



## Status And Problems of Rural Degree Colleges in India: an Analysis

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ABSTRACT

India is a vast country with a large population of About 90 per cent of the people live in villages. They are engaged in agriculture or small cottage industries, though there has been rapid expansion of facilities for education in the urban areas, the rural areas have remained neglected to a great extent. The main reason for such lopsided expansion has been the attitude of our rulers. As in other matters, the urban vocal population has in this matter as well been able to get the lion's share. Many Universities, Colleges and institutions of higher learning have been established in big urban centers and cosmopolitan cities. The villages and small towns have had to be contented with primary, middle and high schools, with certain exceptions of Intermediate Colleges and a few degree Colleges. The villages have not got the education. Education has been a state subject, a responsibility of the state governments in their respective jurisdictions. Expansion of education required huge sums of money. The State governments with their limited resources have not been able to allocate as much funds to education as they should have done. Rich agriculturists could afford to send their wards to cities for education. The rest of the poor and non-vocal Motions of the population suffered. The nature of agriculture all the members of a farmer's family have to work in the fields. Thus the children of farmers start helping their parents in agricultural operations. This is a great hindrance to the expansion of education in the rural areas.

**KEYWORDS**

Rural degree college, problems, Facilities, Government policies

**Introduction**

Higher education is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Takshasila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the Raj. Education in India falls under the control of both the Union Government and the State Governments, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Governments. India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three quarters of the population.

**Status of Rural Degree Colleges**

India's improved education system is often cited as one of the main contributors to the India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India was five present and in terms of value was estimated to be worth US\$40 billion in 2008 but had increased to US\$68-70 billion by 2012. As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. 83% of all rural 15-16 year olds were enrolled in school. However, going forward, India will need to focus more on quality. Gross enrollment at the tertiary level has crossed 20% (as per an Ernst & Young Report cited in Jan 2013 in Education News/minglebox.com) As per the latest (2013) report issued by the All India Council of Technical Education (AICTE), there

are more than 3524 diploma and post-diploma offering institutions in the country with an annual intake capacity of over 1.2 million. The AICTE also reported 3495 degree-granting engineering colleges in India with an annual student intake capacity of over 1.76 million with actual enrollment crossing 1.2 million. Capacity for Management Education crossed 385000, and post graduate degree slots in Computer Science crossed 100,000. Pharmacy slots reached over 121,000. Total annual intake capacity for technical diplomas and degrees exceeded 3.4 million in 2012. According to the University Grants Commission (UGC) total enrollment in Science, Medicine, Agriculture and Engineering crossed 6.5 million in 2010. Charu Sudan Kasturi reported in the Hindustan Times (New Delhi, 10 January 2011) that the number of women choosing engineering has more than doubled since 2001. In the India education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities/colleges/institutions affiliated to the federal government there is a minimum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Andhra Pradesh had 83.33% reservation in 2012, which is the highest percentage of reservations in India. After passing the Higher Secondary Examination students may enroll in general degree programmes such as bachelor's degree in arts, commerce or science, or professional degree programmes such as engineering, law or medicine India's higher education system is the third largest in the world, after China and the States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. In India, education system is reformed. In the future, India will be one of the largest education .

As of 2011, India has central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 33 institutes which are of national importance. Other institutions include 16,000 colleges, including 1,800 exclusive women's colleges, functioning under these universities and institutions. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide strategic funding to State higher and technical institutions. A total of 316 state public universities and 13,024 colleges will be covered under it.

Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of undergraduate education in engineering. The IITs enroll about 10,000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However the IIT's have not had significant impact on fundamental scientific research and innovation. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science (IACS), Indian Institute of Science (IISc), Tata Institute of Fundamental Research (TIFR), Harish Chandra Research Institute (HRI), are acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector or the public sector.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfill the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanism has failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation.

#### **Problems of Rural degree colleges.**

Children have to go a long distance to attend schools. These schools are not as well equipped as the schools in urban localities. There are very few school buildings.

Classes are generally held either under a shed a tree or in the open. The low-paid teachers of these schools do not pay enough attention to their students. The illiterate parents are not very enthusiastic about the education of their children. Many children in the villages do not go to school at all.

The parents of even such children, as are enrolled in the school, pay little attention to their education. They appear to be convinced of the futility of the schooling of their children.

They rather engage their children as helpers in the agricultural operations, which they consider better utilization of their time and energy. Not only children, but a majority of adult men and women in the rural areas are illiterate. This is one reason of their being negligent towards their children's education. To them there appears no better future for their children even if they take education.

The large scale unemployment is another factor responsible for their indifference to their children's education. Lack of en-

thusiasm in the village people for the education of their children is due to several other reasons. First of all most of them are themselves uneducated. Secondly, the gains of education have not reached the villages.

Village people are conservative in outlook. They do not like to send their daughters to schools. So far as their sons are concerned, they do not find any direct correlation between their education and future progress.

Very little attention is being paid to the education of adults in villages. There is no doubt that a little education or even literacy will generate much confidence among the rural adults, who would find it useful in their occupation as well as in general life.

The problem of rural education is closely associated with the problems of universalisation of education as also adult education, as these are mainly related to rural areas.

With the fulfillment of these two schemes, the objective of rural education will be achieved. In this connection, it may be of interest to note that it has been decided to achieve the goal of universal elementary education for all children up to 14 years of age, according to a time-bound programme.

Every effort shall be made during the Sixth Plan period to achieve this goal. It is estimated that 452 lakhs of additional non-enrolled children in the age group 6-14 will be required to be covered for achieving the goal. The targets for the next 5 years is to cover an additional 320 lakhs of children and the rest are proposed to be covered during another two years. Two-thirds of the non-enrolled children consist of girls.

A vast majority of non-enrolled children are again from weaker sections of the community, like scheduled castes, scheduled tribes and landless agricultural labourers. Such children constitute the hard core of the problem. They do not attend school, and even if they do, they drop out soon after joining school.

A large programme covering these children, even the drop-outs would have to be carefully drawn up and implemented. Adult education is another very important aspect of the problem, which, if implemented with adequate imagination, can go a long way towards achieving the goal. While the adult education programme has rightly emphasised, acquisition of literacy skills, it has also been recognised that learning, working and living are correlated and inseparable. Therefore literacy must be considered necessary and should be related to the needs of the learners for their development and self-reliance. Voluntary organisations and the youth may be expected to play a very important role, and steps to secure their cooperation may be taken

#### **Conclusion**

The Government of India is aware of the plight of higher education sector and has been trying to bring reforms; however, 15 bills are still awaiting discussion and approval in the Parliament. One of the most talked about bill is Foreign Universities Bill, which is supposed to facilitate entry of foreign universities to establish campuses in India, its feasibility and effectiveness is questionable as it misses the context, diversity and segment of international foreign institutions interested in India. One of the approaches to make internationalization of Indian higher education effective is to develop a coherent and comprehensive policy which aims at infusing excellence, bringing institutional diversity and aids in capacity building.

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