



FOCUSSING ATTENTION ON THE ISSUES OF QUALITY CONCERNS IN INDIA WITH RELATED TO HIGHER EDUCATION SYSTEM

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ABSTRACT

In the 21st century, those countries are going to lead the world that has quality higher education system simply because higher education not just creates bigger private as well as cultural wealth, but all of the elements of development like intellectual, social, cultural, visual, economical, moral, and human resource are indirectly or directly associated with it. In India, Higher Education industry has witnessed a remarkable rise in the variety of Universities/University amount Institutions & Colleges as well as student's enrolment. Quality is a crucial component in managing higher education since it is able to influence the complete performance. This particular study provides info about pursuit of quality training in increased education institutions. Higher training buildings, as well as solutions of created as well as developing nations, will be examined and info regarding the latest scientific studies can also be provided in this specific study. You will find numerous more challenges as well as this particular paper critically analyses all of the issues together with the possible solutions.

Keywords: Quality, colleges, students, higher education.



I. INTRODUCTION

Higher education is actually an important tool to create modern, value-based, expertise-based, culture-based, and peaceful society that could lead the nation towards getting great energy of the globe. It's likewise considered one of the strong and important resources for the improvement of any nation. Primary education is actually needed for making base, while, higher education is incredibly essential for supplying leading edge. Higher education helps the development of the nation by offering specific knowledge as well as ability manpower.

India's higher education system is actually the next largest on the planet, after the United States. The primary governing body at the tertiary level is actually the Faculty Grants Commission, which enforces the standards of its, advises the government, as well as allows coordinate between the state as well as the centre.

Accreditation for higher learning is actually overseen by twelve autonomous institutions started by the Faculty Grants Commission. Indian higher education system has enhanced at a quick speed with the addition of almost 20,000 colleges and over eight million students in a decade from 2000-01 to 2010-11. As of 2011, India has forty-two main colleges, 275 state colleges, 130 deemed colleges, ninety private colleges, five institutions started as well as working within the State Act, and thirty-three Institutes of National Importance. Some other institutions include 33,000 colleges as Government

Degree Colleges as well as Private Degree Colleges, including 1800 extraordinary female's colleges, working within these colleges as well as institutions as described by the UGC in 2012. The emphasis on the tertiary level of training lies on technology as well as science. Indian educational facilities by 2004 consisted of a lot of technology institutes. Open education and distance learning is as well a feature of the Indian higher education system, and it is looked after by the Distance Education Council. Indira Gandhi National Open Faculty is probably the largest faculty on the planet by number of students, having around 3.5 million students throughout the world.

However, in spite of all these innovations as well as development, quality of higher education remained the primary problem for all of the stakeholders in the education process i.e. society, policymakers, faculty members, institution management, parents, and students as an entire as low quality of higher education consequences the general improvement of any nation. Indian higher education is far off from the worldwide informative standard. India is nowhere in the recently released (year 2011) world university rankings. India does not figure in the world to hundred universities. The 3 rankings Times Higher Education World Faculty Rankings, Academic rankings of world colleges compiled by Shanghai Jiao Tong Faculty, and QS World Faculty Rankings are simply outside and none of the prestigious institutions of ours of learning as the IIMs and also the IITs make it to the top 200. While overall, US universities dominate all 3 rankings with its Princeton and Harvard, nearly all almost all of the



various other nations are in front of India, like Thailand. IIT Bombay finds itself at the 225th job much past of 187th position in 2010, IIT Delhi is actually on 218th position as well as IIT Madras is actually on 281st position in the QS rankings. This information represents that Indian higher education doesn't stand anywhere with the world higher education institutions with respect to quality.

II. SCENARIO OF HIGHER EDUCATION IN INDIA

In India the higher education industry has witnessed huge improvement after the Independence in 1947, in the variety of Universities/University

amount Institutions & Colleges as well as student's enrolment, faculty members, infrastructure, technology, medical, technical and vocational training, management of training and many national agencies in controlling, keeping and assessing the quality of higher education.

As of 06th, January 2018 the UGC lists forty-seven Central colleges, or maybe Union colleges, are actually started by an Act of Parliament and are actually within the purview of the Department of Higher Education in the Union Human Resource Development Ministry, in the prospect lists UGC you will find 381 state

universities operated by the state government, 123 Deemed colleges, or perhaps "Deemed to be University" because of the autonomy under Section three of the UGC Act. At current you will find 291 private colleges in the UGC prospect lists which have been permitted to grant degrees. Based on All India Survey on Higher Education (2016 17) there will also be a hundred Institutions of National Importance (established under Acts of Parliament) under MHRD as well as 5 institutions (established under different State legislations). In total you will find 842 colleges in India at the present. Based on this article there are 3 categories of institutions and also the statistics of colleges are 40026 as well as 11669 Stand Alone Institutions mentioned on AISHE web portal.



Table: 1. Nature and Number of Institutions

Sr. No.	Types of Institutions	Number
1	Central Universities	47
2	State Universities	381
3	Private Universities	291
4	Deemed Universities	123
5	Institution of national Importance Plus other Institutions*	100
6	Institution Established under State Legislative Act*	5
	Total	947
7	Total Number of Colleges*	40026
Grand Total		40976



The progress of higher education has been accelerated quickly throughout the XI to XII-5 Year Plan (2012-2017) phase. To some degree the huge credit of its goes to the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a Centrally Sponsored Scheme (CSS) which has been started in the season of 2013 from the Central Government. The primary goals of this particular flagship programme were ensuring equity and access by offering satisfactory possibilities of higher education to SC/STs and socially as well as educationally backwards classes; promote addition of females inorities, and differently able persons, decreasing regional imbalances, reforms of the affiliation, academic and examination methods, follow appropriate rules as well as regulation in accreditation of institution, sufficient accessibility of quality faculty in all higher educational facilities and make the sure capacity building at all levels of employment and a lot more. This results in the improvement of selection of higher educational institutions.

III. SIGNIFICANCE OF QUALITY IN EDUCATION:

There's a great deal of discussion nowadays regarding quality in higher education throughout all of quarters of the higher education community and outside the town, also. Government officials, employers, accrediting agencies, faculty administrators, institutional researchers, faculty, and faculty development specialists all have a thing to discuss concerning this particular subject. At the second, nonetheless, we're experiencing much more of a cacophony of speech instead of a chat about quality.

To take part in discussion that is meaningful, we should initially identify what we mean when talking about quality. It's typical for individuals to talk for cross purposes on this topic when they're utilizing various frameworks for defining quality. Broadly speaking, you will find 5 popular methods to frame the problem of quality in higher education (and other settings), as follows:

Quality as stamina-European automakers frequently portray the stamina of the automobiles of theirs when the main indicator of quality. The very same goes for in higher education. If an institution stands the test of time for more than a century, we may equate that stamina with quality. We may look at an institution with just a couple of years under the belt of it's as a newcomer, and in case it's just a couple of years to the title of its, a number of individuals might suspect the power of its to deliver quality.

Quality as prestige as well as luxury-Objects that are magnificent, beautiful, or perhaps esteemed tend to be connected with quality that is great. This particular view of quality is definitely seen in higher education, in which institutions invest in gorgeous garden-like campuses, stately buildings, luxurious suites in snow stadiums, and every convenience that students from affluent backgrounds are actually used to at home. Quality as luxury extends to providing by far the most up-to-date research facilities, light teaching lots for faculty, deep pockets to help sabbaticals, and buy of scholarships to draw in by far the most promising new students and drive up rankings which imply prestige.



Quality as conformance to needs- This particular strategy reduces quality to a set of specified qualities or maybe qualities to achieve. Many techniques for accreditation are derived from this specific framework. The accrediting entire body sets a pair of demands that a university, faculty, or perhaps particular academic system is necessary to meet, and next reviews overall performance to find out if there's conformance to the demands. Educational facilities are able to establish demands for learning results, support services, monetary wellbeing, library resources, and also for demonstrating good preparation, assessment, and improvement. In authorizing accrediting agencies, the U.S. Department of Education establishes quality needs that the accrediting agencies are the same likely to meet in phrases of the way they accredit educational facilities.

Quality as constant enhancement- Even though Japanese and American quality leaders accepted the demand for conformance to requirements, additionally, they broadened the framework of theirs by concentrating on the decrease of variation in repeatable tasks which would result in constant improvement and urged innovation through uses of technology that is brand new. This particular idea has found the way of its into higher education as some think that outlined requirements can't ever keep pace with organizational learning as well as technology, therefore quality must imply attaining probably the fastest rate of improvement and innovation for all elements of an institution. From this particular perspective, conformance to specifications means that an institution passes muster based on quality expectations

that could be out of date.

Quality as value-added- As service groups started contemplating quality in the 1980s, a perspective emerged that a procedure, like training, ought to bring value to the customer or even society. In training this particular perspective implies that students ought to know even more after they finish an academic program than before they began. Finishing a college degree ought to suggest several a few measurable enhancement of student learning, social skills, community contacts, writing skills, reading abilities, critical thinking, or maybe other characteristics which are actually in line with the objective of an institution, like the capability to dance, speak an additional language, or perhaps plan the way to put together a building.

It's simple to find out how chats about quality in higher education could become nonproductive immediately if individuals deal with the subject from essentially various frameworks. It's just like having a chat regarding the quality of a bridge, in which one individual believes it's quality since it's stood for 200 years; another believes it's quality due to the manner in which it graces the skyline; another defines the quality of its depending on the conformance to demands for the quality of steel which was used; another thinks its quality is actually identified by the much better construction strategies used when it was built; and also another perceives its quality depending on how it's enhanced general flow of traffic of the region. So long as a participant in a chat about quality in



higher education refuses to take into account all these perspectives, then the discussion grows into an argument regarding positions instead of a chance for learning as well as dialogue.

IV. PROBLEMS TO QUALITY HIGHER EDUCATION IN INDIA

1. **Lack of Equity and Access:** The absence of access and equity is regarded as the serious problem experienced by Indian Higher Education. In certain places or perhaps town or even states the access to higher education is perfectly good for all of the folks. However, in several places where perhaps the greater secondary schools or maybe colleges are extremely scares. There are several districts with the sensible population as well as the need for higher education doesn't have actually individual universities; for instance, the Murshidabad district with eight zillion populations doesn't have some individual faculty. There's additionally disparity among many cultural caste as well as regional disparities and religious groups in the greater education. These problems are must be resolved really shortly.
2. **Poor Government Budget:** spending budget that is Low is actually a major challenge in the area of education. Very meagre level of fund is actually allocated for the education phone. And also the issue is actually that the majority of the allocated fund is actually spent in school education, really less quantity is actually

investing on higher education sector. The quantity of scholarship is Public and low significant expenditure on scholarships has been declining over the years. For training an incredibly small portion of graduates in India avail student loans. Occasionally the fellowship of investigation scholars isn't transacted in the due time which leads to frustration with the scholars. Although a few quantitative growths are seen, but because of budget quality that is very low of higher education is dealing with a major challenge.

3. **Gap between Demand and Supply:** India has an enormous growing population that is younger. They demand training after completing the higher secondary education of theirs. Though it fails to satisfy the need of the individuals. Based on a study conducted by ASSOCHAM ninety-three per cent MBA graduates are actually unemployable. It is because the availability is not up to the demand of industry. One more thing is, thanks less work opportunity students continue the study of theirs after completing the course of theirs of study. This can lead to over need of training in higher level.
4. **Poor Infrastructure:** Though India has huge improvement in the higher education, nonetheless there are actually huge number of colleges, universities and institution where also the fundamental facilities aren't offered. Used classrooms can be found; absence of resource rooms, library, staffrooms, or sufficient building, laboratory, technological



facilities, instruments for sensible sessions, urinates and toilets, drinking water facilities etcetera can be found.

5. **Improper Teaching Method:** At the tertiary level there's no such proper teaching for the faculty members. Consequently, the untrained or unqualified faculty members are actually appointed. As they do not have knowledge of pedagogy as well as teaching strategies, the quality of theirs of teaching is quite bad and the learning effect is meagre.

6. **Examination Ridden Curriculum:** In India the majority of the colleges has an overloaded curriculum of theoretical knowledge. And this particular curriculum is just worried about the passing of examination. Not only this, curriculum is not up to the mark in terms of market demand. Outdated and old curriculum is even now being followed by the majority of the universities where thanks to globalization the need for quality as well as ability is changing every single day.

7. **Bad Financial Condition of the students:** It's significant setback for Indian higher education that because of to lack of financial assistance a number of many students compel to lower the study of theirs. This's because, among Indians, even after the seventy years of Independence, the economic disparity is quite high. While successive governments have declared economic aid for various weaker part but a lot more

individuals still do get this particular advantage. Due to economic issue, students are unable to get admission in quality institutions, couldn't buy books as well as readily available technological accessibility.

8. **Privatization:** Because of the absence of public fund and degrading quality, privatization of higher education is actually building in velocity that is quick. Although it appears that privatization is able to better the quality, but somehow it's discovered that in several areas of training it leads to the really low quality of control as well as education. This leads to disparity in quality instructional. The training sector is getting grabbed by training mafias with substantial cash power.

V. MEASURES FOR IMPROVING QUALITY OF EDUCATION

There's no significance in discussing what has gone drastically wrong with the quality in the past, let us discuss very few measures which help the quality of higher education exactly where it can become conspicuous.

1. There's good demand for a definite demarcation among students in case the choice of theirs is simply to obtain useful employment, provide a useful condition to the start of their up concept or even strengthen the academic and research abilities. The delivery mechanism as well as



- type of exposure always have matching with the preferences to bring the excellence.
2. The accreditation or even grading system in the United States will be the main source of understanding and info to safeguard students against the institutes which are actually engaged in different mal methods and operate within business motives. In India, we most likely seldom run into that info. The grading, as well as accreditation mechanism taken up by several of private agencies, is actually guided by business motives as well as self-vested perceptions. There's a need to possess an overhauling of different areas of quality performance parameters. For example, the norms for giving weight to publications and research must be instructed by quality of publications and not by numbers. Likewise, faculty with PhD is yet another criterion in which quality of doctoral degree received requirements more importance. Furthermore, you will find a number of parameters wherever quantity parameters overrun the quality features.
 3. The corporate sector aspirations have to be pursued in phrases of occupational diversity. Gone are the period where a hardware engineering passed out student is going to stick to engineering work. Nowadays we find numerous excellent CFOs with engineering experience, a significant amount of management professionals handling operations better etc. Thus, the increased education institutions have to build up distribution mechanism in this direction to squeeze into occupational diversity.
 4. The most evolved as well as technology that is innovative has transformed the extremely condition of academic environment, quality of teaching, nature of exposure etc. While the teacher teaches in class, the students have all at the tab of theirs and at times, the students are a lot more updated compared to a teacher. The students prefer and therefore are keen on understanding evidenced-based business methods. The students have to know as well as understand the concurrent best business practices being implemented throughout the world.
 5. The quality of teachers in higher and general education especially has presented severe obstacles. The unregulated progress of higher education in India in the latest 2 years has experienced big ramifications. Lots of engineering as well as management institutes have employed instructors at price that is lower overlooking the very quality of instructor.



6. Unlike Japanese idea of quality as constant improvement, it's just as essential in higher education as pre-defined principles as well as concepts rarely match with the organizational learning and technology. This calls for fortifying the idea of constant improvements bringing innovations and ideal quality in academic contents as well as shipping.
7. Leadership in higher education which involves promoters, Board of governors, Director etc. play an extremely substantial role as institution developing in sense that is real is actually herculean process which calls for lot, patience, and time of self-sacrifices. In the greater part of higher education institutions this particular element calls for really serious work.
8. Each institution must determine key performance indicators and benchmarks based on certain quality parameters as well as work on it purposely. Which grows into a roadmap for all stakeholders.
9. New and changing trends in higher education across the Globe have to get priority and a careful analysis to integrate with the necessary quality parameters.
10. Last although not the least, the changing approach & attitude among students pursuing greater degree call for a major consideration as there appears to be

a big deterioration through the years. The sort of enthusiasm in learning as well as understanding absence in vast majority of students.

Lastly, the quality in higher education must infuse as self-consciousness instead of providing a lot more thrust to simply complying with regulatory guidelines

VI. CONCLUSION

Hence it could be concluded that training is the crucial ingredient to the development particularly higher education which supplies the leading edge as well as competent manpower. Nevertheless, quality of higher education is actually decreasing and it is a situation of concern for all the stakeholders at the same time as for the entire nation. Indian higher education has enhanced in amount but lacking behind in phrases of quality. India can't improvement until it higher education system is qualitatively robust enough because this low quality is actually resulting in very low employability, low functionality of the specific people, lack of creative and innovative ideas etc. that are the crucial components of progress and being successful in time that is current. In total, there's a need to enlarge the adaptive capability as well as the quality of the higher education system so it's a lot more responsive to the changing community of work and meets the diversified requirements of economy both global and domestic. For that purpose, diversification of the Indian higher education as well as training system needs to be pursued as being an objective. This may be

accomplished by having a good mix of private and public, non-formal and formal institutions. Specific initiatives have to improve employability.

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