Higher Education in India for Opportunes and Challenges

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ABSTRACT The world has ,r,eali zed that th,e eco1nomic succ, es s of the is ,dire,ctly determined bly their s1ates, education syst em Edu, cation is a Nat1on1s Stren1 gth1. A dev, el oped nation is inevitaib11 v an1 educated na,ti on. India1n higher e,ducation1 syst,em1 is the third largest the world"! next 10 the United Stales alnd China. S.ince li 1ndepe:ndence, !India a,s a, dev. 1nati1 on is con11 ent10 1usly olpin1g progress11n g in the edu,cati o1n Although •th ere have, been lot ,of challenges education syste1m ,of India but to higher1 equally have lot o,f op1pon:un1t ove,rcom,e 1hese c'hallenges and to ma, ke higher edu1 cation s,y,s1em much better. It need, s gIre,a1er transparency and account alb1li 1y, th,e rol,e oi,f colleges a, nd univers,ities in the new millennium, and emergi1ng scient1i fic research on lhow p, eople I,e,arn is of u1Im,o,st important. Jn ,dia need welll skille,d a, n d ,hig hly educated peo,1p, le who ca1n drive 0 1ur e, c ono1 my forward. 11ndia p1rovides: h 1g1hly ski 1l,ed p,eo,ple to 1 other countr, i,es 1heref,ore: it is very easy for India t,o transfer our country from ,a d, evel, opli ng nation 'to a devel, 01ple, d naltli on. The curr, ent study ,aim s 10 highlight the, ch,aUenges ,and, edu,cati o,n system in ln,dia.,to, p oin1 out the op1por1unit1i es 1i n higher words. Education, Key, Opp, ortunities, Challenge Js, C,o'l l eg,es, Universities

I. LNTRODUCTION

India*s higher education1 system is the worl d1s third 1,argest in 1erm,s of students,, next, to China and the United States. I'n future1 ln1 d1a will be one of 1he lar,gest education lhu, bs. ln1dia's Higher Educatio1n .sector Ih,as witnessed a tr em1 end,ous 1in cre,ase in the numlber of

Univers, it i es,/Uni versit y leve1I Institutions & , Colle,gles sin,ce in delpendence. The ',Right to Ed1ucat1i on Acf which st p,u l ates ,compuilsory and free ed1uca1ionto alI ch1ild ren withi1n the age ,gr,oups ,of 6-14 years, has br,oughi about a r,evolult li on in the education syest em of th,e country with slatistics revealing a stagg eriln,g enrolm,ent in , ,sch,ools o, ver the last four ye,ars. The in1 vol 1 vem ent of p1 rivat e sector iln h• 1 gher edu, catiorn has seen ,drast ic ,changes in the fiel ,dl. T, oday ove, r 6,0'% ,of higher educa1'oi n 1i 1ns,t it 1ut1i ons in APS oolleg,,e of commerce, mahesha080484@gma il.com. Contact no. 994,50281600 e _h_ •_ _ nt 1o-c f i1n.s1_i1.u es_ wlh1"c_ h h_ ,a-c ve- o:cr 1i _ _n,a-1e_do- ve-r -t h _ _ s_ t d_ _ _ _ m_ _ _ -_g- 11_ a_ [hom, e to the largest 1num,lb1er 01f Higher Edu1cat ion the world. with stu1dent instituti ons in enirolments at th, e .s,econd high,est (Shaguri, 2013).T•he numb11er o'f Universities has increased 34 times from 20 in 1'91 50 ,to 1 677 in 2014. 1o espite these numberrs, 1i 1nternational edrucation ra•ti ng agen1 cies have not pla1 ced m, any 1 of these institutions wiet hin the b1 est of tlhe •wo1 rld ra1nking. Ali so, lnd1i a has. faUed to pr,oduce worl1 d class uni vers ities. T,oday,

Kn, owlledge i.s po1wer. Th1 e m1 or,e knowledge one has, the more empolwered ,one is. !However, ln,dia contiin u es 110 face stle•rn challe,ng es. Des,plit e growli lng in•vestm enlin edulcation1, 25 lper cen1t 10 f it s; po1pulatio1 n is still illiter, at e; only 15 pier cent of lndia1n s:t udents reach high sch, o011, a1nd just 7 1per, cent gradua:te (Ma1sa1n11, 2008). The qu,alily \bullet of education in India w, Ihether at, 1pr1im .ary or hig1her educat ion1 i .s significa1n1lypo,or ,as ,compared to major developing nation1s 01f world. As of 210, 1 08 1 India's post secondary in1s1itutions offe, r only eno11.1gh, seat s. for •7 per ,cent ,of 11ndia's cioUege-age pop11.d.ati on1 25 1per 1c, en1 of teaching nationwide are v, acant, a1nd 57 p,e,r ,cent of



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c,o,ll eg,e professors l ack either a m ast er's: or PhD d, ,egre1 e (Newsweekl 2011). As ,of 2011, there are 1522, degree gr,an1t i 1ng eng,i neering co,ll eges in 1 India wlit h an annual sluldent intake of 582,000 (S••c•i enic,e and T,ec:h1n1ol o1 gy Edu c ation, 2009) 1pl1us 1,244 poly, tech1nics wlit hl an anlnual intake of 2651,000. However, thes, e institutions face shortagl e of f,acult y and concl erns have been rais,ed over the quality of e,ducatti on (Mitra, 2010,8). Despite thies, e lhigher educa1.01n system of lr ndia equally have 101 of opportruni•ties overcomIe these chafllle1ng1 es a1nd have the calp, abiilit y tol make its 1i dent1it y at 1int ernatit onal l,evel. However, needs it gr,eater tr anspa.ren,cy a1nd accountab11i1y, th,e role of univeirs, iit i es, and c,olleges in the ne •. 1mill enni1um1 a1nd emergilng scientific r,esea, r ch 01n how people, 1earn is of utmost importa1nt. India plrovil des. h 1glhly skilled 1pl eolpll e t ol other coun,tr, ies 1herefore: it is very easy for India to transfer our, countr yo from a 1 developing nation to a developed nation.

II. HIGHER EDUCATION- CURRENT OVERVIEW

'With1 over 98:1 0' U1niversit 1i es,

.39931 1 C, o ll eges, 10725 s.tandalo1 ne inrst il lutions. anld 34.6 millrion stud,en1s:, t he• Indian HE bolast s of havin1g1 1 he largest HE sys1:em in 1:h e •worlld in terms of in.st1it terms ,of utio,ns an,d se, cond largest i.n enrolment. G, o ver1n1m,en1h,as .set a tar, • 1 get 1 of 30%1 GER i1n hi1 gher education by •2020, from the curr-en1 •26 5%. APS oolle, ge 1of commerce, mahesha080484@gma il.com. Contact 994.50281600, 01ut of a pop1ullation of ab,ove 1 251 billion of whic1h 672 million i.e., almo .s,t 50% are in the age-group 11 5 to 5'9 year s. which is us; ually tre, ated , as the 'work, ing age popul, ation'. 11 India1 is expe, ct e, d to1 be the fastest gr,o•win1g economy tou,ch1in GDP of USD 7.5 trHli on by 20301 and one of the you, n gest n1ati o1ns, 1i n the woirld • it h a median age, of 32. P, rojections show tlhat our country would reqluire a. gross in,creme1ntal workforce of 250 million by 2 0.3 0. gr,eyin gdeveloped 'The world is expec,ted •t,o fac, skiUe,d talent sho1rt a,ge approoci1mat ely 56 million by 210310 a1nd ln,diia a, lon, e wo1uld provide 47 mi1 lll1i on

skilled talent 111 Private play's a hug,e r,ole and ac coull1ts for 64o/o o•f the n1umb.er of ins1itu1ti o.ns and 62%, of enr, ol1m, ent. Ove r, 80o/o of 1nvestmen•t i n1 pr ofessional educatio1n is do1ne by the 1p1rivate s,ector., The draft Nlati onal Educatio1n P'olicy (20191) u, nd, er the ch.airm D1 r K Kastu 1rirangan h,as anship of blleen s; ubmitted 1,0 MHRD and the government is; iln the process of wolrking towairds its form aliza1. ion!!! To develop a culture of rankings in India MHRD has launch1ed 0 N, ational Fr, ar, nework of Rank in g of Universit:i,es an,d c oll,eges suited to the local conditi,onsl cir,cum s,t an, ces a1nd req1uirements.. NIRF has a!rea,dy coimple, t,ed 3 suc, cessiv ,e years of rankking. 11 Gov,ern1men1 coime 'UP wit1h a IU1G1 C eiraded Auton,omy Re, gulati, 01ns ('GAIR) 2017 to gra1nt grade, d auton1 omy to hi,gh p,erfor1m1ng Uni vers:i t11es/ higher ediucational inst it1utions. In the first ph,ase, 62 universities/HEls have bee,n grant1 ed Gov 1 ernm ent has a,utonomy•. • 'Thie announced ,the Inames of

20 Indian Univers1it i es/ high,er educa, t ional i1ns,t it ut i ons as tihe 'Institutions of Eminence" (loE)j a ,move to gli ve a 1p1 ush ln1 dia1n U1niversit ies to fea1t ure in the top 11 01 0-20 1 1 gl obal rank, in.gs in the next 10 years. • Thie go-vernm1 ent has launched the indigen, ouslly developed M, o, acs platform callled SWAVAM •to emph1a.size on self-1,earning an1d i 1ncrease acc,ess, e,quity and quality. Cur r,en11Iy 72 ,M, QQCs, program !hav'e bee, n1 designed and 43 prograIms are allrea,dy being im, pan ed thr,ough M, Q, QCS., The in,t eln1is to1 ,dev,elo1p more than 10,00 ,MOO1Cs course.s 11 To im1 prov,e quality of State• 1universities, Cen1ral go•vt has be,en offerin1g Rashtr1ya Uc, hchatar Shik.sh,a Abh1i yan (RUSA) f undilng s.i111ce 201.3 t,o all s1ate govern1ments. The ,amo untearmarked for thr,ee years, (•201•1-•2.020) is u.so 1 b1i Ui on. 11 The 1 Govt h,as rec,en11y la1u nch,ed the • Study in India" Ipro,gram to at tra ct i1ntern.a1ional stud,en!tS from 30 ,focus c:ountri,e•s (mos11Iy f,1rom, developing world to start with) an1 d have identified 15 z1ones in ,lndia tlha.1 de•vel.oped into edu,c•a1,ional citie.s. 11 Som, e of the initi, atives 10 promot, e research 1 : APS oolle, g, e of commerce,mahesha0801 484@gma il.com. Contact no. 994.50281600, . Atal



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In1novation Missii on (AIM) sta, rt ed by the Glovernment is to prom, ote a cult, ure of innovat ion and entrepr1 eneurship1 and. Innovation Hu:bs, Grand Cha ll1 en,gesJ serve as a p la•t fo,r m for promo, it i on of world-class Start-up busine.sses ,and: self-employme1111 o,ther .activ1iti es, particul.arly in tech1nolo1gy,driven areas. • I'M PRINT is the fir st of i1s kin,d MHRD supported Pan1-IIT + I,ISc joint initiati•ve to addres, s the major .s,ci,ence and engineeri1ng challer iiges that Indi,a must address and champion to e111ab.l e1 empo.wer and! emb,olden the nalion f,or in1clusi,ve gro wth a111d self-reli,ance. • D,ep1,

Science & 1 ech1nolog•y (DS T), 1 Govt of India iis in1 the p,r of setting up of Technol ogy Enabling Centres (TEC) in Universities/HE s, 4th IndIustrial revolution. Challenges in !HigherEduc,at10nin India •t o thl, e glrowi.ng nee, ds of It li s our 6'9, 1 ve.ar o.f independence still .our educ•at ion .s.vst em h.as no1. been devel oped fully. W,e are not able to lisi, a single un, iversit y in •t o p1 universities of the ,wo , rld. Vari,01us 1g,o,vern1Iments chan1 geld dlur1in g th,ese six tried, •t o 1deca..des. They bo.ost edu,calioln systelm and im1p l e,men1ed variou1 s ed1ucation po, lici,es, but they were not sufficient to put aIn example, ,f or

un1i verse. U1GC i s con1inuo1usly wor:kri ng and foc.u .sing 10n quality ed1uca, tion i1n higher edu1cation sector. Stilil we are faci1ng lo1 t of piroblems and chaUenges in ,our educa,ti o111 s yst,em. S01me of t[he b,asic ch,alle nges in !higher ediucation s,yst,em in India are discussed below

:• Enriolment: The Groiss: Enr,olment•
R,ati,o (GER) of Indi,a in higher ed, luca•tio,n
is only 15'% which is quite low ,as
compar,ed to th1 e de,vel ope,d ,as well as, ,o,th
er develop•ni g coun1ries. With the in,crease of
en1rolme1nts at, .school level. the supply of

I ndia among male and female varies to a g- eater extent. There ,are regilon,al va,ri ationis too some states !have high G.ER while a.s solme is quit,e behilnd the lnal.i ona, l GER •which ref lect a significant lmb,ala,

► Quality: Qu1ali•t y i:n !higher n ces w1tlhin the hi1 gher edu1cati on system. e•ducatio

n is a 1mult 1-dimens1i onal, multi evel, a, nd a dynamic concept. Ensuring quality in high,er educatio,n is am oIngst th, e foremost chaUen1g,es being fa,c,ed in India tod,ay. Hlo'wever, Gov•,e,rnment is continulou1 sl1 y, foc1u.s, ing on1 th1e q1u,alit y educatio1n. .Stil l Large

number of colleges and m Edi with WPS Office by th, e, u GC, an1d 1 our universitiles, are not in, a poslili on to mark ils place am1 ong the 11op unh11ersities of the world.

- Infrastructure,: Poor 1 in fr, astructur 1e is anot1her ch1allen1g, et10 th 1e higherr education system of India pairti, cularly th 1e in. stitu•t1es Irun by the public slect 1 or s, uffer from poor physical] facili1ies an1d infras, tructure. There are larg1e number o•f c, oUeges which are funct ion11n g, on s, econd or third floor of the build1ing 011 n ground o,r first fl1oor there exists ready1mad1e hos i1eries or, ph otoc1opy shops.
- ▶• Political interference: ,Most of t,he educatio1na1I Insti1utions ,are ow1ned by tihe polithJ,al lea1de1rs1 wh10 are

playin1gkey ro, ll e in go1vernin 1g1 bod•es 1of tihe Univ1 e,rsit i es. The•y are using th1e inn, ocent students for th, lei r s1 elfi sh means. Students organize 1carnpai'gns, forget their own olbjectives and begin to develop their 1careers in po,li tics..

- Fa.culty: Faculty sho rtage s aln1d the inability of the staie educa, tional system, to att ral1ct: ,and retai1 n w,eU- qluahfied lea,ch1 ers have belen poslIng challenges 110 quality eldulc•ati on foir many ye,ars. Large lnumlbers of NET / PhD candidates are un1 employed evien tihere are 11 ot of v•acanc,i e.s li n lh1i gher leducat ion1 these deserving ca.ndi1dates are then1 ap1ply1i ng in other depa1rtm1ent s, which is ,a b11ggest blo•w to the higher leducation syst1em.
- Accreditatil:on: As p1 er tlhe data provided by the NAAC11 as 1 0,f June 20101, '11not even 25% 01f the to•t al higher education in.stituti1 ons 1i n the 1 c,ount ry were accr1e,dit,ed. And am, on g those accrediteid, onl•y 3,0% of the u1niveirsirti es and 45'% of the colleg, e.s were found to be of quality to be ran1kedl at 'A" level.
- Research and Innovation: 1here are v1 ery• n o1min1al scholars in 1our cou1ntry wh1ose writ1i ngI is: ,ci't ed by famous western aut hors. There is in1 a,d equa,1e f ocus, on res,earch i1n h1i gh1 er educa1ti o1n in1s1it1utes:. There are 1i ns,uffici1 ent resources a1nd faci1Ii1i 1 es, as well as, lim it e1 d



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Inumb1 ers 1 of quality fa1culty to advice s:t u1d1 ent s. M10 s1 of the1 r1esearc h sch1olars are with101 ut fellows h1i ps, or 1not 1 g1et tin1 g1heir fell1owslhi1ps on time which dir1 ect ly or indirectly a•ff1 ect s their resear1 ch. M, oreo ver, Indian Hi'gher e1d, uca1ion instit utiio n s ,are poorly conn1 e1 cted t10 research1 c1ent ers. So, this is another ,ar1ea of 1challeng@ to the higher education in Indi'a.

Structure, ,of higher education:: M anaige1m ent 1of tih e Indiain education fa, 1ces challen1ges 1of over-centr,alizat 1ton, buireaucrat1c structu, res an1d

lack of a.1ccount ability, 1rianspar1 en1c•y1 an1d pr1ofes.si1onatism. As a resu11 t of i'lli 1 cr1 ease in APS oolleg1e 1of commerce, mahesha080484@gm ail.com. Contact no. 994,50281600 m Edi with WPS Office func11oi ns .a,f universities has. si,gnificant ly irncreas.ed a1nd th,e ,cor•e •focus. on a.cadem, ri cs and research1 is diluted (Kumarj 2015). Opportunities in Higher Education India i.s a la.rg, e, country, with an1 estim.at ed pop1ulation of y1 oung peo1pl

e aged between 18 to 23 ye, ars to be aroiu, nd 150 millio1n. Thie sheer size of 1h,e market 01f f ers h1u1ge opportrunities develo1 pment oif the higher educa1.i on sector in India. India now b1 oa.st s of having more than 33,,000 o, olleges and 659 univeirsilies, which has been quite a rem ark.ab1 l e gr,owtlh d1uring1 the last s• i, x d,ecades. The year 21012 witnessed 21.4 millHon en.1roll 1ments, wlhich mak1 es India the 3rd la1rgest educational s.ystem in the world. 1u n1f 1or1un1 at,ely, the educalti onal inf r.astru clure 01f 1 n,dia, is ina,dequa1e to lhandl!e s1uch hu,ge volumes. 11n spite all the ,go,vernIm,en1 s pend11 ng 1n the educational sector1 11 is just, too i1ns1uf ficien,t to .meet thre g,ro i lng reqluiremenlt s. Therefo,re, lhighier, Educat1i on, sect or has now been identified .as on1 e of 1he promisi1ng areas for private .and for1e11i gn 1i nv,est1ments. It offerrs immen.se investrm,en, t opportunities In1 both non-rel gul.ated alnd regul,at,ed s,egments (Nexus Novus, •261 July, 2013). ln1 dian higher educatli on s.ys1em is growin1 g ve,ry fast irrespective of various challle, nges but there is reas, on that these, can, not b, ,e ,overcome. With the help of Inew-age learning ,tools, it is easy for country like India 1,0 overcome these p1 roblems and br11 ng1 .a pa.,radigm shift 1n the country's higher education sector. With suc.h a vilb rant country with h1u g, e 1popu11 atli on p, roperly, ed, uc•,aled, 1,hepossibliliti es, are en1 dless;. If k nowle1 dge is

imIp.art ed us, ing advan1ced digi1al teaching, and learning tools, and society 1i s made aware of wh,ere we are currently lagging beh, indlj ou, r, country can easily emerge .as, onre of th1 e mos, t developed na, 10i ns, in the woirld. There are opportunities fo1r strategic 1e•n g, age1m,ent a, nd capa,cit y buildin1gI in higher educati 01n

leadershpi 1 m.anagemr ent and level. a.t the .state Tlhere are opport1unities for India 10 c1ollabo1rati on at natio111al and in1t ern1 a11i on.al level on .are,as of sv.ste1mic ref or1m. including assurance, international credit ,recognitio1n, and 1 unif, ied na, tional quali ficati ons fram e •. 'o:rk. EqIuality of educationral opportu1ni1y in higher ,educati,0111 1s c,onsidered essent1!a1I bec, aiuse h1glher educat11on 11s a p, owe1r fu1I 0 1 for re-duci1ng1 or elli minatinrg 1i ncome an1d wealth dis,p.arities. The idea of equaliz1i ng edu,ca•ti o1nal oppo1ri u nities, also lies in the fac1 that. the ablilit profit by higher education 1s sprread amolng clas, ses of p, eople. There are great a.Ill reserves. of 1unta, p, p ed ab1 ili t y inr the so,ciet y: if offer,ed the clhance they earn rise to 1h1 e tollp. A glreat deal of of the highest level 1s, in fac:It, APS oolleg,e ,of commerce, m ail.com. ahesha080484@gm Contact 994.50281600 m Edi with WPS Office The need to enh,an, ce the e1m p'l oyabi lity• oif graduates is pire, sentli n1g eIntry 1points for c,olll aborrati on educati1on enterprise arnd en1rre1 pren1eurship, li,nks with1 i ndustry1 res,earch slkUl s and the wide r,ange, o•f trarns, ferab, le ski!lls, includin,g Eng1 lish. Thie emergirng i1,n1errest in ln11dian h1i 1 g h1 er educ,ati1onI i'rns1itution1s rin t lhe vol catil onal sk1i ll s marke1 provides a.reas fo1 r, potential 1 enlgage, ment with internalional partnlers. There is a, need to bluilld stronger relationshi'p1s an1d increase m1utual un1derstand1i ng in ih"1g her educatio1n in1cre,asin1g by

suIpport and particiIpati on in platforms (conferences, workshops, semin1ar.s) whri ch ena1ble de bat1e and dial,og1ue with o,ther coun, tries o•f the world.(British C:oun1ciII, 201,4). Suggestions lmpl:loviingthe System o,f Higher !Education:

- There is a need to implement innova•t, ive and 1rransf ormati onal app r1oach1 f 1orm primary t10 high1er educa, tion level 10 mak1e ln1dia1n educationa system g, lob1 alllly mor1e 1releva,nt and competitive..
- ► Higher educational inst i•t utes neeld to irmprove 1 qualit y and repult ati on 1.



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- There should be a g, ood infras,t ructure of colle, ges and l1 u n1i v,ersities which ma•y att ral1ct. t h e stiudents.
- Government must p, romote oUaboratio:n betw1eeIn Indian !higher educatri on institurt es an1d: top ln1t ernational in1st 1t utes, and also gen1er ates, linkage between nati onal! r es,earch laborat,orri es and res,earch centers of top in1 sti•t ution1s for better gluallity and c,ollaborative res,e,arch. ▶ There focus on tlhe gradu, ate students, by provri ding them s,uch cours,es in 1 'Whi 'ch they caIn ach1i eve, , excellen c,e, ga1i n deeper kn10.1wled ge of subject so ,that th 1ey will 1 1gIet jo,b1s, aftler recruitm, ent in the com1p.an1 i es: 'Wh1i ch wo1uld reduce unnecessary rush t10 the hi1 g1h1er edu1ca•ti o1In.
- Univlersitli es and coill eges in both plublic private must lb,e a•w,ay fr orm the p,o,Ut i cal af filli,ati ons, > Favorillis m., money rnakirng process should lb1 e oiut of edluc.ation system, etc.
- There shoull1dl lbe, a multidli sc• ip1hn ary a,pprloalch1 i ln higher ed, ucati'on so tlhat stud1ent s, k, Conc:l usion n01 wlledge may be restri ct1 ed only ur p to hi's own subJe1cts. Edu ca•tio1n i.s ,a process b1 y whi'ch a plerso,1n'.s blodly, mind and charact,er are forme1d arnd strengthen1ed. It is brin1ging of h1 heart an1 d mind together ,and thus enabling a p1erson to d1 eve, lop an alll-rou.nd person, atiit y id1 ent if yi1ng the bes1 in him or her. Hi1gher APS oolleg1e commerce, mahesha080484@gm ail.com. Contact no. 994S0281600 m Edi with WPS Office exp1 an1 d1ed edu1cati o1n in lndi,a has vlery ra.pli dly in the last

decades ,aft er 1in depe1ndence yet i1 is 1not e1quaUy accessible to all. India is 1.oday 1 one of the fastest de, veloping1 rie.s of the world with the annlu.al growth rate going above 9%. StUI a lar1ge section of the population, remali ns illiterate and a large 111umberof childr,en's do not get even primary educat1i on1. Th: is 1i s .not only exclu, ded a. larlge section of the pl opulation frlom conl1ributing, t 0 1 the dev1 elop1 m1e•nt of 1he country fuHy but it has also pirevent ed them from utilizin, g th, e, 1benef it s of whatever developm1 ent have taken place for the ben11eifit of the pleo1pll e. No, dorubt lndri a is facirng •varilous challlenges in h"g 1her ed, ucation brut to taclkJ1 e these challenges and to bo1ost high1 er educationr Is utmost irmpoirt ant . !I ndia is,

a courntry of hug1e hu1man re.s1ource 1potentiat to 1utilize this p101ential properly 1.s the issrue whi,ch n1eiede1d to 1discus s, .. Q1pport1unit1es..are ava11 ablle b1 u•t h1ow to get beneflit s from •t h, lese 01p1portunit•i es make them ac cessible, to others and how to1 is the matter 01f conrc eirn. In 1order 110 sus,t ain that ratle of grlow1:h, there is lneed10 lncr1 ease the number of institute.s, and also that e qualit v of higher • 1educat1i on in India. To rreach a, nd a1ch1i eve the future reg1uirements there 'is an urg, en1need to relock at

Financial Resourcesl

Access ,and Equity. Q1uaHt y Standards, R, elevan1cel ri rnfr.as,t ructure ,an1d at the end th1e Responsivenes.s.

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