



OPPORTUNITIES AND CHALLENGES IN INDIAN HIGHER EDUCATION DUE TO CORONA CRISES

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ABSTRACT

The system of higher education is critical for the country's overall growth, including economic, social and industrial development. In the sphere of education, the role of Indian higher educational institutes including universities and colleges is to deliver quality based education. Research on youth empowerment for self-sufficiency. The WHO-declared epidemic has had a significant impact on India's higher education sector due to this Covid-19 or Corona virus, with examinations and classes being postponed, negatively impacting student performance. Online classes are now available, which presents both a difficulty and an opportunity for higher education in India. The purpose of this study is to examine the difficulties and opportunities that the Indian higher education sector faces in the post-Covid-19 era. Primary and secondary data were collected for this purpose, and basic techniques such as pie diagrams and bar charts were utilised to analyse the problem.

Key words: Higher Education System, Online Classes, Primary Education, Secondary Education, Covid-19, Corona Virus Pandemic

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1. INTRODUCTION

In India's history, education has deep roots in religion and Vedic studies, which covered a wide range of subjects such as medicine, logic, mathematics, grammar, astrology, commerce, and many other subjects. Buddhist study centres based on Vedic studies, like Nalanda and Takshila, drew a significant number of students from all over the world. The topic of higher education and higher understanding was shaped in India by ancient rishis and sages in the Vedic age, the data of which is uncertain but is thought to date back to vast antiquity. The ancient Gurukul system prospered during the Apnishadic and Vedic periods, but in the 6th century BC, a large

university was created at Takshila, and two additional universities, Naland and Vikramashila, were built in the 5th and 4th centuries AD, respectively. Higher Education plays a vital part in today's world, although it faces significant obstacles as a result of Covid -19.

2. HISTORY OF HIGHER EDUCATION IN INDIA

2.1 Vedic Period

In Ancient India, the Gurukul (Ashram) was the centre of learning and was placed far away from cities and towns, with the learning taking place in the Ashram with the Gurus. It depicts the most ancient of cultures while also containing the most current and detailed scientific stories, all of which say volumes about Hindu culture. After 600 BC, the Vedic era ends, and the Buddhist era begins, lasting until around 600 AD. Vedic education was given to pupils in order to help them accomplish high life goals. And the Guru's had much commitment on the development of all essential skills of their Shishyas. Even still the commitment of faculty plays a prominent role in the development of the students (Gopinath, 2020 h).

2.2 Mughal Period

The arrival of the Mughals in India in 1526 resulted in the development of classical Madrasas and Makitas, Islamic educational institutions in India that teach philosophy, grammar, mathematics, and law. During this time, Islamic education placed a strong emphasis on connecting science and the humanities. Makita - Madrasa system or Muslim system of education is a new Muslim system of education that is generally known as Makita - Madrasa system or Muslim system of education. For Hindu students, the ancient pathshala system remained concurrently. In major cities, universities-level institutions of higher learning were created. This was due to the fact that specialised scholars were only available in large numbers in the cities, and the courtiers and kings would provide financial assistance. The institution of shared interest for both Muslim and Hindu students was not a state institution, and neither did the pupils learn about the Muslim regulations that these emperors used to control at the time. The person documents read about the Muslim regulations that these emperors employed to improve the lives of the people by constructing bridges, roads, building, tanks such as mosques. Akbar's self-role was to expand education in order to offer sufficient means to meet this need. India has a long history of exploring and articulating concepts such as the cosmos, the self-role of the social order, economy, and other related topics. The higher education system prospered in ancient India, and it impacted growth throughout its subsequent eras, despite many forms that emerged as a result of religious, social, economic, and political upheaval.

2.3 Pre-Independence Period

By establishing universities in Bombay, Kolkata, and Madras in 1857, the British created a system of year-round open higher education in India. At the university level, English has also become the language of instruction. The goal of British education in India was to develop English-educated workers to support the enormous British administration. Christian missionaries were the forerunners of British and other foreign education in India. The first missionaries to arrive in India were Roman Catholic missionaries. Getting away from Europe's shifting situation. These missionaries travelled outside of Europe with the goal of founding a new religious empire. In their hunt for new places to spread their religion, missionaries discovered India, Africa, America, and Australia, all of which were unknown to Europeans at the time. Franciscan, Dominican, Jesuit, and other Roman Catholic sects began their task of promoting their religion among their country's tribals as soon as the Portuguese discovered their feed in India. They started establishing educational institutions for this reason as well.

2.4 Post Independence Period

On August 15, 1947, India declared independence. The Indian people were faced with the task of bringing about a complete change in their way of living. The New Constitution, which aimed to transform India into a sovereign democratic republic, was approved by the constitution assembly on January 26, 1949, and went into effect on January 26, 1950. India inherited a system of higher education that was not just limited but also characterised by a severe intra/inter regional imbalance when it gained independence in 1947. Determined efforts were made to establish a network of universities and allied colleges that would provide significant outreach to a country with vast linguistic and educational disparities at all levels. When India gained independence, it only had 500 colleges and 20 universities spread across the country. In higher education, it enrolled roughly one person per thousand of the population. Women's participation was limited, and the number of women who graduated each year was small. In the post-independence period, higher education played a vital role in national growth and economic development.

2.5 First Education Commission (1948) After Independence

It was tasked with examining India's predicament and making recommendations to improve the country's deteriorating educational state. Dr. Radhakrishnan, who chaired the commission, made the following recommendations:

1. Both the federal and state governments should be responsible for funding education.
2. On the suggestion of the university grand commission, a university should be created with the agreement of the central government. It outlines the university's mission as follows:
 - Fostering a culture of leadership in all sectors of life by assisting individuals in realising their full potential.
 - To supply society with capable men and women who have been trained in all professions and are gifted with a sense of social duty (Gopinath, 2020i)
 - Through education, aim to promote equality and social justice, as well as to decrease social and cultural differences.
 - To inculcate the attitude and values necessary for the development of a good life in society and individuals in teachers and students, and through them, in society at large.

To take universities closer to the community by extending knowledge and putting it to use in solving issues.

2.6 National Council of Education, Research and Training

It focused mostly on education financing, notably in the sector of higher education. It said that educational funding was a key hindrance to the advancement of higher education. It also points out that, unlike other developing countries, India does not devote a significant portion of its GDP to education financing.

2.7 Kothari Commission (1964-65)

The role of education in the country's social and economic growth, according to the Kothari Commission. The commission pushed vehemently in favour of significant educational investment. The Kothari commission recommended that education be given top priority and that the maximum proportion of GNP be allocated to it (Tilak, 2007). According to the panel, 6% of national GDP should be spent on education. It was thought that a significant investment in education was required to ensure educational parity among the various socioeconomic classes in the economy. In this country, the goal of achieving a public education spending of 6% of

national revenue has remained a distant dream. During the first decade of the twenty-first century, overall public expenditure on education by the federal and state governments did not exceed 4%.

2.8 New Commission Policy (1986-1992)

During the period of political stability from 1971 and 1979, Congress was forced to relinquish control, and the government thereafter established its own National Policy in Education. When the Congress regained power, Mr. Rajeev Gandhi, the dead Prime Minister, became interested in education and published his National Education Policy in 1986, along with a projected action plan. Education policy provides a solid foundation for national prosperity. According to India's National Policy on Education, every monarch has prioritised education. The key features of the National Policy on Education 1986 are the role of education for tribes, education for backward classes, and adult education.

In July 1991, the central advisory board of education created a committee on National Policy of Education, which included eight educationists and was chaired by Janardan Reddy, then chief minister of one of the major political parties. The committee examined the NPE of 1986, taking into account the report of the Acharya Ram Murti committee, also known as the National Policy of Education Review Committee (NCERT), as well as other recent developments.

2.10 Some Other Policies of Higher Education in India

- National Assessment and Accreditation Council (NAAC) (1994)
- National Knowledge Commission (NKS) (2009)
- Yash Pal Committee Report (2009)
- National Commission for Higher Education and Recherche Bill (NCHER) (2010).
- Rashtriya Uchchatar Shisha Abhiyan (RUSA) (2012)

3. OBJECTIVE OF THE STUDY

- The purpose of this study is to examine the expansion of India's higher education industry.
- The purpose of this study is to examine the growth of higher education in India.
- To investigate the issues that higher education in India faces as a result of Covid-19.
- To make some recommendations for overcoming these problems.

4. RESEARCH METHODOLOGY

It's an in-depth investigation into India's higher education system. After Covid-19, it will face new problems and prospects in terms of growth.

Source of Data – Secondary Data

Tools & Techniques – The study employed simple techniques like bar graphs to analyse the current state of higher education in India.

Limitation of the Study - Lack of primary data, the research mainly depends on secondary data, The study is restricted to India only.

4.1 Growth in the Level of Higher Education in India

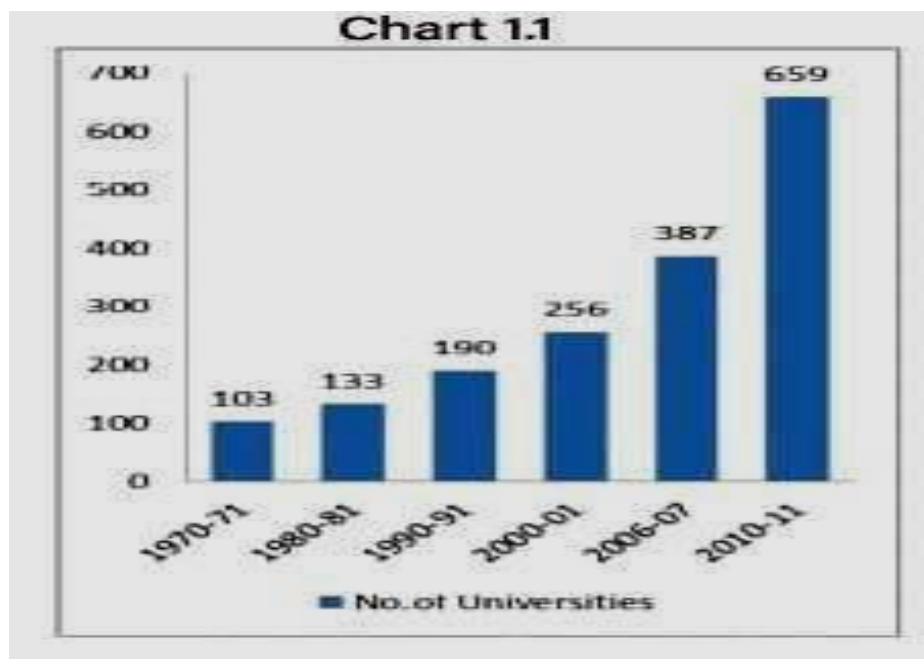


Chart 1.1 depicts the growth of Universities in India from 1970 to 2012

Source- Explanation (A) – From the above diagram we can see that there is an increase in no. of university as in year 1970 –1971 it 103 & in year 2010 – 2011 it is 659 from year 2006 – 2007 to year 2010 – 2011 there is approx. 50% increase in the no. of universities in India which is a good sign. For our country.

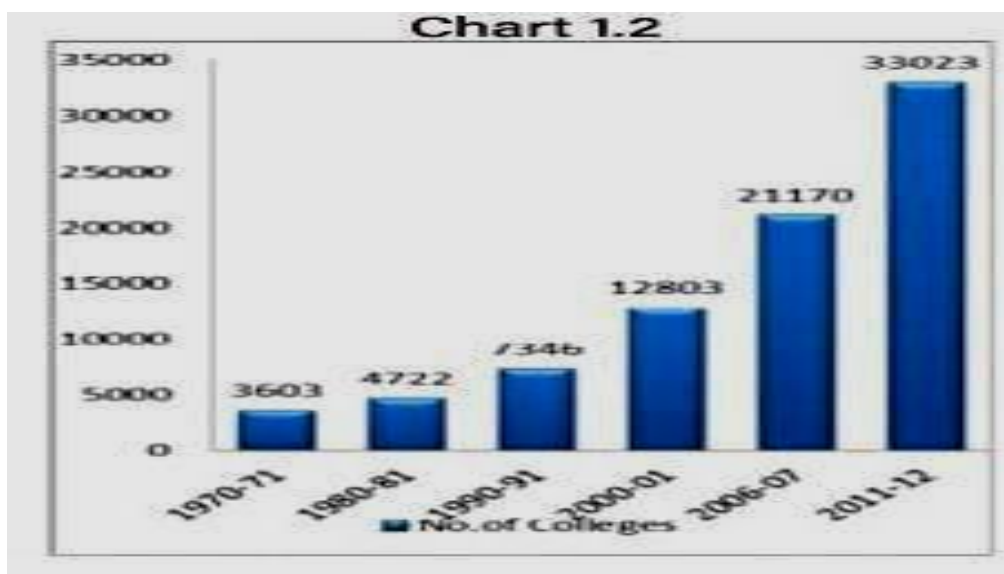


Chart 1.2 depicts the growth of Colleges in India from 1970 to 2012

Explanation (B) – In the above bar diagram the no. of colleges is presented in Y axis & years is in the X axis. We can clearly see that there is huge increase in no. of college in India from 1970-1971 to 2011-2012 year 2011-2012 no. of colleges are 33,023 which is good with respect to population of youth in our country, but the major focus should be upon the quality of education provided in those institutions.

5. CHALLENGES IN HIGHER EDUCATION IN INDIA

Despite the fact that our country has been independent for 70 years, our educational system is still in its infancy. We are unable to name a single university among the top 100 universities in the world because several governments have changed within the last six years. They attempted to improve the educational system by enacting various educational policies, but these efforts were insufficient to set an example for the rest of the cosmos. The UGC is dedicated to providing high-quality education in the higher education sector. Some of the fundamental issues / challenges of India's higher education system are described here:

- **Enrolment:** India's Gross Enrolment Ratio (GER) in higher education is just 15%, which is quite low when compared to other developed and developing countries. With rising school enrolment, the supply of higher education institutes is insufficient to match the country's expanding demand.
- **Equity:** In GER, there is no equality amongst the various sects of society. According to preliminary research, the GER in higher education in India differs significantly between male and female students (Gopinath, 2020g). Regional differences exist, with some states having high GERs while others lag well behind the national GER, indicating severe inequities in the higher education system.
- **Infrastructure:** Another issue confronting India's higher education system is a lack of physical infrastructure, particularly in public-sector institutions.
- **Political Experience:** The majority of educational institutions are owned by political leaders who hold prominent positions in university governing bodies, and they use innocent students for their personal gain.
- **Faculty:** For many years, substantial numbers of NET / PhD candidates have been unemployed despite the fact that there are many vacancies in higher education due to faculty shortages and the state educational system's incapacity to attract and retain well educated professors. These talented candidates are now applying to other departments, which is a major setback for higher education (Gopinath, 2020 a)
- **Accreditation:** According to the NAAC's information. "As of June 2010, just about a quarter of the country's higher education institutions were accredited." Only 30% of universities and 45 percent of colleges were found to be of sufficient quality to be ranked at the 'A' level among those accredited.
- **Research and Innovation:** There are very few scholars in our country whose work is cited by well-known western authors; however, there is a clear focus on research in higher education institutions, with the majority of research scholars lacking or failing to receive fellowships on time, which has a direct or indirect impact on their research (Gopinath, 2020 b).
- **Structure of Higher Education:** The Indian Education management faces challenges such as over centralization, bureaucratic structure, and a lack of accountability, transparency, and professionalism (Gopinath, 2020 c). As the number of afflicted colleges and students grows, the administrative functions of universities become more important, diluting the core focus on academics and research.
- **Lack of Internal Availability in Running Areas:** Despite online classes are more popular, there is a lack of infrastructure in remote regions in terms of internet access, making it impossible for students without Android phones to participate in the sessions.

6. SUGGESTIONS AND OPPORTUNITIES

- In remote locations, there should be adequate internet infrastructure.
- India's higher education system should encourage research and development and enhanced organisational climate in the country (Gopinath, 2020 e)
- In Higher Education institutions, skill development and a practical approach to teaching should be promoted (Gopinath, 2020 f).
- Other sources of funding for public universities should be investigated, such as endowments, industrial contributions, alumni, and so on (Gopinath, 2020 d).
- New technologies provide enormous prospects for advancement in all areas of life. It provides prospects for economic growth, better health, and greater service delivery, as well as educational and socio cultural advancements.

7. CONCLUSION

The Indian Higher Education System is the world's third largest. It has a significant impact on the country. In the face of the current covid-19 pandemic, the Indian school system requires development in the areas of faculty administration, curricular structure, and technology-assisted instruction. Particularly for the rulers of rural regions (villages), which are similar to urban places (cities, towns), to truly and honestly defend the crises the covid – 19 in these hard circumstances. As teachers, we will never fail the Indian Higher Education System.

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