

## **An Analysis of the Failure of Reforms in Higher Education in India**

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**Abstract :** An eminent Hindi News paper 'Amar Ujala' has published a news in Faizabad edition of 14<sup>th</sup> January 2017 that U.S. based international agency QS has published rankings of the institutions of higher education. Indian institutions have failed again to get rank among top 100 institutions of the world. Almost all of them have slipped down. It proves that quality of education has declined and declining further. Science institutions like IIS, Bangluru has slipped from 147<sup>th</sup> to 151<sup>st</sup> position in one year. The institutions of Arts and Social Sciences have much worse reputation. It is well known fact that there have been new regulations framed to increase the quality of higher education. Their frequency is increasing day by day. But all of them have proved to be ineffective. It becomes essential to identify the factors which are responsible for it. The actual causes have been ignored, either accidentally or deliberately. The policy makers' have framed such rules which have affected our educational system adversely. Our institutions are losing quality and charm. The present paper is an attempt to identify the real cause of the deterioration. The study is based on the historical events and personal experience of rendering 16 years of services in higher education as a faculty.

**Keywords -** *Bias in Higher Education in India, Colonial India, Brahmanism, UGC in India, Definition of Education, Regulations 2010.*

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### **I. INTRODUCTION**

India in the present political form has been result of the colonial efforts. It was full of diversity and rival culture. When Indian subcontinent acquired its current shape of administrative or political unit, administrative setup started to evolve. Colonial administrators started to search for potential system which suited the subcontinent. Colonial rulers started to know the ethnic culture and laws of the country. The colonial administrators found it difficult to govern the whole territory by rules which were acceptable throughout the territory. Their liabilities and commitments compelled them to establish an education system that could be beneficial and progressive for the masses. The pre-existing ideologies started to struggle to take over the control of the new education system established by the colonial rule. Brahmans advocated their ideology and culture by presenting their Sanskrit literature. They tried to convince the colonial administrators that theirs' was the ancient old. They were adamant to keep away other ideologies like Buddhism, Islam etc. They tried to prove that other ideologies entered in the subcontinent after them. Colonial administrators favored Brahmans as they were more favorable and always stood up with colonial rule. They adopted and learned English quickly and succeeded to create intimacy with the British administrators. Others major cultural group of Muslims, did not support colonial Administrators as they felt themselves the ruling ideology of the subcontinent and have to be reinstated. Brahmans did not want them to be reinstated and did all to alienate the Muslims. Brahmans did know the fact that their culture was never been the main culture of the subcontinent.<sup>1</sup> But they were confident to spread their culture, if the education system is hijacked completely. Initially they got the support of colonial rule but toward the start of 20<sup>th</sup> century the attitude of colonial administrators changed and they became more liberal and started to acknowledge other ideologies like of Islam and Buddhism. The education system adopted by colonial rule was for the upliftment of the population as whole. The Brahmans never wanted that the whole population may become educated in English way. They started to oppose the education policy adopted by colonial rulers. The supporters of Brahmin ideology gain more control over British education system, as a protégé of Colonial officers. They learned English and studied western thoughts thus attracted the attention of British administrators. Muslims failed initially, to extend their control over British education policy. Colonial education policy was resolute to educate all, irrespective of the caste, creed or cultural differences. Political power of the republic of India was handed over to two communal groups, recognized by British Government- 1. Indian National Congress, dominated by Brahmans under strong hold of Manuism and 2. Muslim League, dominated by Muslims who believed in Islam. Soon after grabbing power, Brahmans started to calumniate the education system established by British. They called it colonial and declared it as clerks producing policy for colonial rulers. Several other factors compelled them to change the cause of opposing higher education. The cause was

simple, Brahmins don't want to let others to enter in the Higher Education because it was the strongest tool to spread and promote Brahmin culture throughout the subcontinent. After acquiring the political power the Brahmins changed their strategy and started to promote new propaganda- that the qualities of higher education are degrading.

## II. DEGRADATION OF QUALITY- MYTH OR REALITY

Indian constitution guarantees proper representation of all sections of the society in governance. Education was the responsibility of the state. All progressive states follow this policy. Being responsibility of the government, education system was also to be represented by all sections of the society. Brahmins succeeded to attract colonial officers. The colonial government acknowledged them as forward community of the subcontinent. The Muslim rulers, that preceded British, never considered them as worthy people. But non-Muslims did extended honor to them and their culture. Even Rajputs hardly appointed Brahmins as their ministers. Some communities always kept themselves away of the rulers and politics. They even did not try to attract the new rulers, the British. They were identified as the backward communities or deprived or depressed communities later on. The representation was to be ensured by reservations to deprived classes or backward communities. Though strategically the representation was denied for a longer period, but was accepted after some years of the acceptance of constitution. Higher education was one of them, where, non-Brahmins were denied to enter as faculty. 'Merit' was enticed as the criteria, which was propagated as the cause.

The constitutional bindings made way to non-Brahmins, to become faculty in the institutions of higher education. It was dreadful for Brahmins as it may damage their secret effort to promote their ideology with the help of formal teaching. To harass the entry and survival of others, a new propaganda was started that the quality of education has started to degrade. When the Non-Brahmins entered in the Higher education during the period, they were welcomed with new laws and standards which were plotted on the name of reforms. These laws were increasingly becoming harsh and harassing, as they were intended to harass the new comers. Brahmins were girded up to tackle with the new creed of non-Brahmin Culture. Brahmins controlled the higher education when the transfer of political power took place. They were using the control to Sanskritise<sup>2</sup> the society of Indian subcontinent. They had established that the culture depicted or presented in Sanskrit literature, was the original and ancient culture of the people of Indian subcontinent. But they do know the fact that their object was still immature and entry of the non-Brahmanists would have ruined their efforts. The process may get reversed. It is interesting to know that these were the people who first learned English and English culture. Became close and won the trust of the colonial government. They soon started to slander the education system established by the colonial government. During the colonial regime too, these people were full control over the education system under patronage of the British administrators. It was more deliberate planning to protect their objective from future challenge.

## III. IDEOLOGY:

It was a condition similar to do or die for the supporters of the Brahmin ideology in education. They were still suspicious about the sustainability and success of the efforts made by them to Sanskritise the people of India. They still felt need of some more time to root their culture, extracted from their Sanskrit manuscripts before non-Brahmins come in, and start new unbiased researches, which may reach out the facts. They did all efforts in due time to destroy all sources that may help non-Brahmins. A tradition was established to refer Sanskrit texts and thus their culture will get deep rooted and would become eternal. They ensured that non-Brahmins would never find sources other than those written in Sanskrit.<sup>3</sup> Commitments affected the education adversely. Hijacking of education resulted in domination of teachers supporting single ideology. The monopoly started and syllabi were designed with single point agenda. They destroyed the memories of the culture of non-Brahmin communities. Their children were brought up teaching Brahmin culture and traditions. They were told that the Sanskrit was the original language and the culture reflected in Sanskrit literature was the original culture of the subcontinent. Any theory that negated their propaganda was never allowed to be admitted as syllabus to be taught to students. The domination of the people supporting *Manuism* damaged whole of the education system as their teachings were unscientific and based on Myth. The members of the non-Brahmins community, which represented the bulk of the population, were tactically refused to be appointed as faculty. It resulted in further damage to the education especially higher education. Higher education became main target as the syllabi were designed at the level of Universities. It could not be designed or formulated centrally. Hence Universities were targeted by false propaganda of degrading quality. The faculties appointed from non-Brahmins were decided by the dominating Brahmins. They were often chosen, below standards and have less ability to fight against the prevalent corruption. They could easily be enslaved and forced to follow what has been followed from past. If any of them opposed, they were never allowed to flourish, even demoted and were never promoted. The denial of promotion never gave them any opportunity to revive the syllabus or reform the systems.

It is quite difficult to understand the objectives of the policy makers who prepare policies for UGC New Delhi. It is hard to believe that their intentions are objected to bring reforms in higher education. The GER<sup>4</sup>

of India has increased from 10% (2004) to 23% (2014), much below to that of Brazil (46%) and China (30%). The new laws that are regulated brought more chaos than ease. It appears if they are intended more to continue the preexisting academic corruption, rather removing it. The policymakers appeared to be unaware of the ground realities in higher education. It was so because these experts had nothing to do with academics. The persons who never faced a classroom or ever interacted with the students were given task of making laws for higher studies. The results are miserable. For instance, the current new laws, 'Regulations 2010' have damaged the structure of the higher education than ever before. Most of the non-Brahmin faculties are targeted and were denied their dues by these new regulations. Incompetent and unwanted faculties, the so called brilliant faculties got their dues without any trouble. Most of them did not possess the minimum qualifications to be appointed 'Lecturer', are now 'Professor'. But the non-Brahmin Faculty struggled to gain least. This is another demerit of the promotion of the Brahmanic ideology at the centralized level. UGC New Delhi, in order to bring reform in higher education is bringing new regulations each and every time. Last few years, we witnessed higher increase in frequency. But the rules and regulations enacted by UGC New Delhi have proved of very weak nature. We don't get required results of it. Academic corruption is at its high. Corrupt academicians often misuse the new regulations enacted on the name of bringing reforms. They misuse them to gain extras, successfully. They misuse them to deny others from their dues. The feeble regulations enacted by UGC may be due to the commitment towards the Brahmin ideology. As higher education is dominated by them, it becomes easy for them to misuse it. Each and every time the laws are enacted with the same intention. The academicians appointed to make laws are strategically chosen from same ideology, they make laws to support those faculties who cherish Brahmanic interests. Their laws were intended to demoralize non-Brahmin faculties by denying them their legitimate dues or promotions. On the other hand the supporters of Brahmin ideology were given out of turn promotions and illegitimate dues were awarded. And all this was given by corrupt practices. I personally know some of them who are incompetent and some of them don't have capability to read or write. But unfortunately they have superseded the competent faculties. It happens due to their honest support to the Brahmin traditions and culture. They are responsible for academic corruption. But they are rewarded. How can one imagine of reforms under such conditions. Due to biased attitude of the planners, appointed due to their commitment to particular ideology, not because of the required qualifications, the quality and conditions of services in higher education in India are deteriorating. The institutions of higher education and universities of India are losing their international rankings.<sup>5</sup>

#### **IV. SELFISH LEADERS:**

The foremost responsibility is of our political leadership. Indians knew the use of media for propagandas. They knew it from the beginning of the 19<sup>th</sup> century when there was colonial rule in India.<sup>6</sup> People, often befooled with the help of media. Media is more powerful today, than ever. In beginning it was propagated that the quality of higher education was degrading day to day. People, though not qualified enough to understand the phenomenon, started to believe it. Once the public opinion is created, the leadership started to make changes favorable to their personal interests. Participation of common men on discussions over questions of public interest is a good sign in democracy. But we should not forget that people's opinion decides the government. The political parties have to form the government from their mandate only. If people generate opinions and beliefs, which are going to be harmful in long run, we are going to lose, in the end. People supported reforms are left with a number of below standard institutions and universities. Political leaders used to appoint experts in the autonomous bodies and UGC is not an exception. The process ignores personal ability and qualifications of the person, to be appointed as expert. How one could expect an effective policy of him. Moreover leadership himself is bound to promote that very ideology, strengthen and consolidate. Once intrigues are created centrally, they are bound to influence at national level. The persons made experts are appointed as remuneration of their relations and dedication to the ideology. They lack the knowledge of the subject. They pretend to be specialized in the subject but are good for nothing. They reached the position by adulation and are themselves surrounded by a number of servile. Leaders count their obsequious followers and appoint them. The rules prepared by these self styled specialized fraudulent experts are so weak that they were broken each and every day. This is the biggest loss inflicted on our higher education.

#### **V. CHANGE IN THE CONCEPT OF EDUCATION:**

People were made to feel that higher education is unproductive. They were provided an option of professional courses. They were told that by gaining professional degrees, their beloved will get a better and promising future. People never felt to know the deception they simply stood up for reforms and changes. Crooked political leaders started their work. A number of new courses were introduced. People got excited. The definition, nature and objectives of education were redefined, in interest of the common men. But they were befooled. 44.81 million student are unable to bear the expenditure of under graduate courses, introduced on the name of reforms.<sup>7</sup> Education was fully privatized. 70% institutions of higher education are being run by private

firms or capitalists.<sup>8</sup> Government funded institutions were harassed. Their funding was cut. The conditions started deteriorating. Private institutions flooded. 53% of college students are forced to enroll in private colleges.<sup>9</sup> New private university concept came in to existence whose Chancellors were now capitalists with prime agenda of earning more and more profit from educational bodies. Everything changed none of the students looked towards the courses of Humanities and Social Sciences. Who should be blamed for decrease in human and social value? 12<sup>th</sup> five year plan stated that the government funded institutions grew at the rate of 49% whereas private institutions grew at 63%. These private institutes demanded higher fees, which denied access to majority of population. It is around 53% of students that have to pay higher fees for gaining higher education. Those who are unable to pay higher fees of private colleges, have to depend on Government institutions which are denied funds by Government. It is unfortunate that we could not understand or better to say that we don't want to understand the real intentions of people who are governing us. Both, political leadership and media, join hands to befool the masses. What does it reflect that the large number of private institutions, are owned by MPs' and MLAs'. What are they doing with institutions of higher education? How the required sum is arranged by them or something black is converted into white. We don't even want to understand the loss inflicted over the masses by the powerful people having nexus with one ideology; the ideology known for misusing resources and looting innocent people in all aspects of life. Similar fate was experienced by the secondary education. It is not very late when a 55% mark holder was considered better. But now 98% marks holder are in bulk; with less knowledge and least opportunities. All was deliberately contrived to befool the masses, which damaged our secondary education in long term. Private schools were fostered, as the government system was left to get ruined. Corruption in the government secondary school system was never tried to be cured. It was mis-cured by appointing temporary arrangements of teachers. Temporary teachers, due to insecure future, never took interest in their profession. Talented persons avoided to join the posts of temporary teachers due to prevalent corruption and bad conditions of the services. Even private schools started to avoid appointing regular teachers. Private schools are famous for not paying salaries. Secondary teaching has lost its significance.

Higher education is receiving what secondary education is sending. Higher education is getting students with below standards of education. How can one blame them for degradation?

## **VI. TEACHERS IN HIGHER EDUCATION:**

Due to dominant Brahmin ideology and monopoly, whole system was spoiled. They started to believe that no one would be able to interfere in the academic affairs of the higher education. Whenever any complaint was lodged with judiciary, references to specialization were asserted. Court was bound to refer back the conflict to specialized people, who always belonged to same category. It resulted in high and uncontrolled corruption famed as 'Academic Corruption'. Persons with low ability and qualifications were appointed as faculty. Their merit was always decided and developed by specialists of one ideology. A person without having good relations with academic giants could never become eligible for the appointment as faculty. The corruption reached to its highs. I personally know persons appointed as faculty just because they were Brahmins. They superseded others.

The government started to cut funds to higher education. The faculties were reduced. New system of temporary appointment started. The people appointed in temporary positions, usually happen to be much capable and more competent. But they have to work under shabby permanent faculty. This change of policy and adoption of policy of temporary appointments further deteriorated the conditions of higher education. These temporary teaching faculties who are often known as guest or contractual faculty were to work under the permanent faculties. The permanent faculty as has been described earlier happened to be useless persons. Addicted by sick ideological philosophy, they possessed retrogressive mindset. It results heavy damage to the talent of the guest or contractual faculty. It also damages future prospects of our higher education. Temporary faculties are exploited and their talents were killed with the help of pre-existing academic corruption. It is not easy to understand the term 'Academic Corruption'. It is mainly concerned with the higher education. Judiciary fails to address it or ignores due to brotherhood. Academic corruption includes wrong interpretations, mis-conduction, wrong evaluation, not teaching or pretention of teaching etc. Most dangerous among them is recognition of research. There existed groups which declare a research as of high quality if conducted by member. They declare a research of low standards, if conducted by a non member. Membership has its special protocols. Groups are ultimately committed to the ideologies (better to call 'sub-ideology'). Ultimately committed to the central ideology, that is Brahmin ideology. Ideology is supreme and they not even hesitate to sacrifice the lives of brilliant research scholars. It is well known fact that a number of research scholars died due to it and none of the culprits have been punished by the judiciary. Research in higher education has been worst affected area. They used to destroy all talents which could disclose discrepancies committed in the past. The persons which do not support the central ideology, has to suffer most. They are even denied the research scholars. They are often refused to conduct further researches. The persons acquiring higher positions in academics are filled with hatred against fellow citizens, which are classified as deprived classes. Many times due to reservation policy, persons of the deprived classes are selected for the posts of Faculty. There are

examples when a person of deprived class is only chosen if he had a brilliant academic record in compare to the general candidate. Once selected, they start to exploit him, closing future for him, killing his all talent and progressiveness. If he accepts their suzerainty he is rewarded, and if he rejects, he is supposed to be perished.

Academic corruption including promotion has been discussed earlier.

## VII. CONCLUSION

Our society is under strong hold of corruption. Corruption is present each and every sphere of social life. Corruption is involved in our rituals also. The people responsible for this corruption targeted our education system years before. They deliberately changed the face of the profession of education. State refused to recognize the education, especially higher education as her liability. Our government is behaving like a capitalist which unlisted, education from its priorities. False propagandas were used to prepare masses for the required changes. People were deceived to make the education, a profit gaining profession. The profession of education, which has been considered as the most sacred duty, has been handed over to capitalists to earn profits of them. Our democratic governments reshaped and rebuild whole education system according to the wish of the capitalists. Government adopted such a policy that to acquire higher education one has to pay high fees. They are compelled to study in private institutions controlled by profit earning firms. People are exploited financially, education loan was introduced. It has been rightly pointed out by TSR Subramaniam committee, submitted<sup>10</sup> in 2016 (MHRD) that most of the institutions are nothing but shops, selling degrees. According to report, "While there are a few which can be identified as 'Centre of Excellence', both in the public and private sector, there are a large number which are mediocre, some of them could well be described as 'Degree Shops'". It is all because of the corruption. Government utilized the corruption prevalent in the minds of the people. The corruption was injected in the minds with the help of corrupt rituals and traditions. Whole society went on becoming more and more corrupt. Political leaders which used to run the governments took it as favorable circumstances. They let it increase to highs. From judiciary to temples, every place was occupied by the most powerful 'corruption'. Being corrupt our self, could not fight it. It is essential to clean ourselves to fight the corruption like 'academic corruption'. To clean our minds, we ought to stop following corrupt traditions and rituals. Babasaheb Dr. B.R. Ambedkar has remarked that all corruption that released by spiritual texts has to be refused. Or it is impossible to eradicate corruption of our minds and personalities. Corrupt minds could not prepare effective and fruitful policies. The crafty policies, enacted by UGC New Delhi, are the most suitable example. Indians failed to get place in the top 100 institutions of the world. Some of the best institutions of India have slipped down. Unfortunately, it is happening after recent regulations of UGC New Delhi, 'Regulations-2010'. UGC New Delhi believes that it is doing best but the results are coming out to be worst. How and why? It is the corrupt minds, who are sitting in UGC and preparing policies with their disastrous attitude. Their 'Regulation 2010' is doing well, as it has turned seniors as juniors and vice versa. It has failed to stop incompetent faculties to become a 'Professor'. Now these 'Professors' will be appointed as experts to draft regulations for the upcoming generation of faculties. Nobody is going to save education in India.

## REFERENCES

- [1] Efforts to establish that has been started much earlier, Navdurga festival (23<sup>rd</sup> June 1757 AD. In eastern region), Ganpati Festival (though Ganapati was Kuladevta of Peshwas it was converted in to public festival by the efforts of Tilak in Maharashtra region from 1892 to 1894 AD.) has been introduced and celebrated in fashion if they had been celebrated by all sections of society. Wudeyars were reinstated in Mysore, to show their gratitude, they started Dusshera and Durgapuja on larger scale. The festival was converted in to a mass festival.
- [2] Instituting the culture reflected in literature written in Sanskrit language among the different sections of the society of the subcontinent.
- [3] Brihatkatha is the original work which was written in Paisachi Prakrit by Gunadhya. It is interesting that the original work is extinct. But Sanskrit version 'Brihatkathamajari' is available for the researchers.
- [4] Gross Enrolment Ratio- percentage of potential students enrolled in educational institutions in a given year.
- [5] Higher Institutions of India failed to get place in top 100 list of the world. Most them slipped and are lagging behind. A survey of U.S. based agency Q.S. As published in 'Amar Ujala' dated 14 January 2017, Faizabad edition.
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