



Success...Nothing Less...

## Swami Sahajanand College of Commerce & Management (Affiliated to Maharaja Krishnakumarsinhji Bhavnagar University)

(Only Self-Finance institution recognized under UGC 2 (f),  
Accredited Grade 'B' by NAAC & ISO 9001: 2015 Certified)



# Symphony

2015-16

Higher  
Education in



# INDIA





Success...Nothing Less...

# SWAMI SAHAJANAND GROUP OF COLLEGES

## Swami Sahajanand College of Commerce & Management

(Affiliated to Maharaja Krishnakumarsinhji Bhavnagar University)

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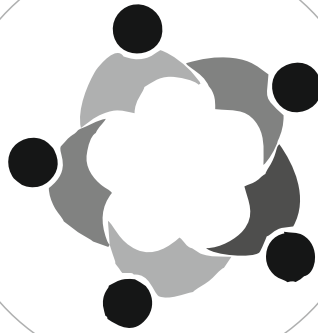
*S*ymphony  
2015-16

Higher Education in  
**INDIA**

Managed By

Sahajyan Educational & Charitable Trust, Bhavnagar.





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- **Ms. Aarti Rana**



# HIGHER EDUCATION IN INDIA

**H**igher education occupies a special position in the educational system of any nation because it is at the apex of the entire educational structure and thus influences all levels of education. Higher education refers to education in post higher secondary institutions, colleges and universities. It has a variety of dimensions including specialization, institutionalization, research etc. Higher education offers an access to a number of opportunities in the future. It is like a door opening to various pathways and one can always raise his or her standards of living by studying higher and higher in life.

**H**igher education prepares a man with the specialized skills required to earn higher levels of efficiency at workplace, gives an equal space in this competing world, improves skills and provides scope for better serving our community and working towards its development.

**I** EDUCATION IS A UNIQUE INVESTMENT IN THE PRESENT AND FUTURE.'

**I**n the developing global world order, India is trying to point itself as a knowledge driven economy. Higher education accepts great importance in this context. Large scale changes are being talked about and may indeed be applied. The challenges are many and important, and a successful transition in arena is full of possibilities. Today, the education system is undergoing a sea change. We can see that the rank-based conservative system of education is being replaced by a much friendlier, grade based system of evaluation and merit. Scores are graded and not evaluated by marks.

**F**rom our part, it is very important that we encourage students to not just look at the fancy side of finding a job and a good salary, but build an excellent career and track record with a good higher education. The country can see all round development if many people specialize in the subjects they choose because they can be assets for the future and the country depends on such scholars to rise in global competition.



**K. M. Joshi**  
Professor of Economics of  
Higher Education Department of Economics



**MAHARAJA KRISHNAKUMARSINHJI  
BHAVNAGAR UNIVERSITY**  
DEPARTMENT OF ECONOMICS



Ref. : Eco. /

Date : 10 - 07 - 2015

Message

I have great pleasure in conveying my best wishes to the Swami Sahajanand College of Commerce and Management for the forthcoming issue of the college magazine 'Symphony'.

'Symphony' will enhance the institutional objective to create outstanding academics and thoughtful practitioners through the students' expression of ideas, thoughts and experiences. The college is accredited by NAAC and through its multiple programs, diverse and inclusive student fraternity support journey to leadership and success.

I acknowledge the hard work, diligence and excellence put in by the stakeholders for publication of the magazine. I extend my best wishes to the management and the editorial team.

With best wishes,

**K.M.Joshi**  
Professor of Economics of Higher Education  
Department of Economics  
Maharaja Krishnakumarsinhji Bhavnagar University  
Bhavnagar, Gujarat

Administrative Building, Sardar Vallabhbhai Patel Campus, Gaurishanker Lake Road, Bhavnagar - 364001 Gujarat, INDIA



**Dr. Jayant Vyas**

Dean, Education Faculty  
Prof. & Head, Department of Education



शिक्षणशास्त्र ભવન  
મહારાજા કૃષ્ણકુમારસિંહજી ભાવનગર યુનિવર્સિટી  
સરદાર વલ્લભભાઈ પટેલ કેમ્પસ  
ભાવનગર

It gives me immense pleasure to know that Swami Sahajanand College of Commerce and Management is going to publish the college magazine 'Symphony'.

I appreciate the student's community for taking the responsibility in bringing up this magazine while expressing their talents and skill, not only in students but also in extracurricular activities. It speaks rich in culture and highest standard of education imbibed by the students of this institution.

I appreciate the efforts contributed and hard work of all the faculties and students concerned in bringing out the magazine.

Wishing 'Symphony' in wide circulation not only among professionals but also among students community.

Regards,

Dr. Jayant Vyas

Dean, Education Faculty,

Prof. & Head, Department of Education

M.K.Bhavnagar University



Dr. Sanjay Bhayani



Department of Business Management  
(M.B.A. Programme)

Prof. (Dr.) Sanjay Bhayani  
M.Com. (Gold Medal), M.Phil., Ph.D., FDPIM (IIMA)  
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10<sup>th</sup> June, 2015

To,  
Principal,  
Swami Sahajanand College of Commerce and Management,  
Bhavnagar – 364 001

Dear Madam,

It gives me great joy to learn that the college is bringing out Swami Sahajanand College of Commerce and Management team and students for issuance of its college magazine 'Symphony – 2015-16'.

SSCCM is known for its committed and dedicated service in the field of education, a tiny deed 15 years ago, which has grown and bloomed into a huge tree today. It is true "The road to success is always under construction". The performance and success of SSCCM graph truly supports the theme selected by the editorial team of 'HIGHER EDUCATION'. Higher Education helps the economic growth of the country, healthy development of the society, a civic and personal development and better communication.

May SSCCM always aim high and high as the heavens above.

Heartiest congratulations and loving greetings....

Regards,

Yours sincerely,

(Dr. Sanjay Bhayani)





**FROM THE DESK OF**

## **FOUNDER TRUSTEE**

Swami Sahajananad College of Commerce and Management have been established to provide an inspirational environment to all its students and to keep our commitment to bring quality education within easy reach of the people of Bhavnagar. In our College all the members are worth experienced and we in turn take seriously our responsibilities to foster and support excellence in teaching and to offer personal attention and care to each member of the SSCCMians, I take this opportunity to wish you success in all your endeavors.

With an aim to remain quality conscious, efficient and receptive to today's rapidly changing economic and technological developments, Swami Sahajananad College of Commerce and Management has taken up the challenge for not only to provide scientific and corporate training to the students, but also deliver the efforts to make them self-confident, better human beings with leadership qualities.

The theme of the magazine 'HIGHER EDUCATION' inspires for a prerequisite to human productivity and development process. A healthy community is the infrastructure upon which an economically viable society can be built. SSCCM promises to produce world class professionals who in turn will promote nation and enhance to its wealth.

SSCCM will always strive for excellence and will set high standards in all sectors of education.

I wish all the best to all the students for their career and academic pursuits.

**- Prof. Dr. Suresh Savani**

(Founder Trustee)

Head & Dean

Faculty of Commerce

M. K. Bhavangar University



## FROM THE DESK OF THE PRINCIPAL

It gives me great pleasure to write a few words as prologue for our in-house college magazine "Symphony – 2015-16". It is exclusively meant for bringing out the potential writing talent as a part of your overall personality development. We are sure this magazine will help to acquire knowledge and skills, build character and enhance employability of our young talented students to become globally competent.

The all round progress of our students is of paramount importance and our most cherished motto as it will help them to empower better India through education. It is indeed a matter of great pride that our group has made outstanding progress, in academic, co-curricular and extracurricular activities. I feel proud of being the Principal of such a magnificent institution fully dedicated for the betterment of students. I congratulate all the contributors and the editorial board for bringing out such an outstanding magazine.

As a Principal of SSCCM, when we have chosen the theme of the magazine as 'HIGHER EDUCATION' it gives me a profound privilege and pleasure to inform that this institution is putting consistent, insistent and persistent efforts to serve the nation at its best. The main focus of the institution is to empower the students with sound knowledge, wisdom, experience, life values and methodological training both at the academic level and in the highly competitive global market. The institution aims at changing the face of this region by acting as a prime centre of knowledge enhancement and career development. I extend my wishes to all the readers of this message and invite you to join hands with us in our mission.

Wishing you the best for scaling bigger success and achieving newer heights in the coming days.

Regards,

**Dr. Hetal J. Mehta**  
(M.A., Ph.D., M.B.A)  
Principal



# ***From the Desk of Editor***



“Good leaders create a vision, articulate a vision and passionately owns a vision and turn it into a reality” - Jack Welch.

I being the chief editor, make a promise to the college that through my determination, perseverance and hard work, would undertake any task entrusted to me by the college authorities and fulfill it in the best possible way.

Coming to the college magazine, I am thankful for cooperation from my fellow students and peers. New ideas, new sections in the issue of SYMPHONY are always welcome by the Editorial Board. The editorial board is looking forward to make this magazine a vehicle for students to express their innermost thoughts. I hope this magazine goes on to become the “lingua franca” of our college.

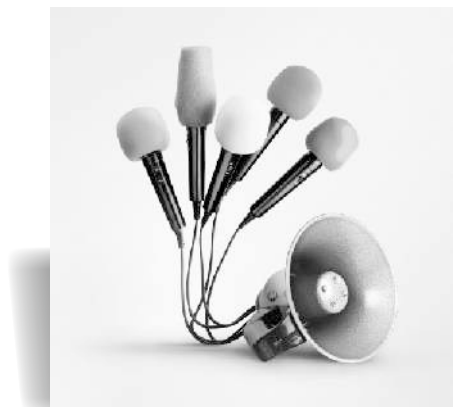
Hebert Spencer said-

“The great aim of education is not knowledge, but action.”

And this is what we preach.

Regards,

**- Dr. Neena Parekh**



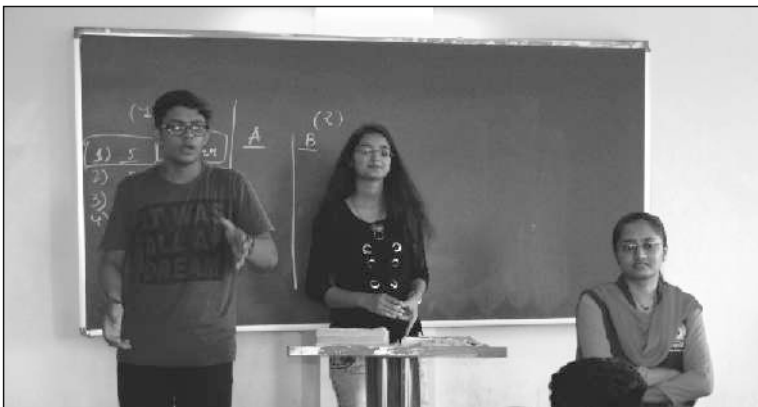


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★ Views Expressed in the printed articles are those of the Authors / Contributors and are not necessarily subscribed to by the college.

# PHOTO GALLERY



# PHOTO GALLERY





## INDIAN HIGHER EDUCATION SYSTEM : AN OVERVIEW

**Dr. Hetal J. Mehta**  
(M.A., Ph.D., M.B.A)  
Principal

If we look only at academic reputation and the faculty-student ratio, we can see where most of the universities in India stand. Academic reputation as described in the QS ranking is based on teaching and research. Teaching and research in any university depends on the quality of faculty as well as the quality of students.

The quality of teaching depends on the quality of teachers. For teachers to impart knowledge to students they must have a broad knowledge of their subject matter, the curriculum and educational standards as well as enthusiasm and a desire for learning throughout the course of their career.

They must have a desire to learn from students and other sources about the impact of their teaching and how it can be improved. There are a large number of universities in India, but scarcely 20 to 30 universities are considered to have faculty of high standing.

In this context the National Education Policy Draft Report by TSR Subramanian makes some very serious observations and recommendations. According to the report, the "quality of many universities and colleges and the standard of education they provide are far from satisfactory".

An estimated 40% of college teachers work on a non-permanent, ad hoc basis and are designated variously as temporary, contractual, ad hoc and guest faculty. This is a serious problem as people with a good academic record do not want to take such positions as these are less attractive than a permanent one.

### **Pressure to publish**

Even faculty who have been working for many years are under pressure to produce a certain number of papers to gain promotion. Thus they often publish papers in journals that may not be of high quality. This also means that there is more emphasis on publishing papers than on teaching.

Also, apart from the highly recognized higher education institutions like IITs, Indian Institutes of Management (IIMs) and All India Institutes of Medical Sciences (AIIMs), most colleges and universities lack basic and high-end research facilities. Most of the central and state universities are supposed to be autonomous, but in practice government intervenes extensively in how they are run.

### **Leadership**

Next comes the appointment of vice-chancellors who are supposed to provide academic leadership as well as administrative skills.



But in one of its judgments the Madras High Court stated: “The heads of universities and the most visible symbols of the university system are these days appointed not because they are distinguished academicians, but because they have the right political connections in the Ministry of Human Resource Development in the case of central universities, or appropriate political or caste affiliations in the concerned state – in many cases, they pay huge amounts of money with rates varying from one crore to three crore [INR10 million to INR30 million or US\$140,000 to US\$421,000] in some states.”

### **Quality of student intake**

Another important factor that affects quality education is the level of students admitted to universities. India's undergraduates are students who have graduated from higher secondary level schools (for 16- to 18-year-olds).

No serious attempt has been made by central or state governments to open any new higher secondary level schools for the past few decades. The only new such schools opened by central government are Navodaya Vidyalaya and Kendriya Vidyalaya (both of which are central schools).

According to a recent British Council report on Indian school education, the number of central government-run secondary schools is 42,119 and higher secondary schools is 24,808. These schools provide education to deserving students for nominal fees.

In comparison, the number of private higher secondary

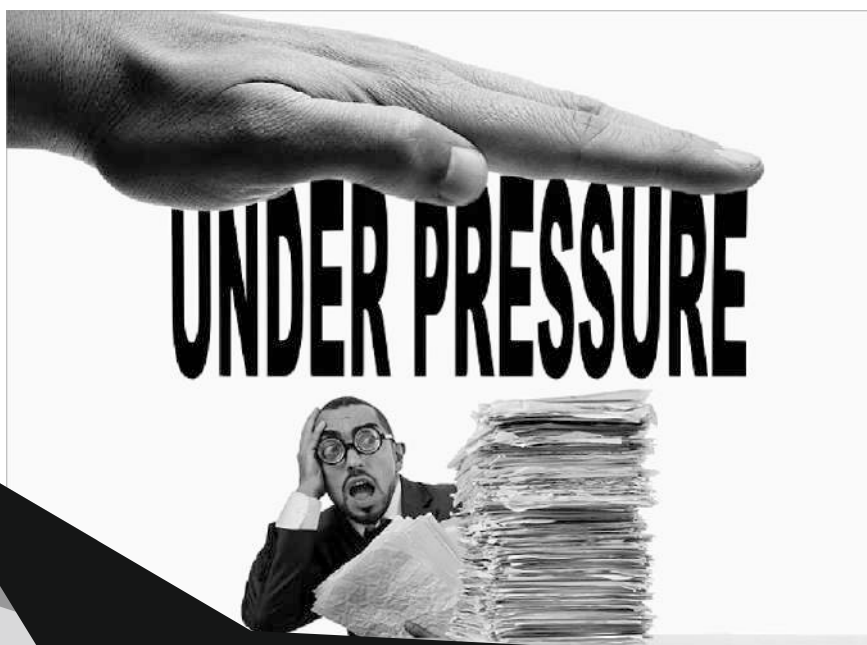
level schools that receive no government aid is 17,302. These charge high fees so it is difficult for poor and lower middle class families to send their children there.

Conditions at other local higher secondary level schools and private schools that receive government aid are worse. They rarely have the necessary number of teachers and it can take a long time to find a new head teacher too.

In India students do not select their field of interest for further studies. The most popular courses are engineering or medicine. Sports and arts are considered very much as a second choice. If a student is not able to get admission into a science or business stream, they choose arts and social sciences.

Students are encouraged by their parents to go into streams that have higher pay levels or a higher number of jobs, rather than according to their field of interest. The best students go to IITs and AIIMS and the rest go to other universities if they want to continue their studies at tertiary level.

As for postgraduate students, many come from the various colleges affiliated to universities. These colleges have no basic facilities and are like teaching workshops.





## Development of Higher Education in India



### Ms. Matangi Dave

M. Lib.  
(Librarian)

Ancient sages of India had preserved Indian culture in achieving highest knowledge and perfection in like, which aims at creating and developing a national system of education having expressed universal love, unity and harmony.

Ancient history records that India has developed well system of higher education with the modern university process. Takshashila, Nalanda and Vikramasila the prominent universities in the world were running in ancient India during 6th century B.C and 4th and 5th centuries AD respectively.

During medieval period most of the universities disappeared from the scene and the Muslims established their own institutions of higher learning which were known as Madrasas. Unfortunately these traditions did not survive and the modern higher educational institutions were established during British period.

After the recommendations of Wood's Dispatch, 1854, modern type of universities was established in the model of the London University. The earliest of these were the universities of Bombay, Calcutta and Madras-all founded in 1857, which were set up under British rule.

The universities of Punjab and Allahabad were

incorporated in the lines of the old universities in 1882 and 1887. By 1901-02, during Lord Curzon's Viceroyalty, there was rapid expansion of College Education.

In 1913, the Government of Lord Hardinge, issued a resolution and accepted the need for establishing more universities. As a result of this policy six new universities, Banaras and Mysore in 1916, Patna in 1917, Hyderabad in 1918, S.N.D.T women's university in 1916, came into existence.

The Calcutta university commission was appointed under the chairmanship of Dr. Michael Sadler, (The vice chancellor of the Leeds University) in September 14, 1917, to investigate the problems of higher education pertaining to Calcutta University.

The commission also suggested for the establishment of the Department of Education in the Universities and inclusion of education as a subject for the H.A (pass) and intermediate course. It tried to give a new shape to the university education in India by bringing it nearer to the practical aspects of life.

As a result of which a number of universities like Delhi, Aligarh, Lucknow, Dacca, Rangoon, Nagpur, Andhra, Annamalai, Travancore, Utkal in 1943, Sind and Rajputana in 1947 were established. There were 20 universities and 500 colleges in the country at the time of Independence. But after Independence, the number of universities and colleges increased considerably.

Now the number of universities and colleges are about 300 and 15000 with a students' enrolment of over 88 lakhs, which is about 10% of the total enrolment in higher education institutions of the whole world. The total number of teachers serving in colleges and universities is about 3.51 lakhs. Regarding the qualitative development of higher education the commission suggested the



following objectives:

- (i) To seek and cultivate new knowledge vigorously in the pursuit of truth and to interpret old knowledge in the light of new needs and discoveries.
- (ii) To provide the right kind of leadership in all walks of life.
- (iii) To identify gifted youth and help them to develop their potentiality to the full.
- (iv) To provide society with competent men and women trained in agriculture, arts, medicine, science and technology.
- (v) To strive to promote equality and social justice and to reduce social and cultural differences.
- (vi) To foster in teachers and students the attitudes and values needed for developing the 'good life' in individuals and society.
- (vii) To develop higher education system through organization of different educational activities.

On the above lines Government of India have established the institutions of higher education on need basis.



# National Policy of Education



## INTRODUCTION :

In a democratic country, there is need of democratization of education. In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. The modern trend of development can be fruitfully traced to the British colonial government about which we have already discussed in the previous units. We have already come to know that such efforts and measures are being continued in the post independence time in India. In this unit, we shall focus on one of the important initiatives of the government of India towards democratizing education. This is reflected in the National Policy of Education, 1986 and it's Modified Policy, 1992 which is known as Programme of Action.

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects.

In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:



**Ms. Alpa Jani**  
(M. Com.)

Department of Commerce





- Universal access and enrolment
- Universal retention of children up to 14 years of age and A sustainable improvement in the quality education to enable all children to achieve essential

#### **levels of learning.**

Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of SCs (Scheduled caste) and STs (Scheduled tribes) and Minorities.

The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education.





## Suggestions for improvement of RURAL EDUCATION



**Ms. Aarti Rana**  
(M. Com., M. Phil.)  
Department of Commerce  
Faculty

India lives in villages. Nearly 66% people reside in the rural areas. As we all aware the fruits of development reach their late. Rural Education system needs a boost to reduce the dropout and produce knowledgeable citizens. The Educated youth may implement new technology in the Agriculture field which will ultimately boost our rural economy. Here are 5 ways to upgrade the rural education system:

### 1. Boost free education

Poverty is one of the most critical and common problems in rural India. This is also one of the major obstructions in propelling the education in rural India.

This problem can be solved only if free education or education at very minimal fee is being offered.

This is certainly going to bring up the literacy rate as more and more parents will be eager to send their kids to schools if they are not required to bear the expenses of their education.

To those who come from very low financial background, the government must provide for their textbooks, library and laboratory facilities so that they are not left with any reason for not attending the schools.

### 3. Work on school infrastructure

The rural educational institutions suffer a lot due to the lack of proper infrastructure. The schools in rural India do not possess adequate number of well-trained teachers.

Also, the student-teacher ratio is quite improper which makes it even more difficult to pay attention to every student.

**This leads to low quality education, hardly serving any purpose.**

If we are to lay the foundation of strong educational life, it needs to start right from the beginning and this can only be done if the school infrastructure is done well.

### 2. Establish more schools

Fortunately, with the changing times, the changes are being witnessed in the rural society as well. There is an increase in the number of parents in rural India who understand the importance of education in their children's lives.

However, there exists a problem of lack of ample number of schools in India.

Even if the private schools are established, they are beyond the pocket of common people because of being overtly expensive.

The solution can be found only if the government takes an initiative to establish affordable schools which are pocket-friendly to the middle as well as lower economic groups of the society.





# Role of ENGLISH in higher EDUCATION



**Smt. Chitra Kotecha**  
(M.B.A.)  
Faculty, Department of H.R.M.

English is not only an international language but essential language for interpersonal communication across the world. Learning English is as important as eating food for a living. English is the language for research in any field be it student life or for business. It is essential to learn, read, speak and write in English. It is an important language because as we go anywhere across the globe, English is the most common language which people overseas can speak and write without any hurdle. It plays an important role in spreading knowledge of any kind. One has to have a good knowledge of English to access the sources of any information. India is the third largest English book producing country after u.k.

It is true that English is very important for higher studies as with the help of this language we become aware of new technologies as maximum details are available today in English language only. So, it is a must for everyone to have complete knowledge of this. When someone goes for higher studies English is the most common language used everywhere, if one does not have good English skills, he/she cannot opt for higher studies. Today, most of the publishing companies are publishing books in English language only for students who are studying for higher education. So, it is vital for every student to learn this as without this it would not be possible to study at a higher level. The UNO(UNITED NATIONS ORGANISATION) has given English the status of an official language. If English would not have been there, we would not have seen India's development. English plays an important role in Indian education system. One can achieve success in any field because of English as the vocabulary and terminology used in different fields like technology, medicine is available in English only. Apart from schooling many competitive exams also reflect importance of English. Through these exams, the language proficiency of a candidate is assessed. They test communication skills, vocabulary and pronunciations. Therefore, we can sum up in the following given points that why English is important for higher studies:



## competitive exams in English language.

Knowledge and good spoken skills in the English language may open the door of opportunity to the students who wish to pursue the higher education in abroad. In many countries English language works as bridge to their local language.





**Smt. Jagruti Pandya**

(M.B.A.)

Faculty, Department of Marketing

# Innovations In Higher Education

- India has been witnessing a consistently higher rate of economic growth in the recent times. It has now turned to be a major player in the global knowledge economy of the present time. Skill-based activities have made significant contribution to the growth. Such activities depend on the large pool of qualified manpower that is fed by its large higher education system. It is now widely accepted that higher education has been critical to India's emergence in the global knowledge economy. Yet, it is believed that a crisis is plaguing the Indian higher education system. While, the National Knowledge Commission (NKC) set up by the Prime Minister, calls it a "quiet crisis?", the Human Resource Minister calls higher education "a sick child?". Industries routinely point towards huge skill shortages and are of the opinion that growth momentum may not be sustained unless the problem of skill shortages is addressed. This appears to be endless problems with the Indian high
- Innovations initiated by the GOI: The government of India has come out with appropriate initiatives by establishing more central universities and higher learning institutions to make higher education easily accessible to all at the optimum cost
- 1. Establishment of New Central Universities

Central Universities Act, 2009, which came into effect from 15.1.2009, has established 16 new Central Universities in each such States (except Goa) which did not have a Central University; in Jammu & Kashmir, there are two Central Universities, one in Kashmir Division and another in Jammu Division. Besides J&K, the new Central Universities are established in the uncovered States of Bihar, Jharkhand, Orissa, Gujarat, Haryana, Punjab, Rajasthan, Himachal Pradesh, Karnataka, Kerala, Goa, Chhattisgarh, Madhya Pradesh, Uttarakhand and Tamil Nadu. Three State Universities which have been converted into Central University are Guru Ghasidas Vishwavidyalaya in the State of Chhattisgarh, Dr.Harisingh Gour Vishwavidyalaya in the State of Madhya Pradesh and Hemvati Nandan Bahuguna Garhwal University in the State of Uttarakhand.

- 2. Indira Gandhi National Tribal University The Indira Gandhi National Tribal University (IGNTU), Amarkantak, Madhya Pradesh, has been established by an Act of Parliament. It commenced its academic activities from the Academic Session 2008-09. The University is running Undergraduate as well as Postgraduate courses in various disciplines. The University is a teaching and affiliating university for facilitating and promoting avenues of higher education and research



facilities for the tribal population of the country.

- 3. Setting Up Of 374 Degree Colleges in Educationally Backward Districts The Ministry has decided to set up Model Degree Colleges in those educationally backward districts of the country, where the GER or Gross Enrolment Ratio is less than the national average. In a survey, 374 such districts have been identified. Proposals are awaited from the respective State Governments for the establishment of such colleges. This scheme is a part of the Government policy for access, participation and expansion of higher education.
- 4. Scheme for Incentivizing State Governments for Expansion Of Higher Education Institutions A scheme is being introduced for incentivizing States for establishing new higher educational institutions/expanding existing higher educational institutions. This new Scheme will provide central assistance to the State Governments in the ratio of 1:2 (1:1 for Special Category States) for establishing new higher educational institutions /expanding existing higher educational institutions. The physical targets for XI Plan and XII Plan include new universities, colleges, engineering colleges as well as expansion of existing colleges.
- 5. Supporting Uncovered State Universities and Colleges Affiliated colleges of State Universities are technically under the purview of UGC but do not get assistance as they do not meet the minimum eligibility norms in terms of physical facilities and human resources. The Ministry intends to strengthen those colleges and universities with focus on underserved areas to enable these institutions to fulfill the criteria for UGC assistance. In the

XIth Plan period, it is envisaged to provide additional assistance to universities and colleges which are already declared fit to receive grants under Section 12B of the UGC Act.

- 6. Strengthening Science Based Higher Education and Research in Universities International Conference on Education in Mathematics, Science & Technology (ICEMST), April 23 - 26, 2015 Antalya, Turkey 147 Looking at the declining quality and quantum of scientific research in India, an Empowered Committee under the Chairmanship of Prof. M.M. Sharma was constituted for rejuvenation of Basic Scientific Research in Universities. Based on the recommendations of Task Force action for strengthening science based education and research in Universities has been initiated. The main objective of the scheme is to promote excellence in research in higher education by supporting research programmes of the University and College teachers in various disciplines.

The UGC has been striving for promoting teaching and research in emerging areas in Humanities, Social Sciences, Languages, Literature, Pure Sciences, Engineering & Technology, Pharmacy, Medical Agriculture Science etc. Teachers who are permanent / regular, retired / working in the Universities and colleges which are recognized under section 2(f) and declared fit to receive grants under 12 B of the UGC Act, 1956 only are eligible.



## Higher Education in Gujarat : Present Scenario



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The Central Government with the help of the State Governments has been emphasizing on compulsory elementary education in the country since India's independence. Gujarat has participated actively in the race to make the task possible by setting its goals on educating each and every citizen of the state and also to strengthen the education status and situation of the state. The state follows a uniform structure of school education i.e. the 10+2 system which has also been adopted by other states and union territories of India.

Gujarat state at present has a total number of 43 universities including 21 State Universities, 2 central government universities, 1 deemed university, 2 Private Aided universities and 17 Private universities. Above these Gujarat boasts of 6 institutes of national importance, including IIM A, IIT, SVNIT, NID, PRL and EDI.

Gujarat is a State where higher education system has played major role in inspiring the minds of the youth both during the days of freedom movement and since independence. The Ahmedabad Education Society (AES) was created at the instance of Gandhiji. The higher education system of Gujarat has created national public figures in the social and educational arena. Gurmukh Nihal Singh and Prof. Dantiwala joined freedom movement from the colleges of AEA. Prof. Gadgil was with Sarvajanik Education Society of Surat. Prof. Findley Shirass, Principal of Gujarat College, was one of the great experts on federal economic theory. Prof. V.K.R.V. Rao also taught at the Gujarat college.





The Gujarat Vidyapeeth is the oldest university in Gujarat. It was established by Mahatma Gandhi in 1920. The Maharaja Sayajirao University in Baroda and Gujarat University in Ahmedabad were established in 1949 and Sardar Vallabhbhai Patel University was also started in 1958.

Prior to year 1991, there were around 11 Universities in Gujarat and there were no private universities in Gujarat. In 1993, Government of Gujarat gave permission 13 to private/ self finance institutions (Khokhani, K, 2005). The number has now gone to 17 private universities.



During 2002, many new state universities were established to cater to increase in enrolment in higher education and also provide access to far flung regions with higher education opportunities. Some of the new state universities established around 2002 include 1) Krantiguru Shyamji Krishna Verma Kachchh University, 2) Somanath Sanskrit University, 3) Agriculture university, which is divided in four universities, 4) Nirma University, 5)

Dhirubhai Ambani University, 6) National law University at Gandhinagar, 7) Petrochemical University and many other universities.

### **Chancellor**

The Governor by virtue of his office is also the Chancellor of most of the Universities in the State. His role as Chancellor, envisages creating right environment and conditions for the Universities so as to enable them to make greater contribution to the cause of higher education in the State. It is the Chancellor's responsibility to steadily and continuously enhance the statute and quality of the University education. Without meddling into the day to day administration, he as the Chancellor has to share his vision, experience and thought in furthering the interests of the higher education. In case of Gujarat, out of 15 Universities, the Governor is the Chancellor of 14 Universities, except the Maharaja Sayajirao University of Baroda where he is the Visitor

### **Higher Education in the State: Post 1990**

After 1993, the private sector has grown rapidly in Gujarat. In the field of education the state gives facilities and incentives to private sector for opening educational institutions.

According to the UGC Annual Report 2007-08, Gross Enrolment Ratio (GER) in the state was much below the 9.83 per cent average, this despite the fact that Gujarat had 26 private and government universities and four agriculture universities in the state.

Higher education in the state is concentrated in few districts only, even though more pharmacy and engineering colleges are being added, the then Commissioner of Higher Education, Jayanti Ravi, believed that for Gujarat to remain in the top three most developed states and to become a global economy, numerous universities will have to be set up and maximum number of students will have to acquire higher education. She also gave importance to overseas education, if possible, to equip Gujarati's with an increased awareness about the market conditions in the foreign countries. There he/she would become familiar with the business environment and learn firsthand about the customs being followed globally. The global education also helps to develop business overseas and increases chances of success in the global market.

Many however do argue that when in this age of globalization, when major foreign institutes have their study centers in India, why should a student go abroad for higher studies. However the logic for it



that work environment of a foreign country cannot be replicated in India.

So in spite of opening up a world class study centre's in India these foreign institutes cannot bring the real global corporate environment in India. Thus,



to gain real life experience in the global business arena one has to go abroad for higher studies

Gujarat state has been industrialized state for many decades. Gujarat higher education was under the state before 1991. Higher education institutions and universities have always been affected by politics. Vipin Shah (2002) noted that there was unequal planning and increased regional disparity in higher education during 1970s. There was no clear vision of government policy, which resulted in the decrease in the quality of higher education.

There are some higher education issues which emerge in the present era in Gujarat such as (1) High fees structure (2) Who gets the Access (3) Quality of Education (4) Exploitation of staff (6) Political influence. We should try to understand between markets of education and commercialized of education.

### **Major Activities by Commissioner Higher Education (Gujarat)**

1. National Service Scheme - With an aim to develop interest among students of higher education towards higher education, the



government allocates grants for NSS activities in the colleges associated with universities in the ratio of 7:5 from Central Government and State Government

2. Martyr Kinariwala Student Safety Group Insurance Scheme - It was started in 2000-01 with the objective of insuring the family of the students in higher and technical education, if there was an accidental death or permanent limb damage. Till date 209 out of 431 applicants have been sanctioned the insurance amount and Rs. 209.13 lacs have been paid already.
3. To receive proposals for the required furniture in the government colleges of the State.
4. To prepare proposals to start new government colleges in the State
5. To approve the designations of the newly started government colleges as per the plan.
6. To prepare the budget estimates of the government colleges in the plan.
7. To allocate grants as per the expenditure registers of the government colleges in the plan.
8. To tally on the basis of the expense register every three months at the AG Office, Rajkot.
9. To prepare the proposals for the construction of the government colleges, hostels and quarters.
10. To send these estimates of building construction every year to the Education Department.
11. To permit the government colleges of the State to go on the educational tour
12. Admission Procedure in the government ladies hostel and to approve the contracts for mess - canteen.
13. Office Automation - Aim of this project is to get transparency in administrative work through computerization of office. Currently this project put live in office and its run successfully.
14. Web Portal - Aim of this project is to connect all higher educational institution under one node. Currently the first phase of this project is under implementation. The link of this portal is [www.egyan.org.in](http://www.egyan.org.in)



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# Indian Higher Education System : is it Going ?



Before speaking about higher education in India, first of all it is very important to know what is education. so, in simple term education gives us a knowledge of the world around us and change it into something better.

University education in India has to long history of its own and has a long tradition of learning. The earliest of the university was Takshashila (West punjab) which attained great fame as a university in the seventh century during the Buddhist period, a good number of Universities flourished in different parts of the country, such as purushpar (peshwar), vikramashils and Anadtapuri (Bengal), Nalanda (Madras), Vallabhi

Today Indian's higher education system is the third largest in the world. the University grants commission is its main governing body and also overseas accreditation for higher learning. the department of higher education is responsible for the overall development of the basic infrastructure of higher education sector, both in terms of policy and planning.

The Indian higher education system has expanded at a fast pace by adding more than 20,000 colleges and more than 8 million students in a decade and as of today, India has more than 800 university, with a break up of central, state, deemed and private universities along with many institutions established and functioning under the state Act, and institutes of national importance - which include IIT's and NIT'S among others.

Now let's take a look on recent initiatives taken by the government for higher education in India which areas follows...

- Education Quality Upgradation and Inclusion Programme (EQUIP)
- Revitalising Infrastructure and System in Educational (RISE) by 2022
- UGC's Learning outcome - based curricular framework (LOCF)

The university Grants Commission (UGC) oversees open and distance learning (ODL) throughout the country. The ODL include

- Correspondence Course Institutes (CCI's)
- Indira Gandhi National open University (IGNOU)
- State open Universities (SOU)

As we know in today's era every one is connected from the internet. So, E-LEARNING or we can say online learning is growing concept. That's why online education in India is expected to witness a magnificent growth of eight times in the three years.

According to KPMG report, online higher education in India is at an early stage of development and has witnessed emergency of different private universities offering UG and PG e-learning courses to students. However, as

compared to graduation and diploma courses, the online higher education is dominated by post-graduation courses such as MBA and MCA

Apart from that, more number of students, especially from tier 2 and 3 cities are expected to adopt different online channels to prepare for competitive exams. This is considering the limited options available for offline test preparation at these places.

Thus, looking at the current trends, it is expected that the online higher education market will witness considerable growth in the next five years and aid in distance learning programmes.



# Poem on 'Strange Education System'

Studying up till late at night,  
Jealous of those who are sleeping tight,  
I make my way through the boring books,  
Reluctantly attached to them by terrible hooks.

Pressure of good marks always haunts my mind,  
Is there a shortage of people who are kind?  
Kind people who will come to my rescue,  
And take me to a land where  
Practical understanding is more  
And mugging up is less.

So today, I still hope for the day to come,  
The day when our books will become more interesting and fun...  
The day when chemistry, history, formulas and theories,  
I will really use in my daily life term.

At last I ask all the scientists, architects, ministers,  
teachers and collectors.....  
Did a piece of paper define their character???  
Or was it their logical reasoning and common sense...  
It really feels as if we are stuck behind an electric fence!!!

• **Courtesy : Ms. Gargee Bamnawat, Jaipur**





## 10 Quick Facts About Higher Education in India

To coincide with the release of our report on education in India, here are 10 quick facts about this vast and unique country:

1. There are currently around 1.29 billion people in India, making it the second most populous nation on the planet and the most populous democracy.
2. The population of the country is predicted to grow to around 1.69 billion people by 2050.
3. Over 50% of India's population is under 25; by 2030 around 140 million people will be in the higher education age
4. Only 25% of the higher education age group were enrolled in higher education in India as of 2013, in comparison to the UK or France where the number is around 60% or Brazil, another BRICS country, where the rate was around 36% in 2009.
5. India has a very high level of poverty, with 69% of the population living on J2 a day. Currently the Indian middle-class makes up 5% of the population, however, it's predicted that this will grow rapidly in the next two decades.
6. India has a relatively low inbound student rate, with only 20,000 foreign students coming to the country in 2012/2013, compared to around 200,000 Indian students studying abroad the same year.
7. One of India's most prestigious universities in the Indian Institute of Science (IISc). Founded in 1909, it has become a center of research and instruction.
8. Universities in India tend to fall into one of four categories: central universities, state universities, deemed universities and private universities. In addition, one can find institutions designated as Institutes of National Importance. Because of the country's huge demand for education, the number of private and for-profit colleges has escalated in recent years, but the quality of teaching they offer varies widely and has consistently been called into question.
9. The of higher education in India has produced a troubling estimate – that only around 30% of Indian graduates are currently considered employable (at a graduate level).
10. One of the goals announced by India's finance minister, is to create 20 'world-class' universities in the country.





## संकल्प की ओर ...

इस महाविद्यालय का निर्माण एवम् शुरुआत एक राष्ट्रीय संकल्प पूर्ती के लिए किया गया है ।

यह केवल जनसेवा का कार्य नहीं है, बल्कि यह राष्ट्रीय कर्तव्य को समर्पित कार्य है । सक्षम विद्यार्थी समर्थ भारत का निर्माण कर सकता है । शिक्षा द्वारा सुसंस्कारित, चरित्रवान, बुद्धिमान, स्वाभिमानी एवम् राष्ट्र के लिए समर्पित विद्यार्थी निर्माण किया जा सकता है । विद्यार्थी को कार्य का केंद्रबिंदू मानकर, विद्यार्थीको सामने रखकर सभी निर्णय संस्था लेती है । संस्था का ऐसा विश्वास है की, इन हजारों विद्यार्थियों में प्रचंड ऊर्जा छिपी हुई है, इस ऊर्जा को सही दिशा में मोड़ दिया जाए तो हम कई समस्याओं पर हल ढूंढ सकते हैं । अच्छा वातावरण, अच्छे संस्कार एवम् सही दिशा राष्ट्र की उन्नती के लिए आवश्यक है ।

आईए हम सब मिलकर इन ईश्वररूपी बच्चों को राष्ट्रीय प्रवाह में लाते हुए भारत को विश्व में परमोच्च स्थान पर लाने में सहयोग दे ।

- डॉ. सुरेश सवाणी
- डॉ. हेतल महेता





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