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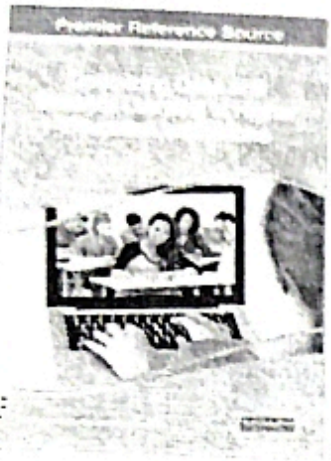

Indian Higher Education: Happenings, Hurdles, and an ODL Case Study

Nikhila Deep Bhagwat (SNDT Women's University, India) and Hemant Rajguru (Y.C.M.Open University, India)

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Abstract

This chapter gives an overview of Indian Higher Education system with special reference to Open and Distance Learning. It enlist the merits and limitations of Open and Distance Learning system. It also focuses on complexities and weaknesses of Indian High Education comparing it with the educational policies in other Asian Countries. The chapter describes the limitations of Higher Education System in India and discusses the reforms and restructuring announced by the ministry of education in India. It furthe unfolds the success story of Yashwantrao Chavan Maharashtra Open University's 'School of Agricultural Sciences' by explaining detail the innovative practices in Agricultural ODL.

Chapter Preview

ndian Higher Education: At A Glance

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Institutions

There are 601 Universities, 21158 colleges and 6702 private institutions of higher education in India. Out of affiliated comprising of 83 Technical, 33 Agriculture, 24 Medical, 17 law and 10 Veterinary Universities. The highest number of colleges in India are Uttar-Pradesh, Andhra-Pradesh, Maharashtra, Karnataka, Rajastha Bangalore district topped in terms of number of colleges with 924 colleges, followed by Jaipur with 544 coll about 36% of colleges. College density, i.e. the number of colleges per hundred thousand eligible populatic years, vary from 6 in Bihar to 64 in Pondicherry as compared to all India average of 25. It is revealed that managed, 58% are private-unaided and 15% private aided. Andhra Pradesh and Tamil Nadu, both have m unaided colleges, whereas, Bihar has only 6% and Assam has 10% private unaided colleges.

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Chapter 5
Indian Higher Education: Happenings, Hurdles, and an ODL Case Study

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ABSTRACT

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INTRODUCTION

Education is the process of teaching and training intended to create an all-roun levelopment of individuals. It provides the necessary skills and insight to understan nd participate in day to day activities of today's world. It helps to build character b nhancing the moral values that contribute to individual development and prepar im for a collective community living.

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'Every third person in an Indian city today is a youth. In about seven years, t median individual in India will be 29 years, very likely a city-dweller. India is s to experience a dynamic transformation as the population burden of the past turr into a demographic dividend, but the benefits will be tempered with social an spatial inequalities.' (Shivkumar, 2013) The National Commission on Populatio projected in 2006 that in year 2011, the youth population in the age- group 15-2 years was expected to increase to 240 million. And in 2021 India is expected t become the youngest country in the world. According to Jaipuria, (2014) the ke to harnessing India's demographic dividend is education. Indian higher educatio currently the third largest in the world, is likely to surpass the US in the next five years and China in the next 15 years to be the largest system of higher educatio in the world. Indian higher education has a complex structure riddled with many contradictions, still has great possibilities.

Higher education (HE) is where a person can gain advanced level of knowledge normally after a person turns 18 years of age. In India anything beyond the 12t grade is considered HE. Higher education courses are usually studied at universities university colleges and higher education institutions. However, they can be studie at specialist colleges, for example art and music, and some education institution that offer degrees, diplomas and certificates.

INDIAN HIGHER EDUCATION: AT A GLANCE

India has significant advantages in the knowledge contest of the present times. In has a number-wise large higher education system. It uses English as a primary langua for higher education and research. Indian education has a long academic traditi Indian culture recognises and respects academic excellence. There are a few wo class and specialised institutions that can form the basis of quality culture in hig education. The Central Government takes major responsibility of functioning finances the higher education. This allows the system to adopt a variety of pol and approaches, which are uniformly applicable in the whole country. The 'All I Survey on Higher Education' (AISHE) carried out by 'Ministry of Human Reso Development' (2013) revealed the following:

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There are 601 Universities, 21158 colleges and 6702 private institutions of education in India. Out of 601 universities, 238 are affiliated comprising

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