

HIGHER EDUCATION IN INDIA: A NEW PERSPECTIVE

Deshmukh R. K.

Research Student,
Shri Shivaji College, **Parbhani**

Introduction:

In the present, in higher education system, government has been increasing the number of higher education institute but quality of education has been decreasing day by day. In both colleges and universities the traditional courses are still running and the employment opportunities after completing these courses are very low. India's higher education system is the world's third largest in terms of students, next to China and the United States. China educates approximately 20 per cent of its youth in higher education where as India educates 11 per cent of its youth in higher education. University Grants Commission in India enforces its standards, advises the government, and helps to coordinate between the centre and the state. Some Indian institutions have established their own standard at global level. Indian Institutes of technology (IITs) is one of them which have been globally recognized for its standard and quality education. Annually, the IITs enroll about 8000 students and the alumni have contributed not only to the growth of the private sector but also the public sectors of India. But still India has been struggling to create world class universities like Harvard and Cambridge.

The Group of Eight Developed Countries (G-8) has laid great emphasis on maintaining the standard of education in all these countries. But India is far behind in the field of higher education compared to developed countries. Today, the world-class institutions in India are very much limited. Most of the Indian colleges and universities lack research facilities. There are insufficient facilities in libraries, information technology, laboratories and classrooms which make it very difficult to provide top quality education. There are no Indian universities in the top 200 in the world in the prestigious QS World University Rankings for 2012-13. A close look on the ranking has more bad news for India. Even though the IITs figure in the list of the world's top 800 institutes, majority of them have actually fallen in ranking in 2013 as compared to their standing in 2012.

Indian higher education in a transformative stage:

There is need of concrete and practical reforms in higher education which could prove competent enough to face the present day challenges in education. Indian higher education system is in a transformative stage. Traditional concept of higher education has been changing with time. This tremendous change has been taking place because of the advancement of new

technologies in information and communication. But this is one brighter side of higher education in India. On the other side there is a vast section of population that has no access to higher education and especially employable higher education.

Higher education determines not only the economic condition of a country but also its intellectual and social condition. And it is the higher education system of a country that determines the present and future path of development of the country. The quality of higher education becomes more important today because India is competing with developed countries at global level. The present system of higher education in India does not serve the purpose for which it has been started. Today education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions. The Indian higher education system has been spoiled by quota system and political interference.

Contemporary issues in higher education:

1) Large vacancies in faculty positions, inadequate infrastructure, low student enrolment rate, outdated teaching methods, declining research standards, overcrowded classrooms etc. are some of the major obstacles of present higher education system. Indian higher education system needs to overcome these obstacles.

2) Declining research standards have become matter of concern for Indian higher education system. Research in higher education institutions is at its lowest ebb. There is an inadequate financial support for research in higher education from the government. Higher education institutions need to improve research standards by using innovative methods and advanced technologies.

3) Many colleges established in rural areas have extremely poor infrastructure. Adequate infrastructural facilities should be provided in such institutions.

4) Adequate funding must be made available to meet the demands of various innovative programmes; developing a meaningful and purposeful inter-face between the universities, industries, government and society, etc.

5) Government has to think positively about implementation of the policies. Central government prepares policies and plan while responsibility of State government is to run those policies on ground.

6) The time now is to modernize our education system so that our country can get much more technically graduated people. Advanced knowledge and new technology will help India to become a developed country.

7) Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs. We need higher educated people who are skilled and who can drive our economy forward.

8) Vocational and Diploma courses need to be made more moderate to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

9) The new technologies should be introduced in higher education. It offers vast op-

portunities for progress in all walks of life. It provides opportunities for economic growth, better service delivery and improved learning.

10) There is also a need to reconsider the fee structure to the student's capacity to pay so that students at lower economic level can be given quality education.

11) Curriculum based on communication, information and technology can provide better employment opportunities for students.

12) Teaching methods of higher education also have to be appropriate and should meet to the demands of time. Methods of teaching should focus on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops.

13) Autonomous colleges should come forward for accreditation and fulfill the requirements of accreditation. Universities and colleges should realize the need for quality education and come forward with action plan for improving quality in higher educational institutions.

14) In any nation education is the basic necessity for the socio-economic development of the individuals and the society. The privatization of higher education is absolutely necessary in a vast country like India

15) Indian government should give priority to the development of standard in education. India should aspire for the international standard in education. To achieve this goal it should adopt uniform international syllabus in its educational institutions.

16) Colleges and Private institutes should set up Internal Quality Assurance Cell and must follow a minimum standard to give degrees. The quality assurance system must be independent of political influence.

17) India needs to increase quantity of universities. In 2005 Government of India constituted National Knowledge Commission (NKC) to advise the PM about the position of education in India and necessary steps to be taken to reform this sector. NKC has recommended setting up of 1500 universities by 2015 so that gross enrollment ratio increases to 15 percent. It also suggested government to establish an Independent Regulatory Authority for Higher Education (IRAHE) to monitor the quality of overall higher education in India.

18) Our university libraries are well equipped with huge amount of books, but they are all in mess. A library must be online and facilitative for serious and practical study.

Conclusion:

There has been tremendous increase in institutions of higher education in India. Indian universities should concentrate more on providing quality education which is comparable to that of international standards. India is today one of the fastest developing countries of the world. In order to see India as a developed country, there is need to increase the number of institutes and also the quality of higher education in India. Education however, should not be considered a business but its quality should be maintained. For this purpose it is necessary that the policies formed by the government should be properly implemented. We are moving towards an era which would be defined by the parameters of knowledge and wisdom. The

decisions that are going to be taken on these are likely to hold the key to India's future as a center of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. We need an educational system that is modern, liberal and can adapt to the changing needs of a changing society, a changing economy and a changing world. For such educational system along with science and technology it must increase studies and research on basic knowledge, social science and other humanities subject from a practical point of view.

References:

1. Ministry of Human Resources Development, (2009). Annual Report of Dept. of Higher Education (2008-09), p. 103-108.
2. Planning commission (2007). Eleventh five year plan draft, govt of india.
3. Recommendation of Yashpal Committee Report (2009) access http://www.academics-india.com/yashpal_committee_report.pdf
4. UGC (2005) Research Handbook: Towards nurturing research culture in higher education institutions in India. University Grants Commission. New Delhi.
5. National Knowledge Commission, Report to the Nation 2006. New Delhi: National Knowledge Commission, 2007 (cited as NKC 2007) (<http://knowledgecommission.gov.in/report2006/default.asp>)
6. Higher Education in India: Issues, Concerns and New Directions <http://www.ugc.ac.in/pub/heindia.pdf>
7. Kamlesh Gupta and Manjiri Damele (2013), Contemporary Challenges in Higher Education, University News, 2013, Vol.51 No.32, p.11-18.
8. J D Singh (2013), Research Excellence in Higher Education: Major Challenges and Possible Enablers, University News, 2013, Vol.51 No.32, p.19-25.

Vidyawarta

Sport Marketing – A New Initiative by Marketers

Parul Goel

Assistant Professor in the Department of Commerce,
Aditi Mahavidyalaya, **University of Delhi** - 110039

In all societies sport has significant role to play. At the national level it brings people belonging to different cultures together and improves economic and social wellbeing while at the individual level it helps in improving the health and fitness. India has been organizing major sports events since 2008 like the Commonwealth Youth Games 2008, Mens Hockey World Cup 2010, Commonwealth Games 2010, Formula 1 Indian Grand Prix 2011, Cricket World Cup 2011, the Indian Premier League 2012 etc. to name a few which has increased the government and private sector focus on this sector.

Today sport industry is advancing on many fronts. The rapid adoption of technology along with partnerships with corporations and the development of modern sports facilities are propelling this industry to new levels of popularity. Keeping in view these latest developments sports marketing is gaining importance among academicians and sport management departments as an innovative concept within the broad realms of marketing. However, research in sport management has largely focused on physical education and athletic programs, with very few studies of support companies, multisport organizations or firms that promote their products through sport. The present study attempts to fulfil this void so as to better understand this complex and rapidly changing industry.

The ensuing sections provide details related to the sports marketing construct, difference between traditional goods/service marketing and sports marketing are reviewed. Then, the challenge during the exchange process, which is central to the sport marketing, is discussed, followed by Ps of sport marketing and operationalization of sport marketing. Finally, conclusion and implications for marketers are discussed.

Concept of Sport Marketing

Mullin, Hardy and Sutton (2000) defined sport marketing as “All activities designed to meet the needs and wants of sport consumers through exchange processes. Sport marketing has developed two major thrusts: the marketing of sport products and services directly to consumers of sport, and the marketing of other consumer and industrial products or services through the use of sport promotions”. Sports consumers can be categorized into - sport spectators and sport participants. Improving health and fitness, experiencing a sense of achievement, and building self-esteem are central to sport participation. In contrast, entertainment, belonging and sociability needs are satisfied through following sports. Another there is a distinction between marketing of sport and marketing through sport. *Marketing of sport* refers