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Analysis Of Status And Challenges In Indian Higher Education

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Abstract

Higher education plays a very significant role in society. It helps to develop the skills and knowledge among the students. Higher education creates a productive workforce in the country which helps to grow and develop the economy. There were 642 universities and 34852 colleges in 2011, which increased to 1113 universities and 43796 colleges in 2020-21. As it shows the growth in terms of the universities and colleges, but still Indian higher education still faces several challenges. The present paper focuses on the status of higher education, to study Sector-wise expenditure on Education in India, and study challenges faced by Higher Education. The present study is mainly based on secondary sources of data. To analyze the status and challenges of Higher education the period of 10 years i.e., 2011-12 to 2020-21 has been selected. The GER of males and females has increased during the study period, but it is less than 28. The percentage share of Temporary teachers ranges from 5.20 % to 7.77 % during 2011-12 to 2019-20. These temporary posts need to be recruited permanently in educational institutions. As a percentage of the GDP, government expenditure on education was constant at 2.6 percent from 2014-15 to 2017-18 which increased to 2.7 % in 2020-21. There are many challenges like less GER, Accreditation, low expenditure in education, and the problem of Infrastructure faced by higher education in India. The present paper examines the growth and challenges in Indian higher education, sector-wise expenditure on Education, and challenges faced by Higher Education.

Keywords: Higher Education, Growth, Status, Challenges, Expenditure, Gross Enrollment Ratio, Accreditation, etc.

Introduction:

The education sector consists of schools, colleges, universities, and various private institutions. It is broadly classified as primary education, secondary education, higher education, and vocational education. Education plays a crucial role in accelerating economic development and making its citizens better skilled and more productive. Increasing the education rate helps control the population, improve the quality of life, and provide better skilled and more productive human resources to the economy.

Higher education is imparted at universities and colleges and research institutes, normally it includes undergraduate and postgraduate study. In higher education, students generally specialize in a particular subject in which they are interested and want to make a career. Higher education makes it possible for people to learn how to create and use ideas and technologies to their advantage in a knowledge-based global economy. There were 642 universities and 34852 colleges in the year 2011 which increased to 1113 universities and 43796 colleges in the year 2020-21. As it shows the growth in terms of the universities and colleges, but still Indian higher education faces several challenges regarding efficiency, quality, finance, infrastructure, etc. The present paper attempts to study the status of higher education. The present paper examines the growth and challenges in Indian higher education, sector-wise expenditure on Education, and challenges faced by Higher Education

Objectives of the paper:

1. To understand the status of higher education in India in terms of the number of universities, colleges, and stand-alone institutions.
2. To study Sector-wise expenditure on Education in India
3. To understand the challenges in Higher Education based on selected variables.

Significance of the Study The research study focuses on the status of higher education in India. The result of the study will help the policymakers in their efforts to improve working higher education in India.

Data Collection: The present study is mainly based on secondary sources of data. The data is collected from various journals, articles, and various annual reports of RBI and the Economic Survey.

Period of the study: To analyze the status and challenges of Higher education the period of 10 years i.e., 2011-12 to 2020-21 has been selected.

Data Analysis: The results of the analysis are based entirely on secondary data. Some relevant statistical techniques like percentage share, simple growth rate, ratios, and graphs have been used to get relevant statistical inferences according to the objectives of the study.

Table 1- Number of Universities, Colleges, Stand-alone institutions, and Gross enrollment ratio in India

Year	Universities	Colleges	Simple Growth Rate	Stand Alone Institutions	No of Institutions Accredited	Gross Enrollment Ratio	
						Male	Female
2011-12	642	34852		11157	547	22.1	19.4
2012-13	667	35525	1.93%	11565	789	22.7	20.1
2013-14	723	36634	3.12%	11664	503	23.9	22
2014-15	760	38498	5.09%	12276	854	24.3	25.3
2015-16	799	39071	1.49%	11923	1285	25.4	23.5
2016-17	864	40026	2.44%	11669	1641	26	24.5
2017-18	903	40200	0.43%	10011	999	26.3	25.4
2018-19	993	41456	3.12%	10725	831	26.3	26.4
2019-20	1043	42439	2.37%	11779	719	26.9	27.3
2020-21	1113	43796	3.20%	11296	313	27.1	27.5

Source: Higher Education Profile 2019-20 and 2020-21, Government of India, Ministry of Education, New Delhi

Table no 1 show, the number of universities, colleges, and the gross enrollment ratio of males and females in India. The infrastructure for higher education has been enhanced over time. There were 642 universities in 2011 which increased to 1113 in 2020-21. Out of 1113 Universities in 2020-21, 235 belonged to Central Government, 422 belonged to State Government, 10 were Government Aided Deemed Universities, and 446 were Privately Managed (unaided). Of the 1113 universities, there are 16 Open Universities, with One Central Open University, 14 State Open Universities, and 1 State Private Open University. There were 34852 colleges in 2014-15 which increased to 43796 colleges in the year 2020-21.

The Gross Enrolment Ratio (GER) measures the number of students enrolled in higher education as a percentage of the eligible population aged 18 to 23 years. The Gross Enrolment Ratio (GER) of males has increased from 22.1 in 201-12 to 27.1 in 2020-21. Overall, the GER of females for higher education has increased from 19.4 percent in 2011-12 to 27.5 percent in 2020-21. It shows the positive trend or increasing number of students enrolling in higher education among males and females. The data also shows there is a little gap between males and females regarding Gross Enrollment Ratio, It is found that females were having lower GER than males during the study period.

Accreditation is a quality assurance process that every institution must do. Accreditation pushes institutions to meet and maintain their high standards. It is found that less than 25 percent of institutions have completed the process of NACC.

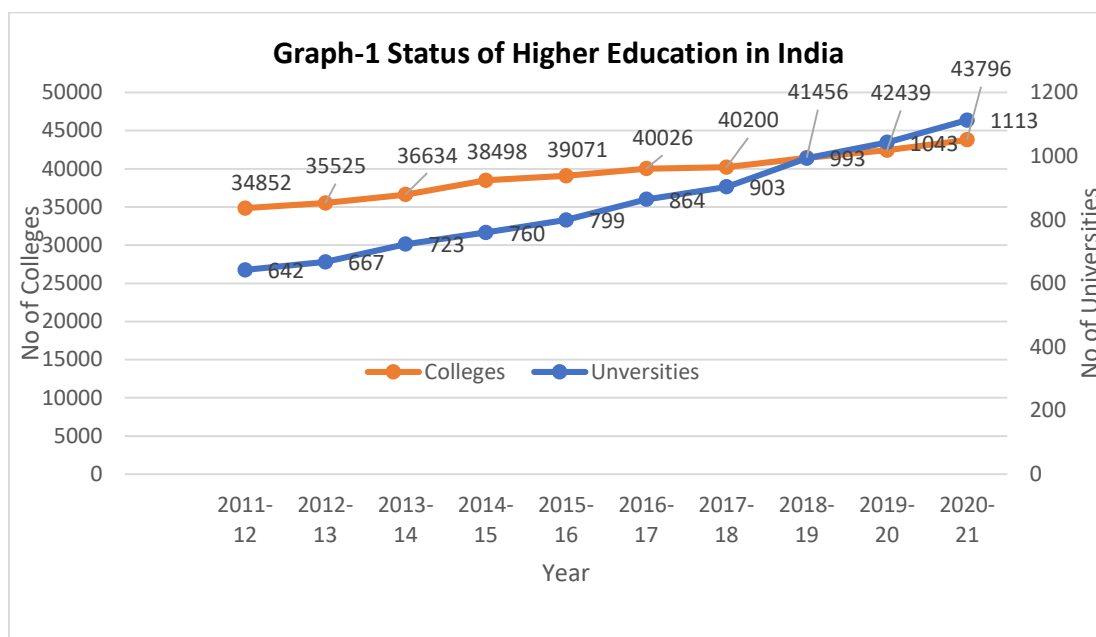


Table 2 Number of Teachers in Higher Education.

Year	Professor & Equivalent	% Share	Associate Prof.	% Share	Assistant Prof.	% Share	Temporary Teachers	% Share	Total
2011-12	102738	8.57	174265	14.54	852894	71.18	68392	5.71	1198289
2012-13	120156	9.58	176402	14.07	877556	69.98	79849	6.37	1253963
2013-14	125338	9.58	182681	13.96	912178	69.69	88792	6.78	1308989
2014-15	136966	9.77	177599	12.67	985085	70.28	101948	7.27	1401598
2015-16	146021	10.13	174657	12.11	1009196	69.99	112006	7.77	1441880
2016-17	125154	9.74	147629	11.49	945558	73.57	66895	5.20	1285236
2017-18	114170	9.44	139443	11.53	888427	73.49	66858	5.53	1208898
2018-19	128949	9.69	152557	11.47	971201	73.01	77510	5.83	1330217
2019-20	139797	9.93	160137	11.37	1023519	72.67	84956	6.03	1408409

Source- Higher Education Profile 2019-20, Government of India, Ministry of Education, New Delhi

The above table no 2 shows the situation of the number of teachers in higher education. Not satisfactory. The percentage share of professors and equivalents ranges from 8.57 % to 13.13 % during 2011-12 to 2019-20. The percentage share of Associate professors ranges from 11.37 % to 14.57 % with an increasing trend during 2011-12 to 2019-20. The percentage share of Assistant professors ranges from 69.69 % to 73.57 % with a neutral or little change during 2011-12 to 2019-20. The percentage share of Temporary teachers ranges from 5.20 % to 7.77 % during 2011-12 to 2019-20. These temporary posts need to be recruited permanently in educational institutions.

Table 3 Sector-wise expenditure on Education in India

Year	% Share Exp on Elementary Education	% Share Exp. On Secondary Education	% Share Exp.on University & Higher Education	% Share Exp. On Other Education	Total Exp.	Exp. on Education - As a percent of Aggregate Exp.	Education Exp.(Percent to GDP)
2014-15	50.65	29.96	12.63	6.65	100	16	2.6
2015-16	50.96	30.00	12.84	6.20	100	15.3	2.6
2016-17	46.77	32.32	13.43	7.47	100	14.7	2.6
2017-18	48.87	31.16	12.8	7.18	100	15	2.6
2018-19	46.68	33.39	13.06	6.87	100	14.4	2.5
2019-20	49.97	31.86	11.68	6.50	100	15.1	2.6
2020-21	49.92	31.94	11.86	6.28	100	14.3	2.7

Source: Reserve Bank of India, <https://rbi.org.in/Scripts/PublicationsView.aspx?id=21678>

Analysis of Budgeted Expenditure on Education 2017-18 to 2019-20 and 2018-19 to 2020-21

Note-Other Education includes Technical, Adult, and General Education and Language Development

Table no 3 shows the sector-wise expenditure on Education from 2014-15 to 2020-21. The percentage share of elementary Education accounted for 50.65% of the total expenditure on education in 2014-15 which decreased to 49.92 % in the year 2020-21. Followed by expenditure on Secondary Education was 29.96% in 2014-15 which increased to 31.94% in the year 2020-21. The percentage share expenditure on University & Higher Education ranges only between 6.20 to 7.47 during 2014-15 to 2020-21.

Government expenditure on education as a percentage of aggregate expenditure was 16 percent in 2014-15 which increase to 7.48 percent in 2017-18 after it reduced to 6.28 percent in 2020-21.

Government expenditure on education, as a percentage of the GDP, was constant at 2.6 percent from 2014-15 to 2017-18 which increased to 2.7 % in 2020-21.

Challenges in Higher Education in India

- **Less Gross Enrolment Ratio:** The Gross Enrolment Ratio (GER) of India in higher education among males and females ranges from 22 to 28 which is quite low. One of the targets of NEP 2020 is to raise Gross Enrolment Ratio (GER) to 50% by 2035. To increase GER, there is a need to increase the Teacher-student ratio, and adequate facilities in educational institutions and ensure capacity building at all levels of employment. Recently Rashtriya Uchchar Shiksha Abhiyan (RUSA) and Centrally Sponsored Scheme (CSS) were set up to enhance the GER.
- **Vacancies:** It is found that the percentage share of Temporary teachers ranges from 5.20 % to 7.77 % during 2011-12 to 2019-20. It seems that there are posts that need to be recruited permanently in educational institutions. If the government fills the post with well-qualified teachers, then definitely it can help to boost quality education.
- **Accreditation:** NAAC accreditation identifies the quality of the institute in terms of its education, research, faculty, infrastructure, etc., as well as giving students confidence that they are selecting a quality institution.

It gives an institute instant credibility and increases its admissions. In India, most educational institutions have not accredited therefore they do not receive grants for the development of the institute which affects the quality of education. Getting good accreditation is another challenge for educational institutions.

- **Expenditure on Education:** Government spends less money on education. This expenditure on education as a percent of Aggregate Expenditure has fallen from 16 % to 14.3 % during 2014-15 to 2020-21. Government expenditure on education, as a percentage of the GDP, was constant at 2.6 percent from 2014-15 to 2017-18 which increased to 2.7 % in 2020-21. Thus, expenditure on education is far below the required amount to enhance the infrastructure and quality of education.
- **Infrastructure:** Poor infrastructure is another challenge to the higher education system of India. Particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure like classrooms, laboratories, ICT facilities, sports facilities, drinking water facilities, and new books arrivals, etc.

Conclusion:

Higher education in India has numerous difficulties. The government, students, professors, management, universities, and the corporate sector must all actively participate and work together to improve the quality and infrastructure of higher education. In the end, attention should be paid to enhancing the facilities at current institutions, raising educational spending, hiring teachers, receiving NAAC accreditation, and reducing political influence in the educational system. It will contribute to raising India's educational standards.

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