

Impact of Make in India on Future Higher Education

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Abstract—In the present scenario couple of new initiatives have been taken to strengthen the economy of India. Few of them being Make in India, Digital India, skillful India etc. The concept majorly focusses on the manufacturing growth in the country which requires the higher education policy to upgrade the development level of the students, the job seekers of every year. With this the relevance of Higher education in the Make in India concept is highly noticeable. Higher education has become a critical link in this concept. The paper hence is an attempt to understand the structure of Indian Higher education and the Make in India concept. The work also studies the Impact of Make in India on future Higher Education of India.

1. INTRODUCTION

The future of higher education of India is in great talks. The Indian higher education ails from significant shortcomings and faces huge challenges in meeting the expectations. And in between this struggle, there is a new concept that has taken birth named Make in India. There has been a lot of buzz about this Make In India concept. If we analyze the environment around, then it is clear that the buzz is not only in India but throughout the world. The campaign primarily focuses on the increasing the contributing share of manufacturing sector in GDP (now GVA-Gross Value Added) which means the manufacturing growth in the country and enhance employment opportunities for millions of people. This clears that the higher education policy needs to upgrade the development level of the students, the job seekers of every year. With this the relevance of Higher education in the Make in India concept is highly noticeable. The concept does have the potential of being a 'Game Changer' for the Indian higher education system. Higher education has become a critical link in this concept. This link paves the way for defining the impact the Make In

India campaign has on the future of Indian Higher Education.

2. REVIEW OF LITERATURE –

Bal (2014) in her research work discusses the Make In India and Challenges Before Higher Education Policy. The paper takes an overview of the policy so far, recommendation of high power committees to improve private industry

participation and foreign collaboration and strongly advocates the need to increase government's commitment towards allocation to education, increase thrust on research and development, Improve Total Factor Productivity (TFP) and to abdicate the ideological slug fest in order to realize the immense potential that a high global connect provides.

Bal (2014) in the work mentions about the Make-in-India & Higher Education Policy : the Way Forward. The paper takes a kaleidoscopic overview of government's higher education policy and its impact in augmenting Gross Enrolment Ratio (GER) & Quality. While tracing India's technological options to build manufacturing base through Transfer of Technology (TOT) as the predominant mode, the paper laments the lack of growth in indigenous R&D, Quality of research publication and patents granted. It identifies major policy initiatives like FDI, Industry-Academia collaboration, PPP and Allocation adequacy as the way forward.

Khandelwal & Gupta (2015) discussed about the Made In India Vs. Make In India. They said that Make in India is to be differentiated from Made in India. It has to attract FDI in manufacturing sector to fill the gap in investment by unwilling Indian Business and helpless public sector. It is a timely strategic initiative in view of global economic crisis. It has to improve GDP Growth Rate from 5% to 7% by increasing share of manufacturing sector from Just 18% to 30%. Several obstacles are there. It needs political wisdom, consensus, foresight rather than confrontation based on outdated controversies to succeed in this mission of inclusive balanced growth. It will not be export led but domestic market led this time.

Biyani (2015) focused on and discussed Quality Improvement in Higher Education to Meet Challenges of Make in India. She mentioned that Education is the basic necessity for the socio-economic development of an individual and society. Since independence its been facing challenges to establish strong education system. Though serious attempts were made by ruling government in this regard but could not improve basic problems faced by higher education system in India. Challenges faced by India include inadequate infrastructure and facilities, large number of vacancies in faculty positions,

low student enrollment rate, outdated teaching methods, declining research standards, regional imbalances in the growth of higher technical institutions, declining student-teacher ratio, inequitable excess to quality higher education for students coming from poor families. This all has resulted in increasing unemployment amongst youth leading to unexpected rush to grab opportunities in govt. sector. Time has now come to improve the standard of higher education and relate it with requirements of govt., public sector, private sector and corporate world by increasing academic connection with industry, incentives to teachers and researchers, adopting innovative methods of communication, introducing PPP mode in the field of higher education, proving need based and job oriented courses. The need for such improvement has become all the more pertinent in ensuring success of —Make In India programme of central govt. for which lot of emphasis is being laid on skill development. Honorable Prime Minister's dream is make India as a hub for supporting qualified and skilled manpower to other countries of the world.

Dhanuraj & Kumar (2015) in their paper examine the higher education scenario in India and attempts to point out why very few serious investors invest in higher educational sector. Several factors are responsible for this. Primary among these are the legal and legislative hurdles in several federal states. It is also seen that the bad precedent set by the existing institutions dissuade serious investments. These factors have led to specific problems for serious investors in this sector in India. The paper identifies these problems and suggests that a possible change in perception towards higher education would be most desired in the current milieu. Certain contours of change in perception are identified.

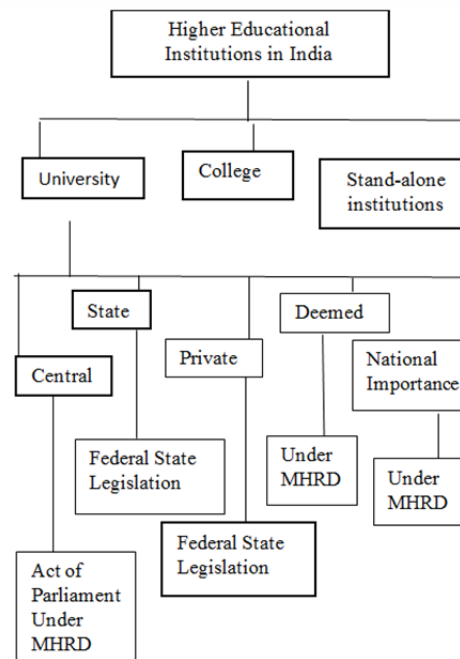
3. OBJECTIVES OF THE STUDY –

1. To identify the present scenario and problems in Indian Higher education
2. To study the Make in India programme and its Impact on future Higher Education of India.

4. HIGHER EDUCATION IN INDIA – SOME FACTS (SOURCE: AISHE-2014-15 SURVEY REPORT)

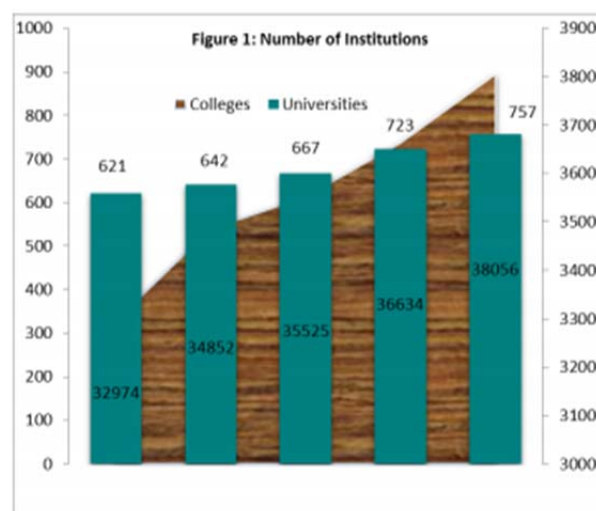
Higher Education Institutions are categorized in 3 broad categories, as, University, College & Stand Alone Institutions.

There are 757 Universities, 38056 Colleges & 11922 Stand Alone Institutions and out of them 716 Universities, 29506 Colleges & 6837 Stand Alone Institutions had responded to the survey. Among the 757 Universities 267 are privately managed, 43 are Central, 13 State open, 69 Institutes of National Importance, 316 State Public, 5 institute under State Legislature Act, 37 Deemed and 6 Other Universities.



The top 7 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu and Telangana. College density, i.e. the number of college per lakh eligible population (population in age-group 18-23 years) varies from 7 in Bihar to 58 in Pondicherry as compared to All India average of 27. In UTs of Andaman & Nicobar Island, Dadra & Nagar Haveli, Daman & Diu and Lakshadweep, there is no University.

According to the survey the number of colleges increased by 4 %. The growth is displayed in the following figure:



(Source: AISHE-2014-15 survey report)

Majority of Colleges are-		
S. No	Managed under	Percent
1.	Privately Managed	76%
2.	Private-Unaided	61%
3.	Private Aided	15%

Enrollment in Higher Education in India-		
S. No	Categories	Estimation (number in million)
1.	Total Enrollment	33.3
2.	Boys	17.9
3.	Girls	15.4 (46% of total enroll)

Gross Enrollment Ratio (GER) in Higher Education in India-		
S. No	Categories	Estimation
1.	Total GER (for age group of 18-23 yrs)	23.6
2.	For Male population	24.5
3.	Female	22.7

Other Enrollments		
S. No	Categories	Estimation
1.	Distance enrollment	11.7% (of total enrollment)
2.	Undergraduate level Programme	80%
3.	Ph.D.	112812 (0.34% of total enroll)

Number of Teachers		
S. No	Categories	Estimation
1.	Total	1418389
2.	Male	61% (more than half)
3.	Female	39%

This brings us to the number at all-India level of merely 64 female teachers per 100 males teachers. And the Pupil Teacher Ratio (PTR) in Universities & Colleges is 24.

5. CHALLENGES/PROBLEMS IN HIGHER EDUCATION –

From the various surveys and studies it has been observed that the higher education is undergoing through challenges and problems which need an effective solution to regulate those deficiencies. The major of them as –

1. Low Student Enrollment
2. Declining Research Standards
3. Outdated (Traditional) Teaching Methods
4. Inadequate (Untrained) Teachers
5. Irrelevant & Poor quality education
6. Gap between job seekers & job providers
7. Increasing popularity of Online & Distance Education
8. Unequal Access
9. Inadequate Infrastructure & Facilities

6. MAKE IN INDIA – THE PROGRAMME AND ITS IMPACT ON HIGHER EDUCATION –

Make in India is an initiative by our PM Mr. Narendra Modi was officially launched on September 24, 2014. India is in hope of reaching new heights through the Make In India campaign. Make in India is a strategy that has its impact and connectivity towards various agendas. The government of India introduced couple of initiatives like Make In India others being Digital India, Skill India etc to strengthen Indian economy.

One of the main aim of the campaign being the making India a global manufacturing hub. The vision of the campaign was quite clear to the people involved. It aimed at enhancing the contribution of the manufacturing sector in the growth of Indian economy. It meant to raise the GDP from merely 15% to 25%. It's another objective is to create millions of jobs in the country to make people employable. It also aimed at easing the business process and attract foreign direct investment.

The Make in India showed its tremendous impact in all the spheres and will be showing in the near future. The impact of the programme is quite visible on the higher education too. The programme seems to be a solution to the various issues and problems of higher education.

The objective of Make in India of Skill development will enhance the employability skill of the job seekers which will open the doors of industries with open arms. The focus on skill enhancement will initiate and provide need based job oriented courses. The aim of manufacturing in the country will create and generate increase the job opportunities as the programme stresses on the employment generation and poverty alleviation. The increase in job opportunities will in turn motivate the students to go for higher education.

The objective to attract the FDI (Foreign Direct Investment) will pave the way for more and more R&D in India which will raise the Research standards. As a result, technical knowledge and high qualification will now be given huge importance in placements too which will bring more seriousness in teaching-learning process. Investment in R&D shall definitely create world-class quality, which will help to achieve mastery in technological advancements and develop research-oriented curriculums. FDI will undoubtedly help the economic development of the country. It has the potential for job creation and increasing employment. New initiatives will increase the need for advanced technologies which will in a way boost up the requirement of highly qualified and technically well knowledgeable and educated talents.

The campaign also promotes foreign universities to collaborate with the Indian one. It launched a programme to invite people from abroad at government expense which make easy for universities to invite foreign faculty. A ranking system is also being launched in India.

The agenda of the campaign to ease down the doing of business is also playing the role of promoting higher education. As the programme initiates “one-day procedure”, this would reduce the time to start a business from 27 days to 1 day as in developed countries. This shall motivate youth towards entrepreneurship by specializing themselves in the field. Tax payments are also expected to be simplified in the near future.

7. CONCLUSION

As per the discussions done above, its concluded that the mentioned areas are where the Make in India shall have a heavy impact on higher education if taken seriously instead of simply criticizing the ideas as is always done by few. What is required is a plan to transform these concerns into the positive picture. Higher education policy has therefore become a critical link in identifying this significant initiative that this campaign would upgrade the human development index and improve employment opportunity for job seekers.

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