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Higher Education in India-Challenges and Remedies

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ABSTRACT:

Higher education keeps an important position in the development of a country. For over a decade, India has been working to uplift its educational standard through quality higher education to their citizens but resistance from both internal and external factors are barring its growth. Higher education of India is positioned at third in the world in terms of students' intake, having educated nearly 11 percent of its youth. According to Department of higher Education, Government of India, there are 16,885 colleges, including 1800 exclusive women' colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher educational institutes in India (Singh, no date; Kant, 2015). The country lacks the critical mass in higher education. Its gross enrolment ratio (GER) is a mere 11 percent compared to China's 20 per cent, USA's 83 per cent and South Korea's 91 per cent (Singh, n.d.). Hence, there is enough justification for an increased assessment of the quality of the country's educational institutions. The present paper seeks to highlight challenges of higher education in India along with remedies for improving it.

KEYWORDS: *Higher Education, Gross-enrolment Ratio, Remedies, Global Quality Standards.*

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INTRODUCTION:

Higher education is recognized as a critical factor in inclusive and faster growth in many countries including India (Kaur and Shelly, 2016). As per the GATS, Higher Educational Services include education services leading to a university degree or equivalent. Such education services are provided by universities or specialized professional schools (Anbalagan, 2011). Therefore, it comprises both teaching, research and aspires to inculcate higher learning methods among students. Indian system of higher education is very complicated and comprehensive. India has around 250 specialist teaching and research institutions aimed at providing training in areas like agriculture, medicine, computer science and IT. As a whole, it employs nearly 400000 teachers and 10 million students. According to MHRD Annual report 2009-2010, as of March' 2009, the country had 26455 institutes of higher education; 504 universities and university level institutions and 25,951 colleges (Gupta and Gupta, 2012). That is one of the reasons why Indian educational system is called world's third largest in terms of students' intake and educational institutes (Sheikh, 2017). India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China (Singh, n.d.; Kant, 2015). The growth of professional education in India has got various international acclaim. It is also experiencing a considerable growth of healthcare tourism which is projected to rise to \$ 2 billion a year by 2012 (Das, Suranjan, 2007). Some of higher educational institutes like IITs and IIMs have been globally acclaimed. Unlike China or other Asian economic giants, India's growth has not been led by manufacturing. Instead, the nation's pool of skilled workers has allowed India to move quickly up the economic value chain in several knowledge based industries. According to a report by ICRIER, New Delhi, India is home to the world's largest pool of scientific and knowledge workers and produces 400,000 engineers per year (Gupta and Gupta, 2012). According to NASSCOM, India had a total of 650,000 IT professionals in 2002 and by February' 2005, they were to rise to 813,500 (Kaul, 2006). According to Brainbench Inc., India ranked behind the US in the number of certified software professionals (145,517 against 194,211). The Indian figure was 30 times larger than Germany and 100 times higher than that of China.

Various committees and statutory bodies have reviewed the higher education scenario in the country and have recommended future course of action. Kothari Commission, National Knowledge Commission, CABE Committee on Autonomy in Higher education and Yashpal committee are some of

the major contributors on the subject. India is, therefore, fast moving up the value chain in all aspects of scientific and financial research from software to medical to biomedics (Kaur and Shelly, 2016). The Higher Education sector ensures the quality of the educational process with the help of accreditation agencies established for the purpose (Gupta and Gupta, 2012).

Objectives of the Study:

- To understand the obstacles faced by higher educational institutions in India.
- To explain the institutional impediments to improve higher education.
- To bring a light on various strategies of strengthening higher education in India.

Materials and Methods:

The study is based on descriptive research design. The data has been collected through secondary sources like journals, books, government reports, newspapers and various working papers. The secondary data has been analyzed through content analysis method. Meta analyses, systematic reviews, literature reviews, books and documents that were not based on authenticated data, were excluded from the study.

RESULT AND DISCUSSION:

Challenges of Higher Education in India:

Even if, India has a huge chunk of trained manpower and resources for growth of its educational institutes, it is unable to serve the purpose for which it has been created. The progress attained in higher education is grossly inadequate to meet growing needs of society (Das, 2007). It suffers from challenges of both qualitative and quantitative nature. The growth of higher education in India has been largely guided by the serviceable prerequisite of the economy (Singh, n.d.). In other words, it has problems of access, equity and affordability.

These include inadequate infrastructure and facilities, large vacancies in faculty positions, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms, income, gender, and ethnic imbalances (Singh, n.d.; Chahal and Dar, 2015). There is nearly 6-7 percent of Indian youths in the age group of 17-23 years who have access to higher education. This condition is starker when analysed in terms of its share among deprived sections of

society. According to NSS study, muslims constitute only 8 percent of total growth in Gross Enrolment Ratio (GER). It is also perceived that there is preponderance of the urban rich people in higher education (Das, 2007). Although India is credited with having the world's third largest scientific and technical manpower, its availability in relation to the country's total population is quite low in the global scale (Das, 2007). Although higher education in India has been based on state support yet, very few institutions of higher learning are accredited advanced. Even state funding may be seen declining year after year. This figure has declined from 0.77 percent in 1990-91 to 0.62 percent in 1997-98 and 0.37 percent in 2003-04 (Das, 2007). The Research and Development expenditure in India is considerably low even compared to countries like China and South Korea (Das, 2007). Therefore, there is an inadequate and diminishing financial support for higher education from the government and from the society (Singh, n.d. and Agarwal, 2006). According to a recent study while in India only 2-9 percent of the total government expenditure is spent on Research & Development, the figures for the USA, Germany, the UK and China are respectively 16.8 percent, 17.1 percent, 22.6 percent and 10.1 percent respectively (Agarwal, 2006; Gupta and Gupta, 2012). In addition to facilities, even learning is also of poor quality in existing higher educational institutes. Let's explore those challenges:-

➤ **Lack of Quality Education:-**

According to MHRD Report, nearly two-third of India's colleges and universities are below standard (Gupta and Gupta, 2012). On the basis of its findings, the concerned ministry has de-recognised 44 deemed Universities. Due to its poor quality, these educational institutes are not upto mark at global standard.

In a recent ranking of Business Schools by Financial Times at global level, in the top fifteen, only two of the Indian premier Business Schools appeared at rank no. 11 and 13 for the year 2011 (Chakraborty, 2011). In the world ranking of universities by Quacquarelli Symonds in 2010, out of 200 world renowned universities, only one Indian educational institution appears in the list (Chakraborty, 2011). Maintaining standard of education in more than a million schools nationwide, offering training programmes to teachers, and keeping good balance with education system worldwide are big challenges (Misra, 2012). The main problems of higher education in India, have been poor functioning schools, high teacher absenteeism, inadequate funds and inefficient work culture. Reports by National Assessment and Accreditation Council (NAAC) have time and again emphasised that most of the higher

educational institutions face an acute problem in terms of shortage of academic and physical infrastructure (Suthar, and Joshi, 2013). Lack of innovation, redundant curriculum, an over-emphasis on theory, less importance to research and social sciences, demotivated teachers and researchers, and no quality monitoring in the education system are prime reasons for such a dismal state of affairs (Suthar and Joshi, 2013). Dreze and Sen argue that the 1991 census indicated that about half of the adult population were unable to read or write (Misra, 2012). There is an inadequate and diminishing financial support for higher education from the government and from the society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. As many as 41 of the 44 deemed universities have several constituent institutions under them, which would further swell the number of affected students (Misra, 2012).

➤ **Lack of Accessibility:-**

The Higher Educational institutes are concentrated in several advanced cities which make access of rural people difficult. Despite efforts to incorporate all sections of the population into the Indian education system through mechanisms such as positive discrimination and non-formal education, large numbers of young people are still without schooling. The northern Hindi-belt states, whose economic performance has been worse than that of western and southern states, have lower literacy rates.

Female literacy varies from around 34 per cent in Bihar to 88 per cent in Kerala; male literacy varies between 60 per cent in Bihar and 94 percent in Kerala (Lall and Chatham House, 2005). According to the recent report of HRD ministry, presently about 12.4 percent of students go for higher education from the country. If India were to increase that figure of 12.4 percent to 30 percent, then it would need another 800 to 1000 universities and over 40,000 colleges in the next 10 years (Gupta and Gupta, 2012).

➤ **Shortage of Faculty:-**

The Higher Educational Institutes in India are suffering from shortage of faculty members. According to a report published in IANS, around 35 percent posts are vacant in the central universities, 25 percent in the IIMs, 33.33 percent in the National Institute of Technology (NITs) and 35.1 percent in other central educational institutions (Gupta and Gupta, 2012). The Student-Teacher ratio is very high in higher educational institutions. Mughal and Manzoor found that “The teacher/student ratio is very small even according to many third world countries’ standards. The quality of education at the college level

has decreased because of the existing faculty” (Haider, n.d.). Many faculty members are teaching courses which are not as per their own specialization (Haider, n.d.).

➤ **Problem of Affordability:-**

The Higher education in India has been suffering from expensive educational structure. As a part of the exercise to recover higher percentage of costs from students' fees, the same have been hiked by almost every university and college. Now, it is one of the charges in a plethora of fees levied by institutions like exam fees, convocation, registration, library, migration, statement of marks, welfare, gymkhana. In India, universities and colleges have started generating high percentage of revenues from various students' fees. In case of self-financed courses, fees cover 100 percent of the cost and sometimes even more. Even in public-funded universities and colleges in India, fees have been hiked.

➤ **Absence of Regulatory Framework:-**

In higher education, the presence of autonomous institutions and private players has led to liberalisation of state control. This resulted in an utterly chaotic scenario, and the higher educational system is suspended between over-regulation by the state on one hand and discretionary privatization on the other hand (Narayan, 2005). There is no independent mechanism for either evaluating the quality of education or the quality of output from both public and private educational institutions (Narayan, 2005). Although Higher education institutions' governing bodies are responsible for ensuring the effective management of the institution and for planning its future development, yet, they are facing challenges to effectively manage the institutions (Kumar, 2013). In this case, higher education gets crippled by commercialisation process. The excessive growth of market forces in the education sector leads to costly affairs. Besides the tuition fees, students have to incur expenditure on hostel and mess (living costs), books, e-resources and other incidental expenses. To meet the manpower needs of a dynamic economy, private enterprises have cropped up to complement public educational institutions, plagued as they are by capacity constraints (Suthar and Joshi, 2013). Brennan (2004) analysed the characteristics of elite, mass and universal higher education systems (Agarwal, 2006). According to him, elite higher educational institute makes ground for exclusionary system of education where knowledge doesnot percolate among the grass-root people. Due to lack of strict guidelines, there has been variance between rural and urban, male and female education even in higher education. The entry norms for private

institutions is not clear, the nexus between the politicians and bureaucracy has ensured that the former corners almost all the new private unaided institutions. UGC, AICTE and other regulatory bodies have not been able to stem the rot in the echelons of higher education in the country. Yashpal Committee has spelt out the structure and role of the regulatory authority. The critics argue that education is a social good and should remain exclusively in the hands of the government.

➤ **Absence of networking between Academic institutions and Enterprises:-**

There has been paucity of linkages between higher educational institutes and workplaces. The lack of coordination between both of them leads to irrelevance of teaching-learning as per current requirement. Even in case of vice-versa, industry is not in a position to reap the benefits of scientific research and innovation done by the tertiary educational institutions. The research done within the premises of educational institutes remain constrained for mere teaching-use. The perception of India between both these establishments leads to non-coordination between them. The following table showcases the current thinking about them in India:-

Table-1: Difference in Perception of University and Industry:-

Characteristics	University	Industry
Values	Altruistic, Scientific	Business, Commercial
Activity	Generation and dissemination of knowledge and ideas	Application of knowledge for economic gain
Objective	Excellence in academic	Customer satisfaction, Profit
Role	Academic Philosophy requires keeping up with theory and applications	Corporate philosophy involves continual improvement and greater efficiencies through new products and services, new design and manufacturing processes, innovations, software development
Motivation for Learning	Knowledge for its own sake; continuous learning to upgrade knowledge	Need-based learning as necessary
Horizon	Long term	Short term
Output	Academic degree, publications, patents	Cost-effective quality product and processes
Openness	Keen to publish	Keen to keep know-how

(Source: Natarajan, (2000) in Agarwal(2006)

➤ **Equity Problem:-**

The higher education in India has been suffering from issues of equity. Although equity in India is measured on the scale of Gross Enrolment Ratio (GER) yet, it is not the only indicator. According to Ernst & Young-FICCI (2011), the GER in urban areas is 23.8 percent while in rural areas it is a poor 7.5 per cent. GER has risen to around 12 percent in recent times but the goal is to increase 20 percent by the year 2015 to achieve critical mass. Although private players are involved in achieving this goal, yet their market-oriented nature has led to non-maintenance of equity for them. The private service providers are handicapped by absence of clear, transparent and consistent policy regime in the higher educational sector. This is also apparent that quantitative expansion of higher education has not taken into account inclusion of vulnerable sections of society into higher education. The representation of SC, ST, OBC, women and minority community in colleges and universities remains low vis-a-vis their population size. It is no longer desirable to ignore the demands of these sections pertaining to access to higher education which besides providing tangible economic gains, also offers social mobility and recognition. Students from rural schools are often in a position of disadvantage when it comes to seeking admissions in good urban colleges.

➤ **Dominance of Commercialisation in Higher Education:-**

Higher education in India is no more, a common man's affair. The plethora of management, engineering, medical institutes across the country has led to existence of commercial camouflage of higher education. Amartya Sen has stated that "The right to higher education is the right of the educationally privileged to study further at the expense of the society, irrespective of one's academic abilities, and it is a right that is exercised by throwing children out of school (Kaul, 1972). Hence, it impacts the GER adversely as poor students withdraw even from liberal arts programmes. The inclination of students towards professional courses is outcome of this commercialisation. Although professional courses provide scientific orientation towards demands of current market yet extinction of interest in traditional science and arts subjects leads to disappearance of research and innovation in academia.

Apart from innovation, commercialisation has created a great divide between poor and rich students irrespective of their merit. The excessive privatisation of higher educational institutes has led to non-

affordability of education for common masses. Even some of public sector institutes have made their courses self-financed which are based on high fees-model. There is a class of institutions which are called 'aided colleges' which are privately owned, mostly by trusts or registered non-profit making societies. The administrative control is usually in the hands of college though it is subjected to oversight by concerned Government and UGC. The comparison between public spending and private spending in higher education of India shows a declining nature of state- centric growth in higher education. A group of Vice Chancellors had estimated the unit cost of higher education at Rs. 1,00,000. For instance, in the year 2004-05, Centre-state together allocated Rs.131.4 billion, whereas, the expenditure on private sources was quite high. P. Agarwal estimates that expenditure by households on tuitions is Rs.186.75 billion in India. India's public expenditure on higher education as a percentage of Gross Domestic Product (GDP) is 0.6 per cent, which is less than what other nations such as United States (US), United Kingdom (UK) and China spend on a per-student basis (Suthar, 2013; Agarwal, 2006). Per student public expenditure has registered a steep decline owing to large number of youngsters entering the portals of higher education through private sources. Indian commercial research market has further widened to financial and economic research.

➤ **Paucity of Research and Innovation:-**

The higher educational institutions in India have adopted a uni-dimensional approach. They are running on the lines of placement-oriented teaching-learning which are in itself contradictory. The relevance of higher education with current employment opportunities may not be possible until it is based on active research in the area. But unfortunately, these institutions are not emphasizing on research and innovation. Faculty who are employed as teachers do not view research as important to them personally or professionally, even if educational research might have a great deal to say about their approaches to teaching.

The number of active researchers for each million people in India is very low at 119, compared to over 4,605 in the United States and 708 in China. In the areas of publication and citations, India's performance is poor, with barely 1 percent of the global output. Indian universities also perform very poorly in research training, with just 9,000 PhDs in Science and technology graduating in 2008 (Rizvi and Gorur, 2011). Much of India's Research and Development is conducted by transnational

corporations and at specialist government-sponsored research centres, and not at the universities where research training is mostly provided (Rizvi and Gorur, 2011). Parthasarathi (2005) has pointed out that research in India suffers from a 'two box disease' wherein universities and the government laboratory system work in isolation of each other, further institutionalising the dichotomy between research and teaching (Rizvi and Gorur, 2011). Key researchers in these centres have little opportunity to contribute to the development of a new generation of researchers and a research culture at the universities. As Agarwal argues, academic research in India is 'severely under-resourced.'

➤ **Lack of Autonomy and Independence of Colleges:-**

The higher education system in India is based on rigid control of University over colleges. The affiliated colleges have no authority to develop their own curriculum and courses. According to Swami, this system has disastrous consequences for college teachers and students alike. For teachers, little professional autonomy exists for developing their own curriculum, setting their own examination questions and grading the answers submitted (Rizvi and Gorur, 2011). They teach subjects allotted to them for the syllabus prescribed by an authority elsewhere. They seldom get a sense of participation in the academic and administrative affairs of the system. With a few notable exceptions, the system turns the colleges into narrowly focused tutorial institutions, and teachers into tutors with no clear career path and no sense of professionalism (Rizvi and Gorur, 2011). Their teachers are often poorly trained and unmotivated, with little enthusiasm either for their disciplines or for teaching.

On the basis of above-mentioned challenges of higher education in India, it comes to our mind that situation of University education requires an immediate structural as well as functional reforms. The policy level and operational hurdles are degrading existing conditions of higher education in India. On one hand, India is aspiring to compete in global ranking of higher education, on the other hand, the financial and lethargic situations in Indian education is posing obstacles in its path. The gross enrolment ratio and production of highly qualified individuals are dichotomous in each other. Even if, the government has initiated step to bridge gap between rural and urban educational institutes, the cases of retention of teachers in rural institutes are poor. Therefore, it is very imperative for us to rethink alternatives for improving degrading condition of Indian Higher education.

Remedies for Improvement in Higher Education:

The higher education requires an intensive approach for improving the existing condition. There are various suggestions which need to be adopted in order to enliven deteriorating higher education.

➤ Mobilization of Resources:-

In the wake of decreasing funds for higher education, the existing resources need to be mobilized. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidised and fully subsidised education. It is true that in a welfare state, due to very high fees, the students coming from socially and economically weaker sections should not be deprived of higher education, and, thereby, of their chances of upward social mobility. Therefore, without being retrograde, the government needs to evolve a rational and just policy, whereby it can charge reasonable fees from at least all those students, boys or girls, who can afford to pay more fees in such grant-in-aid institutions (Patel, 2003).

➤ Promotion of Innovation and Creativity:-

The higher education should promote innovation in teaching-learning methodology so that traditional educational practices may be reoriented according to contemporary needs. At present most of our university courses are dominated by ancient and academic trivia and theory, and this is true also of the professional courses. Even for the most academic and theoretical centres of advanced study in all fields, work experience in the community, farms, factories, and workshops, should be made an obligation and a compulsory component of requirement for an advanced degree (Patel, 2003). For students in the humanities and social sciences, this is an important and urgent nation-building task requiring their attention and dedicated work. Student-centred education and employment of dynamic methods of education will require new attitudes from teachers 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 (Jhajhria, no date). The Internet has also played a major role in streamlining administrative procedures and processes of universities worldwide (Kaul, 2006). Any modern university, management school or institute today has its own website on which courses offered are listed. Students apply for admission on-line which reduces paperwork and increases administrative efficiency (Kaul, 2006). They receive e-notifications regarding admission, course schedules, and billing procedures, which they can pay on-line, as well as

their results. Teachers prefer to receive tutorials on-line, which not only lends itself to faster transmission, but also avoids the difficulty in reading a manuscript (Kaul, 2006).

➤ **Enhancing Infrastructure through Public Private Partnership:-**

In current time, Public Private Partnership (PPP) is one of significant methods for upgrading infrastructure. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP (Singh, n.d.). The educational institutes require up-gradation not only in terms of infrastructure facility but human resource also. Such efforts need a very serious structuring for the research base institutions.

To achieve excellence, we thus need to create a real partnership between government, educators and industry that can provide our high-tech industries with skilled workers who meet the standards of their industry. In this way, Public-Private Partnership may assist in enhancing quality standards of education. The efficiency, cost-effectiveness may lead to improved status of degrading educational institution.

➤ **Improvement in Quality and Quantity:-**

The higher educational institute requires improvement in both quantity and quality. Quality depends on its functions and activities: teaching and academic programs, research and scholarship, staffing, students, facilities, equipments, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions: exchange of knowledge, interactive networking, mobility of teachers, students and international research projects, while taking into account the national cultural values and circumstances (Singh, n.d.). The approach of doctoral research in social sciences needs to be more analytical and comparative and be related to society, policy and economy (Singh, n.d.). In other words, the quality of higher education should not be mere addition to existing knowledge base but creation of unique ideas which may develop our working pattern. Apart from maintenance of quality, assurance of quality also matters. Therefore, Colleges and Private institutes should set up Internal Quality Assurance Cell and must follow a minimum standard to give degrees. The quality assurance system must be independent of political and institutional interaction and it must have a basis in the legislation (Singh, n.d.). They should be able to know whether a particular institution delivers value or not, then things can be under control to some extent. As we all

know, sometimes quantity also matters; therefore there is requirement for enhancement of number of research institutions. National Knowledge Commission (NKC) has recommended setting up of 1500 universities by 2015 so that gross enrolment ratio increases to 15 percent (Singh, n.d.). The following figure shows that there has been an increase in number of higher educational institutions in India since independence.

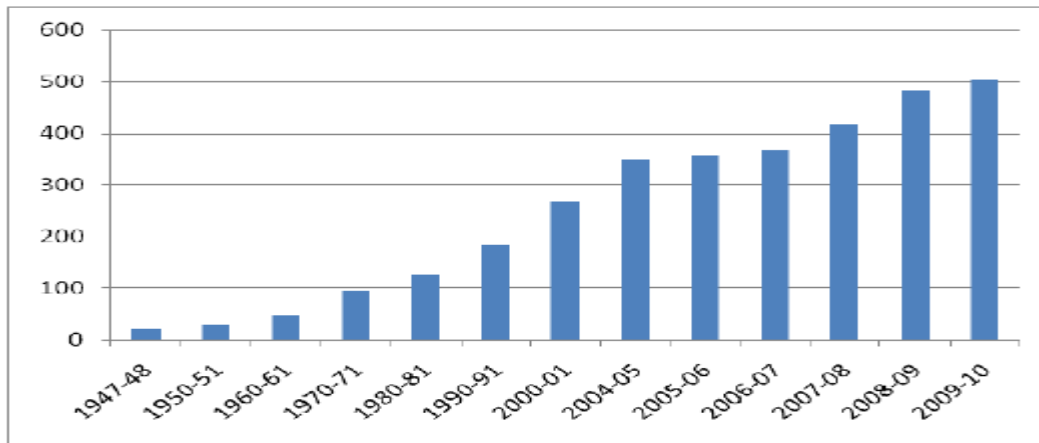


Figure 1: Growth of universities in India from 1947 to 2010

(Source: UGC and Higher Education in India, Annual Reports)

➤ **Internationalization of Higher Education:-**

The higher education should not be mere indigenous aloof from foreign erudite. The exchange of ideas between foreign and Indian universities should be promoted in order to adopt innovative scientific methods from outside. The increased interaction between them will lead to growth of world-class education. The students of each other will get an opportunity to interchange culture and share findings of research which may enhance existing knowledge. Our universities may get an opportunity to compete with global universities like Harvard, Oxford, Stanford, MIT. In most of the top ranking universities, the atmosphere is cosmopolitan-all of which help in attracting and retaining the best talent. The US universities score especially on the research parameter. Several Professors take up editorship of journals and magazines; they decide what gets published. In the same way, Indian universities can also offer courses of studies to foreign students taking advantage of the globalization process (Singh, n.d.). In the area of international collaboration, internet-based learning (e-learning) may assist very widely. E-learning can improve access to education and establish some basic minimum level of standards in

pedagogy across the country (INSA Report, 2006). Further, an open platform will allow constant improvement of the course material (INSA Report, 2006).

E-learning could be made challenging for the bright and helpful for the mediocre students. E-learning platforms could also help college teachers across the country catch up with the latest developments in their fields (INSA Report, 2006).

➤ **Coherence between Education and Employment:-**

Education is nothing but a way for revitalizing consciousness for better life. This revitalization is irrelevant if it may not assist in fulfilment of our day-to-day objectives. The employment is very essential for a human life. Hence, the coherence between erudite and its job-prospects is significant. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field (Singh, n.d.). The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs (Singh, n.d.). Based on knowledge, only vision of the future life and work can be had; based on this vision, only a broad ambition can be fixed for oneself; and based on this ambition, only one can lead interesting life doing satisfying job to do remarkable achievements in some field in the world (Singh, n.d.).

➤ **Removal of Archaic Examination Pattern:-**

An education may not be improved unless it is based on modern education system. The present system of education is based on archaic structure running since decades. Over 50 per cent of our students in higher secondary and first degree examinations fail every year, and no more than 40 percent pass every year in the PUC and Intermediate examinations (Kaul, 1972). It has been evidenced through the Report of the University Education Commission (1948-1949) that even with this high percentage of failures, the average standard of teaching and examination is not high enough (Kaul, 1972). The standard pattern is to test the student's breadth of knowledge and the emphasis is on one final all-encompassing examination. This leads to mounting examination pressure over students.

Therefore, there should be a fundamental and radical shift in the examination system, which should be based on in-depth test of student's knowledge, examination of their analytical skill, problem solving attitude, creativity and innovation, concurrent evaluation of one's knowledge rather than one-time

evaluation (Narayan, 2005). The structure of universities in India has been centuries old and quite archaic. The bigger and numerous institutions of higher learning in India could have generated the sophistication in studies amid research, the leadership in solving complex problems of national development (Kaul, 1972). Improvement in the examination system is indeed over-due and would lead to somewhat better results. On the basis of above-mentioned indicators of evaluation, the capacity of students may be measured and accordingly new inputs may be inculcated.

➤ **Reframing of Courses in Higher education:-**

In current period, higher education in India is engulfed into traditional theory-based curricula. The inculcation of practical knowledge in syllabi is not encouraged which leads to lack of orientation about professional know-how among the students. It should be reframed so that students and teachers may ensure relevance in higher education. Even for the most academic and theoretical centres of advanced study in all fields, work experience in the community, farms, factories, and workshops, should be made an obligation and a compulsory component of requirement for an advanced degree (Kaul, 1972). There may be established an adult learning centre for working class so that their existing skill may be upgraded. There is a need for devising less theoretical and less academic undergraduate courses, oriented more towards work experience and practical training oriented (Kaul, 1972). Co-optation of theoretical and practical knowledge dissemination has potential for reducing gap between requirement of industry and erudite of educational institute.

CONCLUSION:

The Higher education has been vital in the area of education system. Indian economy is facing various challenges regarding higher education, which need to be overcome through appropriate policy formation and their effective implementation. To reap the benefits of such a young work force, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way (Chakraborty, 2011). There is a demand for training and expertise in higher education. Indian higher education system continues to demonstrate many structural shortcomings which in turn create challenges in meeting future expectations. The prevailing system of higher education in India is not capable of starting a new era and is not competitive at the international level with the exception of few institutes. The problems of the Indian system of higher education are

deep, and relate to a range of dilemmas arising out of the historical constitution of Indian higher education, and to the organizational traditions and cultural attitudes about its nature and functions in society (Rizvi and Gorur, 2011). India's 30 percent gross enrolment ratio objective by 2030 plans, requires solutions that combine the needs of policy makers, employers and youth expectations of/from various stakeholders – students, industry, educational institutions, parents, government (Gundeti, 2013; Chahal and Dar, 2015). Indian system of higher education will continue to struggle, producing isolated pockets of academic excellence but leaving the nation as a whole poorly served if necessary steps for its improvement are not taken.

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