

**A SEMINAR  
ON  
ISSUES AND CHALLENGES IN HIGHER EDUCATION**

**PRESENTED BY:**

**DR. GOURI KUMAR SAMAL**

**SENIOR LECTURER IN EDUCATION**

**BRAHMANI COLLEGE, DANDISAHI**

**KENDRAPARA**

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**DEPARTMENT OF EDUCATION  
PATTAMUNDAI COLLEGE,  
PATTAMUNDAI**

## REPORT

An extramural seminar was organized by Department of Education, Pattamundai college, Pattamundai on dated 30/03/2019 on the topic "Issues and Challenges in Higher Education". The resource person of the seminar was Dr. Gouri kumar Samal, Senior lecturer in education, Brahmani college, Dandisahi, Kendrapara. Prof. A L N Dash, Principal of the college chaired the session. Dr. Rajalaxmi Mohanty, Head of Department introduced and welcomed the guest on the dias and participants. She also gave the key note talk on the topic. Then papers were presented by the students on the similar themes. Paper on Present Status of Indian Higher Education was presented by Prabhuti Mallick, student of 6<sup>th</sup> semester. Paper on Quality of Indian Higher Education was presented by Pravati Swain, student of 6<sup>th</sup> semester and then paper on Problems and Challenges of Indian Higher Education was presented by, Laxmipriya Sahoo, student of 6<sup>th</sup> semester. Then Dr. Samal delivered his paper with a detailed explanation on the genesis, structure, characteristics, issues and challenges of Indian higher education. It was followed by an interaction session with resource person, faculties of the department and students. The meeting was ended with a vote of thanks to the resource person by Ms. Nibedita Nayak, Lecturer in Education.

## ISSUES AND CHALLENGES IN INDIAN HIGHER EDUCATION

DR. GOURI KUMAR SAMAL  
SENIOR LECTURER IN EDUCATION  
BRAHMANI COLLEGE, DANDISAHI,  
KENDRAPARA

### INTRODUCTION

India's higher education system is the world's third largest in terms of students, next to China and the United States. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. In 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. According to the Department of higher Education government of India, 16,885 colleges, including 1800 exclusive women's colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system.

### **Some Issues and challenges in Higher Education are as discussed below-**

**Issues of Access and Equity-** Access to higher education has remained poor despite the massive expansion of the sector in the country. GER has risen to around 12% in recent times but the goal is to increase it to 15% by the end of 11<sup>th</sup> five year plan (2007-2012) and then to 20% by the year 2015 to achieve critical mass. Expansion of higher education is particularly rapid in the last two decades. Enrollment has increased annually by 5% which is two and half times the growth in population. This is an impressive growth. After sustained efforts, the enrolment in schools has gone up significantly; so there is a significant number of first generation school-goers who are now in their med-school phase. They are likely to enter the portals of higher education. The primary responsibility of increasing the access lies with the Government.

Private initiative does help but it has remained to confined to a handful of popular and market driven courses such as Management, Engineering and Medicine. The private service providers are also handicapped by absence of clear, transparent and consistent policy regime in the higher educational sector. Issues of access and equity are interlinked. Again, quantitative expansion of higher education has not taken care of inclusion of the underprivileged and vulnerable sections of the society. The representation of SC, ST, OBC, women and minority community in colleges and universities remains low vis-a-vis their population size. It is no longer desirable to ignore the demands of these sections pertaining to access, to higher education which besides providing tangible economic gains also offers social mobility and recognition. Central Government is moving in this direction; it has doubled the intake capacity in central universities and institutions of national importance such as IIT's and IIM's to allow for inclusion of reserved category learners. This move assumes importance when seen in another perspective. It has been observed that students from these groups generally tend to take up 'softer' disciplines for study. They need to be encouraged and facilitated to pursue studies in 'harder' disciplines so that social equity is achieved at all levels.

**Privatization of Higher Education-** One of the major challenges in higher education across the globe is the escalation in it's cost. Besides the tuition, students have to incur expenditure on hostel and mess (living costs), books, e resources and other incidental expenses. Trow (1973) classified education systems on the basis of gross enrolments. He referred to 'elite' class where the enrolments were less than 15%; 'mass' where the enrolments were between 15% and 50% and 'universal' in cases where enrolments were above 50% (Trow, 1973). This classification throws some light on the outcomes of the higher education systems in any nation. Brennan (2004) analysed the characteristics of elite, mass and universal higher education systems. He opined that the elite higher education prepares a small ruling class for broad roles in government and society; mass higher education undertakes transmission of knowledge and prepares students for both technical and economic roles; and universal system involves adaptation of whole population to rapid social and technological changes. Overall, according to Trow's classification, India may exhibit features of elite system. But it is important to note that there is wide disparity in enrolments in urban

and rural areas, gender variations and amongst the deprived sections of the society. If one were to look at the aggregate numbers of those enrolled in higher education in India, then it certainly is quite large and assumes the character of mass system. Traditionally almost the entire cost of higher education was borne by the State, practically all over the world. However, with increasing pressures on Government finances, the budgetary allocations to education have been cut, in some countries, drastically. As a result, there is a shift from exclusive dependence on government or tax payers to some reliance on students and/or parents. The UNESCO WCHE declaration emphasized the funding of higher education by both public and private sources. In the west, a significant amount of higher education cost is shared by donations from philanthropists and alumni. The latter donate large sums to their alma maters. Barring a few exceptional elite institutes such as HT's, this is not a sizeable chunk in India and other developing countries. Further, in most developed countries, access to cheap student loans is available to almost any one who may want to avail the same. In the third world countries, poor do not have access and even the middle class have to pay high rates of interests on such loans. A large number of Universities and Colleges, especially in the west, have curtailed student scholarships and fee waiver -4- schemes in recent years. There is also a dip in the availability of part time jobs with in the higher educational institutes due to the impact of recession and financial crisis in the west. There are seven different forms of cost sharing arrangements seen worldwide<sup>6</sup>

- 1) Introduction of tuition fees (in China in 1997, Britain in 1998 and in Germany in 2005
- 2) Charging dual fees with higher fees for less meritorious students with capacity to pay-prevalent in Russia, Eastern and Central Europe and India
- 3) Sharp rise in fees in public universities and institutions in US and India-IIT's and IIM's.
- 4) imposition of user charges-as in China and several African countries.
- 5) diminution of student grants or scholarships (in U.K., Russia
- 6) increase in effective cost recovery of student loans through various measures and
- 8) encouragement of a tuition-dependent private higher education sector. This has happened in Japan, Korea, Brazil and parts of Latin America. In India, spending on higher education is mainly by governments-State and the Central- and households. Whereas data is available on budgetary allocations made by governments, there is no reliable information on private funding of higher education. The per unit cost, too, varies from course to course and in between regions. A group of Vice Chancellors had estimated the unit cost of higher education at Rs. 1,00,000. It is reasonable to take a

unit cost of Rs.60,000 per student per annum'. Enrolment in higher education in the year was 2005-06 was 10.48 million; this means, based on the above norm, an annual expenditure of Rs.628.8 billion is required'.

**Students' Fees and Cost Recovery** As a part of the exercise to recover higher percentage of costs from students' fees, the same have been hiked by almost every University and college, in some cases, quite steeply. Traditionally, tuition was almost free; subsequently it was the major component in total fees. Now, it is one of the charges in a plethora of fees levied by institutions. Exam fees, convocation, registration, library, migration, statement of marks, welfare, gymkhana and others are only some in the long list. High fees in both 'aided' and 'unaided' courses affects equity; the poorer sections simply cannot afford high fees. It also impacts the GER adversely as poor students withdraw even from liberal arts education programmes. Broadly, student fees have to be kept low so that equity and access are not hit. UNESCO and other expert bodies have set a norm of 20% of the recurring cost to be recovered by fees. In fact, in most of the developed countries, fees do not cross this threshold. But in India and several other developing nations, Universities and colleges have started generating high percentage of revenues from various student fees. In case, self-financed courses, fees cover 100% of the cost and sometimes even more. Even in public funded Universities and colleges in India, fees have been hiked; in addition, more and more self-financed courses are being offered to generate revenues. Even liberal arts and Humanities courses such as Commerce, Political Science, English, Journalism and pure science subjects such as Botany, Zoology, are being offered as self-financed courses. According to Bray (1998), privatisation, by definition, is a process rather than a state<sup>4</sup>. It is a process of moving from public ownership, finance and/or control to private ownership, financing and/or control. Viewed in this way, there has been significant privatisation of higher educational sector in the country. More and more private self-financed colleges are being established paving the way for privatisation. The public institutions, receiving government aid, have also embarked on the path of introducing self-financed courses. Nearly 30% of all enrolment today is in private institutions that receive no aid or grant from the Government. More than 40%, 42.9% to be precise, of the total number institutions are private in India'. There is a class of institutions which are called 'aided colleges' which are privately owned, mostly by trusts or registered non-profit making societies. The

administrative control is usually in the hands of college though it is subjected to oversight by concerned Government and UGC. Similarly the academic autonomy is exercised by these institutions within the limits prescribed by the degree-granting University. These institutions are counted as 'public' institutions since their private nature is only nominal. Autonomous institutions have, of course, greater academic autonomy in terms of changing curriculum, courses, structure, evaluation etc. Growth of private institutions follows more or less the global pattern. Western Europe is still dominated by public institutions despite certain changes in Germany. The US remains remarkably stable in its public-private dispensation for over a decade. It has private enrolment almost comparable to that of India. Asia is the region where private boom has really taken off. Malaysia, Singapore and Japan, with over 90% of private share in higher education enrolment, are leading nations where there is now predominant private sector in higher education. Philippines, Indonesia, South Korea too have share of more than 70% in private enrolment. The feature of private growth in India is that is state-based. Just as some of the prominent public institutions have attained national character and fame, some of the renowned private institutions too have become truly national-be it in the form of students admitted or faculty recruitment. This is not to suggest that the private organisations have uniformly grown or spread in all parts of India. Much like elsewhere in the world, whether it is in China (Shanghai) or in Brazil (South eastern states) most of the concentration and growth have happened in the metros and large urban cities. States which had better social and economic indicators led the surge in private growth in India. The decade of 1970's mark the beginning of this surge in southern and western parts of India-the states of Karnataka, Andhra Pradesh, Tamil Nadu and Maharashtra. It is only much later that some northern states saw growth in private colleges.

**Regulatory Aspects of Higher Education** -Regulation of higher education system has been a cause for concern for a long time. India inherited a British legacy of affiliating type of colleges. Over a period, fewer new Universities have come up; however, number of colleges have increased manifold

#### 4.4 REGULATORY ASPECTS OF HIGHER EDUCATION

Regulation of higher education system has been a cause for concern for a long time. India inherited a British legacy of affiliating type of colleges. Over a period, fewer new Universities have come up; however, number of colleges have increased manifolds. As a result, some of the older Universities such as Pune,

Mumbai, Delhi have more than 500 affiliated colleges. Overall, university system has become complex, large and difficult to govern. UGC has formulated plans and guidelines to grant autonomy to deserving institutions. Barring the state of Tamil Nadu, this scheme has had limited success. Political configurations have influenced regulation of higher educational institutions. All the Universities in the initial decades were set up as an Act of Parliament or State legislature. Subsequently, a 'deemed to be university' status was granted to a few of the deserving specialized autonomous institutions. During a particularly lax regime, several institutions were granted the 'deemed' status. Most of these receiving recognition and higher status belonged to politicians of all hue and cries. Recently, the UGC review committee has acted against 44 such institutions which do not deserve the 'deemed' status. The matter now rests with the Supreme Court. Courts have also intervened and generally tried to uphold public interest in higher education. Whether or not the Indian higher education is public or national, the Supreme Court is a potent higher education actor. Regulatory framework has not been full proof and it has left many ambiguities with regard to the role and control of different persons or bodies. Supreme Court has mostly intervened on matters who is the authority for what in the system.

Education is on the concurrent list and hence it also becomes a State subject. Realising this opportunity, some states allowed setting up of large numbers of private universities without proper infrastructure and/or manpower. There is a large unmet demand for higher education in the country<sup>19</sup>. Hence there was no problem of getting students enrolments. It may be pertinent to mention that in the year 2002, the State of Chattisgarh enacted the Chattisgarh Niji Kshetra Vishwavidyalaya [Sthapna Aur Viniyaman] Adhiniyam, 2002. Section 5 of the said Adhiniyam provides that the State government may by notification in the gazette establish a university by such name and with such jurisdiction and location of campus as may be specified therein. The State of Chattisgarh, in exercise of its power conferred in the said section of the Adhiniyam, initially permitted for the establishment of 108 universities, out of which the State government issued viability certificates for the establishment of 97 universities. Based on an amendment to the above said Act in 2004, the State of Chattisgarh denotified 60 universities out of 97. Two Public Interest Litigations were filed in the Hon'ble Supreme Court challenging the establishment of these universities. The Hon'ble Court struck down provisions of Sections 5 and 6 of the aforesaid Act while declaring the

same to be ultra vires. Consequently, all such universities have ceased to exist.<sup>2°</sup> Chattisgarh, one of the newer states in the union of India, gave permission to start quite a large number of Universities within a matter of days or months. Within months, as a result of public interest litigation suit filed by Prof. Yashpal, all these establishments were closed by the order of Supreme Court.

**Internationalization of Higher Education-**One can ascribe various reasons why students chose to abroad for higher studies. A certain specialized course may not be available within the country and hence some students may seek out a foreign land where this is offered-a 'push' factor. There are others who prefer an overseas destination as it gives a broader horizon, a richer cultural understanding or simply a different experience. There could also be 'pull' factors responsible for some nations and universities leading in export of higher education. Some of the best-known universities and institutes attract learners from far and wide. Recession notwithstanding, there are nations which aim at retaining talented and highly skilled professionals. Since most institutions charge higher tuition from the foreign students, there is an incentive for the host institutions to attract students from abroad. Demographic factors may also 'pull' students to countries where natural growth in population has hit the rock bottom or even turned negative. Generally speaking, most of the first world nations are in this league whereas a large number of third world countries are facing problems of uninhibited growth in population.

**Global Ranking of Universities-** Amongst the global universities and Institutes, there is intense competition to secure top rankings. In the age of information and technology, rankings do influence even more the choice of internationally mobile students. The USA has the highest number of universities and institutes in top one and two hundred institutions.

**Linkages of Academia with Industry-**The linkage between academia and Industry is not strong in India. Both of them operate in near isolation. Movements of employees, especially at the faculty level, do not happen frequently between the two. In such a scenario, industry is not in a position to reap the benefits of scientific research and innovation done by the tertiary education institutions. Nor does the faculty doing research get the benefit of funding by the industry as often as it happens in the west.

## **Conclusion:**

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible, with international experts. Report of the National Knowledge Commission if implemented can help boost education sector in India. We are moving towards an era which would be defined by the parameters of knowledge and wisdom. India in order to become a developed nation by 2020 and knowledge power by 2015. The decisions that are going to be taken on these are likely to hold the key to India's future as a center of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. According to Prime Minister of India Dr. Manmohan Singh 'The time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building'. We need an educational system that is modern, liberal and can adapt to the changing needs of a changing society, a changing economy and a changing world. The thrust of public policy for higher education in India has to be to address these challenges. However, one university can't make much difference. If the government welcomes more such initiatives, the future will be ours. We will be able to

match and compete with other countries and the dream to be the world's greatest economy won't be difficult to achieve.

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Department of Education Pattamundai College, Pattamundai

Signature sheet of teachers

	Teachers Name	Signature
1	Dr. Rajalasan Mohan	Rajalasan
2	Neerupama Swain	Swain
3	Nibedita Nayak	N. Nayak
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**Department of Education ,  
Pattamundai College, Pattamundai  
Seminar Attendance Sheet**

30.03.2019

Sl No	Roll No	Signature of the Student
1	BA16 - 020	Soudamini Mohanty
2	BA-16 - 023	Chinmayee Parida
3	BA-16 - 033	Smitra Mahalik
4	BA-16 - 027	Sunashree Senda
5	BA-16 - 028	Sriggaha nani Das
6	BA-16 - 0260	Madhurika Rout
7	BA-16 - 019	Purnam Patra
8	BA-16 - 006	Rusita Patra
9	BA-16 - 016	Gayatri panda
10	BA16 - 024	Mamata Rout
11	BA16 - 099	Deepti Prava Patil
12	BA16 - 005	Subhashree Nayak
13	BA16 - 003	Babita Sethi
14	BA-16 - 022	Rajalini Das
15	BA-16 - 021	Aliva Pradhan
16	BA-16 - 002	Chandrakanti Rout
17	BA-16 - 106	Subhasmita Narendra
18	BA-16 - 060	Pravati Swain
19	BA-16 - 38	Anushya Borty
20	BA-16 - 15	Laxmi Priya Sahoo
21	BA-16 - 218	Plabani Das
22	BA-17 - 09	Mitali Swain
23	BA-17 - 19	Sannistha Routray
24	BA-17 - 020	Sarajini Rout
25	BA17 - 005	Tajnaseni Malik
26	BA17 - 008	Chidananda Mohanty
27	BA17 - 0055	Jyotimayee Mallick
28	BA-17 - 025	Sachin Das
29	BA17 - 041	Lopaj Barik
30	BA17 - 173	Mrunmayee Panda
31	BA17 - 003	Bandita Das
32	BA-17 - 015	Gitika Subhadarshini Lenka.
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34	BA-18-11	Laxmipriya Mohanty
35	BA-18-28	Om prakash pandey
36	BA-18-19	Kabita Sahoo
37	BA-18-22	Sujata Sahoo
38	BA-18-33	Susmita Tarai
39	BA-18-082	Susmita Dash
40	BA18-027	Riturani Nayak.
41	BA18-034	IPSarani Behera.
42	BA18-029	Rudrani Das
43	BA18-036	Priyanka Parida
44	BA18-047	Smriti Prava Biswal
45	BA18-023	Rojalin Jena
46	BA18-077	Manini Das
47	BA-18-079	Talast Sethi
48	BA-18-117	Himansu Kumar Behera
49	BA-18-197	Soumya ranjan Swain
50	BA-18-061	Sanghamitra Sahoo
51	BA-18-064	Pratima Behera
52	BA-18-073	Bunika Giri
53	BA-18-177	Surentra Ku Maurya
54	BA-18-111	Tyotibhusan Biswal
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## ପଞ୍ଜମୁଣ୍ଡାଳ କଲେଜରେ ଆଲୋଚନାଚକ୍ର

ପଞ୍ଜମୁଣ୍ଡାଳ, ୧୨୪ (ଆପ୍): ପଞ୍ଜମୁଣ୍ଡାଳ କଲେଜ ଶିକ୍ଷା ବିଭାଗ ପକ୍ଷରୁ ସାଂସ୍କୃତିକ ଉଚ୍ଚଶିକ୍ଷା ଓ ଏହାର ଗୁଣାତ୍ମକ ମାନ ଶାନ୍ତିକ ସେମିନାର ଅନୁଷ୍ଠିତ ହୋଇପାରିଛି । ବିଭାଗୀୟ ମୁଖ୍ୟ ପ୍ରଧ୍ୟାପିକା ଡ. ରଜନୀକାନ୍ତ ମହାନ୍ତିଙ୍କ ସୌରହିତ୍ୟରେ ଆୟୋଜିତ ଆଲୋଚନାଚକ୍ରରେ ପ୍ରଧ୍ୟାପକ ଡ. ଗୌରୀ କୁମାର ସାମଲ ମୁଖ୍ୟ ଆଲୋଚକ ଭାବେ ଯୋଗଦେଇ ସାର ଗର୍ଭକ ଆଲୋଚନା କରିଥିଲେ । ଅଧ୍ୟାପିକା ନିବେଦିତା ନୟକ ସୁଗତ ଭାଷଣ ଓ ଅତିଥି ପରିଚୟ ପ୍ରଦାନ କରିଥିଲେ । ଛାତ୍ରୀ ପ୍ରଭାତୀ ସ୍ୱାଇଁ, ସୌଦମିନୀ ମହାନ୍ତି ଭିତ୍ତିପୁରଃ ପାଠ କରିଥିଲେ । ଶେଷରେ ଅଧ୍ୟାପିକା ନିରୁପମା ସୁଲତାଧର୍ୟ୍ୟାଦ ଦେଇଥିଲେ । ଏହି କାର୍ଯ୍ୟକ୍ରମକୁ ପ୍ରବୃତ୍ତି ମଲ୍ଲିକ, ଲକ୍ଷ୍ମୀପ୍ରିୟା ସାହୁ ଓ ସୁମିତ୍ରା ମହାନ୍ତିଙ୍କ ପ୍ରମୁଖ ପରିଚାଳନା କରିଥିଲେ ।

The Prameya (13.04.19)

ପ୍ରମେୟ (ଅନୁକ୍ରମ ୨୦୧୯)

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