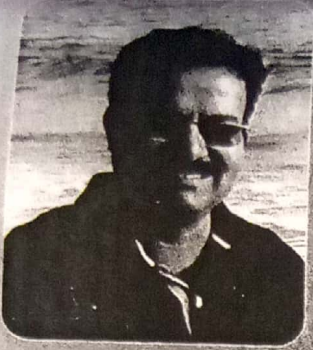


QUALITY CONCERNS IN HIGHER EDUCATION

EDITOR
Dr. S. B. BIRADAR

Co-Editors
Dr. G. M. Sajjanar
Dr. M. G. Bangari





EDITOR
Dr. S. B. BIRADAR



Co-Editor
Dr. G. M. Sajjanar



Co-Editor
Dr. M. G. Bangari

SHAURYA
PUBLICATIONS PVT LTD

ISBN 978-93-83172-60-9



9 789383 172609

₹ 500 | \$ 20



MANAGEMENT OF HIGHER EDUCATION IN INDIA: ISSUES, CHALLENGES, EDUCATIONAL INSTITUTIONS AND SUGGESTIONS

Dr. S. R. Golagond

Abstract:

[Higher education is a powerful tool to build model, value based, knowledge based, culture based and peaceful society which can lead the country towards becoming super power in the world. Higher education contributes to the growth of nation by providing specialized knowledge and skill man power. India's higher education system is the second largest in the world after the United States. The main governing body is the University Grants Commission which enforces its standards, advises the government and helps coordinate between the center and state. The core mission of higher education is to educate, to train, to undertake research and to

Dr. S. R. Golagond: Dept. of English, V.M.K.S.R. Vastrad Arts, Science and V. S. Bellihal Commerce College, Hungund

provide service to the community. In the context globalization, the scope and demand for higher education is increasing day by day and this demand can only be fulfilled by the quality of higher education. Quality education is the mantra of present day education system. But Indian higher education system does not stand anywhere among the world in terms of quality. Poor quality of higher education depends on various factors such as favourable environment for teaching and learning, infrastructure, teachers, curriculum, effective feedback and monitoring system etc. Present paper focuses its attention on the management of higher education in India: Issues, challenges, education institutions and suggestions. The paper covers the following points.

Key words: management, higher education]

1. Introduction:

Higher education is a powerful tool to build modern, value-based, knowledge based, culture based, and peaceful society which can lead the country towards becoming super power in the world. It is also considered one of the important and strong tools for the development of any country. Primary education is necessary for creating base, while, higher education is extremely important for providing cutting edge. Higher education contributes to the growth of nation by providing specialized knowledge and skill manpower.

The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates.

Critical appraisals undertaken by the governmental committees

and independent academicians have highlighted the crisis confronting the system: 'increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration; deterioration of standards; and above all, the demoralizing effect of the irrelevance and purposelessness of most of what is being done.' While the politicians and policy makers have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism.

Our Former Prime Minister Manamohan Singh opines, "Our university system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption."

The role of an academic institution, to a large extent depends on how its concept has been conceived. Perhaps the most generally accepted concept refers to it as an 'Ivory Tower', independent of its surroundings where dedicated have any meaning to the real world or not. These intellectuals are very possessive of their independence and would do anything to preserve it. In 1852 John Newman voiced the same feeling when he wrote that the academic institutions particularly universities are 'the high protecting power of all knowledge and science, of fact and principal, of enquiry and discovery, of experiment and speculation. They map out the territory of intellect, and see that there is neither encroachment nor surrender on any side' (Cardinal, 1959). Given this role, education is seen as an act of transferring accumulated wisdom and knowledge to the ignorant educatee.

At present we need higher educated people who are skilled

and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. This paper aims at knowing the issues, challenges of higher education, the role of educational institutions in nation building and suggestions for improving the quality higher education.

2. ISSUES:

The small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India; perhaps half leave the country immediately upon graduation to pursue advanced studies abroad, and most do not return. A stunning 86 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their graduation. A body of dedicated and able teachers work at the IITs and IIMs, but the lure of jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession.

The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country. So, the drawbacks of the higher education system underscore the need for reforms to make it worthwhile and beneficial to all concerned.

Most observers agree that Indian higher education, the significant and impressive developments of the past few decades notwithstanding, faces major challenges in both quantitative and qualitative terms.

Quality of education delivered in most institutions is very poor. While India has some institutions of global repute delivering quality education, such as (Indian Institute of Management) IIMs and

(Indian Institute of Technology) IITs, we do not have enough of them. It has very narrow range of course options that are offered and education is a seller's market, where is no scope of incentive to provide quality education. There is clearly a lack of educated educators and teaching is not an attractive profession. It's a last choice in terms of career. Number of Ph.D.s produced each year is very low and those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom instruction. Most of the education institutions esp. in states such as Maharashtra and states in South India are owned by politicians. This Education system which is highly regulated by the government has been set up to benefit politicians. Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.

3. CHALLENGES:

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognises that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty

positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. Education in basic sciences and subjects that are not market friendly has suffered.

Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers.

Higher education is faced with global challenges. The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go foreign for his higher education as they have much better facilities and quality of their system. Can't we get that quality here itself? We have to stop this brain drainage so as avoid students to run away from country. There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with tuitions. I have seen my places where there tuitions. The teachers are not having proper knowledge of subject even and resources to student community are very poor. Students do not have any student-ship ethics, they just want marks in the subject and they study only for grabbing jobs. There is no creativity in students.

Our top class students are hard-worker but not innovative.

4. EDUCATION INSTITUTIONS:

Management of education and educational institutions must be examined at three levels – Institutional, Faculty and Students.

I) INSTITUTION:

At the Institutional level a number of issues must be examined. Some of them are discussed below.

- i. **Primary Heads:** The role of primary heads in education institution is changing towards an increase in management oriented activities. The primary heads must be trained in the principals of management.
- ii. **Infrastructure:** Most academic institutions lack sufficient infrastructure to impart meaningful education. The class rooms are overcrowded, buildings are old with plaster peeling off and play ground facilities are almost nonexistent. Such an environment does not produce an ambience for learning.
- iii. **Teacher Staff Ratio:** Most academic institutions seem to have more administrative than teaching staff. Often there are problems between the teaching staff and non teaching staff that irritate frustrate teachers putting their full efforts in teaching.
- iv. **Professionalization of Education:** Some developing nations are characterized by a phenomenon called 'educated unemployed.' These have education but know training to get the job. They need to be provided instructions in productive industry and vocational training.
- v. **Research:** Academic institutions are involved in a large number of research studies. But unfortunately these research studies are disseminated in professional journals and conferences with limited access to common people.
- vi. **Funding:** Most of the academic institutions are facing increased financial crisis mainly due to decrease in government support. They have to mobilize their own financial resource in the wake

of unsound financial position.

- vii. **Accountability:** Education is not free. It costs money more show today than before. Some institutions show very poor results. They are made accountable by regulating student ratio class size number of working days etc.

II) FACULTY:

As for as management of education is concerned, following issues must be examined.

- i. **Faculty Selection:** To ensure better management of education institutions, selection faculty should be based on the criteria of merit only. Only properly qualify teachers can assist in developing creative potential of students.
- ii. **Teaching Technology:** Faculty knowledge in the subject teaching aids and other facilities would help in improving the quality of education. Teachers innovate and develop teaching technologies to teach their courses.
- iii. **Training:** There must be provision for sending teachers to faculty development programs. Teachers must kept abreast with the changing profile of knowledge.
- iv. **Faculty Motivation:** It is also necessary to create conditions for the motivation of teachers. The academic institutions could think of ways and means to recognize their contribution in areas such as teaching quality, developing new teaching aids, student motivation, conducting research and publishing articles and writing books. Perhaps a 'Best Teacher Award' at the end of the year can be one way to motivate teachers to do their best.

III) STUDENTS:

At the level of students following concerns should be examined:

- i. **Students' Selection:** To maintain quality education, it is absolutely necessary to select those students who would profit from the education. Suitable selection instruments must be

developed to identify highly motivated and committed students. Selection test should measure the general academic aptitude as well as special aptitude to pursue a special branch of knowledge.

- ii. **Professional Education:** General education is not enough. The contents of education should be relevant, updated and leading to professional competence. Knowledge for the sake of knowledge is not enough. Education must make every student a productive member of the society.
- iii. **Students' Involvement:** Teaching technology and learning environment should get the students involved in the class discussion through presentation, role play, case discussion, group discussion and the like.
- iv. **Performance Evaluation:** The examination should not be a onetime affair at the end of academic year. Students' performance should be evaluated throughout the year various segments, like assignments, presentations, class participations and soon.

5. SUGGESTIONS:

We can suggest and expect some point from all stake holders for improving quality of higher education.

I) Industry and Academia Connection:

Industry and academia connect is necessary to ensure curriculum and skills in line with requirements. Knowledge + skills + global professional skills = good jobs.

II) Incentives to Teachers and Researchers:

Incentives should be provided to teachers and researchers to make the professions more attractive for the younger generation.

III) Innovative Practices:

The new technologies should offer innovative practices and vast opportunities for progress in all walks of life.

IV) Student Centered Education and Dynamic Methods:

Student centered education and employment of dynamic methods of education will require from teachers new attitudes and new skills.

V) Public Private Partnership:

PPP is most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy.

VI) To Provide Need based Job Oriented Courses:

All round development personality is the purpose of education. But the presented a education is neither imparting true knowledge of life and nor improving the talent of a student. So combination of Arts subjects and computer science and science and humanities should be introduced.

VII) International Cooperation:

With increased development transport and communication, the global village is witnessing a growing emphasis on international cooperation.

VIII) Cross Culture Programs:

Cross culture programs should be conducted so that the students can understand about people, culture, arts, literature, religions etc.

IX) Action Plan for Improving Quality:

Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities.

X) World Class Education:

Indian government is not giving priority to the development of standard in education. To achieve this goal India should adopt uniform international syllabus in its educational institutions.

XI) Personality Development:

Personality development courses should be incorporated in

the curriculum. Education should be for the flowering of personality but not for the suppression of creativity or natural skill.

XII) Internal Quality Assurance System:

All academic institutions should setup internal quality assurance cell. And it must follow minimum standard to give degrees. The quality assurance system must be independent of political and institutional interaction and it must have a bases in the legislation.

XIII) Examination Reforms:

Examination reforms shifting from the terminal, annual examinations to regular and continuous assessment of students' performance in learning should be implemented.

XIV) High-tech Libraries:

Our libraries have a very good collection of books but they all in mess. A library must be online and conducive for serious study.

6. CONCLUSION:

Academic institutions have within themselves the climate and around them the prestige that give them special leverage in confronting and coping with problems. They should accept the burden of responsibility and pursue a course of action to solve these problems. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries.