



Global Perspective: Issues in Indian Higher Education

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Introduction

This paper presents an overview of the contemporary issues of Indian higher education. India's huge pool of young people might be considered its biggest strength. Unfortunately, India is far from having its act together when it comes to figuring out how to educate these young people. Government data suggests that only one out of every seven children born in India goes to college. What's more, the nation suffers from both a crippling quantity, as well as a quality, challenge when it comes to higher education. For instance, the QS World University Rankings, an annual listing of the world's top universities, had no Indian institutes in the top 200 of its recently released global list for 2013. Also, India has one of the poorest Gross Enrolment Ratios (GER) for higher education in the world. According to 2010 data, India's GER was a meager 13.8 percent, compared with the global average of around 26 percent. Australia, Russia and the U.S., to name a few examples, have GERs upwards of 75 percent. Although the Ministry of Human Resources & Development had set a target of a 30 percent GER for India by 2020, that target is unlikely to be met. At the current rate of GER growth, India is looking at a GER of around 19 percent. (Shreyasi Singh, , 2013)

India has the third largest educational system in the world, after the United States of America and China. It has now 729 Universities, 37,000 Colleges, 1.25 Crore students and 9.34 lakh faculty members (Ghanchi, 2014). While expansion has been more in market relevant areas of study especially in the private sector , some major trend have been noted during the recent year. Higher Education includes all types of studies namely training or training for research at the post secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities.

There is needed a multitude of interconnected problems that India faces in its higher education system ; in summary and particularly incisive diagnostic, one of the more through recent analyses of the situation describes both the scope and seriousness of the challenge. Higher Education in India suffers from several systematic deficiencies. As a result it continues to provide graduates that are unemployable despite emerging shortage of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian Higher Education, such as –the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subject, eroding autonomy of academic institutes, and the low level of funding are well know.

India need a clear long-term policy and heavy investment to transform its higher education system to suit the need of the 21st Century global knowledge economy. The initiatives need to be taken at the level of the government as well as by the institutions. The Government (Central as well as State) have to make education policies and develop an effective regulatory mechanism that encourages institution to aspire to get better and provide adequate funding to the institutions. Our Education policy must be driven by key imperatives of higher education alignment with global standards, social and economic demands, institutional autonomy, innovation and continuous improvement. the government of Indian under Rashtriya Uchchar Shiksha Abhiyan (RUSA) scheme beside many proposal plans to focus on increasing institutional responsibility for sourcing funding and in general move to regime of tilt towards

funding students rather than institution. But, whether RUSA would be central scheme as additionality or a centrally –sponsored project in which all UGC scheme of plan support would merge has been kept vague (Bhushan, 2013). A carefully thought-out management philosophy and culture upon which to base the decision that guide and shape our institutions are needed. At institutional level a transformative and innovation approach is required across all the levers of education from curricular and pedagogy to the use of technology and governance for quality assurance. The effective governance and management system within academic institution is necessary for quality assurance.

Issues of Higher Educational System in India

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognises that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes. Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". It seeks to do so by a new emphasis on community based programmes and work on social issues. Concepts of access, equity, relevance and quality can be operationalised only if the system is both effective and efficient. Hence, the management of higher education and the total networking of the system has become an important issue for effective management. The shift can occur only through a systemic approach to change as also the development of its human resource, and networking the system through information and communication technology. There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. Education in basic sciences and subjects that are not market friendly has suffered. Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country. There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realities based on competition and increased mobility of students and workforce. Time to time system influenced with new challenges and government taken a major role to build the system. But there are many challenges always faced by the government. Some of the leading challenges before the higher education system are continuous up gradation of curriculum to keep in pace with rapid growth of science and technology; globalisation and

the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; developing a meaningful and purposeful interface between the universities, National Research Laboratories, industries, government and society, etc.

Poor quality of Teacher

The greatest of all the challenges that education in India faces is that of poor quality of teachers. The poor quality is pervading all throughout right since the primary education and it has cascading effect into other layers too. A poor teacher actively damages the student's learning experience. Poor teachers are a power –base of mediocrity that is resisting changes in the teaching profession. Poor teachers not only sponsor poor performance of their student but they affect leadership and the quality of teaching within their school. Poor teachers do not look for opportunities. they are safe remaining in the same classroom, teaching the same subject to the same students within the same program and from the same textbook.

Lack of Moral values

Rapid growth of science and technology and subsequent industrialization has caused a great and danger to our old moral and values. The younger generation's dissatisfaction and revolt is the outcome of a decaying system of values.

Conclusion

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the responsiveness. The improvement of quality can be achieved through a variety of measure. Urgent attention should be paid to establishment and gradual implementation of standard of provision for the full range of inputs to teaching research. The provision of libraries with the necessary books and periodicals should be the highest priority, closely followed by supplying laboratories and workshops with consumables and materials needed for equipment maintenance and repair.

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