



Promoting Excellence in Higher Education in India

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Abstract:

For this colloquium, as a delegate among you, I exude my homily hortative expression on the topic ("Promoting Excellence in Higher Education in India") since thousands of years, our country has been stepping into the highest philosophical, endant, predominant, ponderous quality of education, serving to the saints, seers, and students of all the social Class. According to the ancient recodes of India, it had a lofty tradition and highly developed system of higher education as we compare with now modern university system the modern higher education system was setup in 1857, in Bombay, Calcutta, and Madras under the purview of British rule. In 1970's and 80's there has been a phenomenal growth in higher education in trams of quantity, not in quality. This unprecedented increase in numbers in a short span of fifty years coupled with unmatched increase in infrastructure, it caused to lead to dilution in standards, quality and excellence.

Key words: quality and excellence, Higher education, Challenges

Promoting Excellence in Higher Education

Internalization of Higher education has raised the critical issue of quality assurance. Quality is the defining element of this knowledge driven society. Quality makes the knowledge relevant to individual and social needs. Quality education is required today, to enable persons societies and nations to acquire the skills and competencies required for living meaning fully in a competitive globalize world. Madhu Sudan and Manjunathan Said, the Indian Higher education system, in essence, is universal in outlook and international in approach. Indian higher education system has already established linkage with international agencies such as UNESCO, common wealth of learning, SAARC and other UN Organization by coordinating Programms at a national and International levels through an apex advisory body the Indian National commission setup as for back as 1949

Firstly, let us consider the query, what is the quality? O.K. we are sure to be ready giving the answer as we know quality means an amount of sum or lump but we must consider of it, what type of it should be? It may be defined in terms of excellence, perfection, standards and value for money, competencies for work, consistence and relevance. The quality of knowledge society depends upon the quality of education it fosters. If we do not impose or impress the quality of education in the colleges or universities, there will be definitely, the problems prevail and penetrate into the students' society It is generally seen that increase the number in results is decrease in quality of education. Of let10.-E - every state is being setup colleges, Universities, Schools like seeding in wilderness. Such kind of education becomes scentless flower. In 1998, UNESCO setup Higher Education in developing countries. The developing countries contribute barely half of the world 80 million higher



education students of the 40 million higher education students in the developing world. Very few are enrolled in education programmes of a high quality

Today the world has come to nearby near for its sustenance and survival. So in India every colleges, University should produce the quality assurance in its education systems the growing concern for quality culture in Higher education the world over has spawned a problem of gigantic proportion for India, which needs to develop both quality and quantity of higher education. This needs for quality assurance thus I conclude my concept on the above symposium's topic.

Challenges of present higher educational system in India

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.

India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human

resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes.

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". It seeks to do so by a new emphasis on community based programmes and work on social issues. Concepts of access, equity, relevance and quality can be operationalised only if the system is both effective and efficient. Hence, the management of higher education and the total networking of the system has become an important issue for effective management.

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. A series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country. There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realities based on competition and increased mobility of students and workforce.

Time to time system influenced with new challenges and government taken a major role to build the system. But there are many challenges always faced by the government. Some of the leading challenges before the higher education system are continuous upgradation of curriculum to keep in pace with rapid growth of science and technology; globalisation and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; developing

a meaningful and purposeful inter-face between the universities, National Research Laboratories, industries, government and society, etc. ICT in higher education policy may not be able to completely overcome all these challenges though it may play a role in information and resource sharing.

There are so many people in various parts of country which are still out of reach. This is when we have emphasize more on our education programs and made our system reachable to all areas. Government has to rethink on these areas to implement more on the policies. Money also plays a vital role for the education system which needs to be unique for all globally recognized syllabus and curricula.

Central government prepares policies and plan while responsibility of State government is run those policies on ground. The standard education facilities are higher in the states which are much rich. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to students. But we know there is always increase in the fund for the education system but never implemented in that area. So we have to work in this area. Government tries to make different policies which are implemented but quality never checked. Majority of fund goes in the pockets of officials working for this. There is a vast need to improve the quality and standards.

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. Our governments trying for various challenges faced but no one is doing well for that. Government came and goes but system remains intact.

Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. I believe that opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even where facilities exist, there is a lack of information about the same.

Conclusion

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. They are not capable enough to produce new technology. There is a great need to revolution in higher education. These are just some challenges which should cover all the aspect in the present scenario of education and we have to implement hard on them. This needs for quality assurance thus I conclude my concept on the above symposium's topic.

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