

Present Scenario of Higher Education in Indian System of Education: A Need to Improve Its Quality

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ABSTRACT

Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system. In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas. The fact that our higher educational institutions are churning out millions of graduates who are unemployable speaks of the need for improving the quality of education in our country. In the present paper an attempt has been made to figure out the existing defects in the present system of higher education in India and what measures should be taken to improve the quality of higher education.

KEYWORDS: Defects and quality of higher education, Indian system of education.

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INTRODUCTION

The introduction of a systematic higher education was the contribution of the British period. During the administration of the East India Company, it came to be felt that administration could not be carried on without education. Hence, some colleges were established. The importance of this period can be gauged from the fact that on the 18th page of the Hunter Commission's report, this period is referred to as the age of colleges. The fact that our higher educational institutions are churning out millions of graduates who are unemployable speaks of the need for improving the quality of education in our country.

The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use

of resources, producing uniquely educated, highly satisfied and employable graduates. This view of determining Quality in higher education, popularly termed as the "value-addition" approach, does not measure the competencies students develop through the courses offered. The competencies are recall, understanding, and problem solving. "Recall" amounts to a competency of gaining knowledge by way of reading, viewing, listening, assimilating, and demonstrating it when required. "Understanding" is comprehension, which requires explanations and vocabulary development, and demonstrating it by giving ideas, predict, and evaluate cause and effect. The competency of "problem solving" can be developed by solving text-book type of problems and the expertise so developed can be used in handling real-life situations. The students should understand and accept these concepts, and the level of competency they are expected to attain should also be defined in consultation with them.

Higher education is perceived as an important form of investment in human capital development. Higher education institutions are charged with formation of human capital through teaching, building knowledge base through research and knowledge development, and dissemination and use of knowledge by

interacting with the knowledge users (Okwakol 2009). Higher education is becoming increasingly competitive in terms of students, staff and resources. Because of the increasing demand for access to it by the masses, it has shifted from being the service of elite that it was, to a service open to the masses. Until 1987, for instance, there was only one public University in Uganda with about 10,000 students; today there are five public and about 24 private Universities with a total of over 300,000 students (Okwakol 2009). Quality is an issue that cannot be avoided in education at present and what institutions do to ascertain quality turns out to be most important and effective of all efforts and initiatives. However, the entry of “private” providers of high education, coupled with crying voices of declining government funding to public institutions is a response to the increasing demand for higher education that has caused decline in the quality of graduates (Basheka, Muhenda and Kittobe 2009).

The quality of higher education is affected by the 4 Cs forces: i) The changing University customs characteristics, ii) Increasing competition, iii) Rising costs, and iv) The impending crises. To understand these forces, institutions of higher education need to continuously improve and strengthen themselves or else they cease to be centres

of academic excellence (Mpaata 2010). According to Ronald Barnett (1992), there are four predominant concepts of higher education:

- i) Higher education as the production of qualified human resources: In this view, higher education is seen as a process in which the students are counted as ‘products’ absorbed in the labour market. Thus, higher education becomes input to the growth and development of business and industry.
- ii) Higher education as training for a research career: In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this view point is more about research publications and transmission of the academic rigour to do quality research.
- iii) Higher education as the efficient management of teaching provision: Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by

improving the quality of teaching, enabling a higher completion rate among the students.

- iv) Higher education as a matter of extending life chances: In this view, higher education is seen as an opportunity to participate in the development process of the individual through a flexible, continuing education mode.

The quality of higher education is a hot topic, especially as students around the world are asked to pay more towards their own education, and expect to get what they pay for. In addition, league tables, both national and international, have come to dominate discussion, with several governments, and many institutions, setting themselves the goal of improving their ratings. There are assumptions that are being made about what counts as quality, and what the traditional purposes of universities are. But with the growth of mass higher education, and the rise of student centred approaches to learning and teaching, it has become increasingly clear that high quality education is education that meets the needs of the student at that particular moment, and promotes their future development. After examining a range of different approaches to the quality of higher education and its measurement,

develops an approach to benchmarking and quality enhancement that is better suited to the ethos of individualised learning, and uses it to critique the philosophies that have dominated debates about quality to date. It will be of interest to scholars of higher education, but also has something important to add to debates that engage policy makers in higher education. It provides a background to the historical development of universities which might help postgraduate students add new members of faculty understand the process in which they are engaged.

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously. Considerable consensus exists around the basic dimensions of quality education today. Quality education includes: learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for

life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Harvey and Green (1993) argued that there could be five discrete but interrelated ways of thinking about quality. Harvey (1995) provides the following brief overview of the five categories: (a) exceptional view of quality, (b) Quality as perfection, (c) Quality as fitness for purpose, (d) Quality as value for money, and (e) Quality as transformation.

The exceptional view of quality sees quality as something special. Traditionally, quality refers to something distinctive and élitist, and, in educational terms is linked to notions of excellence, of 'high quality' unattainable by most.

Quality as perfection sees quality as a consistent or flawless outcome. In a sense it 'democratises' the notion of quality and if consistency can be achieved then quality

can be attained by all.

Quality as fitness for purpose sees quality in terms of fulfilling a customer's requirements, needs or desires. Theoretically, the customer specifies requirements. In education, fitness for purpose is usually based on the ability of an institution to fulfil its mission or a programme of study to fulfil its aims.

Quality as value for money sees quality in terms of return on investment. If the same outcome can be achieved at a lower cost, or a better outcome can be achieved at the same cost, then the 'customer' has a quality product or service. The growing tendency for governments to require accountability from higher education reflects a value-for-money approach. Increasingly students require value-for-money for the increasing cost to them of higher education.

Quality as transformation is a classic notion of quality that sees it in terms of change from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge.

Moreover, higher education is increasingly seen as an investment that should contribute to national prosperity in

the long term. Therefore the return on the investment must be good (Yorke, 2000). Quality assurance in higher education has also become a focus of attention for private universities (Jones, 2003). Students - who are increasingly paying tuition fees- might now be considered as “clients” of higher education institutions (Telford & Masson, 2005). Students are therefore also very concerned about the quality of the lectures they pay for. As the “culture of higher education” has become “increasingly market-oriented” (Green, 1993), external demands for quality of teaching have increased.

Existing Defects in the present educational system

The present educational system is quite unsuitable for the needs of free India. Here serious thought has been given to this vital problem time and again. It is a matter of common knowledge, that our students are taught even those subjects in which they have no interest at all. Consequently, there is much waste of time and energy. Many of the educated youths remain misfits in their practical life owing to their defective education. It will, therefore, make it compulsory that psychological tests be introduced in schools and colleges. This will enable students to choose

subjects of their choice. They will have planned careers from the very beginning, instead of chance careers.

Now-a-days there is over-crowding in the classes. The teacher pupil ratio is very high. Teachers fail to recognize even the faces of their students. There is no personal touch between the teacher and the taught. This is responsible for the growing indiscipline among students. Our education is examination ridden. The ability and work of the teachers is judged by the percentage of passes. Students read only that much as is likely to help them to pass the examination. Easy and short-cut methods are popular with them. They do not get any real knowledge. They do not develop any interest for serious study. Books do not attract them. The main cause of the failing educational standard is the undue importance given to examinations. The method of recruitment of teachers is very unsatisfactory. Instead of the merits and qualifications of the candidate, religion and caste are considered more important by selection bodies. This sort of sectarian and communal mentality is proving injurious to the nation. The present Higher Education Public Service Commission for the selection of teacher is a move in the right direction. But considerable improvement in its functioning is needed. At present there is a

wide gulf between the practical life and the education which is given to students. While living within the four walls of schools and colleges, they feel as if they were living in paradise. But when they enter in actual life, their rosy dreams are shattered. They go from door to door in search of service and return disappointed. This defect will have to be removed. Purely theoretical education should not be given. Vocationalisation of education is urgently needed and I will do my best to make it a reality.

One of the reasons for poor quality of education is the poor quality of teachers in government schools. Government schools are unable to attract good quality teachers due to inadequate teaching facilities and low salaries. The government currently spends only 3% of its GDP on education which is inadequate and insufficient. To improve the quality of education, the government needs to spend more money from its coffers on education.

Now-a-days, there is mass production of graduates and post-graduates. They are only fit for clerical jobs. When they do not get service, they aggravate the problem of educated unemployment. This evil will be removed by opening more and more technical and vocational institutions.

At present there is no arrangement for moral and religious education of the young men and women who come to the universities. Nothing is done to build-up their character. The result is that India has become a nation of corrupt people. 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 emphasized 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. Take a look on our constitution which says that this is the responsibility of central and state government to build good education system. For that we need to have funds. But despite there was a large expenditure on the funds every year on Education where the fund goes and our system remains intact. 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. It is believed 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.

There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with 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.

Measures to improve the quality of higher education system:

Certain policy measures need to be taken by the government. The basic thrust

of government education spending today must surely be to ensure that all children have access to government schools and to raise the quality of education in those schools. One of the ways in which the problem of poor quality of education can be tackled is through common schooling. This essentially means sharing of resources between private and public schools. Shift system is one of the ways through which common schooling can be achieved. The private school can use the resources during the first half of the day and the government school can use it during the second half. It is important to remember that the quality of education is directly linked to the resources available and it is important for the government to improve resource allocation to bring about qualitative changes in the field of education. Common schooling is one of the ways in which government can use limited resources in an efficient way and thus improve resource allocation. If the higher education sector is to take on the emerging competition from the Asian countries, there is a need to loosen the hold of the government over the higher educational institutions. For this the government has to initiate the following measures:

1. Towards a Learning Society- As we move towards a learning society, every

human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.

2. Industry and Academia Connection- Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).

3. Incentives to Teachers and Researchers- Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

4. **Innovative Practices-** The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research innovation-growth linkage.

5. **To mobilize resources-** The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and declining resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidised and fully subsidised education.

6. **Coming of Information Age-** The world is entering into an Information Age and developments in communication, information and technology will open up new and cost-effective approaches for providing the reach of higher education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast-

changing nature of occupations, and lifelong education. Knowledge, which is at the heart of higher education, is a crucial resource in the development of political democracy, the struggle for social justice and progress towards individual enlightenment.

7. **Student-Centred Education and Dynamic Methods-** Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

8. **Public Private Partnership-** Public private partnership is most essential to bring in quality in the higher education system. Governments can ensure public private partnership through an appropriate policy. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards public private partnership.

Funding to NRLs by the government should ensure the involvement of institutions of higher education engaged in research activities to facilitate availability of latest sophisticated equipment. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels. However, this needs to be intensified with appropriate attention to all the aspects related in order to prepare quality and sufficient number of educational staff. Such efforts need a very serious structuring for the research base institutions. We have to be optimistic that private-public partnership and the Industry interface will take place in the field of education at all levels, and particularly in the backward regions, which is the need of the hour. To achieve excellence, we thus need to create a real partnership between government, educators and industry—Partnerships that can provide our high-tech industries with skilled workers who meet the standards of their industry.

9. To Provide Need Based Job-Oriented Courses- All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and

humanities or literature should be introduced so that such courses could be useful for the students to do jobs after recruitment in some companies which would reduce unnecessary rush to higher education. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships. Finally, based on knowledge only vision of the future life and work can be had; based on this vision only a broad ambition can be fixed for oneself; and based on this ambition only one can lead interesting life doing satisfying job to do remarkable achievements in some field in the world.

10. International Cooperation- Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on

international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

11. Towards a New vision- India realizes, like other nations of the world, that humanity stands today at the head of a new age of a large synthesis of knowledge, and that the East and the West have to collaborate in bringing about concerted action for universal upliftment, and lasting peace and unity. In this new age, great cultural achievements of the past have to be recovered and enriched in the context of the contemporary advancement so that humanity can successfully meet the evolutionary and revolutionary challenges and bring about a new type of humanity and society marked by integrated powers of physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual potentialities.

12. Cross Culture Programmes- After education, tour to all the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

13. Action Plan for Improving Quality- Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring

quality in all aspects of academic activities. The self-finance colleges should come forward for accreditation and fulfill the requirements of accreditation. Universities and colleges should realise the need for quality education and come forward with action plan for improving quality in higher educational institutions.

14. Individuality- The life of one will not be interesting but rather boring, monotonous and frustrating. This is mainly due to parental interference in the education of the children. Parental guidance is necessary but it should not interfere in the creativity or individuality of the students. Also, in spite of the obsolete type of education system, some are achieving wonderful things in Sports, Music, Dance, Painting, Science and Technology in the world. This is only due to the encouragement of the parents and some dedicated teachers in the educational institutions. Higher education is necessary for one to achieve excellence in the line one is best. But one should be selected for higher education on the basis of merit only. Further, fees for education in general should not be high; especially, the fees for higher studies should be within the reach of every class of people in the nation.

15. Privatization of Higher Education- In any nation education is the basic necessity for the socio-economic development of the individuals and the

society. In reality only 20% of the population is educated in India. So, improved standard of education as first priority should be offered to the majority by the govt. authorities with sincere political will. Also, privatization of higher education is absolutely necessary in a vast country like India as government alone is helpless to do so.

16. Quality development- Quality depends on its all functions and activities: teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipments, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions: exchange of knowledge, interactive networking, mobility of teachers and students and international research projects, while taking into account the national cultural values and circumstances. The level of education and knowledge being imparted by many colleges...is not up to the mark. Instead of concentrating on quantity, these institutions should concentrate on quality. The approach of doctoral research in social sciences needs to be more analytical and comparative and be related to society, policy and economy. A study conducted on Social Science Research Capacity in South Asia (2002) showed that the share of the Indian universities in the special

articles published in the Economic and Political Weekly was only about a 25 percent. This too was dominated by only three universities, namely- Jawaharlal Nehru University, University of Mumbai & University of Delhi.

17. World Class Education- Indian government is not giving priority to the development of Standard in education. India should aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it should adopt uniform international syllabus in its educational institutions.

18. Personality Development- Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunities for the educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for

peace, prosperity and progress by able and skilful men.

19. **Status of Academic Research Studies-**

If we see the number of researchers engaged in Research and Development activities as compared to other countries we find that we have merely 119 researchers, whereas Japan has 5287 and US has 4484 researchers per million of population. Even in absolute terms, number of researchers in India is much smaller compared to US, China, Japan, Russia, and Germany. Numbers of doctoral degrees awarded in all subjects are 16, 602 out of which 6774 are in Arts and 5408 in science and rest in others (professional subjects). India has a little over 6000 doctorates in Science and engineering, compared to 9000 in China and 25000 in US. It increased rapidly from a little over 1000 in 1990 to over 9000 in recent years in China. In comparison, there has been a modest increase in India. National Science Foundation (NSF) - Science and Engineering Indicators (2002) shows that in the US, about 4% of the science and engineering graduates finish their doctorates. This figure is about 7% for Europe. In India this is not even 0.4%. Data on doctorates particularly in science, engineering and medicine suggests that only a few institutions have real research focus. In engineering there were merely 650 doctorates awarded in 2001-02. Of

these 80 percent were from just 20-top universities. In science, 65 percent of the doctorates awarded were from the top-30 universities.

20. Stipends to Research Fellows- The number of Ph.Ds from Indian Universities should increase with proper standards. This should be seen in the context of extremely low fraction of Ph.Ds in India in relation to M.Sc./B.Tech., as compared to what it is in USA, UK, Germany, Japan etc. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships Identifying talented, meritorious students and encouraging them through recognition is very important to attract students into research and teaching.

21. Fair Quality Assurance System- Colleges and Private institutes should set up Internal Quality Assurance Cell and must follow a minimum standard to give degrees. The quality assurance system must be independent of political and institutional interaction and it must have a basis in the legislation. There should be operational, financial and academic autonomy coupled with accountability. There is a need of an independent accreditation agency with a conglomerate of government, industry, academia, society etc. means all stakeholders of the education to ensure that the stakeholders

particularly the students are not taken for a ride. They should be able to know whether a particular institution delivers value or not, then things can be under control to some extent. It is also important that all institutes of higher learning must make public the acceptability of their courses and degrees. (i.e. the status, recognition and acceptability of their courses by other institutions).

22. To increase Quantity of Universities-

We need more universities because we are more in number and present number of universities is too less. On 13th June, 2005 Government of India constituted a high level advisory body known as National Knowledge Commission (NKC) to advise the PM about the state of education in India and measures needed to reform this sector. It was headed by Sam Pitroda and submitted its report in November 2007. NKC has recommended setting up of 1500 universities by 2015 so that gross enrollment ratio increases to 15 percent. It has also called for establishing an Independent Regulatory Authority for Higher Education (IRAHE) to monitor the quality of overall higher education in India.

23. Examination Reforms- Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous

assessment of student's performance in learning should be implemented

24. High-tech Libraries- Our university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

Conclusion

Keeping in view the rapid change that is taking place in the society, higher education should possess various qualities like, it should give students confidence and ability to take responsibility for their own continuing personal and professional development, prepare students to be personally effective within the circumstances of their lives and work; and promotes the pursuit of excellence in the development, acquisition and application of knowledge and skills. Government should take certain appropriate policy measures to improve the education system otherwise inequalities are going to be widespread and India's basic capabilities will remain underdeveloped. Let us strengthen the case for a stronger education system. After independence, there has been tremendous increase in institutions of higher learning in all

disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts. Report of the National Knowledge Commission if implemented can help boost education sector in India. We are moving towards an

era which would be defined by the parameters of knowledge and wisdom. India in order to become a developed nation by 2020 and knowledge power by 2015. The decisions that are going to be taken on these are likely to hold the key to India's future as a centre of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. According to Prime Minister of India Dr. Manmohan Singh *'The time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building'*. We need an educational system that is modern, liberal and can adapt to the changing needs of a changing society, a changing economy and a changing world. The thrust of public policy for higher education in India has to be to address these challenges. However, one university can't make much difference. If the government welcomes more such initiatives, the future will be ours. We will be able to match and compete with other countries and the dream to be the world's greatest economy won't be difficult to achieve.

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