

## **India to be largest provider of global talent; one in four graduates in the world will be product of Indian system: EY-FICCI Report on Higher Education: Vision 2030**

- *Augment India's Gross Enrollment Ratio to 50%, with student enrollment of more than 70 million across the higher education system*
- *Have more than 20 universities among the global top 200*
- *Enabling equitable access, economic relevance and global excellence for the growth of the sector*

**NEW DELHI, November 13, 2013.** A FICCI- EY Report on *Higher Education in India: Vision 2030* states that the Indian higher education system in 2030 will emerge as a role model for high quality affordable educational system and will become a global magnet of aspiring learners. The higher education system will not only be equipped to address the socio-economic imperatives of the country in 2030, but also lead globally in excellence and quality. The system will successfully address the current challenges that are plaguing the Indian education system, namely lack of equitable access, issues pertaining to outdated curricula and pedagogy, faculty shortages and lack of quality faculty, relative lack of partnership amongst industry, research and academia, and other such challenges.

The report states that by 2030, emergence of a robust higher education system would enable India to:

- Augment its Gross Enrollment Ratio (GER) to 50%, with a student enrollment of more than 70 million across the higher education system
- Reduce disparity in GER to 5 percentage points across states, gender and various social groups
- Emerge as a single largest provider of global talent, with one in four graduates in the world being a product of the higher education system
- Emerge as a better informed and evolved society, leading to improved social indicators including better health and sanitation, life expectancy, and law and order
- Be among the top 5 countries in the world in terms of research output, with an annual R&D spend of US\$ 140 billion
- Have more than 20 universities among the global top 200
- Attract global learners from all over the world and become a destination for higher education

**Says Dr. A. Didar Singh, Secretary General, FICCI,** “By 2030, India is expected to be a dominant economy of 10 trillion dollars. Hence, there is an urgent need for developing a coherent co-relation between our vision, planning and implementation for education with the economic planning, to make significant strides over the next 15-20 years. FICCI has been ably supported by EY to develop a **“Vision Document 2030 on Higher Education in India”** along with a detailed framework for Governance articulating our aspirations and vision for the sector.”

**According to Mr. Amitabh Jhingan, Partner and National Leader – Education practice, EY** said, “In order to realise the goals we envision for 2030, adopting a transformative and innovative approach is critical across all the levers of higher education: from curricula and pedagogy to the use of technology to partnerships, governance and funding. Making rapid progress over the next two decades would require a committed and concerted effort from all stakeholders involved i.e. academia, industry, and Government.”

Commenting on the envisioned state of the higher education system in India, **Mr. PramathSinha, MD - 9.9 Media,** said, “Two decades may not be long enough in the course of history, but they are certainly long enough to fundamentally and radically redefine our standing in higher education. The report is meant to give a glimpse of what is possible in a mere 20 years and what is at stake if we don't act now.”

**EY-FICCI report identifies important interventions required for realizing the envisioned state of the Indian higher education system over the next two decades. The suggested interventions include:**

- Adopting a learner centered paradigm of education, introducing multi-disciplinary, industry-oriented, entrepreneurship, and skill-based courses, and adopting new pedagogical techniques such as blended learning, flipped classroom and experiential learning
- Easing faculty recruitment norms, implementing tenure based and rewards-based systems to retain quality faculty, promoting teaching as an attractive profession, and incentivising and facilitating faculty development and exchange programs
- Attracting and incentivising best-in-class faculty to conduct research, adopting various models to develop research capabilities in institutions in India, promoting collaborations amongst international institutions, industry, and research centers for generating high-quality basic and applied research
- Strengthening industry academia linkages and collaborating with skill-based training providers for development of employable talent
- Incentivising high-quality private and foreign participation in higher education, and widening access through virtual classrooms and Massive Online Open Courses (MOOCs)
- Promoting individual based funding, providing competitive access to public research grants, encouraging corporate and alumni funding and linking public funding to institutional performance

- Moving towards autonomy and self regulation of higher education institutions, introducing mandatory accreditation, creating a centralised repository of all information related to higher education and introducing reforms in the leadership structure of institutions

The report states that in order to achieve the envisioned state, development of a differentiated structure for higher education, with different focus areas and objectives, is critical. While the first -tier of research universities would be designed to emerge as centers of excellence focusing on delivery of high quality research and creation of new knowledge, the second tier of career focused institutions would focus on imparting quality professional education and producing highly employable graduates. The third cluster of broad-based highly-accessible universities is designed to expand the reach of higher education to all eligible and deserving students in the country. These universities will act as foundation institutions, and would provide a wide range of courses aimed at providing a holistic and relevant education to India's masses, thereby enhancing equitable access and development of local communities.

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