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## "The Growth And Evolution Of Higher Education In India "

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### Introduction

The Growth and evolution of higher education in India can be traced from ancient gurukuls to the modern, diverse system of today. Historically, it shifted from traditional, residential learning to a system influenced by British colonial rule, and then towards a more independent, expansive structure after independence, marked by the establishment of numerous universities and institutions. Currently, the system grapples with challenges of quality, access, and equitable resource distribution while also embracing technological advancements and global competitiveness.

Higher education refers to the advanced level beyond the primary and secondary levels. It typically includes education provided by universities, colleges, professional schools, and other institutions that offer specialized academic and vocational programs. Higher education focuses on in-depth learning in specific fields of study, enabling individuals to develop expertise and advanced knowledge in their chosen areas.

### Importance of Higher Education

**Contribution to Society:** A significant objective of higher education is to foster a sense of civic responsibility and encourage graduates to contribute positively to their communities. Higher education is crucial in producing responsible and active citizens committed to making a difference in society.

**Personal Carer Development and Responsibility:** Higher education aims to nurture holistic personal growth in students. It focuses on character building, ethical values, leadership qualities, and a sense of social responsibility, preparing individuals to be responsible and compassionate citizens.

**Critical Thinking and Solving the Problem:** Higher education fosters critical thinking skills, encouraging students to analyze and evaluate information critically. It cultivates problem-solving abilities that empower graduates to address complex challenges in their professional and personal lives.

**Understanding Global Cultural :** Higher education encourages exposure to diverse perspectives, cultures, and ideas. Promoting global awareness and cultural understanding helps students develop a more inclusive and open-minded worldview.

**Academic knowledge:** One of the primary objectives of higher education is to provide rigorous and comprehensive academic programs that promote excellence in learning. Institutions strive to maintain high education standards and ensure that students understand their chosen disciplines deeply.

**specific fields of study:** Higher education allows students to specialize in specific fields of study, enabling them to acquire advanced knowledge and expertise in their areas of interest. The specialization prepares individuals for specialized careers and positions in their respective industries.

**Research and Reorganisation:** Higher education institutions are hubs of research and innovation. Encouraging students and faculty to engage in research contributes to advancing knowledge, technological breakthroughs, and developing solutions to real-world problems.

**Lifelong Learning:** Instilling a love for learning that extends beyond graduation is an essential objective of higher education. Graduates are encouraged to embrace lifelong learning to adapt to changing circumstances, pursue professional development, and stay relevant in a rapidly evolving world.

**Employment and Career Preparation:** Higher education equips students with the skills and qualifications to enter the workforce and pursue successful careers. It provides internships, practical experiences, and networking opportunities, enhancing graduates' employability.

**Social and Economic Awareness:** Higher education has the potential to uplift individuals from disadvantaged backgrounds, providing opportunities for social and economic mobility. It can break barriers and open doors to better opportunities and improved quality of life.

#### **Abstract:**

The 21st century has seen a further transformation in the landscape of higher education in India, particularly with the advent of new technologies, the increasing global mobility of students, and the push for digital learning. The government has introduced various initiatives to modernize the sector, such as the "National Institutional Ranking Framework" (NIRF), aimed at improving institutional quality and promoting competition among universities. The introduction of the "National Education Policy" (NEP) 2020 also marks a significant milestone in the evolution of higher education in India, focusing on holistic education, multidisciplinary approaches, and fostering innovation through critical thinking and creativity

#### **Keywords:**

Higher Education , Social Equality ,Universities, Research, Colonial rule, Students, Culture, Global Awareness, Political Willpower, Nation Building, Technology, UGC , Private Institutions, Country.

Historical Development of 'Higher Education in India' from 1947 to the Present: The evolution of 'higher education in India' since independence in 1947 can be understood through key phases marked by socio-political changes, economic policies, and the emergence of new educational paradigms. Over the last seven decades, India's higher education system has transformed from a colonial legacy to a vast and diverse educational landscape with aspirations of global competitiveness and social equity.

#### **Early Years (1947 - 1960s): Establishing the Foundations:**

At the time of independence, India inherited a higher education system that was primarily elitist and colonial in nature. There were only a limited number of universities, mostly concentrated in urban areas, and they primarily catered to the needs of a small educated elite. The emphasis of education during the British period had been on creating a class of clerks and administrators rather than producing a skilled workforce to drive

industrialization or nation-building

**Establishment of Key Institutions:** “In the early years after independence”, the Indian government set out to create institutions that would lay the foundation for scientific, technological, and managerial expertise. In 1951, the “Indian Institutes of Technology” (IITs) were established to meet the growing need for technical education. The first IIT at Kharagpur was followed by others, creating a network of premier institutions that would become globally recognized. “University Grants Commission” UGC: The ‘UGC was established’ in 1956 to regulate and coordinate university education across the country. It aimed to standardize higher education quality, promote research, and allocate funds to institutions. **Affirmative Action:** Policies were introduced to make higher education accessible to marginalized sections of society. The reservation system was implemented to ensure that students from “Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC)” had equal opportunities for ‘higher education’, which led to an increase in the representation of these communities in universities.

**Expansion and Institutionalization (1970s - 1980s): Rapid Growth and Diversification:** The 1970s and 1980s were marked by a significant expansion of the ‘higher education’ system to meet the growing demands of a rapidly developing nation. The emphasis shifted from merely creating elites to building a system that could cater to the masses and contribute to economic and social development.

### **Key Development Event in Higher Education of India :-**

**Expansion of Universities and Colleges:** The number of universities and colleges expanded dramatically, with a focus on regional balance to address disparities between urban and rural areas. New universities were established in smaller towns, and many state governments also set up educational institutions to cater to local needs. **Rise of Professional Education:** There was a concerted push to expand professional education in fields such as medicine, engineering, law, and business. Institutions like the Indian Institutes of Management (IIMs), which were founded in the 1960s and 1970s, became key players in producing highly skilled professionals for India’s growing economy. **Focus on Scientific and Technological Research:** During this period, there was a strong focus on scientific and technological education, as India sought to modernize its industries. The establishment of the Indian National Science Academy (INSA) and the Indian Council of Agricultural Research (ICAR) also provided support for research in these areas. **Affirmative Action:** In 1973, the government introduced the Mandal Commission, which recommended affirmative action for OBCs in higher education. This was an important step in promoting social justice through educational opportunities for underrepresented communities.

**Reforms and Globalization (1990s - 2000s): Quality vs. Quantity** The 1990s marked a turning point in the history of “Indian higher education”, characterized by globalization, economic liberalization, and increasing pressure to “improve the quality of education”. The growing demand for world-class education required India to revamp its higher education system in order to remain “competitive in the global knowledge economy”.

**“Economic Liberalization” and Globalization:** The liberalization of the “Indian economy” in 1991 led to increased demand for skilled professionals in fields like business, technology, and management. This further emphasized the need to modernize the “higher education system” and align it with ‘global standards’. **Private Sector Involvement:** With the “growing demand for higher education and insufficient capacity” in ‘government institutions’, the ‘private sector’ played an increasing role in the expansion of ‘higher education’. Private universities, colleges, and business schools emerged, contributing to the diversification of ‘higher education’ offerings. However, this also raised concerns about commercialization and the ‘accessibility of education’ for ‘marginalized groups’. **Internationalization of ‘Higher Education’:** The late 1990s saw the rise of Indian students seeking higher education abroad, particularly in Western countries. The Indian government responded by promoting international partnerships and collaborations with foreign universities. Additionally, a number of Indian institutions began to introduce globalized curricula and adopt international standards of teaching and research. **“National Institutional Ranking Framework” (NIRF):** In 2015, the government launched the “National Institutional Ranking Framework” (NIRF) to rank ‘universities and colleges’ based on their quality, research output, and teaching excellence. This move aimed to ‘improve the global’ competitiveness of ‘Indian institutions’.

Contemporary Era : Innovation, Research, and Digital Transformation In recent years, India has witnessed significant changes in higher education, driven by technological advancements, policy reforms, and the growing demand for skilled professionals in emerging sectors like artificial intelligence, biotechnology, and data science. The period has also seen the introduction of policies aimed at “improving the quality of education and expanding access”to disadvantaged communities.

**“National Education Policy”** NEP 2020: The ‘National Education Policy’ which replaced the previous ‘National Policy on Education of 1986’, introduced sweeping reforms aimed at overhauling the ‘Indian education system’. The policy emphasizes multidisciplinary education, holistic learning, and the integration of ‘technology into the education process’. It also stresses the need for enhancing research and innovation in Indian universities and promoting greater internationalization. Digitalization and Online Education: The rise of digital technologies has significantly transformed higher education in India. Online learning platforms, digital courses, and massive open online courses have become popular, particularly during the COVID-19 pandemic. Institutions are increasingly adopting technology to offer flexible, affordable, and accessible learning options to a broader audience.

### **Research and Innovation:**

India has made significant strides in fostering research and innovation in higher education. Institutes like the IITs and IIMs have emerged as centers of cutting-edge research, particularly in fields like engineering, technology, and management. The government has also invested heavily in research through initiatives such as the Atal Innovation Mission and the “National Mission on Education through ”.

International Collaborations and Global Rankings: India’s higher education institutions continue to improve their global standing, with several universities achieving better rankings International Research Journal of Humanities and Interdisciplinary Studies in international league tables. Collaborations with foreign universities have become more prevalent, with a growing number of “Indian students studying abroad and foreign students coming to India”.

Focus on Quality Assurance: The emphasis on quality assurance has grown, with institutions striving for accreditation and recognition from global bodies. Agencies like the “National Board of Accreditation” and the “National Assessment and Accreditation Council” play a key role in maintaining ‘quality standards’ across Indian universities and colleges.

“The historical development of higher education in India” since 1947 reflects the nation’s ambitious journey toward inclusive growth, technological advancement, and global recognition. From its colonial legacy to the present day, India has made substantial progress in expanding access, improving quality, and increasing international collaborations. However, challenges such as funding disparities, quality control, and the need for further inclusivity remain.

Looking ahead, India’s higher education system faces the task of adapting to a rapidly changing global landscape while maintaining its core principles of equity, accessibility, and excellence. The Role of ‘Government Policies’ and Initiatives in Shaping the Structure and Expansion of ‘Higher Education’ in India: The role of government policies and initiatives has been pivotal in shaping the structure and expansion of higher education in India.

Since independence in 1947, the government has played an active role in not only expanding access to higher education but also ensuring that the sector aligns with the nation’s socio-economic goals. These policies have evolved over time to address the changing needs of the country, from rebuilding the educational framework after colonial rule to preparing India for a competitive global economy.

The following analysis outlines the major government policies and initiatives that have influenced the development of higher education in India. Post-Independence Initiatives: Foundation and Expansion (1947 - 1960s) At the time of independence, India inherited a higher education system largely shaped by colonial rule. The country’s immediate priority was to rebuild and expand the system to meet the educational needs of its

vast population. The first phase of post-independence policy-making focused on laying a solid foundation for higher education.

### Universities of India For Higher Education

State *	Central universities <sup>[4]</sup> *	State universities <sup>[5]</sup> *	Deemed universities <sup>[6]</sup> *	Private universities <sup>[10]</sup> *	Total *
Andhra Pradesh (list)	3	28	4	6	41
Arunachal Pradesh (list)	1	1	1	8	11
Assam (list)	2	18	1	9	30
Bihar (list)	4	20	1	7	32
Chandigarh (list)	0	1	1	0	2
Chhattisgarh (list)	1	16	0	16	33
Delhi (list)	7	11	9	0	27
Goa (list)	0	1	0	1	2
Gujarat (list)	2	30	2	63	97
Haryana (list)	1	20	5	25	51
Himachal Pradesh (list)	1	7	0	17	25
Jammu and Kashmir (list)	2	9	0	0	11
Jharkhand (list)	1	13	1	18	33
Karnataka (list)	1	42	14	25	82
Kerala (list)	1	15	3	0	19
Ladakh (list)	1	1	1	0	3
Madhya Pradesh (list)	2	24	1	51	78
Maharashtra (list)	1	29	21	26	77
Manipur (list)	3	3	0	5	11
Meghalaya (list)	1	0	0	9	10
Mizoram (list)	1	0	0	1	2
Nagaland (list)	1	0	0	4	5
Odisha (list)	1	23	3	8	35
Puducherry (list)	1	1	1	0	3
Punjab (list)	1	14	2	18	35
Rajasthan (list)	1	26	8	52	87
Sikkim (list)	1	2	0	8	11
Tamil Nadu (list)	2	22	28	4	56
Telangana (list)	3	17	4	5	29
Tripura (list)	1	2	0	1	4
Uttar Pradesh (list)	6	35 <sup>[note 1]</sup>	8	35	84
Uttarakhand (list)	1	12	3	22	38
West Bengal (list)	1	38	4	12	55
<b>Total</b>	<b>56</b>	<b>478<sup>[note 1]</sup></b>	<b>124</b>	<b>455</b>	<b>1113<sup>[note 1]</sup></b>

### History of higher education in india

India is believed to have had a system of higher education as early as 1000 B.C. Unlike present day universities, these ancient learning centers were primarily concerned with dispersing Vedic education. The modern Indian education system finds its roots in colonial legacy. British colonists used the university system as a tool of cultural colonization. Colonial efforts in higher education were carried out initially through the East India Company, followed by the British parliament and later under direct British rule. The first institution of higher learning set up by the British East India Company was the Calcutta Madrasa in 1781. This was followed by the Asiatic Society of Bengal in 1784, Benaras Sanskrit College in 1791 and Fort William College in 1800. With the Charter Act 1813, the British Parliament officially declared Indian education as one of the duties of

the state. The same act also removed restrictions on missionary work in British India, thus leading to the establishment of the evangelist Serampore College in 1818. Thomas Babbington Macaulay's famously controversial Minute on Education (1835) reflected the growing support of a Western approach to knowledge over an Oriental one. Soon after, in 1857, the first three official universities were started in Bombay (Mumbai), Calcutta (Kolkata) and Madras (Chennai). Followed by the University of Punjab in 1882 and the University of Allahabad in 1887. These universities were modeled after the University of London and focused on English and the humanities.

The British control of the Indian education system continued until the Government of India Act 1935 that transferred more power to provincial politicians and began the "Indianisation" of education. This period witnessed a rise in the importance of physical and vocational education as well as the introduction of basic education schemes. When India gained independence in 1947, the nation had a total of 241,369 students registered across 20 universities and 496 colleges. In 1948, the Indian Government established the University Education Commission to oversee the growth and improvement of higher education. In the 1960s and 1970s, the government increased its efforts to support higher education by not only setting up state-funded universities and colleges, but also providing financial assistance to private institutions, resulting in the creation of private aided/ grant-in-aid institutions.

Despite the departure of the British, Indian higher education continued to give importance to the languages and humanities until the 1980s. Institutes of professional education like the Indian Institutes of Technology (IITs), Birla Institute of Technology and Science Pilani (BITS), Regional Engineering Colleges (REC) and Indian Institutes of Management (IIM) were some of the more prominent exceptions to this trend. These institutions drew inspiration from reputed universities in the United States and also received foreign funding. However, the education system remained using colonial English instead of plain English as many ESL countries do under the view that sophistication of language used in education signifies quality of education instead of the quality of structured knowledge that is transferred.[17] Post 1980s, the changing demands of the global economy, lack of foreign investment and political volatility, decreasing value of currency, and an increased strain on government governance capacity, slowed the growth of state-funded higher educational institutions. This led to an increased role of the private sector in the education system.

The University Grants Commission UGC - 1956: The establishment of the UGC in 1956 was a crucial step in regulating and coordinating higher education in India. The UGC was tasked with promoting and maintaining the standards of university education, ensuring financial support to universities, and enhancing research in academic institutions. The UGC's role in funding universities, setting accreditation standards, and guiding curriculum development provided an essential structure for institutional development.

Focus on Science and Technology: Under Prime Minister Jawaharlal Nehru's leadership, there was a concerted effort to build institutions that would foster scientific and technological innovation. The creation of the Indian Institutes of Technology IITs starting with IIT Kharagpur in 1951 was a milestone. The IITs became centres of excellence in technology and engineering education, contributing significantly to India's industrial growth and global competitiveness. Similarly, the establishment of the Indian Institutes of Management IIMs in the 1960s aimed at producing skilled managers for the growing economy.

Expansion of Regional Institutions: Recognizing the regional disparities in education, the government set up new universities in various states, particularly in underserved regions. This helped ensure that higher education was not restricted to metropolitan centres but became more accessible to students in rural and semi-urban areas. Expansion and Inclusivity In the 1970s and 1980s, the focus of government policy shifted towards expanding access to higher education while also addressing issues of social equity and inclusion. During this period, higher education in India experienced significant growth in terms of institutions, student enrolments, and professional courses

### Population of Higher Education in India:-

- Ministry of Education releases All India Survey on Higher Education (AISHE) 2021-2022
- Enrolment in higher education increases to 4.33 crore in 2021-22 from 4.14 crore in 2020-21 and 3.42 crore in 2014-15 (an increase of 91 lakh students, i.e., 26.5% since 2014-15)
- Female enrolment in Higher Education increases to 2.07 crore in 2021-22 from 1.57 crore in 2014-15 (an increase of 50 lakh students, 32% increase)
- GER increases to 28.4 in 2021-22 from 23.7 in 2014-15; Female GER increases to 28.5 in 2021-22 from 22.9 in 2014-15
- Female GER continues to be more than male GER for fifth consecutive year since 2017-18
- Significant 44% increase in enrolment of SC students since 2014-15 (66.23 lakh in 2021-22 from 46.07 lakh in 2014-15)
- Notable increase of 51% in enrolment of Female SC Students in 2021-22 (31.71 lakh), compared to 2014-15 (21.02 lakh)
- Substantial increase of 65.2% in enrolment of ST students in 2021-22 (27.1 lakh), compared to 2014-15 (16.41 lakh)
- Remarkable 80% increase in the enrolment of Female ST Students in 2021-22 (13.46 lakh), since 2014-15 (7.47 lakh)
- Increase of 45% in OBC Student enrolment in 2021-22 (1.63 crore) from 2014-15 (1.13 crore)
- Significant 49.3% increase in Female OBC Students in 2021-22 (78.19 lakh) since 2014-15 (52.36 lakh)
- Total Ph.D. enrolment has increased 81.2% in 2021-22 (2.13 lakh) from 2014-15 (1.17 lakh)
- Female Ph.D. enrolment has doubled in 2021-22 (0.99 lakh) from 2014-15 (0.48 lakh)
- 42.3 % increase in Female Minority Student enrolment since 2014-15 (15.2 lakh in 2021-22 from 10.7 lakh in 2014-15)
- 341 Universities/University level institutions have been established since 2014-15
- Female faculty/teachers have increased to 6.94 lakh in 2021-22 from 5.69 lakh in 2014-15 (an increase of 1.25 lakh, i.e., 22% since 2014-15)
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### Statewise Higher Education in India:-

- States Allocating the Most to Higher Education (% of GDP): Jammu & Kashmir (8.11%), Manipur (7.25%), Meghalaya (6.64%), Tripura (6.19%).
- States with the Lowest Higher Education Expenditure (% of GSDP): Telangana (0.18%), Gujarat (0.23%), Rajasthan (0.23%).
- States with the Highest Higher Education Budget (Absolute Amount): Maharashtra (₹11,421 crore), Bihar (₹9,666 crore), Tamil Nadu (₹7,237 crore).
- States with the Lowest Higher Education Budget (Absolute Amount): Sikkim (₹142 crore), Arunachal Pradesh (₹155 crore), Nagaland (₹167 crore).
- Growth in Per Youth Spending on Higher Education: Increased from ₹2,174 (2005-06) to ₹4,921 (2019-20), with widening disparities among states.
- States with Consistently High Per Youth Spending: Kerala, Tamil Nadu, Maharashtra, Andhra Pradesh, Telangana.
- States Lagging in Higher Education Investment: Rajasthan, Punjab, Chhattisgarh.

## Important Higher Educational Institutions in India

1. NAAC:- National Assessment and Accreditation Council
2. NCTE:- National Council for Teacher Education
3. AICTE:- All India Council for Technical Education
4. DEB:- Distance Education Bureau
5. ICAR:- Indian Council of Agricultural Research
6. RCI:- Rehabilitation Council of India
7. NMC:- National Medical Commission
8. PCI:- Pharmacy Council of India
9. INC:- Indian Nursing Council
10. DCI:- Dental Council of India
11. NCH:- National Commission for Homoeopathy
12. CCIM:- Central Council of Indian Medicine
13. VCI:- Veterinary Council of India
14. BCI:- Bar Council of India

## Challenges Higher education in India:-

In the last 30 years, higher education in India has witnessed rapid and impressive growth. The increase in the number of institutions is, however, disproportionate to the quality of education that is being dispersed. Unplanned over-expansion is often criticized as one of the biggest downfalls of Indian higher education. Many institutions suffer from subpar quality and a lack of funding. As a result, entry into the top institutions is highly competitive and translates into a contest for higher entrance test scores and better private coaching institutes. Higher education in India faces problems ranging from income and gender disparities in enrolment, to poor quality of faculty and teaching and even to a general lack of motivation and interest amongst students. Industries cite skill shortage as one of the major factors contributing to the mounting number of unemployed graduates. Some of the main challenges faced by the Indian higher education system include:

**Accreditation:-** Driven by market opportunities and entrepreneurial zeal, many institutions are taking advantage of the lax regulatory environment to offer 'degrees' not approved by Indian authorities, and many institutions are functioning as pseudo non-profit organisations, developing sophisticated financial methods to siphon off the 'profits'. Regulatory authorities like UGC and AICTE have been trying to extirpate private universities that run courses with no affiliation or recognition. Students from rural and semi-urban background often fall prey to these institutes and colleges.

**Financing The inability of the state to fund:-** the expanding higher education system has resulted in the rapid growth of private higher education. In addition, diminished governmental financial support adversely affects small and rural educational institutions. A growing number of public institutions are forced to resort to self-financing courses and high tuition costs. The private sector's primary modes of financing include donations, capitation fees and exorbitant fee rates. This in turn limits general accessibility to higher education, by catering to only an elite few.

**Enrolment** As of 2019–20, Gross Enrolment Ratio in higher education is 27.3 for 18 – 23 year old age group. On the whole, India has an enrolment rate of 9% which is similar to that of other lower middle income countries. The population that is enrolled in higher education consists largely of urban metropolitan dwellers. Rural enrolment in higher education is very low. Moreover, a majority of the recorded enrolment is at the undergraduate level. Over the last 4 years, Indian higher education has maintained a steady female enrolment rate of around 45%. Although the gender gap in enrolment has decreased significantly post-independence, there still exists a disparity amongst different departments. Technology, medicine and commerce are some of the areas of study that are heavily male-dominated while humanities departments show the opposite trend.

**Quality and Standardisation :-** The quality of programs structure-wise and quality-wise are substandard and lack objectives that can meet the basic industrial requirement of "skilled-professionals." However, the assessment methods employed are taxing and the pacing of the courses are made forcefully quick under the assumption that these are the essential indicators of 'show' quality. These unscientific strategies and promotion of survival mentality instead of growth mentality leads to unsuccessful learning among students. Streamlining of bachelor's program was brought in the Indian system by following other countries by educators who proved they could give the same quality that a four-year degree could provide with a three-year degree. However, the vision of these resolute educators are lost in time, and sub-standardization and political objectives took over the program structure. For example, when a 21st-century three year Indian bachelor's program is compared with a four-year International bachelor's programs it would be in quality only worth of a two-year college program because usually the first year of these programs are heavily focused on general and arts subjects. When core courses of these programs that cover the same topic are compared, Indian courses lack both leading building blocks of learning content, and the depth and fluidity of international courses. A minimum of 65, 70% mastery threshold that internationally is considered as basic readiness for advancing from foundational to advanced courses is not required in Indian programs. Lack of quality in education resulting from these drawbacks lead students gaining substandard and unclear knowledge which in-turn leads to mass unemployment rates among educated youths of India, and it's primarily due to this learned incompetency or incapacity. As part of the ongoing reformation of the National Education Policy the Indian government plans to shift academic curriculums from the perspective of academics to that of professors with practical industry experience. Additionally, there are plans to introduce four-year degree programs instead of restructuring the existing three-year degrees with the aims to ensure competence and quality while offering students a wider range of options. Furthermore, there are plans to establish accelerated two-year bachelor's degree programs that meet international standards to address the increasing demand for skilled professionals in specific sectors, and providing curriculum licensing agreements to industry giants, allowing them to hire workers at a young age and provide them with on-the-job education to obtain a respective University education. Bringing four-year degree programs is seen with doubt by the media during a time and period when nations with four-year degree programs are lamenting the sustainability of prolonged educational pathways. Experts opine that in an age marked by the widespread availability of information and the rise of modern technologies, traditional educational structures fails to meet the dynamic demands of the labor market.

**Lack of Political Willpower:-** Higher education is a high stakes issue in India. It is subject to heavy government involvement. Despite the system's lack of state funding, 15.5% of government expenditure goes toward higher education. Also, many prominent political figures either own or sit on the managerial board of the Universities. This leads to the exertion of intense political pressures on the administration of these institutions. Caste based reservations make Indian higher education an even more contested topic. While some make the case that caste-based quotas are necessary to tackle prevailing socio-economic disparities, others see it as exclusionary to upper-caste individuals. The NEP reformation further helps to increase these problems where educators will hold a power to act based on caste and religion based politics in determining who will go further in studies and who should not. This effectively reduces the race for quality education at quality institutions in favor of majority power holders. As a result of biased inclusionism that does not fit for needs of the society as whole and the historic exclusionism of minorities, student activisms are rampant, apart from this political organization of academic staff are widespread to protect their own interests.

The complex socio-political nature of the education sector in India makes it difficult to implement social reform. As a result, the overall quality of education suffers.

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