

A Study on Higher Education System in 21st Century

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ABSTRACT

Higher education comprises all post-secondary education, training and research guidance at education institutions such as universities that are authorized as institutions of higher education by state authorities. It has long been recognized that higher education institutions, particularly universities, are among the most stable and change resistant social institutions to have existed during the past 500 years. Based on the model of the physical campus, residential students, face to face student-teacher interaction, a lecture format, and ready access to written texts, these institutions have effectively developed and transmitted the store of knowledge from one generation to another. They have fulfilled this responsibility in the midst of political and social upheaval, social development, and technological advancement while remaining essentially unchanged in structure and method. The research paper major objectives of study on proven model retain its resilience and relevance in the 21st century.

Key Words: Higher Education, New Education Policy-2019

INTRODUCTION

Education in India is seen as one of the ways to upward social mobility. Good education is seen as a stepping stone to a high flying career. 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. Indian

higher education system has undergone massive expansion in post independent India with a national resolve to establish several universities, technical institutes, research institutions and professional / non-professional colleges all over the country to generate and disseminate knowledge.

During the past twenty years, a new paradigm of the function of higher

education in society has gradually emerged. Gone, it seems, is the high-mindedness of a von Humboldt or a Newman, with its pursuit of knowledge for its own sake. In their places has been put a view of higher education in which universities are meant to serve society, primarily by supporting the economy and promoting the quality of life of its citizens. While it is true that universities still retain their role as the "conscience of society," the critical function of universities has been displaced in favour of a more pragmatic role in terms of the provision of qualified manpower and the production of knowledge. These changes are not notional. Rather, they are intended to have direct practical impact on the behaviour and functioning of higher education institutions. The new paradigm is bringing in its train a new culture of accountability as is evidenced by the spread of managerialism and an ethos of value for money throughout higher education systems internationally.

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of

Universities/University level Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013). The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities.

Higher education system of India equally has lot of opportunities to overcome these challenges and have the capability to make its identity at

international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

HIGHER EDUCATION SYSTEM IN INDIA

Ancient sages of India had preserved Indian culture in achieving highest knowledge and perfection in like, which aims at crating and developing a national system of education having expressed universal love, unity and harmony.

Ancient history records that India has developed well system of higher education with the modern university process. Takshashila, Nalanda, Vikramasila, the prominent universities in the world were running in ancient India during 6th century B.C and 4th and 5th centuries AD respectively.

During medieval period most of the universities disappeared from the

scene and the muslims established their own institutions of higher learning which were known as Madrasas. Unfortunately these traditions did not survive and the modern higher educational institutions were established during British period.

After the recommendations of wood's Dispatch, 1854, modern type of universities was established in the model of the London University. The earliest of these were the universities of Bombay, Calcutta and Madras-all founded in 1857, which were set up under British rule.

The universities of Punjab and Allahabad were incorporated in the lines of the old universities in 1882 and 1887. By 1901-02, during Lord Curzon's viceroyalty, there was rapid expansion of College Education.

In 1913, the Government of Lord Hardinge, issued a resolution and accepted the need for establishing more universities. Is a result of these policy six new Universities, Banaras and Mysore in 1916, Patna in 1917, Hyderabad in 1918, S.N.D.T women's university in 1916, came into existence.

OBJECTIVES OF THE STUDY

1. To study on problems and prospects of higher education system in India.
2. To analyses the New Education Policy-2019 issues and Challenges in India.

IMPORTANCE OF HIGHER EDUCATION

The knowledge and technology society demands are extremely varied. But at the same time, the speed of technological innovation has increased and the period of usefulness for particular knowledge and technology has shortened. Because of this, it is necessary to have a system for continually gathering and choosing among the knowledge and technology and renewing it, and further developing the opportunities for lifelong education.

Higher education is a global level, higher education also changed from the elite style prevalent earlier to mass higher education. Also, trends towards greater diversity among students and institutions and towards lifelong education have progressed. This movement towards mass education can be seen as a worldwide trend. However, it is not uniform; there are gaps between the situations in developing and developed countries,

within urban and rural areas of the same countries, between the wealthy and the poor, males and females, and among different ethnic groups.

NEW EDUCATION POLICY-2019

Revamp the higher education system, create world class multidisciplinary higher education institutions across the country - increase GER to at least 50% by 2035.

Higher education is a critical contributor to sustainable livelihoods and economic development of the nation. Higher education also plays a large and equally important role in improving human well being, and developing India as envisioned in the Constitution - a democratic, just, socially conscious, self aware, cultured, and humane nation, with liberty, equality, fraternal spirit, and justice for all. Higher education aims to serve as a hub for developing ideas and innovations that enlighten individuals and help propel the country forward socially, culturally, artistically, scientifically, technologically, and economically.

India has over 800 universities and approximately 40,000 colleges, reflecting the overall severe fragmentation and small size of HEIs currently in the country. Remarkably,

over 40% of all colleges in the country run only a single programme, far from the multidisciplinary style of higher education that will be required in the 21st century. In fact, over 20% of colleges have enrolment below 100, while only 4% of colleges have enrolment over 3000 (AISHE 2016-17). To make matters worse, thousands of the smaller colleges hardly have any teaching faculty at all, and there is little or no education taking place - thus affecting severely the integrity of the higher education system in the country.

Thus, regarding the structure of higher education, this Policy places the highest emphasis on moving to large multidisciplinary universities. The ancient Indian universities of Takshashila and Nalanda which had thousands of students from India and the world studying in such vibrant multidisciplinary environments, and modern universities today, amply demonstrate the great success that such large multidisciplinary research universities can bring. It is time that India brings back this great Indian tradition, that is needed more today than ever to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

Problems of Higher Education System in India

Unfortunately, we are lacking hugely in terms of quality output from our higher education institutes. This can be confirmed from the fact that barring exception of few institutes mentioned above very little world class research gets published from other institutes, very few new innovations comes from Indian soil.

Improving Quality of Higher Education

1. In India, the first step towards improvement should be taken at school level with aptitude tests being introduced to know where the interest of the student lies. These students should then be encouraged to join those fields of interest.
2. E-Learning appears to be a fast emerging mode of global entry at the present time. The Universities and other Institutions of higher education can design their web sites for offering online education worldwide.
3. Indian institutions and regulators should restore transparency, coherence and confidence in the higher

education system both at home and abroad.

CONCLUSION

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children's do not get even primary education. This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people.

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. It is widely recognized that the existing data base on higher education is

inadequate, out-of-date. Higher education can play an instrumental role in the achievement of these outcomes through the creation of knowledge networks, research and innovation centers, corporate-backed institutions, and support for faculty development. Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development.

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