

The Higher Education System in India and its Impact on the Economy

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Abstract: This paper mainly highlighted the problems and prospects of Indian Higher Education in the era of globalization. The study found that the Higher Education sector has witnessed a tremendous increase in its institutional capacity since independence. The study revealed the fact that low college enrolment, employability crisis of unskilled liability and lack of flexibility of the education sector are the major hindrance for the higher education. Suitable policy suggestions are for India's 30% GER objective achievement by 2030.

Inex Terms: Human Resource Development, Higher Education, skill training, knowledge economy, Economic Growth, Universities and Gross Enrollment Ratio (G.E.R).

1. INTRODUCTION:

Higher education is very important for a developing country like India and it is encouraging to increasing human development. The Indian higher education system has witnessed significant expansion in recent years, both in terms of the number of institutions as well as the student enrollment. National University of Educational Planning and Administration has pointed out that "The investment required in higher education is more than 9 lakh crore if we want to achieve 30% GER. The two subjects have been studied from a variety of standpoints; notable among them are skill development, productivity and maximization of the potential for human resource development.

2. REVIEW OF LITERATURE:

McKinsey (NASSCOM 2005), he mainly pointed out that those employers sharing their dissatisfaction with the quality of graduates. There are jobs in the IT sector, but not enough qualified engineers to fill them.

National Knowledge Commission report 2006 pointed out that the existing structure, rather than development of accountability, constrains the

supply of good-quality institutions even as extremely regulating the existing institutions in the wrong places and is not conducive to novelty or creativity. These findings are showed up by another report which explains the Indian higher education sector as: 'Over-regulated and under-governed'. At the same time, quantity expansion has also been unbelievably inadequate, making the challenges threatening on dual fronts of quantity and quality.

India has the largest number of higher education institutions in the world. The number of students enrolled is 10.5 million, the third largest globally after China and USA. As noted by Pawan Agarwal (2006), higher educational institutions in India are of different types, depending on their academic, administrative and financial systems Universities may also know institutions as "deemed to be universities" or set up institutes of national significance. The institutions may be funded publicly, be aided by the government, to be funded privately. In additions, it is predictable that well over 100,000 Indian students are enrolled in higher education institutions in countries other than India such as USA, UK, Australia, Singapore, and New Zealand. Many students also undertaking out to countries

where English is not the local language, making use of facilities provided specifically for overseas students. China, Russia, and the Ukraine are some such countries. At the same time, the facilities provided for foreign students in India are considerable.

Judhajit Das opines that the issue of employability is centered on two challenges. The first one is lack of access to education and skills, and the second is low level in education quality standards.

Calculated investment and new technology can take care of the first issue. The second challenge is more about quality of students which results in ambition mismatch between skills and job/salary expected.

According to the Team Lease report, well over half of the 58 per cent, in fact of young Indians suffer from some degree of skill-deprivation and lack of adequate facilities. The study also showed that non-availability of courses, inadequate infrastructure facilities, inadequate financial resources, lack of flexibility and autonomy to the institutions among others have injured efforts in improving the quality and level of education, employability and employment. The study also viewed that the challenges of higher education been caused due to low college enrollment, employability crisis of unskilled labor and lack of flexibility of the education sector.

Twelfth Five Year Plan (2012-2017), this report suggested that responsibility indicators designed to make sure quantity were inhibiting the quality of graduates, particularly in relation to their creative and entrepreneurial skills. It also pointed out that higher education system in India can scale up in quality and reach only by creating competition with clear regulation. Some of the proposed solutions include legitimizing distance education, development public-private partnership

models, deregulating higher education and change the skill and employment system.

3. GROWTH OF HIGHER EDUCATION:

Table 1

Year	No. of Universities
1950 – 51	256
2014 – 15	757

Source: All India Survey on Higher Education 2014- 15

The data from the Table 1 reveals the fact that the growth of higher education universities from 1950 -51 to 2014 – 15 has recorded positively. Number of degree granting universities more than doubled from 256 to 757. Number of universities with types is shown in Table 2.

Table 2 Types – Wise Number of Universities

Sl. No.	Level	Number	% of Total
1.	Privately Managed Universities	267	35.27%
2.	Central Universities	44	5.81%
3.	State Open Universities	13	1.72%
4.	Institutes of National Importance	69	9.11%
5.	State Public Universities	316	41.74%
6.	Institute Under State Legislature Act	5	0.66%
7.	Deemed Universities Government	37	4.89%
8.	Other Universities	6	0.79%
Total		757	100%

Source: AISHE 2014 - 15

4. GROWTH OF HIGHER EDUCATION INSTITUTIONS:

Only affiliated and constituent institutions of Central and State Universities have been counted as colleges. There are 38056 colleges. The number of colleges has increased by 4% from last year.

Majority of the colleges, (76%) are privately managed, 61% private – unaided and 15% private aided. Higher education sector has witnessed a tremendous increase in its institutional capacity in the years since independence. The number of University level institutions has increased. The number of colleges has also registered various increases with just 578 in 1950 growing to be more than 35,000 in 2015. The number of colleges also increased from 12,806 to 38,056 in the same period.

5. GROWTH OF STUDENTS' ENROLMENT IN HIGHER EDUCATION:

Total student enrolment has been classified in 8 levels viz- Ph.D., M.Phil., Post Graduate, Under Graduate, P.G. Diploma, Certificate, and Integrated. Percentage of student enrolment and level wise estimated students' enrolment is given in Table 3.

Table 3. Students' Enrolment ('000) at Various Branches

Sl. No.	Branch-Wise Students	Boys	%	Girls	%	Total
1	Research	67330	59.69%	45482	40.31%	112812
2	M.Phil	13676	42.25%	18695	57.75%	32371
3	Post Graduate	1847651	48.50%	1961671	51.50%	3809322
4	Under Graduate	14088649	53.01%	12487491	46.99%	26576140
5	PG Diploma	109371	58.63%	77177	41.37%	186548
6	Diploma	1618329	72.01%	629101	27.99%	2247430
7	Certificate	78597	44.68%	97310	55.32%	175907
8	Integrated	83101	62.86%	49091	37.14%	132192
	Total	17906704	53.82%	15366018	46.18%	33272722

Source: AISHE 2014 - 15

Growth of higher education Branch wise student enrollment boys and girls 2014 – 15 has revealed in Table 3. The study explores the fact that the women enrollments' ratio is less when compare to male. The highest numbers of students are seen enrolled at Under Graduate level across India. Out of the total 3, 3272,722 students, a vast majority of 2, 65, 76,140 students are enrolled in Under Graduate that is a sweeping 79.9%. On the other hand, second to Under Graduate, 11.45% students are enrolled in Post – Graduation which is approximately 38.1 lakh students. Taking a look at the Male – Female ratio at each level in Table 3, the trend is of higher males then females in almost every level, except M.Phil., Post Graduate and Certificate, wherein, the female enrolment is slightly higher than male enrolment. Student enrolment at Under Graduate level has 53% male and 47% female. Post Graduate level has 49% males and 51% females. Diploma has an unbalanced distribution with 72% males and 28% females. Ph.D. level has 60% males and 40% females. Integrated level has 63% male and 37% female. PG Diploma students enrolment projects the most lopsided picture with 55% male students and 26% female students.

6. GROSS ENROLMENT RATIO IN HIGHER EDUCATION:

Estimated Gross Enrolment Ratio (GER) in higher education in India is 23.6%, which is calculated for 18-23 years of age group. For Scheduled Caste it is 18.5% and for Scheduled Tribes it is 13.3%.

GER for male population at all India level is 24.5% where as for SC males; it is 19.3% and 14.6% for ST males. Similarly GER for female population at all India level is 22.7% where as for SC females are 17.6% and for ST females, it is 12.0%. There is gradual increase in Gross Enrolment Ratio (GER) in almost all the states in the country over the year.

7. TEACHING POSITION:

The total number of teachers has been estimated to be 14, 18,389. Out of which more than half about 61% are male teachers and 39% are female teachers.

Taking into account all types of institutions, Pupil Teacher Ratio (PTR) at All India level comes out to be 23 and 21 if only regular enrolment is considered. In case of University and its Colleges PTR is slightly higher 24 and 21 respectively.

For international comparability, GER has also been calculated taking 18 – 22 years population and it comes out to be 27.4 at all India level.

8. ISSUES AND CHALLENGES:

The major challenges of the Indian higher education have explained here under. However the study identified five areas critical to making the Indian Higher education system that financial innovation, innovation use of information and communication technology (ICT), reinvigorating research, thrust on vocational education and training (VET), and regulatory reforms are potential —Game changer' for the Indian higher education system The study also found that very low per capital spends on higher education India. Lack of qualified faculty limited funding for hours for research, great budgets and research as well as poor linking. The study found that poor quality of graduates – lack skills for employability 10% of graduates and 25% of engineering graduates are

directly employable. It is also found that quality of education delivered in most institutions is very poor. While India has some institutions of global repute delivering quality education, such as (Indian Institute of Management) IIMs and (Indian Institute of Technology) IITs. It is also fact that Education is become a seller's market and everybody wants to get more profit rather than the quality education.

Coming up to the next increasing number of students going abroad for higher education which is a drain on foreign exchange resources and also on the students and/or their parents' finances. It is also noticed that the number of Ph.D.s produced each year is very low – those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom instruction. The study also found that the top institutions have demand supply gap not just in terms of number of seats available but more so in terms of seats available in institutions who offer quality education.

9. CONCLUSION:

A lot of commissions and committees appointed by the government for suggesting reforms have also pinned upon same obstacles in the Indian Higher Education. It is also important that the way attempts have been made to reform secondary level education in schools, higher education needs to be reformed too. The universities the maximum required facilities expected by the students, but they cannot utilize it on a well knit way. Though these are clearly positive trends, the Indian higher education system continues to demonstrate many structural shortcomings which in turn create challenges in meeting future expectations. Inequity is also pervasive in the system, with the GERs of women and backward castes being much lower than the national average. However, finally achieving India's 30% gross enrollment ratio objective by 2030 plans requires solutions that combine the needs of policy makers, employers and youth Expectations of from various stakeholders – Students, Industry, Educational Institutions, Parents and Government.

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