

Challenges and Opportunities in Higher Education

Dr. Raj Bihari Lal Srivastava

Associate Professor, Department of Commerce,
C.M.P. Degree College, University of Allahabad, INDIA

ABSTRACT

The exponential populace development in India has made numerous moves running from kid mortality to monetary blast of the enterprises in the 21st century, one of which is giving legitimate advanced education to the expanding populace. The historical backdrop of Indian advanced education framework is gone back to around sixth Century BC, the cutting edge ideas of colleges were set up in Thakshashila and Nalanda these training places were the operational hubs of various administrations and realms winning those days and giving information and abilities to exchange, farming, writing, craftsmanship, design, space science and fighting procedures.

Keywords- Higher Education, India, Administration

1. INTRODUCTION

The conventional instruction framework was changed during the European standard; their fundamental center was the advancement of European language for talking and managerial administrations, the British built up formal training arrangement of advanced education in India which still continues. India with high desire to get one of the created nations on the planet, It despite everything falls behind the world's norm in best colleges. In the QS world college rankings 2015-16, just 2 Indian colleges positioned among top 200 best colleges list and a female horse 10 in the best 700 colleges. The administration consistently attempting to improve the advanced education framework in India, Some of the administration's drives are as per the following.

- Rs. 100 billion was given to improve the foundation of colleges to the 'Advanced education Financing Agency' (HEFA), a charitable association liable for improving the framework of colleges.
- Developing India's 20 organizations to world-class establishments was the proposition in the last spending plan.
- Permitting the foundation of new clinical universities and building colleges.
- Establishment of Innovation colleges with world-class guidelines.
- Establishment of new focal colleges.
- Setting up of 374-degree universities in reverse locale.
- Providing states with motivators for creating advanced education.
- Interest appropriation on instructive credits to understudies.
- Construction of young lady's lodgings.
- Supporting revealed state colleges and schools.

- Interuniversity research establishments for strategy and assessment and fortifying science-based advanced education and examination universities.³

1.1 Targets

- The present paper centers around the difficulties of advanced education in India
- To study the open doors in giving advanced education in India.
- To Analyze the development of advanced education in India from the Year 2012-2014
- To study the components influencing the general pattern of the advanced education framework in India and the measures taken by the legislatures.

2. EXAMINATION METHODOLOGY

The examination depended on the auxiliary information and the data gathered from different books, diaries, postulation, Government reports and so on. The data gathered for the investigation was from the year 2012-2014.

2.1 Impediment of the investigation

- The study is for the most part dependent on the Secondary information.
- Time and cost were the significant requirements
- The study focuses just on the information identified with Higher instruction.

3. SIGNIFICANT CHALLENGES OF HIGHER EDUCATION IN INDIA

3.1 Enrolment of Students in Higher Education

The enrolment of Students in the advanced education in India is excessively low contrasted with the created countries.

3.2 Economical Condition

Due to the poor monetary state of the families the pace of enrolment in advanced education isn't just poor is likewise the serious issue of dropping out of their advanced education. Sexual orientation separation: Gender separation has likewise influenced the decrease of female proficiency rate in Indian advanced education framework.

3.3. Facility

because of absence of framework and different offices the understudy's enrolment proportion is declined. Less number of schools and colleges in India contrasted and the populace is one of the significant difficulties in advanced education.

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3.4 Absence of Information

most of the understudies didn't know about the open doors through advanced education. In light of the seniors in the family are ignorant people are they have concentrated under optional instruction.

3.5 Direction

Failure in giving legitimate direction to the understudies at the school level and by the relatives about the advantages of advanced education and financial advantages related with it.

3.6 Dread and Time

the dread of disappointment and investing of energy in examining was additionally one of the elements which confine the enrolment of understudies in advanced education in India.

3.7 Staff understudy Ratio

The workforce understudy proportion in advanced education is high in India which influences the convergence of the understudy by the personnel in breaking down the understudies learning limit.

3.8 Obsolete Curriculum

The educational program utilized in advanced education primarily focuses on giving information to understudies in getting their degrees and isn't planned dependent on business prerequisites of the enterprises.

3.9 Geographical area of colleges and schools

the openness of universities and colleges by the rustic understudies is as yet an issue in advanced education regularly the schools were situated in towns and colleges are in locale places and the issue of the transportation office in India adds to the issue.

3.10 The legitimacy of Foreign college degrees/recognitions

the limitation on qualification for government arrangements in India is a substantial degree/confirmation endorsement from Indian government perceived colleges and schools and the degrees/certificates acquired by the unfamiliar colleges are not qualified to get the work.

4. EXAMINATION OF GROWTH IN HIGHER EDUCATION

Following measurements offer the quantity of instructive establishments giving essential, optional, higher auxiliary and Higher training in India.,

Table 1: Number of Institutions by Type 2014-15

School	Type	Number
Education*	Primary	847118
	Upper Primary	425094
	Secondary	135335
	Senior Secondary	109318
	Total	1516865

Higher Education	University	Central University	43
		State Public University	316
		Deemed University	122
		State Private University	181
		Central Open University	1
		State Open University	13
		The institution of National Importance	75
		State Private Open University	1
		Institutions under State Legislature Act	5
		Others	3
	Total	760	
	College		38498
Stand Alone Institution	Diploma Level Technical	3845	
	PGDM	431	
		Diploma Level Nursing	3114
		Diploma Level Teacher Training	4730
		Institute under Ministries	156
		Total	12276

Source: Ministry of Human Resource Development, Government of India. "Educational Statistics at a Glance" Report 2014. * Data related to school education are provisional. Reports show that there are in excess of 15 need foundations giving training till auxiliary level and advanced education the number drops to 50,000 or more, the sharp abatement in number of organizations can be credited to the low number of enrolments in advanced education by the understudies, Gross Enrolment Ratio (GER) information is appeared in beneath table. Empowering and contribution of private organizations in the advancement of instruction part will improve the opposition in the segment and draw out the accepted procedures in the training division. There are just 122 private colleges among the all out 760 colleges in India, the foundation of more colleges will help in better reach of advanced education to the more extensive topographical zones

of the nation and tapping the vital areas which were not secured by the current colleges. For a populace of more than 1.3 billion the nation simply had 50,774 schools for giving advanced education, the proportion ought to be pointedly expanded by expanding number of universities. State and Central Government should build the quantity of schools and colleges to give better advanced education in the nation and to improve the gross enrolment proportion in advanced education in all the states and association domains of the nation..

Table 2: Gross Enrolment Ratio (GER) 2014-15

Level	ALL		
	Male	Female	Total
Primary (I-V)	98.9	101.4	100.1
Upper Primary (VI-VIII)	87.7	95.3	91.2
Elementary (I-VIII)	94.8	99.2	96.9
Secondary (IX-X)	78.1	78.9	78.5
Senior Secondary (XI-XII)	54.6	53.8	54.2
Higher Education	25.3	23.2	24.3

Source: Ministry of Human Resource Development, Government of India. “Educational Statistics at a Glance” Report 2014. The information show sharp fall in understudies enlisting for advanced education in India, 75 percent decrease GER in advanced education contrasted and the essential enrolments. The different elements identifying with less enrolment in advanced education should be considered and countermeasures ought to be built up to improve the GER in advanced education.

Table 3: International Comparison of Gross Enrolment Ratio

Countries	Gross Enrolment Ratio in Percentage
	Tertiary Education / Higher Education
India	23.0
Bangladesh	13.4
Nepal	15.8
Pakistan	10.4
Sri Lanka	20.7
China	39.4
Germany	65.5
Russia	78.7

South Africa	19.7
UK	56.5
USA	86.7

Source: Ministry of Human Resource Development, Government of India. “Educational Statistics at a Glance” Report 2014. The above table shows the gross enrolment proportion in advanced education in different nations, USA has the most elevated understudy enrolment in advanced education with 86.7 percent followed by Russia with 78.7 percent understudy enrolment, the least enrolment nations are Pakistan 10.4 percent and Bangladesh has 13.4 percent enrolment in advanced education.

5. CHANGES REQUIRED IN ADVANCED EDUCATION

1. Need for worldwide joint efforts of organizations to create educational plan and effect of training.
2. Updating educational program of advanced education in accordance with worldwide guidelines.
3. International coordinated efforts in innovative work.
4. Improvements required in strategy structure for advanced education.
5. Reduction of underemployment by making aptitude and information based opening.
6. Reduction of charge structure in advanced education to build net enlistment proportion.
7. Time span decrease of courses to pull in greater enrolment particularly in Higher training, Ph.D. degrees and other exploration examines.
8. Enhancement of private association in advanced education to furnish a redesigned educational plan as for industry guidelines.
9. Improving proportion in advanced education is required. Furthermore, understudy staff trade across national and worldwide colleges will help improve the advanced education framework.

6. FUTURE CHANCES

1. The in general financial state of the nation will improve with the expansion of proficiency through advanced education.
2. Awareness of individuals will increment in all the parts of life including improvement of wellbeing, cleanliness and appropriate utility of regular assets.
3. Creation of mindfulness about the advantages of advanced education will improve the enrolment proportion in India.
4. Use of digitalization and online courses in advanced education will profit the individuals.
5. Higher instruction will be valuable for making up and coming business people.
6. It helps in appropriately getting ready understudies for work principles of the businesses.
7. Faculty and understudy trade in national and worldwide colleges will improve the sharing of information and exploration exercises.
8. Student and staff trade projects can help in work in residential and worldwide markets.

7. CONCLUSION

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The nation with over 5000 years of history was changing with the pace of an elephant; the development in most recent multi decade can be credited to enhancements in advanced education and development in data and innovation. Improvement of a nation can be scaled by the information society and talented labor, advanced education is the way to forming and building superpower economies and information economies. There is a requirement for giving application-based examination approach in advanced education than just giving information based obsolete educational program, regardless of whether it might be in sociology, writing or in applied science contemplates.

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