



HIGHER EDUCATION IN INDIA, ISSUES & CHALLENGES

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ABSTRACT:

The goal of higher education in India is to maximise the country's untapped potential in terms of its human resources while maintaining a commitment to fairness and inclusion. In recent decades, the field of higher education has seen a phenomenal expansion in many facets, including its institutional capacity, the number of students enrolled, the ratio of teachers to students, and many more. The fast growth of the system of higher education at the same time has produced various important challenges relating to fairness, efficiency, excellence, and access to higher education in the nation. These difficulties have been brought about by the quick expansion of the system. The current study has an immediate importance in that it raises awareness of several topics of concern that need to be addressed by stakeholders on both the national and the international levels. The study is also groundbreaking in that it contributes to a better understanding of the current situation in the higher education system in the country as well as its pattern of growth in light of the opportunities and challenges that are presented by the system that is being taken into consideration. The current research provides valuable insight into the many facets of higher education in India, including the funding methods and enrollment requirements.

Keywords: Higher Education, Opportunities and Challenges, Enrolment, Privatization, Suggestion, University, Skill.

1. INTRODUCTION:

By the number of students enrolled, India's higher education system is third biggest in the world, behind China and the United States. India will rise to prominence as a major international educational hub in the not-too-distant future. There has been a dramatic expansion in India's higher education system since the country's independence in 1947, when there were just a handful of universities and colleges. The "Right to Education Act," which requires all children aged 6 to 14 to receive an education and requires that education be provided

free of charge, has sparked a revolution in the country's education system, as shown by the statistics revealing an astounding increase in enrollment in schools over the past four years. According to the "Right to Education Act," all children between the ages of 6 and 14 are entitled to a free and compulsory public education. Corporate engagement has altered the higher education business significantly. To a large extent, the private sector in India is responsible for the establishment of the majority of the country's universities and colleges. This has led to a meteoric increase in the number of institutes over the last decade, making India the country with the biggest concentration of higher education facilities in the world and the second highest concentration of students (Shaguri, 2013). From only 20 in 1950 to 677 in 2014, the number of colleges and universities has expanded by a factor of 34. Despite the fact that this data has been gathered, not many of these schools are ranked in the top ten globally by major education rating agencies. In addition, India does not have any universities that can hold their own against the world's best. Many Indian universities, including the Indian Institutes of Technology (IITs), have received international acclaim for the quality of their instruction. These accolades have come from many different nations. Approximately eight thousand new students enter India's prestigious Institutes of Technology each year. Graduates from these schools have been pivotal in developing India's government and economy. Despite this, India has failed to create academic powerhouses on par with Cambridge and Harvard. There is not a single Indian university in the top one hundred of the London Times Higher Education (2009)-Quacquarelli Symonds (QS) World Institution rankings. East Asian universities, however, have ranked among the world's best 100. Three of the best are located in Hong Kong, and they are rated 24, 35, and 46 respectively. The two that can be found in Singapore have scores of 30 and 73, respectively. Two of these may be found in South Korea, and they come in at positions 47 and 69. One may be found in Taiwan; it is placed 95th worldwide. Tsinghua University in China and Peking University in Beijing, both ranked 49th and 52nd on this list, are two of the most prestigious universities in Asia. Between the top 100 and the top 200, you won't find a single school that was founded on the Indian subcontinent. Moving on to the following hundred, we see that the University of Delhi is ranked #291, the Indian Institute of Technology in Madras is at 284th, and the Indian Institute of Technology in Kanpur is at 237th. Among the top 300 universities worldwide, not one is located in India, as determined by a recent ranking conducted by a university in Shanghai. China, on the other hand, is home to six institutions that consistently place among the top universities worldwide. The Indian Institute of Science in Bangalore is ranked among the top 400 institutions in the world, although the Indian Institute of Technology in Kharagpur is listed lower on the list. However, there are costs connected with this major advantage. While India is home to some of the world's most prominent colleges, many of the country's educational institutions were established with the express intention of turning a rapid profit. A world-class education on par with the greatest is not guaranteed for pupils attending

these schools. The danger posed by private colleges operating independently of any sort of connection or accreditation has been the focus of recent efforts by the University Grants Commission (UGC) and other regulating organisations. Rural and semi-urban students are particularly susceptible to the predatory practises of for-profit educational institutions. Knowledge is power in today's interconnected world. To the extent that one's knowledge develops, one's ability to shape his or her own life rises likewise. The University Grants Commission (UGC) estimates that 1,500 more schools would be needed by the end of 2015 with enough research resources for India to remain competitive on the worldwide market. India can't be taken seriously as a world force until this happens.

Knowledge is power in today's interconnected world. A person's control over their own life improves in proportion to the quantity of information they acquire. Despite this, India still faces a variety of difficult obstacles. While education funding has increased, just 15 percent of Indian youngsters enrol in high school and only 7 percent of those students graduate (Masani, 2008). When compared to the great majority of other major developing countries, the quality of education supplied in India is far poorer at both the primary and secondary levels. While just 7 percent of the country's college-aged population could be accommodated by India's post-secondary institutions in 2008, 25 percent of teaching positions throughout the country were unfilled, and 57 percent of college professors lacked either a master's or PhD in their area of study (Newsweek, 2011). There were a whopping 1522 colleges in India in 2011 that provided engineering degrees, and they enrolled a total of 582,000 students per year. (Education in Science and Technology) 2009. Additionally, there are 1,244 polytechnics that welcome a combined 265,000 new students each school year. However, many schools are suffering from a lack of qualified teachers, which has led to worries about the quality of education being offered (Mitra, 2008). Despite these difficulties, there is a rich menu of options available inside India's higher education system from which to pick and select strategies for overcoming them. In addition, it has the potential to establish its identity on a worldwide scale. But it needs to be more open and accountable, recognise the growing importance of colleges and universities in the new millennium, and give due weight to the growing corpus of scientific research on the best ways for individuals to learn. It will be simple for India to make the leap from developing to developed nation because of the large number of its citizens it sends abroad to further their education and expand their knowledge. The reason for this is that India often sends highly educated and skilled workers to other countries.

1.1 Teaching Quality:

A deterioration in the quality of instruction is now India's higher education system's largest challenge. Despite the fact that new college graduates often lack the necessary experience and appropriate training for the role

they are expected to play in the classroom, some institutions nonetheless opt to fill teaching jobs with these individuals. This scenario clearly has a serious flaw. Higher education institutions should take seriously the challenge of teaching English in a society with so many native speakers of other languages. Language instruction, and the education of instructional languages in particular, is assumed to take place for all pupils. In today's globalised culture, when several languages are spoken, this is just not proper. Despite the widespread recognition that language is a key medium via which we may share our innermost ideas and emotions with one another and, in turn, retain our past learnings and build connections with others, the teaching of foreign languages is still often taken for granted.

1.2 No Proper Value Education:

There is no such thing as value education taught in schools or universities. If it is presented, value education may be a vehicle for the propagation of hate and religion. Serious allegations of corruption are levelled against a significant number of people in positions of authority in society, including but not limited to physicians, attorneys, certified public accountants, politicians, and public workers. The number of homes for the elderly is growing. There has been a recent uptick in the number of suicides. The definition of love will inevitably evolve throughout time. Misuse is being made of the technologies, inventions, and advancements that were driven by education.

1.3 Poor Women's Education:

Literacy rates for women are much lower than those for males. Girls are discouraged from receiving an education due to traditional cultural beliefs. The low rate of attendance among female students persists despite the government's best efforts to entice them with perks like free lunches, textbooks, and uniforms. Even though the legal age of marriage is eighteen in most countries, many young women tie the knot significantly younger. As a result, there is a significant number of female students who stop attending secondary school.

1.4 Political Factor:

The corruption of higher education institutions by political influence is another of its many problems. The governing bodies do not desire any political involvement or influence in their operations at any point. The prominent political figures are now playing a crucial role in the governing bodies of the universities, as a result of the fact that they control the majority of the educational institutions (Aided-non-aided). They have their own youth cells and actively support the organising of students on a political basis. They use the kids' enthusiasm

for their own political ends, which is exploitative. Students give up on their own personal goals and instead focus on establishing themselves as political activists instead.

1.5 Moral Issues:

The younger generation does not have any interest in helping their nation, preferring instead to focus only on finding work and accumulating a substantial salary for themselves. Our traditional morals and values are under grave danger as a direct result of the rapid advancement of science and technology, which was followed by industrialization. The unhappiness and uprising of today's youth is a consequence of a deteriorating set of cultural norms and values.

1.6 Corruption in Education:

The quality of education in India has been declining due to widespread corruption in the country's educational system. It is one of the primary sources of unaccounted for money inside the country. The amount paid to Management while entering dark areas and looking for entry is growing. There are also some private schools that follow the practise of saying, "Get full salary in the account, and give back half to Management through blank signed checks."

1.7 Economic Difficulties:

Is one of the most problematic alterations that the existing system of higher education has forced onto the local communities? The majority of the pupils at this school come from working-class backgrounds, and many of them are unable to supply even the most basic requirements for their own survival. The increase in prices, habits of wasting money on pleasures, expanding population, shrinking food supply, corruption, selfishness, and other factors have all contributed to the worsening of economic conditions. Students sometimes work part-time jobs in addition to their studies at college or university to cover the costs of their education. This requires them to split their concentration between their studies and their employment. Problems with money affect around seventy-five percent of the overall student population in today's society, which means that almost all students are affected. A programme that allows students to earn money while they study cannot provide sufficient assistance for students when they encounter economic issues.

1.8 Curriculum issues:

Students who are interested in pursuing similar goals in fields such as engineering, medicine, and business administration sometimes find themselves perplexed by the many educational pathways available to them.

There is no standardisation between higher education institutions when it comes to the course outlines that are used for the same programming. A lot of times, revisions to curricula are done without taking into account the criteria that are now being demanded by companies. There is a dearth of variety in the classes that students may choose to attend in universities. In addition, there is not enough flexibility to cross across streams.

1.9 Wrong societal outlook:

When it comes to governments, more points equals success. English is quickly becoming the standard for determining intellectual capacity. As a result, parents in today's society have a relatively low level of interest in vernacular mediums of education. Many people are opting out of attending public schools because they have the impression that the education they provide is of a lower standard. Migration for the purpose of obtaining an education has evolved into a source of pride for many families. The vast majority of students devote the vast majority of their available study time on cramming for competitive examinations. Because of this unnecessary competitiveness, coaching courses have also flourished, which has resulted in a class separation.

1.10 Our heterogeneous education system:

Educational institutions have been confronted with a tremendous challenge as a consequence of the geographical, rural-urban, and richest-poorest inequalities. This has led to a lack of diversity in the student body. Education has been produced in a variety of formats and to varied degrees of quality as a consequence of the existence of a large number of distinct types of colleges, universities, and technical institutes. While some of the others are in charge of the more strenuous chores, some of the mare are truly making an effort to provide a quality education. I would want to express my gratitude to the University Grants Commission for publishing a list of all of the phoney educational institutions and universities that are involved in unethical educational practises.

1.11. Financing:

Similar to the United States, higher education in India often faces challenges associated with finance. In point of fact, India already spends a substantial amount of money on higher education, and the country simply does not have the financial means to continue doing so. However, in order for there to be an improvement in the overall quality of higher education, there has to be an increase in the amount of financing.

1.12. Privatization:

Another significant challenge that the field of higher education must contend with is privatisation. The best path forward for higher education is the privatisation of existing institutions. On the other hand, privatisation by itself will not be sufficient to resolve the issue. You have an obligation to instil in young kids a culture that values creativity, inventiveness, and the acquisition of new abilities.

1.13. Quota System:

The discussion of the quota system is very contentious. However, if you are being truthful, I have to tell you that the quota system is not beneficial to the quality of higher education. It is more vital to have talent and quality than it is to have a certain identity. However, the quota system presents ongoing difficulties.

1.14. Public school workforce absenteeism:

The rate of absenteeism among India's teaching staff is shockingly high. According to estimates provided by the World Bank, the annual cost of salary given to absent teachers amounts to US \$2 billion. According to the findings of a research conducted by Kremer et al., 25 percent of instructors working in private schools and 40 percent of medical staff employed in public hospitals were missing throughout the survey. The percentage of students who did not show up for class varied from 14.6 percent in Maharashtra to 41.9 percent in Jharkhand.

1.15. No Project Based Learning & Strategy:

Project-based learning is not widely used in higher education. Young people who have just graduated need to acquire new skills, particularly vocational ones that might help them find work. Therefore, we are not putting any emphasis on learning via project-based work. We can't get by with only theoretical knowledge; we also need experience in the real world. In India, there is no plan in place for the country's higher education system. There are no students from other countries who come to our nation to pursue their education here. The government does not have a strategy for this, and that is a significant obstacle.

2. SUGGESTION and CONCLUSION:

2.1. Give Importance to Technology in Education:

It is imperative that India adopt modern technologies such as computers and high-speed internet. The means via which we distribute education should make the vast pool of human capital accessible to more people. The models of traditional schools, colleges, and universities will need to be merged and coupled with information and communication technology. The governments of the world need to put more money into the technical

infrastructure that will make information more easily accessible. Information and technology will open up new avenues that are both cost-effective and accessible to those who need continuing education to meet the demands of the explosion of information, the rapidly changing nature of occupations, and lifelong education. These avenues will make higher education more accessible to young people as well as those who require it to keep up with the demands of lifelong education. Knowledge, which is at the core of higher education, is an essential resource in the formation of political democracies, the fight for social justice, and the development of individual enlightenment.

2.2. Encourage Innovation and Creativity:

Those who have earned the greatest possible academic distinction should be rewarded by the system. Crammers shouldn't be rewarded for their efforts. Our evaluation and grading procedures need to be modified so that they properly acknowledge unique contributions, creative problem solving, and innovative thinking. It is important that ranks be given out appropriately. The emergence of new technology has opened up enormous doors to advancement in all spheres of human endeavor. It presents possibilities for increased economic activity, enhanced health, enhanced service delivery, enhanced educational opportunities, and societal and cultural advancements. Even while efforts are essential to strengthen the country's inventive ability, such efforts should be focused on building on the country's current strengths in light of improved knowledge of the relationship between research, innovation, and economic development.

2.3. Personalize the Education:

The foundation of the education system in India is the idea that if something is beneficial to one kid, it must also be beneficial to the other children. However, a single huge educational system cannot possibly meet everyone's needs. There are some that learn best via seeing things, while others are more aural. Some children acquire knowledge more quickly than others. The curriculum needs to be crafted in such a manner that the latent capabilities of each and every student are recognized and motivated. Learning that is hurried and done too quickly should not be encouraged. Learning how to learn, learning what to study, learning who and what to be, and learning how to become all need different approaches, and they must all be accounted for in higher education. Education that is centered on the student and the use of dynamic teaching techniques will need new perspectives and abilities on the part of instructors.

2.4. Train the Trainers Continuously:

A good educator is both an entrepreneur and an innovator. It is not appropriate to judge a teacher just on their performance in the classroom. It has to be made accessible to everyone on the planet via the internet. There

can't just be paid employees taking over leadership roles in the classroom; there must be actual leaders in those roles. Therefore, consistent exercise is an absolute need.

2.5. Change the Aptitude to Teach:

Jobs in education are often seen as being risk-free, secure, and lucrative options. The vast majority of the educators are resistant to change. They get cynical as they gain more experience and don't even bother to think about the nature and requirements of the pupils. The need for understanding the current generation cannot be overstated. The development of guidelines in this area is strongly encouraged.

2.6. Provide Quality Education with Character:

Education devoid of character is equivalent to abortion and will lead to the fragmentation of society. A nation that reduces the standard of its educational system and permits score competitiveness on standardized tests is doomed to fail. It is impossible for puzzled physicians, engineers with inferior expertise, cowardly judges, money-minded accountants, selfish business people, heartless preachers, or uneducated instructors to contribute to the expansion of the economy. Because no one is able to stop them from engaging in immoral behaviour, they will quickly and unquestionably bring about the downfall of civilization.

2.7. Public Private Partnership:

The public-private partnership is very necessary to improve the quality of the higher education system. PPP may be ensured by governments by implementing the necessary policies. As a first step toward public-private partnership (PPP), the University Grants Commission and the Ministry of Human Resource Development should play a significant part in the process of creating a meaningful interface between universities, industries, and national research laboratories (NRLs). When the government provides funding to national research laboratories (NRLs), it should guarantee the engagement of higher education institutions that are actively involved in research activities to allow the availability of the most recent and advanced equipment. There has been some work done toward developing the teaching staff at different levels, and this work has been done both by the government and by private educational institutions. However, in order to adequately prepare a high-quality and sufficient quantity of educational staff members, this process has to be stepped up and given the right amount of attention to each and every connected component. These kinds of activities need for a very serious structure for the institutions that serve as the research basis. We have no choice but to have faith that the private-public partnership and industry interface that is so desperately required in the field of education on all fronts and, in particular, in the underdeveloped areas, will eventually materialize. This is the only way to

meet the demands of the present. Therefore, in order for us to attain perfection, we need to establish a genuine partnership between the government, educators, and industry. These partnerships should be able to provide our high-tech businesses with competent laborers who are up to par with the requirements of their sector.

2.8. To Provide Skill Based Job Oriented Courses:

The objective of education is to facilitate the whole development of a person's personality. But the education that is provided in today's world isn't very good at either passing on genuine life information or developing a student's talents to the point where they can win awards in the sector in which they are most interested. Therefore, the merging of arts topics with computer technology and science as well as humanities or literature should be offered so that such courses may be beneficial for students to perform employment after recruiting in certain firms. This would lessen the needless rush to pursue higher education. The curriculum should be centered on postgraduate research and study, as well as the development of methods and processes for the quick and effective transmission of information, as well as for the application of that knowledge to particular national and local circumstances and requirements. In addition to receiving research scholarships, deserving PhD students need to be awarded teaching assistantships that come with monetary compensation as a kind of recognition. In conclusion, one can only have a vision of the future life and work based on their knowledge; based on this vision, one can only set a broad ambition for themselves; and based on this ambition, one can only live an interesting life, do a job that is satisfying, and make remarkable achievements in some field somewhere in the world.

2.9. International Cooperation:

Traditional responsibilities of universities in India include academic instruction, research and innovation, the cultivation of human resources, and lifelong learning. As a consequence of this, India's academic institutions have been recognized for a very long time as one of the most significant conduits for the diffusion and growth of previously acquired information. In addition to this purpose, international cooperation is becoming an increasingly vital component. Higher education is one of the challenges that the global village is watching an increasing focus on international collaboration and action to find suitable answers to. One of these problems is climate change, and the global village is observing this emphasis expand. The world has become more interconnected as a result of advances in transportation and communication, and as a result, there is a greater focus on international collaboration and action.

2.10. Towards a New vision:

India, along with the rest of the world's countries, recognizes that we are on the cusp of a new era marked by a holistic synthesis of knowledge, and that the East and the West need to collaborate to bring about coordinated action in order to achieve global uplift and permanent peace and togetherness. As with the rest of the world, India recognises that this era is marked by a holistic synthesis of knowledge. To meet the evolutionary and revolutionary challenges of this new era and usher in a new type of humanity and society that is distinguished by integrated powers of physical, emotional, dynamic, intellectual, ethical, aesthetic, and spiritual potentials, we must rediscover and enrich the great cultural accomplishments of the past in the context of contemporary advancement. Because of this, we will be able to rise to the difficulties and usher in the new humanity and civilization that will be defined by these combined forces. As a result, people will be better equipped to deal with the challenges given by evolutionary and revolutionary processes, ushering in a new sort of humanity and society marked by unified abilities in the bodily, psychological, energetic, intellectual, and ethical domains.

As Government has announced that it will come with New Education policy, let us hope that the new policy will address to all the concerned and related problems of the higher education system respectfully in particular.

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