



Review Article

Higher Education Management, Policies and Strategies

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Abstract

The character of teacher would be crucial in the new organization of higher education. For proper course of study transaction, professional training of teachers is essential. Instructors need to contract explore activities on priority basis for accomplishing academic excellence. A well planned evaluation by measuring the discovering outcome of students is essential. They need to own higher level of expertise and demand to upgrade their skills on steady basis and show professional position. Teachers are not furnished to deal with diverse roles they demand to play requiring a spectrum of accomplishments. The root of most of the problems in education is a passionless academia.

Keywords: Education, Management, Strategies, Policy, NAAC.

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Introduction

Indian system of education grew rapidly after independence. After the British rule, higher education was felt as the key for national development. There has been an upsurge in demand to higher education since then and it resulted into establishment of many universities and colleges.

By 1980 there were 123 universities and 4738 colleges with an enrolment of 5% of the eligible group in higher education. Till 1980, higher education was mainly confined to liberal arts, science, commerce, medicine and engineering. At the same time all along with the government supported higher education institutions, institutions were set up from side to side private sector which were known as Grant in aid institutions or private aided institutions(1) .

In the post freedom period, a major concern of Government of India and of states was to give greater than before concentration to education for national development and security. For reviewing educational reconstruction, several committees and commissions were establishing such as(2):

- University Education Commission
- Secondary Education Commission
- Education Commission
- National Policy on Education (NPE) 1968
- National Policy on Education (NPE) 1986
- National Knowledge Commission

Salient Features Of National Policy On Education (NPE) 1968

The national plan of education of 1968 noticeable a important step in the history of education. It designed to encourage national development and tried to make stronger national integration. It gave superior awareness to science and technology and completes an attempt to set up more rapidly relation among education and people. It consisted of policies

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for the progress of education at all stages and in all respects(3).

It stressed upon following reorganization in higher education:

- Establishing new universities subsequent to ensure appropriate standards and adequate financial support
- Deciding student enrolment based upon laboratory facilities, library facilities and teachers strength
- Improving standards of institutions and research of post graduate courses
- Creating centers of advanced study and clusters of centers of high standard
- Increasing support to research in universities and establishing association between universities and research institutions
- Developing part time and correspondence courses
- Introduction of 10+2+3 pattern as common structure of education

In spite of positive achievement, universal formulations included in National Policy on Education (NPE) 1968 did not get translated into thorough strategy of completion. It was not capable to resolve problems such as access, quality, quantity, utility and financial outlay, rural urban disparity and difficulty of diversification and dispersal of employment opportunity(4).

A great need was felt to develop a new design of a human resource development in order to get the benefit of new environment. It became imperative for the government to formulate and put into practice a new education policy intended for the country in sort to face innovative challenges and be present at to social requirements.

A wide-ranging assessment of existing educational circumstances was completed and views and proposal were acknowledged. Thus National Policy on Education (NPE) 1986 was formulated and adopt by the assembly in May 1986. It provided as a lead to the expansion of teaching in its total(5).

Salient Features of National Policy on Education (NPE) 1986

Developing a large number of colleges and offering autonomy to colleges in selection of students, appointment and promotion of teachers, determination of courses and method of teaching and choice of area for research(6).

1. Creation of autonomous departments within universities on selected basis.
2. Establishing council of autonomous colleges in every state.
3. Consolidation of expansion of facilities in 150 universities and 5000 colleges.
4. Redesign of courses and programmes to meet demands of specialization and offering flexibility in combination of courses(7).
5. Establishing state level councils for planning and coordination of higher education with University Grants Commission (UGC).
6. Diverting efforts towards transformation of teaching methods and introduction of use of audio-visual aids.
7. Developing science and technology curricula and material.
8. Filling up of teaching posts on the basis of merit and systematic assessment of teachers' performance.
9. Developing suitable mechanism by UGC for coordinating research in universities(8).
10. Setting up of national research facility within the university system.
11. Setting up of a national body covering higher education in general, agriculture, technical, medical field for greater coordination and consistency in policy.
12. Strengthening of open learning system and distance learning system to augment opportunities for higher education(9).
13. Emphasis on vocational education.
14. Training in entrepreneurship.
15. Organizing programmes of computer literacy.
16. Introducing flexible modular based programmes in technical and management education.
17. Promoting active interaction between technical or management institutions and industry.

Once more time not all the formulations and significant recommendations incorporated in NPE 1986 could get implemented. The rising demand for higher education by huge young middle class population compels the states to accept private participation. The process of liberalization and privatization around 1990 led to accelerate enlargement of higher education institutions. By 2005, twenty six individual sponsored institutions got deemed university status. Around seven private universities were effect in different states and were accredited by UGC(10).

The overall literacy rate has gone up in last decade. As per Sarva Shiksha Abhiyan, by 2010 India should aim to offer satisfactory education to all. It is predictable that there would be require generating extra 11.7 million college seats in coming ten years(11).

Educationists and thinkers have recommended many policy needy changes and have articulated their views about the present scenario of higher education as follows:

1. More than 54% of population of the country is in the eligible group. There is urgent need to take advantage of the various job opportunities which will open up in the new era of globalization.
2. Some studies note that 40% of total enrolment in higher education is from lower socioeconomic strata(12).

Women enrolment is about 40% of total enrolment. There is an inequality among gender and socio-economic groups of population. It is important to evolve suitable policy to take care of meritorious students of economically weaker sections(13).

All the 3 divisions such as primary, secondary and higher education are as important for any teaching system. Attention needs to be taken to ensure so as to one component is not permissible to prosper at the price of other. A policy can be made to handle inadequate add to school education which is the feeder line of

higher education. New carries of education can be produced through private involvement(14).

The quantum of approach to higher education in the age bracket of 17 to 24 is about 12%. Minimum 20% of enrolment rate is a intensity. The expansion in majority of the other developing countries is even more than 20%. It is imperative to explore open distance education programmes which may be help to receive enhanced the access. The government has accomplished its limit in budgetary planning. It cannot accommodate additional expansion of public institutions(15).

The immediate solution can be offering autonomy to different colleges. Private participation is expanding in an unplanned manner. This division has become large compared to the public sector. There is an urgent need to formulate clear national policy on private participation. The private providers are attracting obtainable clientele with job oriented programmes. It is important to find out whether the private providers are really adding up to the in general expansion of higher education.

Educationists feel that the statutory acknowledgment and extend marginal support to private providers may add to the access to higher education. In absence of strong regulations this expansion of private providers can be harmful to the system of higher education(16). Education is planned, guided, funded and controlled by the state government. In this practical background there is no compass for original thinking.

There is no remuneration for scholars, incentives for presentation and the higher education system has remain static, rigid ruled only by bureaucracy. But new generation globalization there is theatrical changes in higher education. A number of self financing institutions have cropped up with for revenue intension driven entirely by markets most important to the entry of foreign providers. This

has lead to obliteration of course in basic sciences and humanities. Education is at the present looked ahead as preparation for marketplace. This is going to create inequity in the civilization as no culture can purpose only with engineers, economics experts and in order technology managers. It is occasion not to permit interference by state which has cause decline and worsening of standards. In the light of the above deliberations and conclusions it is necessary to explore the possibility of implementing reforms in the higher education system with seriousness(17).

National Knowledge Commission Report: Perspective of Higher Education

In 2006 National Knowledge Commission (NKC) has obtainable its report to the country. The commission was set up by Hon'ble Prime Minister Dr. Manmohan Singh to tap the data base of the nation in order to face challenges of 2nd century. As per UGC paper on higher education in India has evidently explain the challenge of becoming arose, the need of a vivacious economy driven by knowledge and assembling the quality and amount needs of our country. A wide range of stakeholders in government, parliament, industry, politics, civil society and media were consulted to make the process transparent and democratic(18).

The aim of National Knowledge Commission recommendations is to build a knowledge society taking into consideration five key areas such as:

- Knowledge-access,
- Knowledge-concepts,
- Knowledge-creation,
- Knowledge-application and
- Knowledge-service.

NKC description is a main national initiative to refurbish the structure of the organization related to knowledge field in the country. Progressive strategy and diversified prototype of education to provide to such a large part of the civilization is the essence of the NKC report(19).

View-points on Major Recommendations of NKC Report

A lot of educationists and promoters of the reason have discussed the description in detail expressing a variety of viewpoints captivating into account all the policy mention in the description.

As many reports notes there is a demand to discover the feasibility of a single agency like IRAHE. Abolishing present regulatory bodies may not be simple. It is an accepted fact that multiple regulatory authorities and their rigid structures are not favorable to development of higher education as well because it is carried with the intention of single authority approximating IRAHE would allow for superior operating. IRAHE would be committed with the obligation of taking ownership of the health of higher education organization. The aim is to achieve rapid enlargement of higher education and ascertain credibility with inclusive growth. It is potential that there would be absorption of too many abilities with a single body like IRAHE and it is a good deal essential that IRAHE asseverates its independent agency without the act upon of any extraneous pressures(20).

Registration in didactics in our country is about 12% and the aim set for us should be all but 15% by the year 2015. In India at that place are 550 million peopling at a lower place the age bracket of 25 and it is all important to take advantage of this manpower. Growth of any country depends upon human resource to a major magnitude. Most of the developed nations are acting for good deal education. Some author has conveyed that Chinese have accomplished a Gross Enrolment Ratio (GER) of 21% of a level of 5%. They have accomplished this briefly span of a decade by abbreviating this task on antecedence basis. It is observed that for the economic growth and to continue competitive in this global era GER of 25% (world average) is necessity. Thus there is pressing need to provide informative chances to considerable majority of young person of the

country. If common individuals are not admitted in the process of competitive globalization it can lead to knowledge separate and will be harmful to the country. Only an inclusive society can provide foundation for knowledge society.

Elaboration, excellence and comprehension are thus the aims for the higher education organization in Indian scenario. The NKC describe says that now there are approximately 350 Universities in the country and they will not be able to cater to the growing demands of education. As per NKC Describe there is need of approximately 1500 universities. Some of the small universities on low registration can be beefed up and measures can be taken to arrive at them work expeditiously. Institutions recognised by NAAC, with the highest grade, that are extending quality education in the nation, can be believed for deemed university status. Also colleges with potential for excellence can be converted into universities. NKC has also hinted upgrading bunches of colleges to university(21).

NKC has mentioned about demonstrating fifty world class universities. It is imperative that they would be of one type extending quality education. These universities can be demonstrated by government or by private providers. National universities ought to be geographically administered else skewed convention of growth may strip certain regions from the chances. Countries demand to be covered by sub centers. NKC has deficiencies to ensure that these world category universities allow for access to marginalized class.

Private universities be able to be set up by act of parliament. It is requirement to find out whether increase in number of private universities would lead to gain in enrolment. The enhanced role of private providers may conduct to commercialization of Department of Education and there may be trouble to access and equity. Hence it is essential that IRAHE is able to decide authorize national insurance on

private involvement. Unintentional elaboration due to market forces can be bad effect.

NKC report distinctly suggests that higher education should be changed from associated colleges to university fields. It has suggested that out of 17,500 colleges all over the country, approximately colleges could be allowed autonomy in phased fashion and remaining could be remodeled as community colleges extending job oriented, skill based classes. Agro based vocational training curricula in crop technology, horticulture and other product development and services should be promoted. The majority of the population of the country say approximately 550 million is the backbone of the economic action. They cannot be productive if not they are correctly educated and skilled. Thus Tertiary period level learning has got most essential for the society.

Vision for Universities: Quality Assessment and Enlacement

Exchange resistant governance structures and fixed management practices of universities are barriers to any conception. They have to be originative and set their have direction and goals. The dispute is to create a wider access to character education at low cost. It is equally significant to take into circumstance the international orientation of higher education. Even though NKC has afforded guideline about assembling universities abroad not much outline has been furnished by NKC on international proportion of higher education.

NKC has been very firm on revision of curriculum. It has even proposed censure for universities who do not upgrade their courses. Acceptance of choice based credit courses with semester system within the minimum potential time can improve the overall informative performance. Emphasis should be on academic skill developments such as critical believing, use of ICT and not simply rote learning. There should be uninterrupted and progressive evaluation system which can test the commanded skills of the students. NKC has

proposed weightage of 25% to 50% to inner evaluations. The conventional system of curricular anatomical structure is like a bar example which do not have incorporated approach. The real need is for an incorporated model which can bridge the gap amongst industry and education(22).

There is need to translate and orient academic environment by making it conducive for intellectual and academic develop. NKC has made suggestions about better working atmospheric condition for teachers and performance based rewards. It acknowledges about cross pollination amongst universities for bigger competition and transparency. With the expansion of education there has to be development in the number of faculty.

At present many fields are having student teacher ratio 30:1. So it is quite likely that there would be shortage of faculty for higher education institutions. Also, demonstrating the fifty world class National Universities may pull faculty from existing state/central universities. It would be difficult to hold good faculty in these universities. NKC is cognizant of this reality and hopes to attract talent from early professions.

Suggestions on Funding

Inadequate funding severely impresses the quality of higher education. NKC has clearly pointed that the government should expenditure 6% of GDP for education out of which at least 2% had better be on higher education. It is cognizant of the fact and has made recommendations to search every possible origin of business. NKC has mentioned about catching up with the older ideas of beneficent contribution. The difference in finding between national, central, state, deemed, centrally affirmed institutions and universities should gradually fade away and a level bringing should be ensured for the establishments to compete for students.

Conclusion

It is a lot necessity to heighten the resource base for higher education. NKC has hinted the need for better balance amongst providing salaries and growth and maintenance allow. It has acknowledgments about matching grants-in-aid for universities for circulating resources. The report proposes use of public land as a source of business for the National Universities. But use of brings as a source of business might mean sale or renting out the land for the private sector for commercial purposes. With this there is a risk that universities would be pulled to these higher returns instead than its academic purpose.

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