

## Indian Higher Education-Issues & Challenges

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### *Abstract*

*Higher Education is an educational level that follows a completion of a school providing a secondary education, such as a high school, secondary school. Higher education includes teaching, research, exacting applied work and a social services activity of universities within the realm of teaching it includes both the undergraduate level and beyond that graduate level. Higher education is very important to national economics both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy. Higher education is valuable; it improves an individual's quality of life. Studies shows that compared to high school, college graduates have longer life spans, better access to health care, better dietary and health practices greater economic stability and security, more prestigious employment and greater job satisfaction, less dependency on government assistance, greater knowledge of government, greater community service and leadership, more volunteer work, more self confidence and less criminal activities and incarceration. Higher education, theoretically will also enable individuals to expend their knowledge and skills, express their thought clearly in speech and in writing, grasp abstract concepts and theories their understanding of the world and their community.*

**Trends in the Growth of Higher Education:** The higher education system in India has grown in a remarkable way, particularly in the post independent period, to become one of the largest systems of its kind in the world. Indian higher education system is one of the largest in the word. There were only 20 universities and 500 colleges with 1 million students at the time India attained independence. This has increase to 611 universities and universities level institutions and 31,324 colleges as on August 2011. This is shown in below table No. 1.

**Table No. 1**

**Number, Nature and Category of Institutions**

**As on August 2011**

<b>Type of Institution</b>	<b>Number</b>
Central Universities	43
State Universities	289
State Private Universities	94
Deemed Universities	130

Other Universities	50
State Legislature Acts (IISER)	05
<b>Total</b>	<b>611</b>
<b>Total Colleges</b>	<b>31,324</b>
<b>Grand Total</b>	<b>31,935</b>

Source : UGC Annual Report 2011-12

The table shows that in 2011 number of universities in India are 611, No. of total colleges are 31,324, Grad Total of both institutions are 31,935.

### State wise Number of Universities in India

**Table No. - 02**

#### State wise Number of Universities listed by U.G.C. (As on August 2011)

S. No.	State	Central Univ.	State Univ.	Priate Univ.	Deemed Univ.	Institute established under state legislature act	Institute of National Important	Other Inst.	Total
1	Andrapradesh.	3	31	0	7	2	2	0	<b>45</b>
2	Arunachal P.	1	0	0	1	0	0	0	<b>2</b>
3	Assam	2	4	1	0	0	2	0	<b>9</b>
4	Bihar	1	15	0	2	1	2	0	<b>21</b>
5	Chattisgarh	1	10	3	0	0	1	0	<b>15</b>
6	Delhi	5	5	0	12	0	2	1	<b>25</b>
7	Goa	0	1	0	0	0	0	0	<b>1</b>
8	Gujrat	1	20	9	2	0	2	0	<b>34</b>
9	Haryana	1	10	5	5	0	1	0	<b>22</b>
10	Himachal P.	1	4	11	0	0	2	0	<b>18</b>
11	J & K	2	7	0	0	1	1	0	<b>11</b>
12	Jharkhand	1	7	1	2	0	1	0	<b>12</b>
13	Karnataka	1	22	2	15	0	1	0	<b>41</b>

14	Kerla	1	10	0	2	0	2	1	<b>16</b>
15	M.P.	2	16	3	3	0	2	1	<b>27</b>
16	Maharashtra	1	19	0	21	0	2	1	<b>44</b>
17	Manipur	2	0	0	0	0	0	0	<b>2</b>
18	Meghalaya	1	0	7	0	0	0	0	<b>8</b>
19	Mijoram	1	0	1	0	0	0	0	<b>2</b>
20	Nagaland	1	0	2	0	0	0	0	<b>3</b>
21	Orisa	1	12	1	2	0	2	0	<b>18</b>
22	Punjab	1	7	3	2	0	3	1	<b>17</b>
23	Rajsthan	1	15	18	8	0	2	0	<b>44</b>
24	Sikkim	1	0	4	0	0	0	0	<b>5</b>
25	T.N.	2	24	0	29	0	4	0	<b>59</b>
26	Tripura	1	0	1	0	0	1	0	<b>3</b>
27	U.P.	4	24	16	10	1	2	1	<b>58</b>
28	Uttarakhand	1	5	6	4	0	1	0	<b>17</b>
29	W.B.	1	20	0	1	0	3	1	<b>26</b>
30	Chandigarh	0	1	0	1	0	1	0	<b>3</b>
31	Punduchery	1	0	0	1	0	0	1	<b>3</b>
	<b>Total</b>	<b>43</b>	<b>289</b>	<b>94</b>	<b>130</b>	<b>5</b>	<b>42</b>	<b>8</b>	<b>611</b>

Source: UGC Annual Report 2009-10

This table shows that some states have many universities like Tamilnadu has 59 and U.P. has 58 Universities while some states have few universities like Arunachal Pradesh has only Two Universities, Goa has one University. This table shows the discrimination of Universities among the various states across the country.

**Table No. - 03**

**Expenditure on Higher Education (As % of GDP)**

<b>Year</b>	<b>Expenditure on Education (As % of GDP)</b>	<b>Expenditure on Higher Education (As % GDP)</b>
<b>2006-07</b>	<b>3.64</b>	<b>1.14</b>

<b>2007-08</b>	<b>3.40</b>	<b>1.09</b>
<b>2008-09</b>	<b>3.50</b>	<b>1.18</b>
<b>2009-10</b>	<b>3.58</b>	<b>1.29</b>
<b>2010-11</b>	<b>3.54</b>	<b>1.22</b>

Source : Analysis of Budgetary Expenditure of Education MHRD.

Above table shows that in 2006-07 expenditure on higher education as % GDP is 1.14% and 2010-11 it is 1.22%

#### **Students Enrolment Growth in India (Higher Education)**

**Table No. - 4**

#### **All India growth of Student Enrolment 1984-85 to 2009-10**

<b>Year</b>	<b>Total Enrolment</b>	<b>Increase over the preceding year</b>	<b>Percentage</b>
1984-85	34,04,096	96,447	2.9
1994-95	61,13,929	2,96,680	5.1
2001-02	89,64,680	5,65,237	6.7
2002-03	95,16,773	5,52,093	6.2
2003-04	100,49,712	5,32,939	5.6
2004-05	1,06,62,744	6,13,032	6.1
2005-06	1,13,38,253	6,75,509	6.3
2006-07	1,21,02,521	,7,64,268	6.7
2007-08	1,29,81,179	8,78,658	7.3
2008-09	1,37,82,837	8,01,658	6.2
2009-10	1,46,24,990	8,42,153	6.1

Source: UGC Annual Report 2009-10

This table shows that growth enrolment rate of higher education in India is 2.9% in 1984-85, 7.3% in 2007-08 and 6.1% in 2009-10.

**Table No. - 5**

**State wise and gender wise Enrolment in universities and college (2009-10)**

<b>S. No.</b>	<b>State</b>	<b>Total Enrolment</b>	<b>Women Enrolment</b>	<b>% of Women</b>
1.	Andhra Pradesh	15,36,501	6,14,600	40%
2.	Bihar	6,30,463	1,89,139	30%
3.	Chattisgarh	2,44,328	85,515	35%
4.	Delhi	2,60,334	1,24,960	48%
5.	Goa	25,795	15,219	59%
6.	Gujrat	7,22,676	3,10,751	43%
7.	Kerla	3,78,078	2,15,504	57%
8.	M.P.	7,73,854	2,86,326	37%
9.	U.P.	22,18,243	8,42,934	38%
10.	Other	N.A.	N.A.	N.A.
	<b>Total</b>	<b>1,46,24,990</b>	<b>60,80,373</b>	<b>41.6%</b>

Source: UGC Annual Report 2009-10

This table shows the state wise sex wise enrolment in India. In Bihar women enrolment is 30%, while in Goa the women enrolment is 59%. In India women enrolment in universities and colleges is 41.6%.

Presently, of the eligible youth between 18-24 for administration for higher education only seven percent are joining the institutes of higher learning. India has a target to achieve 15 percent Gross Enrolment Rate (GER) in higher education by the end of 11<sup>th</sup> plan. About 11 crore students had enrolled in higher education system in India in 2006. The number is expected to reach 2.2 crore by 2012 of the expected GER of 15 percent is achieved.

**Table No. - 6**  
**Enrolment in UTD/Colleges (2009-10)**

<b>Enrolment in Universities Teaching Dept.</b>	<b>Enrolment affiliated college</b>	<b>Total Enrolment</b>
19,18,833 (13.12%)	1,27,06,157 (86.88%)	1,46,24,990 (100%)

Source: UGC Annual Report 2009-10.

This table shows that in 2009-10 13.12% enrolled was in universities teaching department rest 86.88% was enrolled in affiliated colleges.

This sample household survey conducted by the National Sample Survey Organization (NSSO) during 2007-08 does point to the achievement; it indicates exceeding the target GER of 15% during the 11<sup>th</sup> FYP as is evident from the data presented in below table.

**Table No. - 7**  
**Enrolment and GER (18-22 years) by NSSO**

<b>Categories</b>	<b>NSSO 61<sup>st</sup> round (2004-05)</b>		<b>NSSO 64<sup>th</sup> round (2007-08)</b>	
	<b>Enrolment (000)</b>	<b>GER %</b>	<b>Enrolment (000)</b>	<b>GER %</b>
SC	18968.5	8.72	2485.5	11.54
ST	767	8.44	652	7.67
OBC	5027.4	11.48	6599.6	14.72
Others	7787.2	22.52	8886.6	26.64
<b>Total</b>	<b>15,480.1</b>	<b>14.19</b>	<b>18623.7</b>	<b>17.21</b>

Source: NSS 61<sup>st</sup> and 64<sup>th</sup> round.

This table shows that NSSO 61<sup>st</sup> round indicates 14.19% GER while NSSO 64<sup>th</sup> round indicates 17.21% GER. This table also shows the categories wise disparity.

**Table No. - 8**

**GER (18-22 years) in Rural and Urban Areas**

	<b>Rural</b>	<b>Urban</b>
NSS 61 <sup>st</sup> round (2004-05)	8.42	16.18
NSS 64 <sup>th</sup> round (2007-08)	11.06	19.03

Source: NSS 61<sup>st</sup> and 64<sup>th</sup> round.

This table shows rural and urban area wise disparity.

**Challenges:** In this study I have found way challenges in the field of higher education first privatization is the challenge of higher education. The massive expansion of higher education in the country both by public funded colleges universities and private funded institutions has rightly drawn the attention and concern of MHRD and UGC for not only maintaining high standard but to progressively enhance the quality control to this. It may also be argued that increase in quantity could dilute quality. In India state wise numbers of universities are 611 listed by UGC in August 2011. Discrimination is found in universities distribution among the states across the country. All India growth of student enrollment is less from 1984-85 to 2004-05 (about 20 years) it is increased up to 6.1%. After 2006-07 enrollment growth rate is decreased from 6.7 to 6.1, which is not satisfied.

In India some state have better gender wise enrollment than other states. In this sense Bihar has very poor condition, it has only 30% women enrollment in higher education, it ranked last first. After is Chhattisgarh comes and then M.P. comes, it has 38% women enrollment while Goa and Kerala have such a good condition in this reference. Expenditure on higher education as percent of G.D.P. is very less. In 2006-07 it was 1.14% and 2010-11 it is only 1.22%. The new challenges before the country at the beginning of the twenty century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover challenges in higher education are no longer only nation centric. They have already attained global dimensions particularly after trades in services have been brought under the purview of W.T.O. regime. With the explosive growth of knowledge is the past century and with the development on hand a tool on information and communication technologies as well as of other scientific growth all over the world.

A paradigm shift has noticed in higher education now days from national education to global education from one time education for a few to lifelong education for all from teacher centric education to learner central education. These changes make new demands and pose fresh challenges to the established education systems and practices in the country. Because of interdependence and integration of world economy in recent years. The India higher education systems has new role and a challenge to provide to the nation and the world at large, skilled

human power as all level having breath of knowledge and confidence of effectively comfort the social and economic realities.

**Summary:** Higher Education is an educational level that follows a completion of a school providing a secondary education, such as a high school, secondary school of gymnasium. Higher education includes teaching, research, exacting applied work and a social services activity of universities within the realm of teaching it includes both the undergraduate level and beyond that graduate level. Higher education is very important to national economics both as a significant industry in its own right and as a source of trained and educated personnel for the rest of. The economy higher education is valuable; it improves an individual's quality of life. Studies shows that compared to high school, college graduates have longer life spans, better access to health care, better dietary and health practices greater economic stability and security, more prestigious employment and greater job satisfaction, less dependency on government assistance, greater knowledge of government, greater community service and leadership, more volunteer work, more self confidence and less criminal activities and incarceration. Higher education, theoretically will also enable individuals to expend their knowledge and skills, express their thought clearly in speech and in writing, group abstract concepts and theories their understanding of the world and their community. This is the fact that higher education plays an important role in the development of any country. Recognizing this fact our eleven plans has laid special stress on higher education. The needed reforms in higher education include allowing and encouraging participation by private sector, allowing more autonomy to universities and more allocation funds. The target is to increase the GER from the perusal 7% to 15% by the end of the plan period. Along with the privatization quality of higher education should be maintained. An attempt should be made to eliminate different type of disparities like regional, gender and categories. In 2010-11 expenditure on higher education as % GDP is 1.22%. For the excellence expenditure on higher education as % GDP should be increased up to 7%.

**Conclusion:** This is the fact that higher education plays an important role in the development of any country. Recognizing this fact our eleven plans has laid special stress on higher education. The needed reforms in higher education include allowing and encouraging participation by private sector, allowing more autonomy to universities and more allocation funds. The target is to increase the GER from the perusal 7% to 15% by the end of the plan period. Along with the privatization quality of higher education should be maintained. An attempt should be made to eliminate different type of disparities like regional, gender and categories. In 2010-11 expenditure on higher education as % GDP is 1.22%. For the excellence expenditure on higher education as % GDP should be increased up to 7%.

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