

**SHEER SIZE OF EDUCATION SYSTEM IN INDIA –NESSECITATE, AUTHERISE AND DEREGULARIZE****Dr. S.V. Srinivasa Sastry\***

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**\* The author has been working as an employee in Primary Education**

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**Abstract**

The education system of a realm explicates the art of living of the people. While the strength of the system purely depends on the 'curriculum' of which being stand in the ancient times as 'Gurukulam'. In the recent calculations of HDI, unemployment, poverty and civilization, the education is an eternal index which ultimately bounded to curriculum frame work from the top to toe of the system. Along this, education is being treated economically as merit good of which inherently explore the ability and affordability for the concord lives. The education facilitation in India is mainly run by three tier viz. government, aided and private organized. Altogether, 80 percent of the education institutions in India being run by government and government funded where the private part is lesser, expensive and profit motive and there is no effort from private face towards all-round development of 3+ to 4+ age children is notable. However, the government and its initiations have been focusing on providing education to the children ranging 6 -14 age group and changes made in curriculum for excluding the child from the stress, strain and rising facilities for retention. Besides, the ASSOCHAM has spelled out "If higher education is deregulated, there is no reason why India cannot earn \$50-100 billion per year and provide at least 10-20 million additional jobs in the field of education alone" enlighten the position of higher education or move in the country, also suggests for caring steps be needed to protect the system. Along, the percentage of vocational education in India is at a meager of 5 per cent whereas the corresponding number for South Korea is 95 per cent is countable. In India, Education Cess had been charged in addition to direct and indirect tax to inflate education facilities has not given yield. Besides, gender sensitive curricula would be developed at all levels of education in order to address sex stereotyping as one of the causes of gender discrimination. Hence, India needs a concrete plan in this regard. If Indian government allocates a considerable proportion of its budgetary allocation for set up of infrastructure, de-regularizes regulations can inflate the private participation and investment in education sphere.

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**OBJECTIVES OF THE STUDY:**

The objectives of the study are as underneath:

1. to assess the need, process and prospects of initial education in India
2. to review the global trends in higher education
3. to evaluate the government initiations
4. to examine the role of government agencies towards the development of higher education
5. to suggest remedial measures to sustain women education

**METHODOLOGY ESPOUSES:**

This study primarily depends on secondary sources comprising nature and scope of different institutional agencies, articles and statistics related to layers of education system. Further, reports, comments and statements made by ASSOCHAM, UGC, MHRD, modules of SSA or RVM and budgetary allocations in different periods has taken for consideration. The tool of percentages, cross-breaks and diagrams is markedly used to make necessary comparisons and depictions.

**INTRODUCTION TO THE STUDY:**

“India has the lowest public expenditure on higher education per student in the world”

-UNESCO

As all accept the ‘education’ is a perpetual index of civilization of which prosper based on ‘curriculum’ by which modulated from the ancient ‘Gurukulam’<sup>1</sup>. The recent Human Development Index has also been referring the advancement of the social order by giving repute place to the education. The Constitution of India which includes the vital support for rights based administration embrace educational need in the societal development. In this connection several legislations and institutional mechanisms have been set up in India to respect, protect and promote right to education within constitutional clout<sup>2</sup>. The education facilitation in India is mainly run by three tier viz. government, aided and private organized. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India where the SCERTs for state level. The

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<sup>1</sup> Gurukulam is the set of syllabus which explores the circumstances around the lives and necessitate for enjoying better life

<sup>2</sup> The inclusion of ‘directive principles’ in the constitution of which mandate and legitimate

NCERT provides support and technical assistance to a number of schools in India and overseas in many aspects of enforcement of education policies.

The Central Board of Secondary Education (CBSE), All India Secondary School Examination (AISSE), All India Senior School Certificate Examination (AISSE), Council for the Indian School Certificate Examinations (CISCE), Indian Certificate of Secondary Education (ICSE), Indian School Certificate (ISC), Certificate in Vocational Education (CVE), National Institute of Open Schooling (NIOS) are a few known institutions run with appropriate curriculum in view of the Indian circumstances and accounted certain age for achieving destined traits among children. The institutions have been uphold 3+ and 4+ age group children through Angan Wadi, Bala Wadi<sup>3</sup> of which exclusively funded by the governments on par with the recommendations made by UNICEF and other child development organizations. Likewise, 5-14 aged children are engaged under local bodies and government as well whereas Under Graduate and Post-graduate levels are run by universities. Wholly, 80 percent of the education institutions in India are run by government and government funded where the private part is lesser and expensive and also significant one is, no effort from private face towards all-round development of 3+ to 4+ age children. Though, the private education market in India is estimated to be worth \$40 billion in 2008 and will increase to \$78 billion by 2012, the share to develop >5 age children are at a meager.

However, the government and its initiations have been focusing on providing education to the children ranging 6 -14 age group and changes made in curriculum for excluding the child from the strain and rising facilities for retention. The marked one is the impose scaling instead of awarding marks which benefited the children from the stress and strain whereas the teachers are getting confusion awarding ranks to the mass rural. The scaling system of 7-scale, 10-scale and 12-scale are excessively in use to promote class as well level of education. Despite growing investment in education, 25 percent of Indian population is still illiterate while only 15 percent of Indian students reach high school and just 7 of 15 percent reaching for graduation. As of 2008, India's post-secondary institutions offer only enough seats for 7 percent of India's college-age population, about 25 percent of teaching positions are vacant across the country and 57 percent of college professors lack either master degree or Ph.D. degree. Even though, the teachers available are bounded to urban areas itself.

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<sup>3</sup> These programs meant for develop early child as physically and mentally and prepare them to schooling

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**The Stipulation of Education in India - Proposed levels and funding by**

Level	Age accounted	Type of tier	Organization handling	Funding/ Financing
<b>Pre-primary</b>	3+ & 4+	Govt.	Angan Wadi Bala Wadi	Central and Sate Govt.
<b>Primary</b>	5+ to 10+	Local Bodies, aided, Govt. and Pvt.	Mandal Parishad, Zilla Parishad and Govt.	Central and Sate Govt./RVM
<b>Upper Primary</b>	5+ to 12+	Local Bodies, aided and Govt.	Mandal Parishad, Zilla Parishad, and Govt.	Central and Sate Govt/RVM
<b>Secondary</b>	10+ to 14+	Local Bodies, aided and Govt. and Pvt.	Zilla Parishad, Gurukula Societies and Govt.	Central and Sate Govt/RVM
<b>Intermediate (General &amp; Vocational)</b>	14+ (2 years)	State Govt., aided & Pvt	Board of Intermediate Education	State Govt.
<b>U.G. &amp; P.G.</b>	16 + (5 years)	State Govt., aided & Pvt	Universities	UGC, AICTE, MCI

Since the quality of education whether at primary or higher education is significantly poor as compared with major developing nations, showing measures taken are not appropriate and adequate. As of 2011, there is 1522 degree-granting engineering colleges in India with an annual student intake of 5.82 lakh where 1244 polytechnic institutions with an annual intake of 2.65 lakh. However, these institutions face shortage of faculty and concerns have been raised over the quality of education. The recent Right to Education Act (RTI), 2009<sup>4</sup> is the major contribution from the above. Before that The National Human Rights Commission of India (NHRCI) which is being set up in 1993 for better protection of human rights and for matters connected oppression or suppression also considered minimum level of education is needed from the toe to triumph over the societal oppression and considered the rights of the children, undertaken significant steps to empower basic education and stressed over quality of education along quantity. The Ministry of Human Resource Development also set up NAAC (National Accreditation and Academic Council) that focuses on quality of higher education.

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<sup>4</sup> Act meant to strengthen right to education

Besides, according to ASSOCHAM, the liable institution in India has remarked "If higher education is deregulated, there is no reason why India cannot earn \$50-100 billion per year and provide at least 10-20 million additional jobs in the field of education alone"<sup>5</sup>. The chamber stated that higher education in India is so subsidized that on average, an IIT or an MBA student in reputed institutions spent out \$120 per month as fees, while people visiting for abroad studies spend between \$1,500 and \$5,000 fee per month for getting engineering or management degrees in the U.S., Canada, Australia and the U.K.. In case of medicine the availability of seats are lesser and expensive where as cheaper in china compared to India. When the rupee convertibility fluctuates in the international market, then the out flow will be higher and exhausts our reserves. For this, the Governments should deregulate higher education in the country to prevent repatriating over Rs. 50,000 crores per annum as nearly five lakh students still go abroad to acquire better skills. Countries like Singapore are planning to have 1.5 lakh foreign students while Australia has about 4 lakh students who contributes for the country nearly \$12 billion per year, adding that India has only 27,000 foreign students and has no plans for any regulated increase because of controls in higher education. The primary reason why a large number of Indian students go out of the country is mainly lack of capacity as domestic institutions are constrained in that respect. About 99 per cent of those who appear in entrance examinations at the IITs and IIMs get rejected. Over 1,50,000 students every year go overseas for university education, which costs India a foreign exchange outflow of \$10 billion per annum.

The amount spent for studies in abroad is sufficient to build many IIMs and IITs inside the country. But being a poor country like India cannot increase its revenue with the support of eminent educational institutions. It also does not want to stop brain drain. As a result, we are losing on both fronts. Interestingly, countries like America, England and Australia are earning billions of dollars through foreign students. But India, instead of earning money, is losing Rs 50,000 crores per year in the form of foreign exchange revenues due to mass departure of students chasing higher studies in engineering, medical, computer and management overseas. As per a report, which had recently been released by the Associated Chamber of Commerce and Industry, with these funds, almost 20 IITs and IIMs might be started per year to make available quality education and efficiently put an end to brain drain. Sources reveal that about 5 lakh students still leave for foreign shores to obtain education. The only solution to the tight spot is deregulation of higher education and opening of a series of quality institutions under public-private partnership. On account of subsidizing of advanced education in India, a student in

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<sup>5</sup> Annual report of ASSOCHAM, 2007

reputed engineering and management institution spends US\$ 120 per month as fees while those studying in countries like USA, Canada, Australia, Singapore and UK spend between \$ 1,500 and \$ 5,000. According to the official sources, India will not only save Rs 50,000 Crore but will be also be able to create 10 to 20 million jobs in the education sector without help if governments does provide opportunities in collaborate with private people properly. This tendency can be tackled by opening a series of quality institutions with public-private partnership by completely deregulating higher education. The available reports reveal that, the depiction of vocational education is also lagging behind which provides immediate eking to the poorest people. The percentage of vocational education in India is at a meager 5 per cent, whereas the corresponding number for South Korea is 95 per cent, 80 per cent for Japan and Germany has 70 per cent, explicit the drastic situation prevailed in India. So this paper attempts all the on going trends in higher education and role of government agencies in providing better education opportunities in India.

India, instead of earning money, is losing Rs 50,000 crores per year in the form of foreign exchange revenues due to mass departure of students chasing higher studies in engineering, medical, computer and management overseas. India will not only save Rs. 50,000 crores but will also be able to generate 10 to 20 million jobs in the education sector without help of when governments do provide opportunities in collaborate with private people. This tendency can be tackled by opening a series of quality institutions with public-private partnership by completely deregulating higher education. If Indian government allocates a considerable proportion of its budgetary allocation, then it can make India an educational focal point of qualified manpower. The governmental agencies also contributing more for improvement of higher standards in higher education but the strength is not enough.

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors of arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and –unaided) As on 31.3.2006, there were

367 University level institutions including 20 Central Universities, 217 State Universities, 104 Deemed Universities and 5 institutions established under State Legislation, 13 Institutes of National Importance established under Central legislation and 6 Private Universities.. There were 18,064 degree and post-graduate colleges (including around 1902 women's colleges), of which 14,400 came under the purview of the University Grant Commission, the rest were professional colleges under the purview of the Central Government or other statutory bodies like the AICTE, ICAR, MCI etc. Of the Colleges under UGC purview 6109 have been recognized by the University Grants Commission (UGC) under Section 2(f) and 5525 under Section 12(B) of the UGC Act, which recognition permits them to receive grants from the UGC. In 2006-07, an estimated 13.93 million students were enrolled in the institutions of Higher Education as against 10.48 million in the previous year and the faculty strength was 0.488 million as compared to 0.472 m in the previous year. The enrolment of women students at the beginning of the academic year 2006-07 was 4.466 million, constituting 40.40 per cent of the total enrolment. Of the total women enrolment, only 12.35 per cent women have been enrolled in professional courses and the rest in non-professional courses. The women enrolment is the highest in Kerala (66.00 per cent) and lowest in Bihar (24.52 per cent) in terms of percentage enrolment to total enrolment. (Annual Report, Ministry of Human Resource Development, 2006-2007).

Enrolment in Higher education has been rising steadily although the enrolment rate has continued to remain low compared even to some of the developing countries of Asia and Latin America. Table 3 shows the growth of enrolment in Tertiary education (at Doctorate, Post-graduate, Degree and Diploma levels) during the period 1980-81 to 2003—04, whereas Table 4 shows the total enrolment growth during 2001-2002 to 2005-2006 under different types of Management under which the colleges and Universities were functioning. Table 5 displays the actual distribution in enrolment of Boys and Girls at different levels of education for the year 2004-2005.

#### **Quality Assurance Mechanisms:**

The Higher Education sector ensures quality of the educational process with the help of accreditation agencies established for the purpose. The main agency which accredits University and Colleges in general education is the National Assessment and accreditation Council (NAAC) established by the UGC in 1994, whereas similar function is done for Technical Education by the National Board of Accreditation (NBA) set up by AICTE in 1994, and for Agricultural education by Accreditation Board (AB) set up by ICAR in 1996. Some of the other professional regulatory bodies are attempting to set up their

own accreditation agencies, for instance both the Distance Education Council (DEC) and the National Council for Teacher Education (NCTE) are currently discussing with NAAC the procedures for developing their own accreditation mechanisms. Because of their very late arrival on the scene, the progress of accreditation so far has been very slow.

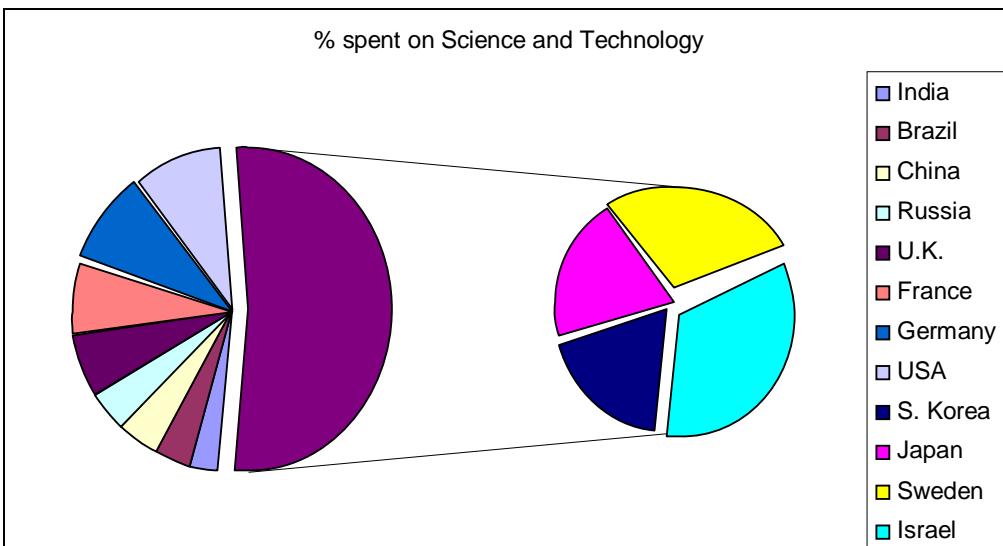
As on May 21, 2006, NAAC has accredited only 128 universities and 2879 colleges and reaccredited 4 Universities and 43 Colleges (NAAC Website), where as NBA by June 2005 has accredited merely 1232 programs from 325 institutions (NBA Website) as against a total of 14000 programs in 3589 approved UG and PG and 1608 diploma institutions. Initially the progress of accreditation was very slow but has picked up speed in the last few years, and both NAAC and NBA have plans to complete the backlog of accreditation of eligible institutions during the next few years. In addition to National accreditation, local quality inspection of affiliated colleges are carried out by the affiliating University to ensure provision of adequate academic infrastructure and satisfactory teaching-learning processes. Analysis of examination performance of students is also used by Universities to assess the quality of educational offerings of individual colleges.

The rate of growth of teachers (faculty) was slower than the number of universities and colleges. This has created a shortage of qualified faculty in higher education institutions. Number of students has grown at a slower pace as compared to the number of universities and colleges. This has resulted in oversupply of seats and many of which remain vacant.

<b>Amounts depleted to Science and Technology (in ascending order)</b>		<b>( in</b>
<b>Country/Region</b>	<b>% spent on Science and Technology</b>	
India	0.8 %	
Brazil	1.04 %	
China	1.23 %	



Russia	1.24 %
U.K.	1.88 %
France	2.27 %
Germany	2.64 %
USA	2.67 %
S. Korea	2.91 %
Japan	3.11 %
Sweden	4.27 %
Israel	5.11 %



India spending the most on Science and Technology as a percentage of their GDP were 0.8% shows the low status of our research and development sphere.

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**Initiation of Indian government - Intension of Education Cess in India:**

In India, Education Cess had been charged in addition to direct and indirect taxes to inflate education facilities and the proceeds of the Education Cess credited to Prarambhik Shiksha Kosh are spent on Sarva Shiksha Abhiyan (SSA) recently changed to Rajiv Vidya Mission (RVM) and Mid-Day Meal Scheme (MDM) which are being implemented to achieve the goal of universalization of elementary education which is the locomotive of higher education. Each year, after exhausting the funds provided by way of Gross Budgetary Support for the schemes of Sarva Shiksha Abhiyan and Mid-Day Meal, subsequent expenditure on these schemes is financed from Prarambhik Shiksha Kosh and the amount collected through the Education Cess has been shown below:

**Details of Education Cess Collected during 2004 - 2007**

Year	Direct taxes	Indirect taxes
2004-05	1,804.51	2,514
2005-06	3,213.75	4,424
2006-07	2,982.00	3,851

Right now the Indian government has been levied 2% educational cess upon its income tax payers.

**Assistance of UGC in creating educational opportunities:**

Under Section 2 (f) of the UGC Act, 1956, Degree granting institutions are being initiated by the University Grants Commission (UGC), comprise 221 State Universities, 24 Central Universities, 11 Private Universities, 114 Institutions Deemed to be Universities, 13 Institutions of National Importance and 5 Institutions established under State legislations. Of the 232 State universities (including 11 Private Universities), 161 universities are recognized by the UGC for grants under Section 12B of the UGC Act. The University Grants Commission (UGC) has also been inviting fresh proposals each year for grant of autonomous status to eligible colleges under its Scheme of Autonomous Colleges. Any university may

also send circulars asking its affiliated colleges to apply. The number of Autonomous Colleges has rushed up from 204 to 265 by the end of March 2005.

	2004	2006	2009
No. of university level institutions	320	367	467
No. of colleges	16885	18064	25951
No. of teachers (in thousands)	457	488	588
No. of students enrolled (in million)	9.95	11.2	13.6
Source: UGC			

### Responsibility played by Medical Council of India (MCI):

The number of medical colleges in India offering MBBS, till the end of November, 2007 are 271, of which 255 are recognized and 63% of the medical colleges are in just 6 states - Maharashtra (40), Karnataka (39), Andhra Pradesh (32), Tamil Nadu (25), Kerala (18)Uttar Pradesh(16). The number of available MBBS seats in India is about 30,000 of which 66% are in the same 6 states mentioned above. Though, MCI contributes more pertaining to particular domains only.

Furthermore, In the case of dental opportunities there are 16,540 private dental colleges in India, of which 63% are in just 5 states - Karnataka (2,840), Uttar Pradesh (2,510), Maharashtra (1,990), Andhra Pradesh (1,610) and Tamil Nadu (1,380) indicates the domination of Southern India and also imbalances among states. The Dental Council of India had made a proposal for imposing moratorium on opening of new dental colleges in the country for a period of 5 years. However, the Central Government has not agreed to the said proposal, keeping in view the fact that permissions for opening of new Dental Colleges are granted only on compliance of the requirements laid down in the Regulations and the need for more dentists to ensure better oral health.

### Contributions of AICTE in India:

As per the information furnished by All India Council For Technical Education (AICTE), the number of engineering colleges recognized at the end of July, 2007 is 1617 and they placed in just 5 states. In addition to this, 403 new engineering colleges have applied for recognition with AICTE in the academic year 2007-08 out of which 106 engineering colleges fulfill the norms and have been issued letter of approval. The recent trends reveals that, Andhra Pradesh has 292 with 113 fresh applications, Tamil Nadu has 286 with 53 fresh applications, Maharashtra has 181 with 21 fresh applications,

Karnataka has 134 with 23 fresh applications and Uttar Pradesh has 125 with 43 fresh applications are in progress.

### **Amicable measures to overcome the deprivations obstructing 'Educational Access':**

A few of the steps have to be initiated to overlap the deprivation of educational access in India as follows:

1. should de-regularize rules and regulations for active 'private participation'
2. the governments should induce huge investments for providing educational infrastructure
3. Along de-regularities, should spread incentives to private investors
4. Should give a 'social call' for educational escalation like recent 'Mana Badi', 'Badi Bata' etc.
5. Equal access to education for girls and women will be ensured compete with male
6. Special measures should be taken to eliminate gender discriminations by doing proper propaganda about awakening of social responsibility , providing incentives to encourage girl population and education etc
7. Universalization of education: The facilities like infrastructure, reliable and supporting curricula, teaching staff and transport should be provided by the governments
8. Extensive literacy programs like opening of open schools, night schools, bridge schools and girl hostels should be accelerated to Eradicate illiteracy
9. The curricula must be supported and reflected a gender-sensitive educational system to remove gender inequalities
10. The practical steps to increase school enrolment and retention rates of girls by providing economic ways to their parents
11. Improve the quality of education to ensure life skills or sustainability by enforcing technical and vocational courses in specific for deprived women
12. Should be reduced the gender gap in secondary and higher education would be a focus area through establishment of physical facilities
13. Gender sensitive curricula would be developed at all levels of educational system in order to address sex stereotyping as one of the causes of gender discrimination
14. Should encourage and strengthen women associations by providing financial, legal and required social assistance
15. Should transfer female workers from unorganized sector to organized by giving special priorities

**CONCLUSIONS:**

Hence, India needs a tangible plan in this regard. If Indian government allocates a considerable proportion of its budgetary allocation for set up of 'infrastructure' to education can, inflate the private participation and investment in education sphere. Then it can make India an educational focal point of qualified manpower which ultimately stops outflow of foreign currency. Even though, the government bodies have been contributing at a maximum, the private sector is being passive due to tricky regulations. For this, Governments have to relax rules, regulations and provide incentives to stimulate the private sector towards the development of the higher education sphere in the country for partially stopping the out flow along brain drain.

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