Issues, Challenges, and Suggestions in Indian Higher Education

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Abstract

The world has understood that the education structure of a state has a direct impact on its financial growth. Knowledge is a country's most valuable resource.A well-educated nation is usually a developed country. India has the globe's third largest higher educational system, behind the United Kingdom and China. Since independence, India has made slow but steady development in the realm of education. Although India's advanced education system has faced several obstacles, it also has numerous chances to overcome these issues and improve the higher education system. In current study, authors has discussed about the various challenges and issues faced by the Indian higher education system and also the strategies to resolve the issues. The function of colleges and institutions in the new century, as well as rising scientific knowledge on how individuals learn, all need increased openness and accountability. India needs highly qualified and educated individuals who can propel our economy ahead. As a result of India's ability to offer highly trained individuals to other nations, it is very simple for India to transition from a emerging to advanced country. This study will help in future study to understand the situation of advanced education in India.

Keywords: challenge, advanced education, quality, structure, technology

1. Introduction

India is the globe's 3 largest higher educational in terms of pupils. Indiahas English as its major languages for higher education and research. In comparison to China, India teaches around 11% of its young in advanced education, likened to 20% in China. The University Grants Commission (India) is the principal regulating organization at the tertiary level, and it maintains its rules, supports the administration, and assists coordinate amongst the center and the states. The primary establishments of higher education in India are universities and their constituent colleges.As of 2011, India has 227 government colleges. There are 109 deemed institutions and 20 central colleges, 11 open universities, and the remaining state institutions. The majority of these Indian institutions have affiliated institutions where bachelor courses are delivered. Jawaharlal Nehru University, on the other hand, is an outlier. According to the Indian government's Department of Higher Education, 16,885 institutions, comprising 1800 limitedfemales colleges, are operating under these institutions and institutions, with 4.57 lakh professors and 99.54 lakh pupils enrolled in India's higher education institutions(J. Singh 2015). Besides from these higher education institutions, India has a number of private colleges that provide a variety of professional degrees. The Indian higher education system includes distance learning as well.

The Indian Institutions of Technologies (IITs), for example, have received international recognition for their educational standards. The IITs yearly recruit roughly 8000 students, and its graduates have aided India's business and public sectors in growing. India, on the other hand, has not been able to develop world-class institutions such as Harvard or Cambridge. No Indian institution is ranked among the top 100 inInternational Institutional Rankings by Quacquarelli Symonds (QS) and the London Times Advanced Education (2009). East Asian universities, on the other hand, were among the first hundred. Three are from Hong Kong, ranked 24, 35, and 46; two from Singapore, ranked 30 and 73; two from South Korea, rated 47 and 69; and one from Taiwan, placed 95th. Tsinghua Universities and Peking College in China, respectively, are rated 49 and 52. In the ranks from 100 to 200, no Indian university

appears(J. Singh 2015). The Indian Institutes of Technologies, Kanpur is at 237, IIT Madras is at 284, and the Universities of Delhi is at 291 in the next 100 list.

According to a recent survey of institutions and research centers throughout the globe performed by a Shanghai university, India has no universities in the top 300, whereas China has six. The Indian Institutes of Science, Bengaluru, ranks in the top 400, followed by the Indian Institute of Technology, Kharagpur(J. Singh 2015). This overwhelming advantage, however, is not without flaws. Aside from top-rated institutions that giveChildren get a highly challenging, world-class curriculum, India is home to a slew of universities that were formed only for the purpose of generating quick cash. Private universities that provide courses without any connection or recognition have been a major source of concern for the UGC and various regulating bodies. These institutions and colleges often attract pupils from remote and semi-urban areas. Today, knowledge is the most powerful weapon. The more information one possesses, the more powerful one becomes. According to the CampusScholarships Commission, by the end of 2015, India would need 1500 new institutions with suitable research facilities in order to participate in the worldwide market.

Higher education in India as a whole does not meet international quality criteria. As a result, there is sufficient basis for a higher rating of educational institutes in the nation. Historically, these organizationsPerformance was presumed to be defined whether by internal assets, like faculty with exceptional degrees and encounter mentioned at the end of the institution's admittance catalogue, an ultra-modern university school's amount of books and periodicals, and the size of the funding, or by definable and accessible outcomes, like effective asset usages, producing uniquely informed, strongly satiated, and employable grads, and so on.

India is a huge nation, with a population of younger individuals aged 18 to 23 years estimated to be in the 150 million range (Mir, S. A. 2019). The sheer magnitude of the market presents enormous chances for India's higher education industry to grow. India presently has over 33,000 institutions and 659 colleges, which represents a phenomenal expansion over the previous six decades. India has the world's third biggest educational system, with 21.4 million students enrolled in 2012. Unfortunately, India's educational system is incapable of handling such massive loads. Despite all of the government's educational investment, it is just inadequate to fulfill the expanding demands. As a result, the higher education industry has been highlighted as one of the most attractive sectors for both domestic and international investment. It provides a plethora of investment options in both unregulated and regulated markets(J. Singh 2015).

Despite significant hurdles, the Indian higher education systems is rapidly expanding, and there is no reason why these obstacles cannot be surmounted. It is simple for a nation like India to solve these challenges and induce a paradigm change in the country's higher education sector with the use of new-age learning tools(S. A. Mir 2019). The possibilities are unlimited in such a lively nation with such a large population that is adequately educated. If modern digital teaching and learning technologies are used to transfer information, and society is notified of where we are now falling behind, our country may quickly become one of the most developed in the world(T. Kaur 2015).

At the state level, there are possibilities for strategic involvement and capacity development in higher education administration and management(D. Barnes, D. Fusco, and L. Green 2012). Quality assurance, rating agency recognition, and a unified national credentials framework are examples of areas where India may collaborateat the national and worldwide level on systemic transformation. Because higher education is a potent instrument for lowering or removing income and wealth inequality, equal educational opportunity is deemed crucial. The concept of equalizing educational chances is also based on the reality that "the capacity to benefit from higher education is distributed across all classes of individuals(K. V Velumani 2016).

1.1 Challenge of Higher Education in India

- *Enrollment*:

In higher learning, India's Gross Enrollment Ratio (GER) is only 15%, which is very small when comparing to both prosperous and developing countries. The number of advanced education institutions is insufficient to match the rising request in the nation, as enrolments at school levels continue to rise(L. Guàrdia, D. Clougher, T. Anderson, and M. Maina 2021).

- *Equality*:

In GER, there is no equality amongst the many factions of civilization. The GER in higher learning in India vary considerably among men and female students, according to previous study. Regional disparities exist as well; some areas have high GERs while another have GERs that are far lower than the national average, showing serious discrepancies in higher education institutions(Y. Liu, L. Yin, and J. Guo 2021).

- *Quality*:

In advanced education, excellence is a multi, multi-level, and fluid concept. Providing high-excellence higher education is one of India's most pressing concerns today. The government, on the other hand, is always emphasizing on high-quality education as shown in Figure 1. Despite this, a large number of universities and institutions in India are incapable to achieve the UGC's basic criteria, and our institutions are unable to compete with the world's best universities(S. D. Abdul Bujang, A. Selamat, O. Krejcar, P. Maresova, and N. T. Nguyen 2020).

- *Infrastructure*:

Additional issue confronting India's higher education systems is a lack of physical equipment and infrastructure, notably in public-sector institutions. There are several colleges on the second and third floors of the building, as well as readymade hosiery and copying businesses on the ground and first floors(J. Duarte 2020).

- *Political interference*:

Political leadership control the majority of educational organizations and play crucial roles in the administrative bodies of universities. They are taking advantage of the helpless students for their own gain. Students organize campaigns, lose sight of their own goals, and begin to pursue careers in politics(S. Bhagat and D. J. Kim 2020).

- *Faculty*:

For many years, facilitylacks and the national educational system's incapacity to recruit and recall well capable instructors have posed problems to excellent education. Despite the fact that there are many openings in higher education, a large number of NET/PhD candidates remain jobless, and these excellent students are applying to various areas, which is a big setback for higher education (A. V. Todorut 2013).

- *Accreditation*:

According to NAAC statistics, "not quite 25% of the entireadvanced education institutes in the nation were accredited as of June 2010." Just 30% of campuses and 45 percent of institutions were judged to be of sufficient excellence to be rated at the 'A' level among those accredited(S. P. Pati and M. Paliwal 2020)."

- *InnovationandResearch*:

There are a few small academicians in our country whose work is cited by well-known western authors. In advanced education institutes, the focus on studying is inadequate(Dr Rajiv Verma, Vipin Jain, Puneet Sethi, 2021). There are a lack of resources and equipment, as well as a shortage of qualified instructors to counsel pupils. The majority of research researchers do not have fellowships or do not get them on time, which has a direct or indirect impact on their research. Furthermore, research institutes in India are inadequately linked to higher education institutions in India (J. Pati 2018). As a result, higher education in India faces yet another hurdle.

- *Higher education structure*:

Over centralization, bureaucratic frameworks, and a deficiency of accountability, honesty, and professionalism threatenAdministration of schooling in India. As a result of the growing numbers of linked institutions and pupils, schools' administration burden has increased substantially, and the core focus on academia and study has been weakened (B. C. Nirmal and R. K. Singh 2018).

Figure 1. Diagrammatic Representation ofChallenge of higher education in India

1.2 Serious Problems in Indian Advanced Education

The quality of advanced education is becoming more crucial as India attempts to contend in a globalized finance in sectors that need highly qualified individuals (S. Mohanty and P. C. Mishra 2019). India's vast, cultivatedpeople and pool of at least somewhat Universities graduates with advanced degrees have aided the nation's development.Progress thus far, but competition is severe, particularly from China. Other nations are likewise improving their higher education systems in order to create world-class institutions. Even the limited top echelon of advanced education is plagued with difficulties. Many well-trained IIT graduates have decided not to contribute their abilities to India's booming technological industry; over half of them leave the nation shortly after graduation to seek additional studies abroad, and the majority never return (J. Metcalfe and D. Moulin-Stożek 2021). A staggering 86 percent of Indian students who acquire degrees in science and technologydo not go houses soon after graduating in the U.S. The IITs and IIMs employ a large number of committed and capable professors, but the attraction of positions overseas and in the private segment is making it more challenging to attract the greatest and smartest to the educational occupation (S. Shukla, A. Lakhmani, and A. K. Agarwal 2017).

The current higher education organization do not accomplish the goals for which it was established. In overall, schooling has developed such a profitable company that excellence has suffered as a result of the increase in the number of proficientorganizations, with quotas and partisanship addition fuel to the fire of the spoil scheme, resulting in increased joblessness of graduates with no immediate respite to alleviate their sufferings in the country's work market (A. Z. Bhat, V. R. Naidu, and B. Singh 2019). As a result, the shortcomings of higher education highlight the need for changes to make it desirable and helpful to all parties involved (P. K. Jena 2020).

Despite the huge and outstanding improvements of the last several decades, most observers believe that Indian higher institution confronts severe and qualitative and quantitative difficulties (D. B. Sanjaya, I. K. Suartama, I. N. Suastika, Sukadi, and I. P. Mas Dewantara 2021).Possibly the strongest and most bold statement of this issue is the National Knowledge Committee's "Summary to the Country 2006," which confirms that there is a "quiet crisis in increased schooling in India that goes deep," and that it has to do with both the quantity and efficiency of greater schooling in India. Recognizing this twin problem, Indian Prime Minister Manmohan Singh recently slammed the substantial quality inadequacies in Indian higher education while also proposing plans for a massive expansion of the system in a speech (G. G. Kingdon 2007).He voiced concern aboutconclusions of the General Evaluation and Accreditation Commission's private research, which is associated with the University Grants Commission (UGC), which discovered that two-thirds (68%) of India's colleges and 90% of its universities are "of middling or bad reliability," and that well over 50 % of India's professor lack the required degree credentials. Information is the bedrock of general progress, and if a nation wants to stay competitive and keep up with the pace of globalisation, it must invest in it, it will have to adapt to market pressures (M. R. Jadhav, A. B. Kakade, S. R. Jagtap, and M. S. Patil 2020).

Only 25% of engineering graduates are immediately employable, according to a survey (Infosys, an IT behemoth, looked through 1.3 million candidates last year and found that only around 2% were eligible for positions)(H. Bhaskaran, H. Mishra, and P. Nair 2017). The majority of educational institutions provide low quality education. While India has several internationally renowned schools that provide high-quality education, such as the IIMs and the IITs, there are not sufficient of them. It offers a relatively limited selection of course alternatives, and schooling is a vender's market with little incentive to give high-quality education. There is certainly a scarcity of trained instructors, and teaching is a difficult career to pursue. In terms of a career, it's a last resort. Each year, only a small number of Ph.D.'s are created, while the number needed by academia is much larger. In reality, many universities hire recent graduates to teach, resulting in subpar classroom teaching. Politicians own the majority of educational institutions, particularly in Maharashtra and states in South India. The government has heavily controlled the educational sector in order to favor politicians.

1.3 Quality for Enhances the Excellence of Advanced Education in India

- *Moving Near a Education Society:*

As we progress toward aeducationcivilization, eachpeople movement would need expert input, bringing the whole field of advanced education into sharper attention.Although the current objectives for the aim of Learning for All would remain to be dominant, the administration would require to prepared to capitalizeextra and extra on advanced education while simultaneously taking efforts to enhance it, diversify, and modernize higher education and study programs (K. Puri, A. Senthil Vel, N. Manoharan, R. A. James, and R. Joshi 2021).

- *Industry-Academia Collaboration:*

Academia-industry collaboration is required to assure program and services are in line with needs. Ability

development is critical for academics to comprehend and get excellent careers (bearing in mind that information + ability + global profession capabilities = good jobs).

- *Enticements for educators and researcher:*

Both manufacturing and scholars demand specialized courses to be given so that they may get the most up-to-date and finest education while also being industrial ready and employable. To enable students to participate in specialized programs, occupational and certificate courses must be made more appealing. Teachers and researchers should be given incentives to make their professions more appealing to the younger generation (F. Y. Khan and S. Bajpai 2018).

- *Ground-breaking:*

New skills open up a world of possibilities for advancement in many areas of life. It provides potential for financial development, better health, enhanced facility delivery, betterknowledge, and socio-cultural advancement. Efforts to strengthen the country's inventive capability are necessary, but they should focus on building on existing capabilities in light of improved knowledge of the research-innovation-growth relationship.

- *mobilization of resources:*

Due to rising expenses for non-salary goods and staff emoluments on the one hand, and diminishing resources on the other, the loss in public financing during the previous two plan periods has had a significant impact on standards. To mobilize resources for higher education, effective methods will be required. It's also important to match the price structure to the student's financial ability to pay. So that pupils from low-income families may get heavily subsidized or entirely subsidized education. The Information Age is upon us, Improvements in communications, knowledge, and technologies would offer up innovative and cost-effective ways to provide higher learning to youngsters and those who seek continuing education to fulfill the requirements of an overflow of knowledge, the fast-changing structure of vocations, and lifetime education. Information, which is at the heart of higher learning, is a critical source for the advancement of democratic freedom and the pursuit of social injustice, and personal improvement.

- *Pupil-Centered Education and Dynamic Methodologies:*

Training to learn, learn to do, learning to be, and learning to become must all be included in higher education techniques. As a consequence of pupil learning and the adoption of dynamic educational techniques, teachers will need to acquire new attitudes and skills. Methods that promote self-study, private consultation among instructors and pupils, and dynamic lectures and seminars would have to make way for lecture-based instructional techniques. The employment of distance education techniques will be required on a wide scale.

- *Public-Private Partnerships (PPPs)*:

Public-Private Partnerships (PPPs) are critical for improving the quality of higher education. PPP may be ensured by governments enacting suitable policies. As a first step toward PPP, the CollegeScholarships Commission and the Department of Human Resources Development should play a key role in building a meaningful interaction amongstcolleges, businesses, and nationwideinvestigation laboratories (NRLs) as demonstrate in Figure 2. Government funding for NRLs should guarantee the engagement of advanced education institutions involved in investigation activities, allowing for the accessibility of the most advanced equipment. Both the government and private education institutions have made some efforts to train teaching personnel at different levels. However, in order to produce a quality and adequate quantity of educational professionals, this must be strengthened with proper attention to all factors linked. Such endeavors need a significant restructuring of the investigation base organizations. We must be positive that private-public partnerships and industry interfaces will occur in the sphere of education at all levels, especially in underserved areas, as is the case now. To attain success, we must form a true partnership among government, education, and business– Partnerships that can deliver talented people that satisfy the industry's criteria to our high-tech sectors.

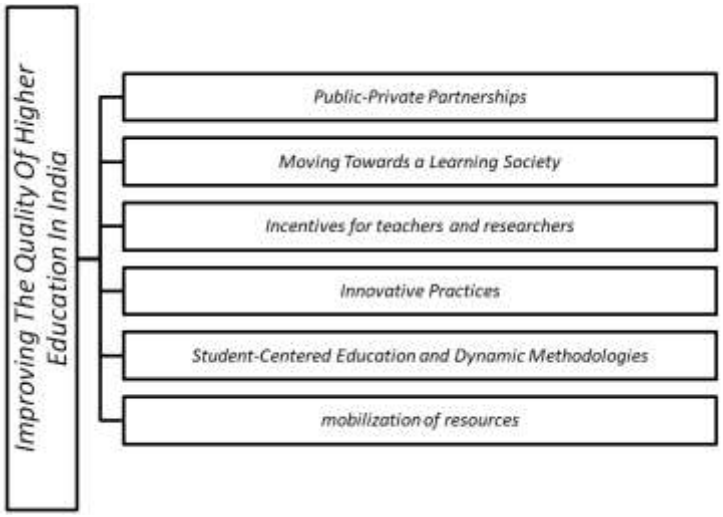

Figure 2. Diagrammatic Representation of Pointsfor Improving the Quality of Higher Education in India

2. Discussion

Despite several post-independence education reforms, India's higher education has remained largely inward-looking. India has the world's largest higher education system, with approximately 1,000 universities and 40,000 colleges, and ranks third in aspects of size and variety, but its presence in the international schooling framework has been abysmally below its true potential, which remains untapped. Surprisingly, India has the world's second largest English-speaking population after the United States, outnumbering the United Kingdom. Despite being the world's second most populous country with 1.39 billion people, India's share of foreign students arriving for higher education remains dismally low at 0.85 percent. This eloquently reveals the country's post-independence higher education policy's fundamental flaws. Furthermore, there had been significant regulatory barriers to private and top-tier public institutions of national repute internationalizing and taking independent initiatives.

Over time, the government and its key higher education regulatory body, the UGC, became roadblocks to internationalization rather than facilitators. The Modi government's landmark transformative initiative, New Education Policy 2020, aims to address the enormously important issue of the Indian higher education system's inward orientation and to promulgate a policy framework for its internationalization, which will go a long way toward improving not only the quality of higher education in India, but also its attain and making it globally competitive. India aspires to be the favored global destination for higher education, offering high-quality education at a fraction of the cost of developed countries.

The UGC moved quickly after the strategy was announced, putting in place a legal framework for internationalization in much less time than expected. The UGC is working on drafting statutory regulations for educational collaborations among Indian and foreign educational institutions as quickly as possible in order to facilitate cross-border academic collaborations and the award of joint degrees, dual degrees, and twinning programs that will be recognized by Indian academic regulatory bodies. Foreign institutions will enter India and be granted special permission to operate on par with other independent higher education institutions in India in terms of regulatory, governance, and content criteria. This will open the door to collaborative programs like twinning, joint, and dual degrees, which have hitherto been a pipe dream for the Indian university systems and other higher educational organizations. Like extraordinary worldwide cooperation is likely to be a watershed moment in the globalization of Indian education.

3. Conclusion

The process of shaping and strengthening a person's physique, mind, and character is known as education. It is the comming together of the brain, heart, and intellect, enabling a person to develop an all-encompassing personality that acknowledges his or her greatest qualities. Despite the fact that India's higher education sector has developed tremendously in the 6 years since freedom, it is not equally accessible to everyone. India is now one of the world's fastest developing nations, with an annual growth rate of more than 9%. A huge portion of the population is still illiterate, and many children do not get even elementary education. In current study, authors has discussed about the various challenges and issues faced by the Indian higher education system and also the strategies to resolve the issues.

This has not only hindered a huge segment of the population from completely contributing to the country's growth, but it has also kept them from fully using the advantages of any development that has occurred for the benefit of the people. Without a doubt, India has several obstacles in higher education, but addressing these issues and boosting higher education is critical. India has a large human resource potential; yet, how to appropriately use this potential is a topic that has to be discussed. Opportunities abound, but the question of how to reap the advantages of these opportunities and make them available to others is a source of anxiety. In order to maintain that pace of development, the number of colleges as well asIndia's higher educational system must improve both in terms of content and quantity.Economic sources, accessibility and equality, quality requirements, relevancy, and infrastructures are all important factors to consider, and, finally, Responsiveness must all be reconsidered in order to meet and exceed future standards.

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