



CHALLENGES BEFORE THE INDIAN HIGHER EDUCATION SYSTEM

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ABSTRACT:

India has successfully created one of the biggest higher education systems in the world. Quality of many top institutions is recognized to be comparable to the best in the world. However, Indian education system faces problems and issues that originate from disparities and developmental models adopted. With all the impressive development in the areas of Information Technology, space science, nuclear technology, oil exploration, industrial production etc., India could not solve its problems of poverty, ignorance and underdevelopment completely and successfully due to various reasons. Nearly 25% people are still below poverty line; 20 percentage is illiterate and disparities amongst rich-poor, urban-rural, educated uneducated are high, which are creating enormous social tensions. The country has to face challenges of globalization and pressures of liberalization while continuing its fight against poverty, illiteracy and disadvantages. The present paper deals with the Indian educational system with the approach of facing challenges of globalization.

KEYWORDS : Accounting System, Value Added Statement, Application of Value Added, corporate social responsibility (CSR).

INTRODUCTION

The Indian System of higher education is facing today many challenges arising out of globalization and liberalization. The GATS and WTO agreements, which are likely to be signed by the Indian Government, in 1991 will be effective at least in the areas of higher education, allowing foreign universities to market their education in this country. Use of Information Technology in the field of education is eliminating concept of jurisdiction of a university, and creating IT enabled facilities such as distributed classrooms and many other appliances and applications. This will enable many leading universities from India and abroad, private deemed-to-be universities and other providers of education to offer their educational programs to all students all over India. This creates competition for colleges and universities, and will be resulting into a threat to the existence and survival of weaker institutions. This is also a period of transitional stage for humanity making transition from industrial society to information society, and developing new social and economic order. The Information Age is also recognized as the Knowledge Age; and Indian Government and leaders are placing high hopes and goals of making India a Knowledge Super Power within the next decade or two. No country becomes a Super Power, unless common people are developed to the highest level of their competencies and capabilities, and empowered through tools and technologies of the age to enable them to participate in developments taking place all over. This can be achieved only through a right system of education for all.

OBJECTIVE:

- I. To know the higher education system in India.

II. To identify the challenges in higher education.

METHODOLOGY:

This paper is prepared entirely on the basis of secondary sources of data, such as books, magazines and websites.

CHALLENGES BEFORE THE INDIAN HIGHER EDUCATION:

- **Comodification of Education:** Higher education is becoming a marketing commodity. It is a multi-billion dollar business. Foreign universities are trying to have a share of Indian educational markets, and have prepared for this during the last decade or more. This shift from education as a social good to marketable commodity is against the Indian culture, and sufferers in these changes will be poor and disadvantaged people of India.
- **Global Competitiveness:** The competition will essentially be for offering quality education recognized at the International level and relevant to the local needs. The major issue is how to raise the quality and standards of Indian education and make it globally competitive, locally relevant and enable it to offer marketing paradigm appropriate for developing societies.
- **Concerns of weaker institutions:** A high disparity in educational standards and quality of education offered by Indian universities and colleges is of great concern to all. National and global competition may create problems of survival of weaker universities and colleges.
- **Developmental disparities and unsolved Indian problems:** Many colleges and universities were started in India for removing regional imbalances and for supporting education of weaker and disadvantaged classes, particularly of women. These institutions and other developmental programs for weaker classes are still facing resource constraints, which are further aggravated by ignorance, poverty and disadvantages of the people they serve. This is resulting in widening divides and in keeping many educated from weaker and disadvantages sections outside the job and employment markets. The challenge of these marginalized and deprived to the system of education is enormous.
- **Weak linkage of education with developmental processes** is creating frustration amongst graduates when they find that education is not so useful in employment and in work situations. A challenge is to transform the system from its present model of education to developmental education linking education to developments in society, industry and services sectors.
- **High cost of higher education:** The unit cost of traditional education, particularly of professional education, is quite high and has gone out of reach of the Indian middle and lower classes. Many private entrepreneurs have started educational institutions for offering creamy courses with marketing approach; and have raised fees not affordable to majority. Subsidy to the education by the state is not the right solution in the present situation, when numbers aspiring for higher education is large and ever increasing. The deprived are already creating pressure on the state to make education accessible; and have raised an issue of socioeconomic equity and justice. The issue has already become extremely volatile in some states like Maharashtra.
- **Quality-** The challenge of quality in Indian education has many dimensions, e.g. Providing adequate physical facilities and infrastructure, Making available adequate teachers of requisite quality, Effectiveness of teaching-learning processes, Attainment levels of students, etc. Besides the need to improve quality of our educational institutions in general, it is also imperative that an increasing number of them attain world-class standards.
- **Relevance-** Education in India needs to be more skill-oriented – both in terms of life-skills as well as livelihood skills. In sheer numerical terms, India has the manpower to substantially meet the needs of a world hungry for skilled workers, provided its education system can convert those numbers into a skilled work-force with the needed diversity of skills.

- **Management-** Management of Indian education needs to build in greater decentralization, accountability, and professionalism, so that it is able to deliver good quality education to all.
- **10. Resources-** India's stated national policy - ever since 1968 - has been to raise public expenditure on Education to the level of 6% of GDP. On the other hand, in 2004-05, outlay of Central and State Governments for Education amounted to about 3.5% of GDP. Thus, the gap in allocations for Education is still substantial, and needs to be urgently bridged
- **Reform Examination System-**Examination system in Indian education is outdated in the today's dynamic world. Because this system is relates to most of memorial abilities of the students, it can't focus on his creative and thinking abilities. But, it is very essential that, how the higher education can increase the creative abilities of the students. It is most important for better human development in the nation. But Indian education system fails in this target in some extent.
- **Infrastructural Facilities-**Infrastructural facilities are most important for learning process. But in the Indian rural institutes have a big problem of infrastructural facilities of the education. Most teachers in the rural institutes are teaching by the choke and tocks. When we compare this system at the global scenario we found that we are far away from the technological advancement in the education system. According to the study only 30 percent of the institutions have the basic minimum laboratory equipment, sufficient books, journals, and other facilities. Only few urban institutes have advanced learning and teaching equipments.

CONCLUSION:

The new challenge before the India at the beginning of the twenty first century is to become a developed society in the futures years which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer only nation centric. They have already attained global dimensions, particularly after trade in services has been brought under the purview of the WTO regime. Hence, we should try to change.

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