

Impact of Diverse Universities on Higher Education Institutions

Subtheme: Merits and Demerits of Diverse Types of Universities: Central University, State University, Deemed University, Private University

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Abstract

The faces of the Universities in India are changing with Private Universities and Deemed Universities pitching. With more Private and Deemed Universities emerging, it has become difficult for State Universities to sustain since State Universities have emerged as mere affiliating and marks card issuing body without much support to Affiliating Colleges. Further, all the Public or State funded Universities operate under strict rules, which implies that admission must be open to all students, regardless of race, religion, sex or sexual orientation. However, since, Private Institutions are self-financing Universities, without any funding from Government, are not bound to any stringent rules and can operate according to their own regulations. The aim of this paper is to examine the various forms of universities and the governance models mandated for these diverse types of diverse Universities and impact on higher education institutions in India.

Keywords: Governance Models, Higher Education, Universities

1. Introduction

In India there are various types of Universities like State Universities, Central Universities, Deemed Universities and Private Universities, offering education to lakhs of students. At present, in our country, “260 Private Universities, 47 Central Universities. 1 Central/National Open University, 13 State Open Universities, 74 Institutes of National Importance (INI), 290 State Public Universities, 5 institute under state legislature act and 123 deemed-to-be universities exists”. However, a total of 24 Universities are categories as fake Universities, 279 technical Institutes in India unapproved in India which challenges the students and other stake holders to identify the same. For a student choosing college destination, basic choices such as Public or Private University

have to be made because of the existence which has impacted on Higher Education Institutions with the degree awarded from these fake Public or Private Universities. With around Gross Enrolment Ratio (GER) for Higher Education in India is around 24.5 percent during 2015-16, questions arise whether such diverse Universities are required. Therefore, an attempt to fill this knowledge gap has been made.

To my knowledge, no study has examined merits and demerits of diverse types of Universities in India.

Some interesting observations about Indian higher education that were highlighted in the print and electronic media.

“Dr. Manmohan Singh, Former Prime Minister of India (India Today, 2013) - Too many of our higher education institutions are simply not

up to the mark. Too many of them have simply not kept abreast with changes that have taken place in the world around us..., still producing graduates in subjects that job market no longer requires... Not one Indian university today figures in top 200 universities of the world”.

Businessline (2014) - “By 2030, India will be amongst the youngest nations in the world with nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system (Times of India, 2014), fifty percent of youth would be in the higher education system, at least 23 Indian universities would be among the global top 200, six Indian intellectuals would have been awarded the Nobel Prize, the country would be among top five countries globally in output cited research output, research area & capabilities boosted by annual R&D spends totaling over US\$140 billion”.

Times of India (2016) - “According to Aspiring Minds National Employability Report, which is based on a study of more than 150,000 engineering students who graduated in 2015 from over 650 colleges, 80% of the engineering graduates are unemployable”.

Indiatimes (2016) - “19,000 people applied for 114 posts as sweepers in Uttar Pradesh ... of which some 6000 applicants are graduates in arts and sciences, post-graduates, even engineering graduates and MBAs; likewise, 75,000 well trained people have applied for 30 peon jobs in Chattisgarh; according to Census 2011, over 20% of Indian youth (between the age of 15 to 24) or 47 million Indians are jobless”.

2. Review of Literature

Factors like poor quality in curriculum, syllabi, content, skilled teaching faculty, research interest, international collaborations, poor infrastructure facilities, limited financial support, un-matching industry centric skills, shortage of motivation to compete internationally, small research output and number of citations, reluctance to establish global universities, and so forth (e.g.^{10,22,24}) have led to criticism in higher education in India with since governments (central and state/province) have

top power over administration, student admissions, student examinations, staff recruitment, and assessment, particularly in the public university system (Central and State Universities).

With high attack, “systems and practices in higher education in India have been redefined, redesigned, and transformed ever since the entry of the private universities and economic reforms in 1991 (e.g.^{27,31})”. Further it can be established that economic deregulation and integration policies have only influenced the economic performance of the country, but also affect the human capital sector of higher education. Until now, the Indian government has mainly focused some areas in higher education such as setting up Institutes of National Importance (e.g. Indian Institute of Technology (IIT), National Institute of Technology (NIT), Indian Institute of Management (IIM)), financial assistance to public universities, teacher training institutes, quality measures in admissions, job market assistance, and producing PhDs for teaching requirements, among others. However, though economic reforms affect higher educational performance metrics, but Indian Institutions have hardly stressed on industry collaborations, high-quality research and World rankings, but being assessed by external organizations such as the National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA).

In modern days “student admissions and job market numbers are becoming increasingly complex due to structural problems in the governance system, incentives to bureaucrats, and political influence (^{25,26})”. Surprisingly local institutes often succeed from student admissions, central government grants, pay scales and increments, and national accreditation. Further, “government and private universities are not able to focus on global university rankings because of institutional problems, like financial assistance, research infrastructure, research skills, and teaching emphasis (e.g.²⁴)”. However from the past five years, private universities have increased, but conflicts in quantity and quality, corrupt practices in the assessment and obsolete policies in technical education have emerged.

3. Quality and Challenges in Higher Education with Diverse Universities

With players like State Universities, Central Universities, Deemed Universities and Private Universities in India, there is general discontent with the fall in ethical standards, there has been no intensive attempt on the part of society to address

itself directly to the problem of value education. Unfortunately, education is becoming more or less materialistic and the value traditions are being slowly given up (Erwin, 1991). The degeneration in the present day life, the demoralization of public and private life and the utter disregard for values, are all traceable to the fact that moral, religious and spiritual education has not been given due place in the educational system.

Table 1. Publishing research metrics of Top 20 countries, 1996-2013

Rank	Country	Citable documents	Citations	Citations per document	H-index
I. All subjects					
1	United States	7,281,575	152,984,430	22.02	1518
2	China	3,095,159	14,752,062	6.81	436
3	United Kingdom	1,932,907	37,450,384	19.82	934
4	Germany	1,876,342	30,644,118	17.39	815
5	Japan	1,874,277	23,633,462	13.01	694
6	France	1,348,769	21,193,343	16.85	742
7	Canada	1,040,413	18,826,873	20.05	725
8	Italy	1,015,410	15,317,599	16.45	654
9	India	825,025	5,666,045	8.83	341
10	Spain	800,214	10,584,940	15.08	531
11	Australia	723,460	11,447,009	18.24	583
12	South Korea	642,983	5,770,844	11.49	375
13	Russian Federation	629,671	3,664,726	6	355
14	Netherlands	574,144	12,103,482	23.03	636
15	Brazil	510,194	4,164,813	10.98	342
16	Taiwan	434,662	3,993,380	11.35	300
17	Switzerland	419,372	9,238,679	24.53	629
18	Sweden	397,095	8,069,960	21.76	567
19	Poland	378,483	2,939,536	8.93	336
20	Turkey	330,411	2,417,631	9.07	237
II. Business, management, and accounting					
1	United States	161,082	2,369,434	16.96	382
2	United Kingdom	48,889	564,178	13.97	181
3	China	35,829	73,474	5.28	83
4	Germany	23,982	133,488	6.43	116
5	Australia	20,882	186,638	12.88	117
6	Canada	19,155	255,573	17	158
7	India	13,792	41,503	4.14	66
8	France	12,559	107,164	13.86	118
9	Netherlands	12,214	173,818	19.5	139
10	Spain	11,301	83,896	10.44	87
11	Taiwan	10,374	80,875	12.12	91
12	Italy	8843	73,344	13.01	91
13	Hong Kong	8285	122,153	18.17	121
14	Japan	7601	39,026	6.64	63
15	Sweden	6451	73,601	16.72	101
16	South Korea	6453	64,952	15.4	89
17	Switzerland	5356	50,510	11.88	84
18	Finland	5026	47,869	15.7	79
19	New Zealand	4663	46,115	13.53	74
20	Brazil	4646	15,954	7.07	45
III. Economics, econometrics, and finance					
1	United States	119,070	1,918,542	18.97	345
2	United Kingdom	36,832	444,270	14.96	178
3	Germany	20,368	152,114	9.84	102
4	France	16,004	106,455	10.09	100
5	Canada	15,694	168,652	12.63	128
6	Australia	14,017	112,089	10.6	99
7	Spain	11,358	80,637	10.51	86
8	China	11,296	55,134	15.85	74
9	Italy	10,922	84,186	11.47	92
10	Netherlands	10,606	131,945	15.24	115
11	Japan	7143	36,037	6.79	57
12	India	6240	22,769	7.02	57
13	Taiwan	5540	34,293	10.54	66
14	Switzerland	5322	59,757	16	86
15	Belgium	5058	50,635	13.08	80
16	Sweden	5002	61,759	16.09	92
17	Hong Kong	4334	61,899	17.39	91
18	South Korea	4332	32,542	12.09	66
19	Norway	3296	36,247	14.05	69
20	Brazil	3264	15,145	11.11	47

Source: "Compiled from SCImago Journal & Country Rank (<http://scimagojr.com>), accessed 3 April 2015".

The Times Higher Education World University Rankings 2017-18 lists IISc Bangalore 130th Rank, IIT Bombay in 192nd place, which are National Importance Institutions, but all other Indian institutions would fall outside a global top 200. A new paradigm shift is required to build State Universities/Central Universities/Deemed Universities/Private Universities with core mission of Teaching, Quality-Research, knowledge transfer and international outlook and performance indicators required by students, academics, university leaders, industry and governments viz - Teaching

(the learning environment), Research (volume, income and reputation), Citations (research influence); International outlook (staff, students and research) and Industry income (knowledge transfer).

4. Diverse Types of Universities - Is Required?

With more policies falling under each type of diverse Universities from Curriculum formation, fee structure, course structure and in related to

Table 2. Top 10 Universities in the world 2011-2015

Top 10 universities in the world, 2011–2015.

	Top 500 ARWU universities in ARWU rankings					Top 800 universities in THE rankings				
	2015	2014	2013	2012	2011	2015–16	2014–15	2013–14	2012–13	2011–12
Harvard University, USA	1	1	1	1	1	6	2	2	4	2
Stanford University, USA	2	2	2	2	2	3	4	4	2	2
MIT, USA	3	3	4	3	3	5	6	5	5	7
University of California, Berkeley, USA	4	4	3	4	4	13	8	8	9	10
University of Cambridge, UK	5	5	5	5	5	4	5	7	7	6
Princeton University, USA	6	6	7	7	7	7	7	6	6	5
California Institute of Technology, USA	7	7	6	6	6	1	1	1	1	1
Columbia University, USA	8	8	8	8	8	15	14	13	14	12
University of Chicago, USA	9	9	9	9	9	10	11	9	10	9
University of Oxford, UK	10	9	10	10	10	2	3	2	2	4

Source: “Compiled from ARWU Rankings of Shanghai Jiao Tong University and THE World University Rankings of Times Higher Education”.

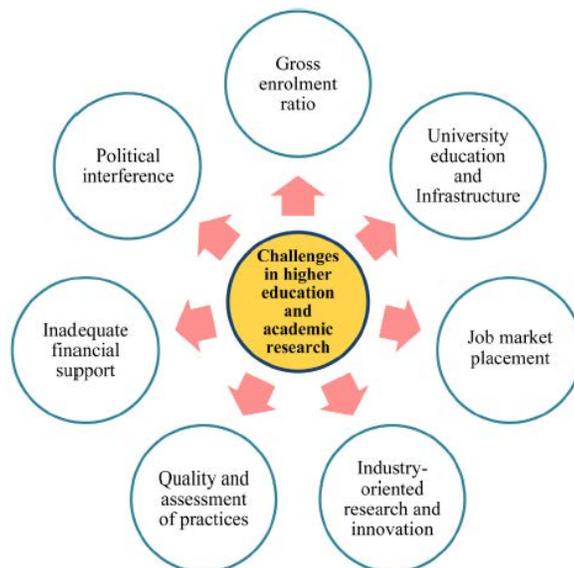


Figure 1. Challenges in Indian Higher education and Academic Research.

Source: K.S. Reddy et al. / Pacific Science Review B: Humanities and Social Sciences 2 (2016) 1-21.

facilities available in terms of state-of-the-art, the equipment and labs, perception of people, it is the need for the hour to bring out standards in these diverse types of Universities rather than policies and driven by performance indicators accepted by all the stake holders. However the challenge is to bring in all the Indian Universities under one umbrella where the maximum possible benefits these universities could be spread to the educational community all over the world.

5. Merits and Demerits of Private Universities vs. Traditional Universities

Criteria	Private Universities	Traditional Universities
Curriculum	Rigorous and industry oriented with changes frequently	No rigor & industry compatible curriculum and curriculum changes once in 5 years
Students Involvement	Committed students towards holistic success. Students participate actively in classroom discussions, complete coursework, and are fully engaged in the classroom activities	Students participation in class room discussions is less because of old curriculum
Professors	Reputable & Motivated towards in the achievements of their students	Reputable, but less motivated towards in the achievement of their students
Student community	Students converse closely with teachers both in and out of class and the students themselves attempt to involve everyone in campus activities	Less students communication
Research Facility	Good , emphasis on research and publication	Less emphasis on research and publications and moderate research facilities
Cost of Tuition	High	Low compared to Private Universities
Transferring Credits	Different crediting methods and thus it may be difficult to transfer and retain all the credits you have earned.	Tradition crediting methods
Student Population	Homogenous	Heterogeneous
Schedule	Very demanding because of heavy assignment and makes it difficult to balance extracurricular activities, a job, and a social life	Less demanding

6. Conclusions

“Higher education is today recognized as a capital investment in education³². It plays a vital role in the development of society. Universities for centuries have had a crucial role in educating the potential professionals, businessmen, political leaders, religious and social scholars, who serve the society¹². Accountability still remains a priority in many of these diverse Universities and a concern that credibility through accountability has to be established first and followed by transformative ability of students.

Further in world university rankings, single Indian university ranked either in the top 300

ARWU-ranked universities for 2015 or in the top 250 THE-ranked universities for 2015-16, while 10 universities that are based in China ranked in the top 200, 19 in the top 300, 37 in the top 400, and 44 in the top 500 ARWU ranked universities for 2015. This trend was further increased by the fact that four Chinese universities ranked in the top 100, six in the top 200, and 10 in the top 250 THE-ranked universities for 2015-16. Remarkably, only one university, the Indian Institute of Science, ranked in the 301-400 grouping of ARWU Rankings 2015 and also ranked in the top 251-300 THE-ranked universities for 2015-16. This reflection was supported by the fact that only one Indian university ranked in the ARWU Rankings during 2011-2015, whereas the number of Chinese universities increased tremendously from 19 in 2006 to 44 in 2015. In an satisfactory manner, three Indian management institutes ranked in the Financial Times Top 100 Best Business Schools 2015 compared to six business schools from China. Remarkably, Indian universities are far behind Chinese universities.

The paradigm shift and required for the hour is to bring one type of University catering to diverse needs of Students rather than having Diverse Types of Universities.

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