

Higher Education, Its Aims and Quality Concerns

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ABSTRACT

In the emerging global world order, India is trying to position itself as a knowledge driven economy. Education is considered a very powerful instrument of social, Economic and cultural development. Higher education is one of the most potent means of creating skills manpower required for the development of various sectors of the economy of a nation, that forms one of the most important and crucial components of human resource development. Large scale changes are being talked about and may indeed be implemented. The challenges are many and momentous, and a successful transition in area is full of possibilities. The quality in higher education is the biggest need of the hour as our country is progressing towards becoming the educational hub of the world. First, present paper focuses on recommendations/reports on aims and objectives of higher education of various committees/commissions. This paper is divided into two sections, in first section the aim of higher education is discussed and for this context some views are provided like the aim of higher education should be the pursuit of excellence, happiness, well being and human resource development; In addition to creation of prepared minds for all the aspects of society and preparation of persons to play their part well as an enlightened member of society. In second section, it focuses its attention on the issue of quality concerns in India and factors influencing the quality of education (its problems and challenges). After the identification of problems/challenges and factors influencing quality of Higher Education this paper provides some recommendations/prognosis and key determinants for success in this context.

Keywords-- Economic, Higher education, UNESCO

I. INTRODUCTION

K'uan Tzu a great thinker (551-479 BC.) once said: 'If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach the people. When you sow one seed, you will reap a single harvest. When you teach the people, you will reap a hundred harvests.'

The Philosophy of K'uan Tzu is the soul of education. It is the combination of virtue, value and validity of human life. It means, there is a need to understand the criteria that can help in the development of human beings.

Proper education process is a passport to a good, comfortable and secure life. Education in all its forms and at all levels is the single most potent instrument of social, economic, political and cultural transformation. Education in general and higher education in particular are fundamental to the construction of a knowledge based society. UNESCO in its policy paper, on 'Change and Development of Higher Education' emphasized that 'State and Society must perceive higher education, not as a burden on federal budgets but as a long term domestic investment, in order to increase economic competitiveness, cultural development and social cohesion. Higher education is about knowing more and more about less and less. In fact, by providing manpower for many areas of production, planning, management and technological development, it influences practically every important national activity. According to Ronald Barnett (1992) there are four predominant concepts of higher education:

- Higher education as the production of qualified human resources.
- Higher education as training for a research career.
- Higher education as the efficient management of teaching provision.
- Higher education as a matter of extending life chances.

Interestingly, all these four concepts of higher education are not exclusive; rather they are integrated and give an overall picture of what higher is in higher education.

As of 2015, India has around 711 universities and equivalent institutions. But in spite of the growth of higher education institutions, quality of higher education remained the main concern for all the stakeholders in the education system i.e. students,

parents, institution management, faculty members, policy makers and society as a whole because poor quality of higher education affects the overall progress of any nation. As our economy opens its doors for foreign universities to set up their bases on our soil, it's high time that we need to gear up in terms of quality and not just mere numbers. Shortage of faculty of high caliber, ineffective teaching methods, outmoded curricula and evaluation system, poor infrastructural facilities, absence of academically conducive atmosphere etc. are some of the factors which adversely affect the quality of higher education system. In order to counter the challenges involved in higher education system without diluting its quality and in fact raising it to world class standards, a strong resolve, prognosis and a firm commitment to attain excellence on behalf of all the stakeholders is required.

In terms of 'Aim of Higher Education' focus should be on the creation of prepared minds and preparation of persons to play their part well, as an enlightened member of society.

The entire issue of higher education reform needs to be addressed holistically from the socio-economic perspective. Although all programmes of higher education should have the same general purpose of developing individuals to higher levels of knowledge and understanding, different programmes should

include different specific objectives and learning outcomes.

II. HIGHER EDUCATION IN INDIA

India has successfully developed one of the biggest higher education systems in the world, after China and the United States, the present form of informal higher education system granting degrees was started in British rule in 1781 by establishing Calcutta Madrasa. By 1857, there were 3 universities, 27 colleges with 5,399 students. In 1947, these numbers rose to 19 universities, 496 colleges and 2,41,369 students (Raza, 1991).

In spite of several constraints, India has witnessed a rapid growth of institutions of higher education with diversified areas of studies. By 2015 the higher education system in India established 711 and equivalent institutes that include: General universities, Science & Technology universities, Open universities, Agriculture universities, Medical universities, Language universities and Women universities (Table 1). The universities have single faculty or multi faculties teaching or affiliating or teaching-cum-affiliating, single campus or multi campus. Private sector has also now joined their hands in establishing colleges and universities under self financing scheme.

Table 1.: Status of Higher Education in India

Institution/Year	1950-51	1990-91	1996-97	2005-06	2014-15
Universities	27	184	228	355	711
Colleges	578	6,627	8,529	18,064	40,760
Enrolment	2,63,000	49,25,000	67,55,000	1,10,28,000	2,65,85,000
Teachers	24,000	2,72,700	3,21,000	4,88,000	12,61,000

Source: UGC Annual Report 2014-15, MHRD and Report of CABE 2005-06.

III. GROWTH OF HIGHER EDUCATION SYSTEM: SOME STATISTIC

- As, on 31-03-2015, the number of universities had gone up to 711 (46 Central, 329 State, 205 State private, 128 Deemed to be universities, three institutions established under State Legislation) and 40,760 colleges in the higher education-sector.

- During the academic session 2014-15, the total enrolment in all courses and level a in regular stream was 265.85 lakhs.

- The student enrolment in terms of percentages at various levels had been observed as UG (88.26%), PG (11.09%), Research (0.67%), Diploma/Certificate (1.57%) and integrated (0.41%).

- The strength of the teaching faculty in universities and colleges has gone up to 12.61 lakhs.

Out of 12.61 lakh teachers 84.66% teachers were in colleges and the remaining -15.34% in universities.

- Growth of higher education since 1950-51 in terms of degree awarding universities/institutions registered 24.7 fold increase, number of college had 58 fold increase, student enrolment had 67 fold increase and teacher strength had 52 fold increase as observed in 2014-15.

IV. THE UNIVERSITY EDUCATION COMMISSION (1948-49)

After independence, the first significant step taken by the Government of India in the field of education was the appointment of the University Education Commission in 1948 under the Chairmanship of Dr.SarvapalliRadhakrishnan, a distinguished scholar and former Vice-Chancellor of Banaras Hindu University and who the second President of India

became. The Commission was appointed in November, 1948 and it submitted its report in August, 1949. Because of the fact that Dr. Radhakrishnan was the Chairman of the Commission, it is known as 'Radhakrishnan Commission'. There were 10 members in the Commission. It was appointed with the specific aim 'to report on India University Education and suggest improvements and extension that may be desirable, to suit present and future requirements of the country. Its recommendations on aims and objectives of higher education as follows:

- The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in the various walks of life in the best interest of the nation.

- The aim of university should be to maintain a high standard in general, professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic.

- It is a duty of a university to preserve and develop the culture and civilization of the land. It is on the basis of one's culture that one may acquire self-confidence, self-respect and self-dependence. These virtues on the part of citizens will make the nation really very strong.

- The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions. The university has to help the students to imbibe the good aspects of their culture and to accept new values for an all-round development.

- The university should provide opportunities to acquire all kinds of knowledge.

- The university has to educate the mind and soul of the student in order that he may grow in wisdom.

- It is the responsibility of the university to create a consciousness in students for protecting the Directive Principles as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.

- The university has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.

- The university has to instill moral values in the students while making them well disciplined.

- The university has to develop the spirit of universal brotherhood and internationalism in the students.

- The universities have to provide leadership in politics, administration, education, industry and commerce.'

- The universities should be organized as centers of civilization to train intellectual pioneers of civilization. The aim of university education should be to produce intellectual adventures.

- Universities should produce such wise persons who may disseminate learning to make democracy - successful and who may make an incessant search for new knowledge and unceasing effort to fulfill the mission of life.

- One of the main functions of universities is to bring about the spiritual development of students.

- We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.

- Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.

- Education should discover the innate qualities of a person and develop them through training.

- Universities should preserve the culture and civilization. To be civilized, we should sympathize with the poor, respect women, love peace and independence and hate tyranny and injustice. The university education should infuse these ideals into the youths.

- Major recommendations of the University Education Commission on aims and objectives of higher education as follows:

- To teach that life has a meaning.
- To awaken the innate ability to live a meaningful life in all aspects by developing wisdom.
- To acquaint with the social philosophy this should govern all our institutions - educational as well as economic and political.

- To provide training for democracy.
- To train for self-development
- To develop certain values like fearlessness of mind, strength of conscience and integrity of purpose.

- To acquaint with cultural heritage for its registration.

- To enable to know that education is a life-long process.

- To develop proper understanding of the present as well as of the past

- To impart vocational and professional training.

V. EDUCATION COMMISSIONS (1964-66)

The Commission was appointed under provision of a resolution of the Government of India, dated 14th July, 1964. The Commission included eminent educationists in diverse fields from India and abroad. Prof. D.S. Kothari, Chairman, University Grants Commission, New Delhi was appointed as the Chairman of the commission. The Commission consisted of 17 members. The Commission submitted its report on June 29th, 1966. This Commission was not to limit its enquiry to specific sectors or aspects of education, but to have a comprehensive review of the Entire Education System. The report of the Commission has been appropriately entitled as 'education and national development.' Education has a very extensive role to play in changing the men and society. It has to be entirely reformed and related to the life, needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation. In order to relate education, the Commission recommended the following objectives:-

- Increase in Productivity-The Commission suggested that education must be related to productivity to increase national income. In order to link education and productivity the Commission made the following recommendations:

- (i) Science is the basic component of education and culture; so it should be made an integral part of school education.

- (ii) To meet the increasing needs of technical personnel in industry, agriculture and trade the IEC recommended introducing vocational subjects in school curriculum. It also opined that the vocationalization will bring education into closer relationship with productivity.

- (iii) To inculcate the value of manual work the Commission recommended the introduction of work experience in school education

- Promoting social and national Integration: National and social integration is the precondition for the progress and development of a country. According to the Commission, Social and National Integration is an important objective of a national system of education. The Commission made the following recommendations for strengthening social and national integration through education.

- (i) To make education a powerful instrument of national development, common school system of public education should be adopted.

- (ii) Bridge the gulf between the educated and the uneducated, intellectuals and masses; social and national service should be made an integral part of school education.

- (iii) A language is a firm adhesive for social and national integration, suitable provisions should be made for teaching mother tongue, Hindi and other Modern Indian languages in schools.

- Education and Modernization- The present society is the science based society. The present century has made tremendous advancement in scientific and technical knowledge as a result explosion of knowledge. In such a situation one of the main functions of education is to keep pace with this advancement of knowledge. Another feature of modern society is the rapid social change. In the situation of change, the school must always be alert if it is to keep abreast of significant changes. An education system which does not renovate itself continuously, becomes out-dated and puts hindrance to progress. To keep pace with modernization the IEC is of the opinion that 'greater emphasis must be placed on vocational subjects, science education and research.'

- Social, moral and spiritual values- The national system of education should emphasis on the cultivation of social, moral and spiritual values among students. For this purpose the Commission made the following recommendations.

- (i) The central and state governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their direct control on the lines recommended by the University Education commission on religious and moral instruction.

- (ii) In order to develop social, moral and religious values, some periods should be provided in the time table. Instruction of this type should be given by general teachers.

- (iii) The university departments should be especially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of the special literature for use by students and teachers.

VI. NATIONAL POLICY ON EDUCATION 1986 AND POA 1992

In 1968, when the National Policy on education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policy and programmes'. Regarding this statement, at the time of formulation of every new five-year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming five years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy on Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the Prime Minister of India. Again, a committee

was set up under the Chairmanship of Acharya Rammurti in May 1990 to review National Policy on Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the Chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This committee submitted its report in January, 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

Higher Education= The National Policy on Education of 1986 and its revised policy which is known as Programme of Action of 1992 had laid importance on higher education, particularly on graduate, post-graduate and research work. It suggested that autonomous colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of vocational skill was to be stressed upon. Following are the necessary strategies that should be kept up for improving the innovations in higher education.

- (i) Consolidation and expansion of institutions.
- (ii) Development of Autonomous colleges and departments
- (iii) Redesigning courses
- (iv) Training of teachers
- (v) Strengthening research
- (vi) Improvement in efficiency
- (vii) Creation of structures for co-operation at the state and national levels.
- (viii) Mobility.

Besides these, the AICTE. (Air India Council of Teacher Education) had laid down norms and standards for diploma, degree and Post-Graduate courses in the various fields. Guidelines were laid down for admission to technical institutions on merit to be followed by all concerned. The National Technical Manpower Information System had been set up by the Government of India with a view to generating strong data base in order to monitor the supply and utilization of engineering and technical manpower at the national and individual state level so as to ensure a planned development of technical education.

VII. AIM OF HIGH EDUCATION: THE CREATION OF EXCELLENCE

Firstly, for a stable society, it is essential with aims of higher education that young boys and girls should imbibe values and ideas prevalent in the world around them. Secondly, to be functional, people need to be 'placed' in a spatial, historical, socio-cultural and techno-economic perspectives. They have to acquire a base of useful knowledge which would enable them to participate productively in the world of work. Thirdly, in today's environment which new knowledge is being generated at an unprecedented rate, it is essential that learners should develop the capacity and the interest to learn by themselves. Last, but not the least, to be joyful and creative, it is necessary that academic processes should not ignore the needs for developing the curiosity, spontaneity and the creativity essential not only for scientific and academic research but also for better understanding of what goes on in the world of imagination and the recesses of the human mind- The aim of higher education is to enable society to make progress through an understanding of itself and its world: in short, to sustain a learning society. There are numerous ways in which we could classify and describe what we see as the main components of this aim, but, in the interests of clarity, we have summarized some broad purposes. They all overlap and interlink in important ways and are described in more detail below. The first relates specifically to the needs of individuals and the others to society's requirements. The main aims of HE should be:

- To create prepared minds and human resources
- To pursuit of excellence, happiness and well being
- To inspire and enable individuals to develop their capabilities to the highest potential levels throughout life-, so that they grow intellectually, are well equipped for work, can contribute effectively to society and achieve personal fulfillment.
- To increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society.
- To serve the needs of an adaptable, sustainable, knowledge based economy at local, regional and national levels.
- To play a major role in shaping a democratic, civilized, inclusive society.

VIII. PROBLEMS; CHALLENGES AND FACTORS (INFLUENCING QUALITY) IN HIGHER EDUCATION

- There is a problem of maintenance and expansion of higher education. The teaching staff-

positions are sanctioned by the Central Government, but very often there is no state concurrence. Staff salary on paper is different and in actuality is different; more so, in case of sizeable institutions run by a large number of private trusts. There is degeneration of a sizeable number of higher education institutions in terms of various parameters :- input, process, throughput, and output. There are demand and supply in-equations. There are problems of all levels of maintenance-preventive, corrective, adaptive and perfective.

- A large number of existing institutions have inadequate infrastructure and educational competence to bear higher education. Neither we have been in a position to sustain liberal arts nor develop science and technology. Higher education day by day is being governed by the private sector, which has more of commercial motive than educational.

- Politicization of higher education has posed a serious threat to the quality of higher education.

- Non-accountability of the institutions leads to the poor quality in higher education.

- Graduates without sound knowledge base at a tender age try to be micro specialists having little understanding of the whole. As a result, they are neither fit for self nor field.

- In syllabus, on paper, we offer a large number of optional areas, whereas, in practice, a few. In fact, there is little choice or no choice. It is attributed to limited faculty, diverse courses, and scarcity of resources.

- An alarming issue is staff and student attendance. There is very little presence. Still, serious issues are professional ethics, without completion of attendance, how these students are permitted to appear at end examination and how about their continuous, comprehensive internal evaluation. More serious are the problems with distance education and open education programmes.

- A large number of apex agencies, namely, UGC, AICTE, NCTE, NAAC, BCT, MCI and ICAR have lost in the dual roles. In between recognition and accreditation, the process of higher education is lost somewhere.

- There is lot of inbreeding that is regionalism and provincialism in higher education. Some of states insist on state domicile for admissions into the programmes. The services rendered by the teaching staff in the other states do not count towards the service benefits. As a result, the higher education is administered by a mono-culture, largely, by mediocre.

- Higher education institutions have only a little autonomy, flexibility and transparency, which is too meek to nurture higher education.

- There is a little control on the inputs and processes of higher education. So, the relevance and quality of the product of higher education cannot be

forecasted and achieved deterministically. Process norms are grossly neglected.

- There is a little networking amongst the agencies and institutions of higher education, Exchange and sharing of resources is very rare. A few consortiums here and there are more for demonstrations, than fully functional. "There are rare repositories of learning resources.

- The credibility of research of a large number of institutions of Higher Education is lost. Research studies have largely lost their research rigor.

- Self-killing complacency of micro-specialists of higher education is a matter of great concern.

- A sizeable number of educational institutions do not observe healthy constellation and ethical climate:

- An analysis of the top administration of higher education, nationwide, reveals that civil servants, industrialists, pure academic professionals, and statesmen all are misfits in the administration of higher education, there are rare personalities with integrated profiles.

- A large number of institutions of higher learning share the same old story - crackled walls and floors, leaking roofs, uncomfortable and rickety of furniture, unhygienic toilets, dingy and over crowded canteens and hostels, crumbling buildings with drab interiors and poor lighting greet you whenever you go. Lack of proper recreational facilities for student adds to the woes.

- The access rate of higher education is quite low. Inadequate access continues to cause concern. On the one hand we are worried about the so called 'mushroom growth' of the higher education institutions and on the other are unable to provide access to education even at par with most other developing countries in the world. Further, while enrolment of women and those belonging to SC/ST and OBC groups has improved, they are still very much under represented.

IX. RECOMMENDATIONS / PROGNOSIS

- An effective teacher needs to be lifelong learner and need to strengthen his knowledge voluntarily. The institutions should be supplied with various journals and good library facility, which will energize the teacher's proficiency and competency.

- Reforms in the examination system are the most common phenomenon in recent past. This can be changed by using new methods of grading system and other various innovative methods. The curriculum framework should be such a way that it should provide new knowledge which is useful to the society and also provide the Employability

- Opportunities. The teachers should use qualitative teaching learning material and also aware of use of multimedia and ICT. Enhancing the level of

social equity by widening the access to higher education to include the disadvantaged sections of society is a challenge that Needs to be overcome,

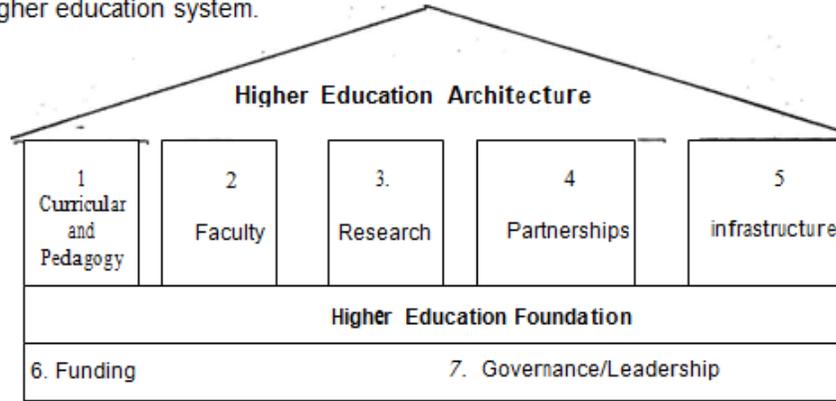
- Reservation policies and affirmative action plans can be employed to provide greater social equity. It is advisable to introduce more vocational courses and design market friendly curricula ensuring the employability of the millions of graduates passing out every year.
- The need of the hour is to look into the lacunas in the admission procedures and plug them at the earliest.
- There is a need to slip sort activities (along the lines of senior Fulbright fellowships for administrators and academics) that may be administered by Academic Staff Colleges already in existence.
- The apex agencies need to be additionally careful while constituting the Expert Committees for the Innovative program. We need to have a thorough vision of the reality and enunciate the objectives objectively.
- We need to revise the culture of higher education. Each and every entity of higher education should realize and demonstrate its identity as a Knowledge and Action Commission.
- Academic administration of the institution must, by thinking, speech and action, portray their commitment to high ethical standards. There should be provision for Credit Transfer, Student Mobility and Mutual Recognition.
- There is a need of sharing resources and courses within institutions, between conventional and conventional universities, open and open universities, and conventional and open universities. Political interference in the appointment of university teachers and administrators should be totally stopped.
- Policies of higher education should be designed to strengthen indigenous research agenda. At the universities, student's welfare, particularly scholarships, stipends etc, should be given due importance. Expenditure on administration and other miscellaneous activities needs to be rationalized.
- Physical fitness/Health Consciousness.
- Promotion of value education and professional ethics
- Research in higher education should be revealing and suggestive. Along with scientific there should be added focus on phenomenology and construction.

- Evaluation should be inclusive of subject specific knowledge, relationship With other subjects, development of psycho-motor skills, life skills and affect attributes. Re-organization and integration of various faculties, particularly in social
- Various skills, namely, techno-savvy skills, net-savvy skills, life skills, psycho motor skills should be integrated in Higher Education. sciences, a council interdisciplinary and multi-disciplinary courses can also help in quality improvement in teaching, research and consultancy.
- A critical review of activities of higher educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities.
- We need to have clear vision and mission. Particularly mission functional procedures need to be worked out more meaningfully.

X. KEY DETERMINANT FOR SUCCESS

First step towards improvement has to be taken at school level with aptitude tests being introduced to know where the interest of the students lies. These students should then be encouraged to join those fields of interest. Emphasis should be on education institutes but centre of excellence, Great stress must be laid on good infrastructure and facilities. Achievers in every field should be rewarded adequately. Universities for other varied branches other than engineering and medicine should come up to prevent saturation in restricted fields. The primary mission of higher education should be on the creation of prepared minds in their graduates, and government sponsored research and development in higher education institution is a great way to enrich the education of future citizens. The aim of higher education is to prepare a person to pay his/her part well, as an enlightened member of society. Last but not the least corruption needs to be routed out and money used to start more projects and research scholarships. To achieve the envisioned state in 2030, transformational and innovative interventions would be required across all levers of the higher education system.

higher education system.



Higher Education Architecture

The higher education management system needs a well- defined strategy to manage odd forces of job market. Developing such a strategy requires understanding the I connections and interactions among three spaces : the customer's cognitive space the

universities competitive space and the collaborator's resources spaces (Chandra, 2007, P 3) Becoming a learning university, chandra's CAP model of Higher education may be .a good strategy.

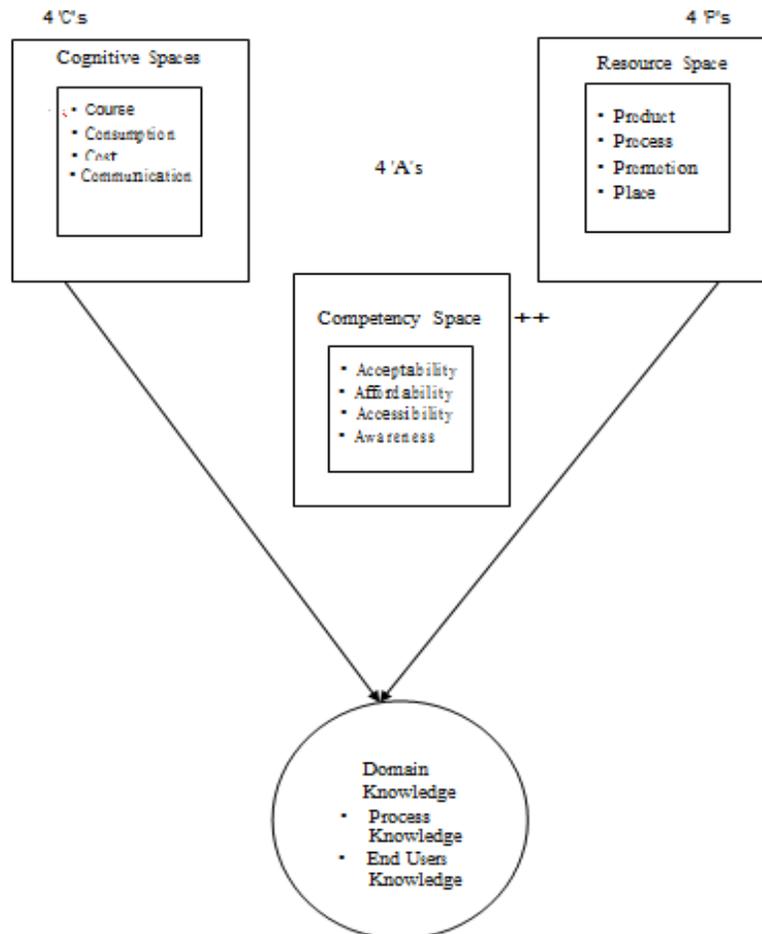


Fig. 2 Cap Model Of Higher Education

XI. CONCLUSION

In conclusion higher education means integrated development of personality which should be imported through head, hand, heart and honesty. Rabindranath Tagore rightly said, "The higher education is that which does not merely give us information but makes life in harmony with all existence." Indian higher education has expanded in quality, India can not progress until its higher education system is qualitatively strong enough because this poor quality is resulting in low employability, low performance of the specialized individuals, lack of innovative and creative ideas etc. which are the key elements of success and progress in present time. In all there is a need to enlarge the adaptive capacity and quality of higher education system so that it is more responsive to the changing world of work and meets the diversified needs of economy both domestic and global. For that purpose diversification of the India higher education and training system has to be pursued as a goal. Special initiatives are required to enhance employability. Curriculum and content has to be continually renewed through Teaching and Learning support networks and specific skill development network may be set up. Drawbacks mentioned in this paper need to be transformed into the strength of the India higher education system but this can only be done with the strong Willpower, determination and readiness to change. Autonomy, transparency and decentralization ought to be the salient features of higher education. There is a need to realize inter-disciplinary, trans-disciplinary, inter-domain, holistic higher education for harmonious living. The focus of higher education should be on creating prepared minds in their graduates, and government sponsored research and development in higher education institutions is a great way to enrich the education of future workers.

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