



## **Good Governance in Indian Higher Education: Institutional Expansion, Policy Reforms, Digital Transformation, and Emerging Challenges**

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### **Abstract:**

This paper examines the structure and governance of higher education in India with reference to institutional growth, enrolment trends, regulatory reforms, quality concerns, and emerging challenges. Recent data indicate steady expansion in the number of universities and colleges, accompanied by rising student enrolment and improved gender participation. The composition of institutions reflects a mixed system that includes central, state, private, and deemed universities, each operating within a defined regulatory framework. While expansion has widened access, it has also intensified concerns regarding academic standards, faculty availability, research output, and ethical practices. The study discusses the influence of policy reforms, digital learning initiatives, innovation ecosystems, and competitive pressures on institutional functioning. It further highlights issues related to commercialization, accreditation, and accountability. The findings suggest that quantitative growth must be supported by transparent governance, consistent quality assurance, and responsible institutional leadership to ensure sustainable and equitable development of higher education in India.

**Key Words:** Good Governance, Higher Education in India, Institutional Expansion and Quality

### **Introduction:**

India's higher education system stands as one of the largest in the world, comprising more than a thousand universities and tens of thousands of colleges that collectively serve millions of students across diverse regions and disciplines. According to the Ministry of Education through the All India Survey on Higher Education, enrolment has steadily increased over the past decade, reflecting expanding access and rising aspirations among youth. This quantitative growth, however, has drawn attention to questions of governance, regulatory coherence, institutional autonomy, and academic standards. Expansion without effective oversight risks uneven quality, weak accountability, and growing disparities between institutions located in metropolitan centers and those in rural or aspirational districts.

Policy reforms have sought to address these structural concerns. The Government of India introduced the National Education Policy 2020 to restructure the regulatory framework, promote

multidisciplinary universities, and create a more transparent system of accreditation and funding. The policy also proposes the establishment of the Higher Education Commission of India to streamline governance and reduce fragmentation across regulatory bodies. At the same time, statutory agencies such as the University Grants Commission and the All India Council for Technical Education continue to play a central role in maintaining academic standards and approving institutions, particularly in professional and technical domains.

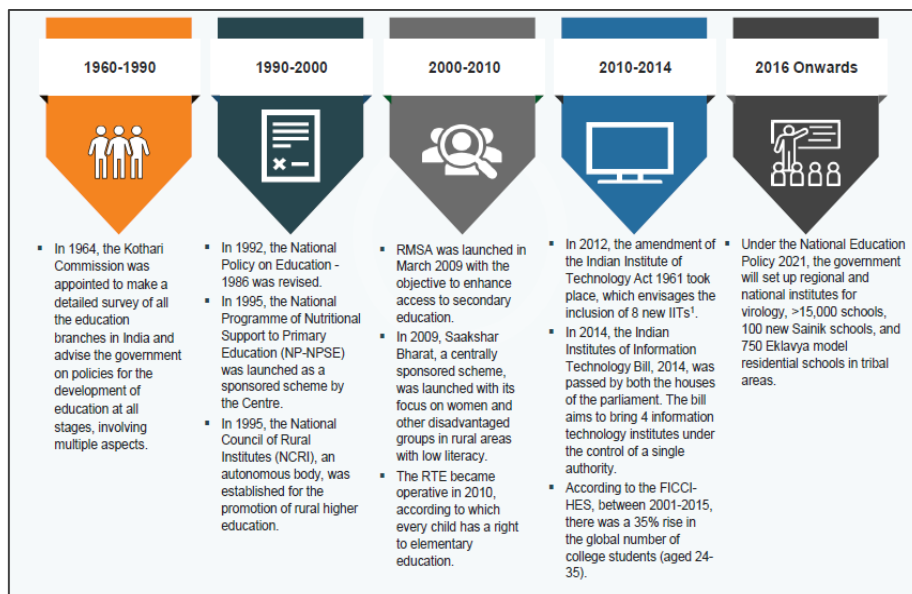
Digital transformation has further reshaped governance practices. National initiatives such as Digital India and platforms like SWAYAM have expanded access to online courses, improved administrative efficiency, and encouraged technology-enabled learning. The growing emphasis on artificial intelligence, innovation ecosystems, and start-up incubation within campuses reflects broader economic priorities, including Startup India and Make in India. While these initiatives strengthen the link between higher education and national development, they also demand robust ethical standards, transparent decision making, and effective quality assurance. In this context, good governance emerges not merely as a regulatory necessity but as a guiding principle for sustaining institutional credibility, social equity, and long-term academic excellence in India.

### **Evolution of Higher Education in India: Policy Shifts and Institutional Expansion**

The development of higher education in India reflects gradual reform shaped by national priorities and social needs. In 1964, the Kothari Commission examined the entire education system and recommended structural improvements to strengthen quality and coordination. Its suggestions laid the foundation for future policy decisions. The National Policy on Education of 1986, later revised in 1992, aimed to widen access and improve standards across levels of education. During this period, bodies such as the National Council of Rural Institutes were established to promote rural higher education and reduce regional imbalance.

The early 2000s marked a shift toward expansion and inclusion. Schemes such as the Rashtriya Madhyamik Shiksha Abhiyan and the Right to Education Act strengthened school education, indirectly influencing higher enrolment at the tertiary level. Efforts were also made to improve technical education. Amendments to the Institutes of Technology Act in 2012 enabled the establishment of new Indian Institutes of Technology, while the Indian Institutes of Information Technology Act 2014 provided statutory recognition to IIITs.

After 2016, reforms gathered pace with renewed emphasis on quality, research, and institutional restructuring. The National Education Policy 2020 introduced a comprehensive framework for multidisciplinary universities, regulatory reform, and improved governance. Together, these stages reflect a steady transition from controlled expansion to a more diversified and reform-oriented higher education system.



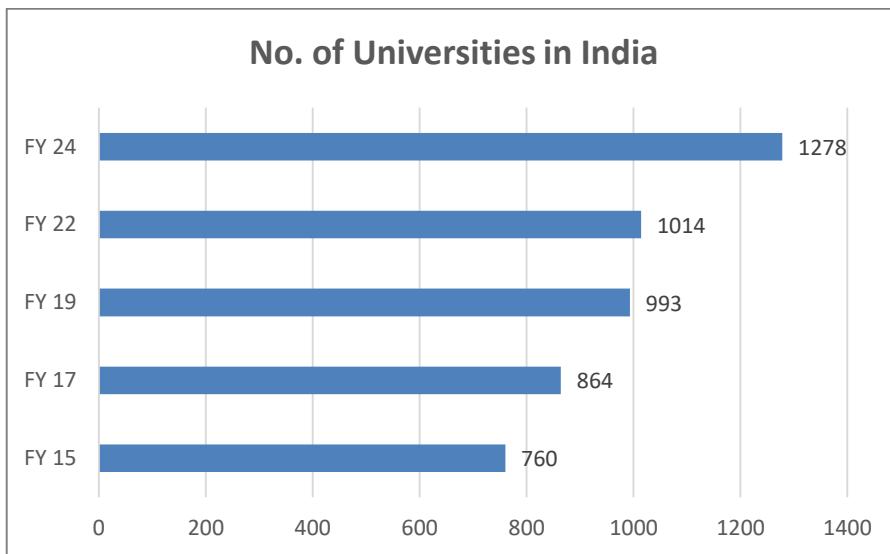
### Evolution of Indian Education Sector

Source: Indian Brand Equity Foundation (IBEF) 2025

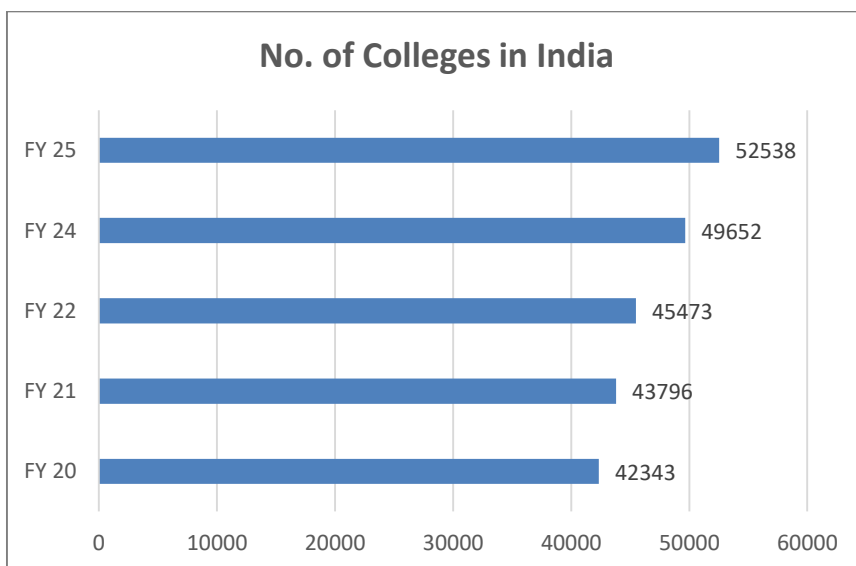
### Present Status of Higher Education in India: Expansion, Access, and Institutional Diversity:

The current landscape of higher education in India reflects sustained institutional expansion combined with increasing student participation and structural diversification. The number of colleges has grown from 42,343 in FY 2020 to 52,538 in FY 2025, indicating continued establishment of institutions across both urban and semi urban regions. Similarly, universities have increased from 760 in FY 2015 to 1,278 in FY 2024, suggesting wider academic outreach and enhanced opportunities for regional development. The composition of universities reveals a mixed governance structure, comprising 478 State Public Universities, 55 Central Universities, 514 Private Universities, and 139 Deemed to be Universities. This distribution highlights the growing role of private participation alongside public institutions, raising important questions regarding regulatory balance, quality assurance, and financial sustainability.

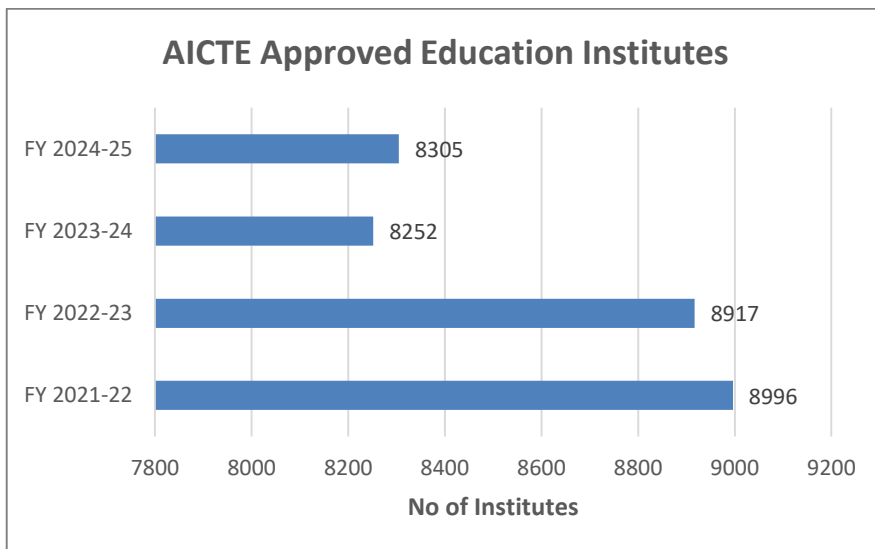
Student enrolment trends further demonstrate expanding access. Total enrolment increased from 36.6 million in FY 2018 to 43.3 million in FY 2022. Female enrolment has risen steadily, significantly reducing the gender gap and reflecting social progress in educational participation. At the same time, AICTE approved institutions declined from 8,996 in 2021–22 to 8,305 in 2024–25, indicating consolidation in technical education and stricter compliance standards. In the present scenario, emphasis on accreditation, digital learning adoption, skill oriented programs, and research output has become central to governance reforms. While quantitative growth is evident, ensuring uniform quality, faculty strength, infrastructure adequacy, and employability outcomes remains a pressing priority for the country.



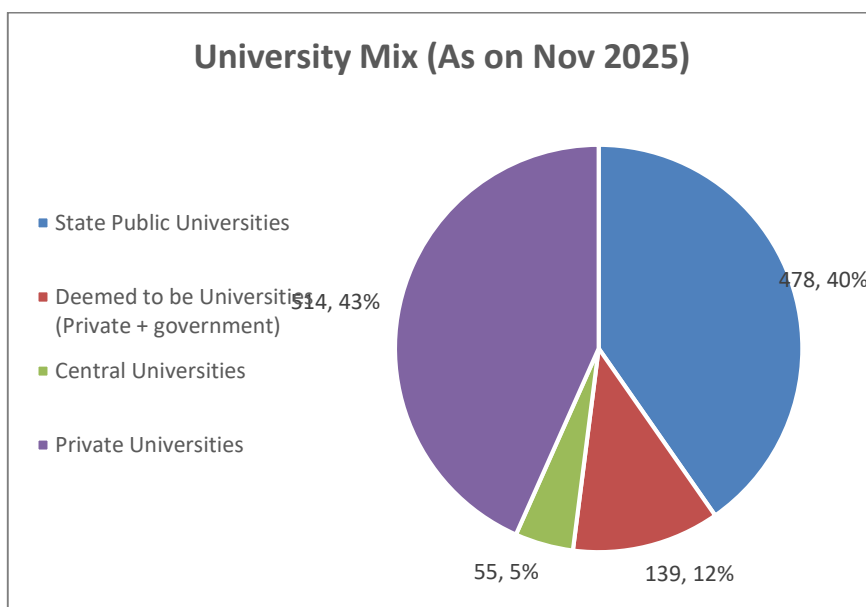
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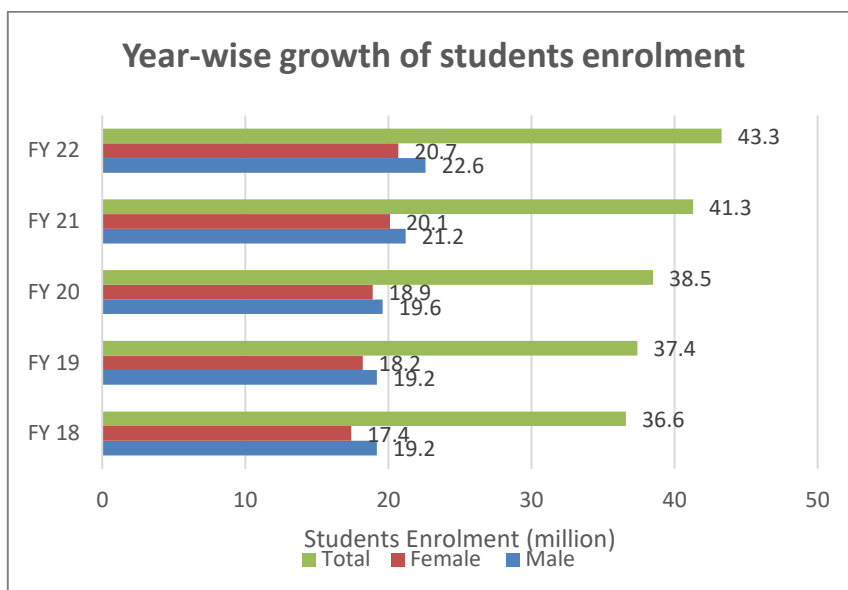
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Source: AISHE 2021-22 & IBEF 2025



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### Quality and Innovation in Indian Higher Education:

Quality in higher education in India has become a central concern as the system expands in size and diversity. Accreditation mechanisms led by the National Assessment and Accreditation Council and other statutory bodies attempt to evaluate institutions on teaching standards, research output, infrastructure, and governance practices. While many universities have improved their grading and internal quality assurance systems, disparities remain between well funded institutions and smaller colleges, particularly in rural regions. Faculty shortages, contractual appointments, and uneven research culture continue to influence academic standards.

Innovation has gained attention through incubation centres, research parks, and institutional innovation councils established in several campuses. The emphasis on entrepreneurship and start up culture has encouraged students to move beyond traditional degree pathways. Technology has also reshaped academic delivery. Online learning platforms, blended classrooms, digital libraries, and virtual laboratories have expanded access and flexibility. The pandemic accelerated digital adoption, though gaps in connectivity and digital literacy revealed structural inequalities.

Global exposure is gradually increasing through international collaborations, student exchange programs, joint degrees, and participation in global rankings. Select institutions have strengthened research partnerships with foreign universities and industry bodies, yet international student inflow remains modest compared to global education hubs. Research funding through government agencies has improved in selected sectors, particularly science and technology, but overall research intensity remains uneven across disciplines.

Maintaining academic standards requires transparent recruitment, ethical research practices, updated curricula, and stronger industry linkages. Issues such as plagiarism, predatory publishing, and commercialization of education pose ethical challenges. The future of higher education in India depends not only on expansion but also on consistent quality assurance, meaningful innovation, responsible use of technology, and sustained investment in research and global engagement.

### Ethics, Commercialization, and Competition in Indian Higher Education:

The rapid expansion of higher education in India has introduced complex ethical and commercial dimensions that influence governance and public trust. As private universities and self-financed colleges increase in number, education is often viewed not only as a public good but also as a service with financial returns. This shift has encouraged investment in infrastructure, marketing, and new academic programs. At the same time, it has raised concerns about fee structures, transparency in admissions, and the prioritization of revenue generating courses over socially relevant disciplines. Ethical governance therefore becomes essential to protect student interests and maintain academic credibility.

Competition among institutions has intensified due to rankings, accreditation scores, and the demand for employable graduates. Universities compete to attract qualified faculty, secure research grants, and establish industry partnerships. While competition can stimulate improvement, it may also encourage superficial compliance with regulatory standards or excessive focus on branding. Instances of plagiarism, questionable research publications, and irregular recruitment practices highlight the need for stronger oversight and internal accountability mechanisms.

The business perspective has also shaped curriculum design and program delivery. Institutions increasingly offer professional courses in management, technology, and applied sciences to meet market demand. Collaboration with industry provides practical exposure but may influence academic autonomy if commercial interests dominate decision making. Balancing financial sustainability with social responsibility remains a continuing challenge.

Ethical conduct in admissions, examinations, research, and financial management is central to good governance. Clear regulations, transparent audits, fair recruitment, and student grievance redressal systems strengthen institutional integrity. In the evolving higher education environment, maintaining ethical standards while operating within competitive and financial pressures is crucial for long term credibility and equitable access.

### **Conclusion:**

Higher education in India has entered a phase marked by expansion, diversification, and structural reform. Growth in universities, colleges, and enrolment demonstrates increasing social demand and broader access, including improved participation of women. At the same time, disparities in quality, uneven research capacity, and regional imbalance remain persistent concerns. Regulatory oversight, accreditation mechanisms, and policy reforms seek to strengthen governance and institutional accountability. However, the rise of private participation and competitive pressures introduces ethical and financial complexities that require careful monitoring. Technological adoption and innovation initiatives offer new opportunities for academic improvement, yet they also demand strong institutional capacity and digital preparedness. The future of higher education in India depends not only on increasing numbers but on maintaining academic integrity, transparent administration, and meaningful research engagement. Sustainable progress will require balanced governance that protects public interest while encouraging institutional autonomy and responsible growth.

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