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Challenges and Scope of Improvement of Quality in Higher Education in India

Prasanta Kumar Majhi[1]

Abstract:

The new social realities, particularly the interplay between democratization of education; unprecedented developments in information and communication technologies; emergence of knowledge society and globalization greatly influences the educational process of all societies.

In this context, quality of education assumes an added importance and becomes the primary concern of all the stakeholders in education.

The modern society focuses on creating, sustaining and improving the quality of life. Therefor good higher education is that which optimally contributes to the betterment of quality of life.

The time is changing very fast. Globalization, Liberalization and Privatization have shifted the focus of education on quality.

The communiqué of the world conference on Higher Education 2009 States that "Quality criteria must reflect the overall objectives of higher education, notably the aim of cultivating in students critical and independent thought and the capacity of learning throughout life. They should encourage innovation and diversity.

"The old order changeth yielding place to new"

Change is the law of nature. Nature always offers scope for improvement, betterment and enlargement challenges are the integral parts of growth and progress. Yet we have to search for the scope of improvement.

In every walk of life there's an immense scope and possibility to improve the quality in Higher Education.

I. INTRODUCTION

The dictionary meaning of quality is "degree of excellence "and superiority in kind".

Delmore and E. Shakher (2002) defined quality as the degree of excellence of entire educational experience. According to G. Harmann and V. Meek (2000) quality in the context of higher education can be defined as judgement about the level of good achievement and the value and worth of that achievement.

Quality is an enigmatic concept. It is perplexing to define and often difficult to measure. The idea of Quality of one person often conflicts to that of another person.

In ancient India , Quality in education has been depicted in terms of its impact. "Sa Vidya Ya Vimuktaya"ie. that which liberates human beings from narrow bondages in Quality Education . Again it says "Vidya Vinayen Shobhate , i,e. Quality Education makes a scholar modest .Quality in Education was maintained by adopting measure like admission on the basis of leaning potential , subject selection based on individual talent , interest and ability

Quality of higher Education can be improved considerably through extension and optimum use of audio-visual technology, computers and intent networks. .

II. APPROACHES TO QUALITY

Quality management has four basic components:-
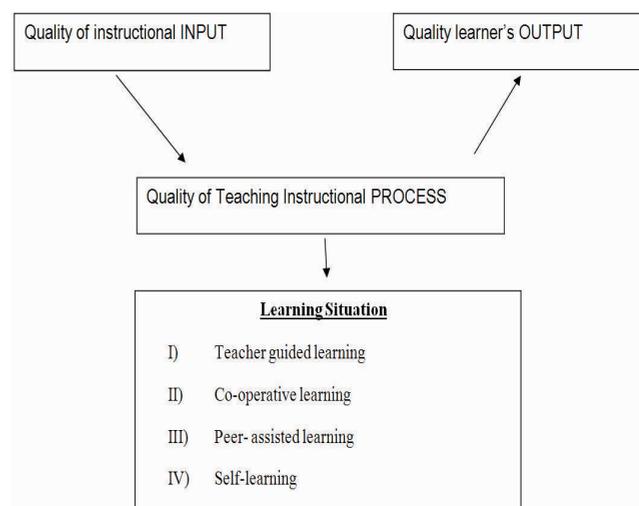Quality Planning

Quality Assurance

Quality Control

Quality Improvement

Quality management is that aspect of the overall management function that determines and implements the quality policy.

III. PARAMETERS OF QUALITY

[1] HOD, Manbhum Institute of Education & Social Science, Purulia.W.B,   Email id: prasantakumarmajhi573@gmail.com

IV. CHALLENGES OF QUALITY IN HIGHER EDUCATION

The main problems and challenges of higher education at present in India as follows-

- Lack of flexibility in Higher Education
- Low confidence level of students
- Lack of strategic planning.
- Lack of advance teaching strategies, teaching methodologies and various tools.
- Lack of qualitative and quantitative infrastructure.
- Lack of research.
- Lack of cooperation among colleagues
- Big gap between the syllabus at senior secondary level and at UG degree level and in some cases there is repetition of course contents
- Lack of Quality books.
- Orientation and refresher courses are not serving any purpose except a mandatory requirement for higher grades
- Lack of Quality and quantity of Human Resource in Education sector
- Low Enrolments at Higher Education
- Low employability
- Lack of guidance and counseling
- Defective system of Examination and Evaluation procedure
- Target less and defective education
- Lack of proper leadership in educational administration
- Low level of teaching.
- Lack of proper academic facilities
- Problem of medium of Instruction.
- Lack of Job oriented courses- technical and professional.
- More concentration on theory than practical.
- Non- productive research being conducted.
- Lack of planning at institutional level
- Lagging quality of curriculum due to lack of enthusiasm in revision and development of new curriculum.

V. HOW TO IMPROVE QUALITY IN HIGHER EDUCATION

1) Leadership and commitment of top management plays a significant role in quality improvement.
2) Creating an environment for learning and staff development is crucial to do tasks right every time.
3) Adopt new philosophies and technologies.
4) Encourage new work and participatory management.
5) Develop a communication strategy to report progress and results.
6) Recognize the efforts of staff without creating a competitive environment.
7) Encourage quality circles and culture of quality (Mishra, 2006).
8) Offers the opportunity of higher education to all these who have the potential to benefit.
9) Meets the developing needs of students for new modes of study and delivery of courses as well as leaving support.
10) Employs sufficient staff of the right caliber to achieve its missions and which recruits, develops, retains and rewards them adequately.

11) Syllabus of all subjects of all universities in state up to UG level be same and if possible there should be uniform syllabus at national level for UG classes. The Joint Syllabus Designing Committee (JSDC) most consist of teacher's of high reputation from universities, colleges.
12) Without reading quality books one can not understand the true concept of a subject. Therefore Quality books plays a significant role in quality improvement.
13) Teachers Training Institute (TTI) can train the teachers about latest techniques of teaching. Power Point presentation, education through EDUSAT.
14) The Choice Based Credit System (CBCS) has more flexibility and meritorious student can earn more credit than others in a subject of his/her choice.
15) Each University should have its own Human Resource Evaluation Centre (HREC) so that examinations can be constructed at district level by State Govt.

VI. QUALITY ISSUES IN HIGHER EDUCATION

a) Need Based and qualitative curriculum.
b) Supervision and Monitoring.
c) Research and Development.
d) Qualitative Improvement of Teachers .
e) Inculcation of values.
f) Use of ICI
g) Quality Academic Planning and support.
h) Stimulation of Academic Environment.
i) Quality Infrastructure.

VII. RATER MODEL FOR HIGHER EDUCATION

RATER model to achieve quality in higher education.

The figure below shows the RATER model for achieving quality in education.

Parameters are-

- Reliability
- Assurance
- Tangibles
- Empathy
- Responsiveness of the education system can lead to quality of higher education.
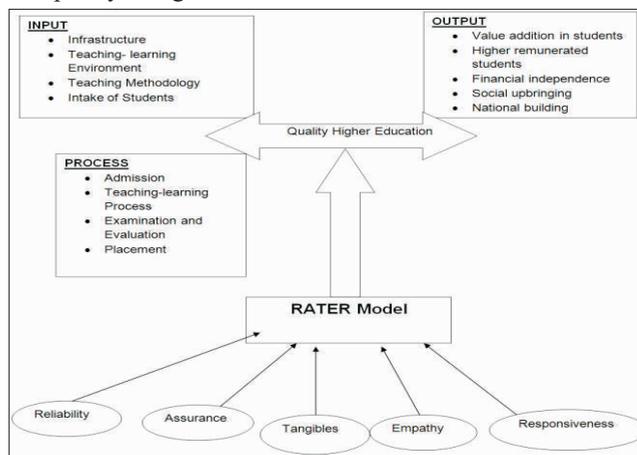
RATER Model for qualitative Higher Education

VIII. CONCLUSION

In the present Scenario when the entire world is undergoing a very rapid change in Education specially in Higher Education, I am of the opinion that Education must have a cohesion with the growing demand of the mass. The Intellengtia and the Intellectual class should have a focus on the eradication of all the problems which hamper the growth, cultivation, and encouragement of Quality in Higher Education.

I thus, conclude that Education as a global issue requires a lot of fours on the means and measures for the improvement of quality. As a matter of fact, quality is of utmost importance in every sphere of life. Qualitative approach leads to quality. Keeping in view all the elements, factors, measures and principles I feel that the aforesaid techniques would effective and will beget beneficial effects to improvement of quality in Higher Education.

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