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The Quality of Indian Higher Education

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Abstract: *The general situations of the Indian higher education is far from satisfactory. The graph of higher education is increase day by day in India. The system of higher education is build concrete in India after the freedom of India. It was run by Britishers of their University system. Now Government of India doing well planning, funding and monitoring on the higher education its result is abroad students are also attracted towards India for take a higher education.*

Keywords: *examination system, teaching materials, Curriculum, graduates, Colleges.*

I. INTRODUCTION

There is general agreement that the state of Indian higher education is far from satisfactory. The overall impression amongst laypersons is that standards are deteriorating and that the knowledge and skills imparted to the needs of society (Alladin, R., 1992). The failure of the system to deliver the goods has been attributed to a number of maladies including its colonial roots, the failure to control unplanned expansion, perennial shortage of funds, flexible academic structures with an antiquated examination system, resistance to change from all its constituents, activism on campuses, highly politicized and bureaucratized systems of management, pressures from politicians and special interest groups, the distancing of the universities from society, and a general lack of concern (Altbach, 1993; Chitnis, 1993; Daillant, G. 1990). The truth, however, is that there is great variability in the standard of education provided by Indian academic institutions. Centers of undoubted quality, like the Indian Institutes of Technology, and some well-known universities in the metropolitan areas coexist with colleges that are best classified as sub-viable. (Ben-David, J. 1968), The overall situation has been described as that being of the existence of islands of excellence in a sea of mediocrity (Bertilsson, M. 1993).

The dominance of mediocrity has become a matter of serious concern. Over the years the University Grants Commission, which has been assigned the responsibility of ensuring qualitative development of education, has undertaken various measures for improving quality. These include;

Established minimum standards of direction for grant of first degree through formal education, and through the distance mode.

Introducing a College Science Improvement Programme (COSIP) and a College Humanities and Social Improvement Programme (COHSSIP) under which financial assistance is granted to principally undergraduate institutions for development of teaching and learning capabilities through curriculum development and for procurement of equipment, teaching materials, and books and journals.

Recommend a programme of the Committee for concrete of infrastructure in Science and Technology (COSIST) under which assistance is given to selected departments, in universities, for acquiring artificial and expensive equipment necessary for internationally competitive research.

Initiate a Special Assistance Programme (SAP) under which selected departments, in universities are provided support at three levels, namely as Department of Research Support (DRS), Department of Special Assistance (DSA) and Centre of Advanced Study (CAS).

Encourage and improvement of research programme by making provision for grants for major and minor projects and by instituting research associateships, career awards, visiting associateships and fellowships for senior teachers (Government of India 1966, 1985, 1986).

Setting up Curriculum Development Centres for developing model curricula and new creation of curricula at both undergraduates and postgraduates levels (Government of India 1950).

Establishing Academic Staff Colleges for staff development through orientation courses and refreshers courses, it needful for the all teachers

Granting of autonomy to selected colleges (Autonomous Colleges) in order to facilitate their undertaking innovations in areas like restructuring of courses, curricula developments, teaching, learning process, evaluation process and develop a applied courses.

Supply of economical assistance for the arrangement of the development of computer facilities and computer education, and for establishing of computer centers which need of new era of modern education.

Establishing of University Science Instrument Centers (USIC) for training and demonstrations of experimental scientists, and for creating the interest amongst new students in recent advances in science and technology. Setting up of autonomous Inter-University Centers for facilitating advanced research and modern technological educations.

The effect of those measures to improve quality is, however, only marginal. This is because the quantum of assistance is not large and, more importantly, available to only a limited number of colleges and universities. Only about 140 of the 176 traditional universities/institutions, and about 4500 of the 8000 odd colleges, receives grants from the University Grants Commission. The others are left out as they do not fulfill the minimum requirements. The left-outs are the 'sub-viable' institution whose need is the greatest. If the overall standard of education is to improve, much greater attention needs to be paid to our undergraduate programmes in the liberal arts in which 88% of our students are engaged. Bachelor degrees in Arts Commerce Or Science so not count much in the employment market. In order to make these programmes more meaningful, an ambitious programme of vocationalisation of courses, by including an applied component, has been launched by the University Grants Commission. By the end of 1996-97 about 700 colleges in 30 universities were proposed to be covered. The underlying idea is to produce graduates who meet the requirements of potential employers or acquire the competence to start out on their own. However, it is to be seen whether the introduction of applied aspects in a limited way can achieve the desired objectives. Past experiences have not been encouraging.

The different commission and committees that have reviewed Indian education have stressed the need to maintain quality in education and research. The Ramamurti Committee, for example, has emphasized: "The quality of higher and technical education in the country is to be improved in real terms not only to make them more relevant to our society as it is, and as it is envisaged, but also to cater to the needs of competitive industry, indigenisation of technology, including research and development therein, and their application". The 'Programme of competitive Action', emanating from the National Policy on Education, 1986, called for the development of assessment and accreditation mechanism for maintenance of standards. Accordingly the All India Council for Technical Education has set up the National Board of Accreditation and the University Grants Commission, the National Assessment and Accreditation Council. Accreditation by these is voluntary, but looking at the slow progress, it is time that the funding agencies clearly specify that in the future all special funding by them will be dependent on the grant of accreditation by these agencies.

II. MATERIAL AND METHODS

Material is collected from the various educational sources, agencies, like Central educational department, University grant commission, University acts, Indian University rules.

III. RESULT AND DISCUSSION

The Department of Higher Education of India is responsible and service provider for the overall educational development of the basic infrastructure of Higher Education sector in terms of policy and planning. Due to a planned development process, the Department looks after expansion and growth of access and qualitative and quantitative improvement in the Higher Education, through world class Universities, Colleges and other educational Institutions.

As the higher education system is likely to grow rapidly after the freedom of India and it is essential for development of India. The Department has established a centralized portal to provide some basic information to the students and their parents and guardians in a manner that is useful for them for their decision making, compare with world's quality of education. The Student Portal will be developed on the basis of students data.

IV. CONCLUSION

Strengthening to the India by expansions of higher educational policy of Government of India. It is proved that official Statistical system. The Education Statistics show the improvement of quality and quantity of taking Indian students higher education. The quality and performance of education sector and regional divergences across the country. The higher education encouraging all producers to adopt common geographic referencing and coding standards to provide knowledge for production sectors. Developing techniques are provide new modern higher education that reduce burden hard workers. The Ministry higher education and other agencies such as University Grants Commission, All India Council for Technical Education, National University of Educational Planning & Administration, Medical Council of India, State Government Departments, Examination Boards etc. are involve the improve the quality of higher education in India. Its are benefiting students of India as well as abroad students also like Kenya, Yemen, Nepal, Afganistan, Manmaar, Shrilanka etc.



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