

Higher Education: Challenges and Prospects



Presented by

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Higher Education?

- Enlightenment in human beings can be realised only when they are educated. Higher education strengthens the capabilities of the people which are needed for living in the present knowledge based society.
- The main goals of higher education are to disseminate knowledge, to use information networks and mass media technologies, to help in the improvement of productivity which can be defined as a way of ensuring the prospect of employability in every nook and corner of the society.
- Higher educational institutions are the think tanks for ensuring socio-economic mobilisation as they play a central role in terms of bringing welfare to the people of the country.
- Higher education is closely related to human resource management and human resource development.
- Therefore, it is the duty of the higher educational providers to impart need-based higher education that makes the people highly educated with a progressive, rational, analytical, and skillful mind.

Report of the University Education Commission (Dr. S. Radhakrishnan Commission), 1948-49

- *“The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values.”*



Higher Education: Need of the Hour

- Higher education is the platform where knowledge and information are disseminated to the learners for developing their functional skills and making them efficient for their future living.



Motto of Higher Education:

- To increase access, equity, expansion, quality, research and innovations: are the basic motto of HE.
- The motto of higher education is to promote the wellbeing of the people in a country. Education enhances the capacity of the human beings to develop their skills in various sectors like the various field of arts, sciences, medicines, engineering, management etc. through which the skilled persons can contribute towards the positive transformation of a society.

Demographic Dividend

- India has a rich demographic dividend, because the country has 54% of population below the age of 25, and 66% people under the age of 35.
- It means that the young age of population, the number of school-going people within that age-group, and the level of work force in that period, are considered an asset for the entire country.
- If the proper skill-based education could be given to the members of this group of population, then it could contribute a lot to enhancing the positive social transformation through social and economic mobility, and creating the knowledge-enabled population of the country.

Therefore, it is the right time to provide the skill-based learning opportunity to all and make them productive citizens..

Quote from APJ Abdul Kalam:

A.P.J. Abdul Kalam, the Ex. President of India, delivered a Convocation lecture in Jiwaji University, Guwalior, on 10th August 2004, in which he said:

“India has a population of one billion people. Out of this one billion, 540 million people are below the age of 25 years, which is our national strength. We have natural resources. Also we have a roadmap for transforming India into a developed nation by the year 2020. Ignited minds of 540 million youth will definitely transform India into a developed country by the year 2020.”

Remark of Amartya Sen.....

Regarding the role of education as a means of human development as well as human resource development, Amartya Sen, the Nobel Laureates in Economics, has remarked:

“Education is essentially a capacity building and it widens the choice of the people and empower the nation.”

Target of Producing Human Capital

- Human capital plays an important role in the development of a nation. It is the quality of human beings which helps a country in accelerating the pace of development.
- Human capital is ensured through proper education only. Educated people are generally more productive workers because they can use the capital more effectively, adopt new technologies and learn from their mistakes.
- Thus, the concept of human capital is linked with the growth and development of a nation.
- Higher education plays the pivotal role in producing human capital in a nation.

Inclusive Growth

- It encompasses **equality**, equality of opportunity in accessing education, equality in accessing health services etc.
- Thus, the Government has the expectation or the target to ensure the idea of equality of opportunity in terms of access in economic field, in educational field, in social and cultural norms, in health sector and unbiased regulatory environment for business and individuals and so on.
- Therefore, in order to ensure inclusive growth, there is the demand of establishing access, equality, quality and expansion of higher education so that each and every citizen of the country can lead a meaningful life, and they are able to have a decent standard of living.

Demand for Sustainable Development Goals (SDGs)

- On 25th September 2015, the Heads of State and Government and High Representatives meeting at United Nations Headquarters in New York adopted the document titled *Transforming Our World: the 2030 Agenda for Sustainable Development* adopting a new set of global Sustainable Development Goals which will transform the world in the next 15 years.
- There are a total of 17 goals to be achieved by 2030 for sustainable development. The Goal 4 is targeted to achieve the inclusive and equitable quality education and promote life-long learning opportunities for all.

Cont...

Demand for Sustainable Development Goals (SDGs)

- One of the objectives of the goal is to focus on the acquisition of foundational and higher order skills, greater and more equitable access to technical and vocational education and training and higher education, training throughout life; and acquisition of the knowledge, skills and values needed to functional well and contribute to society.
- In this goal, it is reported that until 2013, there were about 757 million adults (aged 15 and above) unable to read and write, of whom two thirds were women.

Present Status of HE:

- At present, in India, there are 758 Universities, 39071 Colleges and 11922 Stand Alone Institutions. Out of 758 universities, 267 Universities are privately managed, 43 Central Universities, 1 Central and 14 State Open Universities, 69 Institutes of National Importance, 316 State Public Universities, 5 Institute under State Legislature Act, 37 Deemed Universities Government and 6 Other Universities.
(Educational Statistics at a Glance 2016, AISHE 2016).
- But, the number of such institutes is comparatively less against the population of this nation.
- Again, there are disparities in terms of educational avenues or set ups in between the states of the nation. For example, an Indian state like West-Bengal, which is adjacent to the North East Region, has more educational institutions than the NE Region as a whole.

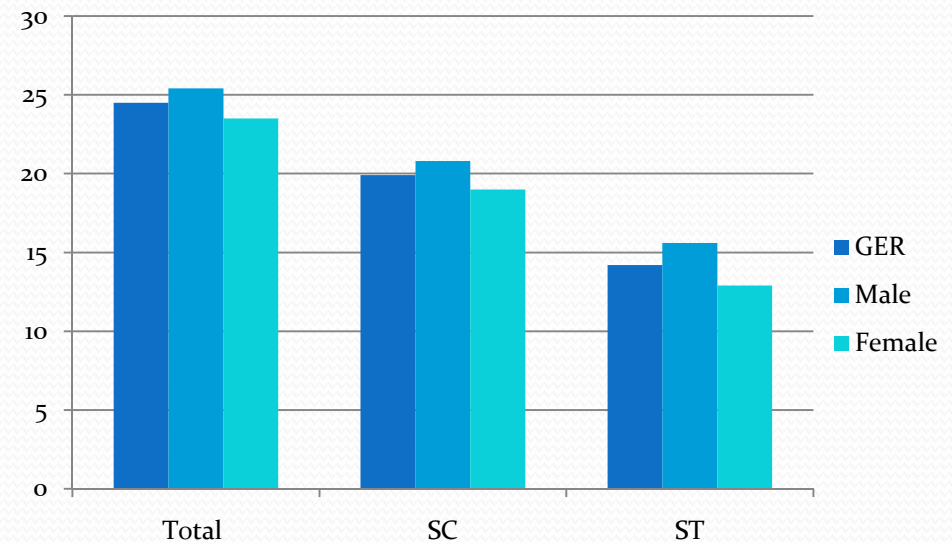
Challenges in HE

- Higher education in general should be linked with some larger aspects like providing access, equity and employability, deriving long term benefits from learnt skills, developing life skills and soft skills, ensuring a knowledge and technology-enabled population and so on.
- But, ironically, access to higher education by every citizen of the country for ensuring the knowledge enabled population in a true sense is yet to be harnessed.
- Regarding the total enrolment in higher education, only 54% male is able to enroll, on the other hand female hover around about 46%.

Challenges in HE

Table 1: Gross Enrolment Ratio (18-23 age group) in Higher Education (in percentage)

	Total	SC	ST
GER	24.5	19.9	14.2
Male	25.4	20.8	15.6
Female	23.5	19.0	12.9



GER of North Eastern States

North East States	Male	Female	Total
Arunachal Pradesh	28.8	28.5	28.7
Assam	16.2	14.7	15.4
Manipur	35.3	33.1	34.2
Meghalaya	20.4	21.1	20.8
Mizoram	25.2	23.0	24.1
Nagaland	14.2	15.6	14.9
Sikkim	36.7	38.5	37.6
Tripura	19.9	14.0	16.9

Source: AISHE 2015-16

Challenges in HE

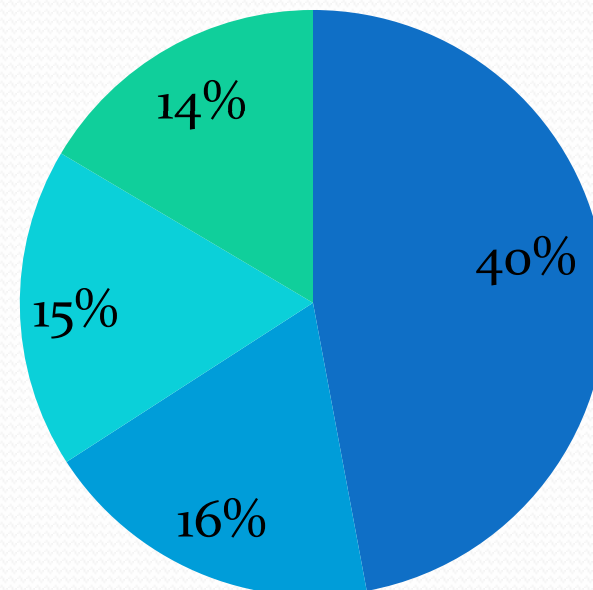
Table 2: Student's Enrolment in different courses at Undergraduate level (Out of 100)

SLNO	Course	Percentage of Enrolment
1	Arts/Humanities/Social Sciences	40
2	Engineering and Technology	16
3	Science	15
4	Commerce	14

Source: (AISHE, 2016)

Percentage of Enrolment

- 1 Arts/Humanities/Social Sciences
- 2 Engineering and Technology
- 3 Science
- 4 Commerce



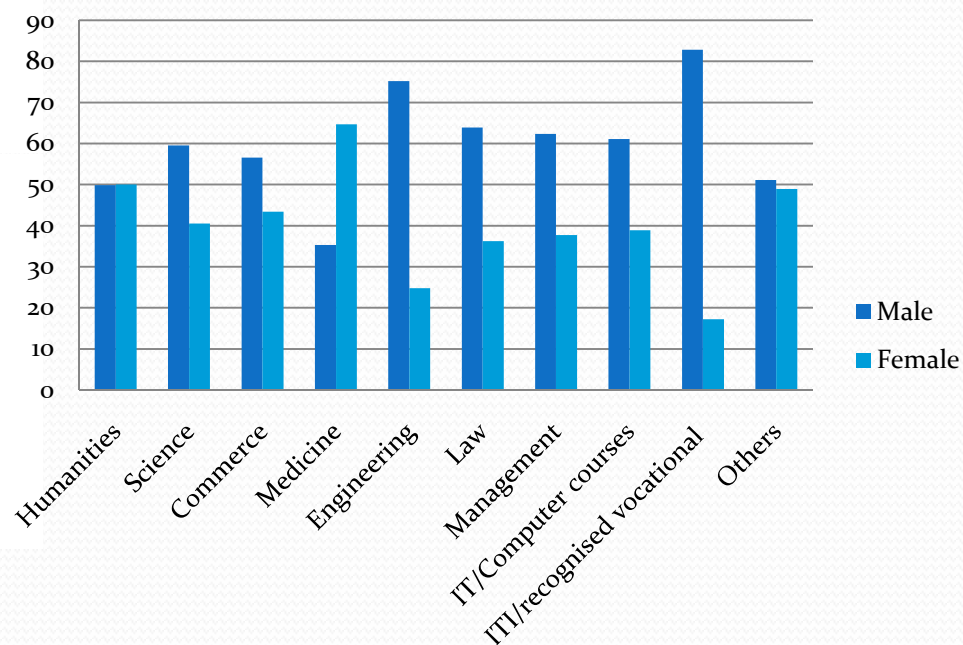
Challenges in HE

Table 3: Percentage distribution of students pursuing General and Technical/Professional Courses (in percentage)

Course	Male	Female
General		
Humanities	49.9	50.01
Science	59.5	40.5
Commerce	56.6	43.4
Technical/Professional		
Medicine	35.3	64.7
Engineering	75.2	24.8
Law	63.9	36.2
Management	62.3	37.7
IT/Computer courses	61.1	38.9
ITI/recognised vocational	82.8	17.2
Others	51.1	48.9

Source: NSS 71st Round, 2014-15

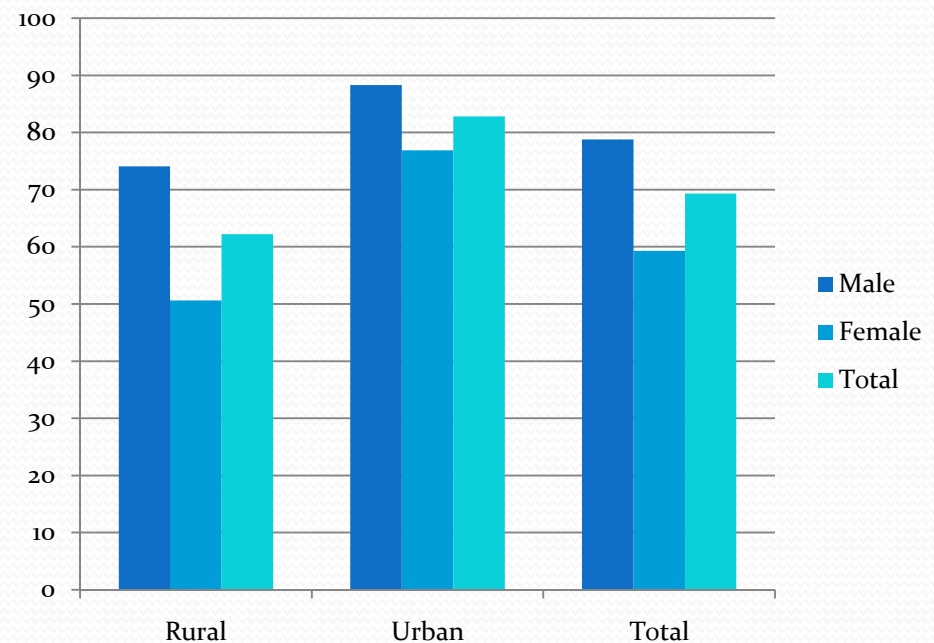
Enrolment in General and Technical/Professional Courses



Challenges in HE

Table 4: Percentage of Adult literacy Rate be Sex
and Place of Residence in India, Census 2011

Residence	Male	Female	Total
Rural	74.1	50.6	62.6
Urban	88.3	76.9	82.8
India	78.8	59.3	69.3



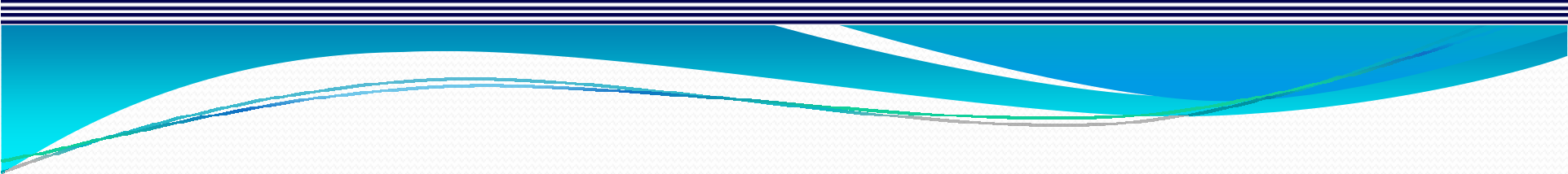
Challenges in HE

Table 5: WFP Rate of Adult population in India (in percentage)

1	Rural	Female	30.0
		Male	53.0
		Total	41.8
2	Urban	Female	15.4
		Male	53.76
		Total	35.31
3	Combined	Female	25.51
		Male	53.26
		Total	39.79

These figures prove that there is a lack of adequate skills of the people mostly the adult learners for getting their required livelihood opportunities. It also proves that women have comparatively lower skilled learning than the men particularly in urban areas. Therefore, it is a big challenge in front of the women in urban areas in terms of getting their adequate livelihood despite having degrees and diplomas.

Source: Census 2011



Despite having a very high level literacy like Kerala, has much lower levels of women's employment, because of mainly 3 reasons:

1. The social restrictions impose upon women's work outside their home

2. Lack of required skills

3. Lack of flexibility with reference to over-time, night-work, working on leave days and so on, that turn women into "high cost" workers.

Challenges in HE

- Though higher education is talking about skill education, the fact is that only 5% of the population of 19-24 age group has acquired some skills through vocational education in India, when the corresponding figure for a country like Korea is as high as 96%. (**Twelfth 5 Year Plan, 2012-17 on Social Sectors, Vol 3**).
- Regarding finance in higher education, the cost of public expenditure is 1.12% only of the GDP, (*Economic Survey 2015-16*) which is very poor compared to many developing countries in the world.

Public expenditure in HE

Table 1. Total budget expenditure (both Centre and State) in the various sectors of education (Revenue Account) (Figure in Rs. Thousand Crore)

Stages of Education	2011-2012		2012-13		2013-14	
	Total Expenditure	Expenditure as % of GDP	Total Expenditure	Expenditure as % of GDP	Total Expenditure	Expenditure as % of GDP
Elementary	149164.77	1.71	184650.63	1.86	207428.62	1.84
Secondary	85572.91	0.98	102907.40	1.03	115669.26	1.03
University/ Higher	53900.98	0.62	60043.91	0.60	71139.03	0.63
Adult	930.71	0.01	1084.26	0.01	1324.07	0.01
Technical	44361.01	0.51	59735.50	0.60	69581.82	0.62

Issues of concern...

- What the picture shows...think critically
- Make a comparative study with the countries like Sri Lanka, China and Bangladesh in terms of investment in education and how these countries are able to achieve higher ranking position in HDI than India.
- India ranks 131st out of 188 countries on the United Nations Development Programme's new Human Development rankings for 2015. This puts India in the "medium human development" category of countries as compared to Sri Lanka (73rd) and China (90th) which are "high human development" countries.
- In terms of unemployment rate, Bangladesh is in 90th position whereas India's rank is 46th among the developing countries in the world.

Educational level and WPR:

<i>Educational Level</i>	<i>WPR</i>	<i>Educational Level</i>	<i>WPR</i>
Illiterate	35.6	General Graduates	61.4
Just literate	23.3	Agriculture graduates	63.4
Primary	36.3	Engineering graduates	75.2
Middle	44.9	Medical graduates	76.9
Secondary	49.1	Technical diploma	64.5
Higher Secondary	46.1	Craft diploma	56

Source: NSSO-1999-2000, 55th Round

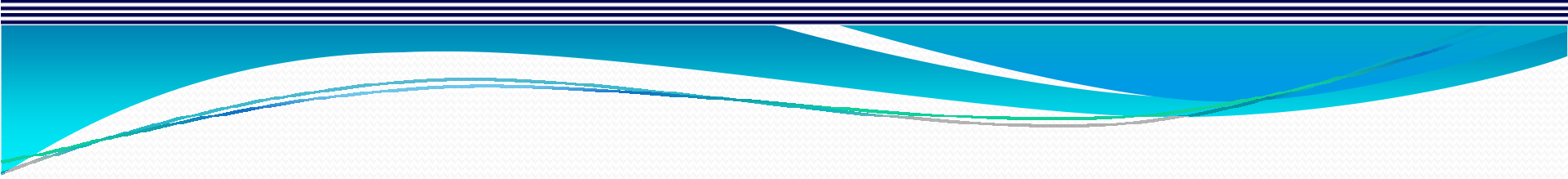
Educational level and unemployment rate

Educational Level	Unemployment rate	Educational Level	Unemployment rate
Illiterate	0.4	General Graduates	10.4
Just literate	1.2	Agriculture graduates	09.8
Primary	1.9	Engineering graduates	06.8
Middle	3.9	Medical graduates	01.5
Secondary	6.3	Technical diploma	13.7
Higher Secondary	9.1	Craft diploma	11.8

Source: NSSO-1999-2000, 55th Round

Education and mismatch...

- The mismatch indicates basically two things –the supposition that those who have acquired professional, technical and higher education, have greater possibilities of getting absorbed in the job market compared to those who have acquired low level of education and skills.
- However, even the skilled and educated persons fail to get absorbed in the employment market due to paucity of employability of these skills in the market.

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- Another fact is that there is more supply of graduates from general education so there occurs large numbers of un-employment due to lack of employment opportunity and ultimately, directly and indirectly encourages the export the brain from the state (i.e. called brain-drain), create the problems like youth unrest and ultimately drive the youths to indulge in various anti-social activities.

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Prospects of HE

ODL: Need of the Hour

- Due to the wide scope of the ODL system to provide flexible access to higher education—general, professional and vocational courses, the Governments, both at the centre and the states, are giving due emphasis, since 1980s, on the expansion of quality higher education through the ODL mode.
- This has resulted in the establishment of one National Open University (IGNOU), 14 State Open Universities, and more than 112 Directorates of Distance Education attached to conventional Universities spread across India.
- In fact, ODL accounts for about 12% of the total enrolment in the segment of higher education, and has contributed substantially towards the rise of the GER of India which is 24.5%.
- ODL has provided wider opportunity to the female learners. For instance, the women enrolment in higher education through distance mode is 46.03% whereas in regular mode, women share is 45% only. (AISHE, 2015-16).

Initiatives for transforming HE

- **Use of ICT:** In the present technology based era, higher educational institutions, should be comfortable with the use of technology, and the teachers/educators should have to design various academic and ICTs based modules for the benefits of the learners in a wider context.
- NKN, NPTEL, NMEICT, SIRD linked with Satellite hub for with SITs (Satellite Interactive Terminal) are providing various online programmes through which all the stakeholders in Science, Technology, Higher Education, Research & Development and Governance are brought together.
- The Ministry of Human Resource Development of India has launched NMEICT for giving quality education to the learners in the shortest possible time so that it will be helpful in creating a knowledge-enabled working population.

Initiatives for transforming HE:

- In India, various courses have been designed by using such technology for the educational purpose particularly for the learners of the IITs and IIMs. NPTEL provides E-Learning through on-line web and video courses in Engineering, Sciences and Humanities subjects. Although this mission of NPTEL is intended to enhance the quality of Engineering education in the country providing free online course ware, local institutes like Gauhati university, KKHSOU can very well tie up with the premiere institute like IITG (Indian Institute of Technology, Guwahati), the provider of resources through NPTEL, so that students can utilise those resources.
- In India, SWAYAM or Study Webs of Active Learning for Young Aspiring Minds, has been introduced by the Ministry of HRD, GOI, as the Indian MOOCs, where teachers from institutions like the IITs, IIMs , and central universities will offer online courses to citizens of India.

Initiatives for transforming HE

- In order to ensure the quality of the contents produced and delivered, seven **National Coordinators** have been appointed. They are **NPTEL** for engineering, **UGC** for post-graduation education, **CEC** for undergraduate education, **NCERT & NIOS** for school education, **IGNOU** for out of the school students and **IIMB** for management studies. In the first phase, courses in areas of engineering education, social science, energy, management, basic sciences are being offered and at least one crore students are expected to benefit in 2 to 3 years through this initiative.
- In line with such developments **State Coordinators** too need to be set up as part of the educational policy of each Indian state, and the State Universities, joining hand with other premiere education institute can offer various locally relevant courses for the benefit of the learners in the form of MOOCs.

Initiatives for transforming HE:

OERs and its Use:

- ❑ In India, where higher education usually benefits only a small section of the people, because of very high cost, OERs have provided myriad opportunities to enjoy the benefits of education even without going to an educational institute.
- ❑ UNESCO in 2002 defined OERs: “Technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes...typically made freely available over the Web or the Internet.”
- ❑ Today, MOOCs push the OER-movement in India to a significant height.
- ❑ With the help of the different Community Information Centres, NGOs and other Social and Government Organizations located at different parts of the country, educational institutions may release some need based courses in form of OERs for enlarging educational opportunity to all.

Initiatives for transforming HE:

Skill Development:

- For making skilled enabled population, in December 2013, the Department of Economic Affairs, Ministry of Finance, Govt. of India, notified National Skill Qualification Framework (NSQF), which is being facilitated by the National Skill Development Agency (NSDA).
- This NSQF policy can easily adopted by the conventional and ODL universities in particular for its wider flexible nature and openness.
- The most interesting benefit of this course is that it facilitates the ***Recognition of Prior Learning*** (RPL) through which people irrespective of their age, sex, and geographical distance can get formal recognition of their traditional skills so that they can use these kinds of informal skills into a productive form.
- The NSQF also helps alignment of the Indian qualifications to international qualifications in accordance with relevant bilateral and multilateral agreement. Thus, through this system, it tries to develop the national and international mobility among the people across the nation.

Initiatives for transforming HE:

- The vision of a higher educational institution should be focused on the needs of the locality and on fulfilling the needs and desire of the stakeholders.
- In order to maintain reputation, the university should design such courses that bring special credit and recognition to the university itself.
- Therefore, for ensuring sustainability and generating employment opportunities to the students in the present world, a university should develop need based and skill-based courses, which have the direct link with industrial and vocational recruitments.
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The universities eventually must react to growing disparities between

- rich and poor countries,
- regions that are integrated in or detached from the world markets,
- between modern and traditional sectors,
- skilled and unskilled work,
- needed and redundant labour,
- the gap between winners and losers of globalised communication.

Universities which take their calling seriously do not blindly follow the developments around them, but question them critically. The goal of asserting *sustainability as a principle of action* is expected to prevail in the course of this development.



KEY TRENDS and ISSUES

- 1. Increasing global student mobility**
- 2. Higher education as a global market**
- 3. Declining public funding for higher education**
- 4. Increasing private involvement in higher education
(mostly after recommendation of NKC on PPP)**
- 5. Student as customer**
- 6. Strategic alliances, partnerships and networks**
- 7. Education hubs**
- 8. Sustainable development: how can it be achieved?**



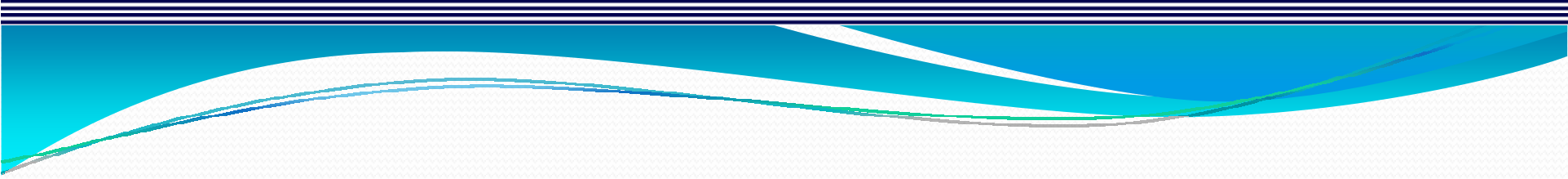
Conclusion:

- Education is the only way to empower and transform the society and provide the required justice to the people to maintain a decent standard of living.
- Proper skill development courses should be introduced in the curriculum for developing critical thinking, communication, collaboration and creativity (4Cs) particularly among the adult population of the country. And finally, this process can harness the opportunity of demographic dividend which is an asset for the country like India.



To achieve 4 pillars through HE

- What are the four pillars of Education?

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- Learning to know, learning to do, learning to be and learning to live together.
 - Only sustainable HE which is need based and skill oriented, can help the people to achieve these four objectives by developing the competence of the students or learners in terms of knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together).



Thank you