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HIGHER EDUCATION SYSTEM IN AN INDIA

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Abstract

The world has come to understand that the quality of a country's educational system has a direct impact on its economic performance. A nation's power is built on its education. Every sophisticated economy has a well-educated citizenry as a given. Only China and the United States have better higher education systems than India. India has achieved consistent progress in education since its independence. The higher education system in India has encountered many challenges, but it also offers many opportunities to overcome these challenges and improve the system.

College and university transparency and responsibility are essential components of the answer, as well as fresh scientific research into how people learn. Our economy can only grow if we have a well-educated and well-skilled workforce. So it's quite simple for us to leap from being an underdeveloped economy into one that's a well-developed Nation. An important part of attracting meritorious students to study and conduct research in India rather than going abroad is to overcome the main challenges, such as a lack of practical experience while studying non-science topics, a lack of attractive salary packages, a failure to identify student dignity, and a lack of adequate facilities in rural and backward areas that are lacking. The only way to end this is to provide merit-based scholarships and to provide jobs with competitive salaries

to those who qualify for them.

Keywords: Higher education system; well-educated; well-skilled workforce; scholarships.

1. Introduction

India is the third-largest country in the world for the number of students enrolled in higher education institutions. In the future, India has the potential to be one of the most important of world centres of higher learning. India›s higher education institutions have risen tremendously since the country's independence. Enrollment in schools has increased dramatically in the previous four years as a consequence of the passage of the "Right to Education Act," which requires "free and compulsory education for all children" aged 6 to 14. Things have evolved substantially since corporations began to become more engaged in higher education.

About 60% of India's institutions of higher education are now promoted by the private sector. Over the last decade, India has seen a dramatic increase in the number of new universities, making it the second-largest nation in the world in terms of student enrolment.

In today's world, knowledge is a powerful weapon. One's strength grows in direct proportion to one's level of knowledge. In spite of this, India is still confronted with formidable obstacles. Despite increased educational spending, 25 percent of Indians remain illiterate; just 15 percent of high school students in India complete their education, and only 7 percent of those students go on to get a degree. The quality of India's basic and secondary education is far worse than that of other major emerging nations. A quarter of all teaching positions were empty, and 57 percent of college professors lacked a doctorate or a master's degree in 2008, according to data from the National Centre for Education Statistics (NCES). A total of 1,244 polytechnics and 1522 degree-granting engineering institutions in India educate 582,000 students per year as of 2011.

The quality of instruction at these schools has been questioned due to a teacher shortage. Despite these obstacles, does India's higher education system have many options for success and the potential to carve out a niche for itself on the global stage? While this is crucial, it also requires more openness and responsibility, as well as fresh scientific studies on how people learn in the new century. It is extremely simple for India to go from a developing country to a developed one because we export highly trained workers

to other nations. (Sheikh, 2017)the present Education ‘s . Secondarydatawasusedtoinferthecurrentsce-narioofHigherEducationinIndia.ItwasfoundthatthecontributionofNationalKnowledgeCommission(NKC

Growth of Higher Education Sector in India

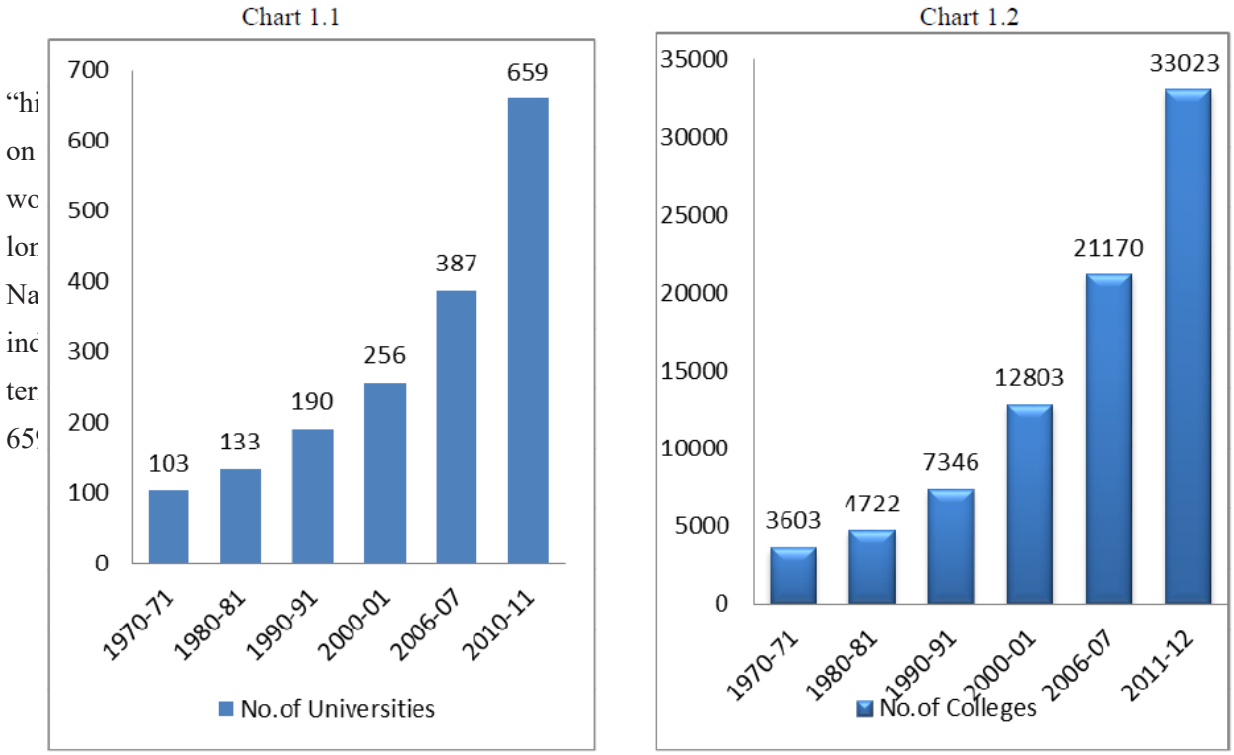

Figure 1: Graph representing growth of universities and Colleges in India from 1970 to 2012

Source: https://files.eric.ed.gov/fulltext/EJ1131773.pdf

The federal and state governments are attempting to cultivate talent by increasing the number of universities and colleges available for postsecondary training. The private sector has played a significant role in India’s educational advancement. In reality, the public and private sectors in India’s education sector are not competing with each other, but rather working together. UGC is the main group that sets standards, gives advice to the government, and helps the centre and the states work together.

In the previous four decades, the number of universities and colleges has expanded six fold, from 3603

in 1970-71 to 33000 in 2011-12. (Sheikh, 2017)the present Education ‘s . Secondarydatawasusedtoinferthecurrentscenarioof HigherEducationinIndia.Itwasfoundthatthecontributionof NationalKnowledgeCommission(NKC

Structure and Statistics of Higher Education in India

“Institutes of National Importance” (premium institutions given the stated status by Parliament) and “Deemed Universities” (institutions that have been granted university status and are able to issue their own degrees by central government notice) make up India’s institutional system (both government-aided and unaided).

In India, technical education is seen as a separate discipline. There are “65 government-funded institutions” in India, including “IITs, IIMs, NITs, IISc”, and so on. Also, there are technical institutions founded by the states itself. There are two organisations that authorise and oversee technical schools in India: the “Indian Council for Technical Education (ICTE)” and the Medical Council of India (MCI). Vocational training is also available in India, in addition to academic education. Public and private vocational schools of all kinds are governed by specialized councils to ensure that all students have access to high-quality training. A similar system was put in place in India, the Open University. India’s first open university was “Indira Gandhi National Open University (IGNOU)”. The Remote Education Council of India is a New Delhi-based organisation that promotes and administers distance and open learning in India (ODL). Higher education’s frontiers would be pushed farther than ever previously by contemporary ICT and online learning. This is because it costs 66% less and students do not have to leave their homes or their employees to go to school. Internet and satellite technology are making it easier for people to study from a distance.

Accrediting organizations have been established by the Higher Education business in order to ensure the quality of education. The UGC established the “National Assessment and Accreditation Council (NAAC)” in 1994 to accredit general education institutions, while the AICTE established the National Board of Accreditation (NBA) in 1994 and the ICAR established the Accreditation Board (AB) in 1996 to accredit technical education institutions. An India Education Index (IEI) that assesses schools based on academic, research, and other criteria will be developed by NAAC, among other things. The results will be valuable in terms of global comparisons. As part of a “Memorandum of Understanding (MOU), NAAC and higher education institutions in the United States”, Taiwan and Norway have agreed to work together to improve the quality of education in their respective countries (HEIs).

Several governmental and private universities may be found throughout India's geography. In only one generation, India's university population has increased from 20 in 1947 to 504 in 2010, a 25-fold increase. (Gupta & Gupta, 2012)

Challenges of Higher Education in India

It's been 71 years since we gained our freedom, yet our education system is still in its infancy. There isn't a single institution among the top 100 universities in the world that we can mention. Several governments were in place throughout this period. However, their efforts to improve the school system and execute numerous educational programmes were not enough to set an example for the rest of the globe. The University Grants Commission (UGC) is dedicated to ensuring that higher education is of the highest possible standard. Still, we have a lot of issues and obstacles to overcome in our school system. A few of the most pressing issues facing India's higher education system are covered in the following sections:

- **Enrolment:** Indian higher education has a gross enrollment ratio (GER) of just 15%, which is low compared to other industrialized and developing nations. The number of universities and colleges in the nation isn't keeping pace with the rising number of students.
- **Equity:** In GER, there is no equality amongst the many strands of society. In India's higher education system, men's and women's GERs differ significantly. Regional variances exist as well; some states have high GER, while others lag well below the national GER, illustrating the serious inequities in the higher education system.
- **Quality:** Higher education quality is multifaceted, multi-tiered and ever-evolving. The quality of India's higher education system is one of the country's most serious concerns. In contrast to this, the government is focused on ensuring that pupils get the finest possible education. Still it is difficult for Indian institutions to meet the minimum requirements established by UGC, and we cannot claim a position among the world's finest.
- **Infrastructure:** The lack of proper physical infrastructure and facilities, particularly in public sector institutions, is another problem plaguing India's higher education system. Pre-made hosiery and copier shops may be found on the initial or first floors of buildings, but many institutions are situated on the second and third levels.
- **Interference by the political class:** The bulk of educational institutions is often under the influence of political leaders, who play a significant role in university boards of trustees.

In order to achieve their own agenda, they are preying on defenseless college kids. Starting campaigns, students tend to lose focus on their initial objectives and end up pursuing careers in politics as a result.

- **Faculty:** Inability to recruit and retain highly competent teachers has been a long-standing problem for the state's educational system for many years. In spite of the abundance of openings in higher education, many excellent NET/PhD students are unable to find work, which is a major setback for the institution.
- **Accreditation:** There were only 30 percent of universities and 45 percent of colleges in the nation that were rated at "A" level by the NAAC as of June 2010, according to their statistics.
- **An emphasis on research and development:** In our nation, there are just a few academics whose writings are quoted by notable Western writers. Higher education institutions do not devote enough attention to research. There aren't enough resources and facilities, and there aren't enough good professors to provide guidance to pupils. Research is negatively impacted by the lack of fellowships or fellowships that do not arrive on time for the vast majority of researchers. In addition, there is a lack of coordination among the research institutes in the higher education system of India. Consequently, Indian higher education is now confronted with a new challenge.
- **Higher education's organisational framework:** "Over-centralization, bureaucratic structures, and a lack of accountability, openness, and professionalism plague Indian education administration". The administrative load of universities has expanded dramatically as a consequence of the growth in the number of associated schools and students, diluting the university's primary concentration on academics and research.. (Yeravdekar & Tiwari, 2014)

2. Key Initiatives

Here are some of the most important government programmes to promote education at India's universities.

- Here we suggest the establishment of an independent, comprehensive "National Commission for Higher Education and Research (NCHER)" with the goal of devising policies to increase knowl-

edge in higher educational institutions and establishing standards for academic quality. The Yash Pal Committee and the National Knowledge Commission provided input on this plan.

- Proposal to stop, restrict, and penalise educational malpractice. -
- Higher education institutions must be subjected to a mandated evaluation and accreditation process by an impartial regulatory organisation.
- The creation and maintenance of an electronic national database of academic credentials, which would be very beneficial to educational institutions, students, and businesses.
- Proposal for the establishment of 14-innovation universities aiming for world-class excellence. Creating ten new "National Institutes of Science and Technology (NITs)".
- Students from low-income backgrounds may now get interest-free loans to pay for professional schooling.
- In areas where the GER for education is lower than the national average, the establishment of 374 model degree institutions is being contemplated.
- The "HRD ministry" announced an increase of over 200,000 seats in engineering programmes, extra 80,000 seats in management programmes, and an additional 2,200 seats in architecture programmes as part of modifications to the AICTE standards. Additionally, the Ministry of Education mandated that all technical schools reserve at least 5% of their seats for students from low-income families.
- The land requirements for engineering institutions have been relaxed by the HRD government. There will be less area required for technological institutions to be established in the future. In rural India, an engineering college will need 10 acres of land, however in metropolitan regions; it would only require 2.5 acres of land.
- Conduct of special evenings by AICTE-approved institutions in the fields of "engineering, technology, architecture, town planning and pharmacy".
- Section-25 of the Company's Act was added to permit reputable corporations to establish Technical Institutions.
- A look at how the current system of Deemed Universities is working.
- "Free and Compulsory Education for All Children Act".

3. Opportunities in Higher Education

Young people in India range in age from 18 to 23, and it is believed that there are over 150 million of them living in India. India's higher education industry has a lot of room for growth because of the sheer size of the market. India today has over 33,000 colleges and 659 universities, a significant increase in the previous 60 years. India has the third-largest educational system in the world, with 21.4 million students enrolled in 2012. An insufficient educational infrastructure is to blame for India's high student population. Despite all of the money the government pours into education, it is just not enough to keep up with the rising demand. Consequently, the higher education sector has been highlighted as an attractive investment opportunity for both domestic and international investors. Non-regulated and regulated sectors both provide enormous investment prospects.

India's higher education system continues to expand at a rapid pace, despite a number of obstacles. Those impediments may, however, be overcome. With the help of new-age learning technologies, India's higher education system may quickly overcome these challenges and undergo a paradigm shift. In such a vibrant country, the prospects are almost endless due to the vast and well-educated populace that exists. To quickly rise to the world's most developed nations, we need to make the public aware that we are now lagging behind and use cutting-edge digital means to provide information. It is feasible to have a strategic role in "state-level higher education leadership and administration". India can engage both locally and globally on systemic changes including "quality assurance, international credit recognition, and a unified national credentialing framework". Equal educational opportunities in higher education are viewed as essential since higher education is a powerful tool for reducing or eliminating inequality in income and wealth. Equal educational opportunity is only possible if "all segments of society have equal access to higher education." If given a chance, many people can advance to the top of society if they are given the opportunity. An equitable education system, in reality, squanders a lot of high-level potential.

Increased employability for graduates necessitates new avenues of cooperation in enterprise education and entrepreneurship, as well as connections with industry and specialised knowledge such as research and communication skills such as English. Developing an interest in vocational skills in Indian higher education institutions might lead to foreign partnerships. Increasing support for and participation in venues (conferences, workshops, seminars) that allow for global discussion and discourse is necessary in higher education in order to strengthen partnerships and promote mutual understanding. (Centre for Civil Society, 2015)

Ideas for Improving the Higher Education System

The Indian educational system must be made more relevant and competitive by using innovative and transformative approaches from basic to higher education levels. There are some important suggestions:

- Colleges and universities need to increase their quality and reputation.
- In order to attract students, colleges and universities must have a well-developed infrastructure.
- Higher education institutions in India and leading foreign institutions should interact, as should national research laboratories and research institutions from leading universities.
- Graduate students need to be given courses that allow them to attain greatness and deepen their understanding of a topic so that they may get employment after being hired by corporations, thereby reducing the need for more education.
- There must be no political links, favouritism, or money-making processes in the education system for both public and commercial institutions.
- It is essential that higher education have a multidisciplinary approach in order to ensure that students' knowledge is not limited to only their own specialisation. (Rani, 2019)

4. Recommendation

As a way to address the present challenges in Indian higher education, we recommend the following:

1. If private and corporate companies are interested in creating a higher education campus, the government could provide tax rebates and other financial incentives.
2. There should be more support for open universities in their efforts to provide "high-quality programmes at low costs".
3. The "government" should encourage "international universities" to come to India and establish autonomous operations or work with already established Indian institutions.
4. In order to prevent fraud or cheating, a regulatory framework is needed, and the state should not be able to regulate the fees.
5. There is a pressing need to ensure that all students have access to broadband internet and low-cost computers.
6. In order to attract the best minds to this profession, universities should provide generous compensation and perks to its teaching members.
7. The "private sector" should not "administer universities" for profit, but rather as part of a "cor-

porate social obligation (CSR)".

8. Foreign partnership and involvement as 100 per cent foreign direct-investment are possible avenues (FDI). Improved formal education, especially in state-run institutions, may be encouraged by the government. (Solanki, 2019)economic, cultural, moral and spiritual issues facing humanity. India needs more efficient and educated people to drive our economy forward. There are many Indian around the corner who known for their capabilities and skills. To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular. This paper is mainly focused on the overall performance of higher education system in India. We try to find out the initiatives taken by the government to raise level of education system. This paper aims to identify emerging issues and challenges in the field of Higher Education in India. Finally the paper concludes here is need of plans requires solutions that combine, employers and youth need of Expectations of from various stakeholders Students, Industry, Educational Institutions, Parents and Government.",",author":[{"dropping-particle":"","family":"Solanki","given":"Piyush P.","non-dropping-particle":"","parse-names":false,"suffix":""}],"container-title":"Special Issue on Startup and","id":"ITEM-1","issued":{"date-parts":[["2019"]]},"page":"202-207","title":"EDUCATION IN INDIA : EMERGING ISSUES, CHALLENGES","type":"article-journal"},"uris":["http://www.mendeley.com/documents/?uuid=e2e55eb5-0df9-4da8-8540-9cff6f047a53"]}],"mendeley":{"formattedCitation":"(Solanki, 2019

5. Conclusion

After six decades of independence, Indian higher education has grown tremendously yet not all students have equal access. One of the fastest in the world countries, India's annual growth rate is now over 9%. There are more than 50 million people who cannot read or write, and a large number of children are not even sent to primary or secondary school. Many individuals have been excluded from the growth of the nation because of this, and they have also been prohibited from reaping the rewards of the progress that has been made. Higher education issues in India are undeniable, yet the importance of addressing these challenges and boosting higher education cannot be overstated. The appropriate use of India's enormous human resource potential was a problem that needed to be addressed. Possibilities abound, but how to take use of them and make them available to others is a major challenge. For India's higher education system to continue to develop at its current pace, both the quantity of institutions and their quality must be improved substantially. For the future, it is imperative to consider the organization's financial resourc-

es, access to and fairness in quality standards, relevance, infrastructure, and responsiveness.

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