



Emerging issues in development for future generations

Chavada Baldevbhai Vinodbhai¹, Dr. Prin Jyotsnaben Patel²

¹ Assistant Professor, Government Commerce and Science College, Dahej, Bharuch, Gujarat India

² Gujarat Commerce College, Ahmedabad, Affiliated to Gujarat University, Ahmedabad, India

Abstract

This paper examines the transformative impact of the Fourth Industrial Revolution on higher education in India, highlighting challenges like job displacement due to automation, AI, and robotics, alongside issues such as low enrollment, declining research standards, outdated teaching methods, inadequate infrastructure, and gaps between education and employment needs. It traces India's educational history from ancient institutions like Taxila and Nalanda to modern developments, emphasizing the need for value-based education, equity, and technological integration. The discussion covers transformations including three-tiered university structures, learner-centered paradigms, intensive technology use, and governance reforms, while proposing solutions like increased private sector involvement, industry-academia partnerships, and enhanced funding to build a world-class knowledge society.

Keywords: Higher education India, fourth industrial revolution, value-based education, educational challenges, technological transformation, equity access, private sector participation, governance reforms

Introduction

The world is undergoing a technological revolution that is fundamentally changing the way we live, work, and relate to one another. In its scale, scope and complexity, the transformation is unlike anything humankind has experienced before. Termed as the “fourth revolution” it has today created a “technology community” that believes in technology redefining business and society. The recent examples of start-ups tell us a story of a new approach to economic value creation and social progress. By applying this lens, we can see the historical evolution of a company as a process of invention and innovation. We can also see the university from this prism as a learning centre and one that encourage collaboration, autonomous learning and innovations. These changes are today impacting the jobs in the industry, many of which have either become redundant or are getting replaced by automation, AI, robotics and new business architecture. The new era requires individuals to be at ease with technology, uncertainty and, therefore, risks, in addition to delivering in the midst of chaos without getting stressed out. India's job market is also undergoing these changes, and there is a need for a fresh thinking to address the current and emerging challenges. The education that many students receive today is not adequate for a world that is being transformed by scientific and technological advances.

Origin and Historical background of Educational Status of India

Monastic order of education under the supervision of a Rushi (Guru) was a favoured form of education for the nobility in ancient India. The knowledge in these orders was often related to the tasks a section of the society had to perform. The Brahmins were imparted knowledge or religion, philosophy, economy and other ancillary branches. Apart from the monastic orders institutions of Higher learning and Universities flourished in India well before the Common Era and continued to deliver education into Common Era. The important urban centres of learning were Taxshila and Nalanda among others. These institutions

systematically imparted knowledge and attracted a number of foreign students to study topics such as logic, grammar, medicine, metaphysics, and arts and crafts. Modern education became ingrained into Indian society with the establishment of the British Raj.

Vision of Higher Education in India

Once Lord Macaulay, addressed before British parliament that, “Such wealth I have seen in this country, such high morals values, people of such calibre, that I do not think we would ever conquer this country, unless we breach the backbone of this nation, which is her spiritual and culture heritage”. This thought of Lord Macaulay focus on the vision of higher education in India and spirit of our country. Academic education teaches to a man how to read and write? How to grow? How to learn? How to succeed? How to manage all kinds of things? But value based education teaches to a man, How to behave properly? How to build once character? How to create integrity? How to be religious? How to think properly? How to act properly? Value based education is a methodology efforts towards learning basic facts about the men and women so that the civilization that teaches them to manage complexities can be sustained and further developed. Value based education is important to help everyone in improving the value system that men and women holds and put them to use. So the vision and the mission of the higher education should be focus on the value based education so that everybody have to frequently upheld the various values, cultural values, humanity values, personal values, universal values so each and every one must properly understand their lives and real values of the country.

Concept of Free and Compulsory Education in India

Almost two centuries ago, the state has been making some endeavour to provide free and compulsory education since 1813 in one form or the other. Clause 43 of the Charter Act of 1813 made education a state responsibility. The Hunter Commission (1882-83) was the first to recommend universal education in India. Thereafter in the year 1917 one

bill was passed which was the first compulsory education legislation. It proposed to make education compulsory from ages 6 to 11. The government of India Act, 1935 provided that, "Education should be made free and compulsory for both boys and girls". Free and compulsory education got a further boost when the Zakir Hussain Commission recommended that the State should provide it. The 1944 Sargent Report strongly recommended free and compulsory education for education for children aged six to fourteen.

Areas of Transformation in Higher Education

1. **Three-tiered Structure of the University:** India consciously moved to a differentiated academic system with three tiered structure comprising highly selective elite research universities of the top, comprehensive universities and specialized institutions in the middle and an array of highly accessible and high quality colleges at the bottom.
2. **Learner- Centred Paradigm Education:** leading to more experiential and interactive learning the learned-centred approaches has helped correct the problem of equity in Indian higher education.
3. **Intensive Use of Technology:** Online platforms and ICT tools have helped take higher education to millions of deserving students in far-flung areas who would otherwise have no access to university education.
4. **Reforms in Governance:** In five areas we can see the transformation in Governance reforms:
 - 4.1 Changing role of government in governance.
 - 4.2 Moving from monitoring inputs to regulating outcome.
 - 4.3 Compulsory accreditation.
 - 4.4 Enabling environment for private and foreign participation.
 - 4.5 Thrust towards internationalization.

5. Problems of Higher Education in India:

The major issues that our Indian higher education now facing are:

- Low Student Enrolment
- Declining Research Standards
- Outdated (Traditional) Teaching Methods
- Inadequate (Untrained) Teachers
- Irrelevant & Poor quality education
- Gap between job seekers & job providers
- Increasing popularity of Online & Distance Education
- Unequal Access Inadequate Infrastructure & Facilities

6. Factors that have contributed to the Transformation

Following four factors have contributed to the transformation:

- 6.1 Increasing private sector and corporate participation in the education.
- 6.2 Supporting government initiative by increased budgetary allocation for higher education and establishing of new model decree colleges. Setting up of National Knowledge Network (NKN) and implementation of National Mission on Education through Information and Communication Technology (NMEICT).
- 6.3 Increased industry academia partnerships and initiatives include guest lectures by industry practitioners, management, development programs, live projects, consulting assignments, joint seminars, scholarships, etc. and participation of industry bodies such as FICCI and institutions such as ISB the IIM and the IITs.

- 6.4 Increase in collaborations between Indian and foreign universities for faculty support and curriculum design, joint research, student faculty exchange and twinning programs.

7. Prospects of Higher Education in India

The various issues which need to be addressed urgently in India has to make rapid strides in the field of education. The study shows that the amount of spending in this sector has not increased commensurate with the global standards and needs. There is a need to the industrial houses in helping to build infrastructure, providing guidance, skill building and funding as a part of their corporate social responsibility. It is very paramount to study the problems in higher education in India, especially after globalization and the entry of the private sector in higher education and examine some possible solutions to improve the quality, affordability and availability to those who deserve it. The requirements of higher education cannot be wholly be met by the Government. However, the Government's presence is very crucial to facilitate the implementation of the equity and inclusive growth principles.

An increased and active role of the private sector is inevitable, it is necessary to encourage research, vocational courses and provide high-quantity education. It is necessary to expedite steps to make teaching an attractive career in order to attract the best talent. It is equally important to improve the quantity of college education at the undergraduate level, which will have a direct impact on the quality and calibre of students opting for entry into institutions of excellence in higher education. There is a need for greater coordination of activities and the Government as well as the private institutions can co-exist and mutually support to fill in the gaps in higher education as in the case of countries Like USA.

For equity and social considerations, the Government can initiate schemes to include the economically backward and other disadvantaged students in the ambit of quantity education. While allowing public-private participation, the Government should guide, regulate and monitor the growth of the institutions of higher learning to improve quality. The quality of teaching, learning and research needs to be upgraded if India is to evolve as a world class educational hub.

8. Concluding remarks

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all-round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible all. India is today one of the fastest developing countries of the world with the annual growth rate going above 7%. Still a large section of the population remains illiterate and a large number of children's do not get even primary education, This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilizing the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilize this potential property the issue which

needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is a need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

Conclusion

Noble Educationalist and Philosopher Maine Gene rightly said, "I am the child, all the world waits for my coming. All the earth watches with interest to see what I shall become, civilization hangs in the balance, for what the World of tomorrow will be I am the child; you hold in your hand my destiny, you determine largely, whether I shall succeed or fail. Give me I pray you, these things that make for happiness: train me, I beg you that I may be a blessing to the world".

To emerge a truly knowledge society in the globalized world today, India needs to have quality education at all levels and in all fields. This requires proactive roles from all the stakeholders. The challenge for the present young generation and aspiring faculty is to provide for better education system to their next generation than they themselves experienced. Some sacrifice at this stage would pay rich dividends for future generations.

Education elevates human being. The role of a teacher is to create minds that can think and uplift to the society. Academic institutions played an important role to empower students with knowledge, skills and empowerment and mould the character by instilling values and power in them. Students at present in India are heavily burdened by the education system and also burdened with the stress of modern life style and they find themselves hard to manage all his material, education, spiritual needs of the present time. Let us hope How Education Policy 2015 and National Education Policy 2020 of the Central Government will remove present crisis, early childhood care and education, public-private partnership in education, strengthening of the states and its academic institutions and financing to the educational institutions, We can see the government's commitment to bring in substantial change in the higher education system commensurate with the objective of inclusive growth and quality. This reflects the importance that higher education has gained in the changing scenario of the country in which education is being considered as the most powerful weapon to build up a competitive society in correspondence with the existing global knowledge economy.

References

1. UNESCO, World Education Report, 1993.
2. University Grants Commission Report, reported on Higher Education in India at a Glance, 2013.
3. Agrawal Pawan, "Indian Higher Education: Envisioning the Future", Sage Publications Ltd, 2009.
4. Magazine of 16 AICP Conference, Magazine of 17" AICP Conference and Magazine of 18 AICP Conference.
5. Nyaya Deep, the Official Journal of NALSA, October 2015.
6. Report of Eleventh Plan (2007-2012).
7. Report of Twelfth Plan Government of India.
8. Annual Report of 2010, 2011 & 2013 of the MHRD.

9. Rajeev Malhotra's India Public Policy Report 2014.
10. Social Transformation in India by Malik & Raval.