HIGHER EDUCATION AND THE ROLE OF COLLEGE TEACHERS

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Abstract:

The foremost issue that is talked about when we discuss about rural college and rural college teachers and students, is that of lack of infrastructure and poor background of the students. Since the infrastructure is supposed to be poor and the students are assumed to be less equipped, the teachers tend to believe that they need not learn and pass on the contemporary knowledge. It is therefore a triangle, but the teacher is in the centre. Assuring quality beings and ends with teachers. We shall underlined this issue, while not forgetting that the other two points of the triangle too need to be addressed. 700- Degree granting Institutions (Universities) 35,500- Affiliated Colleges, 20 million-student Enrollment, Top-4 fields of study, 37 Arts, 19% Science, 18% Commerce and Management, 16% Engineering and Technology, With 801 universities and more than 39,071 affiliated colleges enrolling more than 20 million students, Indian higher education is a large and complex system. The structure of degree ranting institutions is cumbersome primarily due to "affiliation" and funding sources. More than 85% of students are enrolled in bachelor's degree programs with majority enrolling in three-year B.A., B.Com. or B.Sc. degrees. One-sixth of all Indian students are enrolled in Engineering and Technology degrees.

Keyword: UGC, Students, Higher education, State, Central, Deemed, Universities.

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Introduction:

The higher education system in India includes both private and public universities. Public universities are supported by the Government of India and the state governments, while private universities are mostly supported by various bodies and societies. Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the *University Grants Commission Act, 1956*.[1] In addition, 15 Professional Councils are established, controlling different aspects of accreditation and coordination.[2]

We have entered a new era in the domain higher education. It looks more pronounced in the area of technology and management education. However, the entire gamut of higher education is already experiencing the post GATS mood. Education in general and Higher Education in particular, has become a 'tradable service' and it is being recognized as a three trillion dollar industry. No doubt, the pain of commercialization of education will be a problem but the more important issue would be that of 'professionalism in higher education'. With global players offering the same menu along with denmestic suppliers, there can not be any compromise on quality of higher education, whether you often it in the rural or urban setting. We need to dwell on today's theme with this clear understanding.

Types of Universities and Colleges Provide of Higher Education in Rural Urban India:

Central universities, or Union universities, are established by an Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry.[3] as of 29 June 2017, the UGC lists 47 central universities.[4]

State universities are run by the state government of each of the states and territories of India, and are usually established by a local legislative assembly act. As of 29 June 2017, the UGC lists 363 state universities.[5] The oldest establishment date listed by the UGC is 1857, shared by the University of Mumbai, the University of Madras and the University of Calcutta. Note that most State Universities are "affiliating universities" in that they administer a large number of "affiliated colleges" (many located in very small towns) that typically offer a range of undergraduate courses, but may also offer post-graduate courses. More established colleges may even offer PhD programs in some departments with the approval of the affiliating university.

Deemed university, or "Deemed to be University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act.[7] As of 9 February 2017, the UGC lists 121 deemed universities.[8] According to this list, the first institute to be granted deemed university status was Indian Institute of Science, which was granted this status on 12 May 1958. Note that in many cases, the same listing by the UGC covers several institutes. For example, the listing for Homi Bhabha National Institute covers the Institute of Mathematical Sciences, the Indira Gandhi Centre for Atomic Research and other institutes.[9]

Private universities are approved by the UGC. They can grant degrees but they are not allowed to have offcampus affiliated colleges. The UGC list of private universities as on[10] 9th February, 2017 lists 269[11] private universities.[12] These four types of universities total 801 universities together. There are universities of some kind in each of the 29 states of India as well as three of the union territories: Chandigarh, Delhi and Pondicherry. The state with the most universities is Rajasthan with 75 universities. Tamil Nadu is the state with the most deemed universities, numbering 28.[8] Gujarat and Uttar Pradesh have the most state universities, 28 each.[5] Rajasthan has by far the most private universities, 42 in number.[12] Uttar Pradesh has six central universities and Delhi has five Central Universities, the largest number of all the states and territories.[4]

Apart from the above universities, other institutions are granted the permission to autonomously award degrees. However, they do not affiliate colleges and are not officially called "universities" but "autonomous organizations" or "autonomous institutes". They fall under the administrative control of the Department of Higher Education.[13] These organizations include the Indian Institutes of Information Technology, Indian Institutes of Technology, the National Institutes of Technology, the various branches of the All India Institute of Medical Sciences, the Indian Institutes of Science Education and Research, the Indian Institutes of Management (though these award diplomas, not degrees)[14] and other autonomous institutes. These institutes are not listed below.

Also not listed are institutes which are under the control of the professional councils, without approval of the UGC, e.g. Agricultural Universities, which are under the control of the Agricultural Education Division of the Indian Council of Agricultural Research (ICAR), one of the professional councils.[15][16]

As of 2017, India has a total of 23 IITs, 31 NITs, 23 IIITs, 7 IISERSs, AIIMSs, 7 NIPERSs, 3 SPAs and 25 other Institutes of National Importance which includes 5 Central universities

Teacher holds the key:

The foremost issue that is talked about when we discuss about Role College, rural and urban college teachers and students, is that of lack of infrastructure and poor background of the students. Since the infrastructure is supposed to be poor and the students are assumed to be less equipped, the teachers tend to believe that they need not learn and pass on the contemporary knowledge. It is therefore a triangle, but the teacher is in the centre. Assuring quality beings and ends with teachers. We shall underlined ths issue, while not forgetting that the other two points of the triangle too need to be addressed.

Developing Infrastructure:

Let me being with the problem of infrastructure. While talking about infrastructure we focus mainly on lack of building, library and facilities such as computers. Conventional understanding of infrastructure makes us point to these problems. But we need to know that we are in the era of virtual class rooms. A mere 15,000 rupees and a television can bring a virtual class room offering lectures on almost all subjects through EDUSAT. Is it different to acquire? Cyber technology is al the arms distance and available at competitive cost. Internet service with one server can bring the worlds best libraries to any rural college. It is possible to acquire computers at a cost loss than that of the television. All we need to do is to priorilize the infrastructure. We need to think beyond the physical infrastructures like buildings, chairs and tables.

No compromise on the quality of output:

Higher education has its set objectives and is designed to address specific issues and impart specific levels of proficiency. It is impractical to differentiate between rural and non rural

colleges in this regard. For instance, if we talk about business education, our geographical location such as rural colleges, rural students, non English medium students etc, do not hold my water. So long as you train students to enter the business or industrial sector, skills required will have to be of similar nature. Today, management education, wherever it is offered. Catchers to global needs. Therefore, the output will have to be globally competitive.

When mass exposure to education was the mantra was educational policy, the talk about urbon-rural divide used to the relevant. Today, what you learn and how good you are in your choses field are the key issues. So whether you are rural or urban – you as an institution will be relevant only if you offer the best. In fact, learning 'second rate stuff' from 'second rate institutions' and 'second rate trainers' could be more dangerous than not learning at all, for that would call for a lot of unlearning in the future.

New domains in Higher Education:

However, there is enough scope for evolving higher education domains in each area based on the potential of the learners and the capacity of the institution. The market is huge and every single corner of the global market throws up opportunity. Let me illustrate this with an example. All institutions imparting business education (commerce or management) seem to focus on corporate orientation and therefore, many end up turning out people not fully equipped to meet corporate needs. We forget that there exists a huge non profit, non corporate voluntary sector, which needs big manpower In a way rural students are tailor made to enter this sector. I would say, urban students are ill equipped to enter this sector. If only we tap this opportunity, rural colleges could make a mark in the field of higher education.

We all know that Business process outsourcing (BPO) is becoming a huge network employment generation in our country. BPOs are not just in big cities like Mumbai, Delhi, Calcutta, Chennai, Bangalore but they are actually entering smaller towns It is expected that this sector needs not less than a million young graduates in the next few years. Irrespective of the course student are studying, if they build up communication skills, analytical ability and numerical skills they can enter BPO sector immediately after first degree. Many BPO firms are contemplating conducting of campus interviews at the colleges. These and other new opportunities will have to be carefully

studied and courses are to be taught keeping the needs of these new avenues in mind. It is here that the teachers will have to play the crucial roles.

Table :1 State-wise Higher education institutions in India : June 2017

State	Central universities	State universities	Deemed universities	Private universities	Total
Andhra Pradesh (list)	0	20	5	0	25
Arunachal Pradesh (list)	1	0	1	7	09
Assam (list)	2	12	0	5	19
Bihar (list)	4	14	1	0	19
Chandigarh (list)	0	1	1	0	02
Chhattisgarh (list)	1	13	0	9	23
Delhi (list)	5	7	10	0	22
Goa (list)	0	1	0	0	01
Gujarat (list)	1	28	2	30	61
Haryana (list)	1	14	6	20	41
Himachal Pradesh (list)	1	4	0	17	22
Jammu and Kashmir (list)	2	9	1	0	12
Jharkhand (list)	1	8	1	7	17
Karnataka (list)	1	25	14	13	53
Kerala (list)	1	13	2	0	16
Madhya Pradesh (list)	2	22	1	24	49
Maharashtra (list)	1	21	21	6	49
Manipur (list)	2	0	0	1	03
Meghalaya (list)	1	0	0	8	09

Mizoram (list)	1	0	0	1	02
Nagaland (list)	1	0	0	3	04
Odisha (list)	1	16	2	4	23
Puducherry (list)	1	0	1	0	02
Punjab (list)	1	9	2	15	27
Rajasthan (list)	1	22	8	44	75
Sikkim (list)	1	0	0	5	06
Tamil Nadu (list)	2	22	28	0	52
Telangana (list)	3	16	2	0	21
Tripura (list)	1	1	0	1	03
Uttar Pradesh (list)	6	28	8	29	71
Uttarakhand (list) 1	1	11	3	11	26
West Bengal (list)	1	26	1	9	37
Total	**48**	**363**	**221**	**269**	**801**

https://wikipedia.org//wiki/list-of-University-in-india

What should the Teachers do?

An effective teacher will have to be a perpetual student. The day a teacher stops learning, he or she would start becoming less and less relevant. No doubt institutions should support teachers in this regard. Their learning process needs to be supported with adequate facilities. But still, basically it is the 'willingness of the teacher' to learn more, to spend more time with students, and to give new things to the students which makes the huge difference. To my mind the first thing the rural colleges need is the bunch of teachers who are innovative and ready to contribute.

It is important that the rural colleges and teachers of such colleges get the benefit of networking. Networking of teachers will facilitate better learning through mutual exchange. Networking of institutions to exchange physical facilities – books, computers and ever teachers if necessary could also be explored.

TABLE NO:2 HIGHER EDUCATION INSTITUTIONS, STUDENTS AND TEACHERS IN INDIA 2011-12 TO 2015-16							
			2011-12	2012-13	2013-14	2014-15	2015-16
1) Numbere of Universities			642	667	723	760	799
2) Number of Colleges			34,852	35525	36634	38498	39,071
3) Number of Stand Alone Institutions			11,157	11565	11664	12276	11,923
Total			**46,651**	**47,757**	**49,021**	**51,534**	**51,793**
4) Enrolment in Higher Education		Male	161,73,473	166,17,294	174,95,394	184,88,619	185,94,723
		Female	130,10,858	135,35,123	148,40,840	157,23,018	159,90,058
		% Female	45%	45%	46%	46%	46%
All Categories			**20.8**	**21.5**	**23**	**24.3**	**24.5**
		Male	22.1	22.7	23.9	25.3	25.4
		Female	19.4	20.1	22	23.2	23.5
5) Gross Enrolment Ratio (GER)	SC	Total	14.9	16	17.1	19.1	19.9
		Male	15.8	16.9	17.7	20	20.8
		Female	13.9	15	16.4	18.2	19
	ST	Total	11	11.1	11.3	13.7	14.2
		Male	12.4	12.4 1	2.5	15.2	15.6
		Fem	9.7	9.8	10.2	12.3	12.9

		ale					
	All Categories		0.9	0.89	0.92	0.92	0.92
6) Gender Parity Index (GPI)	SC		0.9	0.89	0.92	0.91	0.91
	ST		0.8	0.79	0.81	0.81	0.83
	Total		55,16,290	58,43,660	63,79,598	63,87,255	66,89,196
7) Enrolment in University & Constituent Units		Male	33,22,465	34,69,403	36,63,647	36,68,840	37,98,089
		Female	21,93,825	23,74,257	27,15,951	27,18,415	28,91,107
	Total		12,47,453	13,08,571	13,67,535	14,73,255	15,18,813
		Male	7,61,104	7,97,626	8,34,160	9,04,046	9,24,965
		Female	4,86,349	5,10,945	5,33,375	5,69,209	5,93,848
	SC		86380	87,281 9	4802	1,04,654	1,13,295
		Male	56676	56867	62142	69041	74,399
		Female	29704	30414	32660	35613	38,896
	ST		25114	25951	27460	31501	32,174
		Male	15579	15901	16981	19586	19,872
		Female	9535	10050	10479	11915	12,302
	Professor & Equivalent	Total	1,02,738	1,20,156	1,25,338	1,36,966	1,46,021

		Male	76133	88543	93334	1,02,822	1,08,277
		Female	26605	31613	32004	34144	37,744
8) Number of Teachers	Reader & Associate Professor	Total	1,74,265	1,76,402	1,82,681	1,77,599	1,74,657
		Male	1,15,391	1,16,817	1,19,671	1,16,319	1,13,830
		Female	58874	59585	63,010	61280	60,827
	Lecturer/ Assistant Professor	Total	8,52,894	8,77,556	9,12,178	9,85,085	10,09,196
		Male	5,12,142	5,26,755	5,48,752	5,99,593	6,12,615
		Female	3,40,752	3,50,801	3,63,426	3,85,492	3,96,581
	Demonstrator/ Tutor	Total	49164	54608	58546	71657	76,933
		Male	21151	23046	25433	30238	30,645
		Female	28013	31562	33113	41419	46,288
	Temporary Teacher etc.	Total	68392	79849	88792	1,01,948	1,12,006
		Male	36287	42465	46970	55074	59,598
		Female	32105	37384	41822	46874	52,408
9) Pupil Teacher Ratio (PTR) All Institutions	Regular & Distance Mode		23 %	23 %	24 %	23 %	23 %
			21 %	20 %	21 %	21 %	20 %

	Regular Mode		24 %	24 %	25 %	24 %	24 %
	Regular & Distance		21%	21%	21%	22%	21%
University & Colleges	Mode		42 %	41 %	41 %	37 %	37 %
	Regular Mode		16 %	16 %	16 %	15 %	16 %
	Regular & Distance Mode						
University & Its Units							
	Regular Mode						
			Total	34774	39517	42,293	45424
10) Number of Foreign Students			Male	21852	25565	27,889	30151
			Femele	12922	13952	14,404	15,273

Another very important source for the rural colleges, for that matter any college, is its alumni, The colleges have to establish contact with old students who are well placed now and try to derive benefits of their position. It may be for funding, for facilities for getting employments for the frees students passing out from the college or for any such nees. Alumni are considered to be a vital input in institutional building in today's educational setting.

Higher education has transformed itself from being an 'end' to be a 'means' As a means of securing the best in life, education need to be with assured quality. Watch these new developments and bring in attitudinal changes. The rest will follow. Excuses have no place in the present day world and so are compromises. The best in any field finds enough opportunity. Let this knowledge be the guiding force to the rural colleges and rural teachers.

Table :3 Higher Education Institutions (Universities and Colleges) in India 2015-16

Type of Institution	Number E.g.	
Central Universities (Public)	44	University of Delhi
State Universities (Public)	363	University of Mumbai
State Universities (Private)	269	Amity University
Deemed Universities (Private or Public)	121	Tata Institute of Social Sciences
Institution of National Importance (Public)	124	Indian Institute of Technology
Total Degree-granting Institutions	801	
Affiliated Colleges (Public or Private)	39071	

Table :4 Enrollment of Indian Students by Level of Education (2012-13 to 2015-16)

Level	Number ('000) % of Total	
Graduate (Bachelor's)	17456	86
Post-Graduate (Master's)	2,492	12
Research (Doctoral)	161	1
Diploma/Certificate	218	1
Total	**20327**	**100**

Table :5 Enrollment of Indian Students by fields of study in rural and urban area

Field	Number ('000) % of Total	
Arts	7539	37%
Science	3790	19%
Commerce & Management	3571	18%
Engineering & Technology	3262	16%
Education	733	4%

Medicine	716	4%
Law	373	2%
Others	218	1%
Agriculture	97	0%
Veterinary Science	28	0%
Total	**20,327**	**100%**

Conclusion:

There is enough scope for evolving higher education domains in each area based on the potential of the learners and the capacity of the institution. The market is huge and every single corner of the global market throws up opportunity. Let me illustrate this with an example. All institutions imparting business education graduate and post graduate seem to focus on corporate orientation and therefore, many end up turning out people not fully equipped to meet corporate needs. We forget that there exists a huge non profit, non corporate voluntary sector, which needs big manpower In a way rural and urban students are tailor made to enter this sector. I would say, urban students are ill equipped to enter this sector. If only we tap this opportunity, rural colleges could make a mark in the field of higher education.

We all know that Business process outsourcing (BPO) is becoming a huge network employment generation in our country. BPOs are not just in big cities like Mumbai, Delhi, Calcutta, Chennai, Bangalore but they are actually entering smaller towns It is expected that this sector needs not less than a million young graduates in the next few years. Irrespective of the course student are studying, if they build up communication skills, analytical ability and numerical skills they can enter BPO sector immediately after first degree. Many BPO firms are contemplating conducting of campus interviews at the colleges, institutions and agencies. These and other new opportunities will have to be carefully studied and courses are to be taught keeping the needs of these new avenues in mind. It is here that the teachers will have to play the crucial roles.

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