Research Paper
Impact Factor: 5.483
Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

ISSUES &CHALLENGES IN INDIAN HIGHER EDUCATION SECTOR

Dr.Devendra Kumar Chauhan
Assistant Professor (Guest Faculty) Department of Education MLKPG College Balrampur.

Abstract
With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. The present paper holds an immediate significance of creating awareness of many issues of concern to be taken care of by the stakeholders in the national as well as the global levels. No doubt, Education has attained a key position in the knowledge society both at national and global level as well. The study is also unique in the sense that it brings about better understanding of the present scenario in the higher education system in the country and its pattern of growth given the opportunities and challenges to the system under consideration. The present study throws a gainful insight on financing schemes and enrolment aspects of higher education in India. It has created widespread access to low-cost high-quality university education for students of all levels. Over the last two decades, India has remarkably transformed its higher education landscape. India has also undertaken large scale reforms to better faculty-student ratios by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility. A differentiated three-tiered university system where each tier has a distinct strategic objective has enabled universities to build on their strengths and cater across different categories of educational needs. This paper focus on to identify the key challenges like demandsupply gap, quality education, research and development, faculty shortage etc.

Keywords: Higher Education, Quality Education, Untrained Faculty, Technology, AICTE, UGC.

Introduction

The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations. In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956. Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The quantum growth in the Higher Education sector is spear-headed by Universities, which are the highest seats of learning. The Central Government provides grants to the UGC and establishes Central Universities/Institutions of National Importance in the country. The Central Government is also responsible for declaring an educational institution as "Deemed-to-be University" on the recommendations of the UGC. Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities & Colleges is entrusted to the UGC and other statutory regulatory bodies. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013. In India, education sector is one of the developing sector as if offers a huge untapped market in regulated and non-regulated segments due to low literacy rate, high concentration in urban area and growing per capita income. Higher education is assuming an upward significance for developing countries, especially countries including India which is experiencing service-led growth. Higher education is all about generating knowledge encourage critical thinking and imparting skills relevant to society and determined by its needs. Education general and higher education in particular, is a highly nation-specific activity, determined by national culture and priorities. The growth of India's higher educational institutions has indeed been outstandingly rapid should form the four guiding principles, while planning for There will be four guiding principles i.e. access, equity, accountability and quality which should consider while planning for higher education development in India in the twenty-first century. Demand – supply gap. Indian society puts a premium on knowledge and its acquisition -spending on education has figured as the single largest outlay fora middle class household after food and groceries. With its rapidly expanding middle class, India's private expenditure on education is set to increase manifold. Wrong selection of entrepreneurs, resulting in poor education quality even within the private sector. Lack of trained faculties: Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. Excessive regulation results in poor quality education: Excessive government regulation has stifled participation of private sector in education. To reduce the demand supply gap in school education, it has been proposed in the 12th FYP (2012- 17) to set up 6,000 schools at block level as model schools to benchmark excellence. The quality of teaching is also often poor and there are constraints faced in training the faculty.

Objectives of the Study

The study is based on the following objectives:

- To understand the meaning of research particularly research in education.
- To get preliminary information on the research scene in India and;
- To discuss the challenges facing research and throw light on what augurs for the future.
- To examine variations in the enrolment in higher education across states, gender and social groups. ϖ
- To discuss trends in the financing of higher education
- To suggest measures to overcome the issues relate to enrolment and financing of higher education.

Research Methodology

The present paper is a macro level and descriptive study in nature, based on secondary data collected from the published and unpublished records, reports and contributions of several institutions, organizations and individuals in India. Specifically, the secondary sources include Annual Reports of UGC, Planning Commission, Education Department of Ministry of Human Resource Development, Economic Survey and other journals, books and websites. As these secondary sources have obvious limitations of sampling and dimensional studies, the present study could only be a macro analysis of higher education system in the country as a whole.

Developmental disparities and unsolved Indian problems

Many colleges and universities were started in India for removing regional imbalances and for supporting education of weaker and disadvantaged classes, particularly of women. The unit cost of traditional education, particularly of professional education, is quite high and has gone out of reach of the Indian middle and lower classes. Education under the Indian Constitution is on the concurrent list, which makes it both a Central and a State subject. These institutions and other developmental programs for weaker classes are still facing resource constraints, which are further aggravated by ignorance, poverty and disadvantages of the people they serve. Subsidy to the education by the state is not the right solution in the present situation, when numbers aspiring for higher education is large and ever increasing. The deprived are already creating pressure on the state to make education accessible; and have raised an issue of socioeconomic equity and justice. Many private entrepreneurs have started educational institutions for offering creamy courses with marketing approach; and have raised fees not affordable to majority. This is resulting in widening divides and in keeping many educated from weaker and disadvantages sections outside the job and employment markets.

Higher Education in India

India is one the oldest civilizations on earth. Also known as Bharat and Hindustan and officially termed as the 'Republic of India', it is the largest liberal democracy of the world. India is divided into 28 states and 7 union territories. India is also the land of the Vedas - the oldest scriptures in the world. It is divided in four-volumes and is regarded as the storehouse of national thoughts. Today, India is the world"s seventh largest country in terms of area and second in terms of population. The sights, the ancient temples and the lush paddy fields make the country unique and amazing. It has 22 major languages with 844 dialects, making this country and its people culturally diverse. The secular nature of India has attracted philosophers and researchers from across the globe to explore India. India possesses a highly developed higher education system and it is the third largest in the world next to China and United States. Higher Education in India refers to the education obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least 3 years. Also, India has the advantage of English being the primary language apart from the respective regional languages in higher education and research. In India, unlike in western countries, higher education is predominantly a public sector activity and it is perceived as public good. In response to increasing expectations of the people in the country, the central government continues to play a leading role in the formulation and implementation of educational policies and action plans. At the apex level, the University Grants Commission is the main governing body and it embodies the enforcement of its standards, advises and makes recommendations to the government.

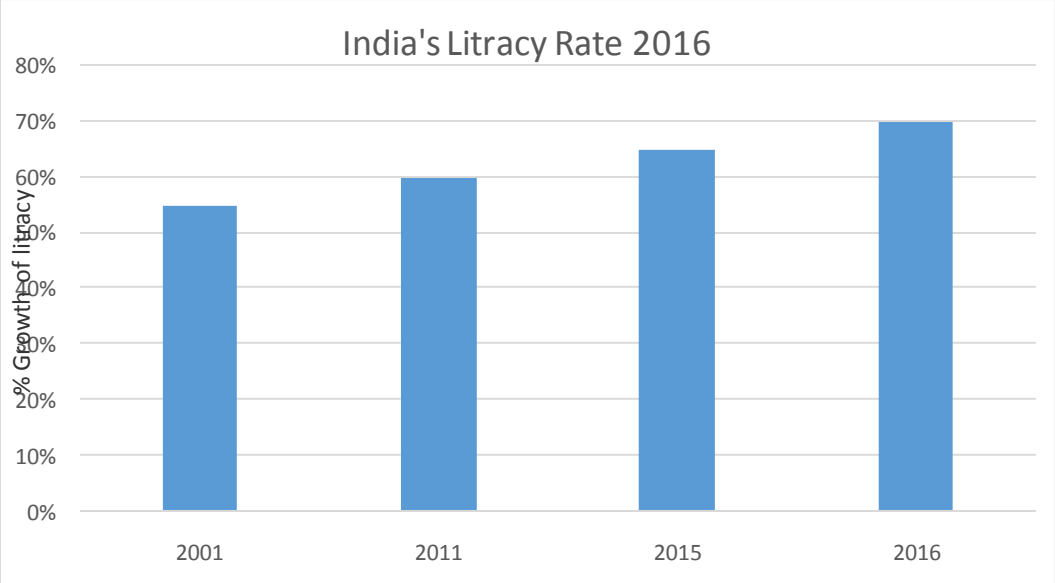
Structure of Higher Education in India

In India the institutional system comprises of Colleges built up by a Demonstration of Parliament (Central Universities) or of a State Law-making body (State Colleges), Regarded Colleges (foundations which have been agreed the status of a college with specialist to grant their own degrees through focal government warning), Organizations of National Significance (esteemed establishments granted the said status by Parliament), and Foundations set up by State Administrative Act and schools subsidiary with the College (both government-supported and unaided). Colleges and its constituent schools are the principle establishments of advanced education in India. The instruction might be of the idea of General, Professional, Expert or Specialized training. Specialized instruction incorporates 65 halfway supported establishments like Indian Organizations of Innovation (IITs), Indian Foundations of Administration (IIMs), National Organizations of Innovation (NITs), Indian

Organization of Science (IISc), and so forth alongside number of building schools set up by State Governments. All India Chamber for Specialized Instruction (AICTE) favours and directs these establishments in designing/innovation, engineering, lodging administration and cooking innovation, administration thinks about, PC applications and connected expressions and artworks. Professional Instruction is another flood of advanced education in India. For this a system of open and private polytechnics and professional organizations exists and they are controlled and regulated by the Gatherings spend significant time in particular teach. India has additionally built up an Open College framework to energize separate learning. Indira Gandhi National Open College (IGNOU) was the pioneer and now there are 14 open colleges in India. The Separation Training Committee of India (DEC), New Delhi controls these colleges, keeps up the guidelines, empowers and composes the exercises of Open and Separation learning (ODL) in the nation. Advanced education part has extended because of separation method of training bolstered by new data and correspondence innovation (ICT) as it costs 66 for each penny less and the understudies require not leave their homes or calling. The web and satellite innovation are being put to use to assist the reason for separate training. The Advanced education area guarantees the nature of the instructive procedure with the assistance of accreditation offices built up for the reason. The fundamental office which certifies colleges and schools as a rule training is the National Appraisal and Accreditation Committee (NAAC) set up by the UGC in 1994, though a comparable capacity is improved the situation specialized instruction by the National Leading group of Accreditation (NBA) set up by AICTE in 1994, and for rural instruction by the Accreditation Board (Stomach muscle) set up by ICAR in 1996. NAAC proposes to present the India Instruction File (IEI) for positioning foundations in view of scholastic, examine execution and different parameters. The result will help in the worldwide correlation of establishments. NAAC has gone into a MOU with higher learning establishments of the Assembled States, Taiwan, Norway, and Kuwait and with the Province of Learning (COL) to encourage communitarian take a shot at quality affirmation in advanced education organizations.

Growth of Institutional Capacity

Higher secondary sector in India has witnessed a tremendous increase in its institutional capacity. The growth of the higher education can be traced with the following capacity indicators. (Table-I) In the year 1950, the country had just 25 university-level institutions and it has gone up to 700 in 2012, nearly 17-fold increase. Similarly, the growth of degree colleges during the period has been even larger, nearly 30-times. The number of colleges has gone up from 700 in 1950 to 35,500 in 2012. With 762 universities, India has the world's largest higher education system in the world & it ranks 2nd in terms of student enrolment in higher education Gross Enrolment Ratio (GER) in higher education reached 24.5 per cent in 2016. Government has a target Gross Enrolment Ratio of 30 per cent to be achieved by 2020. Indian literacy rate is estimated to be at 75 per cent in 2016 as compared to 63 per cent in 2011. According to the Economic Survey of Delhi 2016-17, the city has observed an increase in expenditure on education. The national capital's total expenditure (plan and non-plan) on education, including sports, art & culture, increased from US$ 713.8 million in 2011-12 to US$ 1.59 billion in 2016-17.



UGC Annual Report 2014-15, Technopak, Centre for Budget and Governance Accountability

Problems with Educational System in India

India's GER is around 6% below the current world average and over 50% below first world countries like the USA and Australia. The government aims to increase this percentage by at least 30 percent before the end of 2020. Before the government can do so, a great deal of critical analysis needs to be done about the importance of education accompanied by the implementation of new rules and regulations that could make the quality of education in India better. To start this great revolution, here is an in-depth analysis of what are the fundamental problems with India's educational system and how they should be changed.

Lack of Hands-on Experience

Every year, a list of the world's top 200 universities is published. For year 2014-2015, no Indian university made it to this list. This does not mean, however, that the country doesn't have a good standing. At least 4 universities actually made it to the top 400. The Indian Institute of Science and Punjab University even made it to the top 300. This fact alone is sufficient to ring the alarm bells that India's higher education system needs desperate changes, to provide students with the competitive edge, that other countries' education system is providing.The number one thing to note about this is the fact that most universities that offer higher education focus on textbooks and they completely lack in giving students a hands-on experience. It's common knowledge that a child who does not have much exposure with other children often have difficulties in reaching basic milestones like talking, walking, and many more. But a child that is exposed with adults and other children often have a faster time developing their skills.If a student is given thousands of books to read but not given enough time to apply what he has learned, he will not be able to develop his skills. On average, an engineering student has to study over 40 subjects; this is probably equal to around 6000 hours of attending classes and more than 300,000 pages of engineering information. Of the 6000 hours devoted to studying, only around 500 hours is actually spent on hands-on lab work.If the government wants to reach its goal of a 30% GER by 2020, the education in India should be more project-based or hands-on.

Lack of Relevant Industry

India, today is known for the service industry. Gone are the days when students wanted to be doctors, engineers, architects and the like. Most of the students of today often end up in the service industry after completing higher education. With the rise of IT industries and BPO companies, Indian graduates usually end up as call center agents because of the high salary. If not in the IT industry, most Indian graduates of higher education often end up in an industry that has nothing to do about what they studied for more than 4 years in the university. In order to encourage students to further their studies and enter higher education, the government should create more industries. If a student knows that there is an opportunity to have a better standard of living by finishing a certain course or degree, the country's GER will definitely increase as planned.

Short Supply of Educators

To date, there are over 100 million teenagers in India between the ages of 17 to 19. Given the GER of the country, this means that around 19 million students enroll to institutes for a higher education every year. This amount is just 19% GER. This means that there are more than 80 million students who just don't have access to the opportunity of a higher education even if they wanted to. With the 19 million enrollees, there should be at least 1.9 million the number of teachers. This is if the ideal student-teacher ratio of 10:1 should be followed in the system of education in India. However; the number is very very less. On an average the higher education classes has student-teacher ratio of 100:1. In some cases, it's even more than that. Acute lack of teachers, doesn't provide the attention the students' should be getting and it hampers the education perspective on the whole. Moreover, out of these enrollees, very very few opt for education based degrees.With the amount of higher education enrollees every year, roughly only around 3.5 million students actually graduate and enter the workforce annually. Most of the 3.5 million even end up in the IT and BPO industry. So, this means that there is a very short supply of future educators in the country. If the government wants to reach its 2020 goal for education in India, they should address this problem and create more opportunities and benefits for teachers in order to entice students to enter the academe.

Low Quality Institutions

Because of the very short supply of institutions that offer higher education, there seems to be a great increase of low quality institutions popping up like mushrooms over the country. Businessmen and politicians often start colleges that offer higher education because there is a huge demand for education. For example, in some cities there are houses that look like 3-storey apartments, and they have various small colleges offering degree level courses. You can yourself imagine, what might be the kind of education these storeyed colleges must be providing. There are a number of colleges in every nook and space in some cities of India that you didn't even think was a college. In various states in India, the number of colleges in the relatively small town is overwhelming. This casts doubts about the motives of the people who put up these institutions. It is questionable whether they are in the higher education industry because of their passion to teach or if they are simply grabbing the opportunity to gain from getting admissions as well as donations. If the government wants to get a higher education GER, they should focus on regulating the incorporation of educational institutions. They should ensure that the higher education institutions in the country are there for the right purpose and not just to make a good profit.

Rat Race

India's higher education system promotes a mindless rat race. The country's higher education system promotes a mindless rat race. Students as well as parents focus on the grading system. Students are taught to read and grasp thousands of books without actually understanding them. The goal of students is to top a specific examination. Once the examination is done, the information that was hurriedly stuffed in by the students easily goes away without retention. Most examinations are also very simple in context, ranging from multiple choice questions to true or false. Therefore, students lack the analytical skills that they need when they leave the higher education institution and join the workforce. Higher education should make a way to improve students' analytical skills by providing other means of gauging a student's intellectual capacity. One good way to achieve this, is by considering the examinations conducted by private companies in screening their potential employees. Some companies actually let their applicants go through scenarios in order to gauge their decision making and analytical skills. Adopting this in the higher education system can be very beneficial for new graduates, in landing their first jobs.

No Focus in Building a Personality

Indian education system lacks personality building exercise. Again, the country's higher education system does not focus on the student but the grade. Most institutions think that academic qualification and certification from a higher education institution is far more important than a building a personality. Most companies, however, would rather have an employee that is flexible and can work through adversities than have an employee that has good grades but no personality to show for. You can ask any HR department personnel and they will all agree to this. Even though their higher education grades are a good indication of a person's ability, these do not paint the whole picture. If the country wants to improve the educational system, they should provide more programs and workshops that can help build a well-balanced individual.

Discourages Deviance

The current higher education system in India does not reward original thinking. The current higher education system in India does not reward original thinking. Deviance is greatly discouraged in this country. In fact, most students are afraid to take risks because of the fear of being mocked. Memorization is still the most common way of learning, in the system of education in India. This is due to the fact that most examinations can only be answered by one specific answer. Memorization is not exactly learning. In order to get the most out of higher education courses, students must learn to think for themselves. A test question should not just be either black or white. The government should make sure that the systems of higher education in India provide a way to encourage critical thinking. They should provide programs that would create opportunities to analyse and solve problems with innovation. There can be other means to get a good education in India. One does not have to be confined to a brick and mortar type of school to be given an educational distinction. There are various distance education courses and online classes that could provide a great way to learn innovatively. The government should also take distance education as a valid option to earn a degree.

Uninspired Educators

Educators must inspire their students to want to do more in their lives. Educators must inspire their students to want to do more in their lives. They should be able to help their students realize the importance of education. Educators must also be inspired in order to just that. Not all educators have the inspiration to pass on to their students. There are teachers who actually go by the thinking that they will get paid whether or not their students learn from their classes. Unfortunately, this is a common thinking for most educators in India. Not that they don't know what they are doing. It's just that they don't have the necessary incentive to strive to be better at the profession they chose to do. The government should find a way to give educators a reason to be excited to teach every day. One good example would be opening up the classroom to the world to see. Some universities in other countries have what they call an "open day" wherein parents can actually go to the classrooms to see what their kids are learning in school. This kind of event can help inspire teachers to do more in order to build their reputation. Aside from that, educators should also be exposed to global education methods and standards. The government should make a way to introduce new ways of learning by bringing in higher education professionals from other countries.

Educators not Salaried Enough

The government should also focus on providing great benefits to educators. The government should also focus on providing great benefits to educators. In fact, most educators are not efficiently trained because the government doesn't have enough resources to pay trained educators. Moreover; their pay grades are way too less than those of developed countries. This reason makes most of the students, move away from taking education related jobs or academe. Till the time the perks associated with teaching are not high, the people associated with the teaching profession will be of mediocre class. In order to improve education in India, the government should put emphasis on training educators and providing them with great benefits.

Wrong Medium of Language

Most higher education institutions use English as a medium of teaching. Most higher education institutions use English as a medium of teaching. But not all Indians use this language. In fact, most students don't even understand this language. The

system of education in India should first focus on teaching using the mother tongue and move on to English upon higher education. There are countries like the Philippines that are now putting emphasis on teaching in the mother tongue. They only introduce the English language upon entering higher grade levels because they want to first focus on the child's core skills. This should also be implemented in India in order to empower our youth.

Lack of Personalization

Indian education system lacks personalization. Not all students learn with just one method of teaching. Students learn through various mediums. Some students learn better through their auditory senses while others learn better through their vision. With this information, school education should be personalized depending on a student's learning style. Most kids that don't fall into the current educational system end up feeling like they are dumb. But this is not really the case; they probably just have a different learning style compared to the norm. The government should encourage more innovative measures of learning. One measure of learning will not fit all students. If learning is personalized, no student will ever be demoralized to learn.

Social Disparity

Indian education system is promoting disparity in some ways. In today's world, only rich people often have access to higher education because of the costs involved. Education was once viewed as something that could end disparity. But as it seems, education has now become a tool to create that very disparity. The government should find a way to give even the most basic education to all residents whether they came from a rich family or not. The government should find ways to create opportunities for even the poorest families to send their kids to school. A good example of opportunities includes school grants, scholarships and other education programs.

Lack of Ambition

The Indian educational system does not inspire students to create better lives for themselves. The Indian educational system does not inspire students to create better lives for themselves. Students lack the ambition to be better. They are satisfied to get high paying jobs without the ambition to actually be a good citizen. This is also the main reason why most graduates just end up taking high paying IT jobs. The salaries they get from BPO companies are relatively bigger compared to other industries. The government should design a school education system that will motivate them to create their own businesses and help out their fellow citizens in the future. Education should be a person's key to success in the future. With India's current educational system, there is no wonder why the country is still on top of the list when it comes to high rates in poverty. In order to move out from poverty, the government should reconsider its allocation of its resources. They should focus on providing better quality education in India. The government should provide more long-term projects that could sustain the quality of school education in the country. Once the education problem is addressed, all other problems stemming from it will also be addressed.

Essential Instruction

Family Financial aspects Advanced education Privatization Elementary school enrolment in the 6-14 age go is more than 96% in rustic India (ASER report, 2012) yet dropout rates are tenaciously high. Access to training has turned out to be less of an issue; rather, the inquiry remains whether school participation compares learning. The supplementary training industry, including non-benefit perusing focuses or private educational cost classes, is prospering yet most youngsters today still face two critical difficulties to their instruction: Nature of State funded Instruction The perusing level of the greater part of fifth graders in provincial government elementary schools is three evaluations behind. Most locales in India additionally demonstrate a drop in essential number-crunching aptitudes. Obsolete educational program, lacking instructor preparing, and poor framework are to be faulted here, the same number of schools are underfunded. Indeed, even a suitable dialect of guideline can be unattainable; in a few territories, it is hard to discover prepared instructors who educate in either English, which is turning into the favoured medium of direction the nation over, or other formally perceived dialects. Therefore, numerous view nature of training as a genuine concern. In spite of the fact that India has made enormous monetary steps, more than 33% of the populace still lives beneath the destitution line. Accordingly, youngsters confront difficulties, for example, un-healthiness, absence of school supplies, strain to acquire a wage, or even challenging day by day drives. A family's monetary soundness is the essential driver for fruitful school participation, and the individuals who can bear to send their youngsters to non-public school can maintain a strategic distance from huge numbers of the issues show in state funded schools. Promote speculations to enhance training are basic if India needs to manage its financial development and guarantee that its young workforce is employable. Mediations in educational modules advancement and institutionalization, enhanced framework, and educator trainings are important so as to enhance both the nature of instructing and learning and lessen dropout rates Enlistment rates for advanced education in India still linger a long ways behind that in different nations, including China, despite the fact that India has the world's biggest number of advanced education foundations, with almost 33% of these organizations being under ten years of age. Regardless of this, India does not have numerous world-class colleges; just the Indian Foundations of innovation reliably make it into the Circumstances Advanced education College Rankings of the 400 best colleges and universities. Further, bosses express that not as much as a fourth of designers and

MBA graduates in India are employable after graduation The significant difficulties confronting India in the advanced education part are an absence of prepared personnel; underfunded inquire about offices, libraries, and data innovation frameworks; low quality research; and politicization of staffing arrangements. Furthermore, there are across the board local, rustic urban, and sexual orientation aberrations in understudy enlistment. In the previous couple of years, India has reported a few activities to address these issues, for example, as of now, private instructive foundations are required to be non-benefit elements. The legislature is thinking about widening the nearness of revenue driven establishments in territories where there is a lack of advanced education alternatives and facilitating directions for private players. As of Mar'15 private foundations represented 73% of the aggregate number of instructive organizations, and 65% of enlistment, an expansion of 48% and 79% individually from only 10 years prior.

Conclusion

The defects of the Training framework have been explained upon regarding the five standards of the Capacity Approach. Putting resources into the instruction of the tremendous statistic is the need of great importance and to receive the most extreme reward out of the developing youthful populace; the inconsistencies identifying with quality and dissemination of instructive open doors should be settled inside a brief span outline. The transformation of these potential monetary resources into dangerous liabilities should be avoided. A baffled and disappointed youth is defenceless to control by radical gatherings (as unmistakable in the Naxalite stricken zones) and can prompt political precariousness, mayhem and a colossal financial difficulty. There is additionally a desperate need to break down and investigate the training strategies by the focal government and administrative experts at the national level. A sensible National Training Arrangement should be detailed to check upon the subjective and furthermore the quantitative development of foundations, to guarantee that instruction fulfils the modern as well as a person's needs. Execution of the arrangements need to permeate to the overall public and ought not to stay similarly as an outline. Frequently these strategies get made up for lost time because of red tapism, defilement and a general lack of engagement on part of the administrative and checking experts. It is basic to determine these issues with a strict and orderly approach before the Indian advanced education framework dives into profound, unrecoverable disarray. The larger issues influencing every stratum of instruction in India are quality and importance. India faces gigantic difficulties in taking care of the requests of a developing and youthful workforce. Quality instructors, pertinent educational modules, money related guide for understudies, and sufficient offices are a portion of the requirements that India's training part faces. Extra difficulties incorporate the failure to meet the assorted phonetic, social, provincial and nearby training needs of such an expansive nation. Givers ought to think about the developing openings, social returns, and nearby settings as they settle on their altruistic venture choices. Late advancements in Indian controls have made this an especially perfect time for companies to add to the improvement of India's training framework. Another CSR law in India will require specific organizations to put 2% of their profit into CSR ordered projects .Singular givers have constantly assumed a noteworthy part in the instruction segment and can keep on supporting its development by putting resources into pilot ventures realizing positive and huge changes. There is huge open door for making high effect in the region of instruction and, through astute ventures, both the general population and private areas can assume a critical part.

Reference

1. ASER Centre. “Annual status of education report (rural) 2012,” January 2013.
2. Chamber of Commerce, 2010.
3. Ernst & Young, FICCI, and Planning Commission of India. “Higher education in india: twelfth five year plan (2012-2017) and beyond,” November 2012.
4. Langer; Avalok. Has India lost the 21st century? Tehelka magazine, 2013, Vol 10 Issue 16.
5. Ramesh; Jairam. Nehru’s Scientific Temper Recalled, 2011.
6. Bhoite; Uttam. Higher Education in India: A system on the Verge of Chaos, Sociological Bulletin, 2009, 58,147-177.
7. Salam; Jeebanlata. Millennium Development Goals: The Education Challenge. Social Action, 2007, 57, 171-182.
8. Delors, Jacques (1996) Learning the treasure within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNSECO Publishing, Paris.
9. MHRD (2006) Annual Report. Ministry of Human Resource Development, Department of Secondary and Higher education. Government of India. New Delhi.
10. Planning Commission (1999) Approach paper to the Tenth Five-year Plan (2002- 2007). Planning Commission. New Delhi.
11. Stella, Antony (2002) External quality assurance in Indian higher education: Case study of the National Assessment and Accreditation Council (NAAC). International Institute for Educational Planning. Paris.
12. UGC (2005) Research Handbook: Towards nurturing research culture in higher education institutions in India. University Grants Commission New Delhi.