



PRESENT GLOBAL SCENARIO & CHALLENGES IN HIGHER EDUCATION

Dr. Subhash. P.Jadhao

Professor & Head Department of Commerce

R.A.Arts, Shree.M.K.Commerce & Shree. S.R.Rathi.Science College,Washim.

ABSTRACT

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life. Education has been described as a process of waking up to life also. By the definitions given above we can conclude that education is very important for the human development. In this research paper we studied about the Present Scenario of Higher Education in India

Introduction

In the learner-centered paradigm of education, students are encouraged to take greater responsibility for their learning outcomes. The professor ceases to be the fount of knowledge filling the empty receptacles of students' minds; instead, students actively participate in the discovery of knowledge. They are encouraged to be reflexive and thoughtful learners, learning from themselves, their peers and their immediate environment just as much as they would from their professors. Accordingly, the teaching-learning methodology involves less lecturing and rote note-taking and more hands-on activities to allow for experiential and interactive learning.

Over the years, such emphasis on learning has impacted students and learning outcomes in ways that have far-reaching impact for Indian economy and society. Firstly, by stoking students' innate curiosity and encouraging them to learn in self-directed ways, it has enabled Indian graduates to be independent, critical thinkers. As a result, it has

greatly enhanced the country's innovation capability and entrepreneurial ambition, positioning it amongst the most attractive R&D hubs for dozens of multinationals. Secondly, the learner-centered paradigm has helped India's thriving human resource base to keep pace with the changing needs of their work environments. Over the years, with evolution of the „knowledge economy“, learning and work have become inseparable, making constant on-the-job learning and up-gradation indispensable.

The Context of Higher Education

Quality in Higher Education has become a primary agenda of the countries worldwide. In the context marked by expansion of higher education and globalization of economic activities, education has become a national concern in developing countries with an international dimension. To cope with this changing context, developing countries have been pressurized to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard. Consequently, many developing countries such as India, China are initiated national quality assurance mechanisms and many more in the process of evolving a suitable strategy. But it's not going to be easy where there are resource constraints.

Challenges before Higher education in India

The Indian higher education system is facing an unprecedented transformation in the coming decade. This transformation is being driven by economic and demographic change: by 2020, India will be the world's third largest economy, with a correspondingly rapid growth in the size of its middle classes. Currently, over 50% of India's population is under 25 years old; by 2020 India will outpace China as the country with the largest tertiary-age population.

Despite significant progress over the last ten years, Indian higher education is faced with four broad challenges:

- **The supply-demand gap:** India has a low rate of enrolment in higher education, at only 18%, compared with 26% in China and 36% in Brazil. There is enormous unmet demand for higher education. By 2020, the Indian government aims to achieve 30% gross enrolment, which will mean providing 40 million university places, an increase of 14 million in six years.
- **The low quality of teaching and learning experience:** The system is beset by issues of quality in many of its institutions: a chronic shortage of faculty, poor quality teaching, out dated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching.
- **Constraints on research capacity and innovation:** With a very low level of PhD enrolment, India does not have enough high quality researchers; there are few opportunities for interdisciplinary and multidisciplinary working, lack of early stage research experience; a weak ecosystem for innovation, and low levels of industry engagement.
- **Uneven growth and access to opportunity:** Socially, India remains highly divided; access to higher education is uneven with multidimensional inequalities in enrolment across population groups and geographies.

Research Scenario in Higher Education

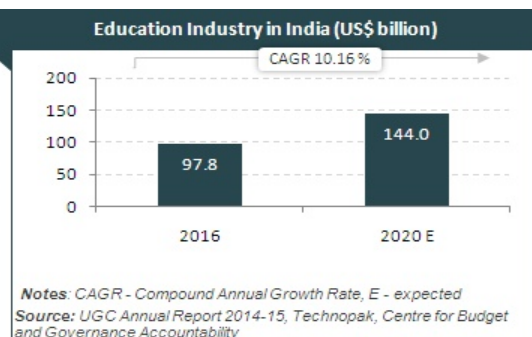
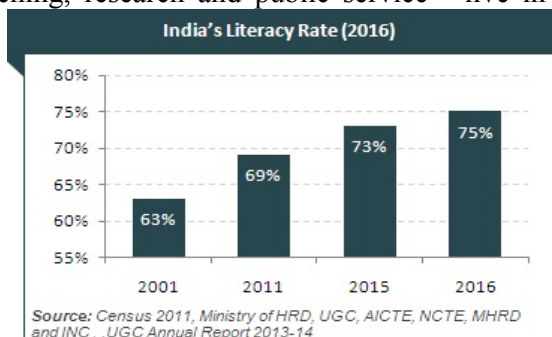
The three missions of the modern university - teaching, research and public service - live in

constant tension with each other at different levels. Universities, to the extent that they enjoy autonomy to develop their own plans and programs, must make hard choices in setting priorities and allocating resources. Research universities are at the pinnacle of the academic system and directly involved in the global knowledge network. They require major expenditures to build and are expensive to sustain. Their facilities – including laboratories, libraries and information and technology infrastructures - must be maintained to the highest international standards.

Research production in key areas - such as information technology and the life sciences - has become extremely important to national development agendas and for the prestige of individual institutions. Government support to university-based research has increased in recent years to order to encourage research in such fields as biotechnology and information science.

Education and Training industry in India

- With approximately 28.1 per cent of India’s population in the age group of 0-14 years, as of 2015, educational industry in India provides great growth opportunity.
- The country has more than 1.5 million schools with over 260 million students enrolled.
- In 2015, with 34.2 million students enrolled in approximately 48,116 colleges & institutions for pursuing higher education. India’s higher education segment is the largest in the world.
- Government target of Gross Enrolment Ratio (GER) of 30 per cent for higher education by 2020 to drive investments.
- The education industry in India is estimated to reach US\$ 144 billion by 2020 from US\$ 97 billion in 2016



The education sector in India is poised to witness major growth in the years to come as India will have world's largest tertiary-age population and second largest graduate talent pipeline globally by the end of 2020. The education market in India is currently valued at US\$ 100 billion and is expected to nearly double to US\$ 180 billion by 2020.* Currently, the school segment is valued at US\$ 52 billion and contributes 52 per cent to the education market in India, higher education contributes 15 per cent of the market size, text-book, e-learning and allied services contribute 28 per cent and vocational education in manufacturing and services contributes 5 per cent. Higher education system in India has undergone rapid expansion. Currently, 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. It witnesses spending of over Rs 46,200 crore (US\$ 6.93 billion).

Diversified Education System

Mass enrolment created the need for diversified systems - hierarchies of institutions serving different needs and constituencies. In future the private sector will be an important aspect of diversification. It will continue to expand in many nations, because public institutions will not keep up with student demand. For instance, India, Pakistan, Malaysia have many such institutions at higher education. Some private institutions might emerge as semi elite or elite research universities, but care must be taken to ensure that private, especially for-profit, institutions maintain standards and serve society. "New technologies and new providers have only just begun to diversify opportunities and this trend will certainly continue in the coming decades.

PRIVATISATION OF HIGHER EDUCATION:-

The growth of private higher education worldwide has been one of the most remarkable developments of the past several decades. Today some 30% of global higher education enrolment is private. While private higher education has existed in many countries - and has traditionally been the dominant force in such East Asia countries as India, Japan, the Republic of Korea, and the Philippines - it has formed a small part of higher education in most countries. Now, private higher education institutions, many of them for-

profit or quasi for-profit, represent the fastest-growing sector worldwide.

Countries with over 70% private enrolment include Indonesia, Japan, the Philippines and the Republic of Korea. The private sector now educates more than half the student population in such countries as Mexico, Brazil, and Chile. Private universities are rapidly expanding in Central and Eastern Europe and in the countries of the former Soviet Union, as well as in Africa. China and India have significant private sectors as well. The private sector is growing and garnering more attention in Africa.

Conclusion

For India to become economically, politically, and socially developed, education is critical. As a result the government must assume the responsibility for providing and financing education, especially basic education. Today, India already produces some of the most talented and intelligent students and workers, but questions related to quality, access, and equity still challenge educational planners. In corroboration, a recent study titled

Effective Education for Employment (EEE) by Edexcel stated that there is a huge mismatch between what is being taught in schools, colleges and universities and the knowledge, skills and behavior businesses and organizations are looking for, in new recruits. Even students felt that their education lacked relevance to the jobs they were hoping to apply for in the future which reinforces the missing element "linking education to careers".

The role of higher education as a public good continues to be fundamentally important and must be supported. The multiple and diverse responsibilities of higher education are ultimately key to the well-being of modern society, but this expanded role adds considerable complexity and many new challenges. The higher education enterprise should provide strong, vibrant postsecondary institutions to support the knowledge economy as well as to provide the knowledge necessary for the social mobility and economic progress essential to societies across the globe.

References

1. Collis, B.(2002). Information technologies for education and training. In Adelsberger, H., Collis, B, & Pawlowski, J. (Eds.) Handbook on

- Technologies for information and Training .
Berlin:Springer Verlag.
2. Duffy,T,& Cunningham,D. (1996).
Constructivism: Implications for the design
and delivery of instruction, Handbook
of research for educational
telecommunications and technology(pp.170-
198)-New York: MacMillan.
 3. Freeman,M.(1997). Flexibility in access,
interactions and assessment: The case for
web-based teaching programmes.
Australian Journal of Educational
Technology,13(1),23-39.
 4. Rena, Ravinder (2008) Financing
Education and Development in Eritrea – Some
Implications, Manpower Journal,
43(1):73-97.
 5. Rena, Ravinder (2000) “Financing and
Cost Recovery in Higher Education: A Study
with Special Reference to Private
Colleges in Andhra Pradesh,” A Thesis
submitted for the award of the Doctor of
Philosophy in Economics, Department of
Economics, Osmania University,
Hyderabad,India.
 6. Shanghai Jiao Tong University Institute
of Higher Education, SJTUIHE (2007).
Academic Ranking of World
Universities. Retrieved on 24 January 2009 at:
<http://ed.sjtu.edu.cn/ranking.htm>
 7. Tilak, J.B.G. (2001) Education and
Globalisation: The Changing Concerns in
Economics of Indian Education,
Editorial, Perspectives in Education, 17 (Special
Issue): 5-8.
 8. Ved Prakash(2007) Trends in Growth
and Financing of Higher Education in India,
Economic and Political Weekly (August
4): 3249-3258.
 9. Venkatasubramanian, K. (2002)
Financing of higher education, the Hindu, 19
February 2002.
 10. [https://www.ibef.org/industry/education-
sector-india.aspx](https://www.ibef.org/industry/education-sector-india.aspx)