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ECONOMIC GROWTH AND HIGHER EDUCATION IN INDIA: CHALLENGES, SUGGESTIONS AND INITIATIVES

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Abstract

As per the Union Budget 2016-17 India's higher education system is the largest in the world enrolling over 70 million students while in less than two decades, India has managed to create additional capacity for over 40 million students. At present, higher education sector witnesses spending of over Rs 46,200 crore (US\$ 6.78 billion), and it is expected to grow at an average annual rate of over 18 per cent to reach Rs 232,500 crore (US\$ 34.12 billion) in next 10 years. India's IT firms are working with academic institutions and setting up in-house institutes to groom the right talent. And this paper exhibits and current structure of higher education in India by scrutinizing the recent data and also point out the major challenges that India's higher education sector is facing. This paper also makes known the key initiatives by the government.

Key words: Higher education, Technical education, Union Budget

Introduction

According to FICCI, Federation of Indian Chambers of Commerce and Industry, (2013) India's higher education institutions are not yet the best in the world – India has fewer than 25 universities in the top 200. Yet, India's post-secondary education system is increasingly recognised as being the best for the world. The

promise of excellence and equity has made the Indian higher education system worthy of emulating, certainly in the developing world that faces the same challenges as India did in the decades prior to its higher education reforms, but less obviously in pockets of the developed world which is under tremendous pressure to provide higher education in cost-effective ways.

However, India has emerged as a regional hub of education and attracts global learners from all over the world. Students, faculty and employers now flock to India to learn, teach and recruit as India dons the mantle of a higher education leader and emerges the role model for delivering high-quality education to vast numbers at low cost. Higher education system in India consists of two years of education. Higher education Policy (1986) laid special emphasis on upholding the quality of higher education in India. According to FICCI, Federation of Indian Chambers of Commerce and India starts after passing the higher secondary education or the 12th standard. Depending on the stream, doing graduation in India can take three to five years. Postgraduate courses are generally of two to three years of duration. After completing post graduation, scope for doing research in various educational institutes also remains open. As of now, India has 44 Central universities, 285 State universities, 130 Deemed universities, 5 institutions established and functioning under the state act, and 13 institutes,

which are of national importance. Other institutions include about 18,000 colleges in India. According to the University Grants Commission (UGC) the National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Industry, (2013) India's higher education institutions are not yet the best in the world – India has fewer than 25 universities in the top 200. Yet, India's post-secondary education system is increasingly recognised as being the best for the world. The promise of excellence and equity has made the Indian higher education system worthy of emulating, certainly in the developing world that faces the same challenges as India did in the decades prior to its higher education reforms, but less obviously in pockets of the developed world which is under tremendous pressure to provide higher education in cost-effective ways. However, India has emerged as a regional hub of education and attracts global learners from all over the world. Students, faculty and employers now flock to India to learn, teach and recruit as India dons the mantle of a higher education leader and emerges the role model for delivering high-quality education to vast numbers at low cost.

Review Of Literature

Shortage of Faculty and High Student-Faculty Ratio: In most of the state and central universities most of the faculty positions are lying vacant. While the student enrolment in higher education is

growing with faster rate in the last few years. And also facing with the problem of poor quality of curriculum. In most of the higher educational institutes curriculum is out-dated and irrelevant. (Electronic Journal for Inclusive Education, 2015) The inability of generating interest is also evident during usual classroom lectures in higher educational institutes and hence students end up sitting in their departments only for the sake of attendance. The result is the lack of curiosity. (S.K.Sen 2015)

Higher education is the education which is obtained after completing twelve 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. The education may be of the nature of General, Vocational, Professional or Technical education. (Ministry of Human Resource Development, MHRD, 2014) Investment in education not only benefits individuals through income but also benefit economy as a whole through skilled labor who increase competition and economic growth (Alam, 2009)

Education is a determinant as well as a result of income, and can produce public and private benefits. (DE Bloom, M Hartley, and H Rosovsky, 2006)

Higher education becomes an essential complement to educational efforts at other levels as well as to national initiatives to boost innovation and performance across economic sectors. (David Bloom, David Canning, and Kevin Chan 2006)

The effects of economic growth as the result of human capital development and the effects of human capital development as the result of economic growth. Results showed that economic growth had

positive and strong impact on human capital development. Results also showed that significant and strong GDP per capita income growth leads to higher human capital development. (Ranis G., Stewart F., and A. Ramirez, 2000).

Over-centralization and accountability, Resource constraints, Poor quality and relevance in many institutions, Difficulties in retention of Science and Technology personnel in education, Poor technology and infrastructure support, Limited access and regional disparity. Except for the IITs and IIMs, the educational institutions are subjected to the control of several organizations at the state and the central government levels. This has had significant impact in the quality of education. (World Bank Report, 2000)

Quality in higher education can also be interpreted as fitness for purpose and proponents of this stance see education's main role most often as training individuals for employment and believe that quality is achieved if an education system produces graduates and that are fit for their roles as workers in the existing society (Harvey & Green, 1993).

Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode. (Barnett, R. 1992).

The rate of human capital formation or investment in education was identified early on as a key influence on rates of economic growth (Barro, 1991)

Methodology Of Research

In this research paper secondary data is used. The secondary data are collected from reports, books, websites and other available sources.

Objectives Of The Study

1. To identify the link between higher education and economic development
2. To make an in-depth analysis of the role of higher education in India
3. To recognize the difficulties of higher education To understand a policy framework for the improvement of higher education

Data Analysis

Tertiary level enrollment in India and China at 15 million and 30 million in the year 2010 respectively; and the projections do match with actual, barring primary enrollment in India, which is little less. Effectively, at primary school level enrollments, India has nearly 60 per cent higher enrollment than China, whereas in tertiary level enrollments, India has almost half of those of China. Gross enrolment Ratio was 19.4 in the year 2010-11 showing growth of 5.15 percentage point during that period. It may be seen that GER for male population is marginally higher which clearly indicates that women is also pursuing higher education and posing a challenge to male dominated society which is overall a healthy sign for Indian society(Source: All India Survey on Higher Education (2010-2011) and 2011-12 (provisional)

Table 1.1 Enrolment in higher education 2012 to 15

Years	2012-13	2013-14	2014-2015
No. of Universities	667	723	757
No. of colleges	35,525	36,634	38,056
No. of standalone institutions	11,565	11,664	11,922
Enrolment in higher education (total in million)	30.2	32.3	33.3
Men	16.7	17.5	17.9
Women	13.5	14.8	15.4

The above table shows that the enrolment ratio in higher education in India for male population has increased to 17.9 million in the year 2014-15 from 17.5 million in the year 2013-14 and 16.7 million in the year 2012-13. That means it indicates that the overall enrolment ratio in higher education in India and it has improved to 33.3 million in the year 2014-15 from 32.3 million in the year 2013-14 and 30.2 million in the year 2012-13. Even enrolment ratio in higher education in India for female population has also increased to 15.4 million in the year 2014-15 from 14.8 million in the year 2013-14 and 13.5 million in the year 2012-13. Number of universities has also expanded notably- there are 757 universities in the year 2014 -15 as against 723 universities in the year 2013-14 and 667 universities in the year 2012-13. Even number of colleges has also increased significantly from 38,056 colleges in the year 2014-15 against 36,634 colleges in the year 2013-14 and 35,525 colleges in the year 2012-13.

Challenges

1. There is a massive gap between the demand and supply because of foreign institutions could not fill

this gap

2. Overcrowded classrooms
3. No significant investment to make human resource productive
4. Insufficiency of professional education program to enhance knowledge with skills and develop proper attitude
5. No field-based experiences in diverse settings (cultural, racial and socioeconomic)
6. Lack of infrastructural facilities
7. Outdated teaching methods
8. Fails to assure fair access to quality higher education for students coming from low income families is a major question.
9. Fails to cover different proportion of the country which people are still out of reach.
10. Inadequacy of research in higher education

8the Key Initiatives OfThe Government

1. Utilize the modern tools of information technology in the best possible manner. For instance, a project has been taken up to create a national digital library of e-Books and other e-contents on various subjects
2. Swayam'', the mass-scale online open course platform would be hosted on a virtual cloud and have provision for the beneficiaries to get certificates following tests at the end of the courses
3. Pre-loaded tablets with text and video material, and a helpline to enable the students to clarify doubts
4. Unnat Bharat Abhiyan to promote the transfer of technologies from the laboratory to the land
5. Gian` (Global Initiative for Academic Network)

has been launched which will bring world class educators from across the globe to teach in India.

6. Rashtriya Avishkar Abhiyan to revive interest in science, mathematics and technology among youth through support for innovative learning based on observations and experimentation

Suggestions

As per the current situation of the higher education in India we recommend following in order further meet the challenges:

1. Government should reduce the gap between the demand and supply or should solve the problem of faculty shortage
2. There should be more investment to make human resource productive
3. A regulatory set up is required to assure that there is fair access to quality higher education for students coming from low income families is a major question.
4. Need to be encouraged field-based experiences in diverse settings (cultural, racial and socioeconomic)
5. There is great need for providing fair access to quality higher education for students coming from low income families
6. Government should try to cover different proportion of the country which people are still out of reach
7. More infrastructural facilities need to be encouraged
8. There is need for implementing updated teaching methods

9. There should be underloaded classrooms

Conclusion

In this paper we have identified the various challenges of Indians higher education system and further also identified various initiatives taken by government. Looking to the current scenario of the higher education in India we have analyzed few suggestive measures in order to further meet the challenges.

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