

HIGHER EDUCATION SYSTEM IN KERALA - HISTORY AND FUTURE PROSPECTS

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ABSTRACT

In India, the sphere of higher education has always remained an important area where every government, since the days of the English, conceded some stakes. The domain of higher learning in Kerala has also remained delicate and highly sensitive, making it, in fact, too hot for any government to handle. Even the very life-span of some of the governments in the post independence period in the state got shortened by the wrong way they rubbed their shoulders with some of the strong power centers in the field. Still reforms have been carried out in the sphere of education, generally peacefully and silently, but occasionally causing controversies and conflicts, heartburn and resistance. So this paper is an attempt to understand the history and analyse the current scenario of higher education in Kerala.

Keywords: Higher Education, New education policy, Kerala, History and future prospects.

INTRODUCTION

Education plays a major role among the events of a nation. A nation's prosperity or wealth are within the hands of human resources and that they are to be formed in a higher manner through economical application of education. A person without education is blind .The end of the day developments of a nation and people's mankind very centers on cultural, scientific, technological developments that evolve from the event of educational institutions. Education is not exclusively the acquisition of theoretical information but can be a nonstop application of tools and techniques in overall progress in men and nations.

The history of education in Asian countries began with teaching of ancient components at early Hindu and Buddhist learning centers before the Christian era. In time of life Muslim education became established with the institution of the Muslim empires in Republic of Asian countries whereas the approach of Europeans later brought western education to colonial India (Upadhyay, 2012). Great changes took place throughout the past years and several other experiments were conducted within the education system of Asian countries.

The state of Kerala is recognized together of the extremely advanced states in Asian country in education. It's one state in Asian country that earned a high level of acquisition and close to universal teaching. Kerala is exclusive in terms of its instructional development. Higher education is extremely necessary for a developing country like Asian country to property economic and social development.

REVIEW OF LITERATURE

Early attempts to measure the contribution of education to economic growth were made by **Schultz (1961) and Denison (1962)**. Schultz's analysis was based on the 'rate of return to Human Capital' approach and Denison's was based on the 'growth accounting' approach. Both of these showed that education contributes directly to the growth of national income by improving the skills and productive capacities of the labour force. The 'rate of return approach' adopted by Schultz to measure the contribution of education to economic growth, suggests that a substantial portion of the rate of growth of output in the US is due to investment in education. The 'growth accounting approach' is based on the concept of an aggregate production function which links output (Y) to the input of physical capital (K) and labour (L). Denison calculated that between 1930 and 1960 about 23% of the rate of growth of output in the US was due to increased education of the labour force

Kodrat Wibowo in the paper Human Capital Improvement: the Key for the Success of Economic Development aims to suggest the strategies in developing human capital of less developed countries with education and knowledge as basic inputs. Cobb Douglas production function has been used to describe the relationship between human resources, economic growth, technology and education. The paper reviewed the educational policies that had been adopted by less developed countries to boost the economic development between the 1960s and 1970s, Number of factors have been pointed out for the failure of education policies in these countries in the past. Two levels of policies have been suggested in the paper to make education more relevant to fulfill the needs of less developed countries. The external and internal policies suggested in this paper to improve the human 31 resource through the educational system are:

External Policies includes enhancing the standards of living, adjusting imbalances, signals and incentives, changing the export-led strategy, developing new technologies by investing in the research and development program, improving the policy and business environments, ensuring two-way information flows, and controlling the international employment's migration. The internal policies are educational budgets, re-orientation of higher education, enhancing the partnerships between academic institutions and the private sector.

Anit N. Mukherjee (2007) has explained that divergence between the private and social rate of return from education is the rationale for intervention by the state in ensuring equity in opportunity across the population. The so-called „New Growth Theories“ predict that higher levels of schooling and better quality of workforce will lead to an increase in the rate of growth, further strengthening the case for public expenditure on education.

PARUL SINHA, MONIKA ARORA, N.M. MISHRA (2012)This paper presents a framework which can be adopted for building a Knowledge Management platform in Higher Education Institutions. It lists the steps to implement a KM solution/portal and discusses the sub parts of the portal, which can cater to the needs of the stakeholders of an Academic Institution. It also discusses the factors influencing the success of knowledge management initiatives in a Higher Education Institution, which help them to distinguish themselves in the academic market place. Effective implementation of Knowledge Management is considered as an increasingly important tool facilitating organizations to gain a competitive advantage. Educational Institutes are not far behind, they have also realized that Knowledge is now a driving force for organizational change and innovation, which are a survival tool in today's dynamic environment.

PRAKASH MENON (2015)India's Professional Military Education (PME) system is weighted towards the tactical level in all stages of professional development. This results in inadequate exposure of its senior leadership to strategic studies, thus inhibiting the provision of qualitative advice at the strategic level. While combat as an instrument of warfare is focused on at all levels, it fails to relate to war as an instrument of politics. It underlines the absence of an effort to build a broader vision that incorporates the entire constellation of forces. As a general rule, technology has been privileged over humanities in PME.

MAHESH ABALE ET AL (2016)This present research paper explains the importance of quality and research in higher education and also suggests some models to finance researcher's projects. In India, though several authorities and systems of accountability and accreditation are working which include UGC, AICTE, National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), Director of Higher / Technical Education at State Level

etc., still we are facing the problem of quality in higher education. It indicates that there is a need for more research work to enhance the quality of education for sustainability. Therefore, it is necessary to involve all colleges, institutions, state and central government, industry persons for maintaining and enhancing the quality of education.

STATEMENT OF THE PROBLEM

There has been a rapid expansion within the education sector of Kerala. the expansion of enrolment has increased considerably during the last twenty years. In terms of gross enrolment ratio and within the stock of graduates, Kerala is before other Indian states. Inequalities in instruction are much lower in Kerala than the all India level. Thus it is a incontrovertible fact that the quantitative aspects of Kerala's teaching system shows a progressive trend but there are important problems with serious concern that are to be noted that Kerala must go more beyond its rapid expansion within the education sector. So, this study is trying to understand the history of upper education structure in Kerala along with an analysis of present education structure.

OBJECTIVES OF THE STUDY

1. To understand the history of higher education system in Kerala.
2. To analyse the growth and prospects of higher education in Kerala

RESEARCH METHODOLOGY

The present study focuses on extensive study of secondary data collected from various reports and publications from various websites which focus on various aspects and issues related to Kerala higher education System.

HISTORY OF HIGHER EDUCATION

Since 1947 various commissions and committees on education have suggested radical changes in our education system but dead vain (Garg, 1975). After independence the India government paid due attention towards the education of masses normally and education particularly. one {in all|oneamongst|one in every of} the principles laid right down to promote the event of education within the country is that the development of uniform educational structure of 10+2+3 in all parts of the country

The 10+2+3 pattern are born out of the deliberations and discussions of varied committees, conferences, and commissions before and after independence. The CAGE in its last meeting held

in 1972 reiterated its Introduction 3 earlier recommendation adopting uniform pattern 10+2+3 and urged that it should be implemented all told parts of the country by the top of fifth plan. The new pattern of education was finally approved by NCERT and successively by the govt of India in 1975. The pattern also accepted by all states and introduced within the state board of educational activity together with CBSE.

The state of Kerala is recognized united of the highly advanced states in India in education. it's one state in India which attained a high level of literacy and near universal teaching. Kerala is exclusive in terms of its educational development.

HIGHER EDUCATION IN KERALA

It was proposed that the pattern of education throughout the country would be 10+2+3 i.e. the 10+2+3 structure has now been accepted in all parts of the country including Kerala after much discussion. The pre degree education in Kerala, from the very beginning had been a part of university education. Prior to the introduction of higher secondary education, the plus two stage of education existed in the name of intermediate education and was exclusively a part of collegiate education. There was a partial induction of plus two stage of education in the school system with the introduction of vocational higher secondary course in nineteen schools in 1983-84. In order to reorganize the secondary and college education on the basis of the National Educational Policy (NEP, 1986), the pre-degree course was gradually de-linked from the higher education system and was brought under the school system. Govt. of Kerala had decided to reorganize secondary and collegiate education in the state in accordance with NEP,1986. Higher secondary education was started in the state in 1990 abolishing pre degree courses in the colleges during the academic year 1990-91 by plus two/higher secondary education in selected government schools in the state. It was specified in the government order that the scheme will be extended stage by stage to other high schools in the state after watching the progress of higher secondary education for one year. In 1990, the pre-degree course was continued to be controlled by the universities (Government of India, 1990) and plus two was introduced only in selected government schools in the state. After watching the progress of plus two education for one year, the scheme was extended, stage by stage, to other high schools in the state. Vocational Higher Secondary Education was introduced in the state in 1983-84 in 19 Government High Schools. Vocational Higher Secondary Education in the state imparts education at higher secondary level aiming to achieve self/wages/direct employment as well as vertical mobility. The course was designed to prepare skilled work force in middle level in one or more group of occupations, trade or job after matriculation at 10+2 stage of education.

THE NEW EDUCATION POLICY 2020

The need for a brand new education policy was felt within the country for a protracted time. Three National Education Policies are introduced in India till now. These three Policies are National Education Policy 1968, National Education Policy 1986, and National Education Policy 2020. The National Education Policy 1986 was revised in 1992. The stress of previous policies on education was mainly on problems with access to education. The New Education Policy has been brought to keep with the shortcomings of the previous education policy and also the current and future needs, which may result in large-scale transformative reforms in both the varsity and better education sectors.

In June 2017, a committee was formed under the chairmanship of former ISRO chief Dr. K. KasturiRangan to formulate a replacement education policy. The draft of the National Education Policy was presented by this committee in May 2019. The National Education Policy, 2020 was approved by the govt. of India on July 29, 2020, and also the Ministry of Human Resource Development was also renamed as Ministry of Education. This new education policy will replace the 34-year-old National Education Policy 1986. This policy talks about reorganizing the prevailing 10 + 2 establishment into a brand new system of 5 + 3 + 3 + 4, the idea of the curriculum and teaching of all children aged 3 to 18 years. At present, children between the ages of three to six aren't included within the 10 + 2 structure, as 6-year-olds are admitted in school 1. This 10 + 2 system is to get replaced by a replacement 5 + 3 + 3 + 4 curriculum structure as per the age of 3-8, 8-11, 11-14 and 14-18 years respectively.

1. Enhance GER To 50% By The Year 2035

The Gross Enrollment Ratio as of the year 2018 was 26.3 % NEP 2020 is progressing to enhance the GER to 50% by the year 2035. To make this plan a reality, around 3.5 crore seats or perhaps more are going to be allocated to higher educational institutions.

2. Holistic & Multidisciplinary Education

To help students learn as per their will, the new policy has introduced a holistic & multidisciplinary undergraduate education approach. It allows students with a flexibility to mix multi-disciplinary subjects together with integration of vocational courses. UG programs will be of either 3 or 4 years. The new element is that students are going to be given 'multiple exit options' & appropriate 'certification' are going to be given to them within their graduation tenure.

A credit bank of educational progress will be formed to stay track of the credits earned during the whole educational journey of scholars. The credits obtained in a very year are going to be transferred to the following level after completion of successive academic years. The government is additionally taking steps towards establishment of Multidisciplinary Education and Research Universities (MERUs), with globalized educational standards rather like the IIMs and IITs. A National Research Foundation also will be created for fostering research & development activities.

3. Dismantling Of The 'UGC' And 'AICTE'

A new ruling body called 'Higher Education Commission of India' (HECI) will get existence so as to confirm best practices within the educational sector excluding the medical & legal field. HECI will have the correct to penalize institutions who don't adhere to quality education.

4. Financial Support to help Students

Government will make efforts to confirm that students belonging to ST, SC, OBC, and SEDGs get scholarships as per their merit. The officials would encourage pedagogy institutions to supply scholarships to support talented students. The role & activities of National Scholarship Portal are broadened to stay tab on the performance of scholars who've received scholarships.

5. Encouragement To Use Indian Languages

To ensure the preservation & promotion of Indian languages, NEP has recommended to line up various bodies like –National Institution for Pali, Prakrit, and Persian Institution of Translation & Interpretation (IITI) The HEIs are allowed to use mother tongue/regional/local language to assist students grasp the concept better.

6. Technology In Education

The government will create an autonomous entity called as- the National Educational Technology Forum (NETF), to make sure appropriate integration of technology in education. Institutions are going to be ready to empower their faculty likewise as students by streamlining classroom processes through ICT-enablement.

7. Rationalized Education Architecture

The core structure of universities are going to be formed during a new manner.

As per the vision & mission of educational institutions, various categories of universities like teaching-intensive universities, research-intensive universities, and autonomous degree-granting colleges will inherit existence. College affiliation procedure are phased go into 15 years step-by-step & institutions are going to be granted autonomy.

8. Distance Learning/Open Learning

Government will take several measures to make sure highest quality education by opening the doors of open learning facilities like - Online courses introduction, Digital repositories, Funds for research work, Credit based education.

9. Digitalization in education

A dedicated team for the developing digital infrastructure including e-content, digital library, etc are initiated to fulfill the wants of scholars & maximizing the educational outcomes.

10. Imparting Professional Education

Proactive steps to impart professional education are going to be taken. Independent technical universities, agricultural universities, health science universities, and legal universities will head towards becoming multi-disciplinary institutions.

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RESULT AND DISCUSSION

The present study revealed the history and current scenario of higher education in India. The key challenges related is India is facing various challenges in higher education but tackle these challenges and boost higher education is utmost important. India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements, there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness. Low employability of graduates, poor quality of technology, weak governance, and insufficient funding, continue to plague the sector. Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group.

GER for male population is 26.9 and for female, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribes, it is 18.0 as compared to the national GER of 27.1. The success of this new education policy will depend on how it is implemented. Therefore, it can be said that India is the country with the youngest population and India's future will depend on providing high-quality educational opportunities to these youth. The year 2020 marked a major positive breakthrough in the form of the NEP 2020--reimagining the educational landscape through equity, inclusion and excellence in education. Each of the reforms reflects the fact that India is evolving as an economy and is preparing to be recognised as a force to be reckoned with. It is important to point out that these policies have all been proposed and there is a long way to go before the implementation rolls out.

CONCLUSION

At this turn of 21st century, our economy is growing faster and technological developments brought spectacular changes in every fields. A developing country like India have to give great concern for their young generations to cope up with these developments. So its better to bring changes in the education sector to mold our human resources to a creative one. From the current study its concluded that our education sector went through different evolution stages and now is at the stage of introducing a New policy, 2020. The NEP look quintessential on paper. But it's massive benefit a would depend on how they are approached and implemented. Its proper implementation will be the key to success. Now it's the accountability of the education fraternity to execute it rigorously and bring the needed changes that this policy envisages.

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