CHAPTER - 7

VARIOUS REFORMS IN
THE INDIAN HIGHER EDUCATION SYSTEM
Chapter 7

Various Reforms in the Indian Higher Education System

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7.1 Introduction

The Concurrent list of the Constitution has Education is listed in it. Thus the responsibility of regulating education falls on both the state and the centre. The central government determines the standards that higher education institutions must adhere to and the state government can formulate rules and regulations for incorporation and winding up of universities.

Multiple authorities regulate higher education in India. They are as follows:

1. The University Grants Commission (UGC)
   The University Grants Commission, founded in the year 1952 and constituted as a statutory authority in 1956, has the responsibility of developing higher education. The UGC regulates teaching of general subjects in colleges and universities. It determines and maintains standards and disburses grants.

   The University Grants Commission created the National Accreditation and Assessment Council (NAAC), a self-governing body, for periodically assessing volunteering universities and colleges. The NAAC’s main task is to deal with the qualitative issues that have arisen due to the explosion in higher education.

2. The All India Council for Technical Education (AICTE)
   Established in 1948 and given statutory authority in 1988, it is entrusted with the tasks of planning and developing technical education (i.e. engineering, technology, architecture, management and pharmacy). It oversees, reviews and updates the curriculum and facilities of engineering colleges and other technical training institutions. The AICTE constituted a National Board of Accreditation (NBA) to assume the certification of technical institutions (similar to what the NAAC does).
3. **The Central Advisory Board of Education**
   The present Central Advisory Board of Education is the oldest and the most notable advisory organization of the government in the education field. It was founded in 1920, dismantled in 1923 but was revived in 1935 and has been in existence ever since.
   The Board mediates between the union and the state governments in formulating the rules and regulation.

4. **Council of Architecture (COA)**
   The Council of Architecture has been constituted by the central government under the provisions of the Architecture Act, 1972. This Act came into force on September 1, 1972. The Council is responsible for registering architects and all matters connected with the professional conduct of architects. The recommendation of the Council is taken before any architectural qualification is notified under the Act by the central government.

7.1.1. **Strengths of the higher education system in India**
   1. **Well established educational institutions:**
      Institutions imparting higher education have developed into systems providing openings for education in disciplines at all levels i.e. from the certificate to the post-graduate level. Reputed technical institutes like IISc, IITs, and IIMs are known the world over.

   2. **Young population:**
      There are 672 million people aged between 15 and 59 years out of a populace of over 1.1 billion, which constitutes “working age population”.

   3. **Robust economic growth:**
      As a consequence of the economic liberalization, there has been a flush of funding in higher education.

   4. **Capital is available for educational ventures:**
The investment in education over the years indicates that finance is available to cater to growth in the education field. A number of initiatives taken by the non-governmental organisations have also received funding.

5. Alert civic society:
Civic society in India is aware of and concerned about education which has led to the quality of education being maintained.

6. A good number of alumni associations:
India exports technical graduates and post-graduates who have regular interaction with their alumni.

7.1.2. Weaknesses of the Indian higher education system

1. Shortage of faculty:
An estimated ten thousand positions have continued to be vacant in higher education due to non availability of suitable candidates.

2. A number of supervisory bodies and splintering of higher education:
13 different regulatory bodies control higher education. These agencies do not coordinate amongst themselves. The system, consisting of numerous agencies, has become over regulated, and this has led to inefficiency and the promotion of malpractices.

3. Regional imbalance:
23 states and Union Territories show an average GER of less than 13.5%. 70% of the institutions imparting higher education are found in eight states and 70% of those related to the technical field are found in only 7 states.

4. Insufficient infrastructural facilities:
There is a severe scarcity of infrastructural facilities in the higher education sector. This is a hindrance to development in any field.

5. Research and development are not given the importance they deserve. No collaboration between universities and research centers.

6. Insufficient response from private investors:
The National Knowledge Commission has recommended changes in income tax and trust laws so as to promote investment funding of education by non-governmental sector.
7.1.3. Opportunities available in the higher education system

1. Young working population
2. Sharp decrease in dependency rate
3. Invaluable asset of human resource

India has approximately 672 million people who are aged from 15 to 59 years. With appropriate education and expertise they can add to the progress of the country and even the economy of the world.
4. Immense possibility for growth of education by putting together continued plans to improve the GER to thirty percent by the year 2020.
5. International center for education:

India is fast becoming an educational center for international students as the government has made a number of reforms in higher education.

7.1.4. Challenges for the higher education system

1. An enrolment ratio of minimum 20% will ensure that India becomes a developed country.
2. The limited amount of seats available in universities does not allow admission to a large section of students. For achieving thirty percent GER by the year 2020, 735 more universities and 2692 more colleges, for education in general, will be required.
3. Quality of the education imparted by some Indian universities is poor. In 2009 the Human Resource Development ministry reviewed 130 deemed universities and found that 88 of them were substandard. They have problems like control in the hands of management nominated by the sponsoring trust, substandard research and not following proper admission procedures.
4. Lack of quality faculty, substandard research and absence of instructive innovation in universities, no one is held responsible for any mis-management nor any encouragement is given to teachers and there is no system of appraisal.
5. The procedures for granting recognition to universities are unwieldy and lengthy which leaves scope for large scale corruption.
6. Most of the universities do not have sufficient funds. A meager 0.7% of the GDP is apportioned towards higher education.

7. A large segment of the student population has no access to higher education.

8. Commercialization of higher education:
   Institutions imparting technical and medical education are charging exorbitant fees and have been reported to follows unfair practices. This has led to higher education being beyond the reach of common people.

9. Socio-cultural factors and economic factors:
   Factors like scarcity of openings, discrimination against women, societal disparities and rural-urban gap also affect development higher education.

10. Impact of state government policies:
    As per the concurrent list, the state has been entrusted with the responsibility of administering education and hence a number of policies and plans of the department of education are either implemented by the state government or need detailed co-ordination and co-operation of the state government, otherwise implementation would be difficult.
Table 7.1.1:

Regulatory structure of higher education:

<table>
<thead>
<tr>
<th>Types of Institutions</th>
<th>Numbers (as on 2014-15)</th>
<th>Structure of Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities (Private+state+central)</td>
<td>580</td>
<td>Established by an Act of parliament or state legislature (either private or public).</td>
</tr>
<tr>
<td>Deemed to be Universities</td>
<td>128</td>
<td>Central government accords this status when recommended by UGC. They are free to set</td>
</tr>
<tr>
<td></td>
<td></td>
<td>their own admission criteria, fees and syllabus.</td>
</tr>
<tr>
<td>Colleges</td>
<td>40,760</td>
<td>They must be affiliated to a government controlled university. They can be autonomous,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unaided or aided.</td>
</tr>
<tr>
<td>Institutes of national importance</td>
<td>74</td>
<td>Parliament grants such status by an enactment of law (eg. IITs, NITs etc.). They can</td>
</tr>
<tr>
<td></td>
<td></td>
<td>independently award degrees without affiliation.</td>
</tr>
<tr>
<td>Technical education(institutions funded by Central govt., state govt. and self-financed)</td>
<td>82</td>
<td>AICTE approves establishment of new institutions and introduction of new courses. It</td>
</tr>
<tr>
<td></td>
<td></td>
<td>includes technology, engineering, management, pharmacy, town planning and architecture.</td>
</tr>
<tr>
<td>Institutions imparting education in the fields of legal, medical, dental, pharmacy, nursing and teaching.</td>
<td>10,139</td>
<td>Regulated by 13 councils such as the Bar Council of India, Medical Council of India and Dental Council of India who can approve courses and promote the institutions.</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>3716</td>
<td>State governments or private bodies set up such institutions with prior approval of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AICTE. Private polytechnics require a sponsor: a trust or a society. Can award only diplomas or certificates.</td>
</tr>
</tbody>
</table>

7.2 Proposed Reforms in higher education

Two apex working groups were commissioned to propose ways to overhaul the functioning of higher education in India: The National Knowledge Commission presented its findings and recommendations in March 2009 and the Yash Pal Committee came out with its study report in June, 2009.

The Yash Pal committee report conveyed its apprehensions about the state of the higher education system and the trend of education.

Both the reports, written by a panel of renowned educationists, identify the following major weaknesses of the current system.

1. The regulatory bodies have totally failed in discharging their responsibility of maintaining standards.
2. Low enrolment ratio of students.
3. Substandard quality of education in many universities.
4. The talented generations are not attracted to a career in education.
5. Inadequate infrastructure and educational facilities in various institutions.
6. Outdated teaching methods.
7. The quality of research has dropped.
8. Unenthusiastic students.
10. There is widespread geographic, income, gender and ethnic imbalance.
11. Educational institutions in the private sector exploit students.
12. Discrimination against poor students who wish to take up higher studies.
13. A series of judicial interventions and strong reaction of the government.
14. Challenges for continuous improvement of courses to match the advancement in science and technology and globalization.
15. Mushrooiming of private institutions that do not adhere to the qualities and standards required of them as there is no system to monitor them.
16. Scarcity of funds to meet novel innovative programs.
17. Developing a significant and determined interaction between universities, industries, National Research Laboratories, society and government.
18. Excessive commercialization of education.
19. Uneven accessibility of the resources.
20. Unwarranted and unsuitable regulation of educational institutions.
21. Political pressures and interference from the outside.
22. Generating sufficient resources and involvement in litigation and conflicts which are unrelated to education mission.

Both committees proposed the establishment of a new constitutional body, naming it the “National Commission for Higher Education and Research” (“NCHER”), to take over the duties and responsibilities of the University Grants Commission and the All India Council for Technical Education and also to carry out all educational matters of the 13 professional regulatory bodies.

The “NCHER” would be directly accountable to parliament in the same way as the National Election Commission so that it will be insulated from political intrusion of ministers.

The commission would serve as the topmost body to regulate higher education in India and try to redefine the higher education system.

7.2.1 Professor Yashpal Committee report and its recommendations*1

The policies adopted by the HRD ministry are based on the findings and recommendations of the Yashpal committee report.

“The Committee to Advise on Renovation and Rejuvenation of Higher Education” popularly known as the Yashpal Committee had 24 members and was chaired by Prof. Yashpal. Among the members were the chairpersons of UGC, AICTE and NAAC; Vice chancellors of government funded universities; NCERT, IIT and IIM directors; economists and officials from the Planning Commission and from the ministries of Finance, Education, etc. Dr. Ramadas Pai, Chancellor of Manipal University was the only representative of private universities and there were some non-educationists, one of them being former President of NASSCOM and legal expert Mr. N.R Madhava Menon.

1. As per the report, apart from teaching, all universities must also be involved in research activities. Additionally, all research institutes must tie up with universities in the surrounding area and encourage their researchers to teach.
2. Isolated study of engineering or management must be prevented. In future IITs and IIMs should turn out graduates in fields like literature, linguistics and political affairs.

3. As per the report all curriculum should require teachers and students to apply knowledge gained from their studies in tackling a local condition or problem. Data and resources available locally should be used in the learning programs to make it more interesting and more relevant.

4. According to the report at least some amount of work-related exposure should be made obligatory for students, whichever their discipline, in the form of internships or jobs during the academic breaks, and the students be assessed in this regard.

5. Subjects like humanities, social sciences and aesthetics should also be taught at the undergraduate level, whatever be the subject of specialization.

6. The report recommends that institutions of higher education should carry out training of teachers teaching at all levels, from primary to higher secondary. The absence of this training has resulted in poor academic quality.

7. According to the report “we need to build strong bridges between different fields of professional education and the disciplines of science, social sciences and humanities. All professional institutions must be part of a comprehensive university in a complete administrative and academic sense. We must abolish intermediary bodies that have been set up solely to issue licenses to professional colleges alone and inspect them. This will also help new interdisciplinary courses and research to evolve in the comprehensive universities” (Yashpal committee report).2

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8. Vocational institutes should be made a part of universities.
9. Universities must compulsorily have undergraduate courses. The university teachers must also teach at the undergraduate level.
10. The report suggests that universities take steps to reduce gender, class and cast inequalities.
11. Universities must concentrate on studying the fields that are related to their social and natural setting and build education foundations in such areas only.
12. To attain autonomy, universities need to be goaded to select and give preference to areas for improvement and thereafter to take up and carry out the plans themselves, rather than be directed by a national or state level body to do so.
13. Universities should not be discriminated on the basis of funding by the centre or the state. Central universities and state universities must be given the same benefits. State governments should be encouraged to give benefits through incentives.
14. The number of colleges affiliated to a university must not exceed a pre-determined limit, and this limit must be judiciously followed.
15. To increase the intake at the higher educational level, we need universities of all types: those funded and managed by government, those run privately and those financed and run by both in partnership. All these should be controlled and supervised by an open monitoring system.
16. Private degree-granting universities must not only cover areas like technology, medicine, management, finance etc. but also cover the arts and other sciences like social and natural sciences.
17. Private universities must be strictly regulated. Their accounts must be audited and it must be ensured that minimum salaries are paid to teachers. A minimum number of seats must be set aside for deserving students who should be awarded scholarships, etc.
18. Henceforth no university should be granted deemed status. A three year period may be given to all deemed universities to meet standards like having strong research programs, and becoming a comprehensive university. If they fail on these counts, the status of deemed university must be cancelled.
19. To make education affordable for every student, state must provide scholarships or loans. Everyone who is admitted must be given a loan or scholarship (for those in need) from the government.

20. Allowing foreign universities to be set up to give the best learning experiences to Indian students by letting foreign students study here.

21. The finest of overseas universities (those that figure in the world’s top 200) should be permitted to set up base in India. An Indian degree should be awarded by them and they should follow all the regulations applicable to other universities.

22. To improve supply and to march towards distinction, additional avenues of funds will need to be traced. Contributions from the people at large as well as ex-students will go a long way in garnering sufficient funds. Universities must be allowed to use the services of professional fundraisers and patrons to obtain funds from private sources.

23. Universities must be freed from obtaining approvals from funding agencies for each and every vacancy. The agencies providing the funds must give a lump sum grant and universities must be given the freedom to use it as per the requirements, in consonance with the plan.

24. Differential fees should be charged according to the capabilities of students. Free education should be provided to those who cannot afford it.

25. Every student must be permitted to take tests like the GRE, repeatedly, so that they can submit their best result for gaining admission to the universities. National tests can normalize school level competencies which are now being done by the CBSE and the State Board examinations.

26. In order to make available inexpensive higher education opportunities for overseas students, all obstacles need to be removed. It will also enhance the culture of our educational centers.

27. In order to recruit the right people who have a liking towards teaching and research, they must be provided a progressive and motivating atmosphere by means of basic infrastructure like libraries, laboratories and research assistances as well as proper compensation.

28. Teachers should be subject to appraisal by the students. The teachers whose assessment record remains dismal for two years in succession should be
required to explain the cause of their deficiency and may be removed if no improvement is noticed.

29. Education needs to be managed in a professional manner, and good academicians should not be given administrative responsibilities. The job of administration and overall management must be handled separately. The task of fund raising must also be given due attention. Universities must be administered by professionals and not government officials.

30. Teachers must be given a free hand in designing the structure of their course and also the manner in which they will assess their students. Even students should be free to choose the courses from different universities.

31. Private enterprise, political intrusion, and other powers have not allowed the universities to function independently. These external forces have brought undue influence with regard to execution of policy, recruitments and routine performance.

32. The “National Commission for Higher Education and Research” (NCHER) should be constituted with the responsibility of carrying out the functions presently being administered by the current monitoring organizations as well as exercising the powers vested in them. Thus the new body would have the power to create new institutions and determine their course contents and syllabus.

33. The present professional councils conduct tests for working professionals who are members of the councils, formulating the syllabi for such tests and expect the universities to frame the curriculum around such syllabi.

34. The “NCHER” would not act in any way that would compromise freedom and independent working of the universities. Instead of the current inspection-based approval method, a verification and authentication system should be followed.

35. Each state must have a Higher Education Council (HEC) which will coordinate with the “NCHER”, to facilitate equitable growth of all institutions, i.e. those created and funded by the Centre as well as by the States. These HECs shield the state universities from external interference.

36. A statutory mechanism should be set up to expedite resolution of differences between teachers, employees and management in respect of matters
concerning service conditions, fees, admission etc. A National Education Tribunal along with State Education Tribunals should be established.

37. To protect students from inferior education agencies should provide information on the program and universities to the students rather than establishing minimum standards of quality.

38. The “NCHER” should take up reform of the curriculum on top priority; apply the principle of flexibility to the entire curriculum; and combine academic learning with skills.

39. A ‘National Research Foundation’ should be set up to encourage research in universities.

40. The best 1,500 colleges in India should be chosen for upgradation to universities.

41. The “NCHER” should itself be reviewed by an external agency every five years.

42. The “NCHER” should present an annual report to Parliament on the progress of higher education.

43. The “NCHER” shall institute crystal clear rules and procedures for creation and closing down of institutions so that good and serious offers for establishing new institutions can be easily considered.

44. The “NCHER” would be a sovereign body, accountable only to the Indian parliament. It would comprise seven members on the board with a Chairperson on full-time basis. One of the members would be a distinguished professional from the business community and another would be someone having been involved in a social cause over a long period of time. The other members would be from the academic sphere renowned in their respective areas of work.

45. The “NCHER” may initially consist of five divisions:
   1. Division of future direction.
   2. Accreditation management.
   3. Division of Funding and Development.
   4. Division of New Institution and Incubation.
   5. Division of Information and Governance.
Recommendations of Yashpal Committee Report

The committee was constituted by the ministry of Human Resources Development (MHRD, Govt of India) in Feb 2008 to look into the working of the “UGC” and “AICTE” and evaluate their role in implementing higher education in India.

Following are its recommendations.

1. **Recommendation on the ideal role of a university**
   - A University should encourage new ideas and transform it into actual knowledge.
   - It is a place for inventive minds to congregate.
   - Intellectual independence from political influence and monetary control is inherent of a university.
   - This element must be given adequate autonomy.
   - Teaching and research are eminent parts of a university. Research creates knowledge base for students. A cohesive link is required between these two activities as they are crucial to an effective system of imparting education. Undergraduate students are benefited from research activities.
   - The university should provide better job opportunities.
   - University significantly affects growth of the nation and produces a treasure of values which contribute towards the cultural, scientific and technical resources.
   - Commercialization and erosion of autonomy are the problems of higher education system today.
   - Higher education has become too theoretical rather than practical.
   - The curriculum of higher education should be interfaces between various disciplines especially in case of subjects like medicine and teacher training.
   - Universities do not have the liberty to design the content and decide the quality and quantity of courses due to presence of various statutory apex bodies like AICTE, MCT, etc and there is absence of co-ordination between such bodies and the universities.
2. **Recommendation for the diminishing academic influence of universities**
   Universities have become centers of examination over the years and research and teaching have become separate fields altogether. The committee recommended the merging of research activities with teaching processes and giving opportunities to the students to discuss with the researchers.

3. **Recommendation regarding Indian Institutes of Technology and Management**
   The Indian Institutes of Technology and Management have maintained excellent standards in the fields of engineering and management. The committee only recommended widening the scope of these institutes so as to include disciplines like humanities and literature in their programs and become full-fledged universities.

4. **Recommendation regarding curricular reforms**
   Theoretical course content should be complemented with hands-on experience by way of vacation jobs or internships. Disciplines should be integrated so that students can also include a variety of subjects like humanities, social sciences and literature in their programs along with engineering or mathematics. Improvement of teacher education is required and the responsibility of training teachers rests with higher education institutes.

5. **Higher education to be the domain of the government**
   The committee noted that the financial support to universities by central and state governments is not enough. Differentiation between a central and a state university should be stopped. The universities should operate in a limited area. The government should be involved in higher education and not allow privatization. The committee is strongly against the proliferation of private universities as these are established solely for making profits and are run like a family business.

6. **Revamping the policy on deemed universities**
   The committee expressed apprehension over the formation of more and more deemed universities. It has pointed out that as per the UGC Act, only those
institutes imparting post graduate education of the highest level are to be
granted deemed university status. In order to prevent further misuse of the
UGC Act, no more institutes should be given status of deemed universities
until new rules have been laid down.

7. **Establishment of foreign universities**
   The committee welcomed the setting up of foreign universities which are
   ranked among the top 200 globally. But it has disapproved universities that
   only have the objective of carrying profits for their foreign investors.

8. **Grants to universities**
   Observing that there are huge delays in sanctioning yearly grants and posts in
   the universities, the committee has recommended that grants be disbursed for
   the period of plan period only.

9. **One regulatory authority for all higher education institutes**
   The higher education institutes are controlled by their respective
   organizations. Hence there are multiple bodies, each imposing its rules and
   procedures. There is a lot of time and money being wasted. Such regulations
   lead to duplication of work, wastefulness and corruption. To overcome these
difficulties the committee recommended formation of a single high level
regulation authority. Such an authority will also enable integrated
development with equal emphasis on general or professional education. It will
be called the “National Committee for Higher Education and Research”
(NCHER). It will be a regulator but will not interfere in the institutes’
functioning. Instead of the present inspection then approval method it will
verify then authenticate. The objectives of the “NCHER” would be:-
   1. To look into the overall development of higher education.
   2. To keep the autonomy of universities intact.
   3. To synchronize procedures and functions between universities and
      other institutes.
   4. To enable the Indian education system to establish world class
      standards.
5. To ensure transparency and a high quality of education and good governance.
6. To establish a rapport with industries and financial institutes.
7. To build a database on higher education in India.
8. To furnish reports to parliament in a periodic manner.
9. To set up a National Educational Tribunal.
10. To evaluate and reorganize the working of CBSE.
11. To form a National Research Foundation.

The “NCHER” is to be formed by passing an Act in the parliament and is to be accountable only to the parliament. It would have seven members headed by a chairperson. The members should be chosen by a committee comprising the Prime Minister, the leader of the opposition and the Chief Justice, with the opinions of distinguished academicians of the country.*³

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7.2.2 The National Knowledge Commission’s report and its recommendations

The National Knowledge Commission gave the following recommendations:

1. The National Knowledge Commission recommended the creation of an “Independent Regulatory Authority for Higher Education” (IRAHE). This authority would determine the standards for existing institutes and eligibility criteria for new ones.
2. The authority would settle disputes and issue licenses to agencies that rate educational institutes, both public and private.
3. UGC shall have the task of disbursing public funds only. The commission recommended the scrapping of all regulatory authorities, except the Medical and Bar Councils.
4. There should be 1500 universities including 50 national universities. Colleges with a good track record should be given autonomy.
5. Encourage institutions to admit students without looking at their financial backgrounds. A National Scholarship scheme to be started. Freedom to institutes to charge any fees if at least two banks will give loans without asking for security.
6. Remove inequality of educational opportunities on account of gender, income and region by forming an index of deprivation.
7. Existing universities to bring an improvement in the curricular adopt the course credit system, encourage faculty to take up research and give a better performance.
8. Top colleges should be given autonomy instead of being affiliated to a university or remodel some into community colleges. Regulate colleges by establishing a Central Board of Undergraduate Education.
9. Disclosure policy of institution should be strictly enforced including their accreditation levels.

5. National knowledge commission, www.knowledgecommission.gov.in
10. Foreign institutions should be allowed to impart education in India which would improve the quality of the Indian universities.

11. Universities should be governed in such a manner that they don’t lose their autonomy but at the same time are accountable too.

12. Arbitration should be done by standing committees of the academic councils instead of the present system of multiple bodies.

13. Universities should not be allowed to be politicized.

14. Increase government funding to at least 1.50% of the GDP. Measures should be taken by universities to generate revenue internally by managing their assets like land.

15. Fees should be charged in such a manner that minimum 20% of the entire expenditure is met. UGC grants should not be decreased. Students who cannot afford to pay should be provided with financial aid.

16. Contribution from individuals as well as universities should be encouraged through incentives. Private investments to be allowed. Universities to be set up with public private partnership.

17. Create an environment that will attract foreign universities.
7.2.3 Consolidated Working Group’s Report of The Department of Higher Education for the XIIth Five Year Plan on Higher Education, Technical Education and Private Sector Participation including PPP in Higher Education.*

Introduction:
The Planning Commission formed three committees or working groups under the Department of Higher Education to formulate the XIIth FYP (2012-2017). The higher education department also co-chairs the committee on the education of teachers.

The Consolidated Working Group’s report has three parts:

Part I covers the overall synopsis, mission and vision, aims and objectives, accomplishments made, policy viewpoints, driving force and areas of focus and approach plan for the XIIth FYP within the department of higher education.

Part II consists of three parts:

A. UGC schemes; the purpose, explanations and outline of the proposed National Mission on Teachers and Teaching; report on research carried out in the area of social sciences; promotion of books and IPRs; making NUEPA more powerful; new programs in the distance learning and open modes.

B. Report containing the complete scheme of technical education, primary among them being the proposals for AICTE; TEQIP-III concept note; establishment of fifty research zones; apportioning 2% of funds for R&D by all central government departments.

C. Participation by the private sector, including public private partnership in higher education. It defines PPP, describes the underlying principle behind it, brings to the forefront the existing policy and proposes different models for collaboration between the public and private sector.

Part III of the report comprises the Appendices. The constitution along with the scope and limitations of the three working groups as well as the sub-committee formed to research on social sciences functioning under the aegis of the department of higher education form part of this report.

Vision, Mission and Objectives of the Twelfth Five Year Plan.

a. Vision:
   The vision of the plan is to cater to the vast student population with impartiality and opportunity for all. To achieve this following needs to be undertaken.
   1. Expansion
   2. Inclusion
   3. Excellence

b. Mission:
   1. Higher education to be provided to all without any discrimination.
   2. Make education easily available by supporting the already functioning institutions and by setting up new ones.
   3. Make policies and design programs to take up innovations and research; encourage both public and private centers of learning to concentrate on expanding knowledge.
   4. Develop skills.
   5. Enhance the level of higher education by spending on teaching staff and infrastructure, reforming the course curriculum, improving control and restructuring the institutional setup.
   6. Connect with the central and state governments and with the society and global community in order to promote culture knowledge and language.
c. **Objectives:**

1. To increase Gross Enrolment Ratio (GER) in higher education to 30% by year 2020.
2. Establishing new institutions, increasing the enrolment capacity in existing institutions and giving incentives to state government and non-government organizations.
3. Reduce disparities in higher education and provide opportunities to socially deprived section of the society.
4. Setting up new institutions of higher education so that the imbalance is reduced.
5. To draw towards the field of education talented teachers and researchers.
6. Make available advanced facilities for research so that there is two-fold generation of knowledge.
7. For the promotion of knowledge on a global level and for pursuing intellectual property rights, collaborate with international universities and institutions.
8. Develop Indian languages.
9. Promote innovation, self-government and reforms in teaching methods.
10. Restructuring of institutions for improving efficiency, relevance and creativity.

d. **Recommendations:**

The approach adopted by the XIIth plan involves two broad strategies - demand side mediations and supply side projects. To accomplish the desired results, the two pronged plan would be followed.
The XIIth five year plan puts forward an objective approach to development of higher education with intercession on both fronts - supply and demand.

- At the end of the eleventh plan period (2007-2012) a Gross Enrollment Ratio (GER) of 17.9% was achieved, as compared to 12.3% at the beginning of the period.
e. 12th plan strategy:

Table: 7.2.2

[Diagram showing government reforms and institutional restructuring leading to higher educational institutions, with branches extending to access and expansion, equity and inclusion, quality of education, research and innovation, student and infrastructure financing, and teacher education mission.]

India’s higher education system faces challenges in:–

- Expansion
- Excellence
- Equity

I Expansion:

India’s GER was 16% whereas the world average was 27%.

II Excellence:

Faculty deficiency: State universities show a 40% shortage of faculty while central universities show a shortage of 35%.

Accreditation of institutions: Accreditation by NAAC reveals that in 2010 only 38% of universities and 10% colleges were above.

Impact of low citation: When compared to the world average India’s citation impact is just half of it.

III Equity:

It has been ascertained that there is a wide gap in the Gross Enrollment Ratio (GER) in higher education between different states and the GER between urban and rural areas and between genders and between communities.

To illustrate -

- The GER in Delhi is 47.9% whereas in Assam it is 9%.
- The urban areas show 30% GER while rural areas have 11.10% only.
- The GER for lower castes is also abysmal – for OBC it is 14.8%, SC - 11.6% and ST - 7.7%. The Muslim community has a ratio of 9.6%.
- There is a difference of 4.80% between the GER of females and males as their ratio is 15.2% and 19% respectively.
- The higher education system of India is relatively huge with the number of students enrolled being 25.9% million and there being over 45000 institutes offering diplomas and degrees.
Government plans to increase this enrollment figure to 35.9 million students i.e. a GER of 25.2%, in the coming years, by incorporating research based teaching and focusing on vocational education.

Steps in the future

1. **Financial assistance based on merit:** This way only students with merit will be admitted whatever may be their family income.

2. **Making education of international level:** All the educational aspects like faculty, curriculum, etc. to be of international standards.

3. **Providing an environment for research:** Adequate means of research funding would have to be created and research would have to be applied in practice.

4. **The faculty needs to be of the highest quality:** An environment should be created such that the best faculty apply and prefer to remain with the institution.

5. **Delivering education through advanced technology:** Harnessing the latest technology for enhanced teaching and learning to ensure better results.

6. **Employment oriented education:** Education to be imparted from the viewpoint of industry needs so that the products of education are easily absorbed by the industry.

The government must set up a system that implements, monitors and ensures quality education and simultaneously regulates higher education in such a manner that it meets the demands of industry and matches the levels being practiced globally and also becomes more transparent and all-encompassing.

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7.2.4 Dr. K.B. Pawar Committee’s recommendations - Four models of PPP (Public Private Partnership) in higher education

Public Private Partnership

The UGC founded K.B. Pawar Committee proposed four models of PPP in higher education.

Model I: Basic Infrastructure model

Under this model infrastructure is provided by the private sector while the operations and management are in the hands of the government which makes payments to the private investor annually.

Model II: Outsourcing model

Under this model, providing infrastructural facilities as well as operating and managing the institution are the responsibility of the private sector. The government only pays the private investor for these services.

Model III: Equity/ Hybrid model

Under this type of partnership spending on infrastructure is borne by both, the government and the private sector. The responsibility of operating and managing affairs of the institution is with the private sector.

Model IV: Reserve Outsourcing model

Under this model investment in infrastructure is done by the government while operations and management is looked after by the private sector.

The higher education department has set up 20 IITs by implementing a new scheme of PPP. Another form of PPP is the Private Financing Initiative (PFI).

**PPP of the following types can be tried**

1. Private Financing Initiative.
2. Customized voucher system for needy SC/ST students.
3. Colleges run on contract.
4. Sponsorship of students based on their performance.

Thus all these models help and support the institutions of higher education on the critical issue of infrastructure requirements including branch campuses. This support is absolutely necessary to expand and to address the quality gaps and resources gaps.

7.2.5 Kakodkar Committee Report

The report gives specific recommendations on enhancing research within IITs and universities and other establishments of higher learning.

This report advocates a firm and strong environment for research in each division of education and in each ministry.

According to this report it is necessary to promote excellence in research and innovation to tap the human resource potential to the maximum. This will help in developing ourselves as an economy of knowledge.

The aim of the higher education department is to improve the educational and research levels by formulating policies and programs of public and private institutions.

a. Together with composite research universities, the need of the hour is to promote other core areas like pure science, technology, engineering, nuclear science, applied sciences, agriculture, biotechnology and other related marginal and resultant disciplines.

b. There should be Sector Innovation Councils from the school to higher education level which provide platforms for innovation.

c. More co-operation is required between the higher education system, ministries and scientific research organizations.

d. As per the recommendations of the committee each ministry and department should keep aside a percent of their budgeted allocation for research and innovation. This will reap a lot of benefits and would ensure toward and targeted approach.

e. It would be the responsibility of each ministry to make a contribution towards formation of an expanse of knowledge and keep increasing it. This would help in raising the technological and knowledge levels of the country to world standards.

7.2.6 National Mission on Teachers and Teaching report presented by Prof. C.N.R. Rao and its recommendations

Prof. C.N.R. Rao recommended and proposed a ‘National Mission on Teachers and Teaching’.

The mission looked at education of teachers holistically and in a single band from school to university. It suggests ways to reinforce the institutional machinery from top to bottom and the challenges of technology interventions.

This mission covers the complete range of issues in the area of teacher, teacher’s education and quality of teaching.

It covers the following areas:
1. Deficiency of teachers/faculty staff.
3. Building capacity of teachers by improving their qualification.
4. Educational and teaching abilities.
5. Use of technology in the classroom.
7. Training to be given before and during service.
8. Regular attendance and responsibility towards the job.
9. Overhauling the teacher training colleges.

There are some issues suggested by UGC:

1. Attracting quality faculty in higher education.
2. Facilitating mobility of faculty and ensuring continuous development of faculty through various programs.
3. Converting academic staff colleges into development centers for faculty so as to promote talent among them apart from the regular training imparted.
4. Instituting development centers for faculty.
5. Establishing a network of faculty.
   6. Appraisal and assessment of teachers by peers and students.
7. Proposal by AICTE to upgrade the post-graduate and doctoral programs so as to build a pool of faculty which can cater to the needs of education in the technical field.
8. A new online M. Tech module is proposed so that the teaching faculty can add to their skills and knowledge gained from the B. Tech program even while they continue to teach at their respective institutions.

All these considerations and the proposals of the National Mission on Teachers and Teaching are presented to the department of higher education so that in totality the job of teaching is made more attractive and is restored to the glory it deserves.
7.3 Trends in allocation of budget and spending on education in India

Recognizing the significance of education and the fact that it contributes to the overall development and advancement of the nation the government has given it special status while allocating public resources.

The expenditure apportioned towards education in the budget increased from 1.52% of the GDP in 1961-62 to 3.78% approx. in 2008-09. The expenditure on education in proportion to the GDP has remained below 6%.

The total spending on education in the budget (all ministries) went up by 50% i.e. it jumped from Rs.89,732 crore in 2003-04 to Rs.1,89,234 crore in 2008-09. This was 11.60% of the entire spending on all segments.

In percentage terms the spending on education has increased from 3.36% of the GDP in 2003-05 to 3.78% in 2008-09.
7.4 Conclusion

As we know the recommendations of the Yashpal committee report broadly covers three areas expansion of the education base, achieving excellence in the education system and entry of deprived students to higher educational institution.

This report does not support quota and reservation system but recommends an affirmative action for deprived sections of the society.

The matters concerning education and training of the youth are looked after by the following ministries:

1. Youth and sports ministry.
2. Labour Ministry.
3. Human resource development ministry.
5. Social justice and empowerment ministry.
6. Health and family welfare ministry.

- All these ministries have been formulating various programs and policies for upward mobility of students from elementary to secondary and senior secondary education, lifelong learning and skill development.
- This helps in achieving faster sustainable inclusive growth, increases employment opportunities by developing skills according to the employment needs.
- The government has launched the National Skill Development Policy (NSDP) with the objective of skilling 500 million people by 2020.
- Also there is the development of frame works like the four models of public private partnership whereby investment comes from the private sector towards the development of vocational education.
- Putting into operation the National Skills Qualification Frameworks (NSQF) would strengthen the organizational structure, reduce regional imbalance and improve the learners’ program.
- Introduction of National Skill Development Corporation which provides funding to increase profit for vocational training initiatives, quality assurance, training for the academies’ trainers directly or through
partnership. It also develops suitable models to improve financial aid and manage proposals of the private sector.

Thus, in short all the reports contain the following points.

1. Developing a system and vision of higher education as per reflected in frame work of curricular university bench marks.
2. Developing a cost and pricing policy of the education as compared to international standards.
3. Advising the union and state governments.
4. Creating rules and regulation, processes and structures for entry, accreditation and exit of institutions and programs.
5. Developing sources and mechanisms for funding.
6. Promoting effective and transparent governance.
7. Creating a national database on higher education.
8. Promoting an atmosphere that will attract talented youth to education and research.
10. Gradually finding ways of freeing universities from the administrative burdens.
11. Reporting annually to the parliament on the state of Higher Education.

These points do not summarize the grand vision of the future of India’s Higher Education.

An ex-union minister for HRD had emphasized that the three principles of expansion, equity and excellence would not be compromised while implementing any educational reform.

He was already aware of the interim report of the Yashpal Committee and was committed to implementing the actions recommended by the National Knowledge Commission and Yashpal Committee.

The recommendations of the Working Group Report which included four models of PPP and the specific recommendations of the Kakodkar Committee on enhancing research in IITs, universities and in each of the departments of education
and the union ministries will utilize the human potential to its fullest and bring
excellence and innovation. The Prof C.N.R. Rao recommendations suggest the
various ways to solve the issues of teachers, teacher’s education and quality of
teaching.

All these reports and their recommendation would help to rectify the education
system of India. They provide us with a road map for a world class education system
that will help us as to develop as a knowledge economy.