



## Challenges before Indian Higher Education

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### ABSTRACT

The paper analyses the challenges in the higher education in India. In the age of globalization there is no constraint of boundaries. The free flow of knowledge is spread in minute everywhere. To uplift higher education, the academician must take initiatives to encourage human rights approach to boost human development index through enhancement of academic performance of socially and marginalized students. The Indian education system has been following conventional practices. We need to evolve teaching models on the basis of foreign universities specially U.S.A. and U.K. In 21st century, we are unable to provide excellence infrastructure, deployment of new technologies in the changing scenarios of the world. The university's core principle must be the industry-linked, technology based, research driven and seamless education. It is possible through university courses, Research and development industry practices (primarily agricultural based industries) and other co-curricular components.

**Keywords:** Higher Education, Globalization, Regulatory Body, Choice Based Credit System, entrepreneurship, Education Policy, Privatization, etc.

### I. INTRODUCTION

**Challenges in Higher Education:** India is largest democracy in the world. The estimated population of young people is 150 million aged between 18-23 years. There are 33000 colleges and 659 universities in India which is remarkable growth in last few. India is third largest education system in the world. Government has been spending lot of money on higher education. But the output from the education is meager. Therefore, higher education has promising uses for private and foreign investment. It has immense opportunities in both regulated and non-regulated segments. There are opportunities for India to collaborate at national and international level on areas of systematic reform. Higher education is considered essential factor that reduces income wealth disparity.

#### **The Higher Education is Directionless:**

There is a pathetic condition of higher education due to numerous reasons in India. The higher education has no proper policy. We have followed various things like Choice Based Credit System, semester system and yearly system in the case of education pattern. There is not unanimity in education pattern in various universities of public sector and other private sector. So, specific vision is not clear in the field. Our directionless education system is spoiling the future of upcoming generation. India will suffer through a period

of extraordinary high youth unemployment. In problem is that most students are unsuited for a university education at the same time most universities incapable to educate the students.

**Lack of Facilities or Variations:**

There are a lot of variations in the universities of India. All university has not one policy and plan. There are a lot of variations like funding variations (some university get good funding while others face shortage), age of retirement, minimum facilities. There should be unanimity in the policies of central government in higher education. Then the university will be capable to compete foreign university. It needs healthy competition for excellence of the higher education. India does not have a single university among the top 200 universities of the world. In recent times India accepted National ranking.

**Lack of Research:**

There is not right environment to research work in India. To prepare next generation of researchers, it is mandatory to provide research environment. Researchers requires on engaging , thought provoking and stimulating environment to face the emerging challenges in continually changing fields. India needs to increase qualitative and quantitative research to meet the global standard. The current education system needs better infrastructure facilities and research orientation in research. Today pursuing PhD is not primary intention of research career but to get the job and fulfill the minimum standard of qualification. In short, lack of funding and conducive atmosphere is responsible for the standard research in higher education.

The purpose of any university is to do research along with teaching. Research should be for public good but research in India is not as standard as it should be. Due to the privatization, the originality of the research has been deteriorating in India. It is clear that we are failed in acquiring Nobel Prize in medicine, economics, physics and chemistry. The research mentality is not found in the Indians. Another reason may be the lack of support to researchers by government from the independence.

**Lack of Innovations:**

A huge reform is needed in higher education in India. In western universities there is the tendency to do something new. We have to follow it and should create innovative ideas. The innovation led us towards excellence in the any field. But we are moving on traditional and age old path which does not fulfill the needs of the present world. The Innovation gives birth the research and research benefit to the mankind.

**Too Much Political Interference:**

The political interference is major obstacles in higher education. The political interference does allow the state universities to grow and move in the right path. The incapable persons are held the high positions in the field of education. Incapable persons are unable to implement the education policy. It fails to give good education. It happens not only in higher education but elementary and secondary education also.

**Corrupt and Biased Regulatory Bodies:**

The work of regulatory bodies has been suspicious from their establishment. The political favored persons are appointed in the various education bodies, councils, boards other regulatory bodies in India. Although the bodies are an autonomous, but they are politically biased. They began to interfere in the funding, in the policy making and in the geographical preference. This type of bodies or councils fails to govern the policy. It is harmful for the whole education system.

**Lack of Skill Development Education:**

TheUniversity has to focus on the innovation, research, entrepreneurship and placements. The university should commit to the skill quality education. It needs training research and the enhance employability and entrepreneurial skill to the students. To fulfill this current scenario of research, unemployment and

entrepreneurship, it needs to integrate industry with academics in order to prepare our students. We provide such education which is not only age old but we provide theoretical education – to a great extent and we fail to equip our outputs with such skills which would help them in job markets. The situation is truer in case of general education. We must make our education more practice based since such education would prepare our products to earn.

**Lack of Suitable Mechanism for improvement of quality of higher education:**

There is no any suitable mechanism to improve the education in India. The politically biased made the policy and it implemented throughout the country. There is no any intellectual group or organization which opposes the wrong policy of government and recommends the quality based policy.

**Performance Criteria:**

The API system of UGC needs to be recast. As per the provisions, the faculty members engaged in career progression ignoring students' teaching. It is also major effect in the higher education system.

Dr. SatynarayanJaliya, the chairman of the standing committee submitted his report on 'Issues and Challenges before Higher Education in India's February 2017. Thereport examined various educational institutes of India like hyderabad,Chandigarh,Patiala,Chennai,Udaipr,Bhopal,Vishakhapatanam and Indore. The Committees observations and recommendations are as follows:

-About 65% share of U.G.C. budget is utilized by the central universities and 35% utilized by the state and their affiliated universities. The state university received very small amount of grants in comparison to central universities.

-Teachers post are not filled by the government due to procedural formalities. The recruitment process should start well and transparent.

-here is no valid mechanism and system to evaluate the accountability and performance of professors in universities and colleges. The performance audit of professors is based on feedback given by their students and other inputs like research papers, publications by teachers.

-To enhance employability in different sectors ,identification of the skills gaps and offers such courses has been recommended .The committee recommended training support centers, placement scheme for development in higher education.

-UGC formed accreditation institutes for quality enhancement in higher education Credit rating agencies should encouraged to get the good results and rating of Indian Universities and institutes. The status of global ranking systems in performance is very poor in higher education. There is no authenticity in inspectorial process in NAAC AND NIRF agencies.

-Lack of desired levels of research and internationalization of is weak point in Indian institutes and universities. It focuses very little concentration on specialization in our universities.

-Commercialization of knowledge and teaching is current issue in Indian education system. It needs to enhance the ratio of graduates and teaching experts for betterment of education.

**Teaching and Learning Process:**

As per the research made in the university they find the main reason for studying at university. They categorized into three categories. They are: Stop gap -10%, Means to an end-66% and Personal Development-24%. This category explained as Means to an end students wanted to achieve something through their degree, improving chance of getting a job, improving standard of leaving and getting a worthwhile a job. Personal development students were those who were interested in the academic subject itself, improving life skills, gaining knowledge for its own sake or simply wanted to enjoy themselves for three years. Third category

classified as stop gap students wanted to enjoy themselves for three years, they could think of nothing to else to do.

It needs to explore whether the desirable higher education are setting to the college and university students of India. The approaches to study skills inventing for students (ASSIST) is the tool developed by Entwistle (1998) The questions about students reasons for entering higher education is asked in this study. This inventory carried out and at the University of Plymouth to some 600 first years students of the university.

#### PERCENTAGE OF STUDENTS AGREEING WITH QUESTIONS ON THE ASSIST SCALE

Reason for Entering Higher Education	
The question at the end of this course would enable me to get a good job when I finish .	- 92%
The course will help me develop knowledge and skills which will be useful latter on .	- 89%
I wanted a chance to develop as a person , broaden my horizons and face new challenges.	- 63%
The opportunities for an active social life and sport attached me.	-63%
I would able to study subjects in depth and take interesting and stimulating courses.	-61%
I basically wanted to try and prove to myself that I could really do it.	- 46%
Having done well at school, it seemed to be the natural thing to go on to higher education.	-39%
It would give me another three or four years to decide what I really wanted to do latter on.	-37%
I suppose it was a mixture of other people's expectation and no obvious alternative.	-09%
I rather drifted into higher education without deciding it was what I really wanted to do.	-3%

Source:Based on Magee et al,1998.

There is no survey took place in higher education that which help to implement the policy in the field of higher education. To bring the innovation, we must provide education as per the interest and choice of the students.

Thus, every country's higher education institutions serve and enrich society in many ways and their role in modern era is multifaceted. Our educational institutions act as gatekeepers, disseminators and creators of new knowledge and serve an ever growing and more diverse student body. They form a nexus of interaction of interests on a local, regional, national and global basis. It is clear that Indian university requires international excellence facing the foreign university. The current article presents a vision of Indian higher education sector.

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