# "Higher Education in India: Avision of 2030"

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## Abstract:

"Ensuring quality higher education is one of the most important things we can do for future"- Ron Lewis The current higher education sector has tremendous changes from the past decades. Since our country occupies third largest in terms of providing higher education, globally developing in the field of education as well. Here an attempt the researcher has made to elaborate various factors dealing with the growth and development of higher education in the vision of 2030. It is very important to emphasis on the gross enrolment ratio. Vision 2030 can be achieved by doing away with debilitating regulations that inhibit Indian higher education sector. There is a need to restore the autonomy of the institutions of higher education. In the past, institutions of higher learning had to contest many of these stifling regulations and seek justice from the courts. In this regard, the present paper also gave some suggestions for consideration as a reform in the higher education system. To highlight this, researcher used secondary data for further details. Hence we can conclude saying that vision 2030 may certainly bring desirable changes in higher education.

**Key words**: higher education, equitable, accessible and sustainable

## Introduction:

India is a country known for the higher education system since ancient times. Over the last two decades, India has remarkably transformed its higher education landscape. India has not only bettered its enrolment numbers but has enhanced its learning outcomes. Amitabh Jhingan, partner and national leader – education practice, EY (Ernst and Young) said, "In order to realize the goals we envision for 2030, adopting a transformative and innovative approach is critical across all the levers of higher education: from curricula and pedagogy to the use of technology to

partnerships, governance and funding. Making rapid progress over the next two decades would require a committed and concerted effort from all stakeholders involved ie academia, industry, and government." With the effective use of technology, India has been able to resolve the longstanding tension between excellence and equity. (Higher education review, 2015).

The Vice President of India, Shri M. Venkaiah Naidu has said that a world-class higher education system was the need of the hour. Pointing out that concerns have been raised over the imbalance between excellence and inclusion, the Vice President called for revamping of higher education system to make more equitable and inclusive.

Shri Naidu said that we have tremendous talent amongst us and we cannot afford to let this talent lie dormant due to lack of avenues for quality education, especially higher education and skill training. He called for putting vulnerable sections of our population, the women, the differently-abled and the economically weak at the center of our strategy to expand higher education.

Observing that rapid industrialization and economic growth would create opportunities for around 250 million skilled workforces by 2030, Shri Naidu asserted that India would emerge as the global supplier of skilled manpower in the coming years.

## Need and significance of the study:

It is clear from the above mentioned that there will be a tremendous change in Indian higher education system by 2030. The country needs to place excellence, equal access and employability at the heart of expanding higher education system. In order to achieve this, the government has to create policies to allow foreign universities to operate in the country and hopefully the new higher education policy will create more consistent and widespread basis (News 18, Nov 2018).

The three tiers of Indian universities produce among the best in class knowledge creators, problem solvers and process managers, who also display deep social, cultural and ecological sensitivity. With this, the researcher felt the need to take up the present study.

## Objectives of the study:

1. To understand the current scenario of Indian higher education system.
2. To analyse and interpret the future higher education envisioning 2030.
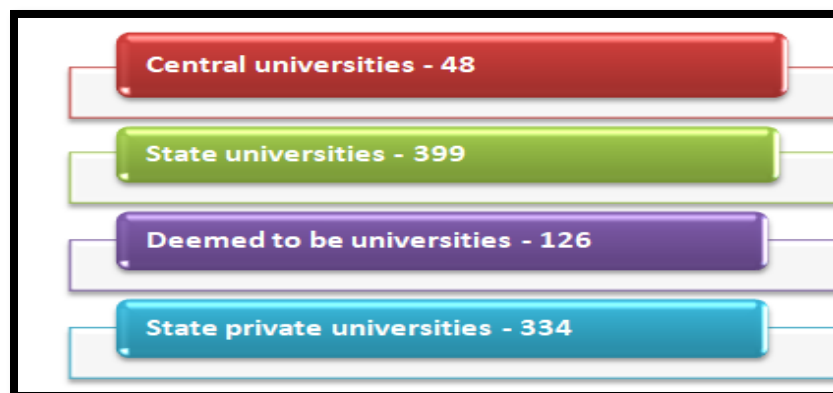3. To overview different policies concern towards development of HEI.

## Methodology:

The present paper is an overview of a substantial number of secondary sources and personal experiences and observations on the current scenario of higher education in the world and in Indian with respect to issues and challenges.

## Mapping towards higher education in India by 2030:

India has taken massive challenges in upbringing the education system in the current scenario which is certainly a leading direction towards 2030. A quality education is the foundation of sustainable development, and therefore of the Sustainable Development Goals. As a policy intervention, education is a force multiplier which enables self-reliance, boosts economic growth by enhancing skills, and improves people's lives by opening up opportunities for better livelihoods. The Sustainable Development targets for 2030 call for ensuring the completion of primary and secondary education by all boys and girls, and guaranteeing equal access to opportunities for access to quality technical and vocational education for everyone. Policy interventions will require improving access and improving quality, as well addressing relevant obstacles which include gender inequalities, food insecurity, and armed conflict (United Nations in India).

**Types of universities in India:**



- Central universities - 48
- State universities - 399
- Deemed to be universities - 126
- State private universities - 334

Source: www.ugc.ac.in

The above figure reveals that the total number of universities in India is 907. Therefore there is a need of the hour to meet the accessibility of the higher education with egalitarian. Also to look into the matter of GER, by setting up more number of universities in the country.
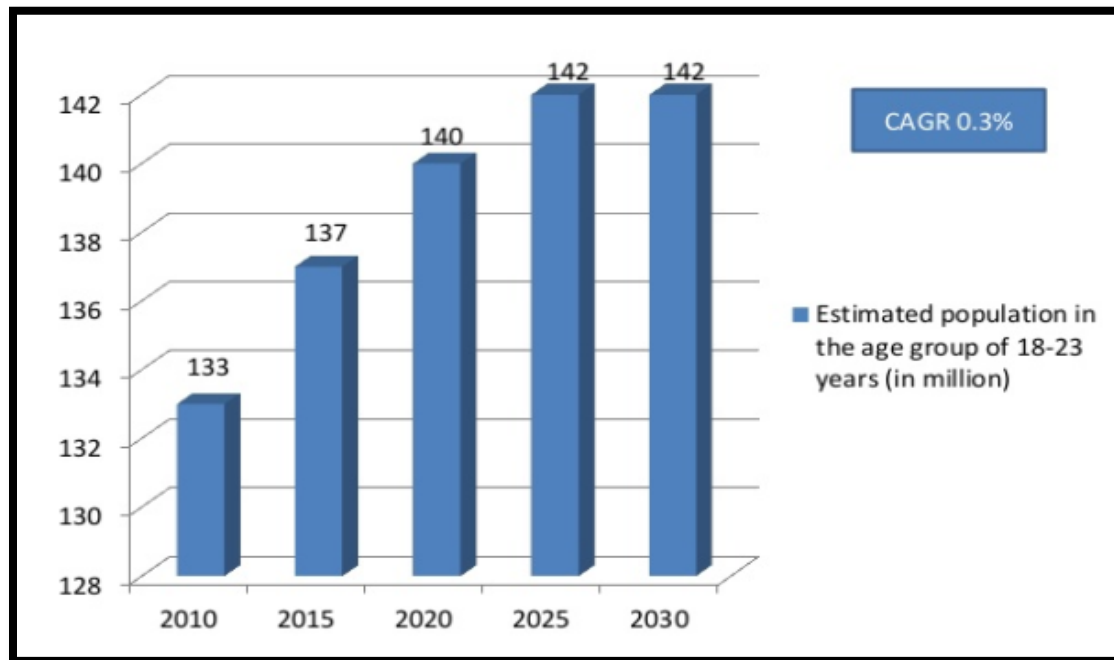


In India, significant progress had been made in universalizing primary education, with improvement in the enrolment and completion rates of girls in both primary and elementary school. The net enrolment ratio in primary education for boys and girls was at 100%, while at the national level, the youth literacy rate was 94% for males and 92% for females. The new national Education Policy and Sustainable Development Goal 4 share the goals of universal quality education and lifelong learning. The flagship government scheme, Sarva Shiksha Abhiyan, is aimed at achieving universal quality education for all Indians, and is complemented in this effort by targeted schemes on nutritional support, higher education, and teacher training.

## Targets of 2030:

- By 2030, ensure that:

    i.    All girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.

ii. Equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

iii. Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

iv. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

v. All youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

vi. All learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

vii. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

viii. Substantially increase the supply of qualified teachers, including through international co-operation for teacher training in developing countries, especially least developed countries and small island developing states.

To achieve the envisioned state in 2030, transformational and innovative interventions would be required across all levers of the higher education system
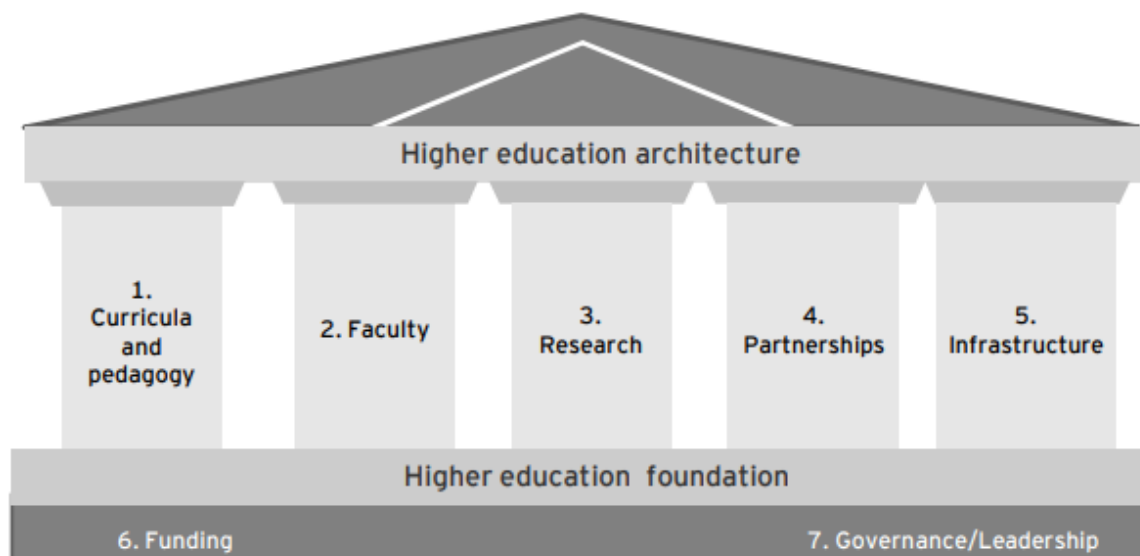
**Suggestion and conclusion:**

The private sector, which currently accounts for 59% of all tertiary enrolment, continues to grow rapidly, providing most of the professional courses, particularly engineering and management. Many more providers are waiting for legislation which would allow them to enter the market. The private sector is expected to play a significant role in the future expansion of higher education in India. According to the recommendations of National Knowledge Commission there is a serious need to revise curriculum structure presently and provide performance incentive to faculties there is a lack of research performance in India which has been a major problem in Indian scenario so, there is also a need to promote quality research.

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