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HIGHER EDUCATION IN INDIA AND ANDHRA PRADESH EVOLVING PROBLEMS AND CHALLENGES-A STUDY

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ABSTRACT

India is developing the country and to achieve our goal we have to reinforce our higher education system. The remaining growth of the middle class in India almost 200 million people has led to increased demand for higher education and we know that this demand cannot be met by the Indian Higher Education system. In some others, we know the broad bearing but are unable to rationally put numbers to the country's likely achievement. Here we can indicate what would be most indispensable and point out the occasions and disorders that will arise along the way. The main objective of the study is to identify issues and challenges in the field of higher education in India. The substantial growth of higher education since 1951. Number of university level institutions and colleges has grown up from 28 to 677 and 578 to 3800 respectively from 1951 to 2014. As a result, the number of teachers as well as students has also increased meaningfully. The growth of students' enrolment is more than the growth of number of teachers over the period of time, may be due to the massive investment by government at school level in form of primary as well as secondary education. Rise in enrolments and institutions at school level, there is burgeoning growth in higher education institutions at the end of 2014 there were 677 Universities and 38000 colleges in India. But still we need more than 1500 universities to cater the demand. This paper is mainly focused on the overall scenario of higher education in India. This paper aims to identify

issues and challenges in the field of higher education in India. Finally, the paper concluded here is all investors have to make jointly effort to get clarifications of the problems in higher education in India. Faculty shortages and the incapacity of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET / PhD candidates are unemployed even there are lot of vacancies in higher education, these commendable candidates are then applying in other departments which is a biggest blow to the higher education system. As per the data provided by the NAAC, as of June 2010, “not even 25Per cent of the total higher education societies in the country were qualified.

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INTRODUCTION

The vision of higher education in India is to appreciate the country’s human resources impending to its fullest with equity and attachment, the nation has boarded upon initiating a number of development-linked approaches to encourage higher education. As a result of which the higher education sector, in current decades, has witnessed a wonderful growth in many aspects such as its formal capacity, employment, lecturer-student ratio, etc. The prompt expansion of the higher education system as a whole has brought several appropriate issues related to equity, effectiveness, braininess and access to higher education in the country. Though donations of private unaided colleges and universities in meeting the demand for higher education are appreciable, the rapidly increasing growth of these institutions has occasioned in the largest system of higher education with the scrawniest quality.

India has formed experts, engineers, technologists, doctors, teachers and executives who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, because of the important influence of manpower and tools provided by higher education, particularly, technical education. India has already entered into the era of knowledge explosion. It has proved its wonderful potential by its performance in nuclear and space provinces. In the coming few decades will be prefigured by space craft, satellites, internets and others offshoots of scientific enquires. Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing civilisation. Higher education provides dedicated knowledge and skilled persons for national expansion. In next few decades, India will have world’s largest set of young people. While the relationship between people and higher education is not

up to the mark. The increasing youth populations can be a great asset if potential employability is brought to fruition. Contrariwise, if we fail to provide education and employment then it will open a downside gate for Indian economy. Education is an essential tool for achieving sustainability. The Education Commission 1964-66 described the role of education in social and economic transformation through a statement-the density of a nation is shaped in its class rooms. Education creates human capital which is the core of economic progress and assumes that the externalities generated by human capital are the source of self-sustaining economic process.

KNOWLEDGE BECOMES SUPERPOWER

The humanity has gone through 3 stages of development namely agricultural era, industrial era and knowledge era. We are supposed to be in the knowledge era. We refer to the present society as a knowledge society. To make India a knowledge global inspiration higher education has to play a key role. Universities and colleges be responsible for higher education to more than nine million students. To enable India to become knowledge superpower, education and knowledge resources have to reach out to a large number of people through various means in a one-piece way. The new material communication technology has expanded its outreach through the Internet. Therefore, the vision is to by electric means reach out a large number of students, teachers, and the general public with the quality enlightening material, so as to address the issues of access to higher education with equity and quality. India has momentous advantages in the 21st century knowledge race. It has a large cultured teaching sector, the third largest in the world after China and the United States. It uses English as a primary language of higher education and examination. But there are a small number of high quality organizations, departments, and centres that can form the basis of the quality sector in higher education. The fact that the States, somewhat than the Central Government, exercise major accountability for higher education creates a rather unwieldy construction, but the system permits for a diversity of strategies and line of attack.

EDUCATION AT UG LEVEL

The universities should give more consideration to undergraduate teaching. Within ten years at least 50 Per cent of university age learners can receive higher education. Links should be developed between school education and higher education. In many universities teaching at undergraduate level is not given full deliberation. This trend problems university education and must be checked. Most of the instruction in universities and colleges do not keep the potentialities of the pledge in view. University teachers often keep only the arranged content in focus and are negligent of the learner's abilities to adjust. University teachers should have to be concerned with towards this through faculty improvement programme.

TECHNICAL EDUCATION

The continuous advancement of science and the application of better-quality technology from the intermediate range. Technical education, both occupational and specialised, constitutes the foundation for the development of science and technology. A large number of the country's production colleges need to be upgraded to quality principles nearer to those of India's world-class IITs. India's expenditure on R&D, which is currently 1/60th that of Korea, needs to be histrionically enhanced. Another essential requirement is to improve the linkage between know-how development and technology application by fostering close ties between basic research and business. Focussed efforts are needed to tap the potentials of alternative methods of acquaintance delivery including television, computerized self-learning, and internet-based courses. India should board on a massive program to translate the entire higher educational national curriculum into a multimedia, web-based arrangement and to establish accredited standards for gratitude of distance educational courseware.

METHODOLOGY

The present paper is a Micro level and expressive study in nature, constructed on secondary data composed from the published and unpublished records, reports and contributions of several institutions, system of government and personalities in India. Specifically, the secondary sources include Annual Reports of UGC, Planning Commission, Education Department of Ministry of Social Resource Development, Economic Survey and other journals, books and websites.

HIGHER EDUCATION SCENARIO IN INDIA

India is one the oldest societies on earth. Also known as Bharat and Hindustan and confidently termed as the 'Republic of India', it is the largest liberal social equality of the world. India is divided into 29 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 gaze at as the storehouse of coast-to-coast thoughts. Today, India is the world's seventh largest country in terms of area and second in terms of populaces. 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 owns a highly developed higher education scheme and it is the third largest in the world next to China and United States. Higher Education in India talk about to the education obtained after completing 12 years of schooling or equivalent and is of the interval of at least nine

months and after completing ten years of schooling and of the duration of at least 3 years. Also, India has the development of English being the primary language apart from the respective regional languages in higher education and research. In India, unlike in spaghetti western countries, higher education is for the most part a public sector activity and it is supposed as public good. In response to increasing opportunities of the people in the country, the central government continues to play a leading role in the construction and putting into practice of educational policies and action plans. At the apex level, the University Grants Commission is the main foremost body and it embodies the putting into practice of its standards, advises and makes good word to the government.

STRUCTURE OF HIGHER EDUCATION IN INDIA

In India the institutional framework consists of Universities established by an Act of Parliament Central Universities or of a State Legislature State Universities, Deemed Universities institutions which have been permitted the status of a university with expert observer to honour their own degrees through central government notification, Institutes of National Importance, and Institutions established by State Legislative Act and colleges associated with the University (both government-aided and unaided). Universities and its essential colleges are the main institutes of higher education in India.

The education may be of the nature of General, Vocational, Professional or Technical education. Technical education includes 65 centrally funded institutions like Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institutes of Technology (NITs), Indian Institute of Science (IISc), etc. along with number of engineering colleges set up by State Governments. All India Council for Technical Education (AICTE) supports and regulates these institutions in engineering technology, structural design, hotel management and catering technology, management studies, computer applications and applied arts & crafts. Vocational Education is an additional stream of higher education in India. For this a network of public and private college of further education and vocational institutions exists and they are controlled and administered by the Councils specializing in respective discipline. India has also developed an Open University system to encourage distance learning. Indira Gandhi National Open University (IGNOU) was the pioneer and now there are 14 open universities in India. The Distance Education Council of India (DEC), New Delhi regulates these universities, continues the standards,

encourages and organizes the activities of Open and Distance learning (ODL) in the country. Higher education sector has expanded due to distance mode of education supported by new evidence and communication technology (ICT) as it costs 66 per cent less and the students need not leave their family circle or occupation. The internet and satellite television technology are being put to use to further the cause of distance education.

The Higher Education sector safeguards the excellence of the educational process with the help of accreditation agencies well-known for the purpose. The main agency which accredits universities and colleges in general education is the National Calculation and Accreditation Council (NAAC) established by the UGC in 1994, whereas a similar function is done for technical education by the National Board of Accreditation set up by AICTE in 1994, and for agricultural education by the Accreditation Board set up by ICAR in 1996. NAAC proposes to introduce the India Education Index for ranking institutes based on academic, research performance and other parameters. The outcome will help in the international comparison of institutes. NAAC has entered into an MOU with higher learning institutes of the United States, Taiwan, Norway, and Kuwait and with the Commonwealth of Learning to facilitate cooperative work on quality guarantee in higher education organisations.

CHALLENGES IN HIGHER EDUCATION IN INDIA

It is our 69th year of independence still our education system has not been developed fully. We are not able to list a particular university in top 100 universities of the world. A number of governments changed during these six decades. They tried to boost the education system and employed various education policies but they were not satisfactory to put an example for the universe. UGC is continually working and focusing on excellence education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher teaching system in India are discussed below

Enrolment

The Gross Enrolment Ratio (GER) of India in higher education is only 15 Per cent which is quite low as connected to the technologically advanced as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is in short supply to meet the growing demand in the country.

Equity

There is no equity in GER among different sects of the society. According to previous studies in higher education in India among male and female show a inconsistency to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a important one-sidedness within the higher education system.

Quality

The Superiority in higher education is a multi-dimensional, multilevel, and a energetic concept. Confirming quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continually focusing on the quality education. Still Large number of colleges and universities in India are incompetent to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.

Infrastructure

Poor infrastructure is another challenge to the higher education system of India predominantly the institutes run by the public sector suffer from poor physical accommodations and preparation. There are large number of colleges which are operative on second or third floor of the building on ground or first floor there be existent readymade hosieries or photocopy shops.

Political interference

Most of the educational Institutions are owned by the political leaders, who are before a live audience key role in governing bodies of the Universities. They are using the above suspicion students for their selfish means. Students organise procedures, forget their own objectives and begin to develop their occupations in politics.

Faculty

The faculty shortages and the incapacity of the state educational classification to appeal and remember well qualified teachers have been posing experiments to quality education for many years. Large numbers of NET / PhD candidates are made redundant even there are lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

Accreditation

As per the data provided by the NAAC, as of June 2010, not even 25 Per cent of the total higher education creations in the country were accredited. And among those accredited, only 30 Per cent of the universities and 45Per cent of the colleges were found to be of quality to be ranked at 'A' level.

Research and Innovation

There are very insignificant scholars in our country whose writing is named by famous western authors. There is insufficient focus on exploration in higher education institutes. There are inadequate resources and facilities, as

well as, limited numbers of quality ability to advice students. Most of the research scholars are without empathies or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education organisations are poorly connected to research centres. So, this is another area of challenge to the higher education in India.

Structure of higher education

Management of the Indian education faces challenges of over concentration, bureaucratic structures and lack of responsibility, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has meaningfully increased and the core focus on academics and research is diluted. The appreciable growth of higher education since 1951. Number of university level institutions and colleges has fully-fledged up from 28 to 677 and 578 to 3800 one-to-one from 1951 to 2014. As a result, the number of teachers as well as students has also increased meaningfully. The growth of students staffing is more than the growth of number of teachers over the period of time, may be due to the massive investment by government at school level in form of primary as well as secondary education. Rise in employments and establishments at school level, there is burgeoning growth in higher education institutions at the end of 2014 there were 677 Universities and 38000 colleges in India. But still we need more than 1500 universities to cater the demand. Furthermost of these universities have associated colleges where undergraduate courses are approved and taught. But still, if we associate this cultivating stat with accumulative population.

Emerging Issues

The role of higher education in the emerging scenario of knowledge economy is very crucial and complicated for any country in general and India in certain. There are many basic teething troubles faced by higher education system in India. These take account of Lower level of teaching quality, Financing of higher education, Moreover concentrated on rather than practical knowledge, old-fashioned methods of teaching, Privatization, Insufficient accommodations and infrastructure Quota system. Lower level of teaching excellence. Our education system is suffering by issues of quality in many of its institutions and universities. Many of the issues like lack of faculty, poor dominance teaching, traditional teaching methods, out-of-date and inflexible curricula and pedagogy, lack of answerability and quality assurance and separation of research and teaching are promotion questions on Indian education system. Financing of higher education: One of the most significant things that have to be noticed is the issue of financial constrictions regarding higher education before the government. Overheads on education in common and on higher education in specific by the government, is one of the restrictions to judge the quality in education for at all national-states.

However, the-situation is not so simple. Private providers, in the interest of make best use of profit, have every incentive to reduce costs by compromising on the quality of education provided in their societies. Last but not least, quality of teaching staff is one of the considerable issues for higher education sector to sustain in the yet to come. Earlier, they were committed to their students to their subjects and to their profession. Today, high wages are available but the obligation is less. Thus, it is the need of the hour to free the refined education system from unnecessary restrictions and political interference. Inadequate accommodations and infrastructure in India, many of the universities don't have reasonable infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

Emerging Challenges

One of the greatest challenges to higher education in India is providing access to the growing segments of the population demanding post-secondary education. The government data reveals that one out of seven children in India goes to college. It point toward that the nation smarts from both a crippling quantity and quality challenge as far as the higher education is concerned. Lecturing a higher education summit organised by the Federation of Indian Chambers of Commerce and Industry (FICCI), HRD Minister Kapil Sibal said "We will necessity 800 new universities and 40,000 new colleges to meet the aim of 30 percent GER (gross enrolment ratio) by 2020. Government alone cannot meet this aim," It has been documented the need to expand access to 25 per cent by the end of the 12th Five Year Plan (2012-2017). Next, equity is more a problematic challenge than access to higher education. Historically even-handedness has been the major anxiety of the planners in India. The disparity is found to be due to urban-rural divide, variation in income distribution, gender and religion, etc. The geographical spread of higher education institutes remnants highly skewed with a large attentiveness in big cities and towns. During 2007-2012, overall institutional density increased from 10 to 14 institutions per 1000 sq.km. At the same time, a large number of occupations and reimbursement clusters with a population between 10,000 and 100, 000 are without any proximate organization of higher education. Moreover, the higher education sector suffers from unwarranted growth across the country. The rural areas, which represent about 65 Per cent of the total population, have just 20 Per cent of the total particular colleges.

The system of Indian Higher education is the second major in the world which fulfils the educational provisions of millions of students who come from not the same subdivisions of the society since it is the student unobstructed that can help to generate healthy academic atmosphere in institutions of higher ignorance. No doubt that India faces today a number of problems pertaining to poverty unemployment evaporation of ethical and

spiritual values. But in the last few decades a countrywide problems and challenges have emerged in Higher Education system in India they are discussed as under. Our assorted education system, based on terrestrial, rural-urban, rich-poor set up have been posed in great challenge for the educational institutions.

Suggestions Improving the System of Higher Education

There is a need to instrument state-of-the-art and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive. Higher educational institutes need to improve quality and standing. There should be a good infrastructure of colleges and universities which may attract the students. Government must promote association between Indian higher education institutes and top International institutes and also produces linkage between national research laboratories and research centres of top institutions for better distinction and concerted research. There is a need to focus on the graduate students by as long as them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after employment in the corporations which would reduce needless flash to the higher education.

CONCLUSION

The present study revealed the current significance of higher education in India. The key challenges interrelated to demand-supply opening, enrolment, privatization point toward that the situation of higher education sector is not commendable. However, the key initiatives from the government side provide complete solution though not adequate. Accordingly the thrust of public policy for higher education in India has to be to preserve the high standards of education possession pace with developments that take place in the fields of knowledge and technology. The State Government have already been spending 20-30 per cent of its revenue budget on education. In India, higher education has conservative less consideration in terms of public expenditures than other levels. Universities and colleges in both public private must be away from the political relationships, preferential treatment, money construction process should be out of education system etc. There should be a multidisciplinary line of attack in higher education so that student's knowledge may not be controlled only up to his own focuses.

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