

An Overview on Higher Education In India

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ABSTRACT: *Education is a country's strength, and it has long been known that educational institutions have a direct impact on a country's economic performance. A well-educated populace is expected in a developing nation. India has the world's third largest higher education sector, behind the United States and China. Since independence, India has made tremendous educational progress as a developed country. Despite the fact that India's higher education sector has encountered many difficulties, there are numerous options for overcoming these obstacles and improving the higher education system. It advocates for more openness and accountability, as well as a debate of the role of universities and colleges in the twenty-first century and the significance of scientific study into how people learn. India needs people who are well-qualified and well-trained in order to advance our economy. As a consequence, India provides highly qualified people to other countries, enabling India's transition from a developing to a developed country relatively simple. The goal of this research is to find problems and possibilities in India's higher education sector.*

KEYWORDS: *Colleges, Multinational, Organisations, Right To Education Act, Scientific Study Student Enrolment.*

1. INTRODUCTION

Since independence, India's higher education system has witnessed a substantial increase in the number of institutions and colleges. The 'Right to Education Act,' which pushes for free and compulsory education for all children aged 6 to 14, has ushered in a change in the country's educational system, with data indicating considerable progress in schools over the last four years. Private investment in higher education has risen dramatically as a result of recent industrial changes. Approximately 60% of India's higher education institutions are supported by the private sector. This has expedited the growth of institutions that have been built during the last decade, resulting in India having the world's biggest number of higher education institutions and the second highest number of students enrolled. From 20 in 1950 to 677 in 2014, the number of universities has increased by 34 times. Several of these organizations have not been ranked among the best in the country by international educational ranking companies. India has also struggled to produce world-class educational institutions[1].

Today's awareness is a force to be reckoned with. You grow more powerful as you accumulate more info. India, on the other hand, is experiencing severe problems. Despite increased investment in education, 25% of India's population is illiterate; only 15% of Indian students enter high school, and only 7% graduate. In comparison to the large developed nations of the world, India's educational standards are significantly lower, both in basic and higher education. As of 2008, India's post-secondary schools only had enough seats for 7% of the country's college-age population, 25% of teaching positions across the globe are empty, and 57% of college instructors lack a master's degree. As of 2011, India has 1522 degree-granting engineering institutions, with an annual admission of 582,000 students as well as 1,244 technikons with an annual intake of 265,000 students. Despite these obstacles, India's higher education industry has enough funds and the opportunity to use its worldwide reputation to address these issues. This necessitates greater

transparency and accountability; however, the role of universities and colleges in the new millennium, as well as current scientific research into how people learn, are critical. As a result, India offers highly qualified individuals to other countries; transitioning our country from a developing to a developed one is extremely easy for India[2].

Along with the United States and China, India has the third largest higher education system in the world. The University Grants Commission, which establishes standards, informs the legislature, and encourages collaboration between the center and the state, is the primary regulatory authority at the tertiary level. Its commitment to provide the necessary financial services implies that governments must fulfill self-binding commitments at all times. Spending on high schools by the government, which accounts for about 0.7 percent of GDP, needs to be increased. Lobbying will require a lot of time and effort. In this regard, it's worth remembering that businesses have a lot of power when it comes to raising their own capital. Students represent a huge potential outlet, and the growth of offshore campuses as well as the attraction of international students are two other obvious causes[3].

However, such amendments to the Act's existing provisions are needed. There is further evidence that these activities are 'rewarded' with a decrease in financing rather than receiving equal award amounts. After all, in the past, these actions were subject to strict restrictions on the use of government money. Clearly, there is a governance issue in this sector. Indeed, the private sector's assistance (through regulatory reforms) is required for greater financing in order to grow. Incentive-based legislation will restore formerly high private assets. At the same time, the state's budget for other areas of education, as well as the operations and administrative sectors, must be drastically cut. Universities were turned into mediocrity mentors, which was a big problem! The state would also engage in private "remote control," making it easier for private "remote control" to take place.

1.1. India's Higher Education Challenges:

Because of the many years of democracy in our educational system, we still require several levels. We can't identify a single one of the world's top 100 colleges. Several regimes have come and gone over those six decades. They attempted to improve the educational system by launching many educational programs, but they were insufficient to establish a global example. In the higher education sector, the UGC works hard and focuses on providing high-quality education. In our educational system, we too have a lot of worries and issues[4].

1.2. Higher Education Possibilities:

India is a large country with an estimated population of 150 million young people between the ages of 18 and 23. The sheer size of India's higher education sector offers tremendous potential for expansion. During 33,000 colleges and 659 universities now exist in India, which has expanded significantly over the past six decades. In 2012, India had 21.4 million admissions, making it the world's third-largest school network. Unfortunately, India's educational system is incapable of dealing with such huge numbers. The amount of money invested by the government in education is far inadequate to satisfy rising demand. As a result, higher education has been identified as a key area for corporate and international investment. In both non-regulated and regulated sectors, this provides enormous incentives for innovation[5].

Despite its many difficulties, India's higher education industry is rapidly expanding, and there is no reason why it cannot overcome these obstacles. Countries like India will overcome these difficulties and create a paradigm change in the country's higher education sector with the use of new-age learning tools. The possibilities are endless in such a flourishing country with such a large population that is properly educated. As information is handed down through the generations utilizing cutting-edge digital teaching and learning technologies, and society becomes more aware of where we are falling behind, our country will become one of the most sophisticated in the world.

At the state level, there are possibilities for political collaboration and capacity building in higher education administration and management. India has the ability to cooperate on a national and worldwide level in areas such as quality control, international credit recognition, and a single national certification system. Equitable educational advantages are considered essential in higher education because higher education is an excellent instrument for reducing or eliminating income and wealth inequality. "The potential to profit from higher education is shared across all classes of people," according to the concept of equitable education access. There are enormous pools of untapped genius in culture; if given the chance, they will rise to the top. In reality, owing to an inequitable educational system, a great deal of top-tier potential is squandered[6].

To improve graduates' employability, there is a need to provide access points for collaboration in entrepreneurial education and entrepreneurship, business connections, academic knowledge, and a broad range of transferable skills, including English. The growing gap in the field of practical skills in Indian higher education institutions offers opportunities for possible collaboration with international partners. Greater financing and participation in forums that encourage contact and discussion with other nations across the globe are needed to build better connections and improve mutual awareness in higher education.

1.3.Regulatory Changes:

Public-private partnerships are often encouraged in odd sectors such as rooms and the like, and are utilized to enhance higher education in rural locations. The government should provide specific incentives to private businesses and organizations in order to carry out the Public Private Partnership's programs. Higher education should be given a leadership role in reshaping and enhancing the quality of higher education on a regular basis. The quality of education provided by provincial, central, and private institutions should be enhanced, and the UGC's quality assurance body's changes should be implemented[7]. As a result, the government or private educational institutions have made some progress. Coordination must be enhanced with appropriate attention to all essential elements in order to plan a quality and sufficient quantity of instructional staff. These efforts need a major restructuring process for the research foundation's institutes. Collaboration between the public and private sectors is essential for the advancement of higher education. The Indian government will establish public-private partnerships via an effective approach. The Commission for University Grant funding and the Ministry of Human Resource Development should play a central role in the growth of a purposeful interaction between academic institutions, companies, as well as national science laboratories to include higher education institutions engaged in data analysis activities and promote the access to new specialized technology to scientists.

1.4.Challenges in Higher Education: In present scenario the challenges in higher education are:

1.4.1. Demand-Supply Gap:

According to the recent report of HRD ministry, presently about 12.4 percent of students go for higher education from the country. If India were to increase that figure of 12.4% to 30%, then it would need another 800 to one thousand universities and over 40,000 colleges in the next 10 years. Addressing a higher education summit organised by the Federation of Indian Chambers of Commerce and Industry (FICCI), HRD Minister Kapil Sibal said “We will need 800 new universities and 40,000 new colleges to meet the aim of 30 percent GER (gross enrolment ratio) by 2020. Government alone cannot meet this aim,” Statistics show that there is a huge gap between the demand and supply. The HRD ministry says that the foreign institutions could fill this gap to a large extent. Close to 50 Foreign universities may enter India in near future. But realistically speaking, the foreign institutions could not fill this gap. This is the third attempt being made by government to liberalize education system. Two attempts were made in 1995 and 2006 to bring foreign universities to India. Against the projected requirements, the 11th Five Year Plan [7-8] provides for a total of 30 new Central Universities (with medical and Engineering colleges), eight new IITs, 20 NITs, 20 IIITs, 3 IISERs, seven IIMs, and two SPA and 373 new colleges in districts with GERs that are below the national GER.

Quality Education: In the global market, the quantity and quality of highly specialized human resources define their competency. Two-thirds of India's colleges or universities, according to a previous government study, are below par. According to the MHRD annual report 2009-10, a proposal for obligatory higher education certification and the establishment of an institutional framework for regulatory purposes is being considered. The capacity of India's best institutions is severely restricted. It is necessary to maintain supply quality in order to expand supply. The Ministry of Rural Development has planned to de-recognize as many as designated universities." There are undergraduate and postgraduate students enrolled in these 44 deemed institutions. There are also students undertaking research at the MPhil and PhD levels, as well as an estimated students enrolled in remote learning programs. As many as of the designated universities have several component institutions, potentially increasing the number of students impacted.

1.4.2. Development and Research:

Higher education and research are mutually beneficial. According to available government data India's spending on research and development in the area of science and technology as a proportion of GDP was 0.8 percent in 2005-06. Israel (5.12 %), Sweden (4.27 %), Japan (3.12 %), South Korea (2.96 %), the U.s. (2.78 %), Germany (2.74 %), or France (2.74 percent) spent the most on science and technology as a percentage of GDP (2.27 percent). China (1.54 percent), Russia (1.74 percent), the United Kingdom (1.88 percent), or Brazil (1.04 percent) have all spent more than India.

1.5.Recommendation:

In order to face the difficulties ahead, we propose the following, based on the current state of higher education in India:

- The government should provide tax breaks and other financial incentives for the establishment of higher education institutions.
- Education provided by the private and business sectors.
- Open Universities should be encouraged to provide high-quality programs at a low cost.
- The government should encourage international institutions to establish autonomous campuses in India.
- activities or cooperate with Indian institutions that already exist.
- A regulatory framework is needed to guarantee that there is no cheating or deception, as well as fee fixing.
- Should not be under the authority of the government.
- There is a pressing need to provide all students with high-speed internet access at a reasonable cost.
- Competitive salaries and benefits for professors so that top minds are drawn to this position.

LITERATURE REVIEW

Gikandi Et Al Studied About Instructors must rethink fundamental issues such as teaching, learning, and assessment in unconventional settings as online and blended learning become increasingly common in higher education. An integrated narrative review was utilized in this study, which includes systematic searching, assessing, and writing of the literature to bring together key themes and findings from research in this field. The authors used qualitative thematic criteria to select and evaluate the available literature, with a focus on identifying and analyzing the basic themes that are central to the concept of formative assessment, with a specific focus on its use in mixed and online contexts. Among the benefits mentioned are the development of a learning community. According to the findings, effective online formative assessment may create a student-centered and assessment-centered emphasis via formative feedback and improved learner engagement with relevant learning experiences. Continuous real assessment activities and interactive formative feedback were identified as important characteristics in the context of online formative assessment that may overcome validity and reliability problems[8].

Trowler et al investigated whether ment can fulfill its promises, and if it has the magical wand that enables all of this to occur. While student involvement has gotten a lot of press since the mid-1990s, its origins may be traced back a decade to Alexander Astin's seminal work on student participation (Astin 1984). Student participation has become the newest focus of attention among those trying to enhance learning and teaching in higher education, dominating meeting agendas and topics at conferences across the world, following in the footsteps of the student experience and research-led teaching. With higher education institutions facing increasingly challenging financial conditions, it is more essential than ever to attract and retain students, as well as to satisfy and develop them so that they graduate as successful, engaged citizens. According to Kuh (2003), what students bring to higher education, or where they study, is less significant than what they do while they are students in terms of their success and development[9].

Reddy et al studied about this article looks at empirical studies on rubric use at the postsecondary level, identifies gaps in the literature, and proposes study subjects. Rubrics have been examined in higher education for a number of purposes, including increasing student performance, enhancing

teaching, and evaluating programs. While most students like rubrics, and some authors have seen good responses to instructors' use of rubrics, others have observed a tendency for instructors to avoid using them. Two studies showed a connection between the use of rubrics and higher academic performance, whereas the third did not. Rubrics have been proven to be effective in highlighting the need for course and program development. Future research should use more rigorous research methods, place a greater emphasis on validity and reliability, and place a greater emphasis on learning. More study on the use of rubrics in different educational contexts is also needed[10].

DISCUSSION

Education is a country's strength, and it has long been recognized that a country's economic success is directly influenced by its educational institutions. It is normal for a developing country to have a well-educated population. After the United States and China, India has the world's third biggest higher education industry. India, as a developed nation, has been making significant educational strides since independence. Although India's higher education industry has faced many challenges, there are numerous possibilities to overcome these obstacles and enhance the higher education system. The number of institutes and colleges in India's higher education system has increased dramatically. The 'Right to Education Act,' which mandates free and compulsory education for all children aged 6 to 14, has brought about a shift in the country's educational system, with statistics showing significant improvement in schools over the past four years. As a consequence of recent industrial developments, private investment in higher education has increased significantly.

There is no question that India has many difficulties in higher education, but overcoming these obstacles and growing higher education is critical. India is a country with enormous human capital potential, and the challenge now is to make the most use of it. There are possibilities available, but figuring out how to take use of them and make them apparent to others is a challenge. To maintain this development pace, the number of institutions as well as the quality of higher education in India must be expanded. To meet and exceed future requirements, financial resources, involvement and properties, quality standards, significance, technology, as well as responsiveness at the top must all be rethought.

CONCLUSION

Learning is the process of molding and growing one's body, intellect, and character. It connects the brain, heart, and intellect, allowing a person to develop an all-encompassing personality that represents his or her finest qualities. Higher education in India has advanced quickly since liberation in the past six decades, yet it is not equally accessible to everyone. With yearly growth rates of more than 9%, India is presently one of the world's fastest growing nations. For a significant part of the population, there is also an alphabet, and a large proportion of youngsters do not even continue basic school. It is not only illegal for a major portion of the population to contribute fully to the country's development, but it is also illegal for them to use the benefits of any progress achieved for the betterment of the public. There is no question that India has many difficulties in higher education, however overcoming these obstacles and growing higher education is critical. India is a country with enormous human capital potential, and the challenge now is to make the most use of it. There are possibilities available, but figuring out how to take

use of them and make them apparent to others is a challenge. To maintain this development pace, the number of institutions as well as the quality of higher education in India must be expanded. To meet and exceed future requirements, financial resources, involvement and properties, quality levels, significance, technology, and responsiveness at the top must all be rethought.

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