



HIGHER EDUCATION SYSTEM IN INDIA AND CHALLENGES: A STUDY

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ABSTRACT :

India's advanced education framework is the world's third major as far as understudies, beside China and the United States. In future, India will be one of the biggest instruction center points. India's Higher Education area has seen a phenomenal increment in the quantity of Universities/University level Institutions and Colleges since freedom. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a rebellion in the education system of the country with statistics revealing a shocking enrolment in schools over the last four years. The involvement of private sector in higher education has seen radical changes in the field. Today over 60Per cent of higher education organisations in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Higher education comprises all post-secondary education, training and research guidance at education institutions such as universities that are legal as institutions of higher education by state authorities. It includes all the activities a given country deems to be higher education not only those that take place within everyday universities and graduate schools, but shorter term education and training courses that are 2-3 years in length, and even correspondence courses that make use of information technology and are targeted at a broad population of students. Higher education institutions most prominently universities have three functions in total. To achieve and support national, provincial or worldwide quality, certain segments are especially important, prominently wary determination of staff and ceaseless staff advancement, specifically through the rise of proper projects for scholarly improvement, including showing learning approach and portability between nations, between advanced education organizations and between advanced education establishments and the universe of work, just as understudy versatility inside and between nations.



KEYWORDS : advanced education organizations , information technology advancement , industrial development.

INTRODUCTION:

The emergence of a world-wide economic order has immense significances for higher education more so under the changes that have taken place in the recent past with regard to globalization, industrial development, information technology advancement and its impact on education aided to these are the

policy changes that have occupied place at the UGC, AICTE, DEC, NCTE, Medical Council, BOR Council, Architecture Council and such other regulatory bodies from time to time to provide accommodations these development and yet maintain quality students in higher education. The landscape in general, has transformed towards a new order. It is obvious Centre and state governments and that the institutions and academic and non-academic staff need to gear themselves to deal with the challenges posed by those to achieve the slated, and this demands review of packed down track, set notions, comfort, attitudes and work styles. As is known that the Indian higher education system is not only large but also the most complex one.

Higher Education structure in India and its growth both in terms of institutions and enrolment. State-wise disseminations and discipline.

- Impact of such a growth on the society and the needed improvements, issues related to affordability of students and the needed attention in terms of monetary inputs.
- The role of monitoring body in this changed present condition, the needed policy changes to face the present day experiments such as the global demand for qualified man power and the role of higher education in working out this work force for fulfilling the coast-to-coast and international needs.
- The role of academic research in fostering modernisation in Indian economy has been evaluated, its feebleness have been outlined and the way accelerative is suggested in the paper.

Along with these an challenge have been made to analyse and talk over other important and present-day issues related to governance, academics, occupation, use of ICT in teaching learning and policy research. Hence an endeavour has been made to look at higher education in India in a all-inclusive manner.

India's advanced education framework is the world's third biggest regarding understudies, alongside China and the United States. In future, India will be one of the biggest training center points. India's Higher Education segment has seen a huge increment in the quantity of Universities/University level Institutions and Colleges since freedom. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a rebellion in the education system of the country with statistics figure-hugging a staggering registration in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. In the today over 60 Per cent of higher education institutions in India are encouraged by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities. Today, Knowledge is power. Despite these challenges higher education system of India equally have lot of occasions to overcome these challenges and have the competence to make its identity at international level. However, it needs greater transparency and responsibility, the role of universities and colleges in the new millennium, and emerging methodical research on how people learn is of utmost significant. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a increasing nation to a developed nation.

DEFINITION

The higher education encompasses all post-secondary education, physical activity and research guidance at education institutions such as universities that are authorized as institutions of higher education by state authorities. It includes all the activities a given country deems to be higher education not only those that take place within ordinary universities and graduate schools, but shorter term education and training courses that are 2-3 years in length, and even correspondence courses that make use of statistics technology and are targeted at a broad population of students. Higher education institutions most prominently universities have three occupations in total. In addition to education, these are examination and contributing to the social order.

The research and education meanings are two sides of a coin; research makes a higher level of education possible and education, in turn, develops the human resources to do research. Recently, contributions to society have more and more been demanded of higher education institutions. This means the higher education institutions need to have accomplishments to ensure that mount up knowledge is circulated directly back to society and that they do not become “ivory towers.” All three functions are confidentially connected and none can be separated out when considering higher education. Thus, in this report, we will address not only the educational goings-on at higher education institutions, but the research and donations to society of these institutions. Representative examples of JICA’s cooperation in the area of higher education are formation or expansion of agriculture and engineering faculties/departments or graduate schools. Also included in JICA’s higher education cooperation is aid to medical and treatment departments for development of technical categories such as “Agriculture, Forestry and Fisheries” and “Public Health and Medicine” rather than education per se, in many cases during the putting into practice of these projects structural problems in higher education have demonstrated to be obstacles. For this reason, we felt it necessary to scrutinize these projects from a higher education viewpoint. Thus, we will also treat these cases as higher education examples. The higher education examples taken up in this report are the following concrete categories of personal belongings.

- Projects for the establishment, contraction or reform of facilities/departments of agriculture, manufacturing or medication
- Projects for the formation, expansion or reorganization of graduate schools of agriculture, engineering or medicine
- Projects for the establishment, expansion or transformation of short-range education institutions such as polytechnics and colleges
- Projects aimed at increasing research measurements closely related to education at departments/faculties, former student schools and university-associated research institutions

GROWTH OF HIGHER EDUCATION SECTOR IN INDIA

As higher education systems grow and diversify, society is all the time more concerned about the quality of plug-ins, public assessments and international rankings of higher education institutions. However these comparisons tend to go over the top about research, using research performance as a touchstone of institutional value. If these developments fail to address the quality of teaching, it is in part because calculating teaching quality is thought-provoking India has been always been a land of researchers and learners. In ancient times also, India was regarded all over the world for its universities like Taxila, Nalanda, Vikramshila and its scholars. By conventionality India had 20 universities, 500 colleges enrolling about 2,30,000 students. Since independence India has proceeded significantly in terms of higher education statistics. This number has increased to 659 Universities and 33023 colleges up to December 2011-12. Central Government and state Governments are irritating to nurture talent through focusing on the number of Universities and Academies for expansion of higher educations. There is no doubt to the fact that much of the progress accomplished by India in education has come from private sector. In fact the public sector and private sector is not in opposition to each other but they are working at the same time in Indian education sphere. The number of universities has grown more than six times in last four periods and the number of colleges has been increased from 3603 in 1970-71 to 33000 colleges in 2011-12.

CHALLENGES IN HIGHER EDUCATION IN INDIA

It is our 69th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Several governments changed during these six decades. They tried to boost the education system and realised various education policies but they were not satisfactory to put an example for the universe. UGC is constantly working and focusing on

superiority education in higher education sector. Still we are facing lot of problems and encounters in our education system.

ENROLMENT

The Gross Enrolment Ratio (GER) of India in advanced education is just 15Per penny which is very low when contrasted with the created just as, other developing nations. With the increase of signing up at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

EQUITY

There is no equity in GER among poles apart groups of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are provincial varieties too a few states have high GER while as some is very behind the national GER which mirror a momentous one-sidedness inside the advanced education framework.

QUALITY

Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the leading challenges being faced in India today. However, Government is nonstop focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum necessities laid down by the UGC and our universities are not in a location to mark its place among the top universities of the world.

INFRASTRUCTURE

Poor course of action is another test to the advanced education arrangement of India especially the foundations kept running by general society part feel torment from poor physical facilities and set-up. There are vast number of universities which are operational on second or third floor of the expanding on ground or first floor there exists readymade hosieries or photocopy shops.

POLITICAL INTERFERENCE

Most extreme of the instructive Institutions are have ownership of by the political pioneers, who are assuming key job in administering assemblages of the Universities. They are using the innocent students for their selfish means. Students organise operations, forget their own objectives and begin to develop their occupations in politics.

FACULTY

Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to excellence education for many years. Large numbers of NET / PhD candidates are without a job even there are lot of vacancies in higher education, these commendable candidates are then applying in other departments which is a biggest disappointment to the higher schooling system.

ACCREDITATION

According to the information given by the NAAC, as of June 2010, "not in any case 25Per penny of the complete advanced education organizations in the nation were authorize. Furthermore, amidst those authorize, just 30Per penny of the colleges and 45Per penny of the schools were observed to be of value to be positioned at 'A' level".

RESEARCH AND INNOVATION

There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres. So, this is another area of challenge to the higher education in India.

STRUCTURE OF HIGHER EDUCATION

The board of the Indian instruction faces difficulties of over centralisation, bureaucratic structures and absence of responsibility, straightforwardness, and demonstrable skill. Because of increment in number of associated schools and understudies, the weight of regulatory elements of colleges has fundamentally expanded and the center spotlight on scholastics and research is weakened (Kumar, 2015).

OPPORTUNITIES IN HIGHER EDUCATION

India is a large country, with a projected population of young people aged between 18 to 23 years to be around 150 million. The sheer size of the market offers huge occasions for development of the higher training sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrolments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational arrangement of India is inadequate to handle such huge volumes. In spite of all the government spending in the educational sector, it is just too in short supply to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the hopeful areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments. Indian higher learning system is growing very fast irrespective of various challenges but there is no reason that these Dares cannot be overcome. With the help of new-age learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world. There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. The idea of equalising educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an inegalitarian system of education". The need to enhance the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transportable skills, including English. The emerging interest in Indian higher education establishments in the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world. (British Council, 2014).

THE SILENT HISTORY SPEAKS LOUD

The education in India has always been valued more than mere considering it as a means towards earning a good living. Right from pre-historic days, Education, especially higher education has been given a predominant position in the Indian society. Ancient India considered knowledge as the third eye that gives insight into all affairs.

HIGHER EDUCATION SYSTEM IN INDIA: HISTORY SPEAKS AS UNDER

Though the Indian Higher Education Structure can be traced back to Nalanda and Takshashila Institutions, still "The foundation for modern education was laid by the Britishers. They set up network of schools to impart western education in English medium (Perkin, 2006). First such college to impart western education was brought into being in 1818 at Serampore near Calcutta. Over the next forty years, many such colleges were established in different parts of the country at Agra, Bombay, Madras, Nagpur, Patna, Calcutta, and Nagapattinam. Its historical landmarks are McCauley's Policy of 1835 to promote European learning through English, Sir Charles Woods' Dispatch of 1854 which for the first time recognized the need for mass education with private and apostle help and gave up the policy of selective education known as the 'filtration theory' and finally the first Indian Education Commission of 1882 which recommended the initiative of private assistances in the spreading out of education".

The second half of the 19th century is, nonetheless, of great significance to the country because modern India may indeed be said to be a construction of this period. It brought about a renaissance by breaking down geographic barriers and bringing different regions and long-separated Indian people into close contact with one another. The blind admiration for Western culture was gradually transient away, and a new vision and reorientation in thought were coming about. A feeling of disappointment also developed toward the existing governmental and missionary institutions. It was felt by some of the Indian patriots that the character of Indian youths could be built by Indians themselves. This led to the establishment of a few notable institutions point toward at communicating sound education to Indian youth on national lines-institutions such as the Anglo-Mohammedan Oriental College in Aligarh (1875), the D.A.V. College in Lahore (1886), and the Central Hindu College in Varanasi (1898). The political of a mind to classes of the nation state had also come to affection education as a national need. They were critical of the government's educational policy and resented any innovation that might put away the pace of educational advance or diminish liberty.

FINANCIAL CONSTRAINTS

One of the most important things that have to be observed is the issue of financial constraints before the government. The State Government has already been spending 20-30 percent of its revenue budget on education. It will not be able/could not afford to spend more. It is without doubt that the government has to spend on uncomplicated education, they have to spend on secondary education and the budget outlays of the government also reflect that. The government is also moving towards obligatory secondary education and we applaud that step. But that basically means that even for the secondary education they are only comfortable with being able to deploy half of that budget for the next five years, the other half have left to the Planning Commission to manage those resources. This actually means that there is really very little left for higher education. In India, at least, the spending per student has been going down over the years. The share of education in our five-year plan outlay has been falling. The first five-year plan gave education 7.86 per cent. By the fifth plan, the share of education was only 3.27 per cent of the outlay. Even if you take both central and state government spending together, it does not get better. Current spending on education in India is not more than 3.5 per cent of GDP. The Center itself concedes that the minimum should be 6 per cent. Again, out of the amount spent, very less is being envisaged to be spent on higher education. Its not even 3-4 Per cent of GDP. There is now a more instrumental view of higher education. Finally, there is the changing structure and delivery of higher education including new types of educational institutions, and increasing use of technology that allows institutions cooperate on national and global scale. All these changes have resulted in growing.

VOCATIONALIZATION OF EDUCATION

There is a gap between the need of the employment terminals i.e., industry and the academic institutions. With the reducing government employment opportunities and increasing economy-oriented employment, close links need to be look after between vocational institutions and user industry and also

technical and qualified institutions and industry. It is important to recognize the level of involvement of the industry and thus create interest of the industry in developing the quality, financial support, acceptance of the produce, creation of more employment etc. The higher education systems have very measured way of be in the running the acknowledgement of offering the degree or the diploma. These schemes do not allow majority of the institutions to offer superiority developmental programmes, which are needs of the monetary manpower. There should be an autonomous accreditation body to assess the purpose, quality and offering of the programmes for apprentice programmes, from one-year masters to three year of masters or even higher education.

PUBLIC-PRIVATE PARTNERSHIP AND INSTITUTION-INDUSTRY INTERFACE

There has been some effort both by the government and the private education institutions to develop the lessons staff at various levels. Notwithstanding, this should be increased with proper thoughtfulness regarding every one of the viewpoints related so as to get ready mediocrity and adequate number of instructive staff. Such endeavors need an intense organizing for the exploration base organizations. It is a very popular and known fact that funding of the institutions either private or the government, is not going to be supported by the state or central governments for long. A public – Private Partnership Model should be developed and encouraged by the government to create a self-sustainable model of education in times to come. Looking at the whole scenario, there is a need for interaction between universities, academic institutions of higher learning, industry, R and D institutions and funding agencies. This could be achieved by a synergy process wherein they will be partners in various activities, complementing each other in reaching their visions, objectives and goals. Generally, this is perceived as an activity for interaction but there is need to re-look in order to develop such a process wherein there will be more than interaction. This could be achieved by Partnership. A few interventions needed are

- (i) Develop a database of facilities available in the university, Industry and R and D institutions.
- (ii) Involvement of Industry in the curriculum development and also implementation of the curriculum
- (iii) Faculty exchange and participation in industry and vice-versa in university and specialized institutions
- (iv) Participation of executives who have Ph.D., involve them in research and development both in industry as well as universities
- (v) Industry to utilize the human resource and infrastructure available in the universities for problem solving, testing, certification etc.
- (vi) Conducting advanced programme in technical, management and other need-based areas, tackling contemporary issues of mutually beneficial nature
- (vii) setting up a business development cell on partnership and (viii) Promoting entrepreneurship in education system We have to be optimistic that private-public partnership and the Industry interface will take place in the field of education at all levels, and particularly in the backward regions, which is the need of the hour.

HIGHER EDUCATION AND STATUS OF ACADEMIC RESEARCH

In the event that we see the quantity of specialists occupied with Research and Development exercises when contrasted with different nations we find that we have just 119 scientists, while Japan has 5287 and US has 4484 analysts for every million of populace. Indeed, even in total terms, number of scientists in India is a lot littler contrasted with US, China, Japan, Russia, and Germany. Quantities of doctoral degrees granted in all subjects are 16, 602 out of which 6774 are in Arts and 5408 in science and rest in others (proficient subjects). India has a little more than 6000 doctorates in Science and building, contrasted with 9000 in China and 25000 in US. It expanded quickly from somewhat more than 1000 of every 1990 to more than 9000 as of late in China. In examination, there has been a humble increment in India. National Science Foundation (NSF) - Science and Engineering Indicators – 2002 demonstrates that in the US, about 4Per penny of the science and building graduates complete their doctorates. This figure is about 7Per penny

for Europe. In India this isn't considerably 0.4Per penny. Information on doctorates especially in science, building and drug recommends that just a couple of establishments have genuine research center. In building there were just 650 doctorates granted in 2001-02. Of these 80 percent were from only 20-top colleges. In science, 65 percent of the doctorates granted were from the best 30 colleges.

The above data paints a grim picture of the status of research in India. The performance of university sector was quite significant in 1950s and 1960s. It has fallen significantly in recent years. In developed countries there is a very strong relationship between UG/PG teaching and research and students have a good exposure to eminent research scientists, which is lacking in the Indian system. The academic institutions in India are often severely under-resourced. These have insufficient linkages amongst themselves and with the society at large. Quality is a major issue in social science research as well. The methodology of doctoral research in sociologies should be progressively scientific and near and be identified with society, arrangement and economy. An examination directed on Social Science Research Capacity in South Asia 2002 demonstrated that the offer of the Indian colleges in the exceptional articles distributed in the Economic and Political Weekly was just around a 25 percent.

SUGGESTIONS IMPROVING THE SYSTEM OF HIGHER EDUCATION

There is a need to implement innovative and transformational approach form primary to highereducation level to make Indian educational system globally more relevant and competitive. Higher enlightening institutes need to improve quality and reputation. There should be a good infrastructure of colleges and universities which may appeal the students. Government must promote co-operation between Indian higher education institutes and top International institutes and also produces linkage between national research laboratories and research centres of top institutions for better quality and collective research. There is a need to focus on the graduate students by so long as them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce redundant rush to the higher education. Universities and colleges in both public private must be away from the politically aware affiliations, Favouritism, money making process should be out of education system etc.

CONCLUSION

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all-round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the quickest creating nations of the world with the yearly development rate going above 9Per penny. Still a vast area of the populace stays uneducated and a substantial number of youngsters' don't get even essential instruction. This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to 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. So as to support that rate of development, there is have to build the quantity of foundations and furthermore the nature of advanced education in India. After autonomy, there has been gigantic increment in organizations of higher learning in all controls. Be that as it may, with the quantitative development has it possessed the capacity to take care of the center issue of value.

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