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Research Article

Difficulties of Quality Education in Higher Education in India

Piyush Raja^{1*}, M. M. Rahman²

¹Research Scholar, PG Dept. of Computer Science, Magadh University, Bodh Gaya, Bihar, India

²Associate Professor, PG Dept. Of Mathematics, A. N. College, Patna, Bihar, India

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*Corresponding author:

E-mail:

piyushraja2009@gmail.com

ABSTRACT

Higher education will lead the world in 21st era because it not only creates greater personal and social prosperity, but it also affects all facets of development, including intellectual, social, cultural, aesthetic, physical, spiritual, and human capital development, directly or indirectly. Afterward, US and China, India has the world's third largest higher education system. University Grants Commission (UGC) is the largest regulatory body at the higher level, and it enforces its guidelines, advises the administration, and facilitates communication between the federal government and the states. The University Grants Commission oversees accreditation for higher education by 15 independent institutions. While the nation has progressed significantly in terms of enrolment, the standard of education continues to be a source of concern, which is critical for achieving the country's goals and implementing national policy. Weak facilities, exam-driven curriculum, memory-based exams, a shortage of qualified faculty, ineffective teaching strategies, a lack of funding, inconsistencies in government policy on higher education, entrenched political motives, massive demands from the youth population, political unrest, increasing privatisation, a lack of access and equity, and so on are some of the problems in higher education. There are several more problems like this, and this paper objectively examines all of them, as well as potential solutions.

Keywords: *Higher Education, Quality, Challenges, Solutions.*

Introduction

Higher education plays a vital role in sustainable growth and progress of any country for the reason that it educates people on the field, broadens their minds, improves thinking ability, develops logical thinking, and improves analytical strength. Furthermore, it provides

work opportunities, prepares students for jobs, aids in the formulation of the country's fiscal, agricultural, and industrial policies, raises public awareness of current socio-political issues, and engages citizens in the nation-building process. Information gained from higher education contributes to learning, and new knowledge is

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found in a variety of fields thanks to research. In his Convocation Address, Vice Chancellor Sir Asutosh Mookerjee of Calcutta University accurately represented the essence and intent of higher education (1922). Jawaharlal Nehru, The first prime minister of India remarked, "A university stands for humanism, for tolerance, for justification, for the adventure of ideas, and for the quest for the truth." It represents the human race's relentless pursuit of ever-higher goals. It is good with the Nation and the People if the Universities carry out their responsibilities adequately."



Figure 1

The Current State of Higher Education System of India

India has the world's third largest higher education sector, behind US and China. UGC is the nation's largest tertiary administrative

body, enforcing its rules, advising the president, and facilitating communication between the federal government and the states. The University Grants Commission regulates the accreditation of 15 autonomous higher education institutions.

According to the Census of 2011, 8.15 % of the Indians were graduates, Chandigarh and Delhi leading to list with 24.65 % and 22.56 % of the population, respectively. India's higher education system increased rapidly from 2000–2001 to 2010–2011, attracting around 20,000 colleges and more than 8 million students. By 2022, India will get more than 1000 universities, including 54 central universities, 416 state universities, 125 deemed universities, 361 private universities, 7 State Legislature Act institutes, and 159 Institutes of National Popularity, including IIM, AIIMS, IIT, IIIT, IISER, and NIT. According to Ministry of Human Resource Development (HRD), these universities are home to 52,627 colleges, including government degree colleges, private colleges, independent institutes, and post-graduate research institutions. Colleges could be autonomous, meaning they can review their own degrees up to the doctoral level in certain cases, or non-autonomous, meaning their exams are overseen by the institution.

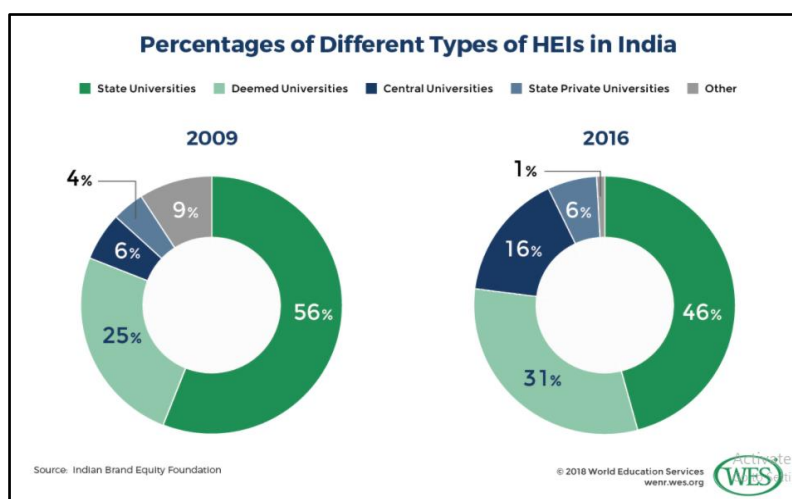


Figure 2

Science and technology are prioritised in tertiary education. By 2004, there were several technology institutes in India's educational institutions. The Distance Education Council

oversees distance learning and open education as part of higher education scheme. With over 3.5 million students globally, IGNOU is world's biggest university by student population.

The Indian Institutes of Technology, The Birla Institute of Technology and Science, The National Institutes of Technology, The Indian Institute of Science, The Indian Institute of Science Education and Research, The Indian Institutes of Management, The University of Delhi, The University of Calcutta, The University of Madras, The Jawaharlal Nehru University, The Indian Institutes of Science Education and Research (On the other hand, Indian institutions tends to remain behind Harvard, Cambridge, and Oxford).

Higher education in India is progressive in terms of quality, and it needs radical changes in terms of standards, meaning, and pacing. Streamlining and maintaining higher curriculum standards with the help of international academic publishers for transparency, making the vocational and doctoral education pipeline value-oriented and innovative, personalising the sector for students to gain immediate and valid transferable credentials at their own pace, and empowering students to enter the workforce through exit and re-entry. The increase in interest in the IT sector and engineering education in India has stuffed students' heads with information, limiting their ability to explore and grow their passions through modern educational elements such as co-operative education and work-based training. Elective liberal arts education pathways are also required to expand student passions, options, and natural/coordinated personal development.

Higher Education Quality Definition

Quality in industries may be characterised as adhering to the customer's specified or inferred performance criteria, but defining Quality in educational institutions is more complex due to the wide range of meanings. While the principles of quality control in business and education are similar, there are certain drawbacks in applying corporate quality management approaches to educational institutions because educational institutes cannot be considered industries, and their goods are not their students, but rather the education they get. Customers of this commodity include students, their parents, and their prospective employers (education). The customer is described as the

next person in line in quality control. In an educational institution, students purchase instructional services directly from the teacher and are therefore the teacher's clients, while the teachers and the Institute's administration are the service providers. Also the supplier-customer quality control principle cannot be used in education and consumers do not realise what needs to be acquired or what is of high quality. The concept of a quality education for students must be discovered by conversations and insights of what brings them pleasure in learning, not just happiness without learning. Students love learning because the teaching and learning process conforms to their ideas of what constitutes quality education. Teachers should explore with students such topics as: Why are you here? What exactly are you attempting to accomplish? To you, what does it mean to do it well? What will the instructor do to assist you with doing things well? A teacher must create a class agreement about what constitutes a quality experience. Quality improvement principles ensure that instructional coherence improves, teaching improves, teacher productivity improves, and teachers and students find greater pleasure in their jobs and are able to make meaningful contributions to society if a mutually agreed objective is formed. As a consequence, institutions of higher education must embrace the "Quality" slogan in order to provide a standardised assessment of what students are expected to perform as a result of their study.

India's Higher Education Difficulties

Let's have a look at some of the problems in India's higher education system.

Teaching Excellence

The first problem that India's higher education faces is a decline in teaching standard. Teachers are unprepared and unqualified for the jobs they are given. Any colleges hire young graduates with no prior teaching experience or training as professors. As a result, this is a major issue.

Financing

Financing is also a problem in India when it comes to higher education. Yes, India already

spends a lot on higher education and cannot afford to invest much more. However, if higher education quality is to be increased, further funding is needed.

Privatization

Privatization is another major issue in higher education. The path forward is for higher education to be privatized. Privatization, on the other hand, would not solve the crisis. You must encourage young students to develop a culture of ingenuity, innovation, and acquiring new skills.

Quota System

The quota scheme is a contentious subject. Still, if you're being honest, I have to warn you that quotas are bad for higher education results. More important than your name is your talent and merit. However, the quota system remains an issue.

The Political Aspect

Political sway is also a problem and a problem in higher education. Governments do not want political involvement or intervention with their operations.

Moral Concerns

Younger generations are less interested in representing their country and are more interested in finding a career with a good salary.



Figure 3

Solutions

1. Promote equity and access: This is one of the most pressing topics that must be resolved as quickly as possible. To provide ac-

- cess and justice, regional, religious, financial, and caste inequalities must be eliminated. To foster access and justice for all communities participating in the teaching-learning process, various welfare systems for different groups must be implemented.
2. Creating a Practical Financial Plan: To meet the goal, the concerned agencies at the federal and state levels must create a realistic financial plan. Any misalignment between the budget and policymakers' goals would result in low educational outcomes. As a result, the government must release additional money.
3. Close the Market-Supply Gap: There is a tremendous demand for higher education among the increasing young people, and this demand must be met quickly. This problem can be solved by establishing new structures and strengthening existing ones.
4. Infrastructure Construction: It is important to increase the efficiency of infrastructure growth. The government must ensure that these groups have adequate physical access and place a priority on the development of higher education institutions in close proximity to villages. To increase the standard of higher education, all connectivity must be ensured in the name of infrastructure.
5. Appointment of Sufficient and High-Quality Faculty: This is a serious problem that must be solved. First and foremost, a vast number of teachers must be hired on an ad hoc, resident, or permanent basis. There must be at least one instructor for each subject. Then, on a long-term basis, we would concentrate on instructor efficiency. Strict guidelines must be followed, and academic history, study, and expertise must all be taken into account.
6. Faculty Training at the Tertiary Level: Faculty members of institutions must be educated on a daily basis. Basically, all recently selected officials must be exposed to a variety of rigorous preparation opportunities.
7. Vigilance and Oversight or Inspection: In all public sectors, whether in government departments, schools, or colleges, vigilance or supervision is required. The efficiency of the faculties of schools or colleges would

undoubtedly change as a result of unexpected visits or routine inspections. If any anomalies are discovered, stringent measures must be taken.

8. **Provision for Online Resources and Books:** ICT facilities are now a required component of every organisation. As a result, various organisations must develop computer use and internet access in order to access online learning services.
9. **Job-Oriented Education:** With the changing global situation, it is critical to change the curriculum. Globalization has changed all about higher education in today's world. As a result, the programme must be framed from both a local and global viewpoint.
10. **Welfare Schemes and Scholarships:** The government must set aside funds for various welfare schemes and scholarships in order for needy students to get an education. If it is practicable, they should even participate in the nation-building process.
11. **Regulated and monitored privatisation:** To some degree, privatisation has made a significant contribution to higher education efficiency. However, the scale at which it is rising without regard for efficiency must be closely watched and regulated. The private institutions' money-focused mindset has to be improved.
12. **Secure and Strong Policies for Higher Education:** The government must provide stable and strong laws, regulations, and policies for higher education. This will foster a consistent mindset regarding higher education among various education stakeholders.

Conclusions

We understand the value of high-quality higher education. It has a strong impact on all facets of a country's growth and assists the

country in rising to the top of the global platform. Higher education in India has progressed significantly in terms of quantity over the last seventy years. However, we continue to face a shortage of high-quality higher education, as predicted. To increase the quality of higher education, concerned agencies must focus on the parameters of quality higher education (such as adequate facilities, revised curriculum, qualified faculty, learning opportunities, financial assistance, and well-planned policies).

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