POTENTIAL CHALLENGES OF HIGHER EDUCATION SYSTEM IN INDIA

Dr. Nalla Bala Kalyan*   Dr. P. Subramanyam**
*Assistant Professor, Department of Management Studies, Sri Venkateswra College of Engineering , Karakambadi Road, Tirupati.
**Associate Professor and HOD, Annamacharya Institute of Technology & Sciences, Rajampet, Kadapa.

Abstract
The Indian Education System comprises of formal and informal network of education institutes. With economic growth and enhanced technology it has become necessary to develop the structure of the Indian education sector. Funds are a major concern in the market though the government has taken many initiatives for the development of education infrastructure which can be fulfilled by private players. India has one of the largest Higher Education systems in the world. The present study aims to emphasize the potential challenges of higher education system in India. The higher education sector, in recent decades, has witnessed of a marvelous enlargement in many aspects such as its institutional capacity, enrolment, teacher-student ratio, etc. The Paper highlights the causes and problems of Higher Education System in India.

Keywords: Challenges, Education, India, Industry, Opportunities.

Introduction
Higher Education is defined as the education, which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months or after completing 10 years of schooling and is of the duration of at least 3 years. The education may be of the nature of General, Vocational, Professional or Technical education. Central Government is responsible for major policy relating to higher education in the country. It provides grants to UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Education Institutions as 'Deemed to be University' on the recommendation of the UGC. State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance. The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE). Special Constitutional responsibility of the Central Government: Education is on the 'Concurrent list' subject to Entry 66 in the Union List of the Constitution. This gives exclusive Legislative Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions. University Grants Commission (UGC) is responsible for coordination, determination and maintenance of standards, release of grants. Professional councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programs and various awards. The statutory professional councils are:
All India Council of Technical Education (AICTE)
Medical Council of India (MCI)
Indian Council for Agricultural Research (ICAR)
National Council for Teacher Education (NCTE)
Dental Council of India (DCI)
Pharmacy Council of India (PCI)
Indian Nursing Council (INC)
Bar Council of India (BCI)
Central Council of Homeopathy (CCH)
Central Council for Indian Medicine (CCIM)
Council of Architecture
Distance Education Council
Rehabilitation Council of India (RCI)

Trade in education is organized in five categories of service, based on the United Nations Provisional Central Product Classification (CPC).
1. Primary education, covering preschool and other primary education services, but excluding child care services.
2. Secondary education, including general higher secondary, technical and vocational secondary and technical and vocational services for disabled.
3. Higher Education, covering post-secondary technical and vocational education services as well as other higher education services leading to university degree or equivalent.
4. Adult Education covers education for adults outside the regular education system.

5. Other Education; which covers all other education services not elsewhere classified nonetheless.
6. Education services related to recreation matters are not included.

Indian Higher Education System

India has a federal set-up and the Indian Constitution places 'Education' as a concurrent responsibility of both the Centre and the State. While the Centre co-ordinates and determines standards in higher and technical education, school education is the responsibility of the State. The key policy making agencies for higher education are:

1. Ministry of Human Resource Development (Higher Education Department) - lays down the National Policy on Education.
2. Central Advisory Board of Education (CABE) - coordination and cooperation between the Union and the States in the field of education.
3. State Councils for Higher Education – coordination of roles of Government, Universities and apex regulatory agencies in higher education within the State.

Though a significant part of the Indian higher education system is regulated, there are certain areas that are not. As a result, the opportunities for the private players can be divided into two segments as shown on the following chart.

Figure 1: Indian Higher Education System
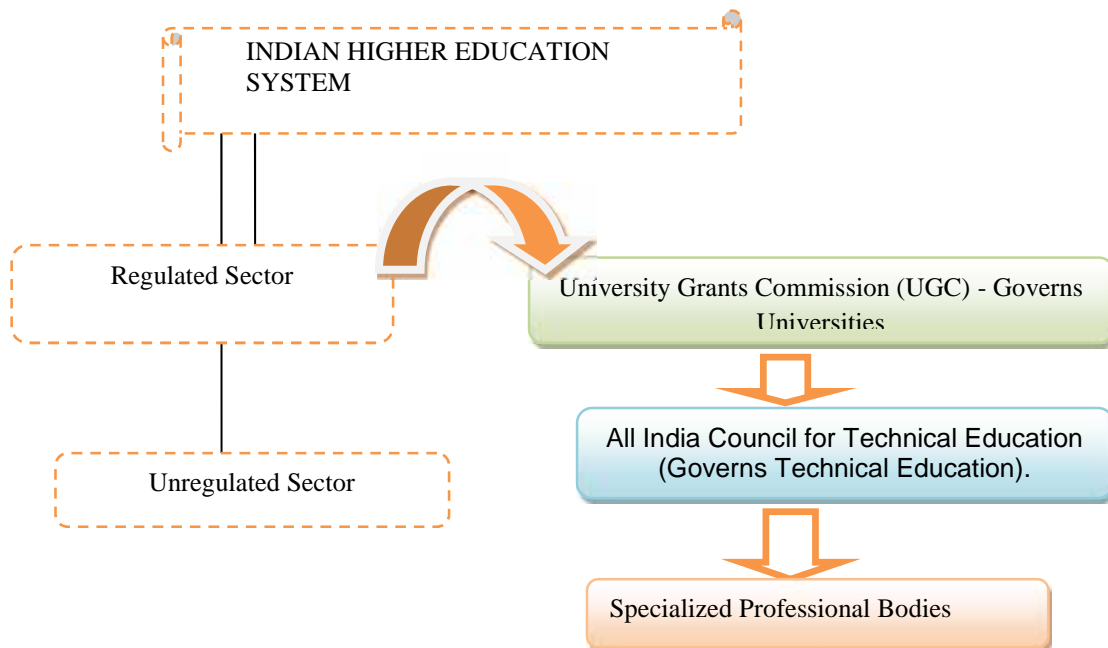
Regulated Sector: Multiple agencies regulate higher education at the federal level, in addition to those at the State Government level.

University Grants Commission (UGC) - Governs Universities

1. Coordination, determination and maintenance of standards in Universities
2. Prescribes conditions that Universities/Colleges must fulfill
3. Provide funds to institutions of higher education

Responsible For Maintenance of Standards of Technical Education Which Currently Includes Education Research and Training In

1. Engineering.
2. Technology including MCA.
3. Architecture.
4. Town Planning.
5. Management.
6. Pharmacy.

7. Hotel Management & Catering Technology.
8. Applied Arts and Crafts.

Specialized Professional Bodies
Grant approval for establishment of institutes and determine standards
1. Medical Council of India.
2. Dental Council of India.
3. India Nursing Council.
4. Council of Architecture.
5. Bar Council of India.
6. Pharmacy Council of India.
7. Indian Council for Architecture Research.
8. Rehabilitation Council of India.
9. Central Council of Homeopathy.
10. Central Council of Indian Medicine.
11. Veterinary Council of India.

Unregulated Sector
Provision of innovative services to educational Institutions (school, higher and vocational) as well as students and corporations is a rapidly growing area of opportunity. There are a number of private companies operating in this sector, some of which are listed. There have also been a number of M&A s in this sector. Provided that such institutions do not provide education leading to Award of a degree or certificate, they can be incorporated as a company, are beyond the regulatory regime described earlier and can distribute profits, and Examples of such institutions include:
1. Language Training.
2. Tutorials/Coaching.
3. Education services companies.
4. Content providers Corporate Training.

2. 1 Growth in Number of Higher Educational Institutions
The number of universities and similar institutions listed on AISHE portal has increased from 642 in 2011-12 to 864 in 2016-17 by almost 25.7% as shown in the table 1. Whereas the number of colleges has increased from 34852 in 2011-12 to 40026 in 2016-17 by about 13% as shown in the table 2

Table 1: Number of Universities

S. No	Year	Number of Universities
1	2011-12	642
2	2012-13	667
3	2013-14	723
4	2014-15	760
5	2015-16	799
6	2016-17	864

Source: All India Survey on Higher Education 2016-17

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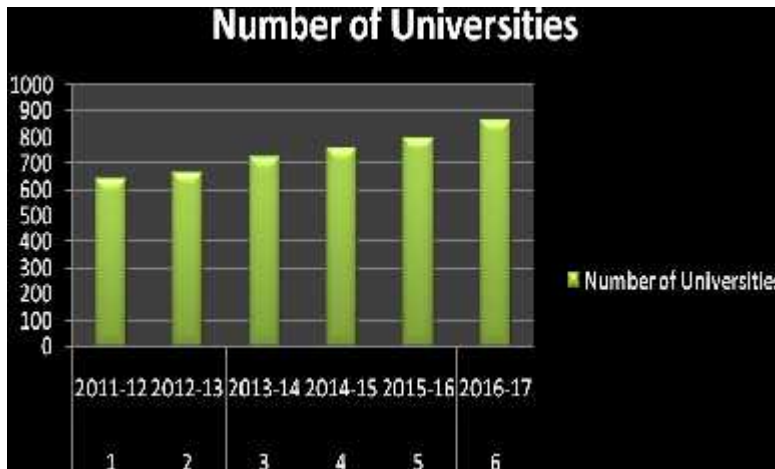
Figure 1: Number of Universities

Table 2: Number of Colleges

S. No	Year	Number of Colleges
1	2011-12	34852
2	2012-13	35525
3	2013-14	36634
4	2014-15	38498
5	2015-16	39071
6	2016-17	40026

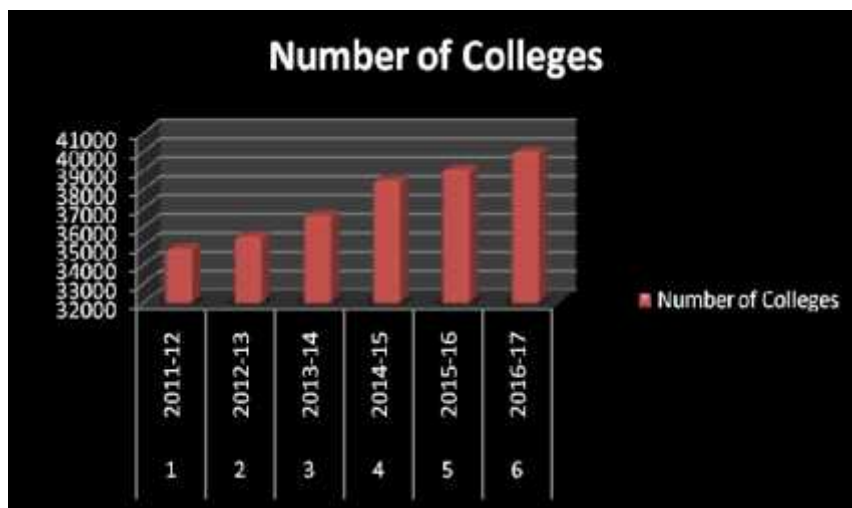**Source**: All India Survey on Higher Education 2016-17

Figure 2: Number of Colleges

Challenges

India recognizes that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". It seeks to do so by a new emphasis on community based programmes and work on social issues. The Ninth Plan policy imperatives will focus on

1. Access and equity.
2. Relevance and quality of education.
3. Universities and social change.
4. The delivery systems, the institutional and organizational structures and management.
5. Funding which constitutes the necessary resource underpinning for development. Emphasis has to be laid on curriculum change; interdisciplinary courses gradually replacing discipline oriented learning, especially at the master's degree level; greater emphasis on field based learning experiences for students both in undergraduate and postgraduate programmes; more career oriented courses and response to local needs for human resource in specific work- related opportunities.

As universities abandon their isolationist existence and increasingly interact with other segments of society, there is a need for them to adopt a more professional management. This includes opting for a new type of leadership capable of interfacing with user and other groups in society, and at the same time, capable of providing academic and administrative leadership within a decentralized system of administration, and making increased use of information technology.

New Challenges

1. More than 80% of schools in India are managed by the government. Private schools are very expensive and are not affordable by the poor.
2. Most of the villages in India do not have proper schools, which makes the students to travel a few kilometers to attain their basic education.
3. The biggest challenge that lies within the education system in India is the quality of education that has been delivered to the students, as most of the education that is delivered to the students in India is generally theoretical in nature, it lacks the practical aspect.
4. Lack of funds, the colleges in India lack funds; they don't have enough funds to enhance the quality of education and hence lacks in the infrastructure facility, teaching environment and quality teachers. Infrastructure facilities at schools and colleges across rural areas dispense very poor quality of education. The teachers are not paid adequately, as they are not much qualified so they are not willing to work hard.
5. It is the mentality of the Indian families that more and more people of the family should earn, little kids are sent out to earn the daily bread and butter of the family instead of going to school and attain their basic education.
6. Most of the parents in India are not willing to send their children to schools to attain basic education, as they are illiterate, so they don't know the value of education.
7. `the quality of Indian education institution varied greatly and only limited number of quality institutions particularly in the professional areas were available to Indian students as a result , the students flocked to these institutions in large numbers and rushed for entry in good institutions.
8. The biggest challenges / problem faced by the students in Indian education industry was grade/credit transfer the migration of even Indian student from one university to another university at the mind of his/her course has been a problem as most of the universities did not give weightage to the studies of the student in earlier university making the migration of students practically impossible.
9. The budgetary restraints in most of the states in India placed increasing emphasis on improving cost- efficiency in educational provisions. These led to wide spread interest in new form of quality control and performances evaluation at levels of education giving more avenues to the private education and in turn effecting the quality consideration. The major concern of globalization became as "how to fulfill the national objective of equality. In addition to above, there were other issues- challenges which needed immediate consideration in the context of globalization of Indian education system such as faculty storage, quality of education, and incentive structures.

Problems of Indian Education System
Figure -2
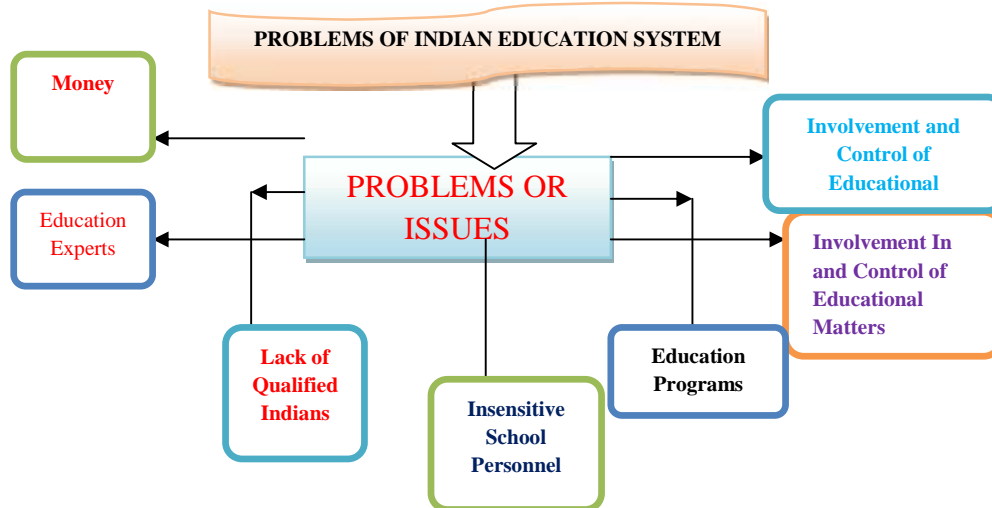
1. **Lack of Money:** By far one of the most pressing problems is the unavailability of money or inadequate funding of Indian education programs or systems. The demand far exceeds the supply, and available monies are only for the most basic educational needs of the students.

2. **Lack of Qualified Indians in Indian Education:** By far the most glaring problem is the acute shortage of qualified Indians in Indian education. Materialistic gains, incentives and opportunities entice the qualified Indian educator away from this challenging field.
   There is much hard work and many challenges in Indian education: isolation, poor or inadequate facilities, eager but academically deprived students, but one's ingenuity, creativity, patience and forbearance are put to a real test in facing these and other challenges.

3. **Insensitive School Personnel:** It is tragic that this exists in the 20th Century. Too many administrators and teachers are not knowledgeable about the American Indian. Whether it is attributable to apathy, indifference or design does not lessen the problem.

4. **Differing Expectations of Education Programs:** As noted in the section on irrelevant curricula, the American educational system is foreign concept, principle and objective to the Indian student. The thinking, attitudes and experiences of the non-Indian are the base of the value structure rather than the aspects of Indian culture. Thus the educational perspectives of the Indian are not considered. The Indian views education as providing him with immediate practical skills and tools, not a delayed achievement of goals or as means for a future gain.

5. **Lack of Involvement in and Control of Educational Matters:** The Indian has not been able to express his ideas on school programming or educational decision-making. When they have been expressed, his participation has been limited and restricted. If problems in Indian education are to be resolved, the Indian citizen must become involved. He needs to have more control in the programs to which his children are exposed, to have a say in what types of courses are in the curriculum, to help hire teachers, to establish employment policies and practices, and all of the other responsibilities vested in school administration that of being on a Board of Education. There are working examples of Indian-controlled school boards. These dynamic systems point up the fact that Indians can handle school matters. It is time that more Indians became involved in such control.

6. **Difficulties of Students in Higher Education:** Colleges and universities need to establish programs which can deal effectively with the problems and needs of the Indian student if he is to remain in school. In general, the Indian student has an inadequate educational background as he may have been looked upon as less than college material in high school. He has unusual adjustment problems and usually inadequate financial help. It is time that more colleges and universities attempt to solve these development factors and provide a more successful educational experience for the Indian student.

Findings

1. Not an issue of funds, but of inefficient systems.
2. The government's attitude to private participation is changing, and availability of financing is also rising.
3. Corporations have stayed away from this segment so far.
4. Growth opportunities arising in outsourcing, running schools themselves and the use of new technology in learning.
5. IT training has established a successful model, which is now being replicated in other industries.
6. Weakness of mass education evident from high illiteracy and low retention rates
7. Government's attitude towards education is changing; environment for private participation is becoming encouraging.
8. India's schools – aged population will be 37% higher than chains by 2025.
9. India's spending on education is not low.

Conclusion

The present day education system in India is based on the equity to provide to all sections of the society and an equal opportunity in receiving education at high standards of quality and infrastructure efforts of public and private entities as well as foreign institutions are required to improve the higher education system. Many people believe that, education is one of key local factors that can be used to moderate some impacts of globalization from negative to positive and convert threats into opportunities for the development of individuals and local community in the inevitable process of globalization. The present education system lacks basic infrastructure, well trained faculty, efficient management and a research bent of mind. Hence, the higher education system in India as well as aspiring students in India cannot detain opportunities that foreign investment can bring. The education sector requires relaxation of stringent and archaic rules and regulations to facilitate its growth, but also require certain strict rules to avoid misuse of the relaxation of norms of investment in the sector. The purpose of globalization of Indian education is to make major sources of earning foreign exchange; to improve quality of Indian education and to spread Indian culture and value. Setting up units abroad will create awareness about Indian education, but it will not help us to earn a substation amount of foreign exchange because a major portion would be spent to run the institution. Hence looking at the purpose, of various options of globalization of Indian education, the most appropriate option would be to attract the maximum possible number of foreign students.

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