

Higher Education for the 21st Century - Innovations Issues, Problems and Challenges

Dr. N. Parameshwara

Assistant Professor for Sociology (Guest), P.G.Center Ramanagara, Bangalore University, B.M.Road, Bangalore
pummi.sociology@gmail.com, drnparameshwara0231@gmail.com

Abstract — Advanced education framework assumes a critical job for the nations all in all development which incorporates mechanical, social, and financial and so on. The job of Indian higher instructive establishments, for example, schools and colleges in the current period is to manage the cost of value based training in the ground of training; research and so forth to enable youth for self-supportability. This paper incorporates the key difficulties that India is as of now looking in advanced education and also incorporates different activities taken by the administration to address those difficulties. Our imperfect world is progressing unyieldingly towards unsure future situations, and we should attempt to send it towards manageability, that is, towards another method of getting things done in direct to improve our condition while simultaneously accomplishing equity, social equity and financial solidness. Anyway change is beyond the realm of imagination without learning, similarly as learning isn't feasible without change. In the content that follows, I will investigate the requirement for another type of instruction in the present society and distinguish the particular issues and difficulties that advanced education faces. Developments in training are respected, alongside the instruction framework, inside the setting of a cultural super framework connoting their interrelations and interdependencies at all levels. Sustaining the greatness and proportion of innovations in training will certainly trouble instruction itself and bit of leeway the whole society. It will likewise investigate upset and sure of the undertakings to progress in advanced education, just as a portion of the victories. While this paper will, in no way, shape or form, bear the cost of an extreme heading for schools and colleges, it will suggest a few changes that can be executed on any grounds to show signs of improvement results and efficiencies.

Keywords — Higher Education System; Innovation; Higher Learning Institution; Social Capital; Problem and Challenges.

1. Introduction

Education, being a social organization serving the requirements of society, is essential for society to endure and prosper. It ought to be thorough, maintainable, and brilliant, however should unendingly develop to address the difficulties of the quick changing and unusual globalized world. This movement must be all inclusive, dependable, and open; in this way, teachers, school educators, chairmen, researchers, and strategy creators are unsurprising to alter the idea and practice of instructing and learning, just as every single other feature of this multilayered relationship to ensure greatness preparation of all understudies to life and calling. Here we contemporary an absolute discussion of instructive advancements, perceive the deterrents to development, and rundown forthcoming rules for genuine innovations. We talk about the current status of developments in Indian instruction, what instructive advancement is, the manner by which advancements are being coordinated in schools and universities, why developments don't generally create the perfect result and what must be finished to heightening the scale and pace of advancement based insurgencies in our training structure. We at that point offer proposals for the expansion of instructive developments. Training is the act of the greatness of the masculinity. Advanced education

possesses a crucial home in the edifying movement of the country. In India advanced education is estimated as the noteworthy instrument for the national development. Training is for the order of life, edify of the individuals. The college degree is the significant part for the advancement in the social change. It has the significant point of planning pioneers of various discusses social, scholarly, social, logical and philosophical and so on. Advanced education is a change-safe venture.

In command to improve the greatness of advanced education, organizations need to think somewhere else at present executed credit based frameworks. By adding capacity to the students and the framework, over creations and most prominent practices, the organizations can improve appraisal toward the training framework to talk colossal social and financial difficulties that affected almost a period back and are in full hang right now. These incorporate swiftly strengthening expenses of educational cost, a developing requirement for more and rehashed instruction for work, worldwide market rivalry challenges and so on.

2. Objectives of the Study

- To discover the most recent procedures, scholastic apparatuses and methods through which we can

- improve learning process.
- To study the different difficulties in the advanced education framework in India.
- To perceive the holes between the colleges instruction educational plan and arrangements.
- Identifying and talking about promising practices pertinent to development in advanced education arrangement.

3. Methodology of the Study

Secondary information is utilized with the end goal of the investigation. Auxiliary information was gathered from various sites, different articles and journals.

4. Advancement of Higher Instruction

The act of advanced education framework India is antiquated and inborn a phase which has induced information and taking in careful from the beginning of the Indian human progress. To take into consideration the time of Guptas they braced higher information by slandering place for advanced education at Nalanda, Takshila, Ujjain, vikramshila and vallabhi. Each college as expressed explicit in a specific gathering of study. These colleges have gotten main stream in seventh and eighth hundreds of years A.D. A while later the inception of Buddhism individuals congregated to Saranath University to contemplate Buddhist religion and to Ajanta to indicate in craftsmanship, design and painting. These foundations for the most part sponsored by awards of land and gifts. Such awards originated from lords just as rich individuals current in the then-society.

4.1 Education Innovations

Education Innovations are some reason situated uproar, hierarchical goals, association, movement or strategy for usage of instructive exercises that fundamentally vacillate from the perceived reiteration and are first utilized in the establishment and are implied at refining the ability of employable and the development of society in a serious air.

4.2 Educational Innovations Incorporates

- a) *Innovative improvement*: Innovative improvement of HEIs Staff advancement Development of instructive procedure Development of logical and examination work Social advancement Technical and mechanical improvement Development of global participation Economic advancement Organizational turn of events.
- b) *Pedagogical advancement*: the difference in style in instructing and the association of the instructive

procedure; presentation of creative models of training that transform the training character into its pith and instrumentally significant qualities as the reason situated association; nature of the collaboration of the educator with the understudies and their situation in the learning procedure; powerful association of instructive procedure, especially utilizing current data and correspondence innovations, and so on;

- c) *Scientific and methodological development*: refreshing the substance of instructive projects as per the best residential and unfamiliar partners; presenting of inventive courses; making of current substance of showing materials (new reading material, program, logical and methodological help);
- d) *Education and mechanical development*: utilization of new or improved learning innovations, (for example, separation training or web based learning, Internet innovation, venture sorted out innovation, and so on); furnishing understudies and educators with access to electronic libraries; making ACS of instructive procedure and college data framework. The primary components of development in inward condition of colleges include:
- e) *Educational developments (Innovations)*: the substance of the educational program; new showing innovations; high polished skill of showing staff; authoritative and methodological help of instructive procedure;
- f) *Administrative (administrative) development*: support for inventive college structure; general administration framework and its properties; the executives' framework at the degree of basic regions (resources, divisions); arrangement of arrangement with instructive administrations quality.

The greater part of the instructive advancements is animated by purchasers of instructive administrations. Some of them have a place with the advancement situated to address existing issues: to fit instructive and expert principles, to include agents of expert social orders to create instructive projects of colleges; to create inventive instructive projects by new headings and claims to fame; professionals' investment in the instructive procedure and regular exploration . A few advancements are planned for making and fulfilling of new needs. In the postindustrial society the exemplary talks and workshops are supplanted by current undertaking, conversation, search designs with a serious extent of freedom and action of understudies and new psychological foundations: research systems, virtual labs which in an adaptable way will arrange the assets of different organizations (colleges, research establishments, modern labs, and so on.) for the execution of advancement

ventures in science and innovation. Instructive advancements are the quintessence of creative training.

5. Advancements Started by the GOI

The legislature of India has come out with suitable activities by setting up more focal colleges and higher learning organizations to make advanced education effectively open to all at the ideal expense.

- a) Establishment of New Central Universities Central Universities Act, 2009, which became effective from 15.1.2009, has built up 16 new Central Universities in each such States (with the exception of Goa) which didn't have a Central University; in Jammu and Kashmir, there are two Central Universities, in Kashmir and Jammu Divisions. Other than these, the new Central Universities are built up in the revealed States of Bihar, Jharkhand, Haryana, Orissa, Gujarat, Punjab, Himachal Pradesh, Rajasthan, Karnataka, Kerala, Goa, Madhya Pradesh, Chhattisgarh, Uttarakhand and Tamil Nadu. Three State Universities which have been changed into Central University are Guru Ghasidas Vishwavidyalaya in the State of Chhattisgarh, Dr. Harisingh Gour Vishwavidyalaya in Madhya Pradesh and Hemvati Nandan Bahuguna Garhwal University in Uttarakhand.
- b) Indira Gandhi National Tribal University The Indira Gandhi National Tribal University (IGNTU), Amarkantak, Madhya Pradesh, has been set up by an Act of Parliament. It started its scholastic exercises from the Academic Session 2008-09. The University is running Under graduate just as Postgraduate courses in different orders. The University is an instructing and affiliating college for encouraging and advancing roads of advanced education and examination offices for the ancestral populace of the nation.
- c) Setting up of 374 Degree Colleges in Educationally Backward Districts The Ministry has chosen to set up Model Degree Colleges in those instructively in reverse regions of the nation, where the GER or Gross Enrolment Ratio is not exactly the national normal. In a review, 374 such areas have been recognized. Recommendations are anticipated from the separate State Governments for the foundation of such schools. This plan is a piece of the Government strategy for access, support and extension of advanced education.
- d) Scheme for Incentivizing State Governments for Expansion Of Higher Education Institutions A plan is being presented for boosting States for setting up new higher instructive foundations/growing existing higher instructive establishments. This new Scheme will give

focal help to the State Governments in the proportion of 1:2 (1:1 for Special Category States) for building up new higher instructive foundations/growing existing higher instructive establishments. The physical focuses for XI Plan and XII Plan incorporate new colleges, schools, designing universities just as development of existing schools.

- e) Supporting Uncovered State Universities and Colleges Affiliated schools of State Universities are in fact under the domain of UGC however don't get help as they don't meet the base qualification standards regarding physical offices and HR. The Ministry means to fortify those schools and colleges with center around underserved regions to empower these foundations to satisfy the standards for UGC help. In the XIth Plan period, it is imagined to give extra help to colleges and universities which are now announced fit to get awards under Section 12B of the UGC Act.
- f) Strengthening Science Based Higher Education and Research in Universities. Taking a gander at the declining quality and quantum of logical examination in India, an Empowered Committee under the Chairmanship of Prof. M.M. Sharma was comprised for restoration of Basic Scientific Research in Universities. In view of the suggestions of Task Force activity for fortifying science based instruction and examination in Universities has been started. The fundamental target of the plan is to advance greatness in research in advanced education by supporting examination projects of the University and College educators in different controls. The UGC has been taking a stab at advancing educating and exploration in developing territories in Humanities, Social Sciences, Languages, Literature, Pure Sciences, Engineering and Technology, Pharmacy, Medical Agriculture Science and so on. Educators who are changeless/customary, resigned/working in the Universities and schools which are perceived under segment 2(f) and proclaimed fit to get awards under 12 B of the UGC Act, 1956 just are qualified.

6. Issues with Higher Education in India

Now Let us talk about a portion of the issues identified with advanced education in India.

- *Teaching Quality:* The first issue that advanced education in Quite a while is confronting is diminishing instructing quality. Instructors are not very much prepared and qualified for the activity they are appointed to. A few universities enlist youthful alumni as teachers who have no understanding or information. So this is a major issue.

- **Financing:** Financing is additionally an issue with advanced education in India. Indeed India is as of now spending especially on advanced education and it can't spend more. Be that as it may on the off chance that the nature of advanced education must be improved, at that point all the more financing is required.
- **Privatization:** Privatization is additionally a major issue that advanced education faces. Privatization of advanced education is the best approach. Anyway just privatization won't take care of the issue. You have to encourage the way of life of inventiveness, creative mind and learning new abilities in youthful understudies.
- **Quota System:** Debating amount framework is exceptionally questionable. Yet, in the event that you are being straightforward, at that point I should disclose to you standard isn't useful for the nature of advanced education. Ability and legitimacy is a higher priority than your personality. Anyway amount framework is as yet a test.
- **Political Factor:** Political impact is likewise a terrible thing and an issue with advanced education. Overseeing bodies don't need any political impact or impedance in their undertakings.
- **Moral Issues:** Younger age isn't keen on serving their nation and they are more inspired by simply taking up an occupation and a strong compensation bundle.

So above we examined issues that advanced education is confronting. Presently we will banter about a portion of the genuine difficulties that advanced education is confronting.

- **Gap in Supply and Demand:** India's gross enlistment rate (GER) is simply 19% which isn't acceptable. GER is 6% underneath the world normal and at any rate half lesser than created world like Australia and US. This needs to change in the event that we need to truly improve condition of advanced education in India.
- **Mushrooming of Low Quality Institutes:** Mushrooming of bad quality establishments everywhere throughout the nation isn't useful for advanced education. These new schools need limit and they are tied in with fleecing cash from understudies and their folks. There is an excessive amount of excitement and less nature of training.
- **No Project Based Learning:** Higher training need venture based learning. Youthful alumni need to learn new abilities particularly professional aptitudes that

can give them work. So we are not concentrating on venture based learning by any stretch of the imagination. Just hypothesis isn't sufficient, we likewise need pragmatic information is moreover.

- **No Strategy:** There is no procedure for advanced education in India. We don't have unfamiliar understudies going to the nation and concentrating here. Government has no arrangement for this and this is a major test.
- **Why Only Servicing Industry:** We are fixated on adjusting industry. We as a whole need to get chose in grounds choice so we love employments in overhauling division as it were. Anyway advanced education doesn't take care of the issue with regards to making employments in assembling area. That is a major issue.

7. Difficulties of Higher Education System in India

- a) **Gap between the Supply and request:** In advanced education, India has a low pace of enrolment for example net enrolment proportion (GER), at just 19%. On the off chance that we contrasted with china and brazil GER is 26% and 36% separately.
- b) **Lack of Quality Research work:** There is no lack of financing for the top Indian Institutions, for example, IITs, IIMs and different organizations of national significance. Be that as it may, financial plan for the Research isn't under spent because of the lacking great quality examination work. Because of the constrained spotlight on Research and Internationalization, not many Indian higher instructive organizations are all around perceived.
- c) **Number of Research papers distributed in India** has expanded ceaselessly for as far back as scarcely any decades yet reflected in low reference sway whenever contrasted and different nations like Germany, United States, France and China.
- d) **Indian advanced education is looking with the issue of low quality of educational plan.** In a large portion of the higher instructive establishments educational program is out-dated and unessential.
- e) **Shortage of Faculty and High Student-Faculty Ratio:** In a large portion of the state and local colleges over 30% of workforce positions are lying empty. While the understudy enrolment in advanced education is developing with quicker rate over the most recent couple of years.

- f) Inadequate Infrastructure and Facilities: Apart from the profoundly perceived higher instructive organizations in India the majority of the schools and colleges need the fundamental and top of the line research offices. Numerous organizations are running without legitimate foundation and fundamental offices like library, lodgings, transport, sports office and so forth which is alluring to rank the quality establishment.
- g) Presently there is a less joint effort of higher instructive foundations with businesses.
- h) Low employability of graduates is one of the serious issues in India. Just a little extent of Indian alumni are viewed as employable. Position results additionally drop essentially as we move away from the top establishments.

8. Conclusion

We can begin by strengthening our reconciliation of effective global learning models and making conditions in our schools and universities that encourage and bolster pioneers and instructive business people, or edupreneurs (Tait and Faulkner, 2016). Besides, these changes ought to be fluctuated, yet deliberate, focusing on various indispensable parts of instruction. Profound, multifaceted, and far reaching developments, both substantial and immaterial, have the ability to rapidly produce versatile impacts. Fundamentally improving the productivity and nature of educating and learning hypothesis and practice, just as the jobs of the student, educator, guardians, network, society, and society's way of life ought to be the essential focal point of these changes. Other promising methodologies should try to improve understudies' hard working attitude and mentalities toward learning, their advancement of different learning abilities, just as making learning more beneficial. We likewise need to bring all evaluations, from preschool to higher and postgraduate levels, into one firm framework. As the cost of training, particularly at schools and colleges, keeps on rising, cost

and time proficiency of learning, viable instructional methodologies, and techniques and devices equipped for satisfying the essential strategic instruction all will become basic zones of examination and imaginative arrangements. Schools and colleges must focus on extending the estimation of training, amplifying the profitability of picking up, corresponding ventures with anticipated results, and improving expense and time effectiveness. Whatever advances we devise for instruction, anyway much innovation we incorporate into learning, the human component, especially the student and educator, stays hazardous. In this way, while exploiting powerful instructive advancements, we should arrange those cutting edge devices inside a more extensive setting of human training so as to protect its humanistic, formative reason and, along these lines, utilize them.

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