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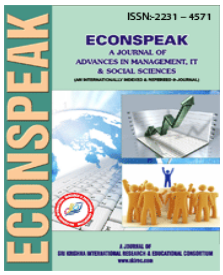

SWOT ANALYSIS OF INDIAN HIGHER EDUCATION

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ABSTRACT

Indian higher education is one of the best and the second biggest in the World after U.S.A. India is anticipated as one of the Nations to lead the future scenario. During independence there were 20 Universities, 500 Colleges with 2,40,000 students. Today there are more than 300 University level Institutions and 13,000 Colleges with approximately 10 Million students. There are more than 4,30,000 teachers engaged in teaching in these Institutions.

When we compare the higher education with the other developed and leading developing countries we find that only 7.5% of Indian youth in the age group of 17 - 23 years are studying in the institutions of higher education whereas 15.22% of the youth access to the higher education in many other countries. Compared to India many of the institutions of higher education in abroad have excellent infrastructure, resources, faculty developing programs and research but the same cannot be said about the institutions of higher education in India. In this paper, an attempt has been made to comprehend the present status of the higher education system through the SWOT analysis, a prevalent technique of management studies.

INTRODUCTION

Central and State Universities, Deemed Universities, Institutions of National Importance, Research Institutions and Colleges for General Education in Arts, Sciences and Commerce and Colleges for Professional Education are regarded as the Institutions of Higher education in India. Most of the Institutions of Higher education can be called Public Institutions in sense that either these are directly run by the Union or State Governments or Receiving Substantial Grants from the Government.

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In this paper, an attempt has been made to comprehend the present status of the higher education system through the SWOT analysis. SWOT analysis is a qualitative tool which by identifying the strengths, weakness, opportunities and threats to the Indian higher education makes an overall assessment of the Indian Universities education system.

OBJECTIVES

1. The main objective of the study is to focus on key issues of the Indian higher education through SWOT analysis.

2. To know the factors influencing higher education.

3. To know challenges facing by the Indian higher education.

4. To benchmark the present system of Indian higher education with best in the category or globally.

5. To evaluate and improve the higher education quality.

STRENGTHS

- A significant initiative towards achieving quality was taken by UGC through the establishment of NAAC and NBA by AICTE.

- Indians have become the richest and the most skilled ethnic community in abroad by the virtue of the highest education and human resources.

- Higher education is highly subsidized and, thus it is accessible to the poorest of the poor. It is equity & accessibilities principle has enabled many of the economically poor to acquire higher education.

- Higher education has proved as an instrument of social change.

- It has integrated us globally by the virtue of English as a medium of instruction.
- Internationally competitive.
- Several institutions of excellence acquired Deemed Universities and Autonomy status.
- Indian universities are setting-up offshore campuses in abroad.
- Some Central Universities such as IITs, IIMs, TATA and IISC and the laboratories of CSIR are considered as Centres of excellence with global standards and are also recognized internationally.

WEAKNESSES

- No provision of academic audit in Universities and Colleges.
- Lack of quest for quality in majority of institutions.
- Academic heads in majority of Universities, Colleges at the faculty level are elected by majority, not selected on merit.
- Decision making in universities is highly centralized.
- Complicated office procedures and administrative staff are not professionally trained.
- Students are not involved as partners in decision-making process.
- Multiple apex agencies like UGC, AICTE, NAAC, NBA, etc. are often over lapping functions.
- Autonomy of universities and institutions has not correspondingly increased the accountability.
- Lack of equality of educational opportunities.
- Uniform fee structure, irrespective of economic status and affordability of students.
- Multiple entrance tests for similar courses burdening students.
- No student assessment/feedback.
- No campus recruitment as well as part time job likes foreign universities in higher education.

OPPORTUNITIES

- Autonomy to be given only after NAAC's accreditation and higher rating for it.
- UGC/AICTE assessment expert committees may be clubbed with NAAC/NBA's assessment and accreditation peer terms in the areas of similarity.
- Acts, statutes and regulations of the UGC. AICTE and the universities are in conformity with one another and follow a similar pattern.
- The percentage of NET/SLET examination results of a University may be taken as the one of the key parameters of performance of a University/Institution.
- Gains in the information technology are to be taken to advantage education sector.
- Flexibility can be allowed for students in selections of curriculum.
- Removal of roadblocks in opening of educational institutions as done in the sectors of trade, industry and commerce.
- Apex agencies like UGC, AICTE have to pursue the responsibility of setting up and monitoring the academic standards.
- Private Universities may be allowed to be set up and their functions must be monitored and facilitated by the govt. agencies.
- Interface to be created between university-society, university-local community and university-industry.
- Universities required to react at pace with the global changes in other sectors.
- Students are needed to be treated as clients and the Universities have to work more towards satisfaction of the changing needs and ambition of the students.
- Alumni associations are to be formed. They can be tapped for expertise and endowments.
- Latest technologies like web education, internet, video conference is to be fully utilized.
- Education to be integrated with other sectors such as health care, poverty alleviation, infrastructure development etc to make education a key element of national development activity.
- Educational liberalization along with national and state level targets can be set-up in higher education as in the areas of Agriculture, Commerce, Economy, and Industry. Such targets are available in primary education also.

THREATS

- Professional education to a significant extent is commercialized despite the intervention of the government.
- Majority of the students are studying traditional courses out of compulsion and lack of alternative but without an interest to pursue them earnestly.
- Art education and science streams have become endangered and hardly few takers are there for them.
- Several courses are run just for sake of survival of those departments and to sustain the jobs of teachers.
- Lack of academic audit mechanism makes it less possible to provide financial assistance on the basis of academic quality and output instead of numerical parameters.
- State government, which has larger role, has taken insufficient care of improving the quality of education.
- No earnest effort for updating the curriculum development.
- Most of the doctoral researcher do not contribute to knowledge but only create additional data.
- Quantitative expansion of higher education.

CONCLUSION

In general there are many quality gaps in framing policies and executing them through national level educational bodies, are identified in the analysis of the quality of Indian higher education. The quality of higher education should encompass four components therefore four E's

- Existence of infrastructure, human and learning resources.
- Extent of use.
- Effectiveness of the management process and
- Effect of the inputs

The advancement of a country can be judged by the standard of higher education existing in that country. Only certain universities and colleges are playing vital role in the development and modernization and also producing men and women of excellence.

In order to improve the existing situation, all the colleges and universities should be evenly distributed with necessary facilities, for both teaching and research. To facilitate this, UGC and AICTE can enforce academic audit in the educational institutions. Besides the head of educational bodies are to be selected by merit. The student bodies are to be involved in academic decision-making. Industries should be included in the curriculum planning and there should be a close interaction between industries and educational institutions with regard to the industrial field training, project allotment and in other areas of academic requirement.

The Union govt. along with the participation and involvement of all state governments, AICTE, UGC, and the universities has to evolve a common goal and frame policies for the improvement of the higher education in India.

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