



HIGHER EDUCATION IN INDIA



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Nature of Higher education

- **Public Good – Quasi/Semi Public good**
 - Externalities – dynamic,
 - to arrest diminishing returns
- **Merit Good**
 - Merit – II good
- **Investment – human capital, ‘specialised human capital’**
- **Human rights (UN, 1948)**
 - Supreme Court of India judgments



Growth of Higher Education in India

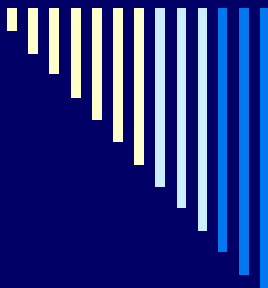
	Colleges	Univs	Enrolment (million)
□ 1947-48	516	20	0.2
□ 1950-51	578	28	0.2
□ 1960-61	1,819	45	0.6
□ 1970-71	3,277	93	2.0
□ 1980-81	4,577	123	2.8
□ 1990-91	6,627	184	4.4
□ 2000-01	10,152	254	8.6
□ 2005-06	20,918	337	10.5

Gross Enrolment Ratio (2005-06): 11.6 per cent



Strengths of Indian Higher Education

- One of the largest education systems
- Largest stock of educated manpower
 - Self reliance in manpower needs
 - Export of manpower
- Democratisation: improvement in equity
- Pockets of excellence⁴
- Diversity
- Socioeconomic development
- Democracy and political stability



Weaknesses of Indian Higher Education

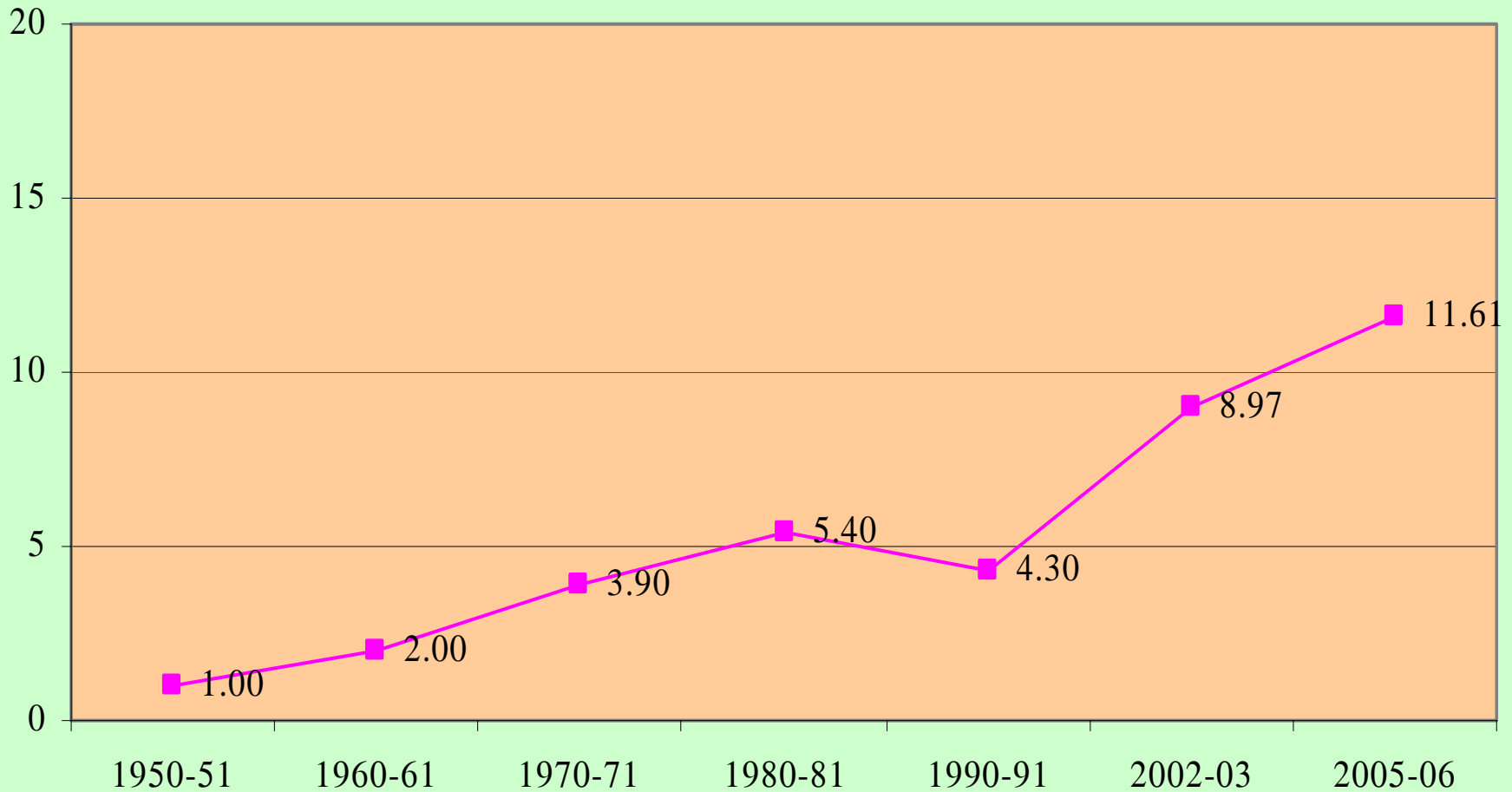
- **Falling standards and low quality**
- **Glaring inequalities**
 - **Regional, socio-economic,..**
- **Imbalanced development**
 - **Some disciplines flourish and some perish!**
- **Highly inadequate numbers**



The Growth is not Adequate

- **For rapid economic development**
- **To face global challenges**
 - **Globalisation and international competition**
- **For sustainable high levels human development**
- **For building an equitable system of education, promising opportunities for all**
- **Creation of Knowledge Society**

Gross Enrolment Ratio in Higher Education

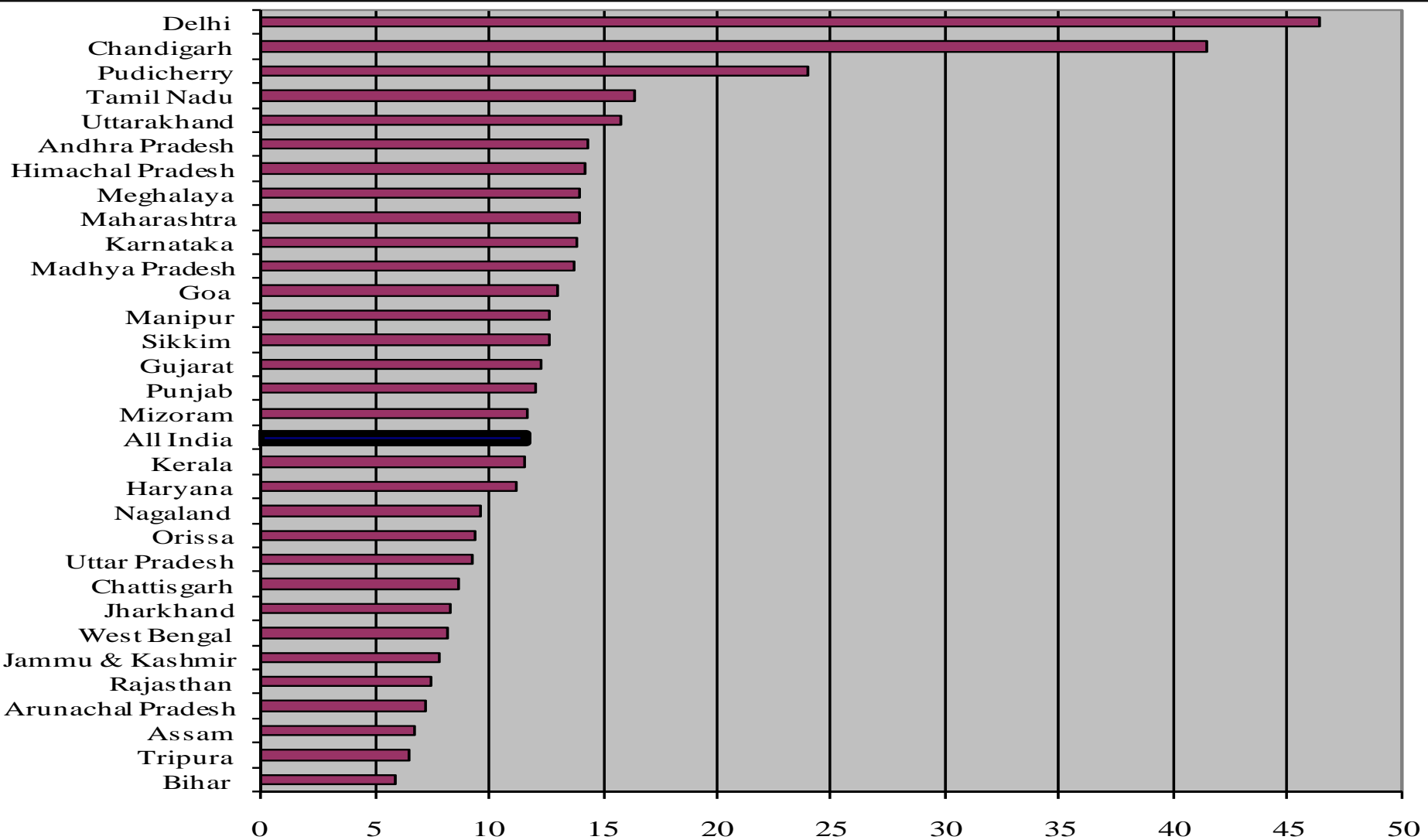
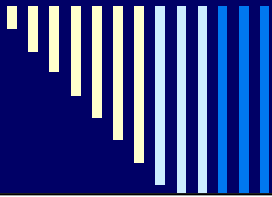




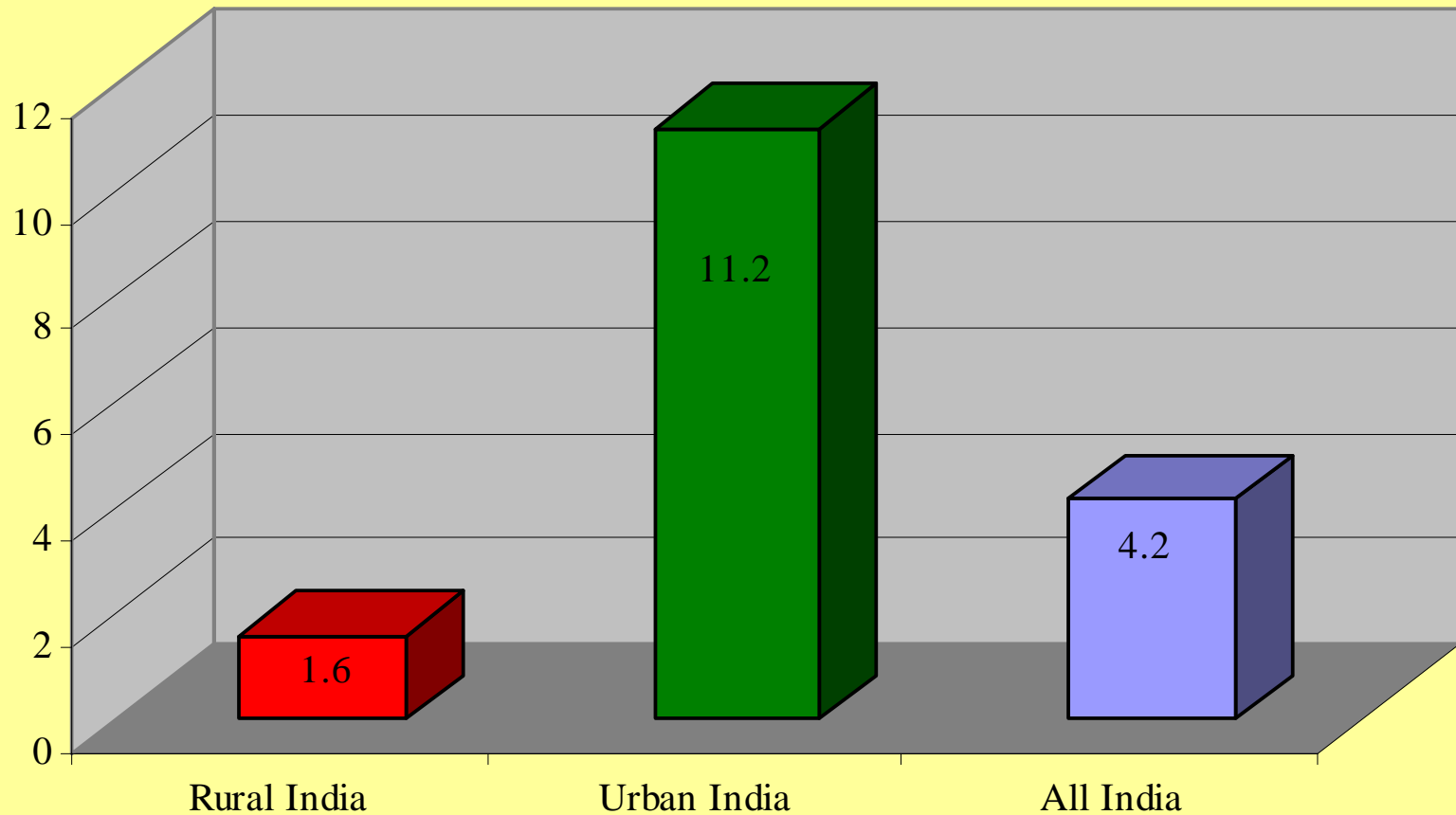
Inequalities in Higher Education

- **Regional**
 - **Inter-State disparities**
 - **Rural-urban**
- **Inequalities between Social Groups**
 - **Caste**
 - **Religion**
 - **gender**
- **Inequalities between Economic Groups**

Regional Disparities: Gross Enrolment Ratio in Higher Education, 2005-06 (%)



Adult Population with Higher Education (%), 1995-96





% of Population (7+) with Higher Education, by Social Groups, 1999-2000

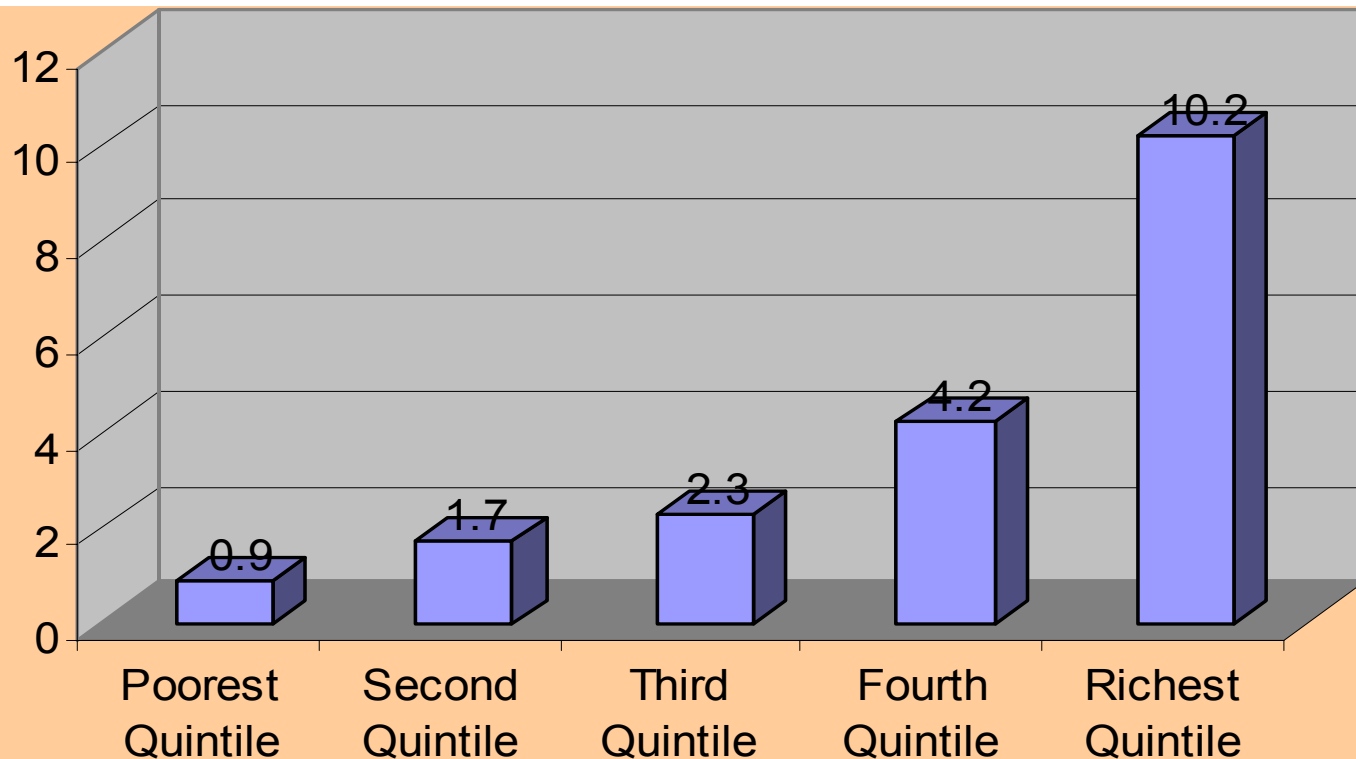
	Rural			Urban		
	Male	Female	All	Male	Female	All
Scheduled Tribes	1.2	0.2	0.7	9.1	4.7	7.0
Scheduled Castes	1.3	0.3	0.8	4.1	2.0	3.1
Other Backward Castes	2.1	0.6	1.4	1.1	3.7	5.5
Others	4.4	1.4	3.0	18.2	12.7	15.6
All	2.6	0.8	1.7	12.7	8.2	10.5

Source: NSS 55th Round

Inequities by Economic levels

Adult Population with Higher Education

(%) 1995-96



Household Expenditure Groups



Recent Trends in Public Policies

- **Reduced Levels of Public Funding**
 - Total, per student, %s
- **Increased Levels of Cost Recovery**
 - Fees, Loans, ...
- **Non-Recruitment of Teachers**
 - Recruitment of *para* teachers
- **Growth of private institutions**
 - Increase in for-profit institutions of higher education -- towards vulgar forms of commercialization-- more privatised than many other countries
 - (Many private) Colleges → 'deemed' universities
 - Decline in philanthropy

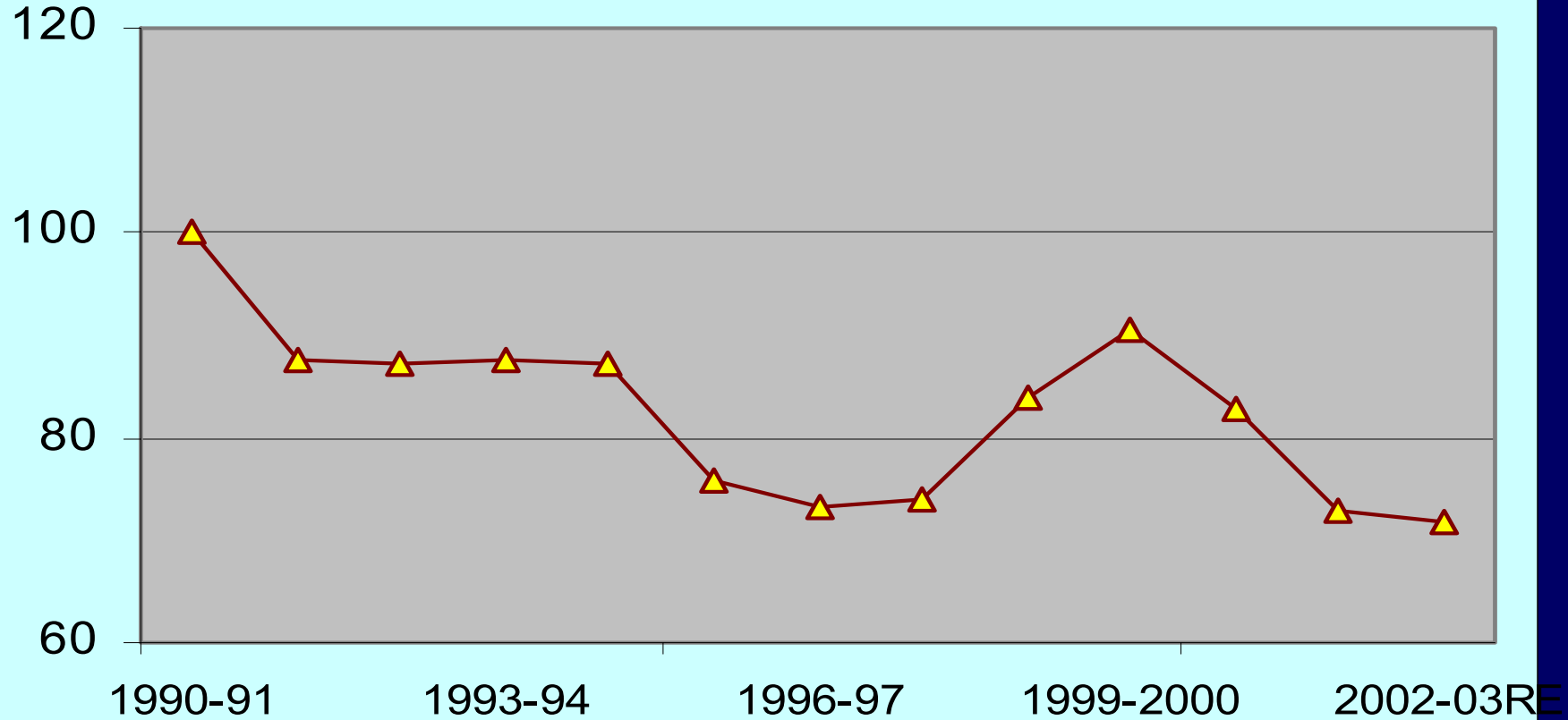


Recent Trends

- Corporatization of universities
- International trade in higher education
 - Growth of foreign education providers (informal, including e-learning)
- **Growth of some disciplines and neglect of others**
- Emphasis on open learning systems
- Overall neglect of higher education
- **New plans for expansion**

Declining Per Student Real Expenditure on Higher Education

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Steep Increases in Fees

- Recommendation: 20% cost recovery rate
- Introduction of different types of fees:
 - Foreign/NRI students, management quota, merit (free) and payment seats, normal...
- Fees for different items
 - Application, registration, lab, exams, marks statement, fees for authentication of certificates
- Erratic and uncontrolled Increases in fees
- Introduction of Self financing courses



Student Loans

- ❑ Revitalization of Student Loan Programmes
- ❑ Government operated loan scheme replaced by Bank operated Loans
- ❑ Increasing reliance on loans
- ❑ Loans preferred over scholarships (by the government)



Student Loans

Problems with Bank operated Loans

- ❑ Limited in number
- ❑ Not Equity Oriented
- ❑ Not Excellence Oriented
- ❑ Accentuation of commercialisation of higher education
- ❑ Further Increase in fees
- ❑ Restricting access and Increase in inequities
- ❑ Shifting of responsibility to the individual domain



Teacher Recruitment

- Stagnation/Non-Recruitment for several years in many universities and colleges
 - Fiscal
 - New policies
- Recruitment of *para* teachers
 - Under qualified
 - Under paid
 - Unfair service conditions



Privatisation of Higher Education: Trends

↓ Decline in Philanthropy

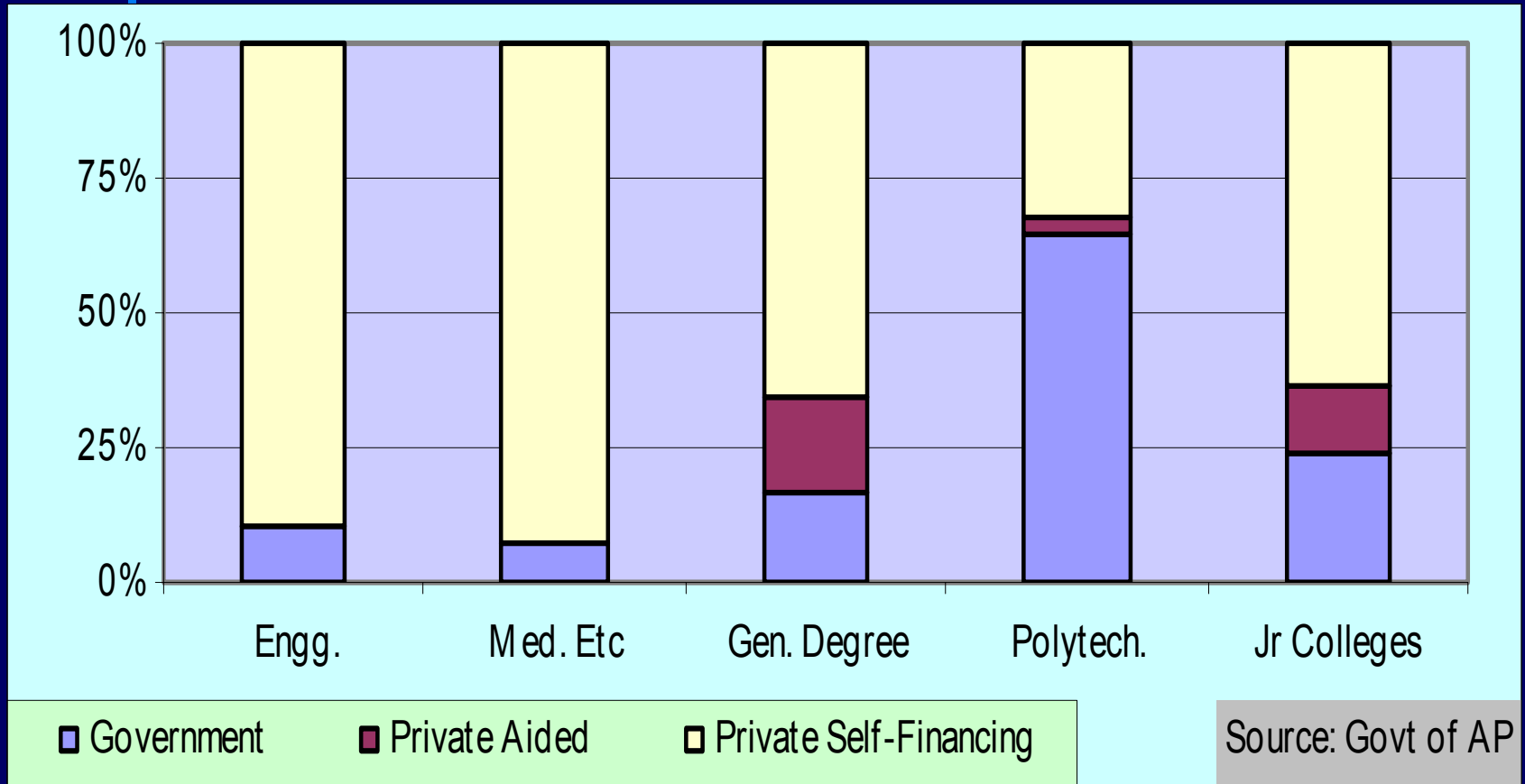
□ Virtual halt of State-aided private sector

↑ Rapid growth in Self-financing private sector,
leading to diminution of public sector

↑ Growth in Self financing courses in public
universities/colleges

□ Public Sector displacement

Growth of Private Sector in Higher Education (Andhra Pradesh)





Factors responsible

- Neo-liberal policies
- Faulty assumptions on the role of higher education
 - Higher education is not important for economic growth
 - Higher education is not poverty-reducing
 - Higher education is not related to human development
 - Higher education is at the cost of elementary education
- Lack of resources
 - Decline in resource capacity of the Government



Why Higher Education is Neglected?: Faulty Assumptions

- 1) Primary education can be universalized only if at the cost of secondary and higher education. Higher education expanded at the cost of primary education.**
- 2) Higher education is not important for economic growth.**
- 3) Higher education is not important for poverty reduction and human development.**



Questionable Assumptions

- 4) Higher education over expanded.**
- 5) Government need not bother about higher education; State can withdraw from higher education.**
- 6) Higher education is heavily subsidised by the State.**
- 7) Higher education is a non-merit good; it is not a public good.**



Increasing importance of Higher Education due to

- Globalisation
- International Competition
- Brain Drain
- Need to create *Knowledge Society*
 - Supply of not just skilled/educated workers, but knowledge workers
- Need to improve socioeconomic equity



Thrust of the Eleventh Plan

- ❑ Expansion in enrolment
- ❑ Promotion of inclusiveness with equal access
- ❑ Promotion of quality and excellence
- ❑ Reforms in academic and governance areas
- ❑ Increase in Public spending



Important Concerns: Strategies Proposed

- ❑ More Privatisation
- ❑ Public-Private Partnership
- ❑ Further increase in cost recovery
- ❑ Further expansion of student loan programme
- ❑ International trade in education
 - zones, tax incentives
- ❑ Emphasis on open learning systems
- ❑ Governance
 - IRAHE in place of UGC, AICTE,... ?
 - Autonomy -- towards deregulation, liberalisation and privatisation ?



Important Concerns

- ❑ All the proposed strategies have serious weaknesses and dangerous implications for
 - ❑ Equity
 - ❑ Quality
 - ❑ Overall expansion
 - ❑ Values
 - ❑ Public good character of higher education



Recent (NKC/XI Plan) Initiatives

- **INCLUSIVE GROWTH !**
- **Goal: 15% GER**
- **Expansion of higher education**
 - **1500 universities !**
 - **30 new central universities -- 14 world class**
 - **New IIMs, IITs, IISERs, IIITs,...**
- **Equity**
 - **Reservations**
 - **Scholarships for weaker sections**



Recent Initiatives

- **Research**
 - **Fellowships**
- **Funding**
 - **Limited, but to grow !**
 - **UGC to strengthen 2/3-tier institutions**

- **Privatisation**
- **Public-Private Partnership**
- **International trade in education**



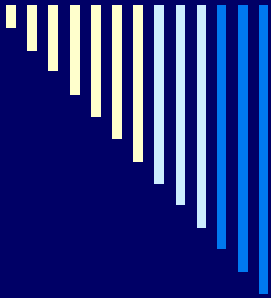
Important Concerns

- ❑ **Ambitious plans?**
 - ❑ **Where do you get**
 - ❑ **Resources**
 - ❑ **Faculty**
 - ❑ **Students**
- ❑ **Conceptually weak plans**
 - ❑ **Setting up world class universities !**
- ❑ **Unviable institutions**
 - ❑ **University in each district !**
 - ❑ **Colleges everywhere**



Important Concerns

- ❑ **Unrealistic expectations**
 - ❑ **Meaningful PPP**
 - ❑ **Gains from trade in higher education**
- ❑ **Incompatible goals and strategies**
 - ❑ **Inclusive growth and PPP, fees, loans....**
 - ❑ **Excellence in higher education – inadequate numbers of teachers**



What needs to be done? Desired Level of Funding

Government Commitment to funding higher education is crucial.

❖ Elementary education	3.0% of GNP
❖ Secondary education	1.5%
❖ Higher General education	1.0%
❖ Higher Technical education	0.5%
❖ Total	6.0%



What needs to be done?

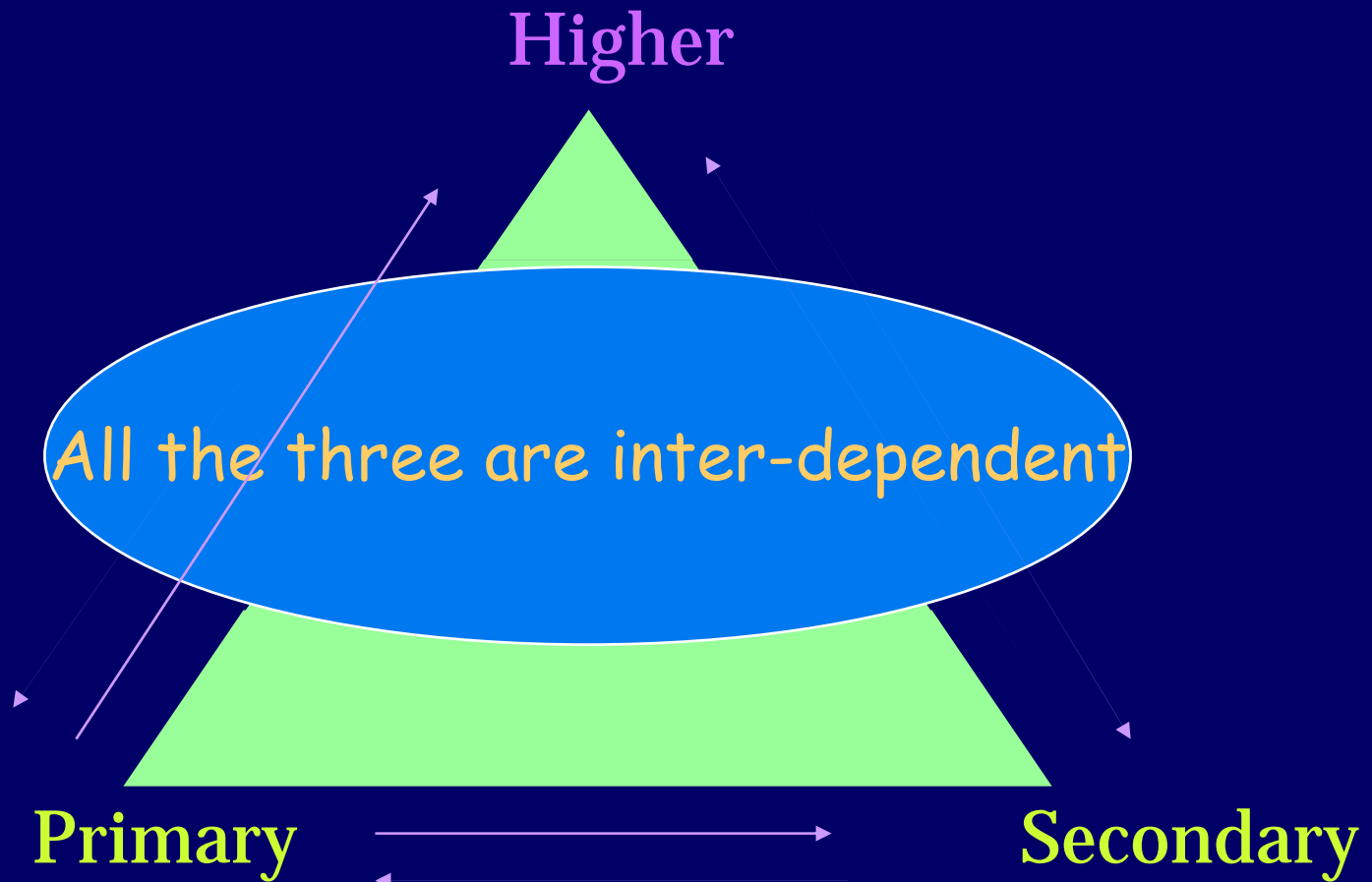
- At least a minimum assured level of proportion of the budgets for scholarships
 - To promote excellence (*merit* scholarships)
 - To promote equity (*merit-cum-means* scholarships)
- At least a minimum proportion for **research**
- Ceiling on fees
- Less reliance on Private sector and foreign institutions



What needs to be done?

- Investment in Infrastructure development
 - Operation blackboard-like programme in colleges and universities (focusing on library/laboratories/play grounds etc.)
- Recruitment of faculty
- A coherent policy and a long term perspective plan
- Balanced development of all layers of education

The 3 Quadrants of the Education Pyramid





Thank you