"NEED FOR QUALITY BASED HIGHER EDUCATION IN INDIA"

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Abstract:

Higher education system is essential for national, social and economic development of the country. There is a need of value based higher education system which empowers youth for self sustainability by inculcating employment skills and hence reducing poverty. India's higher education system is the third largest in the world. This paper includes the comparative study of components of value based higher education system of six countries - UK, China, USA, Australia, Brazil and South Africa with India. The paper proposes educational reforms and explains the critical aspects of managing, and delivering superior value of the higher education system in India. This study gives a complete view of the need of value in higher education system in India.

Keywords:

Higher education system, value-based system, youth empowerment, self-sustainability, educational reforms.

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Page 1

Introduction:

A person real success should be measured instead by the values that he or she possesses such as empathy, care, love, enthusiasm, and humankind values. Wars ravage nations, indifference marks general human relation, love refers more to the body than to the mind, and redeeming the society of evil that stalk it more of a vision of the future. It is time that educators stepped in and made efforts to rekindle the human desire to develop social, personal and professional moral values.

Higher education:

The rising demand for higher education is represented by an increase from 100.8 million tertiary students worldwide in 2000 to 152.5 million in 2007. The higher education sector has undergone major changes throughout the world which led to increased competition for institutions in this sector (Kirp, 2003; Maringe and Gibbs, 2009). According to UNESCO, "higher education is no longer a luxury; it is essential to national, social and economic development". The quest to achieve Education for All (EFA) is fundamentally about assuring that children, youth and adults gain the knowledge and skills they need to better their lives and to play a role in building more peaceful and equitable societies. This is why focusing on quality is an imperative for achieving.

Higher education is the key for sustainable growth and developments of any country because, it educates the people in real ground, widens their minds, enhances the thinking capacity, develop rational thinking and increases the analytical power of people.

The knowledge obtains through higher education leads towards research and with help of research new knowledge is being discovered in different fields.

The first Prime minister of India, in his convocation address at Allahabad University (1947) said, "A university stands for humanism for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards ever higher objectives."

An International Double-Blind, Peer Reviewed, Refereed Open Access Journal - Included in the International Indexing Directories

Page 2

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Objectives of the study:

1. To find the factors that helps in creation of value-based higher education.
2. To give suggestions for improving India's higher education system.

Methodology:

In this paper, the research was based on secondary data taken from different research reports, journals and research papers.

Higher education system in India

In India the higher education sector has witnessed tremendous development since the independence in 1947, in the number of university/university level institutions & colleges and student's enrollment, faculty members, infrastructure, technology, medical, vocational and technical education, management of education and different national agencies in controlling, assessing and maintaining the quality of higher education.

The rapid expansion of higher education in India has been at the cost of its quality, in that quality varies with institutions. There are three agencies that evaluate the quality of institutions and programmes. These agencies are evaluated through an external quality assurance in the country. These are the National Assessment6 and Accreditation Council (NAAC) to accredit institutions of higher education, the National Board of Accreditation (NBA) to accredit programmers in engineering and related areas, and Accreditation7 which does not protect student from fraud and abuse. Public awareness is very low in India. In India, there is no system of collection and compilation of statistical information on higher education in the country. The Ministry of Human Resource Development of the Central government delegated this responsibility to University Grant Commission (UGC). However, University Grant Commission (UGC) has failed to do so (Agarwal, 2006).

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Page 3

According to **Annual report 2016-2019 by the University Grant Commission (UGC)**

In 2016, the UGC has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities, with the involvement of the QAC as the audit operator. As a result, starting from 2016, the scope of QAC audits has covered all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities. The audit visits of the sub-degree audit cycle were conducted from late 2017 to early 2019.

Quality concept of higher education in India

Quality is perceived differently by different people. Yet everyone understands what is meant by "quality". In a manufacturing product the customer as a user recognizes the quality of fit, finish, appearance, function, and performance.

India has got huge achievement in the higher education and supplies huge number of human resources not only in India but also in the global market. But s a cumulative result, the quality of Indian higher education is still in very poor condition. The poor quality of education system is a serious issue. It is the opinion of different stakeholders, academicians, office bearers, politicians and different policy makers that the quality of higher education could not keep the required pace of development with the changes in technology, new trends of education system, global market trends and so on from time to time. The students who completed their UG and PG courses have very low job opportunities. Another issue is the gap between demand and supply implying that the youths are not eligible for the job market.

To improve the quality of higher education in India, we must maintain parameters of quality education. The parameters of quality higher education are:

1. Sufficient numbers of quality faculty members.
2. Profile of students entering into the higher education.
3. Infrastructure of the educational institutions
4. Curriculum

5. Appropriate teaching method

6. Examination pattern

7. Learning resources

8. Government policies, etc

Challenges to quality higher education in India:

1. The **lack of access and equity** is the most serious challenge faced by Indian higher education.

2. **Low budget** is a serious challenge in field of education.

3. Fails to meet the demand and supply of the people.

4. Poor infrastructure.

5. Inadequate number of faculty members.

6. Improper teaching methods.

7. Lack of available resources.

8. Privatization.

9. Poor financial conditions of students.

Solution to the challenges:

1. India has to improve on all factors which affect value of higher education system by setting committees or organizations so that they can keep track and improve on these factors. Thus, the suggestions of these committees and organizations must be implemented.

2. India has to take better steps to improve gross enrolment ratio by increasing public spending on education.

3. Government can also work towards provision of free education to all till graduation.

4. Government must take steps to improve the number of inbound mobile students by increasing the public spending on programmes or participation in international fairs.

Conclusion:

Education for all cannot be achieved without improving quality and hence value. In many parts of the world, an enormous gap persists between the numbers of students graduating from school and those among them who master a minimum set of cognitive skills. We know the importance of quality higher education. It directly influences all the aspects of development of a country and help the country to stand high in the global platform. The education quality stands at the heart of Education for All. It determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and development goals. So, this research paper offers a map for understanding, monitoring and improving quality. Education quality, low or high, is judged by the extent of its objectives that are met. Government committed to improve learning outcomes. It is only quality higher education that can establish India as world leader to lead the world.

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