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A Review of India's Expanded Colleges: Cardinal Worries Across the Country

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Abstract: *The Indian education industry has grown and evolved greatly. India's higher education system confronts several obstacles as it grows to satisfy national needs. Higher education competition has been a worldwide issue of fairness, access, quality, relevance, globalization, and privatization. This review article critically examines India's higher education growth potential and its capacity to overcome its hurdles to become the finest location for international academics to pursue higher education and develop a successful research career*

Keywords: Higher Education Expansion, India Education Policy

I. INTRODUCTION

Every nation or civilization benefits from education. The Indian Constitution's Concurrent List mentions "education". The Indian State and Central governments are equally important for education. Since independence, both administrations have encouraged schooling due to India's widespread illiteracy. Economic factors have slowed higher education expansion. The Indian education system has battled with fairness, relevance, accessibility, and quality for general public and disadvantaged groups. Five-year plans have helped higher education institutions grow, but not fast enough to meet population demands [1].

The Right to Education Act takes effect in India on April 1, 2010. Parliament ratified the 86th Amendment to the Indian Constitution in July 2009, including Article 21A's Right to Education in December 2002. Article 21A mandates free and obligatory education for all six-to-14-year-olds in a manner the state may designate [2]. The Indian government defines "free education" as no child except one accepted by their parents into an unsupported school paying fees, levies, or expenditures to finish primary school. "Compulsory education" mandates that the government and localities enroll, attend, and graduate all 6–14-year-olds from primary school [3].

The Indian government created the flagship Sarva Shiksha Abhiyan to speedily realize the Right to Education and Universalize Elementary Education (UEE) [4].

Review study has two goals. It analyzes India's higher education expansion and structural changes for sustainable development. Second, the evaluation will compare Indian universities to national and worldwide rankings. This review used Government of India sources due to a lack of investigation. The newest significant UGC and MHRD directives are also cited.

II. THE TREND OF GROWTH: THE ORIGIN AND EXPANSION OF EDUCATIONAL INSTITUTIONS

Ancient India's higher education system attracted foreign scholars to Nalanda, Taxila, and Vikramsila [5]. Colonialism avoided using education for sustainable development. The British colonial authority developed modern higher education in India in the mid-19th century [6]. Colonialism funded "anglicist" higher education. Charles Wood's 1854 letter followed Lord Macaulay's 1835. India originally tried a national education system with the 1944 Sargeant Report of the Central Advisory Board on Education on Post-War Educational Development. Presidential cities Bombay, Calcutta, and Madras built universities in 1857. It took 30 years to establish Allahabad Institution. Mysore and Benaras founded their fifth and sixth universities in 1916. They managed, funded, and evaluated Indian higher education. Styled after London University. Back then, only colleges awarded degrees. The 1920s saw research departments consolidate.

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Dr. S. Radhakrishnan's National Education Policy pushed India to establish the "University Education Commission" in 1948, shortly after independence. Replaced by "University Grants Commission". Parliament created UGC a Central Autonomous Body of India in November 1956 [5].

The Act mandates the UGC to finance, coordinate, establish, and maintain Indian higher education standards. As commercialization of education has raised the danger of fake colleges, the UGC must notify the public and update its list of fake Indian institutions. All Indian colleges and institutes are accredited by the UGC's NAAC for program efficiency and impact [7].

Non-UGC professional groups approve courses. All technical and managerial courses will be NBA-accredited instead of AICTE. Contact the Indian Council of Agricultural Research (ICAR) for agriculture, veterinary medicine, and related courses, the Bar Council of India (BCI) for law, the National Council for Teacher Education (NCTE) for education, the National Medical Commission (NMC) for medicine, the Pharmacy Council of India (PCI) for pharmacy, and the Indian Nursing Council for nursing. Since independence, college and university enrollment in India has increased MHRD conducted the 2018-2019 All-India Higher Education Survey [8]. From 1950–51 to 2018–19, colleges rose from 578 to 39,931 and universities from 28 to 993. Indian colleges and institutes grew in Table 1 [8]. Figure 1 illustrates the increase. AISHE Report 2018-29 [8] reported 24,000 teachers and 1.74 lakh students in 1950–1951, 14.16 lakh and 3.74 crore in 2018–2019.

Table 1: The number of universities and colleges in India as per AISHE Report 2018-19

Period	Universities	Colleges
1950-51	28	578
1960-61	45	1,819
1970-71	93	3,227
1980-81	123	4,738
1990-91	184	5,748
2000-01	266	11,146
2018-19	993	39,931

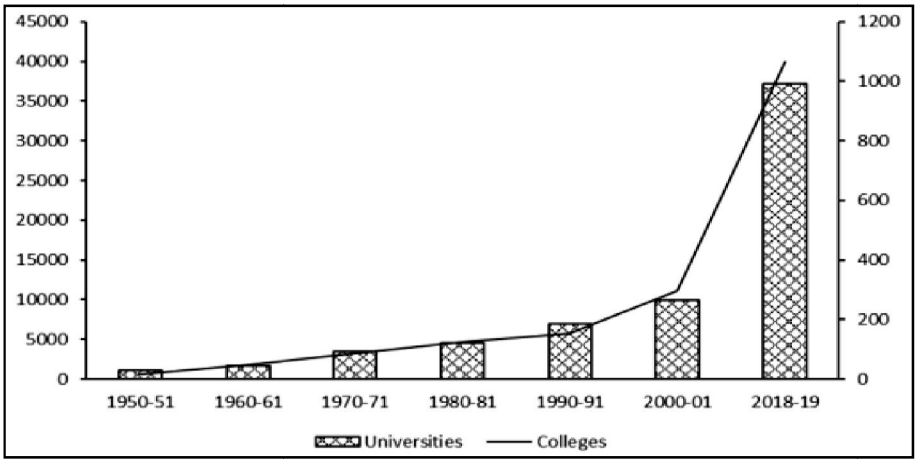

Figure 1: The trend of the growth of colleges and universities in India from 1950 to 2019

Table 2 shows that the State and Central Governments construct four categories of universities: State Universities, Central Universities, Private Universities, and Deemed-to-be Universities that comprise Institutions of National Importance [8]. These four categories of institutions vary based on the programs they provide [8]. Table 3 lists these variances. These percentages are shown in Figure 2. The ratio of general universities is much larger than other types. Technical, agricultural, allied, and medical universities are few.

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Table 2: Types of universities in India as per the AISHE Report 2018-19

Type	Number	Type	Number
1. State Universities	435 (43.83)	1. General	548 (55.19)
2. Private Universities	385 (38.77)	2. Technical	142 (14.30)
3. Central Universities	46 (4.63)	3. Agricultural & Allied	63 (6.34)
4. Deemed-to-be Universities	127 (12.79)	4. Medical	58 (5.84)
IIT	23	5. Law	23 (2.32)
IIM	19	6. Sanskrit	13 (1.31)
NIT	31	7. Languages	9 (0.91)
IIIT	18	8. Others	106 (10.67)
IISER	5		
Total	993	Total	993

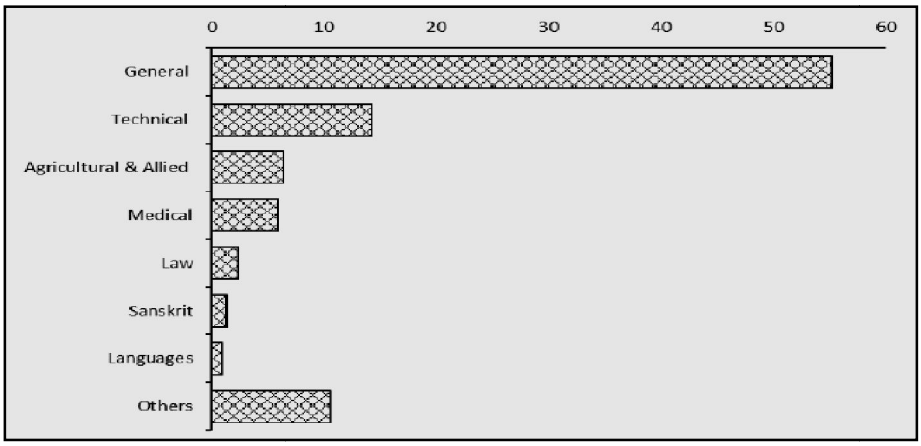

Figure 2: Percentages of the type of universities according to the nature of programmes offered.

The 2018-19 AISHE Report [8] includes 16 women-only schools. Some of 110 distance education institutes provide both traditional and distance modes. Indian higher education has a 26% gross enrollment ratio (GER). Rajasthan has the most universities (83), followed by Uttar Pradesh (79) and Gujarat (72). Bangalore has 880 colleges the highest in a district. These colleges are 78% private, 21.50% state-owned, and 0.5% central-owned. Distance learning in higher education is 10.62%. Sri Chatrapati Sahuji Maharaj University in Kanpur, Uttar Pradesh, is the biggest of 298 Indian affiliating universities with 922 institutions.

Women make up 48.6% of 3.74 crore higher education students in 39931 institutions and 993 universities in India [8]. This includes 47,427 international students from 164 countries. Most female students (79.80%) are undergrads. 10.81% for master's, 0.50% for Ph.D. For 2018, 1,69,170 Ph.D. students enrolled and 40,813 graduated. Higher education employs 14.16 lakh teachers and 12.14 lakh non-teachers. National progress since independence is impressive. Management of a vast higher education system has improved. Our higher education enrollment is 25.8% [9], thus the government must enhance access.

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III. STRUCTURAL REFORMS IN HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT

After India attained independence on September 26, 1985, the Ministry of Education became the MHRD [10]. The agency oversees the third-largest higher education system after the U.S. and China. Name it Ministry of Education, according to the new National Education Policy [9]. In 2017-18, the Indian MHRD introduced a uniform entrance test and curriculum, teacher and student mobility, a national credit transfer system, a national university rating system, global academic network initiatives (GIAN), and online admissions [10]. MHRD and UGC also promote semester system, CBCS, direct online scholarship transfer, and exam uniformity. The government lately encouraged MOOCs, NAD for certificate digitalization, HEFA for loan-based capital grants, Innovation Cells, entrepreneurship under 'Startup India', 'Make in India', and 'Skill Development' for employability. Quality assessment of student 'learning outcomes' involves evaluative reforms, professional ethics, and academic research integrity [10].

Human and professional ethics in higher education are promoted by UGC Mulya Pravah [5]. Guru-Dakshta, a guide to faculty induction program (FIP), aims to motivate and sensitize Indian higher education faculty to adopt learner-centered, ICT-integrated, and creative pedagogical techniques for teaching-learning and assessment. The Consortium for Academic and Research Ethics (UGC-CARE) was created in 2018 to choose outstanding articles across industries [5].

IV. PUBLIC UNIVERSITIES VS. PRIVATE UNIVERSITIES IN INDIA

Many Indian universities are public. IIT, IIM, Central Universities, IISER, and AIIMS matter most. exceptional Indian schools develop exceptional professionals. Indian public schools lowered tuition to satisfy government education objectives. Former college was friendly. Course, dormitory, and food fees are significantly subsidized to lure more students to India's higher education system. Authorities encourage public and private institutions to compete and public universities to become self-sufficient and less government-funded. The government encourages universities and colleges to raise tuition, provide consulting, and provide self-financing courses.

Profit and ROI drive Indian private companies. Education commercialization. After optimum commercialization, education quality comes first. India had private colleges till 1990s. Between 2000 and 2005, the UGC granted 26 private institutions university status [11]. No military was linked to colleges nationwide. Independent, self-funded institutions or universities providing distance learning. Public and private colleges will boost enrollment, research, and development.

Focus Areas of Higher Education in India and Cardinal Concerns

Higher education emphasizes teaching, research, and professionalism.

Teaching

Gurukula, Vihara, and Madrasa provided formal education for decades. Pre-independence colleges and universities taught like western universities. University teachers taught. Most Indian schools emphasize teaching. The 2019 National Education Policy states that India's higher education Gross Enrollment Ratio (GER) is 25.8%, low compared to industrialized and developing nations [9]. GER unjustly affects all Indian socioeconomic classes. According to research, Indian higher educated men and women have very varied GERs. State GERs above and below the national average indicate a larger education gap.

UGC, NAAC, MHRD, and professionals regulate. Too many professional and regulatory bodies may slow public higher education. AICTE, NCTE, and ICAR accreditation is required for agriculture, MBA, MTech, and BEd. The Indian Nursing Council, Dental Council, and National Medical Commission must approve university MBBS, BDS, and BSc nursing programs. Different agencies offer different courses, thus restrictions vary. Legally different groups provide government influence over higher education notwithstanding autonomy. All public higher education institutions in India must raise admissions by 25% from 2018–19 and reserve 10% for EWS students [12]. EWS reserves are 10% for 2019–20. These solutions constrain public universities since they cannot rapidly expand staff or infrastructure.

SWAYAM, an MHRD flagship initiative, lets government-funded, IIT, and IIM professors educate Indians online [9]. Tech quickly raises national GER. The Indian higher education plans are adaptable.

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Research

Higher education research in India thrived. Emeritus and Post Graduate Research Fellowships in Sciences are offered by the UGC and MHRD. D.S. Kothari Medical, Engineering, and Science Post-Doctoral Fellowships Radhakrishnan social sciences Foreign Student JRF, RA, Post-Doctoral Fellowship, Women Candidates Fellowship Ministry of Minority Affairs-funded Maulana Azad National Fellowships are awarded by the UGC [5, 13]. Recent UGC schemes provide Fellows of two of its four Science Academies extra honorariums [5].

Academic quality assurance in Indian higher education is difficult due to its subjectivity, dynamism, multidimensionality, and contention. Good research is valued differently at Indian institutions. Most Indian universities lack funding, infrastructure, and qualified faculty. Indian universities lack connections to major research institutions and industry, limiting facilities and technology. For faculty recruitment, journal publication, and identifying quality, UGC requires all academic institutions to create an Internal Quality Assurance Cell (IQAC) [5]. Also worrying is that the UGC has not imposed NAAC accreditation for all Indian institutions. Low-quality schools may ignore fundamental education.

Professionalism

The fast development of technology and the internet have greatly enhanced information and knowledge accessibility. India's growing public and private higher education institutions are competing for top students, researchers, teachers, and non-teaching personnel. The National Education Policy 2019 recommends converting single-disciplinary IITs, IIMs, and NALSAR to multidisciplinary institutes [9]. Because a multidisciplinary approach supports personality development, the UGC and MHRD have developed the CBCS system, which allows students to pursue courses in various disciplines of their choosing.

Cardinal concerns

Infrastructure, money, and personnel were India's higher education system's major challenges, according to the review. Most Indian universities lack sophisticated research facilities. Many institutions establish classrooms, laboratories, and buildings using UGC, MHRD, and other funds. Even higher education lacks teaching infrastructure. UGC and MHRD cannot support deteriorating public universities. A financial crisis starts. Apply for HEFA or other external finance and repay with development. Another concern is the financial crisis. No capital or planning money would reach Indian universities. The government proposes HEFA funding for higher education expansion. Self-sufficient public universities should make 30% of their revenue from wages and recurring expenses.

Individuals mold groupings. Higher education HR includes instructors, non-teaching staff, and students. HR management in academia is difficult. This essential organization-supporting trait is missed. Human resources management encompasses hiring, training, compensation, performance evaluation, employee relations, retention, motivation, and job satisfaction. Teamwork is promoted. Private enterprises value HR and management. Another department manages this. Reorganize centre and state-funded institutions to create a full-time HR department. AISHE enrollment figures show that private universities outperform state schools in this competitive environment because they strategically manage human resources. HR management boosts morale, attrition, and performance. Since public universities are stringent, academics and non-teaching staff choose private or public universities with good HR management. To compete and recruit top talent, schools must convert HR from administrative to strategic.

Students are universities' biggest HR stakeholder. Student brand ambassadors represent colleges. Alumni and current students promote universities to prospective students. Alumni provide placement and fundraising CSR corporate and trust donations. Strong alumni networks, financing, and professional mentoring at old Indian IITs. Other development institutions should use these methods.

Public higher education institutes lack 25-30% trained teachers, according MHRD. The 1:1.1 faculty-to-non-teaching staff ratio left UGC short on technical, support, and non-teaching personnel. Many question professor appointment delays and openness. It becomes worse with legal issues. IT and ICT services are most efficient and effective in private organizations with few employees. ICT utilization is lower in public universities. Public higher education uses manual writing and technology, which stresses labor and yields bad outcomes.

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Performance of Higher Education Institution: Where Do Indian Universities Stand In Rankings?

Despite quick and significant post-independence expansion of higher education institutions, no Indian university ranks in the top 200 in QS-Ranking or THE-Ranking [14, 15]. India has a problem with higher education. The Indian government is strict about higher education quality and performance. To create a national ranking system, the Indian government created the National Institutional Ranking Framework (NIRF) for annual institution rankings in numerous areas. India's UGC (World Class Institutions Deemed to be Universities) Regulations, 2016 identify 20 world-class institutions (10 public and 10 private) [5].

Eminent institutions should focus on high-quality teaching and research and be interdisciplinary. Over 15 years, such institutions should enroll 20,000 pupils. They should be among the top 500 colleges in any world-renowned rating within 10 years and top 100 overall.

V. CONCLUSION

Education shapes a community and a person's body, mind, and character. State and national higher education leadership and management strategies and capacity development. Systems enhancements like quality assurance, global credit recognition, and unified national credentials framework need international collaboration. Better education reduces economic disparity, thus fairness is crucial.

Modern India has no continuous higher education program. Low public higher education expenditure is connected to popular indifference about higher education. A weak higher education development strategy boosts private higher education's rapid expansion.

Rich and underdeveloped nations envy our global information economy [16]. The nation's talented workforce deserves praise. As IIT engineers, IIM managers, and AIIMS physicians gain international recognition, brain drain and financial and human resource waste ensue. India offers low-cost scientific and technical staff. The Indian higher education system has grown despite various obstacles. The current government promotes ‘Digital India’ everywhere. Therefore, cutting-edge learning tools and technology may assist India overcome its higher education research and teaching issues. The current government's ambitious reforms and higher education financing will draw foreign researchers to India.

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