

Progress of higher education system in India: Emerging issues and challenges

Ranjana Patil¹ and S. Adi²

Abstract: *Higher education provides specialized knowledge and skilled persons for national development. In next few decades, India will have world's largest set of young people. While the correlation between people and higher education is not up to the mark. The study is based on secondary data from collected from sources like Ministry of Human Resource Development, Government of India (website: <http://mhrd.gov.in/statist>) and reports. Number of university level institutions and colleges has grown up from 28 to 677 and 578 to 3800 respectively from 1951 to 2014. There is mushrooming growth in higher education institutions at the end of 2014 there were 677 Universities and 38000 colleges in India. But still we need more than 1500 universities to cater the demand. Other than the government support for higher education has been declined. The Union and state governments are the major contributors to the funding of higher education. These funds are channelized to the institution of higher learning in the form of grants like maintenance/block grants, non-recurring grants, developmental grants etc. In this context, the UGC has an important role to play. Hence, we have highlighted certain aspects of the administrative structure of the higher education system at the state and university levels.*

Keywords: Higher Education, Issues and Challenges.

Introduction

Higher education is very important for a developing country like India and it is encouraging to increasing human development. Higher education in India has experienced phenomenal expansion since independence. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, because of the significant contribution of manpower and tools provided by higher education, especially, technical education. India has already entered into the era of knowledge explosion. It has proved its tremendous potential by its performance in nuclear and space domains. In the coming few decades will be heralded by space craft, satellites, internets and others offshoots of scientific enquires. Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development. In next few decades, India will have world's largest set of young people. While the correlation between people and higher education is not up to the mark. The increasing youth population can be a great asset if potential employability is brought to fruition. Conversely, if we fail to provide education and employment then it will open a downside gate for Indian economy. Education is an essential tool for achieving sustainability. The Education

¹ Research scholar, Dept of Economics, RC university, Belagavi.

² Professor and chairman Dept of Economics, RC university, Belagavi.

Corresponding author: Ranjana Patil can be contacted at: ecoranjana@gmail.com.

Any remaining errors or omissions rest solely with the author(s) of this paper.

Commission 1964-66 described the role of education in social and economic transformation through a statement-the density of a nation is shaped in its class rooms. Education creates human capital which is the core of economic progress and assumes that the externalities generated by human capital are the source of self sustaining economic process. This paper aims to identify trends and enrolment in higher education, emerging issues and challenges in the field of Higher Education in India.

The UGC recognizes the Universities to award degrees through affiliation process .The affiliation process allows Colleges run the recognized courses of the Universities in Arts, Science, Commerce, Crafts, Law, Pharmacy and other specific areas. The colleges are affiliated to respective Universities across the 28 Federal states as per their geographical proximity. These colleges are either run by state governments or by the private trusts. These colleges running the specific courses in different areas are required to obtain approval from the respective councils. This was further enhanced in 1986 through National Policy on Education (NPE) and Plan of Action in 1992.This policy framework allowed India to take higher education to all across sections of the society and locations. Through this framework of affiliation funding of higher education at Masters and Bachelors level education were distributed between private investors, state governments and the central government. Through the NPE in 1986 to take higher education to the masses Distance Education Council was formalized which led to huge surge in the number of students pursuing higher education through distance mode through establishment of Indira Gandhi National Open University ,New Delhi which standardizes, approves and affiliates open education system.

Review of Literature

A brief review of literature focusing on higher education system in India and Student enrolment in higher education in India. Ranjan Ravi (2015) the author studied that Higher education in India is a public funded activity. In the present paper an attempt has been made, to give you an overall idea of the structure and organization of higher education in India. A lot of pressure has been exerted on the higher education system in India at two levels. First, to accommodate the increasing numbers of student population and, secondly, to maintain the quality of education imparted through the system. These two aspects are always linked with the effective and efficient management system. There are certain ministries and agencies which are concerned with higher education i.e., human resource development, agriculture, health, law, etc., and agencies like: UGC, CSIR, ICSSR, ICHR, ICAR and ICMR. The above mentioned organizational structure is closely associated with the financing pattern available in higher education. The sources of income for higher education are generally based on the grants by the federal and state governments, student fees, endowments, donations, etc.

Ransure (2017) author identified the Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. It provides an opportunity to critically reflect upon the social, 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.

Objectives

1. To examine the trends of educational institutions and student enrolment in Higher education in India.
2. To examine the pass out in higher education in India.
3. To offer policy suggestion developed the higher education system in India.

Methodology

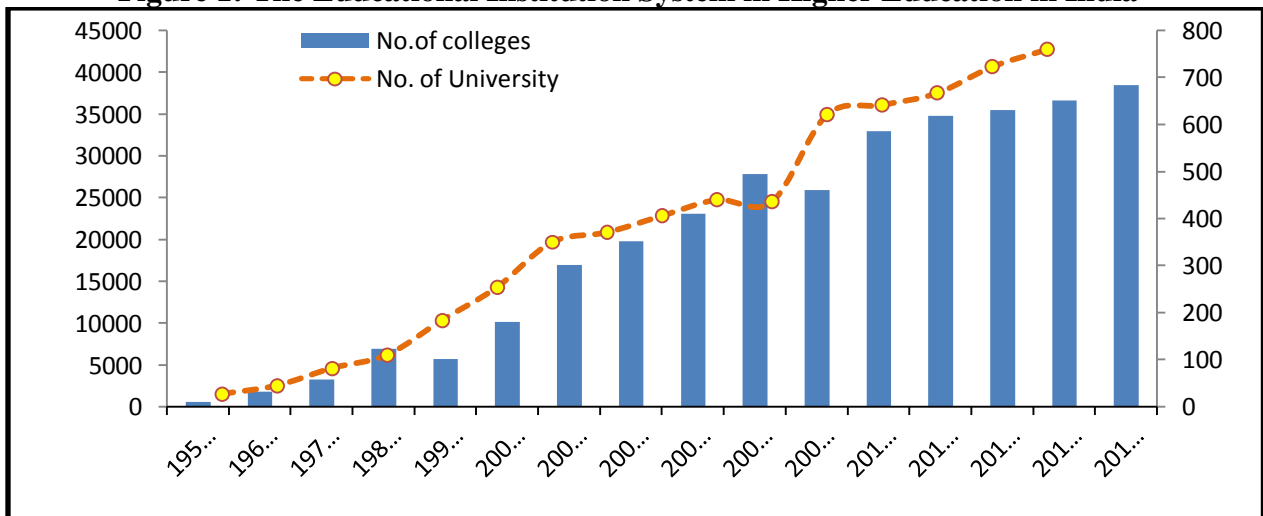
The study is based on secondary data from collected from sources like Ministry of Human Resource Development, Government of India (website: <http://mhrd.gov.in/statist>) and reports. The data collected from during the period 1950-51 to 2014-15. The statistical tools used like percentage and average.

Result and Discussion

The Education instauration and student enrolment in India

Figure 1 shows that there has been appreciable growth of higher education since 1951. Number of university level institutions and colleges has grown up from 28 to 677 and 578 to 3800 respectively from 1951 to 2014. There is mushrooming growth in higher education institutions at the end of 2014 there were 677 Universities and 38000 colleges in India. But still we need more than 1500 universities to cater the demand. Figure 1 shows that our education system is improving not only in number of colleges and universities. Most of these universities have affiliated colleges where undergraduate courses are approved and taught. But still, if we compare this improving stat with increasing population, then we have to rethink, is it still improving.

Figure 1: The Educational Institution System in Higher Education in India

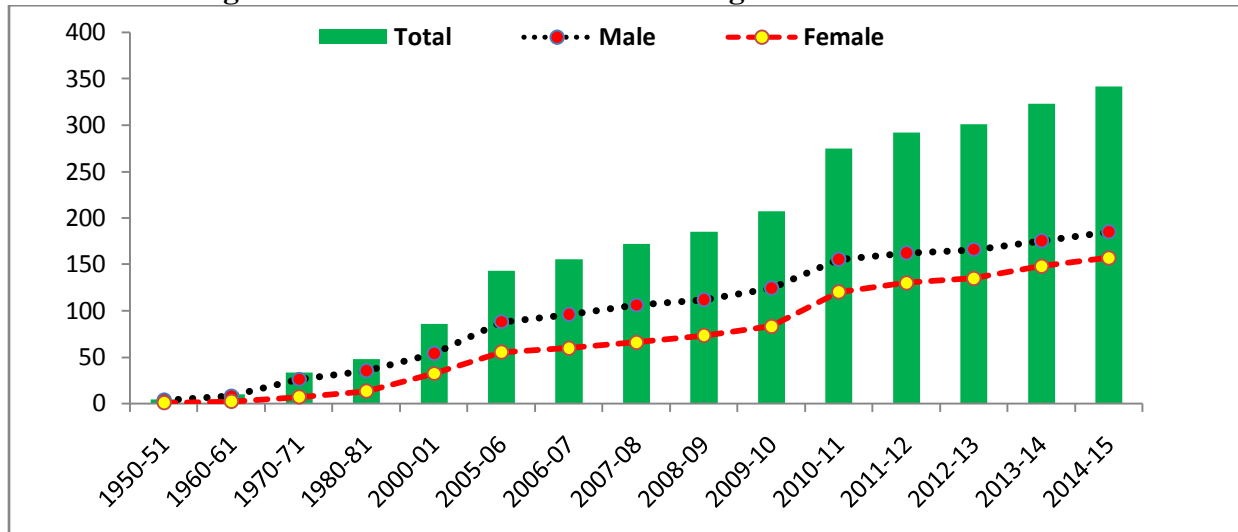


Sources: <http://mhrd.gov.in/statist>

The figure 2 shows that the student enrolment in higher education system in India during the period 1950-51 to 2014-15. The male student enrolment is continuously increased in higher education in India. The student enrolment significantly increased by 181 lacks during the period 1950-51 to 2014-15. The female student enrollment status also continuously increased during 1950-51 to 2014-15. The figure observed the female enrolment is less than the male student enrolment in higher education system in India. The female student also significantly increased by

155 lakh during the period 1960-61 to 2014-15. Totally student enrolment is improving to observe in the figure 2.

Figure 2: The Student Enrolment in Higher Education in India



Sources: <http://mhrd.gov.in/statist>

The table 1 shows that the percentage of enrolment in various programmes in higher education system in India during the period 2014-15. The programme of B.A. is highest student enrolment in the higher education by 24.6 percent having male enrolment and 32.96 percent having female enrolment, here female enrolment is very high compared with male. Totally BA programme having 28.44 percent enrolments in higher education system in India. Other various programmes are B.Sc. having 11.8 percent enrolment here also female enrolment is high. B.Com. having 10.87 percent enrolment, B.Tech. Having 6.43 percent enrolment student. This table observed the student enrolment female student enrolment is very high compare with male to whole various programmes in education system in India in the year 2014-15.

The table 2 shows that the percentage of pass out in the higher education system in India during the period 2014-15. The table shows the various programmes, to pass out the students in higher education in India. The Ph.D. programme pass out the male students having 60.71 percent and female having 39.29 percent during the period 2014-15. In the Ph.D. programme is observed male is high with compared with Female. Similarly the M.Phil. Programme male having 41.72 percent and 58.28 percent having pass out in the higher education in India during 2014-15. The post graduate male students having 48.84 percent and female having 51.16 percent pass out in the year 2014-15. Similarly Under graduate students pass out by 49.03 percent male and 50.97 percent is female. Totally pass out in male students having 50.30 percent and 49.70 percent female student pass out in higher education in India during the period 2014-15.

Table 1: Percentage of Enrolment in Various Programmes in Higher Education 2014-15

Programme	Male	Female	Total
B.A.-Bachelor of Arts	24.6	32.96	28.44
B.Sc.-Bachelor of Science	11.44	12.22	11.8
B.Com.-Bachelor of Commerce	10.96	10.77	10.87
B. Tech.-Bachelor of Technology	8.68	3.78	6.43
B.E.-Bachelor of Engineering	7.61	3.57	5.75
M.A.-Master of Arts	3.27	5.36	4.23
B.A.(Hons)-Bachelor of Arts (Honors)	3.31	4.23	3.73
B.Ed.-Bachelor of Education	1.37	2.85	2.05
M.Sc.-Master of Science	1.33	2.15	1.7
M.B.A.- Master of Business Administration	1.89	1.28	1.61
B.C.A.-Bachelor of Computer Applications	1.53	1.25	1.4
B.Sc.(Hons)-Bachelor of Science (Honors)	1.37	1.25	1.32
B.B.A.-Bachelor of Business Administration	1.28	0.91	1.11
M.Com.-Master of Commerce	0.84	1.33	1.07
L.L.B.-Bachelor of Law or Laws	1.05	0.54	0.82
Others	19.47	15.55	17.67

Sources: <http://mhrd.gov.in/statist>

Table 2: Percentage of Pass out in Higher Education-2014-15

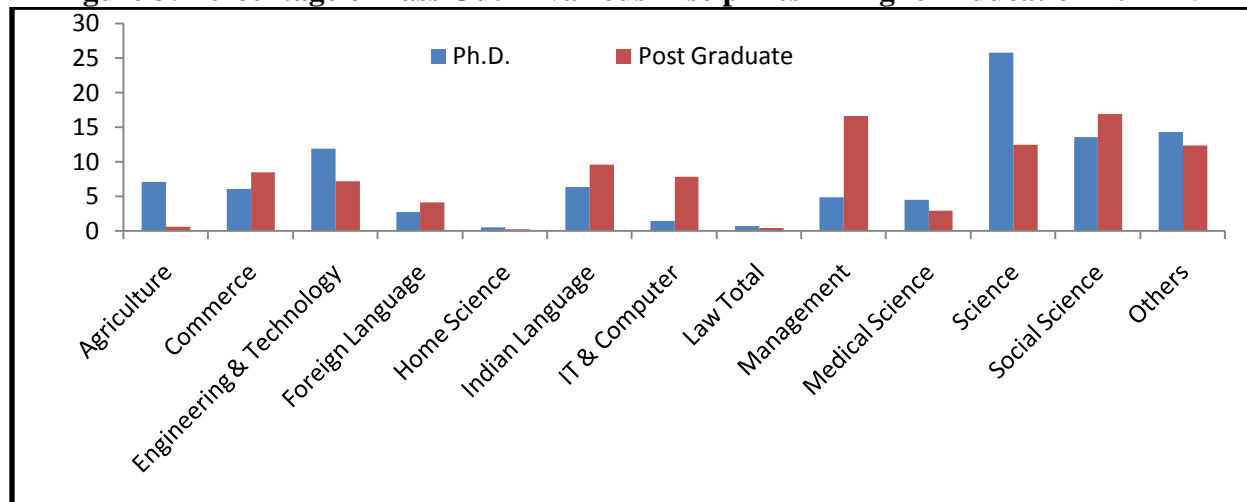
Level	Male	Female	Total
Ph.D.	60.71	39.29	100
M. Phil.	41.72	58.28	100
Post Graduate	48.84	51.16	100
Under Graduate	49.03	50.97	100
PG Diploma	51.71	48.29	100
Diploma	62.97	37.03	100
Certificate	51.85	48.15	100
Integrated	56.93	43.07	100
Total	50.30	49.70	100

Sources: <http://mhrd.gov.in/statist>

The figure 3 shows that the percentage of pass out in various disciplines in higher education in India during 2014-15. Here Ph.D pass out is very high in the Science department compared with other department in higher education in India. Similarly post graduates students pass out is down in Science faculty. The social science department pass out student is high in post graduate is compared with the programme of Ph.D in the higher education system in the year 2014-15. The home science department and law department is very less pass out in both programmes in higher education in India. The management students pass out is very high in post graduate students compared with Ph.D. students. The figure observed that the various

programmes having passed out are better performance in higher education system in India during the period 2014-15.

Figure 3: Percentage of Pass Out in various Disciplines in Higher Education 2014-15



Sources: <http://mhrd.gov.in/statist>

Emerging Issues and Challenges in Higher education in India

There are many basic problems faced by higher education system in India. These include Lower level of teaching quality, Financing of higher education, More concentrated on theories and rather than practical knowledge, Traditional methods of teaching, Privatization, Inadequate facilities and infrastructure Quota system. Lower level of teaching quality. Our education system is torture by issues of quality in many of its institutions and universities. Many of the issues like lack of faculty, poor quality teaching, Traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching are raise questions on Indian education system. Financing of higher education: One of the most important things that have to be noticed is the issue of financial constraints regarding higher education before the government. Expenditure on education in common and on higher education in particular by the government, is one of the parameters to judge the quality in education for at all nation.

Challenges

The system of Indian Higher education is the second largest in the world which fulfills the educational requirements of millions of students who come from different sections of the society since it is the student community that can help to generate healthy academic atmosphere in institutions of higher learning. To increase Quantity of Universities- We need more universities because we are more in number and present number of universities is too less. On 13th June, 2005 Government of India constituted a high level advisory body known as National Knowledge Commission (NKC) to advise the PM about the state of education in India and measures needed to reform this sector. Cross Culture Programmes- After education, tour to every the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world. Personality Development- Finally, education must be for

the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunity for the educated people are naturally ample in scope.

Conclusion

A lot of pressure has been exerted on the higher education system in India at two levels. First, to accommodate the increasing numbers of student population and, secondly to maintain the quality of education imparted through the system. These two aspects are always linked with effective and efficient management system. There are certain ministries and agencies which are concerned with higher education. In concluding words, we can say that over the period of time, growth have been take place in higher education in terms of institutions, enrolments etc. but it is not sufficient. Indian economy is facing various challenges regarding higher education, which need to overcome through appropriate policy formation and their effective implementation. Higher education in India plays many roles. It is of extraordinary importance to many and reforms are often seen as significant threats to specific, social arrangements that provide benefits to powerful groups.

Other than the government support for higher education has been declined. The Union and state governments are the major contributors to the funding of higher education. These funds are channelized to the institution of higher learning in the form of grants like maintenance/block grants, non-recurring grants, developmental grants etc. In this context, the UGC has an important role to play. Hence, we have highlighted certain aspects of the administrative structure of the higher education system at the state and university levels.

References

- Naveen Ranjan Ravi (2015), "Structure and Organisation of Higher Education in India: A Macro-Perspective" *Indian Journal of Educational Studies: An Interdisciplinary Journal* 2015, Vol.2, No.1, ISSN No. 2349-6908.
- Anupam Narula (2016), "Higher Education Systems in China and India: Historical perspectives and Challenges" Working Paper No. 16 – FORE School of Management, New Delhi
- Pravin Ransure (2017), "Higher Education System in India: Emerging issues, Challenges and Suggestions" *International Research Journal Of Multidisciplinary Studies*, Vol. 3, Issue 8, August, 2017.
- Suresha. R and. Mylarappa (2012) "Literacy and Education System in Karnataka State", *Journal of Continuing Education and Professional Development*, Received 09 August 2012; Published online 27 October 2012
- Manoj Jacob and Muktha Manoj (2009), "Quality in Higher Education-An Analysis of Under Graduate Education System in India: A Macro Study", *Russell Square International College Mumbai*.