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Reforming Higher Education in India- Issues and Challenges

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**"Plants are shaped by cultivation and
humans by education"**

Abstract

A quality higher education base is essential to reap full benefits of our demographic dividend. In its mission to redress inefficiencies in higher education, the strategies of the 12th plan focus on technical education, distance learning, quality research, infrastructure, faculty and curriculum content. Wholehearted, co-ordinated efforts of the government departments and the private sector are needed to realise the plan's educational goals. India's huge pool of young people might be considered its biggest strength.

Keywords: Higher Education, Universities, Gross Enrolment Ratios.

**"Plants are shaped by cultivation and
humans by education"**

Introduction:

The Indian Education sector has seen a tremendous rise in the field of higher education which has led to the demand for the automation of education sector at all the levels in order to cater to the need of information of various stakeholders. Due to burst in the field of communication technology everyone expects the access of relevant information; in fast, accurate and anytime any where manner. All the educational organizations like college, institutes

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including statutory bodies like AICTE, DTE etc are already moving individually towards the adoption of IT to bring transparency and control.

Higher Education in India is one of the largest and oldest systems of higher education found anywhere in the world. As of now there are 620 Universities, of which 298 are state universities, 130 deemed to be universities, 44 central universities and 148 private universities, over 20,000 colleges. Together they offer a wide range of degree and diploma programs across the states in the country. While universities, deemed universities and institutions of national importance are largely autonomous institutions entitled by law to design, develop and offer programs which they consider relevant and suitable for the national needs, the colleges and institutes are expected to keep pace with the universities with which they are affiliated or linked with.

Since independence, India has been one of the few developing countries to invest widely in both Science and Technical education. The results, though remarkable in terms of quantity, have a mixed track record in terms of quality. As a result, specific initiatives to close this gap between India and the developed world in terms of quality are now desirable