

Research Paper

QUALITY GAPS IN HIGHER EDUCATION SYSTEM IN INDIA

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ABSTRACT

The present research paper is divided into four sections. 1st section deals with the introduction and research methodology of the study. Section II explains the present situation of Higher Education system in India. Sections III explain the challenges before Higher Education system in India. Conclusion is given in section IVth. . The Higher Education system in India has grown in a remarkable way, particularly in the post- independence period, to become one of the largest systems of its kind in the world. But the system has faced many challenges like inadequacy finances, shortage of faculty and poor infrastructure, lack of Researchers etc. The present research paper has draws the conclusion that it is necessary to provide at least 1.5% of the total GDP for the Higher Education in the XIIth plan period.

I) Introduction:

Education today is both a processor of knowledge and programmer of life. The 21st century is the century of knowledge. The higher education system in India has grown in a remarkable way, particularly in the Post-independence period, to become one of the largest systems of its kind in the world. India's higher education system is the third largest in the world, after China and the United States. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmers by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century.

II) Objectives of the study:

1. To study the trend of literacy rate and illiteracy rate in India.
2. To study the gender discrimination in higher education in India.
3. To study the challenges before higher education system in India.

IV) Research Methodology:

The present study is based on secondary data. Secondary data which is collected through various books, various research papers and various websites on internet. And data is calculated in percentage and graph.

v Present situation of Higher Education in India

1. Trends in literacy Rate and Illiteracy Rate in India

Literacy is a reasonably good indicator of development in a society. 'A person aged seven and above, who can both read and right with any understanding in any languages is treated as literate. As per 2011 census, the over all literacy rate in India is 74.04. The male literacy rate is 82.14% and female literacy rate is 65.46%. Show the table no. 1

Table No- 1

Trends in literacy Rate and Illiteracy Rate 1951 - 2011

Census	Literate Persons	Males	Females	Male – Female gap in literacy rate
1951	18.33	27.16	8.86	18.30
1961	28.3	40.4	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

Source : Census : 2011

2.Enrolment in Higher Education

The Table no. 2 shows the Enrolment in Higher Education in India.

Table No.2
Enrolment in Higher education in 2004-2005

Sr. No.	Educational Degree stage	Boys	Per.	Girls	Per.	Total
1.	Ph.D/D.Sc./D.Phil	32526	58.76	22826	41.24	55352
2.	M.A	250546	53.39	218745	46.61	469291
3.	M.Sc	107841	54.27	90878	45.73	198719
4.	M.Com	80616	65.94	41641	34.06	122257
5.	B.A./B.A. Hons.	2117637	56.14	1654579	43.86	3772216
6.	B.Sc./B.Sc Hons.)	910440	61.07	580345	38.93	1490785
7.	B.Com/B.Com Hons.	928181	63.36	536847	36.64	1465028
8.	B.E/B.ScEngg/B.Arch	531207	76.26	165402	23.74	696609
9.	Medicine/Dentistry/Pharmacy /Nursing/Aurvedic/ Homeopathy	167696	65.32	89052	34.68	256748
10.	B. Ed/B.T	87143	56.15	68049	43.85	155192
11.	Others*	1921887	62.29	1173212	37.91	3095099
12	Total in Higher Education	7135720	60.59	4641576	39.41	11777296

Others include data of Open & Distance Learning Institutions. Source: Selected Educational Statistics 2004-05,MHRD2007

Above table shows that, enrolment in higher education in

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India 2004-05. The wider gap among percentage of girls and boy's to total student in higher education. But the gap among boy's and girls is less than 25 % in M.A, M.Sc, B.A, B.Sc, B.Com, B.Ed and Ph.d etc. And the gap is more than 30 % in M.Com, B.E, and Medicine etc. The wider gap among boy's and girls is 52 % B.E, Engg, and B.Arch in this field higher education.

v Challenges before Higher Education System in India

1. Restricted Access to the Higher Education:

India's Gross Enrolment Ratio (GER) in higher education about 12.6. Other countries such as the USA (82%), China (23%) and Brazil (75%) have much higher enrolment rates. GER in India increased from five percent in 1980 to 12% in 2007 while in the same period China's GER increased from one percent to 23%. Show the table No 3.

Table No.3

Sr. No	Country	GER in higher Edu.	GDP amounts in billions of US (Year 2011)	Public exp. On higher edu. (% of GDP)
1	Japan	83	15227.074	3.1
2	USA	78	1894.473	2.0
3	Russia	54	2471.883	1.3
4	China	49	5821.945	1.1
5	Brazil	24	6515.861	1.5
6	India	12	1704.063	1.0

Source : UGC, IMF – world Economic Databse of April 2011

2. Indquacy Finance:

Adequate resources have always been challenges for higher education. Only about 1 % of India's GDP is spent on higher education, which is lower than that of the countries like the USA (2.9 %) U.K. (1.3%) and China (1.5%): As per a research study, about 75% of the maintenance expenditure goes on salaries and pensions and 15% is absorbed by claims such as rents, electricity, telephones and examinations in India higher education institutions. Subsequent Commission and Committees have recommended and subsequent governments also pledged from time to time that 6% of the GDP should be earmarked for education. However so far it has been a solemn pledge only and subsequent governments under their own compulsions, have not been able to 6% of GDP for education. Although, the central government took a bold initiative and increased the allocation for general higher education during the XIth plan to Rs. 46449 crore from the meager expenditure of Rs.3984 crore during the X plan. Huge funds have flow into the system of higher education during the last four years of the XIth plan period. But the state governments have not risen to the occasion and their allocation of higher education has not increased on the lines of central government.

3. Globalization of Higher Education:

Globalization of higher education is now on irreversible process and it provides a lot of opportunities. But there are a number of challenges involved with this process. With all benefits that this internationalization may bring in, it involves a number of challenges like preservation of national culture and identity, national priorities like access and equity, quality control, entry of unrecognized/ unaccredited foreign institutions in the country and alluring innocent students in the name of foreign degrees. Unfortunately in spite of the informal internationalization, exchange of scholars and students and a number of collaborative programmers in place, we have not been able to develop a national policy on this issue of vital importance. It is, therefore, urgently

required that a national policy is developed in this regard.

4. Quality and Excellence:

Quality of higher education has always been a challenge of the government and UGC with the massive institutional expansion in higher education during the last few years, quality has been further compromised. UGC has devised a number of schemes to raise the standards of teaching and research in the universities and the colleges.

It has been general complaint from the employers that a large number of our graduates are not employable and they have to be trained extensively to make them work after their recruitment. In today's global village, national boundaries have no relevance as far as the job market is concerned. With thousands of our graduates looking for job opportunities abroad, the Indian universities have to be more conscious about the quality of their product.

5. Lack of Researchers:

India has one of the lowest numbers of researchers per million as compared to developed economics. India shows very poor status in Research and Development (R & D) like researcher per million in just 119 which is very low compared to other countries. Table No 4 depicts the details about the other countries.

Table No- 4

Researcher per million in different Countries

Sr. No	Country	Researcher Per Million
1	Japan	5287
2	USA	4484
3	Russia	3319
4	China	663
5	Brazil	349
6	India	119

Source : www.ugc.ac.in 2010

5. Shortage of faculty and poor infrastructure. –

In order to reach the targeted 30% Gross Enrolment Ratio (GER) by the year 2020 India is falling short of over 27,000 additional higher education institutions, as per reports of the union ministry of Human Resource development (MHRD) in the year 2009

A challenge is not only with the infrastructure but also shortage of faculty has lead to India Higher Education System having the one of the highest student teacher ration.

D & B's survey results gave the exact same picture as the teacher – student ratio which stood at 1:15 in 2006-07, changed to 1:22 in 2007-08. Besides India is expected to face a continued short fall in faculties with Ph. D and Masters Degree (Table no 5) which will affect the quality of education. Consequently, the level of education will also continue to fall short of industry exceptions.

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Table No - 5

Shortage of faculty with Ph.D and Masters degree
(in Thousands)

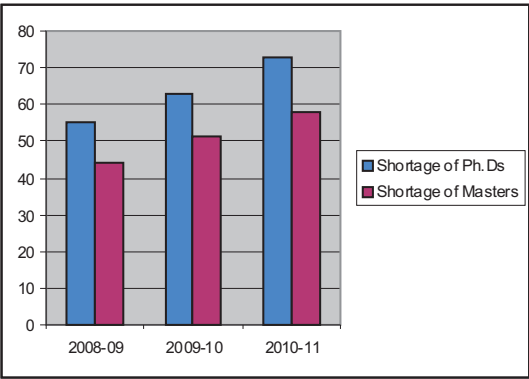
Year	Ph. D. Degree	Masters Degree
2008-09	55	44
2009-10	63	51
2010-11	73	58

Source: Dun & Bradstreet Report

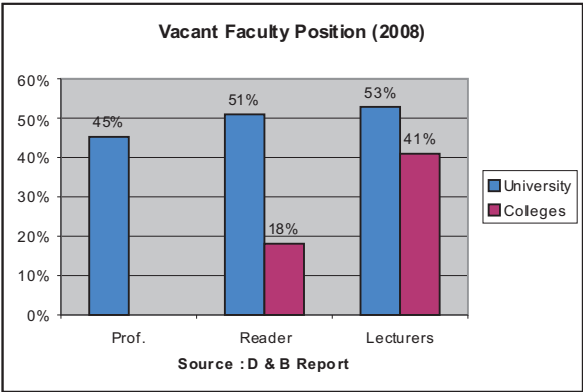
Table No. 5 Graphically explanation shows the chart no. 1

Chart No.1

Shortage of Faculty with Ph. D and Master Degree
(In Thousand)



Therefore, currently many faculty positions in higher education institutes are not filled. A study conducted in by UGC in year 2008 revealed that 53% post of lecturers in Universities and 41% in colleges are vacant. Same is the situation with other teaching posts. Chart No. 2 depicts the vacant position in Universities and College.



6. Low Enrollment in Vocational Education

Vocational training is viewed as on important source of imparting skills, but existing training capacity is insufficient in India. There are 12.8 million new entrants into the work force every year, the existing training capacity is just 3.1 million Table No. 6 below shows that only around 8% of the young Indian labour force receive vocational training, whereas this indicator in industrialized countries various between 60 and 80 percent. In the Republic of Korea, it is as high at 96% while in inexact, it is 25% etc.

Table No - 6

Proportion of the vocationally trained labour Force (2009)

Country	Percentage
Canada	80
Germany	75
Japan	80
Mexico	24
Republic of Korea	96
India	8

Source : India Labour Report 2009.

Conclusion:

In short India faces various challenges at all levels from quality in Higher Education, skill Development and Research Development. Faculty Development is important for the enhancement of quality and excellence in higher education. In order to continue the flow of talented and qualified teachers to meet the need of consolidation and expansion of higher education, a special drive is needed to attract talent to pursue teaching and research as career. This not only will help in improving the standard of higher education in the country but also immensely benefit the system to face the challenges at the global level. In the absence of sufficient financial support, it would be difficult to achieve the desired results. Therefore, there is need to provide at least 1.5% of the total GDP for the higher education in the XIIth plan period.

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