



INTERNATIONAL JOURNAL OF ENGINEERING DEVELOPMENT AND RESEARCH

(International Peer Reviewed, Open Access Journal)

The Board of
International Journal of Engineering Development and Research
Is hereby awarding this certificate to

Sandhya R Kulkarni

In recognition of the publication of the paper entitled

Quality Concern in Higher Education

Published In IJEDR (www.ijedr.org)

Volume 8 Issue 1 March 2020

Paper ID: IJEDR2001115

Included Authors: Sandhya R Kulkarni, M B

Kolavi, A K Math



Editor In Chief

Quality Concern in Higher Education

¹Sandhya R Kulkarni, ²M B Kolavi, ³A K Math

¹Associate Professor, ²Associate Professor, ³Associate Professor
K.L.E.Societys, Arts and Commerce College, Gadag (Karnataka State)

Abstract - In the 21st century those nations will lead the world who have quality advanced education framework in light of the fact that advanced education creates bigger individual and social riches, however all the parts of improvement, for example, scholarly, social, aesthetic, conservative, moral, and human asset are legitimately or indirectly identified with it. In India, Higher Education segment has seen a huge increment in the quantity of Universities/University level Institutions and Colleges and understudy's enrolment. To improve the situation of advanced education, the Government of India has begun Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a Centrally Sponsored Scheme in 2013 and thus, at present the enrolment proportion is 25%. The nation has demonstrated noteworthy improvement in the enrolment yet the quality is matter of worry till date, which is basic to accomplish the objective and execution of national arrangement. Poor infrastructure, assessment ridden educational program, memory based assessments, lack of quality teachers, poor showing strategies, lack of assets, conflicting government arrangements with respect to advanced education, vested political thought processes, tremendous requests of youthful populace, political disturbance, developing privatization, absence of access and value and so forth are a portion of the difficulties in advanced education. There are a lot increasingly such difficulties and this paper basically examines these difficulties and recommends solutions. Introducing Higher education is the key for economical development and improvement of any nation. It instructs the individuals in genuine ground, augments their psyche, upgrades the reasoning limit, creates sound reasoning and expands the expository intensity of the individuals. Besides, it makes opening for work, makes the students fit for the globe, helps in encircling the monetary, rural and modern strategies of the nation, makes aware of the present socio-political scenario among the individuals, makes democratic residents and connects with them in the nation building process. The information acquired through higher education leads towards research and with the assistance of research new information is being discovered in various fields.

keywords - Higher education, quality, student, Universities

Introduction

Advanced education is the key for practical development and improvement of any nation since, it teaches the individuals in genuine ground, enlarges their psyche, upgrades the reasoning limit, creates normal reasoning and builds the explanatory intensity of the individuals. In addition, it makes opening for work, makes the understudies fit for the activity, helps in encircling the monetary, agrarian and mechanical strategies of the nation, makes mindful of the present socio-political mindfulness among the individuals, makes majority rule residents and draws in them in the country building process.

Quality Concept of Higher Education in India

Quality is perceived differently by different people. Yet, everyone understands what is meant by "quality." In a manufactured product, the customer as a user recognizes the quality of fit, finish, appearance, function, and performance. The quality of service may be rated based on the degree of satisfaction by the customer receiving the service. The relevant dictionary meaning of quality is "the degree of excellence." It means there must be some important criteria, characteristics, distinguished element of a product, organisation or institutions that gives satisfaction to the people who avails the service. It is connected with the feeling of satisfaction and perception of the people. A definition attributed to quality guru Crosby (1979) states that, "quality is conformance to requirements." Another frequently used definition comes from Juran et al. (1988) as he said that, "Quality is fitness for use." This definition stresses the importance of the customer who will use the product. W. Edwards Deming (1986) defined quality as "Good quality means a predictable degree of uniformity and dependability with a quality standard suited to the customer." Seymour (1992) opines that quality is continuous improvement. In the context of education, quality is "the ability to meet the stated purpose for which the service was offered" (Powar, 2001).

India has immense accomplishment in the advanced education and supplies colossal number of human asset in India as well as in the worldwide market. Enormous number of experts from various mechanical organizations, specialists, business chiefs, researchers and analysts are doing their business outside India with greatness that is the aftereffect of Indian advanced education. Be that as it may, as total outcomes, the Quality of Indian Higher Education is still in poor condition. The low quality of advanced education is a difficult issue. It is the assessment of various partners, academicians, office bearers, government officials and distinctive strategy producers that the nature of advanced education couldn't keep the necessary pace of improvement with the adjustments in innovation, new patterns of instruction framework, word related assorted variety, worldwide market slants, etc every now and then. The understudies who complete their UG and PG course have extremely low openings for work. Another major issue is the hole among request and supply suggesting that the young people are not qualified for the activity advertise. This prompts wide spread joblessness among the higher taught graduates.

To improve the nature of advanced education in India, we should keep up parameters of value training. The parameters of value advanced education are: adequate number of value employees, profile of the understudies going into the advanced education,

foundation of the instructive establishments, educational plan, suitable showing strategy, assessment design, learning assets, national offices, government strategies and institutional initiative and so forth. India has one of the biggest training frameworks of the world. In this manner, various partners must take a shot at these parameters on their individual levels to keep up and improve the nature of advanced education in India.

Challenges to Quality Higher Education in India

1. Absence of Access and Equity: The absence of access and value is the most genuine test looked by Indian advanced education. In certain regions or town or states the entrance of advanced education is completely fine for all the individuals. In any case, in certain zones where the even the higher optional schools or universities are very alarms. There are a few areas with sensible populace and request of advanced education doesn't have even single universities. There is likewise difference among various social station and strict gatherings and provincial inconsistencies in the advanced education. These difficulties are should be tended to very soon.

2. Poor Government Budget: Low spending plan is a genuine test in the field of training. Exceptionally small measure of store is allotted for the instruction framework. Furthermore, the issue is that the greater part of the allotted reserve is spend in school instruction, exceptionally less sum is spend on advanced education area. The measure of grant is essentially low and Public use on grants has been declining throughout the years. For training an amazingly low level of graduates in India profit understudy advances. At times the association of research researchers are not executed in the due time that prompts dissatisfaction among the researchers. Despite the fact that some quantitative improvement is seen, yet because of low spending nature of advanced education is confronting a genuine test.

3. Gap between Demand and Supply: India has a tremendous developing youthful populace. They requests training in the wake of completing their higher optional instruction. In any case, it neglects to satisfy the need of the individuals. It is on the grounds that the accessibility isn't up to the interest of industry. Something else is that, due less opening for work understudies proceed with their examination in the wake of completing their course of study. This prompts over interest of instruction in more elevated level.

4. Poor Infrastructure: Despite the fact that India has gigantic advancement in the advanced education, still there are huge number of schools, establishment and colleges where even the essential offices are not accessible. Old study halls are there; absence of adequate structure, staffrooms, library or asset rooms, research center, mechanical offices, instruments for practical classes, toilets and pees, drinking water offices and so on are there. The poor foundation of establishments legitimately tossing difficulties to the nature of advanced education. This issue is found essentially in provincial regions.

5. Inadequate Number of Faculty members: Another serious challenge to the higher education is insufficient number of faculty members in the colleges and universities. Without the teachers the intended learning outcomes cannot be achieved. Even the single teachers have to teach number of different subjects to large number students along with other work load. Thus the student teacher ratio on the whole is at a lamentable state.

6. Improper Teaching Method: At the tertiary level there is no such formal training for the faculty members. Therefore the unqualified or untrained faculty members are appointed. As they don't have knowledge of pedagogy and teaching techniques, their quality of teaching is very poor and the learning outcome is meagre.

7. Low Performance of the Teachers and Principals: In India, a large section of teacher community does not perform their duties well. The moment they have been appointed to the colleges, they thought that their learning is complete. In some colleges, teachers work on part time basis and perform their personal work. The Head of the Institutions remain absent and do their own personal business. They do not take strict actions against the non-performing teachers as they themselves are engaged in forgery.

8. Lack of Available Resources: The quality of education is directly depending upon the learning resources. The availability of learning resources is very less in Indian colleges. Most of the colleges do not have well equipped library. There are very few books, no magazine, no journals that lead to the up gradation of new knowledge. There are also poor internet facilities to access the online database and resources.

9. Examination Ridden Curriculum: In India the vast majority of the colleges has over stacked educational plan of hypothetical information. What's more, this educational program is just worried about the assessment. Not just this, educational plan isn't sufficient as far as market demand. Old and obsolete educational plan is as yet being trailed by the vast majority of the colleges where because of globalization the interest of value and ability is changing each day.

10. Poor Financial Condition of the students: It is major setback for Indian higher education that due to lack of financial support many students are compelled to drop their study. Even though government has declared financial aid for different weaker section yet many more are deprived of this benefit. Due to financial problem students are not able to get admission in quality institutions, buy books and access technologically.

11. Privatization: Due to the lack of public fund and degrading quality, privatization of higher education is developing in fast speed. Though it seems that privatization can improve the quality, but somehow it is found that in some areas of education it leads to very poor quality of education and management. This also leads to disparity in quality educational. Education sector is being grabbed by education mafias who have huge money power.

12. Political Turmoil: Indian higher education is facing very bad political turmoil. Due to this, no stability is found in the education policies that can promote the quality education. Whenever the government change, different political parties frame new policies according to their vested interest. Therefore with change of power, the educational policies also change that leads to overwork and frustration among the learners and different stake holders.

Solutions

1. Promote Access and Equity: It is the most serious issues that need to be addressed as soon as possible. Regional, religious, financial and caste disparities have to be eradicated and promote access and equity. Different welfare schemes for different groups have to introduced to promote access and equity to all the groups involved in the teaching-learning process.

- 2. Framing Realistic Financial Plan:** The concerned governments in the central and the state need to frame realistic financial planning to achieve the target. Any mismatch with the budget and target of the policy makers will lead to the poor quality of education. Therefore the government need to allocate more funds.
- 3. Bridge the Gap between Demand and Supply:** As there is huge demand of higher education among the growing young population, their demands needs to be urgently supplied. Establishment of new institutions and increase the strength of the old institutions can solve this issue.
- 4. Infrastructural Development:** To improve the quality infrastructural development is essential. The government must ensure proper physical access to these communities and emphasize on construction of higher education institutions in closer proximity to villages.
- 5. Appointment of Sufficient and Quality Faculty Members:** It is an alarming issue which needs to be addressed urgently. The appointment of the quality teachers should be looked down upon. Strict rules and regulation must be followed; academic background, research and experience must be taken into consideration.
- 6. Training of Faculty Members at Tertiary Level:** The faculty members of college and universities need to be trained at regular intervals. Basically all the newly appointed members must be trained.
- 7. Vigilance and Supervision or Inspection:** Vigilance or supervision is essential for all the public sectors; it may be in government offices or schools or colleges. Sudden visits or regular inspection surely improve the performance of the faculties in school or colleges. In this case strict actions must be taken if any irregularities are found.
- 8. Provision for Online Resources and Books:** At the present time ICT facilities is an essential part of any institution. Therefore use of computers and online access must be established in different institutions to avail the online learning resources.
- 9. Job Oriented Curriculum:** This is an urgent need to update the curriculum with the changing global scenario. The curriculum must be restructured according to the local as well as global perspectives.
- 10. Strong Policies for Higher education:** The government have to frame stable and strong rules, regulation and policies. This will create stable mindset about higher education among different stakeholders of education.
- Conclusion :** We know the significance of value advanced education. It straightforwardly impacts the all parts of advancement of a nation and causes the nation to stand high in the worldwide stage. In India during the times of seventy years, the advanced education has built up a great deal regarding amount. Be that as it may, we are as yet missing of value advanced education true to form. To improve the nature of advanced education the concerned specialists need to focus on the parameters, (for example, adequate foundation, refreshed educational program, prepared resources, learning assets, money related assistance, and all around arranged approaches) of value advanced education. It is just the quality advanced education that can build up India as world pioneer to lead the universe of 21st century.

References

1. Ministry of Human resource Development, Department of Higher Education. (2017). All India Survey on Higher Education (2016-17), Government of India, New Delhi.
2. Ministry of Human Resource Development, Department of Higher Education. (2013). All India Survey on Higher Education (2010-11), Government of India. New Delhi.
3. Ministry of Human Resource Development. (2015). Analysis of Budgeted Expenditure on Education 2012-13 to 2014-15, Government of India, New Delhi.
4. Pandya, P.J. (2016). Improving Quality of Higher Education in India. An Inter Disciplinary National Peer & Double Reviewed e-Journal of Languages, Social Sciences and Commerce ISSN No: 2455-734X.
5. Pujar, U. (2014). Trends in Growth of Higher Education in India. IOSR Journal of Economics and Finance (IOSR-JEF, Volume 2, (Issue 6).
6. Rao, I. (2016). Sustainable Development of Higher Education Problems and Suggestions. Sai Om Journal of Commerce & Management, Volume 3, (Issue 9).
7. Singh, J. D. (2011). Higher Education in India- Issues, Challenges and Suggestions, (Ed), 'Higher Education', LAMBERT Academic Publishing, Germany, 2011, Pp.93- 103. ISBN: 978-38465-1753-6.
8. University Grants Commission. (2018). Consolidated list of All Universities. Retrieved from <https://www.ugc.ac.in/oldpdf/Consolidated%20list%20of%20All%20Universities.pdf>
9. Zaki, S. and Zaki, R. M.(2013). Parameters of Quality in Higher Education: A Theoretical Framework. International Journal of Social Science & Education, Volume.3 (Issue 4)


PRINCIPAL
 K. L. E. Society's
 Arts & Commerce College
 GADAG - BETGERI - 582 101