

Higher Education in Globalizing India: Challenges Ahead

Guljit K. Arora

Principal

Dr. Bhim Rao Ambedkar College

University of Delhi

“The reality . . . around 10% of the relevant age-group is enrolled in any institute of higher education as compared to 40-50% in most developed economies. In almost half the districts higher education enrolments are abysmally low Almost 2/3rd of our universities and 90 per cent of our colleges are rated as blow average on quality parameters. And most importantly . . . university curricula are not synchronized with employment needs. . . . Our university system is, in many parts, in a state of despair . . . in many States, university appointments, including that of Vice-Chancellors, have been politicised and have become subject to caste and communal considerations. There are complaints of favouritism and corruption”.

[PM Manmohan Singh’s address, 22nd June 2007].

“It will not be an exaggeration to say that our education system is in disarray decline in learning levels Teacher . . . absenteeism continues to plague . . . widespread corruption in appointments and transfers . . . according approval and recognition to educational institutions. Donations have to be paid Examination papers are leaked, copying is widespread and mark sheets are after often rigged.”

[MHRD, National Policy on Education 2016, p.32]

¹ Speech at 150th Anniversary Function, University of Mumbai. Retrieved, December 2017, <https://archivepmo.nic.in/drmanmohansingh/speech-details.php?nodeid=536>

² Retrieved Dec2017,

<http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf>

Abstract

This paper reviews a wide spectrum of higher education (HE) system from tracing its long past history to the recent status of being in a state of influx; and further brings out the key issues and challenges ahead in the current context of globalizing India.

It is well acknowledged that forces of liberalization, privatization and globalization (LPG) backed by the enhanced role of information and communication technologies (ICTs) had made deep inroads in all spheres of economy and citizens' lives. Not only international exchange and interdependence have risen, LPG policies have added economic vulnerabilities and complexities not only in the area of economics, but in other spheres including higher education. Besides, it has changed the 'world of work' by making the time, cost, and management aspects and worker efficiency critical at all levels.

One also finds a movement from knowledge society to knowledge economy to knowledge power, wherein the role of higher education is crucial. It not only contributes to the economic growth and development of the country, but also helps in the transformation of an individual through contributing to the empowerment, knowledge with high tech skills and expertise while creating and disseminating ideas; and preserving and transmitting knowledge inherited from the past to the next generation. This knowledge society so created has to have an in-built capacity to nurture, develop and sustain new ideas and innovative minds to analyze the sophisticatedly developing competitive global society and evolving the private and public partnership in service, production and delivery. Thus, higher education has to be multifaceted and well-grounded to the grass root traditions and realities in order to respond to the emerging challenges witnessed by the HE particularly related to access, equity, quality, relevance and values. And it must also address the challenges posed by socio-economic and political problems of this country.

INTRODUCING THE CONTEXT: FROM HISTORICAL ROOTS TO PRESENT DAY INDIA

Recall the ancient India. It was the richest nation till the early British rule and the only source of Diamonds in the world until

1896. Its historical contribution particularly in developing the 'Decimal System', 'place value system; Surgery and Ayurveda cannot be ignored. Not only Algebra, Calculus and Trigonometry originated in India, India was the first to create the Martial Arts and Yoga. It established the world's highest Baily Bridge in Ladakh Valley and world's first university in Takshila in 700 BC³. The Chinese travellers, Fihien, Hiuen-Tsang highlight Takshila (5th/6th Century B.C), Kanchipura, Nalanda (5th-6th Century A.D), Odantapuri, Sri Dharryakataka, Kashmira, Vikramashila (800 A.D.) as seats of learning. Subjects, such as grammar, metaphysics, logic, law, medicine, mathematics, astronomy, literature, philosophy and so on were taught in both Sanskrit and Arabic⁴.

Thus, the historical roots of HE system were strong and advanced. As pointed out by Perkin, the Buddhist monasteries of the 7th century BC and Nalanda scholars up to the 3rd century AD participated in academic discussions in campuses and 'Gurukulas'⁵. A few of those were comparable to the medieval universities of Europe, which surfaced later. However, India's ancient education gradually disappeared as the country was invaded and chaos spread around⁶. Till the 18th century and before the British, India was characterized by three main academic schools: Gurukulas (Hindu), Viharas (Buddhist), and Madrassa (Quranic)⁷.

After independence, India consolidated democracy in the ethnically and socially most heterogeneous country of the world⁸.

³ Cultural India. Available at: <http://www.culturalindia.net/indian-history/ancient-india/facts-ancientindia.html> [accessed: September 1, 2018].

⁴ Perkin Harold (2006): "History of Universities". In Forest, James J.F. and Altbach Philips G (eds). International Handbook of Higher Education. Springer, The Netherlands, pp. 186-87.

⁵ Ib.id

⁶ Ib.id.

⁷ Agarwal, Pawan (2006): "Higher Education in India-The Need for Change" ICRIER, New Delhi. Working Paper no. 180, June 2006. [Accessed September 2017]. www.icrier.org/pdf/ICRIER_WP180_higher_Education_in_India.pdf

⁸ For details, see G. K. Arora, (2015): *Globalising India: Political Economy Dimensions*. Readers Paradise, Delhi.

Drawing from its long history of knowledge, learning and innovation, India became world's fourth country to launch a rocket to Mars with 'Mangalyaan'. Given its economic resurgence characterized by an annual rate of growth rate of around 8% in GNP since 1991, India is well appreciated in the world geopolitics and global economy. With about 1.36 billion people constituting around 17.7 per cent of world population, out of which about 2/3rd being in the working age, India will be one of the youngest nations of the world in 2030⁹ and has the potential to be the future human resource supplier¹⁰.

India has come a long way in raising the levels of its socio-economic development, but socio-economic and political challenges confronted by India are also real and daunting. Those relate to - jobless growth, worsening inequalities, large population suffering from poor health and anemic conditions, chronic poverty, environment degradation, deep-rooted corruption, scams; children perversity, human lives suffering for reasons related to caste, religion, language, regional and gender issues and rising youth disenchantment. In spite of the literacy level increasing from 12% in the early 50s to about 74% in the recent years, India is still a country with about 287 million illiterates (37% of global total) in spite of its country-wide adult literacy programs.

In today's globalized world, the knowledge growth backed up with the ICTs and scientific innovations has been explosive. Simultaneously, it reduced the transaction costs and knowledge flow asymmetries. With trade in services falling in the purview of WTO, the knowledge power in the 21st century accompanied by the people centred economic growth will remain critical for inclusive, peaceful and sustainable human development. How HE can bring societal transformation by generating externalities and

⁹FICCI (2013): Higher Education in India: Vision 2030. Accessed October 2017, [https://www.ey.com/Publication/vwLUAssets/Higher-education-in-India-Vision-2030/\\$FILE/EY-Higher-education-in-India-Vision-2030.pdf](https://www.ey.com/Publication/vwLUAssets/Higher-education-in-India-Vision-2030/$FILE/EY-Higher-education-in-India-Vision-2030.pdf)

¹⁰PWC (2015): "Destination India 2015: Unleashing the Prowess". [Accessed September 2017]: <https://www.pwc.in/assets/pdfs/publications/2015/pwc-destination-india-2015.pdf>

further will influence growth, is going to be crucial. Equally important is to appreciate how economic growth is carried forward, which in turn influences HE and its socio-economic and political profile¹¹. HE, being a social investment of relatively longer perspective, has also the potential of raising growth levels through knowledge entrepreneurship, skill formation, discoveries and promoting socio-economic and cultural development with equity, justice and integration dimensions. It also increases supply of human resources and provides opportunities to its people to stay informed and be capable citizens to reflect on the socio-economic-cultural and political issues faced by the humanity.

In such visualization, the education is the most important tool for creating a knowledge based society. It aims at creating the knowledge power by converting education into knowledge economy through recreation, dissemination, and enlargement and also by raising the knowledge level through strengthening the foundations of knowledge-base. The increasing proportion of youth population about (65% below age of 35) will offer great dividend only if right kind of education is made available and the youth finds creative employment, failing which the demographic dividend will be translated into 'demographic nightmare' as argued by Narendra Jadhav¹². India's 3rd position in the global stock of scientists, engineers and technicians; and 10th position in industrial and technological capacity (as highlighted by many) can take the country further to higher levels of knowledge production, while creating valuable human capital and public goods both in private and public sector. The three lakh Indian students studying abroad can play a creative role in enlarging the

¹¹The relationship between growth and education is well established. Agrawal (2014) estimates the marginal rates of return to graduate levels to be around 16 per cent. He also finds returns are highest for graduate levels in both rural and urban India, and returns to vocational education are further higher than the general secondary education. For more details, see Chandrasekhar S, P. Geetha Rani, Soham Sahoo (2016): Household Expenditure on Higher Education in India: What do we know & what do recent data have to say? Retrieved Sep 2017, <http://www.igidr.ac.in/pdf/publication/WP-2016-030.pdf>

¹²Narendra Jadhav on higher education. Accessed August 2018, https://www.youtube.com/watch?v=nj_MxUiQojo

pool of qualified skilled Indians¹³. Thus, building knowledge power through the instrument of HE while correcting social and sectoral inequities, increasing access, achieving quality and excellence, creating relevance and promoting value based education are the real challenges.

All these issues as raised above are dealt with in this paper. The entire discussion is divided into four sections. Section I gives a quick review of India's historical roots and the dynamics of globalizing India and the existing socio-economic political problems of India. A broad review of the existing scenario of HE along with associated issues are given in Section II. The emerging challenges are identified in Section III. Summary, conclusions and future outlook are documented in Section IV.

I. HIGHER EDUCATION IN INDIA: FROM HISTORY TO THE EXISTING SCENARIO - SOME ISSUES

India's existing pattern of higher education traces back its legacy in the British rule¹⁴. It was laid down in view of reports and recommendations of British Parliament's Charter Act (1813) and McCauley's Minute (1835) followed by the Sargent Report (1944), which also helped in creating UGC and further preparing a blue print for the Indian higher education structure¹⁵.

¹³In the U.S. (e.g. Silicon Valley), the role of Indian students in developing the technology and entrepreneurship is well known.

¹⁴After the entry of British, the first college was established in 1818 near Calcutta for providing western education in English medium. During the next four decades, many such colleges were founded along with federal universities on the pattern of London University. The then existing 27 colleges were affiliated to universities.

¹⁵On the recommendation of Charles Woods' Dispatch (1854), Universities of Calcutta, Bombay, and Madras were established in 1857. Hunter Commission (1882-83) talked about University Education financing, Calcutta University Commission (1917), Saddler Commission, Hartog Committee (1929) Report, the Abbot-Wood Report (1937) recommended English as medium of instruction, and also introduced Polytechnics Colleges, Central Technical Board and Vocational Teacher Training Colleges, and so on.

Higher Education in India refers to the post senior secondary (10+2) education or tertiary education which includes both university and a non-university component¹⁶. The first university Bachelor's degree takes three year, Master's degree¹⁷ another two years, and M.Phil. / Ph.D. degrees 4 to 5 years.

The major features of the HE sector in India are given as under:

1. During the post independent period, the Indian HE expanded rapidly as under: (a) India at the time of independence, had about 20 universities, 500 affiliated colleges and about 0.1 million students¹⁸. Today, as per AISHE Report 2017-18, there are about 903 university level institutions (including central universities (43), 316 state public universities, 181 state private university, 122 institutions deemed to be universities, 75 institutions of national importance and 39050 colleges and 10011 Stand Alone institutions including Dip. Level Technical (3845), Diploma Level Teachers Training (4730), Diploma Level Nursing (3114); PGDM (431) and institutions (156)¹⁹. It

¹⁶ Degrees are awarded by Universities, deemed universities and institutions of national importance and deemed Universities. The non-university institutions award generally diplomas or certificate course especially in technical and professional subjects. The affiliating universities monitor standards of the affiliated institutions, conduct examinations and award degrees. State universities can affiliate public and private colleges. Colleges running professional courses, and meeting specific guidelines as laid down by UGC are called 2f and 12b Colleges and or supported by UGC.

¹⁷ The duration of professional and technical education degree may go beyond four years' duration.

¹⁸ Government of India, Planning Commission, Eleventh Five Year Plan. Retrieved, November 2017,

http://planningcommission.nic.in/plans/planrel/fiveyr/11th/11_v2/11th_vol2.pdf. Also see, Jonaki,

Bhattacharya and Pal Prasenjit (2016). "Higher Education in India: Recent Issues and Trends".

Retrieved June 2017, http://www.isca.in/EDU_SCI/Archive/v4/i1/2.ISCA-RJEduS-2015-037.pdf

¹⁹ Government of India, MHRD (2018). Educational Statistics - At a Glance. Retrieved, June 2018. <http://mhrd.gov.in/statist>.

surpasses US and China educational schools²⁰. Colleges per lakh population turn out to be 28 with average enrolment per college including affiliated and constituent being 698, and the teacher pupil ratio in the regular mode is around 25²¹.

1. There are about 3.6 crore students (of which 47% girls) enrolled²² and 12.8 lakh teachers (of which 42% female teachers). The female teacher's percentage is much higher in Russian Federation (58%), Argentina (49%), and Brazil (45%).
2. About 313 universities are privately managed and 15 University are exclusively for women. Interestingly, in total colleges, the share of private unaided colleges is about 65%, government colleges 22% and private aided colleges 13%.
3. States with highest number of Colleges are: Uttar Pradesh (1,677), Maharashtra (1,185), and Karnataka (766), followed by Rajasthan, Telangana, Tamil Nadu and Madhya Pradesh. Out of the total, about 93% are the affiliated colleges.
4. In the degree awarding universities and institutions, the share of state public universities is around 41%, and state private universities around 29% as against the Central Universities' share of about 5%.
5. Some of the Indian institutions and universities particularly engaged in the research related to environment, bio-sciences, climate change, satellite

²⁰ Ernest & Young, Higher Education in India (2013). Retrieved, July 2017, [https://www.ey.com/Publication/vwLUAssets/Higher-education-in-India-Vision-2030/\\$FILE/EY-Higher-education-in-India-Vision-2030.pdf](https://www.ey.com/Publication/vwLUAssets/Higher-education-in-India-Vision-2030/$FILE/EY-Higher-education-in-India-Vision-2030.pdf)

²¹ UGC (2018): HIGHER EDUCATION - All India & States Profile. Retrieved, 15 September 2018:

https://www.ugc.ac.in/pdfnews/eUGC_HE%20AIS%20Profile%20.pdf

²² UGC (2008), Higher Education in India. Retrieved, <https://www.ugc.ac.in/oldpdf/pub/report/12.pdf> (Jan 2011).

launching & technology etc. have collectively produced cutting-edge research. A few others have contributed a lot in providing access to millions of students through their Massive Open Online Courses (MOOCs) model, besides directly educating the routinely admitted students.

6. From among the 400 medical colleges, about half belong to the government sector. The average annual growth of about 5% in under-graduate medical seats and 2% in post-graduate seats take place more in southern and western states leaving the North East states far behind. It has been argued that the MCI with elected representatives appear to be more interested in promoting their constituencies rather than the interest of medical education. Thus, the vested interests and the financial and political dimensions in MCI has caused a lot of harm to the medical education in India.
7. Interestingly, India's virtual explosion of educational institutions comprises universities, and colleges, IITs and Polytechnics, IIMs, ISIs, NITs, and IIITs, IISER meant for different disciplines including arts, science, humanities, management, engineering, medicines etc. Interestingly, a lot of young population joins university and colleges just to do student politics and take a degree, which is required as a symbol of social status. Besides explosion, the HE framework of India has grown highly complex. The activities are diverse, performance across states is highly varied, and regulatory agencies are multi-tiered. Various type of institutions formed by an Act of Parliament are there to distribute resources required by University Grant Commission (UGC)²³.
2. Given India's political economy federal set-up, its Centre and State's responsibilities about education are divided and further mandated by the Constitution (42nd Amendment Act, 1976). Both the Centre and States can

²³ Sharma and Sharma (2015): Indian Higher Education System: Challenges and Suggestions.

enact laws related to education²⁴ because education is a concurrent subject (7th Schedule). While the Centre coordinates and fixed standards in higher and technical education, States look after other issues and school education²⁵.

As per HRD data (2018), the public expenditure incurred on education as a percentage of GDP remains a low priority in India. It was about 0.64% in 1951-52 and rose to 1.5% in 1960-61; 2.1% in 1970-71; 3.0% in 1990-91 and 4.1% in 2000-01. Distressingly, it continued to be lower consistently for all these years except for 2014-15 (BE, 4.0%). It is discouraging to find out that the budgeted expenditure (revenue) on university & higher education during 2014-15 was 0.66% of GDP, and the total on education was about 4% whereas it was 0.57% on technical education.

The Knowledge Commission of India recommended 1.5 per cent of the GDP exclusively for higher education. While highlighting that since this figure is not adequate, other sources for HE financing are required. Thus, the Higher Education Financing Agency (HEFA) laid down guidelines for financing laboratory and civil infrastructural projects through loans, which are to be returned by raising fees and research consultancies and so on.

The average private expenditure per student pursuing general education during 2014 was Rs.15999 for PG & above, and Diplomas, Rs.13478 for graduates and Rs.12619 for higher secondary. The total expenditure on education turns out to be

²⁴ Under Article 246 State government can legislate on education. Entries 63,64, & 65 of the Union List are managed by the Centre. Entry 63 is related to central universities national library, etc. Entry 64 is meant for the scientific and technical institutions. The professional, technical and vocational education. Is covered under Entry 65. The coordination and determination of standards and research, scientific and technical institutions are take care of under Entry 60. States under the State List have powers to incorporate, regulate and wind up universities.

²⁵ Tilk, Jandhyala B G (2017): Union-State Relations in India's higher Education. Retrieved September 2018, http://www.nuepa.org/New/download/Publications/Occasional_Paper-50_Prof.JBGTilak.pdf

around 4.1% of GDP against the recommendation of 6% by NEP (1986). This figure fares quite low as compared to about 6% in South Africa, 5.7% in UK 5.4% in 45A, 4.9% in Germany and 3.9% in Russia.

With MHRD as the nodal ministry, the central funding is expected to be norm based and outcome dependent (in the ratio of 65:35 for general category States and 90:10 for special category states). The funding flows from the MHRD through the State Governments / Union Territories to the State Higher Education Councils before reaching the identified institutions. The UGC currently distributes about Rs.1050 crore annually as higher education fellowship to about 82,000 beneficiaries covering about 35,000 fellowships spread over to around 200 schemes of scholarship of the MHRD as well as other ministries.

3. The Gross Enrolment Ratio (GER: the ratio of enrolled students of all age groups to total population in the age group 18 to 23) is about 25% (Males, 26%; & Females: 24%). It is low as compared to 39% for China, 65% for Germany, 74% for Russia and 87% for USA²⁶. The government has launched its scheme, Rashtriya Uchchar Shiksha Abhiyan (RUSA) to raise it to 30%²⁷. Incidentally, it does not track variations and uneven quality parameters.

The GER exhibits large inter-state variations. Such disparities have risen over the period and the spread varied between 5% (Jammu and Kashmir) and 29% (Chandigarh) in 2002-03, which rose to 8.4 % (Jharkhand) and 53% (Chandigarh) in 2011-12. About 370 districts of India fall below the national average requiring special drive for enrolment.

With rising enrollment, as shown by various surveys, the knowledge base entering HE continues to be poor. It is estimated

²⁶ Govt. of India (2016): HRD Educational Statistics at a Glance, 2016, P.42

²⁷ The Rashtriya Uchchar Shiksha Abhiyan (RUSA) was introduced in 2013 to provide strategic funds to state level higher educational institutions keeping in view a critical scrutiny of state plans.

that enrollment²⁸ at the school level has increased during the last two years except in private schools. But Students of VIII show a slight decline in reading levels since 2014 from 75% to 73%. Arithmetic level of children of standard VIII (to do division) continue to drop since 2010 from 68% to 43% in 2016. The class V children could read simple English sentences of standard II level in 2016, and this level remains the same since 2009. This implies issues relating to teachers' accountability, student intake, teaching-learning environment affecting quality of education, students' activities and performance have not been addressed adequately both at the policy and practice level²⁹. Without being unfair to the limited number of relatively high quality institutions, the run-of-the-mill new colleges are really intended to be a money-making machine in exchange for a diploma or a degree. There are nearly 40,000 education institutions in the country, belonging to multiple categories and with large variation in activities and performance, which are mediocre and widely vary in terms of infrastructure, teachers' quality and student's intake and so on. Some of them could well be described as 'degree shops'.

A study of enrolled students (around 80%) show a predominate concentration of UG followed by PG (11.4%) and Diploma (7.2%) courses. Out of the estimated total enrolment of about 3.3 crore (2014-15), the share of Arts stream is 37.4%, Science (17%) and Commerce and Management (16%). The remaining 29% were enrolled in professional courses such as Engineering/Technology (16%) and Medical courses (4%).

4. Interestingly, the private sector has assumed an important place in the growth of colleges and institutions in India. But access is confined to only a few disciplines such as IT, engineering, medicine, management etc., wherein students are willing to pay. There are 313 privately managed Universities, which generally offer professional and regular courses. The

²⁸ Pratham Education Foundation (2016). Annual Status of Education Report.

²⁹ Ministry of HRD, National Policy on Education 2016. Retrieved March 2018.
<http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf>

share of private sector in the total number of colleges and institutes was about 64% in 2011-12, and students enrolled in those colleges and institutes was about 59%. The share of state institutes was 36% with enrolment of 39% and of Central institution 0.5%. With the proliferation of private institutions, issues related to high capitation fee, sub-standard quality, corruption, political patronage and influence have become serious.

5. The higher education is regulated by about 17 regulatory bodies and Research Councils functioning under UGC³⁰. The essential quality control mechanisms include: (i) quality assurance determining standard of performance and; (ii) quality improvement with respect to the services designed to improve institutional plans and programmes, which are supposed to be linked to grants and other facilities, academic autonomy and freedom and so on. One of the most important quality control mechanisms is through accreditation for the institute.

NAAC established by the UGC in 1994 is the main agency of accreditation. It is said that setting up of NAAC has generated and promoted awareness about quality up-gradation of Colleges and University. It assesses and accredits Universities and Colleges³¹. So far, 140 universities out of the 164 recognized

³⁰ It includes: National Assessment and Accreditation Council (NAAC), All India Council for Technical Education (AICTE 1987), Distance Education Council (DEC), Indian Council of Agricultural Research (ICAR), Bar Council of India (BCI 1961), State councils of Higher Education, National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), Medical Council of India (MCI), ICWAI, 1959; ICAR; Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dental Council of India (DCI), Central Council of Homeopathy (CCH), Central Council of Indian Medicine (CCIM); Council of Architecture; and Veterinary Council of India (VCI) and so on.

³¹ NAAC has got 3 stages of accreditation process: starting from Registration to submission of self study report (SSR) from the institution to physical inspection of the institution for validation of SSR before making recommendations. The assessment criteria relate to (a) Curricular, (b) Teaching learning, (c) Research, consultancy and extension, (d) Infrastructure and

universities, 140 are accredited by the NAAC, out of those 32% are rated as 'A' grade. Similarly out of the 2780 accredited colleges, only 9% are graded 'A' or above. It is clear that most of the institutions are rated average leaving much to be desired on the front of excellence and quality. The continuous involvement of the judiciary indicates that the regulatory and legislative environment are failing in their duties or those are ill-equipped to handle issues so emerging from stakeholders. The UGC is said to be dominating the regulatory environment which shows a lot of overlapping, coinciding, delays in assessment, influence of the central government³² etc.

Thus, the emphasis has been laid down on regulatory reforms for building up creditable system of accreditation. Over the years, the state may enhance its role through the instrument of regulatory framework right from financing and managing to support regulatory frameworks to ensure equity in access and quality in outcomes. The government introduced administrative and legislative bills related to regulators, transparency, self-disclosure and punitive measures, which regrettably have not taken shape. Given the legislative paralysis, the government will find it easy to follow the route of regulation in place of legislation to achieve the intended objectives. The Central government has already announced the Higher Education Commission Act, which repeals the UGC Act.

6. The research paper publications in India are on the rise continuously but citation impact is quite low, if compared with United States, Germany, China, and France and so on. India lacks world class research facilities, and academicians of high stature in colleges and research institutions to contribute to economic development. Since, China, Singapore, South Korea, etc. are moving fast in investing in education system,

learning, (e) Students reports and progress, (f) Organizational and managerial aspects, (g) Healthy practices.

³² Dhanuraj D and Rahul V. Kumar (2015). Understanding the Status of Higher Education in India, Centre for Public Policy Research. Accessed Sep 2017, <http://www.cppr.in/wp-content/uploads/2015/01/Higher-Education.pdf>

India should also equip with the desired quality and standards, which are essential for transforming the younger workforce into productive ones. Technology is required to be used for effective learning by students and to have cutting edges over the competitors in the globalizing world. Leaving aside a few examples of excellence noticed in scientific or technological innovations, Indian institutions are marked by mediocrity³³.

7. Following recommendations of the National Policy on Education (NPE) of 1986, the UGC issued guidelines to constitute SHECs to take up academic planning, coordination, and administrative functions including quality, funds etc. State governments hurriedly established SHECs³⁴. The SHECs, and Department of higher education, state Planning Boards and universities have to redefine their roles and coordination in order to facilitate the smooth function of the SHECs. The role of the SHECs becomes all the more important since the sector is expanding and the expansion takes place more at the state levels and because the expansion of the sector is accompanied by diversification. Therefore, the scope of the SHECs needs to be seen beyond the immediate context of RUSA. The Twelfth Plan envisions that reputed affiliated colleges will be converted into universities; college-cluster universities will be created; large and unwieldy affiliating universities will be bifurcated or trifurcated; a few of the colleges will be made autonomous; and more autonomy be given in will governance and management to all affiliating colleges and so on.

³³ The global ranking of universities indicates of their institutional performance in view of progress made in research and teaching, faculty's reputation placement, resources, participation of international students and activities undertaken and so on.

³⁴ A few of the states who established SHEC are Andhra Pradesh (1988), Tamil Nadu (1992), West Bengal (1994), and Uttar Pradesh (1995). Many states set up SHEC during 2000s, state who has SHEC can benefit under RUSA.

8. India's education plans and perspectives can no longer ignore its agrarian economy. About 52% of labour and 70% of rural population in India is still dependent on agriculture and allied subjects like livestock, forestry and fisheries. It forms only a negligible part of school curriculum and syllabus, what to talk of HE. Most students particularly those who study in urban areas in CBSE or ICSE affiliated schools have a superficial knowledge of rural India and no exposure to agriculture and allied sectors. In general, urban India education at the College and University level does not get related with issues, problems and challenges faced by the farmers and rural communities.

9. The efforts of Indian Government, the UGC and in particular the AICTE to promote investments and involve the private sector in higher education through a wide range of channels including direct investments in education and training, industry collaborations, joint-ownership and partnerships between public and private sectors (PPP), in direct and supplementary sectors (e.g. information and communication technologies) and others require critical scrutiny³⁵. The country needs over 150 billion USD worth of investments in the higher and technical education over the next decade. The 100% FDI allowed under the automatic route in companies engaged in higher education requires regulatory systems to be efficient, open and transparent, effective and youth friendly. The lack of clarity about 'not-for-profit' principle and the existing regulations are the major bottlenecks. The foreign educational institutions (Regulation of Entry and Operations) Bill (2010), introduced with a view to regulate the entry and operation of foreign educational institutions seeking to impart higher education, is still pending.

³⁵ CII (2012). Taking Stock - A sector wide scan of Higher Education in India. Accessed July 2017, <https://www.pwc.in/assets/pdfs/industries/education/publication/higher-education-report-nov-2012.pdf>

Accordingly, as an alternate route, the UGC recently gave in principle an approval to regulations. The AICTE has also prescribed regulations for foreign universities. The governments and educational institutions, thus, are looking for innovative ways to increase access to higher education and improve the quality of their programmes and courses in order to improve their competitiveness.

10. The incidence of disruptive movements in public-funded institutions, student disenchantment reflected in disturbances, agitations and *gheraos* besides frivolous complains, engaging judiciary in small matters etc. are distressing examples. Added to this is the sudden de-recognition of a Universities and affiliated colleges, which plays a havoc with the future careers of a large number of young students and also shaken their faith in good governance. The prolonged disruptions leads to the teaching loss, delay examinations, damage the work culture, breed an all-round indiscipline and encourage the disgruntled staff to go above law to disturb the normal academic activities. These disturbances are generally caused by a small section of politically active and motivated staff and students and work against interests of the institution and a majority of serious students and staff. The lack of standardized system of accountability and/or institutional checks and balances encourages apathy, indiscipline and non-seriousness, willful non-performance and absenteeism. The situation gets further compounded in the absence of any enforceable code of professional ethics and well-defined specific clauses in employment agreements. With increased interference of political bosses, trade unionists get further boost given the vote-based elections allowed in educational institutions, and the work-place becomes easy for the unprincipled, irregular and mischievous staff and workers. They form groups or associations claiming constitutional rights, while forgetting that every right has a corresponding duty to ensure that it shall not adversely affect the interests of others. In any

case, universities and colleges are known temples of learning, some enforceable self-imposed restrictions and ethical frameworks should have to be in place to carry forward the pursuit of education; and they should not be allowed to become political arenas to settle national rivalries.

II. EMERGING CHALLENGES

Given that the knowledge power is going to be the most potent instrument of change, growth and human development, the HE system must sustain and meet global standards. The Government of India launched various schemes to lift the HE sector to new heights through its various schemes introduced during its different Five Year Plans. However, it did not receive the required attention given the fact that about 4 crore students, and nearly one crore persons employed in HE combined with 30 crore children in schools, and 90 lac teachers adds up to more than 1/3th of India's population engaged in daily public contact for teaching/learning. The following points deserve mention for being the formidable challenges before India:

1. The HE is not directly linked to employment. Students after obtaining UG, PG and even higher degrees do not get jobs in their respective fields. The major business federations point out that only about 20% of the engineering graduates are found fit for employment. The problems of educated unemployed youth paradoxically go hand in hand with the shortage of skilled manpower. Thus, the gap between the available quality of educated youth and the actual skill sets required by the industry is clearly different. The situation becomes much more complex with students in large number enter HE just for the sake of it. The rapid expansion of poor quality technical and management institutions has also been accompanied with a number of such institutions having a large number of seats lying vacant or many of those even closing down. Many such private universities and colleges will be operating under political patronage while taking advantage of the prevailing lax or corrupt regulatory

environment. The poor market response shows quality considerations are important.

2. The role of vocational education institutions to impart education, skills, and training relevant to industry needs has to grow. Sadly, the majority of educational institutions are still mired in old and irrelevant syllabi and teaching methods are invariably divorced from the changed environment in which the 'world of work' has undergone a serious change and the work place - spanning across sectors and industries - has become increasingly complex and technology driven. The traditional business models and practices are becoming redundant. The staff, employees and managers need the education, skills and training to be able to respond to the challenges of a dynamic and increasingly competitive global economy for quality improvements, cost-cutting, work force reductions, after-sale service incentives - all to be accounted for simultaneously³⁶.
3. International linkages in HE in terms of student immigration, mobility, and brain drain besides the usual 'demand for' and 'supply of' of HE considerations have assumed critical importance. Such linkages have to be recognized and strengthened with the development perspective. It is more so in the case of high skilled professionals and core engineering and information technology sector. Such professionals are in great demand from science institutions, IITs, the IIM's and some other Universities. This has encouraged Indian institutions to establish campuses abroad, either independently or in collaboration. But India has not yet turned out to be a preferred destination for international students like the US Europe and to some extent China. In the case of India, about 50,000 foreign students from 162 countries come under different programmes. Of which, a little less than 20,000 international students are enrolled in degree

³⁶ For details, see Guljit K. Arora (2016): Make in India: Missing linkages, Academic, BRAC University of Delhi p. 1-12 and also see political and Business Daily, May 25, 2017 and Future Post magazine June 2017

programmes from South Asia. The number of such students though has risen to 45575, it is too much scattered around countries of the world. The top 10 countries are: Nepal (21%), Afghanistan (9%), Bhutan (5%), Nigeria & Sudan (4% each) constitute about 62% of total foreign students enrolled, still very low.

4. On the contrary, about 3 lakh students go abroad for pursuing post-graduate and doctorate programmes and spend around Rs.60,000 crores per year³⁷. Their spending have risen to around \$2.8 billion in 2017-18 against expenses of foreign students in India declining to \$479 million. Interestingly, Indian students studying abroad spend twice the amount allocated in the Union budget for higher education, and the same is nearly 20 times of what the HE institutions spend on research collectively³⁸. This comes around 2% of India's GDP. These figures are mindboggling and have to be taken seriously by the policy makers and the political bosses.
5. The rising trends in privatization of HE system are loud and clear³⁹. The continued efforts of the government to improve higher education system can be seen through the eyes of different Committees and Commissions constituted from time to time⁴⁰. The Committee for the National Education Policy

³⁷ Rani P. Geetha, Financing Higher Education in India in the Post Reform Period, NUEPA Occasional Paper 31. Retrieved July 2017, <http://www.nuepa.org/New/download/Publications/Occasional%20Paper-31pgeetha.pdf>

³⁸ *Ib.id.*

³⁹ For details, Angom, Sangeeta (2015): Private Universities in India. NUEPA Occasional Paper 46. Retrieved July 2018, http://www.nuepa.org/New/download/Publications/OP_46_-_Sangeeta_Angom.pdf

⁴⁰ In the post-independence era, the first education Commission, Radhakrishnan Commission (1948-49) recommended for establishing of UGC. The Secondary Education Commission (1952) introduced 3 year secondary and 4 year higher education system. Indian Education Commission (1964) introduced 3 year Degree course and 4 year Honours Degree course. The National Policy on Education (1968) recommended a number of measures qualitative improvements in higher education.

(2016) gave a number of suggestions and recommendations to improve the system of HE.

After independence, the development of HE virtually fell on the government. Thus the governance frameworks were state-regulated and controlled. India's fiscal crisis of 1980s and the consequent 'fiscal retreat' compelled such state institutions to diversify their sources of funding. The same was justified on other grounds related to competitive efficiency, the increasing demand, the financial burden on government, decentralization to ensure quality and training in line with global, national and local needs, and skilled manpower required to facilitate technological developments and so on. Thus, the private sector investments have come to assume importance.

In the course of comprehensive efforts made for private ownership, control and management, one finds self-financing courses inserted into government colleges and universities, government-aided private institution converted into private self-financing institution, self-financing private institutions permitted to introduce state private universities, deemed university and institutions were allowed foreign collaboration. It reduced the authority of the government in matters related to governance and management. The 'highest bidder rule' got dominant. This will adversely affect the ambitions of Indian middle class and the poor Indian students to join higher and technical education institutions due to the high fees charged by the private colleges and institutions.

The increased privatization of higher education as discussed above has brought many structural changes in the governance and management practices. One, the governance structures has undergone a change from a state-controlled model to a state-supervised model whereby demand for functional autonomy is on the rise. Now universities have become entrepreneurial (Clarke, 1998) in their orientation and governance, and their management has become market-oriented with a focus on resource mobilization. Two, a market-friendly approach has brought change in institutional outlook from input-orientation in

resource allocation to output and outcome orientation. Thus, constant efforts, have to be made to improve operational efficiency, performance of staff and resources. Third, higher education system has been badly affected the poor through price-hikes, quality compromises, equity, diversity and openness considerations and have further scuttled the government sector through the compliance to GATS (General Agreement on Trade in Services) under WTO (World Trade Organization)⁴¹. Four, accountability mechanisms have to be interwoven to the institutional governance structures and management practices.

The Foreign Direct Investment (FDI) to the extent of 100 percent promoted in HE without any prior approval the state⁴² for the functioning of foreign universities, will be regulated by the regulatory agencies. The initial phase of massification of higher education in India unlike the matured market economies with strong regulatory framework and ethical evaluative systems, have led to the mushrooming of the private sector while using market mediated process⁴³. Thus, the role of the state is likely to change from financing and managing institutions to developing a framework for regulating the system in order to ensure expansion with equity, access covering gender, geographical, minority-majority, and class dimensions; employability, efficiency, effectiveness in terms of performance and service, fund mobilization and excellence after examining the existing evaluating and regulatory frameworks, ethical standards and emigration and immigration provisions.

⁴¹ General Agreement on Trade in Services in educational services signed by 144 countries is a multilateral agreement which covers 19 services including educational services, which are not entirely provided by the government. All members and not supposed to discriminate in any manner has to ensure arbitral judicial, and administrative provisions in an impartial manner.

⁴² Dhanuraj D. and Rahul V. Kumar (2015), *op. cit.*

⁴³ Varghese, N.V. (2015): Challenges of Massification of Higher Education in India. Retrieved Sep 2017. http://www.nuepa.org/new/download/Publications/CPRHE/March_2016/CPRHE_Research%20_%20Paper-1.pdf

1. Consequent upon the implementation of LPG policies in India, the HE got exposed to the private sector, which brought into picture the issues related to institutional autonomy and accountability. Both appear to be co-existing and reinforcing each other. It is said the good institutions are over-supervised, and lack adequate autonomy, whereas the bulk of the low-end colleges and institutions are allowed to continue without much pressures to take corrective measures. Thus one single method cannot cater to the governance and management requirements of such a diverse variety of institutions. The emerging governance model requires structural changes for management, resources evaluation and decision-making processes which in turn are influenced by the market, state, and society at large. Thus, the dynamics of their inter-relationships is likely to change.

The autonomy aspect has added a new dimension. It has been always there because the first Commission on education, (Radhakrishnan Commission 1948) highlighted that universities be kept free from government interference and this self-governance will ensure academic excellence. Almost the same position was noticed in the Kothari Commission, the UGC Committee (1968) on university governance, and CAGE Committee instituted by MHRD in 2005.

It is to be emphasized that 'autonomy is the prerogative and the ability of an institution to act by its own choices in pursuit of its mission and goals⁴⁴. It has different dimensions - academic, administration and financial⁴⁵. India has autonomous colleges and the autonomy enjoyed by them vary across and really not substantial on many aspects including on matters related to

⁴⁴ Pandey, I M (2004): "Governance of Higher Education Institutions". Retrieved, September 2018, <https://www.researchgate.net/publication/228494664/download>

⁴⁵ Academic autonomy relates to the freedom to take decisions on syllabus, curriculum materials, and pedagogy etc. Administrative autonomy is the freedom related to managing the institutional affairs. Financial autonomy are Linked to the financial resource management and explanation in an efficient and effective manner.

administration and finances. The autonomy issue has been viewed differently by the different institutions. The idea of institutional autonomy operated relatively well in the select institutions such as IITs and IIMs⁴⁶. This is not the case with the State universities and colleges, a few of which are over-regulated and controlled by the government. It is also argued that the central authorities and the state governments give plenty of advice and directions and little money. In some cases, the institutional heads made a significant difference while using their political clout in exercising autonomy and mobilizing resources (Ayyar, 2013)⁴⁷.

The granting of autonomy generally accompanies efforts towards increasing accountability. The accountability including academic, administrative and financial aspects, is the most complex issue. It is under-managed with its governance structures being traditional and not having adopted to new demands from the stakeholders. The transparency related to governance and management requires academic administration to change to bring in the accountability clauses. At some places teaching-learning has become subservient to whims and fancies of few teachers, who generally are found to be non-performing, non-cooperative and non-participating. In the absence of well-established institutionalized system to check absenteeism, apathy and non-participation in day to day teaching-learning systems coupled with the political interference, has reduced the HOD into a non-assertive figure, who cannot take any decision/action quickly and independently in the larger interest of the institution⁴⁸. The governance structures, thus, have to be evolved which are conducive for decision-making to promote both autonomy and accountability. An effective autonomy cannot

⁴⁶ Anandakrishnan, M (2010): HIGHER EDUCATION: REFORMS AND RESISTANCE, Foundation Day Lecture, NCTE, New Delhi, 17th Aug. Accessed August 2018, <http://www.ncte-india.org/M.%20Anandakrishnan.pdf>

⁴⁷ Quoted in Varghese (2015): op cit.

⁴⁸ For details about a variety of issues related to teaching, administration, and governance of University of Delhi, its college and departments, see Khalid Alvi (1918). "All is NOT WELL IN DELHI UNIVERSITY", Top Story. 18th April 2018, Opinion, Delhi.

descend as a "gift" from above; it has to be earned⁴⁹. The institutional leadership is an important factor to earn and effectively exercise autonomy. If it is true that universities enjoy autonomy in theory and are controlled and regulated by the government in practice, the government, in fact, have to move on many fronts simultaneously to stay ahead successfully in the knowledge creation.

1. During the past decade, India's overall share of research publications in the world has risen from 2.8 to 3.4 per cent. However, Indian higher education continues to have limited research capacity and low quality in the research output. The higher education institutions in India spend about 8% of overall research spending i.e. about US \$ 500 million. Only a few universities conduct research of any significance – even these are concentrated in the IISCs and IITs. In short, very little is achieved by the country's higher education institutions in research and innovation. Most private universities pursue no research programmes to speak off, while the state universities are generally starved of funds. The shortage of doctorates is significantly impacting research institutions – IITs and IIMs currently face around 41% and 22% faculty shortages respectively. Central universities have around 38% vacancies of faculty positions. None of the Indian universities is found in the top 200 positions in the global ranking. The size have become bigger but lost quality.
2. The skill development is crucial for social and economic development. Given that 12 million youths annually enter the job market and only about 2.7 million net additional jobs are created, the skill formation and building technological capabilities will assume the forefront. The use of international cooperation in academic projects and exchange programmes heavily rely on the social and political relations of India with other countries. In usual cases, where global labour markets are involved, the commercial considerations override particularly in franchising and establishing of branch

⁴⁹ Ib.id

campuses and promotion of cross-border student mobility⁵⁰. The skill formation ecosystem, as it exists, is highly skewed towards formal education, which have limited content of vocational training both in quantitative and qualitative terms. In addition, the divide between the work requirements and formal education compounds the challenges linked to skill gap⁵¹.

In such a situation, the role of state in monitoring and regulating the non-state participation becomes critical. Given that higher education fosters growth and returns to education increase over the period, two competing issues arise⁵²: (i) the opportunity cost of time and credit constraints weigh high, and (ii) individuals do not invest in higher education given an uncertain future. Complications further arise due to the existing quality gaps related to curriculum design, high-end research facilities, consultancy, library, laboratory and classroom investments, students support and progression activities, innovation and R&D, the industry-academia interactions and so on. Added to these are the quality conscious demand driven education, and retention of talented staff catering the emerging and new needs of the country. All such matters complicate the most important and required linkages between HE and skill formation.

III. SUMMARY, CONCLUSIONS AND FUTURE OUTLOOK

Given India's long history, cultural heritage, place in global geopolitics, economic size and its future potential contextualized in its socio-economic and political setting, requires not only a vibrant economy, but a new society driven by knowledge and characterized by inclusiveness, equality and justice, and liberty and fraternity. Putting together with all human development parameters and placing those in the background of socio-

⁵⁰ International collaborations take may include mobility of teachers, students and exchange of programmes teachers.

⁵¹ Konard Adenauer Stiftung and FICCI (2015): Skill Development in India. Retrieved Sep 2018, http://www.kas.de/wf/doc/kas_42848-1522-2-30.pdf?151016072126

⁵² Chandrasekhar, S, P. Geetha Rani, Soham Sahoo (2016). Op cit.

economic and cultural transformation of the people, India has to strive for an inclusive and peaceful sustainable human development. India's HE sector thus has to be vibrant, meaningful and competitive to generate knowledge power. It also must address the daunting challenges emerging out of the socio-economic-political and cultural problems of the country⁵³.

Historically speaking, HE was quite developed in ancient India. In post-independence, it expanded rapidly particularly over the past three decades. The different Commissions and Committees gave their recommendations⁵⁴ and raised a variety of concerns further supported by a large body of research studies. Those concerns are:

(i) lower access to higher education to the disadvantaged population groups; (ii) wide inter-state, inter-district and rural-urban disparities regarding access, availability and outcomes; (iii) a high order of inequalities among population groups identified with respect to poor and non-poor, inter-caste, religion and gender groups; (iv) the low quality of education; (v) the

⁵³ Arun Jaitley: State of Higher Education in India', a speech delivered on 25.08.2015. Retrieved July 2018, <https://www.youtube.com/watch?v=dss7-scMiBI>

⁵⁴ Every Pay Commission has invariably recommended higher pay packages for teachers while prescribing certain terms and conditions linked to teachers' performance and accountability standards which generally remained unimplemented particularly in government colleges and Universities. Sen Committee (1971) recommended a code of professional ethics. National Policy of Education and its Programme of Action recommended "Annual Performance Appraisals". Mehrortra Committee (1987) talked about evaluation by students and submission of 'performance appraisal. UGC issued a notification in 1988 regarding "Accountability in higher education" in terms of Self Appraisals Performance. Rastogi Committee (1997) recommended assessment of teachers by students and inclusion of code of conduct in teachers' service contract. Again Pay Review Committee (2008) laid down multiple parameters related to teaching days, workload, tutorials, contact hours, participation in corporate life of the institution, carrying out work related to internal assessment, admissions, exams etc. The National Knowledge Commission (2006-09) also emphasized on the performance of teachers, effectiveness of teaching etc.

questionable relevance of education; (vi) the regulatory systems required for the private sector education; (vii) the poor academic research standards both within and outside the institution; (viii) challenges faced by HE due to the adoption of LPG policies not addressed properly and effectively; (ix) the inadequate structures of governance for autonomy of Institutions and teachers' accountability; (x) the cumbersome, uneven and inflexible affiliating systems; (xi) the imbalanced and uncoordinated capacity across various subjects; (xi) not clearly defined autonomy guidelines coupled with low and inconsistent public funding; (xii) imperfect accreditation system with low coverage and damp incentives for performing well; and (xiii) the missing enforceable ethical frameworks.

Thus, we have a pretty wide range of issues ranging from expansion, access, equity and relevance to quality standards to our students studying abroad to the aspirations of stakeholders. And the gap between what is actually accomplished and what is expected by the society is bewildering.

The enhanced international exchange and dependence in fact, added further urgency to find out solutions of the systematic deficiencies in HE and also to take advantages of the international opportunities of economic globalization and technological developments given demographic dividends of India. Our graduates are unemployable but shortages of skilled manpower are tangible in many sectors. The time has come to recognize 'good' teacher and 'good' teaching, which is not seen through the same mirror by the different stakeholders, management, and evaluation agencies. All such aspects have made our challenges not only real but complicated too.

Generally speaking, the issue related to governance and quality has been seen in terms of what should be the role of different apex agencies such as UGC, NAAC, and AICTE etc. in HE. The focus has been in the macro perspective and on evolving methodologies to give different weightage to curriculum aspects, research, consultancy and evaluation; infrastructure; teaching-learning; leadership and innovation practices for NAAC; and determining

quantity gaps in universities in terms of age of universities, number of teaching departments per university, sanctioned and filled-up faculty, teachers having Ph.Ds., number of books of library etc.⁵⁵. The consistence efforts are found lacking for improving standards and checking exploitation.

The HE and related policies have remained under reviews to meet political aspirations and get tuned with the changing perspectives of the policy makers. Initially, the HE was solely dependent upon the State and its fiscal capacities for public funding. However, during the period of LPG, the government has been liberal on the role of private sector, and as a result, HE witnessed a set change and private institutions took the lead in enrolling a larger number of students and outpaced state funded institutions. This led to a chaotic and unplanned growth. The number of colleges established in rural areas are not working properly and generating desired results. They suffer from under-enrolment, poor infrastructure, inadequate teachers etc. highlighting that regulatory frameworks, and privatization policies have failed the system. How this market-mediated and the non-state sector will accommodate the youngest populations requiring HE but lack the capacity to pay, look after the rising regional and social inequalities and improve quality are important issues and challenges. The Prime Minister, Dr. Manmohan Singh claimed Eleventh Plan as "Education Plan", further describing it as the "Second Wave". Consequently, there was a massive jump to more than 14 times in the financial allocations from Rs. 3294 crore during the Tenth Plan to about Rs. 47,000 in the Eleventh Plan⁵⁶. The outcome achievements of such financial expansion are required to be quantified.

The entry of foreign Universities is really not a solution for meeting the demand and supply side mismatch. A majority of

⁵⁵ <https://www.troy.edu/studentservices/assets/documents/Quality-Issues-in-Higher-Education.pdf>

⁵⁶ Eleventh Five Year Plan, Retrieved, November 2017,

http://planningcommission.nic.in/plans/planrel/fiveyr/11th/11_v2/11th_vol2.pdf

Indian students will find it high-priced, though it will be an inevitable corollary of internationalization of education. In such a situation, public sector capacity to meet the rising social demand for HE and further creating job-oriented courses have to be increased. It is because unbridled expansion of privatization of HE poses a serious challenge not only the financing HE, but also to the quality of teaching, creation of knowledge and general accommodation of youth through social policy of quota. In such a situation, regulations will become more complex because the abundantly available political and intellectual freedom in public institution does help the liberal arts to thrive with excellence missing.

Given the rising pressures of competition and quality, excellence has to become the hallmark of HE. India needs to strengthen its university system to move public research into them⁵⁷. The shift to the market-oriented policies to improve quality has to be gradual, selective and not at the cost of social objectives and established democratic decision-making involving all stakeholders. The Government should encourage private investment to create global Universities and increase their presence through collaboration with Indian universities and research Institutions by following a youth centred initiatives and processes and not for the sake of privatization. It will produce best minds for the country. However, the politically motivated surveillance, regulatory frameworks, monitoring and selective decentralization to raise operational inefficiency and reduce cumbersome procedures and encourage 'graded autonomy' and privatization in the name of 'institutions of eminence', 'marketable courses' and save 'tax payers money' will be a serious knock-down to the principle of access and inclusive growth and sustainable human development.

The globalization policies and increased internationalization of HE has encouraged mobility among students and collaborations with institutions. The educational finance with private sector

⁵⁷ Forbes Naushad (2014): Higher Education in India: Growth with Challenges. Accessed September 2018, http://www.wipo.int/edocs/pubdocs/en/wipo_pub_gii_2014-chapter4.pdf

presence and FDI encouraged under GATS has undergone a radical change. Thus, the regulatory mechanism and frameworks free from politics have to be put into place to deal with the poor quality private colleges owned by politicians and /or well-connected business houses. The stringent regulatory frameworks to correct the existing institutions and their distortionary affects must not discourage the genuine institutions. The regulatory bodies and their frameworks have to be well thought off and genuinely structured after taking into account the harsh economic realities of India, relevance of education, practical and market constraints in order to the foster nation-building, youth empowerment, democratic traditions etc.

Thus, the bold initiatives, innovations and experiments besides instituting a system of performance evaluation and accountability on a regular basis in the context of improving teaching learning and research rather than the administrative setting are required. The genuine political initiatives to encourage administrators to show a new vision, firmness, creativity and ingenuity to take the HE system on a higher platform of teaching learning, research and knowledge creation through innovations and involving well-informed and socially sensitive researchers, teachers, students and their parents, are required. It will be a great contribution to the cause of national education and nation-building.
