Higher Education in India-Issues, Challenges and Suggestions

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Abstract-Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. India higher education system is the third largest in the world next to the united state and china. The main governing body of the tertiary level is the university grants commission, which enforces its standards, advice the government, and helps coordinate between the centre and the state accreditations for higher learning is overseen by 15 autonomous institutions established by the university grants commission (UGC).

India's demographic trend means it will soon overtake china as the world's largest population and with an average GDP annual growth of 8% over the last decade, its middle classes that demand higher education will swell to over 500 million people in the next ten years. India's higher education system, originally designed to serve the elite, will now have to serve the people. Innovation and change are required and understanding that change will be essential. This report not only takes a look at what is coming next in India but makes informed recommendations in areas for collaborations.

Introduction-India's higher education system is the world's third largest in terms of students, next to china and the United States. Unlike china, however, India has the advantage of English being the primary languages of higher education and research. India educates approximately 15 per cent of its youth in higher education as compared to 25 per cent in chin. A recent evaluation of universities and research institutes all over the world, conducted by a shanghai university, has to a single Indian university in the world's top 300 while china has six. The Indian Institute of science, Bangalore, comes in somewhere in the top 400 and IIT, Kharagpur, makes an appearance after that. Yet this decisive edge also has its shortcomings. Besides to rated universities which provide highly competitive world class education to their pupil, India is also home to many universities which have been founded with the sole objective of making easy money. UGC and other Regulatory authorities have been trying very hard to extirpate the menace of private universities which the overall scenario of higher education in India does not match with the global quality standards. Hence, there is enough justification for a increased assessment of the quality of the country's educational institutions. Traditionally, these institutions assumed that quality could be determined by their internal resources, vic. Faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, vitz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates.

Higher education in India: the context for change-The Indian higher education system facing an unprecedented transformation in the coming decade. This transformation Is being driven by economic and demographic change by 2020, India will be the world's third largest economy with a correspondingly rapid growth in the she of its middle classes. Currently, over 50% of India's population's under 25 years 010 by 2020 India will outpace China as the country with the largest tertiary-age population

Despite significant progress over the last ten years, Indian higher education is faced with four broad challenges,

The supply-demand gap India has a low rate of enrolment in higher education, at only 10%, compared with 26% in China and 36% in Brazil_ There is enormous unmet demand for higher education. By 2020, the Indian government aims to achieve 30% gross enrolment, which Mil mean providing 40 million university places, an increase of 14 million in six years.

The lose quality of teaching and learning:- The system is beset by issues of quality in many of its institutions a chronic shortage of faculty, poor quality teaching,

Outdated and rigid curricula and pedagogy lack of accountability and quality assurance and separation of research and teaching.

Constraints on research capacity and innovation:- With a very low level of PhD enrolment India does not have enough high quality researchers; there are few opportunities for interdisciplinary and

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multidisciplinary working lack of early stage research experience, a weak ecosystem for innovation, and low levels of industry engagement

Uneven growth and access to opportunity, Socially, India remains high my divided, access to higher education is uneven with multidimensional inequalities in enrolment across population groups and geographies

The three central pillars of the government's plans for education reflect these realities, expansion, equity and excellence. Over the next five years, every aspect of higher education is being reorganised and remodelled funding, leadership and management quality assurance, accountability, relationships with industry, international collaboration and the way teaching and reach am conducted. Emphasis will be placed on strengthening existing institutions. to arguably thebiggest reform in the governance and funding of state universities, an ambition programmedunderway to devolve authority and budgets for higher education horn federal government to the state governments.

Critical issues in Indian higher education-As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large, educated population base and its reservoir of at least moderately well-trained university graduates have aided the country in moving ahead, but the competition is fierce; from China in particular. Other countries are also upgrading higher education with the aim of building world class universities. Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India; perhaps half leave the country immediately upon graduation to pursue advanced studies abroad, and most do not return. A stunning 86 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their graduation. A body of dedicated and able teachers work at the IITs and IIMs, but the lure of jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession. The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby

increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country.

Performance of higher education of India As on 12.12.2018

Central university	48
State University	394
Deemed to be University	125
Private University	322
Total	989

Progress of higher education

Growth in Student Enrollment by Level of Education and Field of Study in India (2008-2016)
Source: UGC India | Analyzed by DrEducation.com

Level of Education	2008	2016	Increase (#)	Increase (%)
Bachelor's (Graduate)	11,908,151	24,593,321	12,685,170	107%
Master's (Post-graduate)	1,489,685	2,764,886	1,275,201	86%
Doctorate	95,872	180,957	85,085	89%
Others	148,100	945,582	797,482	538%
Total	**13,641,808**	**28,484,746**	**14,842,938**	**109%**

Field of Study	2008	2016	Increase (#)	Increase (%)
Arts	5,875,532	10,271,296	4,395,764	75%
Engineering/Technology	1,313,706	4,885,134	3,571,428	272%
Science	2,612,406	5,417,464	2,805,058	107%
Commerce/Management	2,486,901	4,637,317	2,150,416	86%
Education	286,478	1,085,876	799,398	279%
Medicine	446,087	1,118,178	672,091	151%
Others	620,698	1,069,481	448,783	72%
Total	**13,641,808**	**28,484,746**	**14,842,938**	**109%**

Suggestions for improving quality of higher education-There are some suggestions and Expectations from Government, Industry, _Educational Institutions, Parents and Students for improving quality of higher education-

1.Industry and Academia Connection- Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).

2.Incentives to Teachers and Researchers- Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students.

Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

3.Towards a Learning Society- As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.

4.To mobilize resources- The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and declining resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity.

5.Innovative Practices- The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research innovation-growth linkage.

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