



# QUALITY EDUCATION- A Study of the Indian Higher Education Quality Scenario and its various Perspectives

Gincy Varghese  
Research Scholar,  
Department of Management,  
The IIS University,  
Jaipur, Rajasthan (India)

**Abstract:** *Unlike many service driven sectors in India, Education especially higher education has emerged out to be a very important one. Higher education not only plays a vital role in building knowledge and fostering innovation and talent but also contributed to the development of socio economic growth of our nation. From last two decades, this sector has witnessed many changes in terms of policies, attitude of students and faculties, better infrastructure and other facilities which are at par with any global quality education. Still there are many loopholes which still remain in our education system. Quality education is not only related to providing a good infrastructure or providing practical knowledge to the students but it is a holistic development where the outcome of learning is long lasting and in relation with the real life situation. Even though India has come up at a recognized level all around the level when it comes to education standards it still needs improvement to attain a global education excellence. There are many factors which contributes to quality education which includes quality of teaching, more research based activities, being proactive to compete with international standards, involvement of student and faculty, providing an international platform to both faculties and students which will strengthen their confidence, the infrastructure, the reliability part, the academic syllabus and the accreditation part etc. The main aim of this paper is to highlight the loopholes and challenges faced by higher Education in India in the present scenario and the solutions which can be implemented by which the level of quality education can be improved in order to bring it at par with the global education network. This paper also throws light on the various regulatory bodies involved in providing higher education standards along with state and central government reforms who are working in order to improve the standards of higher education status in India.*

**Keywords:** *Higher Education, Quality, challenges, Issues, Recommendations.*

## I. INTRODUCTION

The higher education system in India is regulated by different bodies and at different levels. Some are funded by central government others through state and private bodies. Because of stagnated growth of the public sector, 63 percent of the total higher education is occupied by the private sectors along with the total enrolment ratio to be 52 percent. Despite of various new reforms and regulations being introduced in the education system India still lacks behind in terms of gender equality, enrolment ratio and reservation issues.

In terms of size as well as diversity factors India stands third largest country to have higher education system after China and United States. Talking about the number of Institutions, India is the largest. Even with all these positives Indian higher education still needs to look and work on few areas of improvement which will be discussed in this paper.

## II. INDIAN HIGHER EDUCATION

- ❖ The higher education framework in India is complex with many regulatory bodies involved. There are many institutions including Universities, colleges, Engineering, Management, polytechnic and institutions of national importance.
- ❖ The universities in India are divided in four categories which are Central, State, Private and Deemed.
- ❖ Central universities are funded by central government and central agency called University Grants Commission (UGC).
- ❖ State universities come under state legislature with many affiliated colleges.
- ❖ Deemed university is granted a deemed to be university on the recommendation given by UGC to MHRD.
- ❖ Private Universities are also established through state legislatures, they have to get the recognition from the UGC.



### III. REGULATORY BODIES INVOLVED IN HIGHER EDUCATION IN INDIA

#### 1. University Grants Commission:

This body was constituted in the year 1952 when the government of India needed a central agency in order to fund central universities. The main aim of this body was to promote and coordinate the university level education, maintain the standard of teaching and research in the universities, setting the minimum standard of education and monitoring the development of these universities.

#### 2. The All India Council of Technical Education:

Technical education is provided in the form of degree, diploma, and post graduate and hence it contributes to the socio-economic growth of the country. This body was set up in 1945 to promote the development of technical education in an integrated way.

#### 3. Medical Council of India (MCI):

This council was set up in 1956 under the Indian Medical Council Act and passes regulations related to course, duration of study etc of medical universities.

#### 4. Indian Council of Agricultural Research:

This council meets the needs of the agricultural institutes and their research based activities. This council also provides funds to state agricultural, central and deemed universities

#### 5. National Council for Teacher Education:

This council was set up under the Teacher Education Act, 1993. It passes plans and coordinates the development of teacher education in India.

### IV. REVIEW OF LITERATURE

*Ho and Wearn in (1996)* developed a model based on quality measurement related to Higher education institutions (HEI). According to them, the way quality is required in any sector or business same is the case with higher education. They explained the importance of TQM (Total Quality Management) in maintaining the quality in HEI.

*Samat, et al. (2006)* stated that TQM is explained by many as the major part of global advanced approach in relation to quality. It provides loyal customers and profit to the organization. *Ho and Wearn (1996)* applied the process of quality management on UK Higher Education system and described the reasons associated with the maintenance of quality with the conclusion that TQM is very important.

*Ho and Wearn (1996)* developed 5 types of gaps in the Higher education sector i.e, Gap1-Customers and their expectations and what management perceive customer's expectations to be Gap 2- management and their perceptions related to customers expectations to service quality specifications, Gap3- Service related quality specifications along with service delivery, Gap4- Service delivery and outer communications to customers, Gap5- What Customers expect and perceived service.

*Roland K. Yeo (2008)* describes the challenges of today's higher institutions is to identify and implement appropriate measurement tools that will determine the sustainability of quality.

*Harvey and Green (1993)* differentiate four types of definitions related to of quality teaching. Firstly, quality considered as "excellence". Secondly, quality defined as "value for money"- an institution which provides value for money also satisfies the demands of communal responsibility. Thirdly, quality viewed as "fitness for purpose"- the purpose served by the institutes and the last one is quality as "transforming" which transforms a student perceptions and thinking and relate it to real life situations.

*Argyris & Schön (1974)* establish that quality improvement in higher education institutes need to be a double-looped process. The first loop being "are the things being done right? The second loop deals with the question are we doing the right things.

### V. OBJECTIVES OF THE RESEARCH

1. To find out the issues and challenges faced by the Higher Education in India.
2. To suggest the possible solutions which will improve the quality of education in higher education.



## VI. DATA COLLECTION

The data is collected is based on secondary data available through journals, articles and websites.

## VII. ISSUES AND CHALLENGES

1. Even though institutes like IIT and IIM have been globally acknowledged in terms of standard of education they provide Indian Higher Education still faces a lot of challenges.
2. India is a country with as many institutes running across the country out of which many are providing courses and degrees without any affiliation or recognition from any authorized body
3. Importance of research based courses and facilities needs to be valued to compete with other parts of the world
4. Even though with a large number of population Indian enrolment Ratio in Higher Education still lacks by a large number
5. Investment in building a good infrastructure is less which includes highly updated libraries and laboratories and classrooms
6. The quality of faculty members is deteriorating as many fresh graduates without any prior teaching experience joins as faculties which hampers the quality of teaching
7. Employment opportunities are less due to which many post graduates and students from other prestigious institutes move abroad and also prefer to take up further career studies abroad.
8. There is a mismatch in the number of PhD's produced every year and the requirement of the academicians
9. Lack of motivation among the students also deteriorates the quality of education
10. Many higher education institutes are influenced by the political parties or politicians, people from financial backgrounds
11. Many times because of the reservation system and high fees structure many deserving candidates are not able to take up the course even though they crack the competitive exams.
12. Due to influence of political parties and other hidden factors , many times transparency is not achieved in the funding process of institutions
13. More concentration is laid on student learning while avoiding the faculty development part.

## VIII. SUGGESTIONS FOR IMPROVEMENT

First and foremost it is important to make build and develop talented pool of faculty members who not even have theoretical knowledge but also practical experience about the corporate sectors, business firms etc.

Advancement in technology is also required in this modern and digital world. The teachers should themselves be updated about the new technology related to education sector. Highly advanced teaching aids, projectors, laptops, computers can be used to deliver a good teaching experience.

Like many foreign universities, India can also go ahead and invest more on e – learning concept rather than sticking to the traditional method of teaching.

Updated curriculum need to be followed rather than the old ones. As the world is becoming small due to the connectivity of technology it is easy to stay updated regarding the international standards and practices.

Regular classrooms evaluation should be conducted in the forms of interviews or questionnaires which will help to take the feedback about the teaching quality of the faculty.

The policies and reforms formed should be taken up based on the overall scenario of student and faculty ratio.

The students should be motivated through scholarships and practical training. More of practical visits should be made.

More investments should be made related to research and development activities and more of innovative ideas should be used in order to make teaching an interesting experience.

Since the Indian higher education needs to meet the global standards it is important to know the practices, culture of other parts of the world for which more of cross cultural visits should be encouraged.

## IX. CONCLUSION

Even though from the time of independence India has come a long way in the development phase of the higher education in terms of quantity as there has been a tremendous growth in the number of institutions of higher education every year but the main concern of quality education is still missing.



To attain an international standard of quality it is important to bring about new reforms and take up initiatives which are in favour of building the quality of education in the higher education of India.

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