



PROBLEMS AND PROSPECTUS OF HIGHER EDUCATION IN INDIA

Dr. Chinna Ashappa

**Asst. Professor & Head , Dept. of Sociology , Govt. First Grade College ,
Gurumitkal.**

ABSTRACT :

The research paper 'Higher Education in India : Challenges and Prospects' endeavors to probe into the problems of higher education in India in the context of globalization. The paper discusses the various issues which need to be addressed urgently if India has to make rapid strides in the field of education. The data was collected from secondary sources for analysis and study. The data shows that the amount of spending in this sector has not increased commensurate with the global standards and needs . There is a need to involve the industrial houses in



helping to build infrastructure, providing guidance, skill building and funding as a part of their corporate social responsibility. The objective of the paper is to study the problems in higher education in India, especially after globalization and the entry of the private sector in higher education and examine some plausible solutions to improve the quality, affordability and availability to those who deserve it. The requirements of higher education cannot be wholly be met by the Government. However, the Government's presence is very crucial to facilitate the implementation of the equity and inclusive growth principles. An increased and active role of the private sector is inevitable, it is necessary to encourage research, vocational courses and provide high-quality education. It is necessary to expedite steps to make teaching an attractive career in order to attract the best talent. It is equally important to improve the quality of college education at the undergraduate level, which will have a direct impact on the quality and caliber of students opting for entry into institutions of excellence in higher education. There is a need for greater coordination of activities and the Government as well as the private institutions can co-exist and mutually support to fill in the gaps in higher education as in the case of countries like USA. For equity and social considerations, the Government can initiate schemes to include the economically backward and other disadvantaged students in the ambit of quality education. While allowing public-private participation, the Government should guide, regulate and monitor the growth of the institutions of higher learning to improve quality. The quality of teaching, learning and research needs to be upgraded if India is to evolve as a world class educational hub.

KEYWORDS : quality, excellence, higher education, support, higher education,

INTRODUCTION

India has the third largest higher education system in the world, after the US and China, according to the World Bank. In any case, as far as use per understudy just according to educator, India falls behind. In the most recent decade, access to advanced education has improved as more IITs, IIMs and focal and state-level colleges have been built up. Nonetheless, this multiplication has likewise raised worries about an irregularity among greatness and incorporation. The territorial state-level

colleges experience the ill effects of a deficiency of good-quality school personnel and research centers, despite the fact that they are progressively comprehensive regarding their geologies and social gatherings. Over 70% of Indian understudies learn at nearby and local colleges, however these foundations have littler spending plans and have turned out to be known for swelled evaluations, flattened quality and truancy among understudies, even educators. They are inadequately subsidized by the Ministry of Human Resource Development, which designates a noteworthy piece of the financial limit to focal colleges, and a littler part of understudies go to them.¹

INCREASING QUALITY OF EDUCATION

Neighborhood and provincial colleges desperately need to address course and improve their foundation, increment the quantity of research facilities and upgrade the aptitudes of educators to instruct and rouse students. We know this is conceivable in light of the fact that India has created islands of magnificence, for example, IITs and the IISc, and is presently delivering around 15-20% of the employees colleges around the world. India's advanced education commitment is additionally noticeable in such areas as designing. Be that as it may, while this ought to be commended, it likewise shrouds an upsetting truth. Inside the data and correspondences innovation (ICT) segment, for one, China's commitment to information concentrated business administrations – which requires gifted experts – is 10% while Indian's is just 2%. This proposes Indians are generally invested in the lower strata of ICT occupations. We have to ascend to worldwide, and better national, benchmarks and give quality training to our understudies. The as of late presented National Institute Ranking Framework and grade frameworks for colleges are ventures in the privilege direction.²

Rankings increment the nature of instruction. Colleges contend among themselves to rank higher as this conceives them more prominent self-rule from guideline, and furthermore more cash. Some different changes like semester frameworks, decision based courses and MOOCs could likewise improve scholarly execution and free understudies to investigate their interests. Colleges need to give equivalent need to educating, research and practice. This involves adjusting employees' time between educating, research and foundation building dependent on their individual capabilities.³

The perfect proportion would be 50:30:20 yet could shift per educators' inclinations. Colleges need to organize research to make it onto arrangements of world class colleges known for both great research and educating. For this, colleges can be connected to research establishments of the Council of Scientific and Industrial Research, the Indian Council of Agricultural Research and the Indian Space Research Organization so understudies can share their labs and specialists can work with youthful ability. Colleges ought to be society's impetuses of progress. They can enable understudies to more readily go up against genuine difficulties with socially pertinent educational plans and research, double direction (understudy direction by the two teachers and specialists), coach mentee programs, visiting researcher programs, personnel improvement, and so on. This thusly will decrease the requirement for independent ability advancement programs, particularly by and by situated courses like designing and management.⁴

SIDESTEPPING OVER-REGULATION

Moreover, state colleges should better utilize neighborhood assets and grow course educational programs dependent on nearby necessities rather showing similar courses at all grounds. This will give the vital learning and abilities for the neighborhood youth to support their networks and furthermore get to business openings.

Neighborhood and territorial colleges need to take an interest in decreasing nearby destitution, improve the usage of administrative advancement plans and increment familiarity with instruction, science and society.

The presentation of prominent teachers, national educators and senior educator frameworks will likewise help hold a portion of the better employees in scholastics as opposed to having them select authoritative positions. This is a less known type of mind channel inside colleges. In a similar vein, the ongoing 'Organizations of Eminence' activity – which will choose and help 20 open and private colleges

with accomplishing a solid worldwide nearness – ought not disapproval neighborhood establishments all the while. It could extend the officially yawning hole among national and nearby institutions⁵.

Truth be told, huge numbers of India's state colleges are over-managed with interventionist government arrangements. This isn't solid, and the legislature ought to rather consider concentrating on results instead of guaranteeing that specific methods are pursued.

For instance, colleges regularly take a very long time to get land, develop new structures and arrangement inquire about framework. This issue can be avoided by the administration setting up research facilities and other foundation in a 1,000-section of land grounds. Understudies and employees from adjacent establishments would then be able to share these offices. This likewise conquers the issue of daintily dispersing an officially pitiful stream of funds⁶.

After framework, the following enormous issue is staff enrollment, habitually snared in authoritative and lawful issues. Subsequently, numerous colleges presently keep running with just 60% of the authorized positions having been filled. What's more, due to understaffing, educators are overloaded with non-scholarly exercises like transportation and settlement duties, and so on. Rather, there ought to be a more grounded exertion to protect them from non-scholastic exercises, and free up a greater amount of their opportunity to show understudies and embrace inquire about. This is valid from focal colleges to nearby state colleges. Obviously, digitisation activities are diminishing deferrals however there is as yet a need to make them more easy to use. Something else, just a couple of employees and understudies can utilize the computerized frameworks appropriately, and the task is in danger being under-used.

PROBLEMS OF HIGHER EDUCATION IN INDIA

The growth rate of India in the last two decades can directly attribute to the higher education system. If India wants to greater growth, it must transform its universities and other higher technical education institution to world class institutions, then its higher education system must be reformed. Since, the country must safeguard the interests of young researchers, besides providing a strong platform for research and ensure permanent appointments for faculty members.

Lower enrolment ratio

There is a huge gap between those who move out from school and who enroll in higher education system, which is really needed to be bridged. India's Gross Enrolment Ratio (GER) is around 19 percent which 6 per cent lower than the world average and it is 50 per cent lesser than countries such as Australia and the US. India has the largest population of young people (100 million) between 17 to 19. When around 19 % students enroll into higher education institutes which translates to 20 million, which very low.

One common platform

In India, apart from UGC (University Grants Commission) there are several regulatory bodies like AICTE, MCI, BCI, NCTE and those under state governments. These individual bodies move in different paths, creating various hurdles like exams, teaching methods for students. So we need to bring all important regulatory bodies on a common platform and develop a common understanding and strategy for managing the change⁷.

Lack of research centric approach

Most of the Indian higher education system lacks strong teaching-learning process and research. That is the reason why no higher education institution of India figures in the global top 200 higher education institutes around the world. Indian Institute of Science (IISc) Bangalore, which was in the 201-250 band in 2016, has slipped into the 251-300 band. According to World University Rankings– which ranks the top 1,000 universities from 77 countries – performance of Indian centres of learning has deeply deteriorated. Apart from IISc, The Indian Institute of Technology Delhi, Indian Institute of Technology Kanpur and Indian Institute of Technology Madras have also dropped by at least one band.

Lack of good faculty

Shortage of quality faculty is proving to be a great stumbling block in the transformation of higher education in India. According to a government report, there is a massive need for expansion in higher education; but there is also a lack of deserving Ph.D. candidates for faculty positions in the higher education. This has created a shortage of almost 54 percent in the faculty talent pool in higher education, such a deficiency will greatly prove to be a stumbling block, which mainly due to the bad decisions taken by policymakers, bureaucrats, and university administrators.

Lack of new teaching methods

The Indian higher education system has been following lecture drive method for several years. This has turned ineffective and not sufficient in many areas. Besides, there is a lack of teacher's learning and development areas need which is should be in the form educating them. There are no approaches like mentoring, spot visits, practical educational tours and involvement in research projects with peers. Finally, one need to change the teacher's training curriculum along with content, subject and methodology. Teachers must be encouraged take short duration professional training courses, which could help to strengthen the teacher's learning and development areas. Finally, there is no syllabus for integrating development concepts like emotional competencies, life skills and info-savvy skills. etc. Education institutions often lack the emphasis for pointing out on the learning outcomes than content teaching. Many institutions never take the initiative to collaborate or participate with international institutes in order to get the exposure of digital learning methods or technologies.⁸

Increase in profit making institutions

Though private player in the higher education contributes significantly to the growth of the sector, the profit intent of these institutions has threatened the very basic foundation of social development goal. Many private players who are politicians, realtors, businessmen/women mint huge money by creating educational institutions, which had made us to say that no secret that the education industry has long lost its noble cause and is more of a business. This greatly harmed the higher education system.

Government initiatives for the issues

The government has taken a number of initiatives to tackle the reduce the demand supply gap in school education. It has been proposed to set up another 6,000 schools at the block level as model schools to benchmark excellence. Of these, 2000 will be set up under Public Private Partnership. Besides, a new proposal by the Human Resource Development Ministry has been put forward to replace the University Grants Commission, which is the governing body for all the colleges and universities. The new Higher Education Commission of India will also govern the functioning of the universities and colleges but it would give a special power of acting as 'self-governing' bodies⁹.

CONCLUSION:

Apart from the government initiative more is needed to be done. It includes promising greater autonomy to universities/colleges, developing brand new regulatory environment for upgrading existing institutions into the world-class category. Besides, one has to re look at the entire range of regulations that impact higher education which includes —teacher qualifications, recruitment system, funding system, credit scoring system, teacher progression (API), quality control of private institutions, procedures for financing central/state universities, methodology or schemes for grant of autonomy. Re-study the old system to find the best regulations, which can help us in a number of ways, like whether the regulations have achieved the objective for which they were conceived; whether, in the current situation and the vision which holds for the future. Moreover, one needs to understand that whether these regulations are necessary in the present form or are they acting as hurdles in the path to reform. With the announcement of the new higher education body, one needs to lay emphasis to change the mode from a 'regulator' to a 'promoter and facilitator'. The new body must shed the role of being a

'licensor'. Finally, there is must be a broad based academic development plan which includes students, professors, researchers and teachers for all kinds of consultations. Since most of the educational institutions are run by either big private players or the government. Many most of the top brass refuses to meet or discuss with them. As great reforms are done for the benefits of students and society, they should be included for implementing any new reforms.

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