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OBJECTIVES

HYPOTHESIS (ES)

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

LIMITATIONS

SCOPE FOR FURTHER RESEARCH

REFERENCES

APPENDIX/ANNEXURE

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A REVIEW OF HIGHER EDUCATION ISSUES, CHALLENGES AND RESPONSES IN INDIA

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PEENYA

ABSTRACT

Higher education institutions are large, complex, adaptive social systems like all other human organizations. Over the last decade, Higher Education around the world is facing a number of challenges and potential threats to effective learning and teaching support. Though the data show a massive growth in the number of students' enrolment in colleges/universities, holistic view reveals that still only a meagre of the total population has access to higher education. Globalization and privatization are imposing new challenges but the nations are still entangled in solving the basic problems of accessibility to higher education for all. In the wake of the transition from elitist to mass education, universities worldwide are under pressure to enhance access and equity, on the one hand, and to maintain high standards of quality and excellence, on the other. However, the relevant literature on higher education challenges is scattered over many textbooks, conferences and journals. This paper provides a comprehensive presentation of all those challenges found in the literature in a structured way. Also this study will identify how technology and data infrastructures could provide responses to address those challenges in a world where students are changing, their learning styles are changing, and the technologies to accommodate their needs are changing.

KEYWORDS

higher education challenges, technology, higher education infrastructure, data infrastructure.

INTRODUCTION

"The future of higher education is to teach one to think intensively and to think critically".
 "Intelligence plus character – that is the goal of true education".

Dr. Martin Luther King-Jr.

The 21st century is marked by a paradigm shift in education that has resulted both in threats and opportunities. It has brought new challenges and an opportunity for higher education. Higher education in India is undergoing rapid changes. The challenges ahead are multifaceted and multidimensional. Though the data show a massive growth in the number of students' enrolment in colleges/universities, holistic view reveals that still only a meagre of the total population has access to higher education. Globalization, Technology and privatization are imposing new challenges, which is transforming the way the global economy works, with the increased cost of HE, decreasing value of degrees obtained, availability of content, heightened competition and mass online courses ware, there is need for relooking into the current scenario of HE in India. But the nations are still entangled in solving the basic problems of accessibility to higher education for all. In the wake of the transition from elitist to mass education, universities worldwide are under pressure to enhance access and equity, on the one hand, and to maintain high standards of quality and excellence, on the other. Today the notion of equity not only implies greater access to higher education, but also opportunities for progress.

In a recent (march 2013) book entitled "Avalanche Is Coming – Higher Education And The Revolution Ahead", Michael Barber, Katelyn Donnelly And Saad Rizvi, have identified **three fundamental challenges** facing the education system all round the world: to ensure provision of education for employability, breaking the link between cost and quality and finally, changing the entire learning ecosystem to accommodate alternative providers and the future of work.

Over the past decade, not only has higher education in India doubled in size, but also everywhere in the world the higher education has doubled in size. There are lots of changes in the Higher Education (HE), students are changing, and their learning styles are changing as well as their demands are changing. At the same time, much more has been expected of institutions in terms of their wider engagement locally, regionally, nationally and globally. Universities need to prepare students for a more global future. Higher Education (HE) institutions around the world face the growing problem of relevance as they enter the twenty-first century. Higher Education facing a number of challenges and most contributions mention curriculum design, student retention, new technologies, quality of learning and teaching, widening participation, quality of research, funding and the necessity to improve governance and management as the most burning challenges. To provide the best service to the new student's higher education institutions need to change and hence, they need to respond to the challenges. This paper is intended to demonstrate all those challenges currently facing HE and also we group those challenges based on their interrelationship and influence of those challenges. Also we discuss about institutional data and how institutional can address these challenges with the help of technology. In the next section, we discuss the challenges as presented in various sources of literature. Following this presentation, we attempt a grouping of those challenges that illustrates in a more effective way their interrelationships, which we believe is necessary in order to better understand them and address them. Subsequently we discuss how institutional repositories could provide responses to some of those challenges. The last section concludes the paper.

OBJECTIVES

1. To analyze the current scenario of higher education system in India.
2. To study the growth of higher education.
3. To identify on the Emerging issues of higher education in India
4. To identify on the Emerging Challenges of higher education in India.
5. Suggestions for improving quality of higher education and Conclusion.

RESEARCH METHODOLOGY

The study is an empirical research. The study examines the challenges concerned with growth of higher education. The data is collected from both primary and secondary data

SURVEY OVERVIEW

- No of participants 30 students, 30 lecturers, 30 parents, total 90 sample size.
- Location of the survey: business schools and management colleges in Bangalore.

DATA ANALYSIS

The data is collected from various sources has been analyzed and presented in the form of charts, graphs and tables. Ms word, excel and power point applications have been used to tabulate and present data to be used in the research.

HIGHER EDUCATION SCENARIO IN INDIA

The table 1 reveals 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. As a result, the number of teachers as well as students has also increased significantly. The growth of

students" enrolment is more than the growth of number of teachers over the period of time, may be due to the massive investment by government at school level in form of primary as well as secondary education. Rise in enrolments and institutions at school level, 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. The table 1 shows that our education system is improving not only in number of colleges and universities but also in enrolment. 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.

TABLE 1: GROWTH OF HIGHER EDUCATION INSTITUTIONS AND THEIR INTAKE CAPACITY IN INDIA

Year → Institutions& Enrolment↓	1951	1961	1971	1981	1991	2000	2012	2014	2015
No. of University	28	45	93	123	177	266	574	677	
Number of colleges	578	1816	3227	4738	7346	11146	35539	38000	
No. of teachers (in 000")	24	62	109	244	272	395	733	817	
No. of students enrolled (in 000"))	174	557	1956	2752	4925	8399	22373	28000	

Source: UGC Reports

Growth of higher education level wise student enrolment boys and girls 2010-2011 has revealed in table -2. The study explores the fact that the women enrolments ratio is less when compare to male. The data evidently speaks the truth that the enrolment difference has found with 19 percent in research and next come with 17 percent in under graduation and next come with 13 percent in postgraduate.

TABLE 2: GROWTH OF HIGHER EDUCATION LEVEL WISE STUDENT ENROLMENT BOYS AND GIRLS 2010-2011

Serial number	Level wise students enrolment (0000)	Boys	Girls	Total
1	Graduate	8580(58)	6037(41)	14637
2	Post Graduate	1167(56)	882(43)	2049
3	Research	81(59)	56(40)	137
4	Diploma/Certificate	98(57)	73(47)	171

* Figures in parenthesis depict their percentage to total

EMERGING ISSUES

The role of higher education in the emerging scenario of knowledge economy is very crucial and multifaceted for any country in general and India in particular. 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.

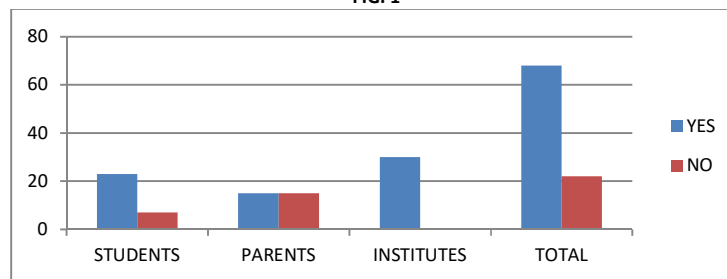
Lower level of teaching quality: Our education system is torture by issues of quality in many of its institutions and universities. Many of the issues like lack of faculty, poor quality teaching, Traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality 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. The State Government have already been spending 20-30 per cent of its revenue budget on education. It cannot afford to spend more. In India, higher education has received less attention in terms of public spending than other levels. It is not feasible for India to make massive state investments in research and development that produced research led universities in the west such as MIT, University of California, Berkeley in the US or University of Cambridge in Britain. More concentrated on theories and rather than practical knowledge: Indian education system is more focused on theoretical knowledge rather than practical knowledge. In many jobs, there is also a minimum requirement of percentage, which is high.

TABLE 3: PERCENTAGE OF POPULATION INTERESTED TO PURSUE HIGHER EDUCATION

PARTICULARS	YES	NO
STUDENTS	23	7
PARENTS	15	15
INSTITUTES	30	0
TOTAL	68	22

FIG. 1



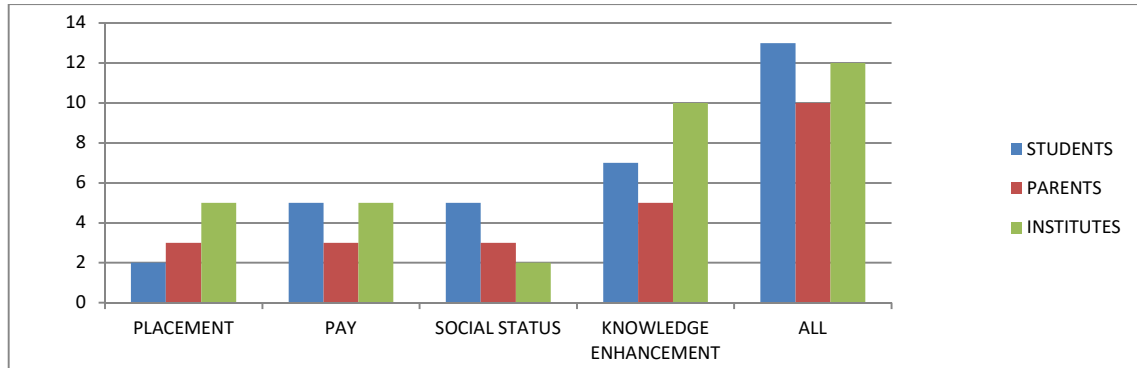
Traditional methods of teaching: Professors still stick to those older methods of teaching like board, marker. They don't like to make use of audio visual aids in teaching. Also they are not up to date with the information available and what global industry demands.

Privatization: In the present scenario, privatization of higher education is apparently a fledgling but welcome trend and is essential to maintain creativity, adaptability and quality. The economic trail of liberalization and globalization demands it. In India, both public and private institutions operate simultaneously. Approximately 50 per cent of the higher education in India is imparted through private institutions, mainly unaided involving high cost. However, the situation is not so simple. Private providers, in the interest of maximizing profit, have every incentive to 'minimize costs' by compromising on the quality of education provided in their institutions. Last but not least, quality of teaching staff is one of the considerable issues for higher education sector to sustain in the future. Earlier, they were committed to their students to their subjects and to their profession. Today, high salaries are available but the commitment is less. Thus, it is the need of the hour to free the higher education system from unnecessary constraints and political interference.

TABLE 4: PREFERENCE FOR HIGHER EDUCATION

PARTICULARS	PLACEMENT	PAY	SOCIAL STATUS	KNOWLEDGE ENHANCEMENT	ALL
STUDENTS	2	5	5	7	13
PARENTS	3	3	3	5	10
INSTITUTES	5	5	2	10	12

FIG. 2



Inadequate facilities and infrastructure: In India, many of the universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

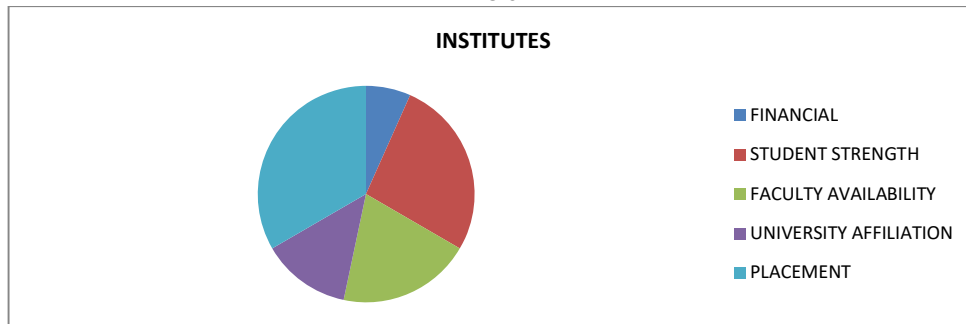
Quota system: Bringing the reservation and quota system for different categories in education lost its quality. Even deserving candidates of general categories are ignored and on quota, we have to select other person from reserved category even though he is not suitable.

EMERGING CHALLENGES

The system of Indian Higher education is the second largest in the world, which fulfils 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. No doubt, that India faces today a number of problems pertaining to poverty unemployment disappearance of moral and spiritual values. But in the last few decades a country-wide problems/challenges have emerged in Higher Education system in India they are discussed as under.

Our heterogeneous education system, based on geographical, rural-urban, rich-poor set up have posed in great challenge for the educational institutions. Varieties of colleges, universities, technical institutions have produced and different types and quality of Education. Some of them are really imparting qualitative education although a few others are doing the dirtiest job. Thanks to UGC, for publishing the list of such a fake Universities and Institutions indulging in educational malpractices.

FIG. 3



Lack of Moral values: Rapid growth of science and technology and subsequent industrialization has caused a great and danger to our old moral and values. The younger generation's dissatisfaction and revolt is the outcome of a decaying system of values.

FIG. 4

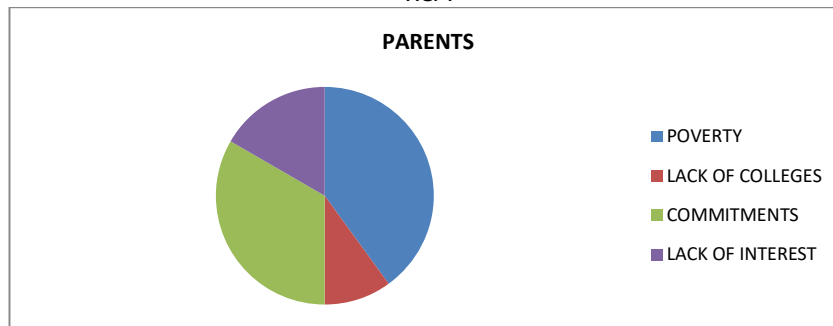
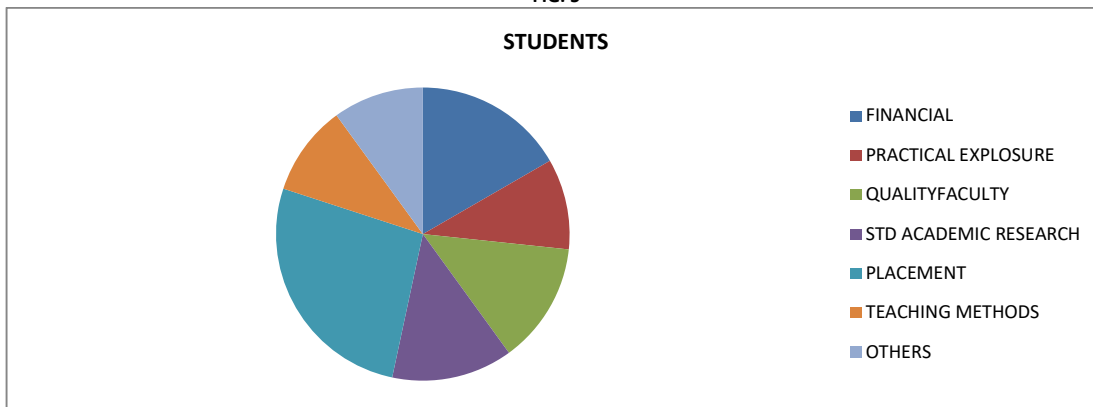


FIG. 5



Interference of political factors: Most of the Institutions, imparting education (Aided-non- aided) are owned by the dominant political leaders, now playing key role in governing bodies of the Universities. They have established their own youth cells and encourage students' organization on political basis. They exploit the students' energy for their political purposes. The students forget their own objectives and begin to develop their career in politics.

Economic Difficulties: Is one of the most troublesome changes that the present higher education system has imposed on the communities? The numbers of students are coming from the ordinary classes; many of them are unable to provide the minimum necessities of life for themselves. Economic miseries have grown due to the increasing prizes, habits of wasting money on luxuries, increasing population, scarcity of food supply, corruption, selfish etc. students hold part time jobs in order to pay for their educational expenses and should divide their attention between a job and College/University education. Near about seventy five percent of the total students community today, have been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges.

FINDINGS

The main challenges analyzed by respondents in the study to pursue higher education was challenges like finance, scholarship, cost of living, job opportunity, pleasant climate conditions, culture problem, food and language barriers, security, lack of theoretical/ practical knowledge, quality and practically trained faculties, course materials, evaluation criteria, infrastructure, accreditation, student strength, legal status, placement program and competition between international institute and distance courses,

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.

Student-Centered Education and Dynamic Methods- Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centered education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

Examination Reforms- Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning must be implemented.

International Cooperation- Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

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. NKC has recommended setting up of 1500 universities by 2015 so that gross enrolment ratio increases to 15 percent.

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.

Action Plan for Improving Quality- Academic and administrative audit must be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges must come forward for accreditation and fulfil the requirements of accreditation. Universities and colleges should realize the need for quality education and come forward with action plan for improving quality in higher educational institutions.

World Class Education- Indian government is not giving priority to the development of Standard in education. India must aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way, India Universities of world-class education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it must adopt uniform international syllabus in its educational institutions.

Entry of foreign universities- though there is flip side in the entry but yet this would result in more funding for research work, world class infrastructure facilities and standard, quality education at less cost, world of experience in learning, employment opportunities, and over all raise in academic standard of Indian universities.

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. As a result, business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.

High-tech Libraries- Our university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education, which is comparable to that of international standards.

CONCLUSION

1. 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.
2. 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.

3. The politics is the result and most often the changes are not implemented language has been a similar issues in which government attempted to solve in difficult social and political problem through policy relating to higher education.
4. To conclude, Higher education in India is an extraordinarily important part of modern Indian society and it is intertwined in the political and social systems of the society. It is in need of change, development and important. In order to effectively plan for reforms and improvement, it is necessary to have in realistic perceptions of what is possible and what is not.

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