



Higher Education In India: Issues, Opportunities and Challenges

Editors

Dr. Vinayak A. Jadhav

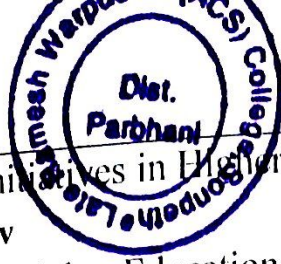
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HIGHER EDUCATION IN RURAL AREAS OF INDIA ISSUES AND CHALLENGES

Dr. Chavan Ashok Daulatrao

Department of Commerce,

Late Ramesh Warpudkar ACS College, Sonpeth, Dist: Parbhani 431516. (MH)



Introduction:

Today India's higher education system is the third largest in the world, next to the United States and China.¹ India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. higher education is under of Ministry of Human Resource Development, parliaments of India. In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognized by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956. Every year, millions of students from within the country and abroad, enter these portals mainly for their graduate, post graduate studies while millions leave these portals for the world outside.

Higher education provides people with an opportunity to reflect on the social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Therefore, higher education is crucial for developing a modern economy, a just society and a vibrant polity. It equips young people with skill relevant for the labour market and the opportunity for social mobility. It provides people already in employment with skills to negotiate rapidly evolving career requirements. It prepares all to be responsible citizens who value a democratic and pluralistic society. Thus, Higher Education in the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future.

Rural Higher Education in India:

In the year 1954, the rural higher education committee was formed. During this plan period, many new universities and new independent colleges of agriculture, commerce, engineering, law, and teacher education were established. In the second five-year plan 1956-61 a total Rs. 273 crore was spent on education, out of which Rs. 48 crore were spent on higher education. In this plan, Rs. 49 crore were spent on technical education of which Rs. 24 crore were spent on the development of higher technical education. During this plan, in the year 1956, constitutional status was given to the University Grants Commission,

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which further increased its power. As a result, many new universities, general colleges and vocational colleges were established. The rural higher education commission was appointed. This commission presented its report in 1966. In 1968, the rural higher education committee emphasized upon establishing rural higher education institutions in various parts of the country, though prior to this, rural higher education institutions had already been established in India, for instance Shanti Nektan in West Bengal, "Gandhi Dham in Madras, Jamia Millia in New Delhi, Bichpuri in UP, Amravati and Wardha in Maharashtra. On the recommendations of the rural higher education Committee many new rural higher education institutions were established.

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities & Colleges is entrusted to the UGC and other statutory regulatory bodies. The Central Government provides grants to the UGC and establishes Central Universities/Institutions of National Importance in the country. The Central Government is also responsible for declaring an educational institution as "Deemed-to-be University" on the recommendations of the UGC.

At present, the main categories of University/University-level Institutions are: - Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. These are described as follows:

Central University:

A university established or incorporated by a Central Act.

State University:

A university established or incorporated by a Provincial Act or by a State Act.

Private University:

A university established through a State/Central Act by a sponsoring body viz. A Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956.

Deemed-to-be University:

An Institution Deemed to be University, commonly known as Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956.

Institution of National Importance:

An Institution established by Act of Parliament and declared as Institution of National Importance.

Institution under State Legislature Act:

An Institution established or incorporated by a State Legislature Act.

Research Methodology: - I select descriptive and analytical the research methodology. This study mainly based on secondary data. The required data have been collected from various Reports, journals, books and various websites. For this present research paper research have selected descriptive and analytical research mythology.



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**Late Ramesh Warpudkar (ACS)
College, Sonpeth Dist. Parbhani**

Objectives of the Study: The objective of the study is to highlight the Higher Education in Rural Areas of India. I express an opinion on the following objective of the research paper.

- To know the contribution of Higher Education in Rural Areas of India.
- To know defects in the present system of Higher Education in Rural Areas of India.
- To know the need of the progress of Higher Education in Rural Areas of India.
- To identify the measures to improve Higher Education in Rural Areas of India.

Currently During 2018-19, total 993 Universities listed on All India Survey on Higher Education portal were expected to upload the data. The type wise details of the 993 Universities are given below. Out of them 944 Universities uploaded the data during 2018-19 and to arrive at better educational indicators, 18 Universities which had uploaded the data either during last two years but not during 2018-19, have been pooled.

The names of Universities, which could not upload the data during 2018-19, are listed in Annexure 1.

Response of Universities during 2018-19 (Annexure.1)

No.	Type of University	No. of Universities	No. of Response*
1	Central University	46	44
2	Central Open University	1	1
3	Institution of National Importance	127	122
4	State Public University	371	364
5	Institution Under State Legislature Act	5	4
6	State Open University	14	14
7	State Private University	304	289
8	State Private Open University	1	0
9	Deemed University-Government	34	34
10	Deemed University-Government Aided	10	10
11	Deemed University-Private	80	80
Total		993	962

*Including 18 universities which have uploaded data for AISHE 2016-17 to 2017-18. (3)

Higher Education is play a remarkable role in the economic development of any country. Over the last decade, despite the fact that there has been remarkable progress in Indian higher education system, there are a number of problems plaguing our system and one of them is that of inequalities, more specifically between rural and urban systems of higher education.



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**Late Ramesh WarpuDKar (ACS)
College, Sonpeth Dist. Parbhani**

2018-19
The Principal, WarpuDKar (ACS)
College, Sonpeth Dist. Parbhani

Education is indispensable for the development and prosperity of both the society and nation. It provides skills and development for effective employment in the future. India's higher education has exhibited remarkable development over the last decade, to become one of the largest systems in the world. However, there are a number of problems plaguing our system of higher education and one of them is inequalities. This Paper attempts to look into the problems facing education in the rural areas, briefly touches on the current system of rural higher education, looks into the problem of rural dropouts and suggests remedial measures to counter the same.

Problems Facing Rural Higher Education, Let us first look into the problems characterizing our rural higher education: One, of the most important problems of rural higher education in India is lack of adequate quality institutions. There exist a lot of disparities between the rural and urban areas. In the villages a number of colleges are situated in remote, backward and hilly areas. In addition there is almost total absence of technical higher educational institutions. Two, providing access to higher education is one of the major problems confronting our system Three, the most important problems is that of Dropouts. The dropout rate refers to the percentage of students failing to complete a particular school or college course. It simply means leaving a school, college, university or group for practical reasons, necessities or disillusionment with the system by an individual, without completing the prescribed course of study. In India as the school dropout is above average very few children seek higher education. Even during college life factors such as burden of family, poor infrastructural facilities, lack of monetary support and wrong attitude towards higher education results in high dropout rates.

Challenges of Rural Higher Educational Institutions in building of Quality Human Resource:

- Lack of Funds:
- Poor Educational Awareness:
- Lack of Qualified Faculties
- Inadequate Infrastructure
- Delay in Update Adoption.
- Absence of link between institutes and industries.

Today the major problems of rural higher education in India:

First, of the most important problems of rural higher education in India is lack of adequate quality institutions. Second, providing access to higher education is one of the major problems confronting our system. Third, the most important problems is that of Dropouts. The dropout rate refers to the percentage of students failing to complete a particular school or college course. Fourth, there is the problem of equity. On one hand GER is low for the overall population, while on the other there are widespread disparities such as rural-urban disparity, occupation disparity, gender disparity, inter- state disparity etc. Fifth, there are severe quality constraints in rural education. According to the NASSCOM Report of 2005 just 15% of graduates of general education and 25-

30% of technical education are employable. Sixth, an important obstacle is the high cost of education. The problem is worse in case of technical education where it is only a dream for the rural people mainly dependent on agriculture. The lower middle-class families cannot even afford ordinary education. Seventh, there is absence of adequate infrastructure. This is a major hurdle. Most of the rural institutions are devoid of proper classrooms, lighting facility, frequent power disturbances, drinking water, ill stocked libraries and under-equipped laboratories. Eighth, there exists the problem of faculty. The quality of teaching depends on the quality of teaching faculty. One of the requisite conditions for quality education is the existence of adequate and qualified faculty. Quality teachers always prefer better colleges in terms of better input, standard teacher student ratio, better physical facilities, etc. This dissuades competent and qualified faculty from seeking employment in rural areas. (3)

Issues and Challenges of Rural Higher Education in India:

- Problem regarding updated syllabus.
- Problem of Infrastructure.
- Problem of Untrained and unqualified teacher.
- Lack of practical knowledge.
- Soft skill development needs.
- Inadequate teaching aids.
- Defective admission policy.
- Lack of research base.

Recommendations of Rural Higher Education in India:

- Finding out the exact requirement of industry.
- Research based study.
- Lecture and seminars by corporate personnel.
- Use of IT in learning.
- Compulsory training for teachers.
- Promotion of relevant to education.
- Soft skill development.
- Motivation for self-employment.

Survey covers all institutions of Higher Education in the country, registered with AISHE code in AISHE portal www.aishe.gov.in. Institutions are categorized in three broad categories; University, College and Stand-alone Institutions:

- There are 993 Universities, 39931 Colleges and 10725 Stand Alone Institutions listed on AISHE web portal and out of them 962 Universities, 38179 Colleges and 9190 Stand Alone Institutions have responded during the survey. 298 Universities are affiliating i.e. having Colleges.
- **385 Universities are privately managed. 394 Universities are located in rural area.**
- 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.

- In addition to 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.
- There are 548 General, 142 Technical, 63 Agriculture & Allied, 58 Medical, 23 Law, 13 Sanskrit and 9 Language Universities and rest 106 Universities are of other categories.
- 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.
- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 53 in Karnataka as compared to All India average of 28.
- 60.53% Colleges are located in Rural Area. 11.04% Colleges are exclusively for Female.
- Only 2.5% Colleges run Ph.D. programme and 34.9% Colleges run Post Graduate Level programmes.
- 12. There are 34.8% Colleges, which run only single programme, out of which 83.1% are privately managed. Among these privately managed colleges, 38.1% colleges run B.Ed. Courses only.
- 13. 77.8% Colleges are privately managed; 64.3% Private-unaided and 13.5% Private-aided. Andhra Pradesh & Uttar Pradesh have about 88% Private-unaided colleges and Tamil Nadu has 87% Private-unaided colleges, whereas, Assam has 16.0% .
- 14. 16.3% of the Colleges are having enrolment less than 100 and only 4% Colleges have enrolment more than 3000. ⁽³⁾

On the basis of the above stated facts, it may be concluded by saying that over the past few years, Indian's higher education sector has witnessed tremendous growth. Today, the country has the largest higher education system in the world in terms of the number of institutions. It is the second largest in terms of enrolment. While India has shown impressive growth in the number of institutes and enrolment in the country, it still faces challenges of several fronts including low and inequitable access to higher education, shortage of faculty, deficient infrastructure as well as low-quality and inadequate research. At the same time, significant problems exist in the quality of education provided. The sector is plagued with a shortage of well-trained faculty, poor infrastructure and outdated and irrelevant curricula. The use of technology in higher education remains limited and standards of research and teaching at Indian Universities are far below international standards with no Indian university featured in any of the ranking of the topper institutions globally. These bottlenecks are to be removed as early as possible to achieve the desired goals. ⁽⁴⁾



We should not forget at this point of time that today, a key concern for India is the creation of an employable workforce to harness its demographic dividend to the maximum extent. To achieve this, the country needs an education system that can deliver quality in terms of a skilled and industry ready workforce, without diluting focus on world class research and innovation. The key challenge before us is to find a path to achieve the divergent goals for the growth of higher education in India. Combining access with affordability and ensuring high-quality under-graduate and post graduate education are vital for realizing the potential of the country's demographic dividend. Future expansion should also be carefully planned so as to correct regional and social imbalances, reinvigorate institutions to improve standards and reach international benchmarks of excellence, match demand with supply by improving employability and extend the frontiers of knowledge.

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PRINCIPAL

**Late Ramesh Warpudkar (ACS)
College, Sonpeth Dist. Parbhani**