



## ISSUES, DIFFICULTIES, AND POTENTIAL SOLUTIONS IN INDIAN HIGHER EDUCATION

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### ABSTRACT

*Modern reform demands in higher education may lead to a significant change, notwithstanding the problems it has faced in the past. An increase in scientific study into how individuals learn and the chance to ponder higher education's future aims and function may both contribute to this shift. The literatures on the influence of fundamental change on college and university administration, instructors, and students have not been integrated to investigate the day-to-day impact of these changes. Expansion of quality in teaching, research, and capacity-building at the institution is now necessary. We need individuals who are highly educated and talented in order to grow our economy. Exporting highly trained workers is a simple and fast way to transform India from a developing country into a developed one.*

### INTRODUCTION

There are more students in India's higher education system than in China and the United States put together. At contrast to China, English is the primary language of instruction and research in India's universities and research centres. China, on the other hand, educates 20 percent of its young people. The University Grants Commission (UGC) (India) is a government advisory body that aids in interstate collaboration and establishes standards for higher education. There are a large number of universities and colleges in India's higher education system. There are presently 227 universities in India that have received official

**DR. RAM KUMAR**

1 Page



approval. There are 20 central universities and 109 deemed institutions in addition to the state universities. All but a few of these Indian institutions are affiliated with undergraduate colleges. Jawaharlal Nehru University, on the other hand, stands apart. At these universities and institutes, there are 16.885 colleges with 4.57 lakh teachers and 99.54 lakh students, according to the Indian Ministry of Higher Education. In addition to India's state institutions, there are several private schools offering a broad variety of professional certifications. India's higher education system includes distance learning.

The high quality of education offered at institutions like the IITs has earned them praise around the globe. Every year, the Indian Institutes of Technology (IITs) enrol over 8,000 students, many of whom have gone on to work in India's commercial and public sectors. In spite of this, India has not been able to develop world-class institutions like Harvard or Cambridge. There are no Indian universities included in the London Times Higher Education-Quacquarelli Symonds World University Rankings for this year. East Asian institutions, on the other hand, made the top 100. Singapore, South Korea, and Taiwan all have three in addition to Hong Kong's one. Two Chinese universities, Tsinghua and Peking, are rated 49th and 52nd in the world, respectively. No Indian university has been listed in the top 200 of the world's best. IIT Kanpur is ranked 237, IIT Madras is 284 and Delhi University is 291 in the list of the best colleges in India.

While India does not have any institutions in the world's top 300, China does, according to a new report by a Shanghai university Both the IISc in Bangalore and the IIT in Kharagpur are among the top 400 universities in the world. However, this obvious advantage has its limitations. Aside from some of the best universities in the world, India has a number of institutions that exist only for the purpose of making money. The risk of non-accredited private institutions has been eliminated by the UGC and other regulating bodies. These schools have a tendency to target rural and semi-urban students. In today's world, knowledge is a kind of power. One's power increases in direct proportion to their level of knowledge. According to the UGC, India would need an additional 1500 institutions with research facilities by the year 2015.

There are not enough universities in the nation. Its GER is 11%, while China's is 20%, the US's is 80%, and South Korea's is 90%. China now has more than double the number of high school graduates heading to college than does India. A goal of the Eleventh Five-Year Plan is for the GER in higher education to reach 15% of the 18-24 year old population by 2011. A significant expansion in both institutions and academics would be required to achieve this goal. The professor shortage must be addressed if GER development is to be encouraged.

Pratibha Patil, India's president, said the country will boost the number of students in higher education. Aiming to treble enrolment in higher education from 14 million to more than 40



million students by 2020, she said. On September 24, 2010, the President allegedly made the announcement during Mizoram University's sixth convocation. Patil went on to say that higher education is highly valued in India. She also said that all colleges, new and old, would be held accountable for attaining this goal.

The quality of higher education in India falls well short of what is expected at the global level. As a result, a more in-depth assessment of the educational establishments in the nation is required. Quality was judged in part by the schools' own resources, such as a faculty with outstanding credentials mentioned at the back of the brochure, a well-stocked library, a well-kept campus, and a substantial endowment.

Students are losing interest in their studies, and there is an increase in campus violence and indiscipline, according to government bodies and independent academics. Moderate reformism has been accomplished in practice, contrary to what politicians and policymakers claim to have done.

An impressive three-year growth rate of over 9% makes India's economy one of the most promising in the world. Unemployment, low literacy, and relative poverty continue to limit India's human resource potential despite the country's competitive advantage in the global economy. Individuals and society gain from higher education, according to the taskforce established by the World Bank and UNESCO in 2000. As the globe becomes more interconnected, the future of India's higher education sector has to be assessed. This was the goal of the Indian government's higher education strategy. Many initiatives have been made by the government to increase the number of students enrolled in postsecondary institutions and to enhance the quality of such institutions.

With this in mind, Indian higher education would be elevated to the status of a global knowledge giant by the creation of an Information Commission by the government. The administration, on the other hand, is at a juncture. While there is a pressing need to enhance access to higher education, federal and state funding limits make it difficult to maintain excellent standards of education. Public-private partnerships and foreign direct investment are both attractive options for allowing private companies to engage in the country's higher education system. The society has become divided. Some people are opposed to the commercialization of education, while others believe it is the only way to go forward in today's society. Understanding how the higher education industry will react to these challenges is critical. Which aspects of the industry's global engagement plans are being reexamined? Higher education is critical for India's future economic dominance, and it must be further developed in the country.

## Issues Affecting Higher Education in India



Higher education is becoming more crucial as India seeks to compete in a globalised economy. A big educated population and many university graduates have helped India, although competition from China has been severe. Others are reinvesting in higher education to create world-class facilities. The elites of college encounter serious obstacles. After graduating from one of India's most prestigious institutes of technology (IITs), many of its students opt to leave the nation and continue their studies elsewhere; many never return. Nearly 86 percent of Indian students who study science and technology in the United States leave the country after they graduate. Even though there are many talented and devoted academics at the IITs and IIMs, opportunities in the private sector and outside make it difficult to attract the best and brightest.

The current system of higher education falls short of students' expectations. It has been hypothesised that quota systems and politicisation have been utilised to expand the number of professional schools in order to increase graduate unemployment. Because of these shortcomings, it is clear that change is needed.

Indian higher education confronts substantial quantitative and qualitative hurdles, according to most critics, despite large and surprising achievements in recent decades. The quality and quantity of higher education in India are both being harmed by a "quiet crisis," according to the National Knowledge Commission's "Report to the Nation" (2006). As a result of this, Indian Prime Minister Manmohan Singh has highlighted the country's major quality flaws in higher education, as well as outlining targets for system development. An internal UGC study found that 68% of Indian universities and 90% of its colleges are "of average or low quality," and that more than half of the country's college professors lack the appropriate degree credentials. A nation's ability to compete and thrive in the global marketplace depends on its ability to keep pace with the demands of the market.

Only a quarter of engineering graduates were immediately employed, according to a recent research (Infosys, an IT giant, last year sorted through 1.3 million applicants only to find that around two percent were qualified for jobs.) The vast majority of institutions of higher learning provide subpar instruction. We need additional educational institutions in India, such as the IIMs and IITs, despite the fact that we already have some of the best in the world. As a seller's market, it doesn't have the incentive to provide high-quality training. Teacher shortages are a reality, and the job itself does not come with much glitz or fame. As a last resort, professionals turn to this method. Academics need additional Ph.D.s, yet only a small number are created each year. Therefore, a growing number of universities are hiring recently graduated teachers. Most educational institutions in India are owned by politicians, particularly in Maharashtra and the southern part of the country. Politicians stand to gain much from this rigged educational system in which they have invested so much time and money.



Higher education in India has been mostly determined by economic considerations. After the country's independence, the state's involvement in defining a path to growth and creating higher education institutions was motivated by a shared purpose. Indian higher education institutions are often seen as underperforming in terms of access, equality, and quality by the majority of observers. Expanding prospects, an ageing population, and 21st-century concerns need urgent educational reform.



### **The Current State Of Higher Education In India:**

Since our country's independence, we've worked hard to establish a world-class education system. Several governments came and went. In an attempt to bring in new educational concepts, these people were deemed insufficient for our nation. Despite this, our educational system is nevertheless plagued by problems. India's higher education system is under great strain due to the effects of globalisation. In fact, graduates of the humanities, social sciences, natural sciences, and commerce, together with a broad variety of professional fields, such as agricultural law and management and medicine and engineering, would be expected to possess a wide range of skills.

The vast majority of pupils in India cannot continue to be educated in this way. Human resources must be invested heavily in the process of enhancing knowledge with skills and attitudes.

The UGC issued a statement stating: "Education at the university level is critical for social development. It must have a positive effect on the community in order to maintain its legitimacy and public support "To put it another way, Community-based programmes and social concerns will be the focus of its efforts. Within an efficient and effective system, these values are possible. Higher education management has taken on more importance as a result. Human resource growth and ICT-enabled system networking are the only ways to achieve systemic transformation.

India's higher education system is now beset by several problems from the most foundational level. Overcrowding in classrooms, a lack of motivation among students, and a variety of other issues all play a role in the low student enrolment rates that we see today. There have also been allegations of child abuse levelled against certain private schools in addition to poor service. It is challenging to ensure that low-income children have equal access to high-quality education. Due to their poor socioeconomic status, students from low-income families are even more at a disadvantage when it comes to passing highly competitive college admission exams. The quality of instruction in non-marketable and foundational scientific fields has declined.

A historic low has been reached in the amount of research conducted in higher education. There is little or no support from the government or the society for higher education. Many rural colleges and universities fail because of low enrollment, insufficient infrastructure and facilities, and a shortage of faculty members. Government and regulatory agencies in India have been slow to adapt to the changing market structure of higher education in the last two decades. There is a lack of well-informed reform efforts in higher education throughout the





country. In the current global realities of student and occupational mobility, it needs more than just occasional attempts to be competitive....

At times, the system encounters new obstacles, and government involvement is essential. However, the administration faces a number of difficulties. Many private educational institutions are being developed without a system in place to ensure the quality and consistency of their programmes; appropriate money is needed to support a wide range of creative and innovative programmes; and a means for higher education is being developed. Using ICT in higher education policy may make it easier to share information and resources.

Many individuals around the nation are still unable to be reached. At this point, we started putting more emphasis on education and broadening the scope of our system. The government must reexamine these issues if it hopes to achieve maximum policy implementation. The educational system must be distinct in order to accommodate all internationally recognized syllabuses and curricula. It is a constitutional requirement for the federal and state governments to develop a high-quality educational system. Additionally, there's the issue of funding. Despite the fact that a major portion of the earnings are dedicated to public education, our system continues to function.

It is the federal government that sets the policies and programs, while the states implement them. Higher-income states are more likely to have better schools. More money and improved student facilities are needed to improve the education system in the nation. We are aware that school budget is always rising, yet it is never put to good use. As a result, we'll have to go to work. The government develops a plethora of policies, all of which are put into action without ever being assessed. The vast majority of funds are spent on bureaucrats. The bar for both quality and standards must be set far higher.

We need to improve our educational system in order to attract more highly-educated people who can help our nation thrive. Because of the superior standards of living and educational resources available in other countries, more students are choosing to pursue their higher education elsewhere. Isn't it possible to get that level of excellence right here? It is imperative that we stem the brain drain as soon as possible before students leave the nation. No one in our governments has been able to come up with a solution to their difficulties. Politicians can't keep up with it.

As diverse as higher education is, so too are the problems and difficulties it must deal with. Reading books isn't enough to get an education. It also includes participating in extracurricular and co-curricular activities that benefit both life and education. Indian politics, in my opinion, do not support such a broad enlargement. Such services are few or nonexistent in India. Even in places where there are resources, there is a lack of information.



There aren't enough colleges and universities, and the ones that do exist are of low quality. There are few teachers who lack the necessary skills. In most cases, instructors are paid by students' fees. I've already figured out where to send my money to cover my school expenses. Educators lack topic expertise, and student resources are limited. Students have little regard for the responsibilities of being a good student; all they worry about is getting by and gaining an education that will lead to a career. Students lack the ability to come up with new ideas. There is a lack of originality in their work, yet they are industrious. They can't come up with fresh ideas. Change is urgently required in higher education. Not all education's problems can be solved with the same amount of effort, though.

### **Ideas for improving the quality of higher education:**

Everyone from the government to businesses to educational institutions to parents and students all have their own ideas on how to improve higher education.

1. Higher education must be at the forefront of society's educational priorities if it is to be a learning society. As a result, the government will need to plan to spend more on higher education while simultaneously enhancing, diversifying, and modernising higher education and research programmes.
2. In order to match curriculum and skills to market demands, industry-academia collaboration is essential. The development of one's talents is critical to ensuring one's employment after graduating from college or university.
3. Incentives for teachers and researchers Both employers and students desire specialised training to assist students get the most out of their educations while also preparing them for the workforce. It is critical that students be interested in vocational and diploma programmes if we want to increase the number of them. For the sake of the next generation, educators and researchers should be compensated.
4. New technologies provide a wealth of possibilities for growth in every aspect of our lives. It contributes to economic development, better health, better service delivery, better education, and social advancement. In light of recent insights into the relationship between innovation, research, and economic development, efforts to boost the country's creative ability should focus on enhancing its present capabilities.
5. As a consequence of reduced public financing during the last two planning periods, non-salary goods and employee emoluments have increased while resources have decreased. Resources for students in higher education should be more accessible. Student-friendly





pricing is also critical. As a result, children from low-income households may be able to get some or all of their education at a reduced cost.

6. Innovative and cost-effective ways of extending higher education to teenagers and those who need lifetime education to meet the demands of an information boom, fast changing professions, and lifelong education will emerge as the Information Age dawns. One of the most important factors in creating an open and democratic society is access to knowledge.

7. Furthermore, higher education methods must also meet students' requirements for studying, doing and becoming. To teach student-centered education, instructors will need to develop new attitudes and abilities. Self-study, one-on-one interactions between professors and students, and interactive seminars and workshops will take the place of traditional lectures. For this reason, a massive amount of distant education is necessary.

8. Public-private collaborations are necessary to improve the quality of higher education. Enshrine PPP as a policy component of the state The University Grants Commission and the Ministry of Human Resource Development should aggressively involve universities, business, and national research institutes as a first step toward public-private partnership formation (PPP). As a result of government support for NRLs, universities should be able to take part in research and so have more access to cutting-edge technology. Educational establishments in both the public and private sectors have made attempts to improve the quality of their teaching staffs.

9. An suitable quantity of high-quality educational workers must be trained at this pace. Restructuring of the research base institutions is required in order to accomplish this. At all stages of education, we must strive for private/public cooperation and industry-industry interactions. In order to staff our high-tech companies with competent personnel who satisfy industry requirements, we need genuine collaboration between government, educators, and business.

10. On the basis of demand, job-oriented courses might be offered. The ultimate purpose of education is to aid in the development of the whole person. Modern education, on the other hand, does not provide students with life skills or the ability to succeed in their chosen career path. For this reason, students should be trained to work in certain firms after their recruitment, rather than pursuing a four-year college degree. Rapid information exchange requires the development of strategies and processes that may be tailored to various national and local settings. PhD students should be granted teaching assistantships with stipends. In order to create a compelling future filled with meaningful work and notable achievements, one must have a clear idea of what one wants to achieve in life and in the workplace, and only when one has this vision can one create a lofty aim for oneself.



11. Traditional activities such as research, innovation, education, and the development of human resources have long been the mainstay of Indian universities. As a follow-up to this, international collaboration is also important. The global society is increasingly dependent on international collaboration and action to solve global challenges, such as higher education.

12. With this in mind, India recognises the need of a unified East and West in bringing about a better world. As a means of dealing with the challenges of evolution and revolution, humanity must rediscover and enhance cultural achievements from the past.

13. There are a number of cross-cultural programmes that may help students get a better understanding of other cultures, as well as the advancements in human civilization across the world.

14. Every three years, institutions should have their academic and administrative operations evaluated by outside specialists to ensure excellence. Accreditation should be sought by self-supporting institutions and all standards met. There should be a plan in place for universities to enhance their educational offerings.

15. Life will be tedious, tedious, and aggravating at the same time. Parental meddling in their children's education is to blame. Nevertheless, parents should not interfere with their children's ability to express their originality and uniqueness. Despite the outdated school system, people are excelling in sports, music, dancing, art, science, and technology. Parents and a few determined teachers are to blame. More education is needed to succeed in one's chosen field. However, admission to higher education should be based exclusively on merit. Education expenses should also be affordable to all citizens of the country, regardless of their socioeconomic status.

16. For people and communities to thrive economically, education is a need, not an option. In actuality, just 20% of Indians have any kind of education. As a result, government officials should priorities teaching the majority if they have the political will to do so. The privatization of higher education is also essential in a nation like India, where the government cannot accomplish it alone.

17. Students, faculty, staff, facilities, and equipment, community services and academic environment all contribute to the quality of a university's educational experience. Also needed are international components of higher education, such as information sharing, interactive networking, teacher and student mobility, and global research activities that include national cultural values and situations. Many colleges and universities fall short when it comes to properly educating and training their students. These institutions should put more



emphasis on quality than quantity. There should be a greater emphasis on social science doctoral research being analytical, comparative and linked to society, politics and economics. Special articles from Indian institutions accounted for more than a quarter of the E&PW's special articles in 2002, according to a report. JNU, Mumbai University, and Delhi University all had a say in it.

18. It's not a priority to improve education in India. The educational system in India should strive to be among the best in the world. Many national institutions in the United States, the United Kingdom, and Australia, for example, enable overseas students to study either in person or by mail. International students may also be able to study at some of India's top universities. In order to achieve this, all educational institutions should use a global curriculum.

Finally, education should encourage personal development rather than inhibit individuality or intrinsic potential. As a result of globalization, educated people have a wealth of opportunities. BPO operations have made global commerce more competitive, which has resulted in the manufacture of high-quality goods and their widespread availability on the global market.. And this is how the world may benefit from the skills and talents of others.

19. Stipends for Research Fellow: Indian colleges should grant more PhDs in accordance with international norms.. When compared to the United States, the United Kingdom, Germany, and Japan, India has a lower proportion of PhD holders than MSc/Btech holders. PhD students should be granted teaching assistantships with stipends. It is critical to recognise and reward outstanding persons in order to entice students to careers in research and education.

20. Establish a minimal standard for the awarding of diplomas and establish an internal quality assurance cell to ensure compliance with it. There should be no political or institutional influence on the quality assurance system and legal backing for it. Operating, financial, and cognitive autonomy should be equally distributed. For the sake of preventing misinformation from reaching key stakeholders, such as students, an independent certification organization composed of representatives from government, business, academia, and society is required. They should be able to tell whether a certain institution is worth their time and money. Furthermore, all colleges and universities are required to disclose the acceptability of their courses and degrees to the public. (i.e. the approval of their courses by other universities).

21. Although our university libraries have a vast collection of books, its organization is haphazard. For serious research, a library has to be connected to the Internet. Indian schools should put greater effort into delivering high-quality education that is comparable to that offered by institutions throughout the world.



## CONCLUSION

The number of universities and colleges in the country grew rapidly after independence. Nevertheless, only an increase in output has solved the underlying problem of quality. India's economy is now growing at a rate of roughly 9% per year. As India's economy continues its rapid expansion, it is imperative that both the number and quality of educational institutions increase. In order to meet or exceed future expectations, a thorough evaluation of financial resources, accessibility and equality, quality standards, relevance, and responsiveness is necessary right now.

Accomplishment at the national, regional, or worldwide level necessitates a concerted effort on the part of educational institutions to support and encourage the use of effective teaching and learning methods as well as international student exchanges. Open and honest self-evaluations by independent experts, preferably worldwide specialists, are a must for every professional's success.

The National Knowledge Commission's study might be useful in India's education sector. An age of limited knowledge and wisdom is upon us. Toward the end of 2015, India plans to become a developed country and a knowledge power. India's future as a knowledge superpower will surely be shaped by the choices it makes today. We need individuals who are highly educated and talented in order to grow our economy. Exporting highly trained workers is a simple and fast way to transform India from a developing country into a developed one. Indian higher education policy must address these issues. However, no one institution can have a significant impact. If the government backs such projects, we may take control of our own destiny.

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DR. RAM KUMAR

12 Page



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