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A Study on Need for Changes in Higher Education System in India

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Introduction

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life.

Higher education is a powerful tool to build modern, value-based, knowledge based, culture based, and peaceful society which can lead the country towards becoming super power in the world. It is also considered one of the important and strong tools for the development of any country. Primary education is necessary for creating base, while, higher education is extremely important for providing cutting edge. Higher education contributes to the growth of nation by providing specialized knowledge and skill manpower.

History of Education in India

India has travelled a long way in education from the "Guru-Shishya" practice of learning under the shade of a tree in medieval times, to becoming the third largest higher education system in the world, after the US and China, according to the World Bank. However, in terms of expenditure per student as well as per teacher, India falls behind.

The education in India has a rich and interesting history. It is believed that in the ancient days, the education was imparted orally by the sages and the scholars and the information was passed on from one generation to the other.

The Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. Even though the education was free, the students from well-to-do families paid the Gurudakshina which was a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. This system is referred as the oldest and the most effective system of education. After the development of letters, it took the form of writing using the palm leaves and the barks of trees. This also helped in spreading the written literature. The temples and the community centers formed the role of schools. Later, the Gurukul system of education came into existence.

In the first millennium and the few centuries preceding, there was a flourishing of higher education at Nalanda, Takshashila University, Ujjain, and Vikramshila Universities. The important subjects were mainly the art, the architecture, the painting, the logic, the grammar, the philosophy, the astronomy, the literature,

the Buddhism, the Hinduism, the arthashastra, the law, and the medicine. Each university specialized in a particular field of study. For instance, the Takshila` specialized in the study of medicine, while the Ujjain laid emphasis on astronomy.

The Nalanda, being the biggest centre, had all the branches of knowledge, and housed up to 10,000 students at its peak. The British records reveal that the education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The main subjects were the arithmetic, the theology, the law, the astronomy, the metaphysics, the ethics, the medical science and the religion. The school had the student representatives from all classes of the society.

The present system of education was introduced and founded by the British in the 20th century, by the recommendations of Macaulay. It has western style and content. The British government did not recognize the traditional structures and so they have declined. It is said that even Gandhi described the traditional educational system as a beautiful tree which was destroyed during the British rule.

The first medical college of Kerala was started at Calicut, in 1942-43, during World War II. As there was a shortage of doctors to serve the military, the British Government opened a branch of Madras Medical College in Malabar, which was under Madras Presidency then. After independence, the education became the responsibility of the states and the Central Government coordinated the technical and higher education by specifying the standards.

In 1964, the Education Commission started functioning with 16 members of which 11 were Indian experts and 5 were foreign experts. The Commission also discussed with many international agencies, experts and consultants in the educational as well as scientific field. Later in 1976, the education became a joint responsibility of both the state and the Centre through a constitutional amendment.

The central government through the Ministry of Human Resource Development's Department of Education and the governments at the states formulated the education policy and planning. NPE 1986 and revised PoA 1992 envisioned that free and compulsory education should be provided for all children up to 14 years of age before the commencement of 21st century. Also, the Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education.

In November 1998, Prime Minister Atal Behari Vajpayee announced setting up of Vidya Vahini Network to link up universities, UGC and CSIR. The general marks-based education system is now being replaced by the grades-based system.

Literature review

India Today Web Desk, New Delhi (2019) described the need for changes in Indian education system under seven issues are Rote learning, Evaluation System, Equal respect to all the subjects, Better training of educators, Introduction of technology, Personalize education, Educating the students about the purpose of education, with these concepts author explained the importance of changes in Indian education system to meet the industry and job requirements.

Baishali Mukherjee (2018) explained the Higher education should include job- friendly syllabus, the results of recent survey conducted, by a talent assessment organization for the India, says that almost 85% of those who had completed higher education were not equipped with enough information to take a career decision. The author explained the need for changes in importance of the Indian Higher Education

framework from the perspectives of the five major educational stakeholder groups- Higher Education leadership, students, employers, policy-makers and NGOs.

NAESYS Dimensions Solution (2017) explained the higher education system in India largely suffers from poor quality of education due to weak Curriculum, infrastructure and inadequate technologies. The author also said that Information and Communication Technology has become an imperative support system for education as it could address most of the challenges facing higher education system in the country.

Dr. Shailaj Kumar Shrivastava described that now a day's higher education has to meet a lot of challenges, globalization has highlighted the need for the establishment of national accreditation and quality assurance systems along with the promotion of networking among them. College, which is service oriented organization the improvement in service have to be made to meet the rising expectation of the society and country and they highlights that emerging issues, challenges and suggestions for strengthening higher education system in India.

From the above literature review still there will be scope for further study on this topic to know the need for changes in higher education system in India, to meet the global quality expectation in education and to meet the industry and job requirements

Statement of the Problem

A New Vision... A New Approach, The quality in education need to be defined in the wider sense of the overall aim of education as the all round development of the individual and his commitment to social objectives; and viewed in this context, there is no doubt that vigorous efforts will have to be made to improve these to suit the changing needs of the country. It has become increasingly evident that the relevance of education, its significance, its validity for personal aspiration, its link with societal needs and goals, its efficiency and impact are the basic parameters of every educational system.

Quality in education can also be interpreted from a different viewpoint; it means educational standards are judged from examination results. An educational institution that shows high pass percentage is considered to be an institute of great quality.

Challenges in Indian Education System

- Improving the quality of education at all level in India.
- Increase in the expenditure on education sector specially of Higher levels.
- Improve the literacy role in India.
- Awareness about need of education in rural India.

Scope of the Study

The main scope of this study is know the number of Universities, College to understand and identify the need for changes in higher education system in India, also to identify the improvements required in higher education system in India to meet the industry and job requirements.

Objectives of the Study

Following are the major objectives of the study

- To understand and identify the need for changes in higher education system in India.

- To identify the improvements required in higher education system in India to meet the industry and job requirements

Limitation of the study

Following are the major limitation of the study

- This study is restricted to understand and identify the need for changes in higher education system to improve employability skills among students in India.
- The need for improvements required in higher education is based on industry and job requirement.

Hypothesis of the study

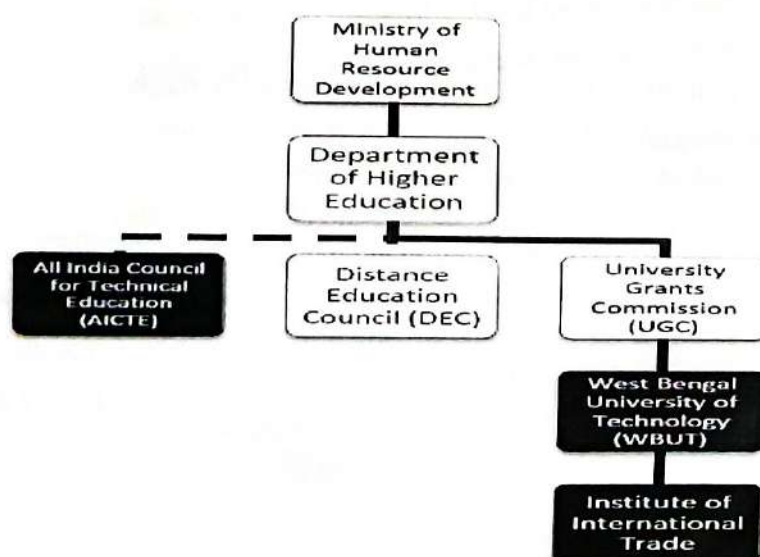This study aims to test the following hypotheses.

- Ho: Chosen factors are not significantly affected by the changes required in higher education system.
- Ho: There is a significant relationship between need for changes in higher education system and its impact on employability skills among students, industry requirements to contribute to the growth of nation by providing specialized knowledge and skill manpower.

Research Methodology

For this research, I considered primary and secondary data. To understand the need for changes in Indian higher education system, this is a descriptive type of research where many references and analysis were made with the help of existing data. I used primary data to find the change in education system to meet the job requirements also used the secondary data for analysis to draw up the conclusion.

Higher education in India

The Department of Higher Education, MHRD, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions.

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                    Ministry of
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                   Development
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All India Council    Distance          University
for Technical        Education           Grants
Education            Council (DEC)      Commission
(AICTE)                                    (UGC)
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                                       West Bengal
                                       University of
                                        Technology
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                                       Institute of
                                       International
                                          Trade
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According to the University Grants Commission's website, the total number of universities in India was 874 as of 25 September 2018. That figure includes 47 central universities, 391 state universities, 125 deemed universities and 311 private universities.

Data Analysis

According to the latest report on the All India Survey on Higher Education, there are 993 Universities, 39931 Colleges and 10725 Stand Alone Institutions. Here are some more vital stats.

Ministry of Human Resource Development Department of Higher Education All India Survey on Higher Education 2018-19	
Key Results of the All India Survey on Higher Education (AISHE) 2018-19	
Number of Universities:	993
Number of Colleges:	39931
Number of Stand Alone Institutions:	10725
Number of private universities:	298
Universities are affiliating i.e. having Colleges.	298
There are 548 General, 142 Technical, 63 Agriculture & Allied, 58 Medical, 23 Law, 13 Sanskrit and 9 Language Universities.	
Universities are privately managed:	385
Universities are located in rural area:	394
Colleges are located in Rural Area:	60.53%
Colleges are privately managed:	77.8%
Colleges Private-unaided:	64.3%
And Colleges Private-aided:	13.5%
Colleges are exclusively for women:	11.04%
16 Universities are exclusively for women, 3 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.	
1 Central Open University, 14 State Open Universities and 1 State Private Open University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum 13 of them are located in Tamil Nadu.	
Only 2.5% Colleges run Ph.D. programme and 34.9% Colleges run Post Graduate Level programmes.	
The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Haryana, Tamil Nadu, Gujarat and Madhya Pradesh.	

Bangalore Urban district tops in terms of number of colleges with 880 colleges followed by Jaipur with 566 colleges. Top 50 districts have about 32.2% of colleges.
Total enrolment in higher education has been estimated to be 37.4 million with 19.2 million male and 18.2 million female. Female constitute 48.6% of the total enrolment.
Distance enrolment constitutes about 10.62% of the total enrolment in higher education, of which 44.15% are female students.
About 79.8% of the students are enrolled in Undergraduate level programme. 1,69,170 students are enrolled in Ph.D. that is less than 0.5% of the total student enrolment.
40,813 students were awarded Ph.D. level degree during 2018 with 23,765 males and 17,048 females.

Increasing quality of education

Local and regional universities urgently need to correct course and improve their infrastructure, increase the number of laboratories and enhance the skills of teachers to teach and motivate students.

We need to rise up to international, and better national, benchmarks and provide quality education to our students. The recently introduced National Institute Ranking Framework and grade systems for universities are steps in the right direction.

Universities compete among themselves to rank higher as this begets them greater autonomy from regulation, and also more money. Some other reforms like semester systems, choice-based courses and MOOCs could also enhance academic performance and free students to explore their interests.

Universities have to give equal priority to teaching, research and practice. This entails balancing faculty members' time between teaching, research and institute-building based on their individual capabilities. The ideal ratio would be 50:30:20 but could vary per teachers' preferences. Universities have to prioritize research to make it onto lists of world class universities known for both good research and teaching. For this, universities can be linked to research institutes of the Council of Scientific and Industrial Research, the Indian Council of Agricultural Research and the Indian Space Research Organisation so students can share their laboratories and researchers can work with young talent.

Universities should be society's catalysts of change. They can help students better confront real-world challenges with socially relevant curricula and research, dual guidance (student guidance by both professors and practitioners), mentor-mentee programmes, visiting scholar programmes, faculty development, etc. This in turn will reduce the need for separate skill-development programmes, especially in practice-oriented courses like engineering and management.

Findings

1. "Unemployment rate is highest among youth with education until diploma (37%), graduate (36%) and post graduate and above (36%), suggesting the lack of opportunities for a higher skilled workforce,"
2. Indian education system is need to improve to meet the current industry requirement and employability skills among students, that can be achieved by adoption of following points:
   - Focus on skill based education by adoption of relevant curriculum as job market.
   - Reward creativity, original thinking, research and innovation.
   - Get smarter people to teach.
   - Implement massive technology infrastructure for education.
   - Re-define the purpose of the education system.

Conclusion

The quality in education need to be defined in the wider sense of the overall aim of education as the all round development of the individual and commitment to social objectives; and viewed in this context, there is no doubt that vigorous efforts will have to be made to improve these to suit the changing needs of the country. It has become increasingly evident that the relevance of education, its significance.

It is need for changes in higher education system in India in order to improve the employability skill among the students. The improvement in higher education system can be done through designing the curriculum by involving the industry experts so that it possible to design the curriculum more relevant as per the industry expectation. Adoption of relevant syllabus, teaching methodology, giving more opportunities to students for internships, industrial visits and case studies, Seminar, conference, guest lecture from industry experts and workshops are more essential to provide quality education to our students to meet the industry and job requirements.

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