

REG.NO. : MAHBIL/2012/54586

UGC Approval No. 63299

ISSN: 2319-5525

# संशोधन चेतना

## SANSHODHAN CHETANA

VOL: 6<sup>th</sup>, ISSUE: IV, ENGLISH-MARATHI, QUARTERLY : 1<sup>st</sup> March 2018, ₹ 200/-



सेवा

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संधी



Special issue of Sanshodhan Chetana on "Social Transformation in Higher Education"



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या अंकात व्यक्त झालेली मते त्या त्या लेखकाची स्वतंत्र असतात. त्यास प्रकाशक संपादक मंडळ सहमत असेलच असे नाही.

Vol: 6<sup>th</sup>, Issue : IV , English-Marathi, Quarterly: 1<sup>st</sup> March 2018,ISSN : 2319-5525

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Higher Education and Social Change

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**ABSTRACT**

Higher education has a responsibility of converting population in to human resources who consequently are expected to bring some change in the society. Change can be in the form behavioral change, like respect towards others, change in culture, may be accepting and adopting new tradition like equity, change in attitude, like self responsibility, duty towards society and nation, change in standard of living, like good health, and so on and all such changes will result in improving the wellbeing of society as whole. History has proved that higher education has been an important weapon to bring social change. It is the responsibility of the government to create basic infrastructure and facilities of higher education and the responsibility of each member of the society to make use of education system and contribute towards social change.

**Introduction**

Social change is a continuous process in which an individual changes (alters) his/her present social status into a socially better status. It is a complete change in the character, personality, perception, behavior, attitude etc. of an individual so that an individual thinks consciously towards self, towards locality, nation and towards the society as whole. It is the combined responsibility of the governments, organizations and the individual to bring changes in the society so as to make the society better, happy, healthy & wealthy. Social transformation is a gradual process which takes time and requires consistent and conscious efforts to bring changes in the society from different aspects: There are various parameters of social change are the experts of this field. However, quality education, improved health, life expectancy, gender equality, fair distribution of economic resources, better housing, are to be considered some of the important parameters. Among the parameters mentioned for social transformation education in general and

higher education in particular happens to be the important source and instrument to bring social transformation. History revealed that the countries today which are considered as developed in all aspect concentrated on higher education in the past and achieved the status of developed country. India has already realized the importance of higher education in brining social transformation and certain steps already have been taken to bring changes in higher education to become a developed country by 2020. An attempt is made in this article that how higher education has been instrumental in achieving the present status of social transformation in India during the last six decades since 1950 after accepting own constitution.

### Review of Literature

1 Education has the central, role and responsibility in transforming the society and in promotion of values of respect, understanding among the sections of the society as per the author Subhash Chandra Singh in his article 'Role of education in social transformation and sustainable development in India'. The author said the countries have to work actively, intentionally and proactively towards gender quality and this requires support of education of women and girls. The author has given importance for women empowerment with the help of education. Education has been considered as an important instrument of social change and helpful in solving economic problems and makes the society mobile

2. An article by Debashis Chatterjee 'to overcome the crisis that besets Indian Higher Education Today, leapfrom to education 4.0' said the Indian higher education system has two sides, one Indian doctors are considered among the best in the world and the second side is 90 percent of the general graduates are either unemployable or under-employable. Foreign students coming to India for higher Education has reduced from five million to just 40,000 students during the last 3 years. Author explained about education 4.0 which means flexpertise, teaching expertise that is flexible enough to adapt to different learning styles and need of the contemporary world. Learning should move to the quest for creativity, collaboration, problem solving ability, higher order of thinking and the sheer joy of discovery. Learning 4.0 is not just about cognition in classroom, it is about total immersion of the learner in real life situations. Ananda (delight) will have to be created in our learning spaces. Education 4.0is about learning anywhere and anytime. The author suggested to identify quality of teachers not just qualified teachers for higher education. All teachers who are qualified as per the norms of higher education may not be quality teachers. Quality teachers as per the author those who make the learners to think

independently. Quality teachers be paid equal to a plumber or a carpenter. This means the teachers in higher education are being paid lesser than what a plumber or a carpenter earns monthly.

3. Habibul H, Khondker & Ulrike Schuerkens in their article 'Social Transformation, Development and Globalization', have explained the concept and meaning of social transformation. It is process by which an individual alters (changes) the social status of her/his parent into a socially achieve status. Social transformation is process of shift in individual perception, consciousness towards self, local, state, nation and society as whole. It is complete change in the character, personality, attitude, behavior etc of an individual so that the person becomes improved which would bring in social change. Social transformation is the process of fundamental change in society which is gradual over a period of time and it is continuous.

4. Universities have been considered as important and key institutions in the process of social change and development written by Loyiso M. Luvalo & Mediterranean in an article 'Role of Higher Education in social Transformation and Rural Development published in Journal of Social Science. The article has highlighted the importance of universities in the process of social transformation. Most important role the universities have to play in the process of production of skill oriented manpower and the researchers to meet the changing needs of the society. Thus universities are centres to transform the learners from ordinary youngsters to human resources and that is a part of social transformation.

5. Social inclusion and transformation through education are at the heart of our ethos, and we believe we can achieve real social change through our programs, said Moyra Boland, deputy head of social education at university of Glasgow. The article on 'social courses see rising interest' by Varuni Khosla & Sreeradha D. Basu was published in The Economic Times. The authors write that due to Corporate Social Responsibility (CSR) activities made mandatory by the government to certain companies admissions for M. A program and in social work have been increasing since the companies are offering jobs to qualified graduates for CSR activities. As per the NASSCOM foundation report industries are spending on CSR activities and around 60 percent of the surveyed companies reported 100 percent utilization for funds for CSR activities. Thus certain universities have introduced courses in social work to produce more graduates to fulfill the manpower needs of companies for their CSR activities. These CSR activities are contributing to bring some social change in the society.

6. The Universities have four major functions to perform in the society in the history, as per the authors. The first function is universities play a role of ideological apparatuses in the society, the second function they have always been mechanisms of selection and socialization of dominant elites which means universities were dominated by elites in the past. The third function is generation of knowledge which happens to be the most important function among the functions. Conduction of research is a part of knowledge creation. And the fourth, the most traditional and most emphasized during the recent time is training of skilled labour which means development of skilled manpower. Thus the universities as centres of higher education have a fundamental role of bringing social transformation

7. A research report on 'Higher Education in India: Vision 2030' published by FICCI reveals that the countries in the past have become from developing to advanced economies within a decade due to particularly transformation in higher education and research. The report says the countries like China, Singapur and Korea have transformed as developed economies within a decade due to strategic planning and vision of transformation in education sector, particularly in higher education. According the report there will 140 million college going young population by 2030 and one in every four graduates in the world will be a product of Indian Higher education system. India has been supplying largest quantity of manpower to the global workforce and due to higher education. The country has created low-cost higher education for the masses due to which more than 3,5 million youths have enrolled in higher education from all classes of the society. India is expected to grow fastest in the world surpassing China by 2030 and it is estimated that industry and service sectors are expected to contribute 92 percent of the Gross Domestic Product (GDP) by 20130

#### Objectives of the Study

Education particularly basic education is the fundament rights of every Indian citizen as per the constitution and the central government has been making efforts to reach basic education to all the eligible children to make India a developed country. And to make this happen education particularly quality higher education all in a particular age group is only the solution. The following are objectives of the present research paper



- To understand growth in higher education in India after 1950
- To analyse social transformation during the period from 1950
- To make some suggestions for higher education to accelerate the growth rate of social transformation

### Methodology

The present study is based on mainly secondary source of information. Advancement in information and communication technology (ICT) lot information is available for the study. Various reports published by institutes of higher education like UGC are referred, articles on the topic published in various e-journals were available online, and published in national level news papers were also referred for writing of this paper. Therefore there was no need to go the respondents for data collection from the primary source

### Higher Education in India

“India's Destiny is being shaped in four walls of educational institutes” said in the education report by D. S. Kothari, chairman of education commission 1964-66. Educational institutes in general and institutes of higher education in particular happen to be the centres of change and human transformation. World history reveals that the countries known today as developed countries in the world transformed from developing to developed due higher education. Thus India today being a developing country with huge young population today can become developed country in near future provided quality higher education is made available to college going age group. Indian intellectuals have a vision to become developed country within a decade from now and the governments, state and central have been taking initiative in infrastructural development and to bring quality enhancement in higher education. In order to take advantage of demographic dividend the governments have allowing private participation mainly after accepting a policy of liberalization and privatization and that resulted in crating dominating position of private sector in higher education controlling more than 50 percent of the total institutes of higher education in India.

Independent India took initiatives in bring quantitative expansion in higher education from 1950s. It was and is the responsibility of the government to provide educational facilities for the access of needy young population. Accordingly the governments, central and state have been working independently for creation infrastructural facilities for higher education and making policies and regulating of higher education. Quantitative growth in higher education

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and making policies and regulating of higher education. Quantitative growth in higher education after 1950 till the year 2016-17

Table-I

Particulars	1950-51	2016-17	Growth (times)
Total number of Universities	30	800	27 times
Total number of colleges	695	42,340	61times
Enrolment of learners	3,97,000	2,94,27,000	74 times
Teachers	24,000	14,70,000	61 times
Student Teacher ratio	1:16	1:20	

Source: UGC annual report 2016-17

The above table shows quantitative growth in higher education during post independent period. The number of universities and colleges has multiplied 27 times and 61 times respectively during last six and half decades from 1950 and the number of students enrolled in higher education has multiplied by 74 times increasing from 397000 to around 3 crores during the same period. And the number teachers involved in higher education has gone up from just 24,000 to 1470000. There was one teacher for every 16 students enrolled in higher education during the year 1950-51 and this ratio increased over a period of time to one teacher for every 20 students. Thus enrolment rate of students is higher than growth rate in teachers in higher education. This shows that awareness is developed among the youth about higher education.

Around 60 percent of the total colleges were located in rural areas during the year 2016-17 so that rural eligible youths can enroll themselves in nearby colleges at affordable cost as per their convenient. Gross enrolment ratio (GER) has increased from 11 percent in 1950-51 to around 25 percent in 2016-17. There was one girl learner out of ten students enrolled in higher education in 1950-51 and during the year 2016-17 enrolment ratio of girls and boys went up to 48:52. Enrolment of girl students has increased by more 329 times during period 1950-51 to

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Vol: 6<sup>th</sup>, Issue : IV , English-Marathi, Quarterly: 1<sup>st</sup> March 2018, ISSN : 2319-5525

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2016-17. Out of the total enrolment in higher during the year 2016-17, more than half of them were from reserve categories, SC, ST & OBC together constituted 53 percent. This signifies that higher education system in India has been growing to bring inclusive changes in the society as whole to take the nation towards the category of developed country in the world

### Social Change

Social change a process of shift (alteration) in the attitude, behavior, life style, character etc. of an individual so that a person improves his/her social status. India has been experiencing many examples of social change since 1950.

- **Gender Equality:** There is a narrowing gap in male and female in Indian society since 1950. Involvement of female in all sectors and all fields like defense, business, jobs, government administration, politics, profession etc. has been increasing and discrimination between male and female has come down. Women are allowed involve in Indian army and join as women officers through short service commission since 1992 and today around 4 percent of the authorized officers in army are female. Earlier President of India was female and the present speaker of Lok Sabha is also a female. Few states in India are headed by the females as chief ministers. Few Indian women are today recognized as women entrepreneurs at the global level and some of them heading the global companies as chief administrative officers (CEOs). Indian parents have starting treating their children, both son and daughter equally and providing equal opportunities of education, health, career etc in their life. This is the result that 48 are girl students out of 100 students enrolled in higher education. Females are entitled to get share in ancestors' property as male heirs
- **Increased Life Expectancy:** Indians have increased their life expectancy from 35 years in the year 1950 to almost average 70 years in the year 2016-17. This is due improved life style, better inputs, improved medical facilities, awareness of personal life, improved economic well being and so on. Though there are multiple factors to increase life expectancy, education and higher education in particular has resulted in improved health and better human life. Death rate has come down from 45 per thousand to just 8 per thousand during post independent era
- **Inter-caste Marriages:** Indian society in the recent past has been gradually accepting the inter-caste marriages allowing the couple to live a better married life. However the percentage of inter-caste marriages in India is very low, as per one survey conducted by National Council for Applied Economics & Research (NCAER) around 5.4 percent of the total marriages in India were inter-caste marriages during year 2014

- **Reduction in population Below Poverty Line (BPL):** India was considered as one of the poorest country during 1950s due to low agricultural products, dependence on importance for basic goods. The country today is able to produce enough quantity of food grains to feed its population. The number of families in middle class and upper middle class is gradually increasing and the percentage population poverty line has been reducing. Two third of the population was in below poverty line before 1950s and that has come down to around 29 percent as the census 2011
- **Reduction in Child Marriage:** Child marriage, particularly child marriage of a girl was very common mainly in Indian villages. According a survey made by UNISEF the rate of child marriage was 47 percent before 1998 which has come down to around 7 percent during the year 2009-10, the rate must have still reduced below 7 percent till today. Even less educated Indian village parent today thinking to her child to grow mentally and physically to understand and accept the responsibility of post marriage life

#### Suggestions

Developed countries of the world are looking at India as a country of emerging economy after china and India has been changing and moving in that direction. Among few other factors taking the country towards the status of developed country, education and higher education has been one of those factors. The country has a potential to change at faster rate than the present rate for that it has to make some more addition efforts, some of them are as under

- **Improvement in Quality of Higher Education:** The fundamental issue of Indian education system as whole, not only higher education is the quality of education at all levels is poor and has ample scope for improvement. Around 47 percent of +2 (Jr. college) level students have ability of fifth standard level (ASAR 2018) and only around 10 percent of the graduates of non professional courses are capable of getting employment based on their capability. Thus quality enhancement has to be the important task in education to faster the growth rate
- **Learning Based Education:** The present education system is based more on teaching method and the learning by the students is analyzed based on the written examination. Thus real learning part is absent in the education system of non professional courses and the students who take self initiative for learning only are able to bring change in real sense.

- **Regulation:** Education system is managed by both the public sector and private sector institutes. There is absence of proper coordination among various departments of government due to which basic objective of education is diluted. And educational institutes of private sector are money oriented and work for money. Though there exist many regulations and regulatory bodies but there is of self regulation among majority of the institutes and educational entrepreneurs.

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