

Some issues of higher education in India

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Abstract

The system of higher education in India is one of the biggest man making enterprises in the world. The system has grown by way of an answer of the rise in demand, which by itself is the consequence of escalation of expectations on the part of the people. It indicates the faith that the people have come to repose in education as an instrument of change. Perceived thus, the increase in the demand for education, particularly higher education, is an indicator of a healthy civic attitude on the part of the citizens of the democracy, and therefore, deserving all the possible encouragement by the state. Today, higher education is facing two major issues. Increased level of competition on one hand and declining resources at the other. The challenge of competition has been reflected in concerns about the degree to which institutions-both public and private, and to some extent, global media networks are penetrating the system of higher education. The management of the universities play a crucial role in the development of higher education. The main problem in the university administration is the problem of the non-teaching staff. Since Independence higher education has grown in the country substantially. Now there are approximately 652 universities, 28,000 colleges, within estimated 106 lakh students enrolled in the higher education institutions. The main objectives of the present study are examining the some issues of higher education, challenges Higher Education, Performance of Universities & Colleges, Constraints and Strains in Higher Education, Financial Problems.

Keywords: higher education, increased level of competition, declining resources, Financial Problems

Introduction

Higher Education in India is one of the largest and oldest systems of higher education found anywhere in the world. The mission of higher education is to achieve access, equality, justice, quality, employability, inclusiveness and create a knowledge society economy. To increase access, the number of institutions in the country must double in the next five years. More universities must come up from central government and the existing universities must be developed. Also, programs that allow shift system of education (morning and evening shifts), evening PG programs and integrated UG/ PG programs would help the cause of access to higher education. There should be about 20% to 30% increase in intake of students every year. In order to improve the areas of research, it is necessary to upgrade laboratories, motivate researchers and provide research funding. International collaboration of research must be promoted and the researchers must be released from undue restrictions on international travel. There should be enhanced participation rates in higher education from girls, SC/ST students, minorities and physically handicapped.

As of now there are 320 Universities, of which nearly 131 are of Affiliating Universities. Besides there are deemed universities, institutions of national importance, institutes and over 15500 colleges. Together they offer a wide range of degree and diploma programs across the length and breadth of the country. The higher education system in India has constantly striven to build new college as places of culture and of learning open to all and, above all, reinforcing the theme of learning throughout life, participating in and contributing to major debates concerning the direction and future of society is seen as a major task, and a moral obligation as well, of the colleges system. India has had a long tradition of inquiry and articulation of concepts of colleges, self, role of state, economy, social order and other related matters. The

methodologies adopted were subjective and objective and included observation, conceptualization, verification, articulation and teaching. The higher education system in India recognize its key responsibility in training teachers, in establishing links with teacher training institutions at other levels and in training teacher trainers. Efforts are being made to bring in teachers from the commercial and social sectors to facilitate interchange and build links with the education system. The secondary education system in India is facilitating access to the common heritage of knowledge and research. It is fulfilling its moral obligation to society in exchange for the resources assigned to it by society. Recently, a task Force on Fundamental Duties laid down in the constitution has been constituted so that the same can be reflected in the curriculum. This would also lay down a code of accountability of all stakeholders in the educational system.

Objectives

The main objectives of the present study

1. To examining the some issues of higher education, Performance of Universities & Colleges, Constraints and Strains in Higher Education, Financial Problems and Interventions Needed.
2. To examining the Challenges and Status of the Higher Education in India.

Note: the present study based on the only secondary data

Review of literature

Tilak Nov, 2005 in words of education in general and higher education in particular, which ensures availability of manpower of right quantity and quality for all activities including health and education, has to be the equalizer on an otherwise efficiency driven market economy. "The externalities of education, including the dynamic externalities of higher

education are indeed immense and they have profound positive effect on economic growth”

Amartya Sen 2005 we in Indian should aim for a substantial increase in these ratios to lay a strong foundation for national economic prosperity and equitable development. “The importance of nonsectarian and non-parochial school education that expands rather than reduces the reach of reasoning would be hard to exaggerate”

World Development Report 2007 the conventional wisdom on the role of education in economic development is being revised in terms of both theory and new evidence from India and other developing countries. Tertiary education is now considered critical from the standpoint of achieving overall economic and social development. In many developing countries earnings of workers with higher education have risen substantially unlike in the past. In Latin America and the Caribbean, labour market returns to those who completed primary or secondary education have declined sharply while the returns to those with tertiary education have improved.

Performance of Universities & Colleges

Quality assessment in higher education is of global interest government and public demand for accountability from higher education institution has steadily increased over the past decade. Quality assessment is frequently undertaken in response to external authorities who expect clear, ratified criteria to be used in the accountability process. If the assessment is to be beneficial, change must be effected from within the institution. This means that administrators, faculty members, and students also need an understanding of the criteria that can guide and facilitate improvements in the way they function. Thus to be both valid and useful, the approach taken to assessment must be aligned or consistent with the goals of the institution assessment must be credible and incorporated.

Issues that Remain

Though significant progress has been made in the provision of education for all girls, the task is not yet complete. There are several issues that need to be seriously addressed by educational planners and policy makers in the years to come. Some of these are:

- Provision of post-primary education to girls in remote rural areas and from disadvantaged groups;
- Special focus on enrolment and retention of SC, ST, OBC girls;
- Absence of data in case of educationally backward minorities;
- Education of out-of-school girls in the age group 10-18;
- Improvement of quality of state and state-aided schools;
- Curricular reforms to make education more meaningful and relevant;
- Continued trust on gender sensitive and gender inclusive curriculum and its transaction;
- Further gender inputs into pre-service and in-service education of teachers and teacher educators and textbook writers and textbook production boards;
- Higher proportion of women teachers in rural areas;
- Building up of intersectoral convergence with respect to education-health-nutrition of children and adolescent girls;
- Building up of a functional relationship between the education department and Panchayati Raj institutions;

- Lack of regular inflow of rural-urban statistics on girls' education.

Higher Education: Constraints and Strains:

The system of higher education in India is one of the biggest man making enterprises in the world. The system has grown by way of an answer of the rise in demand, which by itself is the consequence of escalation of expectations on the part of the people. It indicates the faith that the people have come to repose in education as an instrument of change. Perceived thus, the increase in the demand for education, particularly higher education, is an indicator of a healthy civic attitude on the part of the citizens of the democracy, and therefore, deserving all the possible encouragement by the state.

In any social system, higher education has its due place. It provides valuable inputs for intellectual excellence, innovation and leadership which are the basic ingredients for the advancement of society in the modern world.

a) The constraints

There are five major constraints on the system: 1. Philosophical constraints; 2. Cultural constraints; 3. Economic constraints 4. Operational constraints 5. Managerial constraints. This philosophical constraint underlies the psychomoral-intellectual vacuum the Indian higher educational scenario suffers from. The agonising part is its manifestation in the meaninglessness of the pursuit in the classrooms and on the campuses. This gets reflected in symptoms like agitations, strikes, work to rule movements, boycotts of examinations etc.

The cultural constraints are too obvious as witnessed in the people's attitudes to each other and towards their work. Anthropologically culture is a very powerful determinant of a person's perceptions of his roles as a member of society and the quality of the acquittal of his role. Education has been recognised as a potent acculturating force the world over. It is also recognised as liberating and empowering force. But, in order that it fulfils these missions, it must be allowed to operate in a cultural environment of freedom, fairness, and encouragement. The target of excellence has been a far cry in almost of all departments of our academic life. The work culture that prevails in our academic world bears no relevance to the looming challenges of globalisation and market friendly economy that are sought to be introduced in Indian life.

It is these economic constraints, among others, that have slowed down the process of qualitative improvement in areas of curriculum reconstruction, examination reform, teacher training, enrichment of infra-structural facilities, student services programme, open learning system, and R&D in higher education. It's a matter of grave concern for us to know that 40per cent of our colleges that are non-viable will ever acquire a modicum of resources that should justify existence as modest centers of higher learning. It's also a matter of equally serious concern how long the meritorious students from poorer sections will continue to be denied their fundamental right to education by being asked to pay capitation fees for admission and for subsequent continuance in the courses they are admitted to.

The managerial constraints that plague the system of higher education are a legacy of our colonial past that is ill at ease with the democratic present. For more than a century we have administered education through a culture of command and control at all levels. Participative management as a modern

strategy adopted in industry and business is a recent arrival in the field of education.

Unfortunately, these constraints persist in the system in one form or another and unvarying degrees, setting at thought our plans like the NEP (1986) at the macro level and institutional plans for improvement and excellence at the micro level.

b) The Strains

While the system works under the five-fold constraints, it is also subjected to five-fold strains that further diminish its capability as an instrument of development of the youthful human resource of the country. The strains are: (i) systematic strains, (ii) demographic strains, (iii) developmental strains, (iv) political strains, and (v) ethical strains.

These strains exert pressure on the already fragile system and threaten its very existence. Among these the systematic are built in the structural organisation of our higher education, which is characterised by the affiliating mode bequeathed by the British, it is strictly hierarchical and therefore, dependent upon a bureaucracy whose work style harks back to the colonial past. Many a college and university in India have been experiencing these systematic strains and their first victim is the rules of law that must inter relate various subsystems into a cohesive organism. This does not happen very often, and so we witness the phenomenon of disintegration of the structure. One example of this is the cross purposes at which various constituents of a university or a college work. The demographic strains are simply frightening, both quantitatively and qualitatively. Instructions and classrooms are bursting at the seams. The result is proliferation of number. It seems the rising tide is unpreventable because the population of the country is multiplying and newer sections of population are entering the precincts of higher education. And recently the Supreme Court of India having declared education of all levels a fundamental right of the citizen, the trend is likely to increase in the years to come.

Qualitatively the first generation learners are increasingly swelling the ranks of college-going population. Gender wise women's participation is increasing at a greater pace. Region wise, the hitherto un-served areas are establishing new universities and colleges in a large number. Specialised higher education institutions are also added to the fraternity. This flood in number and diversity has put to considerable strain the age old mechanism, its facilities and offerings. The first casualty of this demographic deluge is the quality of life on the campuses and the quality of education imparted there. This leads to the developmental strains of the system. Higher education is an organic comprising several subsystems all of which are supposed to be welded into coherent whole, this can happen only if the developmental process that goes on constantly is a healthy, multidimensional process of unfolding and, thereby, of growing healthily.

Students can understand the diverse cultural and social systems of the people living in different parts of the country. In higher education in general, and technical education in particular, steps are needed to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins.

Quality of Infrastructure

The quality of infrastructure and the quality of education are closely interlinked. The quality of infrastructure available in

educational institutions is not up to the mark. The Kothari Commission of 1964 stipulated that the number of whole time students to be admitted to a college or university department should be determined with reference to laboratory, library and other facilities. But, after five decades the system is rapped and became dysfunctional. The infrastructure, laboratories, library are poorly organised. The physical facilities such as class rooms and other inputs are very poor. Class rooms are not fully equipped. The library facilities are limited and many libraries are not able to buy standard books and journals. Multiple copies of text books are not available. Reading facilities are limited. Laboratories are not fully equipped with modern equipment. Practical work is reduced to mere rituals.

Financial Problems

In recent years many universities are found facing major financial crunch. The UGC is the funding agency to the universities itself is in financial crisis and is unable to get sufficient funds from the Central Government. The major source of finance for the universities is state governments concern. The financial position of almost all the state governments in the country is very weak and the state governments are not able to grant required funds to the universities. Universities are asked to mobilise resources of their own. The fee structure in the universities is very low and hence the universities are forced to depend again on the government for finance.

Universities are facing a major financial crunch. UGC has been getting less and less funds with the result that it can no longer meet its commitments to the universities. In the initial years, while the Government funds accounted for about 57 per cent of the total income of these institutions, this has gone up to 81.5 per cent in 1983-84 and the percentage is probably even much higher today.

Intervention Needed

As already pointed out, the situation with respect to girls' education varies considerably across the country. Therefore, interventions have to be worked out in a contextual manner. However, following are some general proposals that may help in tackling the various issues confronting girls' education in the country.

- A large number of girls from remote and small rural habitations continue to get excluded from primary education. It is necessary to create part or alternative schooling in small un-served habitations.
- It is necessary to upgrade all primary schools to middle schools. Girls do not cross village boundaries ordinarily. The 3 km radial distance for a middle school is forbidding at times due to terrain or reasons of personal safety. Moreover, if all the feeder primary schools are able to retain all entrants in class I and nearly all of them pass out of class V, the present serving middle schools can by no means take in all primary school graduates. Further, there is enough evidence that girls continue on to higher classes wherever there are complete middle/secondary or higher secondary schools within the village.
- Make all weather motorable roads to all villages as a first charge and provide free school bus service to all elementary school children (classes I-VIII) and to girls up to higher secondary level. The trade-off between expenditure on building an additional 2 million

classrooms/motorable roads and the large array of the existing incentive schemes needs to be studied.

- Girls' primary-level boarding schools or ashram shalas are needed for scattered populations in forests, deserts, mountains, for instance. Successful experiments of the Madhya Pradesh tribal development block and of LJ need to be studied before taking any major policy decision.
- However, it is of prime importance to open exclusive Balika Vidya Peeths in every block with provision for general and vocational education up to class XII with residential facilities for girls of the villages of the blocks, which do not have middle or a high school. Vocational courses could include modern trades, and among others, elementary teacher's training, training as para health workers, anganwadi workers, preschool teachers, gram sevikas etc.
- The problem of education of Muslim girls needs to be specially addressed. The census could give out figures about their single-year agewise enrolments/participation rates for developing special strategies on a par with other educationally and economically disadvantaged groups.
- The shortage of women teachers poses a major barrier for girls' schooling in rural areas. Four year residential courses for middle-pass rural girls should be designed to prepare women teachers for the elementary stage in all three streams (languages, science, and mathematics, social sciences with pedagogical inputs).
- The potential of distance education is immense and needs to be tapped for educating girls living in difficult areas and the large out-of-school girls' population.
- Schemes like Apni Beti Apna Dhan (Haryana), Rajyalakshmi and Saraswati Yojana of Rajasthan, and similar other attempts to secure the fundamental right to life of girls need to be strengthened and linked to education for long-term effects.
- Wherever Panchayats are even partially functional (even when lacking financial resources) and have taken over their schools, thinks have improved for children's education in general and for girls in particular.
- Articulation and organization of village women around issues of daily survival include their concern for education of their sons and daughters. Mahila mandals/samooths need to be strengthened and revived as a major plank of rural development and women's empowerment.
- An expanded programme of formal and non-formal vocational training for rural girls in health, employment, etc., needs to be instated. Transition rates for rural girls need improvement both at middle and secondary levels.
- A national programme of strengthening science and maths teaching in all girls' schools along with a scheme to meet shortage of science and maths teachers in girls school needs to be instated. The special focus is to improve access of girls to secondary and technical education in rural areas.
- There is need for adequate MIS on women's education and training and gender-sensitive planning.

Challenges Higher Education in India

University system is exposed to many challenges, such as political interference, lack of accountability, inadequate funding and general student indiscipline, on and off the university campus. Universities autonomy is grossly misused to suit the interest of some of the key positions or some students

or higher authorities.

Many vice-chancellors are helpless and suffer silently. Cordial relations and greater co-ordination between teaching and non-teaching staff deteriorated leading to malfunctioning of universities. Improved relationship between teaching and non-teaching staff and their relationship with the Vice-Chancellor will take the higher education to great heights otherwise higher education will have silent death.

Today, higher education is facing two major issues. Increased level of competition on one hand and declining resources at the other. The challenge of competition has been reflected in concerns about the degree to which institutions-both public and private, and to some extent, global media networks are penetrating the system of higher education. It is to these challenges that Information and Communication Technology (ICT) appears to be seen as a solution.

The management of the universities play a crucial role in the development of higher education. The main problem in the university administration is the problem of the non-teaching staff. Universities are over burdened with excess non-teaching staff. There is an urgent need to prune the expenditure on non-teaching staff. The upward mobility of the administrative staff from lower division clerk to higher cadre give rise to administrative problems. They lack necessary training and skill required for work.

Thus, many of the academic and non-academic problems mentioned earlier need serious consideration. It may be dealt with by various Commissions and Committees and by individual scholars. However, it is unfortunate to note that the governance of universities, though important and require immediate attention was not taken up by either Government or the UGC.

Most of the universities in India are still functioning with outdated procedures, rules and regulations. In this context, the Education Commission aptly pointed out that "The pattern of university administration in India has not only become obsolete, but has never received that kind of specialised consideration and planning which are needed to design the policies and techniques and practice and machinery for decision-making need, for a forward looking and dynamic economic organization.

Absence of Forward Planning

The pressure on the university administration has been increasing considerably over the years due to rapid growth in the size of the universities over the last three decades in terms of number of students, courses, teachers, etc. There has been sizeable increase in the volume of work in the administration which was created primarily to monitor the required administrative services to the students and teachers.

Further, long-term planning needs to be given more attention in the universities. States are utilised properly and the schemes executed on time, but also to ensure better services to students and teachers.

Lack of Clarity in Duties and Responsibilities

No specific duties and responsibilities have been assigned to different levels in the hierarchy, viz., Deputy Registrar, Assistant Registrar, Superintendent, Senior Assistant, and Junior Assistant. The duties and responsibilities and the roles of different categories of staff have not been clearly defined and made known to them. As a result, there is no proper

distribution of work. Due to inadequate powers and specific responsibility to deal with matters independently at supervisory level, much of the routine work has to be dealt with by senior officers and more often such matters are referred to Vice-Chancellor.

Lack of Decision-Making at all Levels

The entire system of university administration is suffering from lack of decision-making at all levels. The observations on the management process of the universities reveal that there is no specific delegation of authority to the different levels. Consequently, fast decision-making is totally absent at almost all the levels and hence important and routine matters are passed on to the higher officers. While the decentralization which is more necessary for an educational institution is found only on paper, it is the centralization of authority which prevails in practice.

Practice of old Methods

The administrators of the universities have continued to adopt in their functioning and operating the same methods, procedures, rules and regulations which have been in practice for many years. Most of these methods and procedures are no more relevant to the present environment existing in the universities.

Faulty Staffing Procedures

Staffing is selecting and employing, training and developing, and placing and orienting people in favourable and productive work environments. In performing this function, management determines the mental, physical, and emotional requirements of work positions through job analysis, job descriptions, and job specifications and then finds the necessary employees with the personal characteristics - such as abilities, education, training and experience - needed to accomplish the job.

Turning to the methods of training and development of the staff, while some attention is paid in the case of teaching staff, it is completely neglected in the case of non-teaching staff. Most of the universities do not have any job evaluation schemes and whether one works or not, one gets annual increments regularly and also promotion on time-scale basis, particularly in the case of non-teaching staff.

Ineffective Leadership

Leadership stands out as an instrument for bringing stability and control to the university system. But unfortunately, those who are becoming the heads of the institutions are unable to lead the people effectively to the common goal due to lack of knowledge of the skills necessary for a leader.

Lack of Motivation and coordination

The purpose of motivation is to create conditions in which people are willing to work with zeal, initiative, interest and enthusiasm, with a high personal and group moral satisfaction, with a sense of responsibility, loyalty and discipline and with pride and confidence in a most cohesive manner, so that the goals of an organization are achieved effectively. The theory of motivation has undergone many changes in the recent past. Even in India many of the business firms have started using these theories.

Personal Management

Several universities have a large ministerial and class IV Staff which in some cases runs into thousands in strength far exceeds their legitimate work requirements. Universities will be well advised to institute immediate enquires into this aspect of their personnel management and to take steps to restrict further requirements to such positions.

The objectives of personnel management in any organization may be summarized as follows: (1) Effective utilization of human resources in the achievement of organizational goals. (2) Establishment and maintenance of an adequate organizational structure and desirable working relationships among all members of the organization. (3) Securing integration of the individual and informal groups with the organization, and thereby their commitment, involvement and loyalty. (4) Recognition and satisfaction of individual needs and groups goals. (5) Provision of maximum opportunities for individual development and advancement. (6) Maintenance of high morale of human organization. (7) Continuous strengthening and appreciation of human assets.

Political Interference

A major cause of the administrative inefficiency and mismanagement in universities is undoubtedly political interference and the politicization of our campuses. This is a direct result of low political standards set by the country's political parties. The point to be stressed here is that universities can do a lot on their own to improve their internal administration and contain the evil effects of 'politicization'. They should be really serious about it.

Academic Council

Some of the problems which vitiate a university's day to day atmosphere can also arise from the practice of electing members to various university bodies. In determining the composition of the Council it is important to provide representation to all the faculties through Deans of faculties, Head of Departments, Professors, Readers and Lecturers. In the case of affiliating universities the Council should in addition provide representation to Principal of Colleges and College Teachers.

Appointment of Vice-Chancellors

No single matter can affect the working of a university more profoundly than the selection of its Vice-Chancellor. The Vice-Chancellor of a university is its chief academic and executive officer. In a very real sense he is the keeper of the university conscience who must set the highest standards of conduct and performance by personal example and deal firmly with indiscipline or other malpractices. To be equal to his responsibilities he must have the strength of character to resist firmly the many pressures that seek to relax standards of training, scholarship and student behavior.

Status of Higher Education in India

Since Independence higher education has grown in the country substantially. Now there are approximately 652 universities, 28,000 colleges, within estimated 106 lakh students enrolled in the higher education institutions. Merely increasing the number of higher educated institutions and their enrolment capacity

will not achieve the national system, its access to those who desire, and equity measures ensuring fair and important treatment of the disadvantaged sections of the society.

Table 1: Distribution of universities & University Level Institution in India

Type of University	India (As on 17-09-2012)	Percentage
State University	299	46
Private University	140	21
Institution of National Importance	39	6
Deemed University	130	20
Central University	44	7
Total	652	100

Source: UGC

The expansion of higher education without maintaining quality is not desirable. The quality is first essential requirement for an

institution. It is more so in case of higher education institutions because it is where the youth is shaped. There is a growing concern for quality and those who positively respond to this will survive and prosper. Hence there is a dire need to enhance and maintain quality in our educational institutions. It is in this context of deterioration in quality, that the National Policy on Education, 1986 and the Plan of Action, 1992 spelt out the strategic plans for the education policies, and advocated the establishment of an independent national accreditation organization for higher education. To fulfill this need the National Assessment and Accreditation Council (NAAC) was established at Bangalore in 1994 by the university Grants Commission to Assess and Accredite institutions of higher education in the country. It is an external quality Assurance Agency like the higher Education Quality Control Council of the UK and is a member of the International Network of Quality Assurance Agencies in higher Education (INQAAHE).

Table 2: Growth of Institutions in the Eleventh Plan

Category	2006-07	2011-12	Increase	Growth Rate (%)
Central Institutions				
Degree Awarding Institutions	75	138	63	13.0
Colleges	58	69	11	3.5
Diploma Institutions	14	24	10	11.4
Sub Total	147	231	84	9.5
State Institutions				
Degree Awarding Institutions	253	316	63	4.5
Colleges	9,500	13,024	3,524	6.5
Diploma Institutions	2,151	3,207	1,056	8.3
Sub Total	11,904	16,547	4,643	6.8
Private Institutions				
Degree Awarding Institutions	80	191	111	19.0
Colleges	13,706	19,930	6,224	7.8
Diploma Institutions	7,220	9,541	2,321	5.7
Sub Total	21,006	29,662	8,656	7.2
Total	33,057	46,446	13,383	7.0

Source: MOHRD, UGC

The above table shows about the particulars of “Growth of Institutions in the Eleventh Plan”. Growth rate of Central Level Degree awarding institutions is 13 per cent growth rate of central level colleges is 3.5 per cent and growth rate of central level diploma level diploma institutions is 11.4 per cent, totally subtotal growth rate is 9.5 per cent. While, growth rate of state level degree awarding institutions is 4.5 per cent, growth rate of state level colleges is 6.5 per cent and growth rate of state level diploma institutions is 8.3 per cent growth rate of private level degree awarding institutions is 19 per cent, growth rate of private level colleges is 7.8 per cent, and growth rate of diploma institutions is 5.7 per cent. Finally concluded that above the table central level institutions are high growth rate and then lower growth rate central to state level institutions.

Conclusion

India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. In India after independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. To reach and achieve the future requirements there

is an urgent need to relook at the Financial Resource. With the advent of globalization the character of higher education is set of change. Higher education to be meaningful and productive must have avenues for excellence to flourish and develop. There will be a premium on quality with bench making of programmes assuming importance. The impact of technologies will progressively increase.

In India after independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resource. With the advent of globalization the character of higher education is set of change. Higher education to be meaningful and productive must have avenues for excellence to flourish and develop. There will be a premium on quality with bench making of programmes assuming importance. The impact of technologies will progressively increase. So Indian universities need to look and a head and prepare themselves for far reaching changes. Unless the quality aspect is not taken care

of the malady that exists in higher education will never be eliminated.

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