our society in
making it a good society, a decent society, a wealthier and if I may express my own personal view in addition to all this, a democratic socialist society.” (Rao 1971.p,8).

India as a land of diversity, different universities played different kinds of role in higher education to shape their students and giving them the capability to discover the productive range of quality education to compete against the global world. The NPE (1986) states, “There is still another aspect to the challenge. It is true that knowledge is international and that there can be no barriers, except those of our own creation, to its free import. But India cannot for ever remain at the receiving end of the pipeline. She must make her own contribution as an intellectual and cultural equal to the eternal human endeavor to extend the frontiers of knowledge. This demands a large scale programme for the discovery of development of talent and creation of a few centres the world.” (NPE 1986.p,3).

National Council of Educational Research and Training (NCERT), Report of the Education Commission (1964-66), after investigating the education system in the country, it laid down 17 principles to promote the education in the country, out of which, principle 11 states two points regarding the secondary education, they are:

(a) Educational opportunity at the secondary (and higher) is a major instrument of social change and transformation. Facilities for secondary education should accordingly be extended expeditiously to the areas and classes which have been denied in the past.

(b) Provision of facilities for secondary and vocational education should conform broadly to the requirements of the developing economy and real employment opportunities. Such effectively terminal. Facilities of technical and vocational education should be suitably diversified to cover a large number of fields, such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretarial training etc.

The principle no.12 of the NCERT report target on University Education and it laid down five points, they are:
(a) The number of whole time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.

(b) Considerable care is needed in establishing new universities. These should be started only an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.

(c) Special attention should be given to the organization of post-graduate courses to the improvement of standards of training and research at this level.

(d) Centres of advanced study should be strengthened and a small number of ‘clusters of centres’ aiming at the highest possible standards in research and training should be established.

(e) There in need to give increase support to research in universities generally. The institution for research should, as far as possible function within the fold of universities or in intimate association with them.

Another report investigated by NPE (1986), Programme of Action (POA), visualizes that higher education should become dynamic as never before. The main features of the programmes and strategies to impart the necessary dynamism to the higher education system will consist of the following:

(i) Consolidation and Expansion of Institutions
(ii) Development of Autonomous Colleges and Departments.
(iii) Redesigning of Courses
(iv) Training of Teachers
(v) Strengthening Research
(vi) Improving in Efficiency
(vii) Creation of structures for co-ordination at the States and National levels.
(viii) Mobility
(ix) Finances
(x) Review and Monitoring
Higher Education System in India

In India, education system has been invaded three times before India attained her independence on 15 August 1947. The three major periods are Ancient Hindu Education, Mohammedan Education and British Colonial Education. Each education system has different patterns of imparting education to communicate between the plural societies. Higher Education in India started during colonial rule under the legislation of Indian University Act in 1857, at the same year three universities were established at Bombay, Calcutta and Madras. During colonial period, the growth of higher education was weak but after the India Independence it has been changed tremendously.

University Grant Commission: After India got her Independence, higher education has been administered by University Grant Commission (UGC). UGC was established in the year 1956, under the Parliament Act, Govt. of India. The main agenda of UGC is to ensure effective region-wise coverage throughout the country. UGC is formally inaugurated by late Shri Maulana Abul Kalam, the then Minister of Education, Natural Resource and Scientific Research, on 28 December 1953. The headquarters of UGC is based in South Delhi, the capital of the country. The functions of UGC is to grant and distributes funds according to the certain financial requirements of the colleges and universities, coordination and maintaining of standards, survey and identifies the need of universities, scholarships for numerous stream in higher education, etc.

In order to bring reformation in Indian Higher Education, on 3 March 2011, UGC implemented an effective step by introducing various schemes which is known as, ‘UGC Interventions towards Quality Enhancement in Higher Education as Compendium of Schemes’. This Compendium Schemes includes the 11th Five Year Plan (FYP), the objectives of providing access, equity, quality, excellence, relevance and value orientation in the field of higher education. It also takes into account that several innovative old schemes of the past are continued, ensuring at the same time that the new schemes focus on creating and nurturing excellence to meet the global challenges of higher education. The target of higher education by providing academic, administrative and financial assistance to the University and Higher
Education System in it’s entirely. All together there are 63 schemes; in short, the schemes can be categorized as serving the institutional sectors:

(i) Schemes exclusively meant for universities.
(ii) Schemes exclusively meant for colleges.
(iii) Schemes meant for universities and colleges.
(vi) Schemes meant for professional development of faculty of universities & colleges and for recognition of academics of eminence.

**Autonomous Educational Councils:** There are 28 autonomous educational councils and organizations under the Ministry of Human Resource Development, Govt. of India. Each universities and colleges department develops, motivated and promotes their respective education systems. These professional councils are responsible for recognition of courses, promotion of professional institutes and providing grants according to their respective concerned authority. These autonomous educational councils play different types of roles to develop education in different subjects and each educational council take their own decision to promote the education sectors in the country. Apart from UGC, there are numerous autonomous professionals councils in Higher Education and Research they are, National of Educational Planning and Administration (NEUPA), All India Council of Technical Education (AICTE), Medical Council of Indian (MCI), Indian Council for Agricultural Research (ICAR), Dental Council of India (DCI), Indian Council of Historical Research (ICHR), Indian Council of Philosophical Research, Indian Council of Social Science Research (ICSSR), Bar Council of India (BCI), Council of Architecture, Distance Educational Council (DEC), etc.

**Association of Indian University:** The organization, Association of Indian Universities (AIU) is considered as a private apex body organization to take initiative and function to uplift the Indian Colleges and Universities. AIU emerged to bond together the Indian Universities by hosting conference which represent the Vice Chancellors of Universities headed by Lord Reading, the then Viceroy of India at Shimla in 1924. Before the formation of AIU, originally AIU was called as Inter University Board (IUB). IUB was established in the year 1927, to coordinate Indian universities without a power or provision but only acting as an advisory body. During 1973, the name of the organization IUB has been changed into AIU in order to legalize as autonomous
body under the Societies Registration Act. AIU act as a mediator between the universities and government. According to the website of AIU (2011), the objectives are, “to serve as an Inter-University Organisation; to act as bureau of information and to facilitate communication, coordination and mutual consultation amongst universities; to act as a liaison between the universities and the Government (Central as well as the State Governments) and cooperate with other universities or bodies (national or international) in matter of common interest; to act as the representatives of universities of India; to promote or to undertake such scholarly publication, library organisation and such other programmes as may contribute to the growth and propagation of knowledge; to help universities to maintain their autonomous character; to facilitate exchange of members of teaching and research staff; to appoint or recommend where necessary a common representative of the Association at any Conference, national or international, or higher education; to assist universities in obtaining recognition of their degrees, diplomas and examination from other universities, Indian as well as foreign; to undertake, organise and facilitate conference, seminar workshop, lecture and research in higher learning; to establishment and maintain a sports organisation for promoting sports among Member-Universities; to establish and maintain organisation dealing with youth welfare, student services, cultural programmes, adult education and such other activities as are conducive to the betterment and welfare of students or teachers and other connected with universities; to act as a service agency to universities in whatever manner it may be required or prescribed to undertake, facilitate and provide for the publication of newsletters, research papers, books and journal;.” (Retrieved from URL http://www.aiuweb.org/Objectives/objectives.asp , on 2 June 2011).

Five major kinds of universities exist in the country. They are, Central University, Deemed to be University, State University, Open University and Private University. These universities are funded by the Union and State government except private universities. Open University which is considered as Open Distance Learning (ODL) is unlike the other regular Indian University. It functioned in distance mode of imparting education. One of the largest ODL university in the country, Indira Gandhi National Open University (IGNOU), was established in the year 1985, under the Parliament Act, Govt. of India. IGNOU has been spread all over the country and set up the extension of 61 regional centres in India. IGNOU has multilateral and bilateral alliance with several countries like Asia, Africa, Arab, Australia, United Kingdom and France. There are also
various Open University, which are operated by the respective states in the country.

According to the All India Survey on Higher Education, MHRD, Department of Higher Education, Planning, Monitoring & Statistic Bureau (2011), the following degree awarding Institutions are covered in these category:

1. **Central University** - A university established or incorporated by a Central Act.
2. **State University** - A university established or incorporated by a Provincial Act or by a State Act.
3. **Open University** – A University which imparts education exclusively through distance education in any branch or branches of knowledge.
4. **Private University** – A university established through a State / Central Act by a sponsoring body viz. a Society registered under the Societies Regulation Act 1860, or any or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956.
5. **Deemed University** – An Institution Deemed to be University commonly known as Deemed University refers to a high-performing institute, which has been so declared by Central Government under Section 3 of the University Grant Commission (UGC) Act, 1956.
6. **Institutes of National Importance** – An Institution established by an Act of Parliament and declared as Institutions of National Importance such as All Indian Institute of Technology (IIT), National Institute of Technology (NIT).
7. **Institute Under State Legislative Act** – An institution established or incorporated by a State Legislative Act such as Nizam’s Institute of Medical Sciences, Hyderabad; Shri Venkateswara Institute of Medical Sciences, Tirupati; Shere e-Kashmir Institute of Medical Sciences, Srinagar; Indira Gandhi Institute of Medical Sciences, Patna; Sanjay Gandhi Post Graduate Institute of Medical Sciences, Lucknow.
8. **Other Institute** – Institute not falling in any above category but established through State Central Act and are empowered to award degrees e.g. National Institute of Fashion Technology established through an Act of Parliament.
Different kinds of education systems are practiced around the world. Education system in India are governed and managed by the union government, state government and private bodies unlike western and European countries in which education systems are privatized. Education system in western country like USA is controlled and funded from three levels; they are federal, states and local. USA has the second largest number of education institutions in the world and has also the highest number of student enrollments in higher education in the world. United States Service Academies and Staff College are controlled by federal government whereas other universities are not directly regulated by federal government although federal government gives federal grant. Majority of the universities are controlled by the states and its’ territories. According to the status of higher education in different parts of the world, Murthy (2007) states, “India has the third largest higher education system in the world-after China and the USA-with 331 universities and 15,600 colleges as of 2004. The number of degrees awarded by Indian educational institutions has grown by 70 per cent between 1990 and 2004, and the number of engineering degrees awarded has grown by 90 per cent. Of the 10.5 million students attending India’s universities, the majority of enrolment is at the undergraduate level with 88.9 per cent of students enrolled in undergraduate programmes and 9.4 per cent in postgraduate programmes. India produces 2.5 million graduates and 350,000 engineers every year. India’s pool of university graduates alone is 1.5 times the size of China’s and twice as large as that of the USA. India produces five to six times the number of engineers as the USA. But, despite being one of the largest producers of degrees in the world, the quality of education in India is still unsatisfactory. India has hardly produced any worthwhile inventors in recent years. Almost every technology we use is from abroad. The reason is the low quantity and quality of our doctoral programmes and our continued emphasis on rote learning. Today, India’s pool of PhDs is less than one-tenth the size of the US pool. India’s engineering and medical colleges, management schools and universities are facing a serious shortage of good quality academics with faculty shortages averaging over 20 per cent. Our annual output of the PhDs in the computer science (CS) area is around twenty-five while the output of the PhDs in CS in the USA exceeds 800 a year. China is estimated to produces more than 2500 PhDs every year in the CS area.” (Murthy 2007.p,135).
Table 1.1

Universities and Colleges in India-2011

<table>
<thead>
<tr>
<th>Type of Universities and Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities and university-level institutions</td>
<td>504</td>
</tr>
<tr>
<td>Central Universities</td>
<td>40</td>
</tr>
<tr>
<td>State Universities</td>
<td>243</td>
</tr>
<tr>
<td>State Private Universities</td>
<td>53</td>
</tr>
<tr>
<td>Deemed Universities</td>
<td>130</td>
</tr>
<tr>
<td>Institutions of national importance (Acts of Parliament)</td>
<td>33</td>
</tr>
<tr>
<td>Institutions established under various State legislations</td>
<td>5</td>
</tr>
<tr>
<td>Colleges</td>
<td>23,386</td>
</tr>
<tr>
<td>Women Colleges</td>
<td>2,565</td>
</tr>
</tbody>
</table>


According to the MHRD, Govt. of India, annual report 2009-2010, there were 20 Universities and 500 Colleges at the time of Independent. At present, there are 504 Universities and university-level institutions in the country. Out of which there are; 243 State Universities, 130 Deemed Universities, 53 States Private Universities, 40 Central Universities, 33 Institutions of National Importance established under the Act of Parliament and, 5 Institutions established under various states legislations. Apart from universities, there are 25,951 Colleges including 2,565 Women Colleges. Out of total number of colleges, 7,362 Colleges (28 percent) have been recognized under Section 2 (f) and 5,997 Colleges (23 percent) under Section 12-B of the UGC Act, 1956.

UGC is one of the apex bodies of Higher Education in India. UGC, after the four decades of administered in higher education, National Commission for Higher Education and Research (NCHER) is going to be replaced by 2012. The system of higher education in India is going to be transformed by the policies of Foreign Direct Investment (FDI). The foreign countries educational institutes are ready to collaborate with Indian Universities in order to bring better constructive educations system in the country. Higher Education and Research Draft Bill (2010) states, “An Act to promote autonomy of higher educational institutions for the free pursuit of
knowledge and innovation and accountability that is a necessary part of such autonomy, to facilitate access, inclusion and opportunities to all and to provide for comprehensive and integrated growth of higher education and research keeping in view the global paradigms of educational and research practices and achievements and to provide for an advisory mechanism of eminent peers in the academic community, and for that purpose, to established the National Commission of Higher Education and Research.” (Retrieved from URL http://www.aiuweb.org/Notifications/HERB.pdf, on 2 June 2011). Specially, the Western and European countries will be collaborating with Indian Universities to transform the higher education system in India. The Union government has been taken up an initiative by creating joint venture and public-private partnerships with foreign countries to improve the quality of higher education in the country.

**Structure of Higher Education**

Education system of India considered (10+2) as Higher Secondary or Pre-University, which consists of compulsory two year course (class XI and XII). Higher Secondary level is the crucial stage of learning knowledge because is the stage to train the level for direct profession. The next level is considered as three years degree course (10+2+3), this undergraduate three years degree course can be pursue after the completion of compulsory (10+2) level. The level of (10+2+3) three years degree course is considered as higher education that gives an options to specialize the subject which he/she want to pursue. Some of the professional educational councils in the country have different structures in higher education (10+2+4), it has four years degree courses unlike other degree courses, these courses are, Bachelor of Law (LLB), Bachelor of Technology (B.Tech), Bachelor of Medicine and Bachelor of Medicine (MBBS), etc. Higher education can be also called as tertiary or third stage post secondary education; it also can be referred as graduation. After crossing the line of three or four years degree courses, the individual can opt for (10+2+3+2) or (10+2+4+2) which is called as post-graduation. In this stage, the courses are offered to specialize in various streams of higher learning and research. Apart from these degree courses, there are different kinds of academic Diplomas and Certificates depending on the structures and qualification of individual achievement.
Methodology

The aim of the present study is mainly to assess the problems of higher education among the Tangkhuls of Ukhrul district. The notion of higher education here means the level after 10+2 classes. But even those undertaking technical education in the ITI have been considered for the research. The study was taken up in the government and private higher secondary schools (10+2) and above onwards that are available in the district.

Rationale of the Study: There has been very little study done on the problems of higher education among the Tangkhul Nagas. There are also very few studies on education in the Ukhrul district itself where the majority of the Tangkhuls resides. It is mainly due to these reasons that the study has been undertaken. The study would also add on the body knowledge of higher education theoretically.

Objectives of the Study

- To Study the Nature of Higher Education pursued by the Tangkhuls
- To Study the Problems of Higher Education Among the Tangkhuls
- To Study the Factors that Lure the Students to Study Outside the State
- To Compare the Educational Development between the Meiteis and the Tangkhuls in Manipur

Research Setting: The universe of the study is confined to four villages of Ukhrul district and the Ukhrul township. Besides, data was collected from Shillong and Delhi where the Tangkhul students have migrated for studies.

Sampling Methods: The research method used is qualitative and exploratory in design. Two major sampling methods are applied for the study they are, purposive sampling and snowball sampling. Purposive sampling is also known as judgmental sampling. The researcher purposefully chose persons who, in his judgment would be suitable respondents and were available. Through snowball sampling when the member of the social group were difficult to
locate or in other words, the researcher began the research with few respondents who were available to him and later the respondents directed other persons to fulfill the criteria of research.

**Techniques of Primary Data Collection:** In order to assist the primary data collection process, unstructured interview was used. The idea of unstructured interview is to get people to open up and let them express themselves in their own terms, and at their own pace. The researcher used this method of unstructured interview to get the fresh data. The researcher encouraged the respondents to talk freely about their experiences and this further helped in bringing about the inner feelings and emotions which provided the factual information about the experiences which had come across in their lives. The major advantage of this type of interview is that the interviewer is free to move the conversation in any track of interest that may come up.

The primary data was collected according to the objectives of the study. Firstly, the written records of the various educational institutes profiles were collected from the Office of the Principal and Principal in-charge of the existing educational institutes in Ukhrul headquarter and other four villages of the district Talui, Somdal, Phungyar and Ramva. These are the only higher secondary schools in Ukhrul district. The name of the sites and types of educational institutes that have been collected as a primary data by the researcher are; (i) the government run Pettigrew College and Ukhrul Higher Secondary School of Ukhrul headquarter, the other newly upgraded three government higher secondary schools Talui Higher Secondary Academy of Talui village, Somdal Ningkhalem Higher Secondary School of Somdal village and Phungyar Higher Secondary School of Phungyar village, (ii) the private aided run higher secondary schools at district headquarter Alice Christian Higher Secondary School, Sacred Heart Higher Secondary School and Mt. Sinai Christian College (residential college), (iii) the private run higher secondary schools, Sentinel College, KTL Excel Higher Secondary School, and (iv) the two CBSE affiliated higher secondary schools Little Angel Higher Secondary School of Ukhrul headquarter and Jawahar Novodaya Vidyalaya of Ramva village (residential higher secondary school) and (v) the lone vocational training institute, Industrial Training Institute (ITI) of Ukhrul headquarter.
Thereafter, the unstructured interviews were conducted and collected primary data from the Principal in-charge of the Pettigrew College, Ukhrul Higher Secondary School, Talui Higher Secondary Academy, Sombal Ningkhalen Higher Secondary School, Phungyar Higher Secondary School and from the Principal of Alice Christian Higher Secondary School, Sacred Heart Higher Secondary School, Sentinel College, KTL Excel Higher Secondary School, Mt. Sinai Christian College, Little Angel Higher Secondary School, Jawahar Novodaya Vidyalaya and some faculties of the researcher selected educational institutes in the district. Other than educational institutions, unstructured interviews have been conducted by the researcher and collected primary data from the Director, Tangkhul Theological Association (TTA); he is one of the persons who have taken an active part to bring revival in education system of the district as well as in the state. Other persons interviewed were the Project Manager of International Fund for Agriculture Development (IFAD), Education Secretary of the Tangkhul students’ apex body Tangkhul Katamnao Saklong, Ukhrul headquarter (TKS), Zonal Education Officer of Ukhrul district and the Vice-Principal of Alice Christian Higher Secondary School. The primary data were collected from Imphal (the capital of Manipur) through unstructured interviews from the President of All Tribal Students’ Union, Manipur (ATSUM) and President and other Executive Members of All Naga Student Union, Manipur (ANSUM). Through the method of discussion the primary data also collected from the Director of Tribal Research Institutes (TRI) and In-charge of Regional Centre, Indira Gandhi National Tribal University (IGNTU).

The other technique of collecting primary data was using the methods of interaction and this method was taken up in each higher secondary school, college and industrial training institute at Ukhrul headquarter followed by other four higher secondary schools that are situated in the different villages of the district. Two students (one male student and one female student) each was selected from classes (XI-XII) and undergraduate students in Arts, Science and Commerce streams. The students selected for interaction were recommended by the school authorities. Separate interaction sessions were taken for the separate educational institutes in their respective institutes at different times. The students were free to respond according to the objectives of the interactions of the research study. The method of discussion was used at Ukhrul headquarter to get primary data from the parents, students, local elders, student leaders and community leaders.
By using the methods of interacting and discussion, the respondents felt free to express their feelings without any bondage.

In the next step Shillong (capital of Meghalaya) was selected because it is one of the educational hubs in North East Region (NER) where the Tangkhuls largely migrate every year in order to pursue higher studies. The data was not directly collected by the researcher at the site but the profile data of the migrant Tangkhul students was collected from the concerned Tangkhul student body in Shillong - Tangkhul Katamnao Long, Shillong (TKLS) through the assistance of mobile phone and internet. Besides, the Tangkhul students union covered the entire place of Shillong unlike Delhi, because the geographical area is much smaller. In Delhi, the profiles of the migrant Tangkhul students have been collected through the methods of unstructured open ended questionnaire. In Delhi, the Tangkhuls are chiefly populated in some localities of the capital and each Tangkhul inhabited locality has a Care Group under the leadership of Tangkhul Church body, Tangkhul Church Delhi. The data was collected through the co-ordinates of the various Tangkhul Care Groups in Delhi. The researcher collected the filled up questionnaires from the twelve care groups in Delhi. Those care group localities are as follows, Munirka, Safdarjung Enclave and Mohamudpur, Moti Bagh, Naraina, Chirag Delhi, Ashram, Vijay Nagar, Gandhi Vihar, Malka Ganj, Malviya Nagar, Mukherjee Nagar and Indra Vihar. The primary data was also collected in Delhi through the techniques of discussion and interaction with the students and the community elders in Delhi.

Finally, the primary data collection of the study was concluded by conducting a case study among the Tangkhul students in Ukhrul headquarter, Shillong and Delhi. In Ukhrul, three students were selected who studies (Arts, Science and Commerce), four students in Delhi (Arts, Science, Commerce and Other Stream) and four students in Shillong (Arts, Science, Commerce and Other Stream). All these methods were used as tools to get the primary first hand original data. The researcher used field notes and tape recorder to record the interviews, discussions and interaction sessions.

**Techniques of Secondary Data Collection:** Secondary sources of data were collected from various sources, census report, reports of government departments, books, articles, archives,
libraries, book store and newspapers. Published and unpublished materials from internet. Researcher accessed a number of thesis’s available in libraries of the universities. Research studies and literatures brought out by Tangkhuls and written in Tangkhul dialect have been compiled and translated into English by the researcher.

**Data Analysis:** The collected primary and secondary data were analyzed comparatively. Researcher compared and contrasted the data of the government and private run college, higher secondary schools, industrial training institutes and other educational institutes in the district as well as educational development in Ukhrul hill district and in Imphal valley district of the state. It brought out the issues of crucial difference among those educational institutes. In the first stage, researcher transcribed the recorded data and field notes to minimize the shuffling process between several responses and profiles of educational institutions. Shifting and tabulation was done to classify the heterogeneous data and organize them. Some of the important interviewed data and secondary data are cited as verbatims. The whole duration of collecting the primary and secondary data for the study was eight months.