



Higher Education Quality Teaching System In India

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Abstract- The Paper Studies On Higher Education Quality Teaching System In India. The System Aims To Provide A Theoretical Background To The OECD-IMHE Policy Quality Of Teaching In Higher Education. It Highlights The Main Debates On The Topic To Date, Hoping To Present The Different Perspectives That Exist On The Topic Of Quality In Teaching. The Review Of The Literature Is Organized In Three Main Parts As To Address Three Major Questions:

- 1) "What Is Quality Teaching And Why Is It Important In Higher Education?"
- 2) "How Can Teaching Concretely Be Enhanced?"
- 3) "How Can One Make Sure Quality Teaching Initiatives Are Effective?"

Higher Education Is A Very Important Sector For The Growth And Development Of Human Resource Which Can Take Responsibility For Social, Economic And Scientific Development Of The Country. While, Higher Education Gives India An Edge In The World Economy As Evident From The Availability Of The Skilled Manpower, And Research Scholars Working Abroad, Unemployment, Illiteracy And Relative Poverty Continue To Be The Major Deterrents To Realize Her Potential In Human Resources. The Higher Education System In India Has Grown In A Remarkable Way, Particularly In The Post-Independence Period, To Become One Of The Largest System Of Its Kind In The World. However, The System Has Many Issues Of Concern At Present, Like Financing And Management Including Access, Equity And Relevance, Reorientation Of Programmes By Laying Emphasis On Health Consciousness, Values And Ethics And Quality Of Higher Education Together With The Assessment Of Institutions And Their Accreditation. These Issues Are Important For The Country, As It Is Now Engaged In The Use Of Higher Education As A Powerful Tool To Build A Knowledge-Based Information Society Of The 21st Century.

The World Has Realized That The Economic Success Of The States Is Directly Determined By Their Education Systems. Education Is A Nation's Strength. A Developed Nation Is Inevitably An Educated Nation. Indian Higher Education System Is The Third Largest In The World, Next To The United States And China. Since Independence, India As A Developing Nation Is Contentiously Progressing In The Education Field. Although There Have Been Lot Of Challenges To Higher Education System Of India But Equally Have Lot Of Opportunities To Overcome These Challenges And To Make Higher Education System Much Better. It Needs Greater Transparency And Accountability, The Role Of Colleges And Universities In The New Millennium, And Emerging Scientific Research On How People Learn Is Of Utmost Important. India Need Well Skilled And Highly Educated People Who Can Drive Our Economy Forward. India Provides Highly Skilled People To Other Countries Therefore; It Is Very Easy For India To Transfer Our Country From A Developing Nation To A Developed Nation. The Current Study Aims To Highlight The Challenges And To Point Out The Opportunities In Higher Education System In India.

Keywords: Higher Education Quality Teaching System, OECD-IMHE Policy

I. INTRODUCTION

Indian Colleges And Universities Are Facing Major Changes As They Navigate The 21st century And Make Decisions That Will Not Only Impact Higher Education But Will Also Contribute To Our Country's Future Competitiveness In The Global Marketplace. India's Higher Education System Is The World's Third Largest In Terms Of Students, Next To China And The United States. In Future, India Will Be One Of The Largest Education Hubs. India's Higher Education Sector Has Witnessed A Tremendous Increase In The Number Of Universities/University Level Institutions & Colleges Since Independence. The 'Right To Education Act' Which Stipulates Compulsory And Free Education To All Children Within The Age Groups Of 6-14 Years, Has Brought About A Revolution In The Education System Of The Country With Statistics Revealing A Staggering Enrolment In Schools Over The Last Four Years. The Involvement Of Private Sector In Higher Education Has Seen Drastic Changes In The Field. Today Over 60% Of Higher Education Institutions In India Are Promoted By The Private Sector. This Has Accelerated Establishment Of Institutes Which Have

Originated Over The Last Decade Making India Home To The Largest Number Of Higher Education Institutions In The World, With Student Enrolments At The Second Highest (Shaguri, 2013).

This Article Examines Various Influences On Institutions Of Higher Learning As They Move Toward A Customer-Oriented Focus. It Also Stresses The Importance Of Balancing The Needs Of Various Customer Groups While Continuing To Serve As Purveyors Of Educated Human Resources In A Global Economy. This Article Identifies And Evaluates Outcomes From Efforts To Modify Quality Standards In Higher Education. While Change Is Unavoidable And Higher Learning Faces Difficult Choices, We Can Choose To Make Proactive Decisions And Become Agents Of Change. The Financial Obligations Of Running An Institution Today Are A Major Concern.

Education In Ancient India Was Highly Advanced As Evident From The Centres Of Learning That Existed In The Buddhist Monasteries Of The 7th Century BC Up To The 3rd Century AD Nalanda (Perkin, 2006).

In These Centres, Gathering Of Scholars-- Gurukula-- Used To Be Engaged In Intellectual Debates-- Parish Ads-- In Residential Campuses. A Few Of These Centres Were Large And Had Several Faculties. Historians Speculate That These Centres Had A Remarkable Resemblance To The European Medieval Universities That Came Up Much Later. The Ancient Education System In India Slowly Got Extinguished Following Invasions And Disorder In The Country. Till The Eighteenth Century, India Had Three Distinct Traditions Of Advanced Scholarship In The Hindu Gurukulas, The Buddhist Viharas, And The Quranic Madaras As, Before The British Set Up A Network Of Schools To Impart Western Education In English Medium (Perkin, 2006) The First Such College To Impart Western Education Was Founded In 1818 At Serampore Near Calcutta. Over The Next Forty Years, Many Such Colleges Were Established In Different Parts Of The Country At Agra, Bombay, Madras, Nagpur, Patna, Calcutta, And Nagapattinam. In 1857, Three Federal Examining Universities On The Pattern Of London University Were Set Up At Calcutta, Bombay And Madras.

II. HIGHER EDUCATION SYSTEM IN INDIA

The Higher Education System In India Grew Rapidly After Independence. By 1980, There Were 132 Universities And 4738 Colleges In The Country Enrolling Around Five Per Cent Of The Eligible Age Group In Higher Education. Today, While In Terms Of Enrolment, India Is The Third Largest Higher Education System In The World (After China And The USA); With 17973 Institutions (348 Universities And 17625 Colleges) Is The Largest Higher Education System In The World In Terms Of Number Of Institutions. The Number Of Institutions More Than Four Times The Number Of Institutions Both In The United States And Entire Europe. Higher Education In China Having The Highest Enrolment In The World (Nearly 23 Million) Is Organized In Only About 2,500 Institutions. Whereas, The Average Enrolment In A Higher Education Institution In India Is Only About 500-600 Students, A Higher Education Institution In The United States And Europe Would Have 3000- 4000m Students And In China This Would Be About 8000-9000 Students. This Makes System Of Higher Education In India As A Highly Fragmented System That Is Far More Difficult To Manage Than Any Other System Of Higher Education In World.

III. REVIEW OF LITERATURE:

Mckinsey (NASSCOM 2005), He Mainly Pointed Out That Those Employers Sharing Their Dissatisfaction With The Quality Of Graduates. There Are Jobs In The IT Sector, But Not Enough Qualified Engineers To Fill Them. National Knowledge Commission Report 2006 Pointed Out That The Existing Structure, Rather Than Development Of Accountability, Constrains The Supply Of Good-Quality Institutions Even As Extremely Regulating The Existing Institutions In The Wrong Places And Is Not Conducive To Novelty Or Creativity. These Findings Are Showed Up By Another Report Which Explains The Indian Higher Education Sector As: 'Over-Regulated And Undergoverned'. At The Same Time, Quantity Expansion Has Also Been Unbelievably Inadequate, Making The Challenges Threatening On Dual Fronts Of Quantity And Quality

According To The Team Lease Report, Well Over Half Of The 58 Per Cent, In Fact Of Young Indians Suffer From Some Degree Of Skill-Deprivation And Lack Of Adequate Facilities. The Study Also Showed That Non-Availability Of Courses, Inadequate Infrastructure Facilities, Inadequate Financial Resources, Lack Of Flexibility And Autonomy To The Institutions Among Others Have Injured Efforts In Improving The

Quality And Level Of Education, Employability And Employment. The Study Also Viewed That The Challenges Of Higher Education Been Caused Due To Low College Enrollment, Employability Crisis Of Unskilled Labor And Lack Of Flexibility Of The Education Sector. Twelfth Five Year Plan (2012-2017), This Report Suggested That Responsibility Indicators Designed To Make Sure Quantity Were Inhibiting The Quality Of Graduates, Particularly In Relation To Their Creative And Entrepreneurial Skills. It Also Pointed Out That Higher Education System In India Can Scale Up In Quality And Reach Only By Creating Competition With Clear Regulation. Some Of The Proposed Solutions Include Legitimizing Distance Education, Development Public-Private Partnership Models, Deregulating Higher Education And Change The Skill And Employment System.

IV. ASSURANCE OF QUALITY TEACHING

There Are In Fact, No Widely Accepted Methods For Measuring Teaching Quality, And Assuring The Impact Of Higher Education On Students Is So Far An Unexplored Area As Well” Moreover Argues That The Culture Of Measurement That Has Trivialized Teaching Excellence In Recent Years And The Language Of Business That Has Turned It Into A Product Need To Be Replaced By Appropriate Forms Of Judgment And Expression. Class Evaluation: - A Tool For Change And Identification Of Best Practices? One Of The Most Used Tools Today To Evaluate Teaching Quality And Identify Quality Teaching Is Undoubtedly Peer Inclass Evaluations. The Literature On Quality Teaching Recognizes Several Advantages To Peer Evaluations. Pagani (2002) Describes Peer Review As A Tool For Change, Allowing Individuals To Improve International Journal Of Scientific And Research Publications, Volume 4, Issue 1, January 2014 3 ISSN 2250-3153 Wwww.Ijsrp.Org Their Performance, Ensuring That Standards Are Being Met, And Helping To Identify Best Practices. Focusing On The Process And Not Merely The Outcome: - Erstad (1998) Points Out That Student Questionnaires Measure The Outcomes Of Teaching And Not The Process, Whereas Mystery Customers And Peer In-Class Evaluation Measure The Process Rather Than The Outcome. The Use Of Peer Evaluation May Be Preferred To That Of Mystery Students, Because Many Professors View Mystery Students As Threatening. A Common Conception Is That Their Use Is Linked To Disciplinary Action (Telford & Masson, 2005). Peer In-Class Evaluation May Promote Conformity, Hamper Teaching Innovation However, The Use Of Peer In-Class Evaluation May Also Not Be Free Of Risks. Cox And Ingle By (1997) Found That Peer Review Through Peer Observation Of Teaching Can Produce Conformity Of Teaching. Indeed The Professor Being Evaluated May Not Dare To Be Innovative. Or The Professor Evaluating His Colleague May Be Influenced By His Or Her Conservative Methods Of Teaching. Moreover, Bingham And Ottewill (2001) Recognize That The Assessment Of Peers Might Be Too Self-Congratulatory. According To Green (1993) The “Traditional Peer Review Based Assurance System” Is Currently Breaking Down, A Breakdown Which Is “Clearly” Correlated With “The Increasingly Market Orientated Culture Of Higher Education”. Evaluation Of Teachers’ Portfolio Another Possible Method To Assess Teaching Quality And Identify Best Practices Is The Use Of Teachers’ Portfolio. The Teacher’s Portfolio Evaluation Is A Valuable Technique Because It Is Based On Multiple Sources Of Evidence And Multiple Levels Of Scrutiny (Webb Stock, 1999). However, As It Was Noticed By Webb Stock, Who Was Working On The Assessment Of Teaching Quality At The University Of Natal, The Problem Is That It Is Difficult To Agree On Which Items Should Be Included In The Portfolio And On How Much Each Of These Items Should Be Waited. The Question Remains Whether Quantitative Weights Should Be Attributed To Each Item Of The Portfolio To Increase The Transparency Of The Process Or Whether This Would Transform The Portfolio Evaluation Process Into A Mechanical Task, Thus Hampering Teaching Creativity.

V. TEACHING POSITION

The Total Number Of Teachers Has Been Estimated To Be 14, 18,389. Out Of Which More Than Half About 61% Are Male Teachers And 39% Are Female Teachers. Taking Into Account All Types Of Institutions, Pupil Teacher Ratio (PTR) At All India Level Comes Out To Be 23 And 21 If Only Regular Enrolment Is Considered. In Case Of University And Its Colleges PTR Is Slightly Higher 24 And 21 Respectively. For International Comparability, GER Has Also Been Calculated Taking 18 – 22 Years Population And It Comes Out To Be 27.4 At All India Level.

VI. ISSUES AND CHALLENGES

The Major Challenges Of The Indian Higher Education Have Explained Here Under. However The Study Identified Five Areas Critical To Making The Indian Higher Education System That Financial Innovation, Innovation Use Of Information And Communication Technology (ICT), Reinvigorating Research, Thrust On Vocational Education And Training (VET), And Regulatory Reforms Are Potential –Game Changer’ For The Indian Higher Education System The Study Also Found That Very Low Per Capital Spends On Higher Education India. Lack Of Qualified Faculty Limited Funding For Hours For Research, Great Budgets And Research As Well As Poor Linking. The Study Found That Poor Quality Of Graduates – Lack Skills For Employability 10% Of Graduates And 25% Of Engineering Graduates Are Directly Employable. It Is Also Found That 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. It Is Also Fact That Education Is Become A Seller’S Market And Everybody Wants To Get More Profit Rather Than The Quality Education. Coming Up To The Next Increasing Number Of Students Going Abroad For Higher Education Which Is A Drain On Foreign Exchange Resources And Also On The Students And/Or Their Parents’ Finances. It Is Also Noticed That The Number Of Ph.D.S Produced Each Year Is Very Low – 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. The Study Also Found That The Top Institutions Have Demand Supply Gap Not Just In Terms Of Number Of Seats Available But More So In Terms Of Seats Available In Institutions Who Offer Quality Education.

VII. CONCLUSION

A Lot Of Commissions And Committees Appointed By The Government For Suggesting Reforms Have Also Pinned Upon Same Obstacles In The Indian Higher Education. It Is Also Important That The Way Attempts Have Been Made To Reform Secondary Level Education In Schools, Higher Education Needs To Be Reformed Too. The Universities The Maximum Required Facilities Expected By The Students, But They Cannot Utilize It On A Well Knit Way. Though These Are Clearly Positive Trends, The Indian Higher Education System Continues To Demonstrate Many Structural Shortcomings Which In Turn Create Challenges In Meeting Future Expectations. Inequity Is Also Pervasive In The System, With The Gers Of Women And Backward Castes Being Much Lower Than The National Average. However, Finally Achieving India’s 30% Gross Enrollment Ratio Objective By 2030 Plans Requires Solutions That Combine The Needs Of Policy Makers, Employers And Youth Expectations Of From Various Stakeholders – Students, Industry, Educational Institutions, Parents And Government.

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