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THE HIGHER EDUCATION SYSTEM OF INDIA: GOVERNANCE, CHALLENGES, AND SUGGESTIONS

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ABSTRACT: The world now experiencing a state of economic prosperity that is directly influenced by its educational system. Education is a nation's greatest asset. An industrialized country is invariably a well-educated country. After the United States and China, India has the world's third-largest higher education system. In this paper, we are looking at the governance of the Indian higher education institution, the challenges faced by the higher education sector. Education today is inseparable from development. The present paper is an attempt to understand the governance of higher education in India and this paper light upon the issues in the field of higher education. The study focuses mainly on secondary data collected from various books, both National & International Journals, various websites which focused on various aspects of higher education.

Index Terms: Higher Education, Governance, Issues, Challenges

I. INTRODUCTION

The Higher Education system of India is today one of the furthestmost growing sectors in the entire world. This datum has considerable development in the Higher Education Institution's setup of India in terms of quality and quantity. From the ancient period, India has rich practices of teaching-learning performs. Information was conserved and spread over oral tradition. Through the rule of the Mauryan dynasty, India succeeded with the foundation of institutions of learning. There stood universities like Taxila, Ujjain, Kanchi, and other institutions for medicine and education including astronomy and mathematics. Nalanda is now in eastern India and Taxila in Pakistan. Eastern India was popular by Buddhist universities and religious conclaves detained. Over the years subsequently, then the development of Indian Higher Education is occurred and flourished. Particularly in technical education IITs & IIM's have now marked their status amongst the superior Higher Education Institutions of the world.

II. OBJECTIVE

The main objective of the study is to understand the governance practice and major challenges of higher education in India. And the particular objectives are

- To understand the governance practice of the Indian higher education system.
- To understand the challenges in the higher education sector of India.

III. METHODOLOGY

The present paper is a descriptive study in nature. The study focuses mainly on secondary data collected from various books, both National & International Journals, various websites which focused on various aspects of higher education and government reports especially Planning Commission report, Education Department of Ministry of Human Resource Development, Economic Survey.

11.a GOVERNANCE OF INDIAN HIGHER EDUCATION

Governance is a critical part of higher education and private university management and administration. The reputation and transparency of private universities can be determined by the consistency of their governance. The term "governance" refers to how an organisation is run, as well as the decision-making process. Governance may be addressed at various levels, including global, state, local, and business. Financial Institutions, Government, Accreditation Agencies, Quality Control Agencies, and Non-Governmental Organizations are among the many players that may play a role in governance. Higher education institutions in India are divided into two categories: universities and colleges. Universities are independent entities while colleges are affiliated with universities. The principal regulatory body in the tertiary sector is the University Grants Commission (UGC, 1956). It has two purposes: it provides grants and it coordinates and maintains the standards of higher education institutions. The University Grants Commission (UGC) oversees and funds all public colleges. The University Grants Commission Act of 1956 lays out the University's entire administrative structure, from the number of working days to the number of lecture hours per subject, as well as the minimum qualification requirements for students to enroll and teachers to teach a course. There are mainly two accreditation bodies. They are The National Board of Accreditation (NBA) of the AICTE and the National Assessment and Accreditation Council (NAAC) of the UGC are the two accrediting bodies.

we can divide the governance of institution as Extrinsic and Intrinsic Governance,

- Extrinsic Governance(External Governance): AICTE, MHRD, UGC, MCI, DCI, PCI, NCTE, NCI, AICTE, MHRD, UGC, MCI, DCI, PCI, NCTE, NCI, AICTE, MHRD, UGC, MCI, DCI, PCI, NCTE, NCI recommended norms for the efficient running of Higher Education Institutions and a university in particular.
- Intrinsic Governance(Internal Governance): Intrinsic Governance is the next level of the hierarchy of every university structure.- Academics, Vice Chancellors, Pro Vice Chancellors, Deans, and HODs- Administrative: Vice Chancellor, Provost, Registrar, Finance Officer, Controller of Examinations, Dean Student Welfare, Chief Proctor, Chief Warden, and their respective subordinates.

Different levels of governance exist in universities, including intrinsic governance, administrative bodies, and different cells. The core characteristics of good governance are transparency, efficiency, the pursuit of competence, succession planning, and obedience to rules and regulations. To ensure that Quality Governance has a well-considered vision and mission statement, as well as dedicated leadership and quality control.

Collaboration between administrators, faculty, staff, senates, and unions is required for effective governance to achieve desired results. An appropriate climate must be created in which each constituent group's authority and responsibilities are specifically established.

11.b MAJOR ISSUES/CHALLENGES OF THE INDIAN HIGHER EDUCATION SYSTEM

Various educational reforms, regimes came and went over these decades. They attempted to improve the educational system by enacting numerous educational policies, but these efforts were insufficient. There are still a lot of issues in the higher education sector. The major challenges in the field of higher education in India are

- **Equity:** In GER, there is no equity between the various sects of society. According to previous research, the GER in higher education in India differs significantly between male and female students. There are geographical differences as well; some states have high GER while others lag far behind the national GER, indicating major inequities in the higher education system.
- **Quality:** Higher education quality is a multifaceted, multilevel, and diverse definition. Providing high-quality higher education is one of India's most pressing issues today. The government, on the other hand, is constantly focused on high-quality schooling. Nonetheless, a large number of Indian colleges and universities are unable to fulfill the UGC's minimum standards, and our universities are among them.
- **Inadequate Infrastructure and Services:** Except for India's most prestigious higher educational institutions, most colleges and universities lack basic and advanced research facilities. Many institutes lack proper infrastructure and basic facilities such as libraries, hostels, transportation, and sports facilities, all of which are essential to rank a quality institution. The low standard of curriculum in Indian higher education is a challenge. The program of most higher educational institutions is outdated and meaningless. Faculty shortages and a high student-to-faculty ratio: More than 30 percent of faculty vacancies at most state and central universities are empty. Although the number of students enrolled in higher education is at a faster pace now than in the past.
- **A scarcity of high-quality research:** Funding for top Indian institutions such as IITs, IIMs, and other national-level research institutes is plentiful. However, owing to a lack of high-quality studies, the research budget is not underutilized. Few Indian higher educational institutes are internationally recognised due to a lack of emphasis on research and internationalization.
- **One of the major problems in India is the low employability of graduates;** there is currently very little cooperation between higher educational institutes and industries. Just a limited percentage of graduates in India are considered employable. As we step away from the top institutes, we see a substantial reduction in placement performance.
- **Overcentralisation, institutional processes, and a lack of openness, integrity, and discipline face Indian education management.** The financial burden of universities has risen dramatically as a result of the increased number of affiliated colleges and students, and the central emphasis on academics and science has been diminished.
- These are the major issues that Indian higher education faces.

To some extents, the National Knowledge commission may help to overcome some challenges, to ensure that India becomes a global leader in information development, implementation, and dissemination Strengthening the education system, fostering domestic science and creativity in labs as well as at the grassroots level, and tapping external sources of information through more flexible trade systems, foreign investment, and technology licensing are all important factors in the development of new knowledge.

1V. SUGGESTIONS

- To make India's educational system more internationally important and sustainable, creative and transformational approaches must be implemented from primary to higher education levels.
- The government, industry, educational institutions, parents, and students have all made suggestions and expressed expectations for improving higher education quality. Student-Centered Curriculum and Dynamic Methods- Higher education methods must also be suitable for learning to read, learning to do, learning to be, and learning to become.
- Teachers would need to adopt new approaches and skills as a result of student-centered teaching and the use of dynamic educational techniques. Lecture-based teaching approaches would have to make way for methods that emphasize self-study, personal consultation with teachers and students, and dynamic seminars and workshops.
- The standard and prestige of higher education institutions must be improved.

- Exam revisions must be enforced, with a steady transition away from terminal, monthly, and semester assessments toward routine and continuous evaluation of students' learning success.
- Colleges and universities should have a decent infrastructure to draw students.
- For better quality and collaborative research, the government should encourage cooperation between Indian higher education institutes and top international institutes, as well as create links between national research laboratories and research centers of top institutions.
- There is a need to concentrate on graduate students by offering them classes in which they can attain success and develop a better understanding of the subject so that they can get work after being hired by businesses, reducing the need for needless rush to higher education.
- Universities and universities, both public and private, must be free of political relations.
- Favoritism, money-making processes, and other such things can be eliminated from the educational system.
- Higher education should take a multidisciplinary approach such that students' expertise is not limited to their topics.

V. CONCLUSION

India's higher education system is at the top of the world's, student population that will continue to create a positive academic environment in institutions of higher learning, meeting the educational needs of millions of students from all walks of life. Higher education has grown in terms of universities, enrolments, and so on over time, but this growth has not been adequate. The Indian economy is confronted with several problems in the area of higher education, which must be addressed by the development of adequate policies and their successful execution. Higher education in India has a variety of purposes. It is very important to many people, and changes are often seen as serious obstacles to specific social relationships that favor dominant interests. The outcome is governance, and most reforms are not adopted. Language has been a similar topic in which the government tried to address a complex social and political challenge by higher education reform. To strengthen the higher education system, we must improve teaching pedagogy, create synergies between science and teaching, and make it easier for higher-education agencies, research centers, and businesses to collaborate. This is important not only for economic development but also for social stability and the empowerment of the country's youth. To summarize, higher education in India is a vital component of current Indian culture, and it is deeply entwined with the country's political and social structures. It is in desperate need of transformation, growth, and attention. It is important to provide realistic expectations of what is feasible and what is not to successfully prepare for reforms and progress.

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