Research Paper E-ISSN NO : 2455-295X | VOLUME : 7 | ISSUE : 1 | JANUARY 2021

CURRENT CHALLENGES IN HIGHER EDUCATION IN INDIA

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ABSTRACT:

Education is the fundamental to the development and growth of the society. For that purpose, government of India adopted 'Inclusive growth approach' during the eleventh five year plan. Vicious cycle explained by Nurkse talks about low income leading to low productivity due to low savings low capital formation, leading back to the low income. Education is the strong means to break these vicious cycles. Focus should be more especially on higher education i.e. rate of return will be higher than only access to the compulsory education. India needs highly skilled educated people who can drive the economy forward. This study aims to highlight the challenges and try to find out pertinent and viable solution in higher education system in India.

KEYWORDS:

EDUCATION, OPPORTUNITIES, CHALLENGES, HIGHER EDUCATION.

INTRODUCTION

Over the last decade, higher education has become central to the matter of concern of educational policy in India. Issues such as the privatisation, social choice, educational access, quality, efficiency, earning and development approach central to the theme of debate. Now debate are conceptualise on the basis they contribute to a individual & society and economy as whole. Social choices are often made on the prediction aspects of future market return.

The majority of the issue today's of higher education in India are heavily loaded with serious economic implications. Some of the major issues confronted is like economic growth with equal access of education and tackling unemployment. Today, India needs redefining of the role by government in higher education considering the emerging knowledge hub in the context of globalisation.

This paper involves the analysis of higher education policies and regulation in the current era. Argument made over the set up of public and private goods of higher education. How it can contribute to the growth of economy in the long term. With the advent of globalisation, the market of higher education has expanded to the global sphere. That compels other developing countries like India set up of higher education to review it as early as possible over the regular interval. It is very important to understand the undergoing reforms take place in world and works towards market limitation of higher education in society. Similarly imparting of education required resources from both public as well as private sector. And for that purpose question of efficiency have to be deal in both at individual and at the institutional level within realm of economic theory.

This paper evaluate the current vulnerabilities of higher education in India, in that sense, economics future forecasting will be very useful mechanism for the increasing efficiency of higher education so as to contribute to nation as a whole. Analysis of future trends of higher education will help government and individual institutions to take regular informed decision and tune up their higher education to enhance them as market centric. It has been observed that countries which adopted the economic education forecasting earlier had been able to absorb the job prospects created by new development and technology. Apart from that, it helps Researcher to opt for the need based research i.e. deals with current and future problem of the society.

Providing higher education is certainly not an easy charge without the right mechanism, especially in the case of developing countries. There exist a major portion of young individuals that are unable to access education especially concerning the higher education. This has made the role to be played by the educational system of a country even more decisive. The educational systems of countries are also significant in shaping the attitudes of the masses. It provides its population the instruments to realise their desired socio-economic goals in the long-run. For developing countries it is highly essential to invest more in their education sector, and builds a robust mechanism for dealing with the various challenges that exist in their respective educational system. This is due to the fact that education is one of the key determinants of economic growth as well as development. Education is also instrumental in breaking the vicious circle of underdevelopment in the developing countries.

India's higher education system is the world's third largest in the terms of students, just next to China and United States. In future, India will be one of the biggest hubs with aim of making world class institutions. Every year students

try to make spaces in these higher educational institutions. For this purpose, old structure of management established earlier will now undergo drastic changes. The involvement of private sector in higher education has seen drastic change in the field. Today over 60 percent of higher education in India are managed and promoted by the private sector. This has accelerated the establishment of institutes which have originated over the last decade making India home to the largest number of higher education institutions in the world and with enrolment at the second highest. Also, India has failed to produce world class universities. Apart from these, there is also issue of shortage of faculty and staffs have been raised over quality of education. India provides highly skilled professionals to other countries also. So development of India can also contribute more to the world. Higher education in India result into more earning and national productivity rather than only primary and secondary education. Although earning capabilities not only comprises of higher education but also depends on the education gained altogether starting to end. Higher education viewed as the something that affects economy, society and culture of this country.

One of the problems that are faced by the policy makers during a time is of its heterogeneity distribution over the country. Here it needs something different we cannot put a same policy for all in every sphere. Higher education in India needs special focus on to link it with better employment, better quality of life and quality research work. In recent past, number of published paper and journals had been increased but quality research work still missing out respectively. All this demands a greater level of investment in the education sector. India possesses a huge human resource potential and utilising this potential in a rational manner rationally is actually the need of the hour. This utilisation of India's human resource potential will most likely unlock the levels of higher levels of economic growth and development in the near future. For that purpose, there should be correct knowledge of market of education. The market for higher education is said to be in problem because of the positive externalities that higher education generates and existence of information asymmetry for student, they find difficulty to gather information about the future return and quality of education before taking the admission in an institution.

CASE STUDY 1.1

One of the engineering institutes in Haryana SBIT established during 2008 when college had 509 seats with no vacant. Now, 89 percent of the seats of the BTECH are empty and the institute is surviving on the revenue of its sister institute of pharmacy. This is the story of the Haryana other institutes too. Since 2012, 18 engineering colleges closed and more than that on the brink of existence. At last, the ultimate sufferers are the students. They are not able to get the quality of the teacher they get earlier. Ultimately the companies visit the campus earlier for the recruitment of the students not able to do so because less numbers of job creation after slow bust time for information technology. But AICTE norms have long gone out of the window at colleges like SBIT — a testament itself to the laxity in regulation and the close-your-eye-see-no-evil approach to colleges.

REVIEW OF LITERATURE

There is extensive study available on the market efficiency approach, rate of return and policy implication study on education. Professor Schultz's (1960) human capital theory approach to education policy analysed the rate of return on education comprised of social and private return of developed and developing countries. He pointed out that rate of return on education in tertiary sector is low which need to be focussed in comparison with developed countries. While analysing he also argued that even all the cost is considered as expenditure and nothing acceptable as consumption, the benefits from education is as better than non human capital. Periodically cost and benefits analysis of higher education need to be done. With rising cost to operate colleges and universities need to be focused time to time. These all help in evaluating the rate of return in higher education. Cost benefits analysis primarily consider three main things like evaluating the all the cost incurred as an expenditure in higher education, evaluating the all the direct and indirect benefits from higher education and considering the time period of the investment in higher education. Many parameters had been used to estimate the rate of return in higher education. Economist like Professor Schultz and Professor Bowman used two indices to see the differences between internal rate of return and Net present value for analysing the cost benefits of higher education. Professor Bowman identified and measured the benefits of higher education in terms of individual return and secondly as a indirect return to individual in society that benefitted due to input from the society and collectively both called as a aggregate value of social return to higher education.

Majumdar (1983) given the set of alternatives against the rate of return approach- the micro macro argument, domain distinction argument and the collective choice approach- to offer a comprehensive critique of human capital approach which offer new perspective to evaluate and decide on societal investment in education with given heterogeneity and structure of investment in education. He argued the micro and macro aspect of financing of higher education. That there may be differences between individual preference for particular field of course considering future job prospects with that of macro level. At a later stage situation may became worse with unregulated supply with lesser demand of job. So, there should be more emphasis on micro macro mismanagement. In 2005, he put additional emphasis that learning ability enables individual to easily shift from one status to another. This learning ability is cyclical in nature. Higher education has a capacity to provide maximum improvement for quality of education in terms of input

they provide to primary and secondary education as teachers and administrators. Musgrave and Musgrave (1989) pointed out that the larger case of public intervention in education rests on three cases; allocation of resources, macro economics stabilisation and redistribution of income. The role of the government is to correct market failure or even create a market where it does not exist.

The primacy of education in Sen Capability approach and development (2000) leads to the better understanding of the income growth and broader concept of development. Education empowers the individual to be free as the person have right to acquire the life style from set of alternatives. It sets guidelines to choose or focus for which they are able to do so. It sets out freedom and development suitable for their own growth. Sen Capability approach focus on deciding possible collective valuation opt through freedom as a informed decision. Sen argues that solely income would not decide over all development over a period of time rather than aim should be resources should create opportunities. However, to extend this capability approach to the education, person ability should be raised to take part in critical economics discussion i.e. expansion of freedom as make it participatory.

J.B Tilak is a pioneer and his works has brought out the economic side of higher education in different perspective. In his article, "Higher education policy in India in Transition", he analysed the transition towards the education policy in India, and emphasised on the neo liberal aspect of education and its transition to knowledge base society. He explored how neo liberal policies affected higher education negatively when government considered it as non -merit good, and expenditures also were cut down and it was given secondary importance. The higher education system suffered on the part of policy making by planners and lacked the perspective. The allocations as well as budgetary provisions were highly stringent but then during eleventh five year plan government realised the importance and allocations were increased. The shift has been more towards technical aspect of education. The paper explored different perspectives and transition of higher education related to public private partnership, quality as well as access towards building more inclusive education system in India. Other study related to financing of education published by Anindita Chaudhri and Rama Joglekar. In their paper " Detriments of expenditure on Education" Anindita Chaudhri and Rama Joglekar, explored govt financing of education in India over a span of 1980 -81 to 1999-2000 across 15 major states of the country using macro level indicators. They analysed the structural break in expenditure pattern pre and post economic reforms .They found, economic reform has certainly affected public expenditure on social sector in general and that on education sector in particular. Their particular interest was to assess the income effect and that induced by liberalisation and commercialisation of higher education Income, with elasticity less than one, is found to significantly enhance educational expenditure at aggregate, elementary, secondary and higher level. Moreover, contrary to general perception, education expenditure at all levels has been significantly lower after liberalisation vis-à-vis pre-economic reform era. This is particularly detrimental for the vulnerable sections of the population, i e, for females and backward social groups. States with a higher proportion of population belonging to SC, ST and with higher female to male ratio are any case found to incur significantly lower expenditure on education. In addition to this, they found that even after controlling for the economic reform process, privatisation exerts a negative significant impact on higher education. In other words, government's commitment towards meeting higher educational expenses is lower in those states where proportion of private engineering and medical colleges is relatively higher than the national average rate.

For the market of education, Patnaik (2007) raises a fundamental point about whether teaching learning process in higher education can be treated as market or not. he pleads for an alternative conception of higher education where higher education can be treated as an activity in which students and teachers are jointly engaged on the behalf of the society. According to this view, the delivery of education take place with concern for and awareness of the social context with complete regulation of market obsession in sharp contrast to the narrow view in which higher education is viewed as an instrument of the livelihood.

In country like India with large majority of the population being categorised as unequal access of education especially higher education. Access to the higher education remains issue for the policy makers climbing up the ladder of social spectrum and for social mobility. Beteille(2006) argues that though well into the twentieth century, universities were island in the country with low level of even elementary education.

GROWTH OF HIGHER EDUCATION IN INDIA

During eleventh five year of plan period, India aims to achieve gross enrolment ratio of 21% from 12.3% of beginning of period. Higher education as top in pyramid, it also provides teachers for primary, secondary level of education and even for higher education also. Number of colleges, universities and enrolment is increasing over a period time. Exponential growth of population has to be matched by the exponential growth of educational institutions.

In the current changing scenario, whether education institution fulfil the requirement of the society .i.e. of heterogeneous nature. There is increasing trend on the expenditure of education from last decade but it's lower than the many developed nation. India has to still fulfil its recommendation of Kothari commission on education expenditure to spend its 6 percent of its GDP. Increases in number of educational institution still have to counter with problems of quality and affordability. Over period of time, there is mushrooming of government and private colleges and universities at different places with increase

in the allocation of expenditure on higher education of 1.14 percent of GDP in 2006-07 to 1.25 percent of GDP in 2015-16. Despite being increase in the number of colleges and universities, regional disparity of higher education spread over the India remains problem. According to AISHE 2016-17, college density i.e., number colleges per lakh eligible population (age group 18-23) still varies from 7 in Bihar to 58 in Telangana.

TABLE 1.1 GROWTHS OF HIGHER EDUCATIONAL INSTITUTES

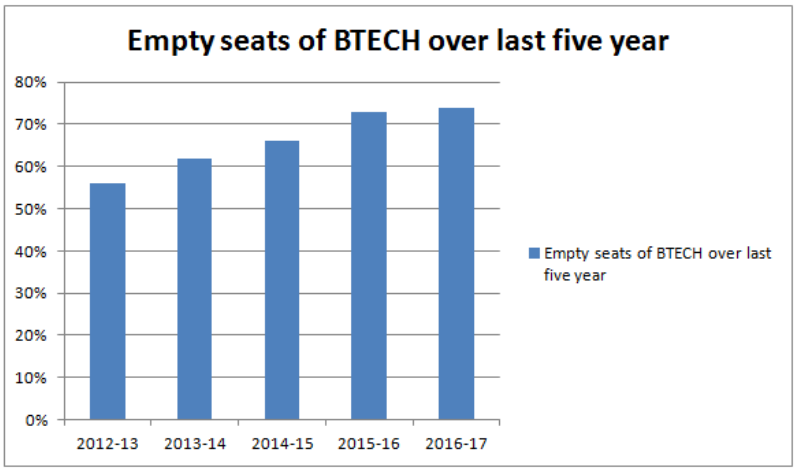
YEAR	NO OF UNIVERSITIES	NO OF COLLEGES	ENROLLMENT
2011-12	642	34852	29184331
2012-13	667	35525	30152417
2013-14	723	36634	32336234
2014-15	760	38498	34211637
2015-16	799	39071	34584781
2016-17	864	40026	35705906

SOURCE: ALL INDIA SURVEY OF HIGHER EDUCATION

CURRENT CHALLENGES OF HIGHER EDUCATION IN INDIA

Firstly, AICTE approved colleges without considering demand and supply of the course in market of higher education. The main responsibility of higher education regulator is to prepare students for some specific jobs to contribute for the development of the society in future. Last decade have been seen turbulent period of higher education in India marked by profound demographic shifts, episode of global financial crisis and significant change in economy in India. Higher education regulators have to consider these parameters while allocating seats to the colleges located in particular areas. Although in recent times, AICTE totally not aware about the market prevailing condition of the courses like BTECH while approving engineering college. Ultimately that leads to mushrooming of colleges while certainty of jobs after completing course is on the downside. On the other hand, cost of college education especially higher education is on increasing side. It created a situation where student find lesser rate of return for enrolment in the course like BTECH and resulted into vacant sheets in engineering college in Haryana in last 5 years as shown in figure 1.1. Other than this government invest resources on engineering student but most of them end up into other unrelated jobs. A US based research firm, HFS Research estimated that on an average there be decline in engineering job especially in IT sector there would be 14 percent decline is estimated in already existing IT jobs. It makes 480000 people jobs at higher risk considering future forecast. Despite that fact number of graduates per year in IT sector is on increase. These economic forecasting has not been used by educational regulating government organisation to create as early as possible more and more new types courses that adjust with new technological development. This crucial factor is missing to develop return to higher education, as benefits to the individual as employment and income prospects and sustained economic growth for the nation. Input from these early economic forecasting where not used as the desired gross enrolment for particular course in present and future. Ignoring these signals will create a situation of conflict between the expected rate of return and actual rate of return. Later realisation by AICTE and students ultimately led to wastage of resources over a period of time.

FIGURE 1.1 EMPTY SEATS OF BTECH IN HARYANA APPROVED BY AICTE



Source: AICTE

Secondly, challenges in higher education are of promotion policies at centre of decreasing standard. Indian higher

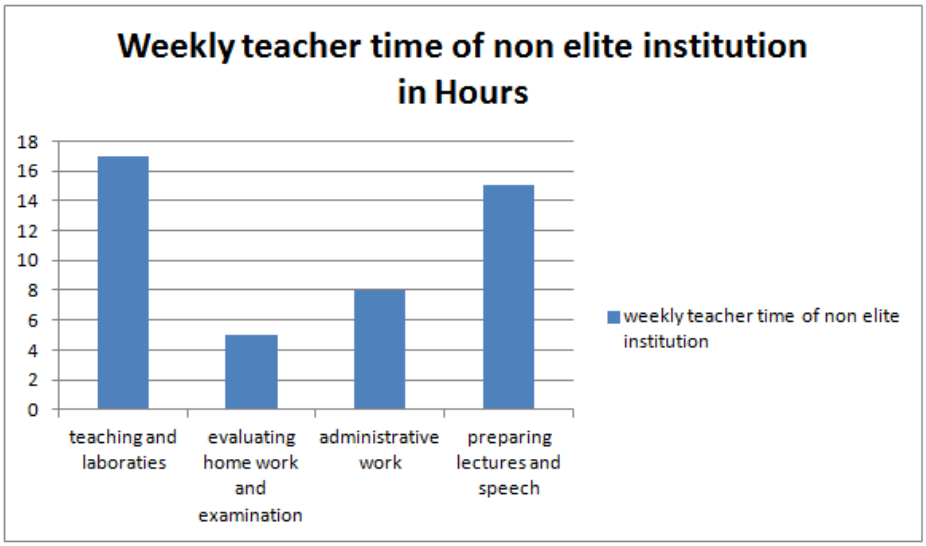
education system appear to be in crisis, a huge number of graduates are on verge of unemployable and because of this policies it does not seems to be producing a research work of good quality. On an average weekly teacher time of non elite institutions and elite institutions had been shown in figure 1.2 and 1.3 as a teaching with respect to the other activity. It compares the contrast between the elite and non elite institutions working positioned of teachers. In non elite institutions, 15-20 hours of teaching with less hours of time for its preparation of 15 hours where as in elite institution 5-6 hours of teaching supported by double hours of preparation .i.e. 10 hours for preparing for lectures and speeches.

TABLE 1.2 WEEKLY TEACHER TIME ON AN AVERAGE OF NON ELITE INSTITUTION

work	Hours
Teaching and lab	17
Evaluating home work and examination duty	5
Administrative work	8
Preparing lectures	15

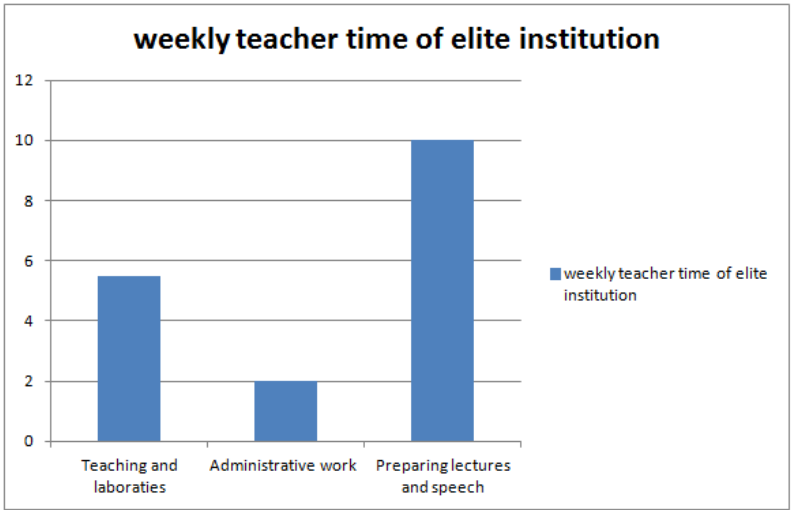
Source: Ranade (2016)

FIGURE 1.2 ON AN AVERAGE WEEKLY TEACHER TIME OF NON ELITE INSTITUTIONS IN HOURS



Source: Source: Ranade (2016)

FIGURE1.3 ON AN AVERAGE WEEKLY TEACHER TIME OF ELITE INSTITUTIONS



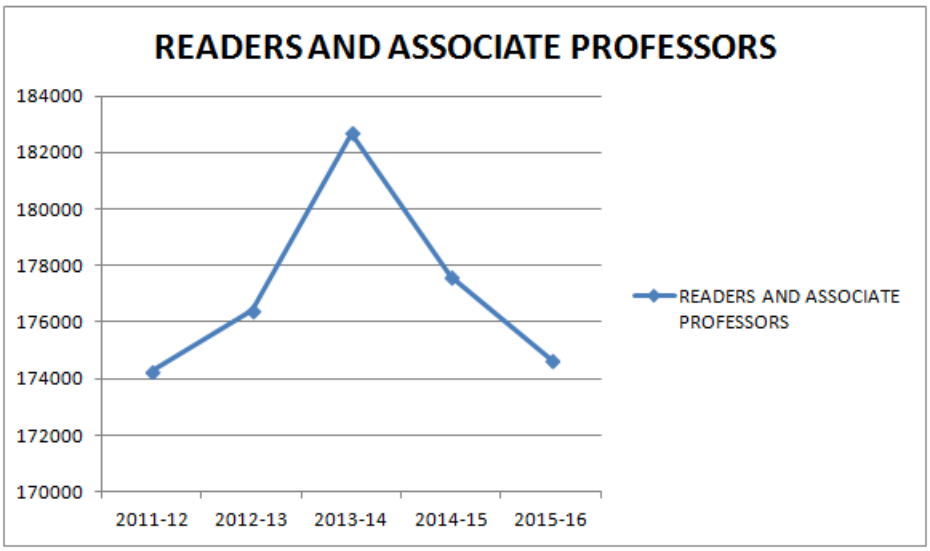
Source: Ranade (2016)

Except IITs and elite colleges but vast majorities of other colleges' .i.e. government and private institution teachers have to spend their time other than teaching works. It creates huge impact on teaching as well as research work.

15- 20 hours of teaching without much preparation is provided with information to student to memorise the theory and analysis in form of rote learning. It reduce the efforts of student i.e. demand little expertise and benefits them only in short run. Students relax most of year and at last do marathon memorising during exams. It also impacts the research quality of these institutions. Other than in elite institution they expect more than rote learning. Teachers are assisting with teaching assistant to check exams paper and homework and they have also sufficient number of administrative staff also. And also good quality of student assist teacher in research and these institutions have better funding and equipment. Teachers in non elite institution are ill position for doing a good quality research. But a current policy forces them to do research for the promotion and survival.

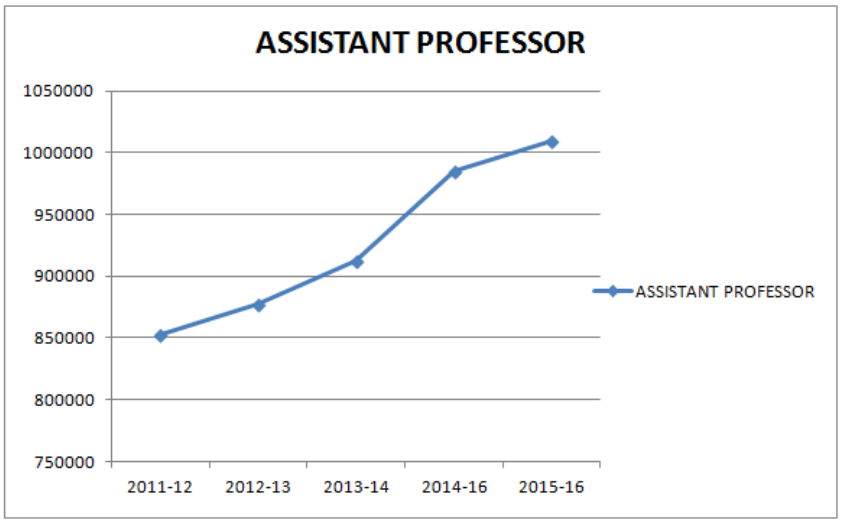
Impact of set of rule for promotion policy in higher education can be seen on number of associate professors and readers. Number of Associate Professor and Reader remain constant from last five year despite being increase in the number of Colleges and Universities. In 2011-12, number of Readers and Associate Professor is 174265 and at the end of 2015-16 is more on same i.e. 174657. On the other hand, number of Assistant Professor and temporary Teacher keep on increasing from 852894 in 2011-12 to 1009196 in 2015-16 and 68392 in 2011-12 to 112006 in 2015-16. Number of Assistant professor and temporary teacher from last five year is increasing but promotion of Assistant Professor to Associate and Reader is remaining low. One the reason of this can be relate with the promotion policy of higher education where the teachers are involved in other activities like evaluating home works, examination duties and other administrative works.

FIGURE 1.4 NUMBERS OF READERS AND ASSOCIATE PROFESSORS FROM LAST FIVE YEARS



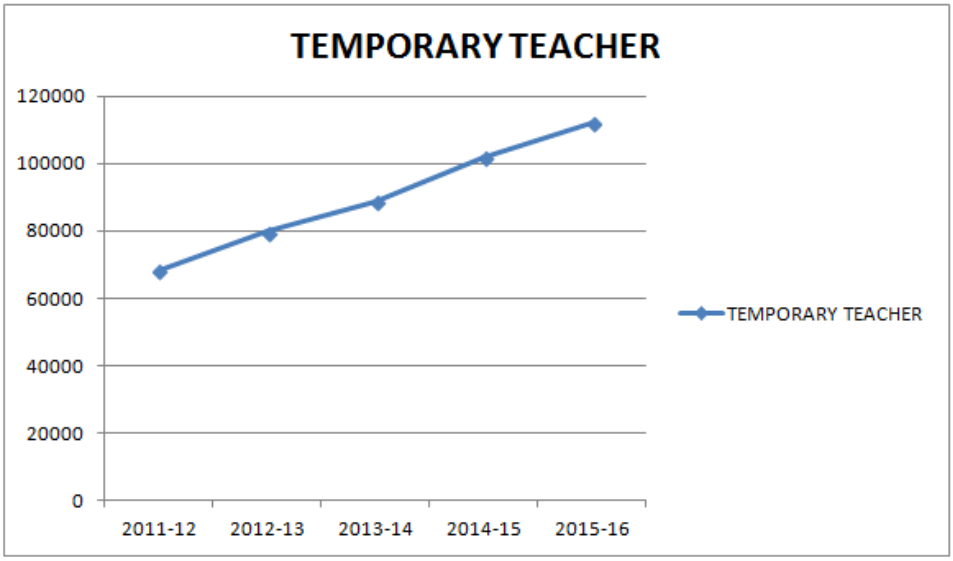
SOURCE: HIGHER EDUCATION STATISTICS AT A GLANCE (ALL INDIA SURVEY OF HIGHER EDUCATION)

FIGURE 1.5 NUMBER OF ASSISTANT PROFESSOR FROM LAST 5 YEAR



SOURCE: HIGHER EDUCATION STATISTICS AT A GLANCE (ALL INDIA SURVEY OF HIGHER EDUCATION IN INDIA)

FIGURE 1.6 NUMBERS OF TEMPORARY TEACHERS IN HIGHER EDUCATION FROM LAST 5 YEAR



SOURCE: HIGHER EDUCATION AT A GLANCE (ALL INDIA SURVEY OF HIGHER EDUCATION)

POLICY IMPLICATION

Firstly, the empirical data shown in figure 1.1 put a strong case for increasing the course seat according to future economic forecasting for trend analysis and future job prospects. There can arise a conflicts between the expected rate of return by student at time of admission and its eventual realisation at macro level as realised rate of return would be determined in the sphere of market is low based on the demand and supply condition at the end. Here government can intervene as create a situation of managing course seat allotment on the basis of future trend analysis to create a market where it doesn't exist. Other than this government relaxation should be given to colleges where market doesn't exist in form of low per student registration fees.

Secondly, for the promotion of teachers other standard should be adopted where weight age to promotion solely depend on both research and administrative works for short run. It may be apply as

Teaching	Research	Administrative work
30 hours	7.5 hours	7.5 hours

That is 4:1:1 may apply.Apart from that it's very difficult questions how to improve students and teacher quality towards research. Some of the well known index can be used from foreign universities where feedback is taken from both teachers and students of each other getting help for their research work. At the end of semester, students fill questionnaire for each teacher, how they are getting help from their teaching. Number of Paper publication had been increased from 2009-2014 by 14 percent. It makes global publication of India from 3.1 percent in 2009 to 4.4 percent in 2014 as per the Scopus Database analysis. Despite the increase in the number of Paper publication, there is decrease in number of highly cited articles of India. Decrease in number of highly cited articles put a question mark on the quality of research paper publication in last decade with increase in number of Paper Publication.

If compare Paper Publication of India with China from 1990-2011. In 1990, when India number of Paper publication where higher than China' Paper Publication as shown in table 1.3 but in 2001 its surpassed India by huge number and in 2011, China Paper Publication is more than three times of India. More importantly if we analyse the ratio of highly cited articles to number of Paper Publication, there is alarming situation with respect to India of future decreasing trend of 0.00663 in 2001 to 0.00523 in 2011 as shown in figure 1.7. Where as in China with increase in number of publication highly cited articles numbers also increased. To counter the decrease in highly cited articles which also signify the quality of research work deterioration. For that purpose, numbers of Teaching Assistant, Administrative staff and teachers should be increased on urgent basis. So that teacher get extra time to focus more on quality research work.

TABLE 1.3 NUMBERS OF PUBLICATION INDIA AND CHINA 1990-2011

	NUMBER OF PUBLICATION IN INDIA	HIGHLY CITED ARTICLES	NUMBER OF PUBLICATION IN CHINA	HIGHLY CITED ARTICLE
1990	12346	_	6104	_
2001	15522	103	25730	174
2011	36456	191	122672	980
TOTAL		294		1154

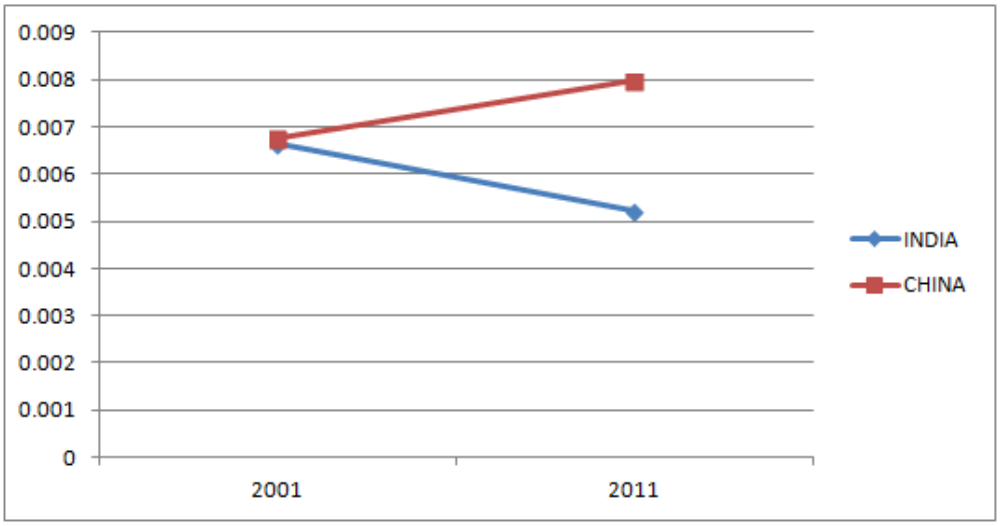
SOURCE: ECONOMIC SURVEY 2017-18, MINISTRY OF FINANCE

TABLE 1.4 RATIOS OF HIGHLY CITED ARTICLES TO NUMBERS OF PUBLICATION

YEAR	NUMBER OF HIGHLY CITED ARTICLES IN INDIA	RATIOS OF HIGHLY CITED ARTICLES TO NUMBER OF PUBLICATION IN INDIA	NUMBER OF HIGHLY CITED ARTICLES IN CHINA	RATIOS OF HIGHLY CITED ARTICLES TO NUMBER OF PUBLICATION IN CHINA
2001	**103**	**0.00663**	**174**	**0.00676**
2011	**191**	**0.00523**	**980**	**0.00798**
INCREASED FROM 2001 TO 2011	**85.43**		**463.21**	

SOURCE: CALCULATED BY SCHOLAR

FIGURE 1.7 RATIOS OF HIGHLY CITED ARTCILES TO NUMBER OF PUBLICATION



SOURCE: CALCULATED BY SCHOLAR

CONCLUSION

After analysing higher education specific factor, in order to curb the demand and supply mismatch government have to support the society in order to take the informed decision regarding their future rates of return in education with proper periodic future trend analysis. This analysis should be taken into account the allocating of seats to colleges over and above. Apart from that Government have to modify their current promotion policy for the non elite institutions. They need some special attention over the heterogeneity of higher educational institutes.

Education can play an instrumental role in breaking the vicious cycle of underdevelopment for a country like India. Though India has immensely progressed since the time of New Economic Policy 1991, however development pattern development has remained dichotomous. A massive share of India's population is below poverty levels, as well as greater share experiences a low standard of living. This dichotomy can largely be dealt with the help of easy access of quality education to the Indian masses. Focus must be on providing quality higher education as it will bestow a higher rate of return respectively. India is a labour rich country however there is shortage of skilled labour as compared to the unskilled labour. Quality higher education remains decisive for India's future development, as well as it is equally influential in raising the standard of living of its people. The challenges discusses above are damaging to India's developmental process, because they disallow the idea of equal access to education. The ubiquity of globalisation has also contributed in raising the cost of education, and hence, it necessitates the government and the education system to invest more in the education

sector, which would imply an increase in the budgetary share for education. However, in the recent times the budgetary share of education has experienced a downfall and that again poses threat to India's education system. There more investment is required, for enabling greater access for the masses.

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