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## **Educational Excellency by Improving Quality in Higher Education**

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Nothing else to established against the ultimate truth of development against society, education is the nuclear part. Education is the potent factor for development of any Nation and Technical Education plays vital role for shaping the foundation of the society development. It's a well-established fact that, India is going downhill in science education and research, despite of relative huge increase in funding and being the major technical manpower supplier for IT and global research community, successfully undertaking Moon mission and so on. I am wondering how we can regain our lost glory and improve on that so far our science education and research is concerned. I am mentioning some remedies below that came to my mind.

The University Education Report had set goals for development of higher education in the country. While articulating these goals Ramakrishnan Commission on University Education, 1948-49 put it in the following words: "The most important and urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. In the present context, education policies and strategies have to reckon with emerging challenges and opportunities

that come from increasing globalization. The task of nation building has to take into account increasing demand for certain professional skills and knowledge that is linked to the labour market. The definition of quality teaching depends on the meaning of “quality”, a multi-layered and complex word. Quality can be defined as an outcome, a property, or a process. Therefore it is hardly surprising that the phrase “quality teaching” has been given several definitions because definitions of quality are “stakeholder relative”. The National Policy on higher education of 1986 translate this vision of Radhakrishnan and Kothari Commission in five principles goals for higher education which include Greater Access, Equal access (or equity), Quality and excellence, Relevance and Promotion of social Values . The policy directions and actions covered in the 1992 “Program of Action “have been developed in a manner such that it translates these goals in to practice, giving the importance of the first three goals, namely Access, Equal Access and quality.

***Key words: Professional skills, demand for knowledge, university education, quality teaching, stakeholder relative, greater access, quality and excellence, labour market, promotion of social values, equal access, nation building.***

### **1. Factors for Reforming Quality Education**

1. Reduce spending of public money on higher education and research for non-performing institutes and universities.
2. Introduce strict accountability of public money for any research in any institute or university. And any research finding (mainly related to novel service or product) using public money must be mentioned in an open source for public access
3. Private institutes and universities must follow a minimum standard to give degrees.
4. Start “tenure track” system in Indian institutes/universities.
5. Increase spending substantially on primary and high school education (Both qualitative and quantitative). Increase the salaries of teachers at least at per with university lecturers and put stringent quality control while recruiting the teachers and introduce accountability among them.
6. Change the education system from the primary level (reduce work load, put more importance on physical activities, encourage original thinking etc).

7. Provide increased opportunities for students in rural and semi-urban India (in form of transparent information dissemination, transparent selection for fellowship/scholarships and recruitments).

### **Make the curriculum Dynamic not Dogmatic:**

The curriculum or the syllabus for students in our country in higher education (mainly engineering colleges) is outdated in most cases. It is stale, dogmatic and teaches things that the world has moved on with. To infuse dynamism, you need the curriculum to be progressive in nature. People need to be given the option of doing multiple courses in the first year and allowed to choose what they want after the first semester or year. The spirit of curriculum should be projects driven not exams driven, it should be innovation driven and it should evolve not stay stagnated. Exams need to be there to measure but they should be complimented with incentives for innovation.

### **Make the Teachers feel worthy, pay them more:**

The academic curriculum board, in most cases is filled with people above their 60's and 70's. With all due respect to them, I strongly feel that you need a bunch of younger professors in there to have that mix of experience and youth in the system. The younger ones would be more in sync, more in line with the technological changes and the new age needs of the students in their years to come.

### **Make the Private Institutes for profit, not non-profit:**

This might sound like a ludicrous suggestion but if you think about it, it might make some sense. We all know that private colleges make money and they are run as large businesses. The solution, I feel, lies in making them take away the nonprofit status and make them competitive. Make them under direct competition with each other so that they can get fight it out openly rather than doing so under the carpet. We can't follow the English education system and yet sit in our holy grail of nonprofit, can we? Education is a business in some form, the more we hide behind it, and the more corruption would step in. If Educational institutes are using this business to improve their system, then let them do it, that's how world class universities abroad work and that's how we should work if we follow the colonial system. The best way forward is

to make them “for” profit, taxable and it would increase capital for them as well as increase transparency for us.

### **Industry Interaction a Placement Obligation:**

One of the key pillars in growth in education is the level of industry interaction with the students. Companies should be sought out for such interactions, if they don't agree to it, and then the universities should use their advantage. When companies come for placements, there should be basic qualification criteria for their eligibility for the placements. For example, they should have contributed investment worth 2 to 4 lakhs (just example, this can vary up or down) in R and D with the university to be eligible to come to placement. Most of the companies would fall in line automatically since for them human capital is much more important than these meager sums of money. You think any IT company would care about a few lakhs when they are recruiting 600 to 1000 people? When you provide so much human(s) capital you think they would ignore it? Not a chance, this would make the university utilize its human potential to the hilt and also enhance its industry interaction numbers significantly. Eventually, this investment would enhance the learning experience of the student and make him want to give back to the institutes more once that person graduates.

### **Use the power of the Alumni:**

One of the most underrated potentials in Indian education system is the power of the Alumni. Barring the IIT's and few other top institutes, the concept of Alumni networking is nonexistent. In an era where every Indian graduating is earning somewhere, alumni networks need to be very well intertwined with the university affairs. Alumni are very eager to give; just that a) they don't know who to give b) they are worried about where the money would go. Once you establish a credible network which is transparent, it would give the avenue as well as the confidence for the alumni to contribute in terms of money or academic expertise.

### **Quality Improvement in Higher Education**

Academic Reform Transformation of higher education requires specific strategies for academic reforms at the institutional level. Quality improvement in higher education has been initiated through restructuring academic programmes to ensure their relevance to modern market demands. Complete revamping of teaching/learning methods from instruction and rote learning

to interactive process that encourages creativity and innovation and is based on compulsory seminar tutorials is being advocated in the universities and colleges. Some universities have begun to follow semester system, modification in assessment and examination methods, teachers' assessment, acceptance of grade and credit system and other related reforms.

### **Declaration of public expenditure has been uniform across all State**

It is not surprising to observe that there has been almost a uniform pattern of deceleration of public expenditure in higher education across all states, this fact of uniform pattern of deceleration of public expenditure across all states proves a systemic trend and slow withdrawal of state funding of higher education. It may, however, quite interesting to note that three states -Gujarat, Karnataka and Tamil Nadu, showing the highest deceleration in growth rate of public expenditure on higher education, are those states which, along with Maharashtra and Andhra Pradesh, experienced a greater degree of privatization and even commercialization of higher education. States like Himachal Pradesh, Bihar, Assam, Kerala, and Madhya Pradesh show lesser degree of deceleration in public expenditure on higher education.

### **Role of institutional component in quality teaching:**

#### **Executive body**

A sustained commitment to quality teaching by senior management is necessary for leading the whole institution towards the common goal of enhancing the quality of teaching. In the definition of quality teaching Involving teachers ensures that the initiatives are responsive to needs and promotes a sense of ownership. Institutional leadership and decision-making bodies have a fundamental role to play in shaping the institutional quality culture. They are often the initiators of quality teaching initiatives.. Adequate time, human resources, funding and facilities must be dedicated. Opportunities can also stem from external factors that encourage institutional reflection on quality.

#### **Teachers**

Teachers played vital role for educational reform and establishing quality education. New Dimensions of their Role Special emphasis on value-oriented education will impart a new dimension to the role of the teacher. For value-orientation cannot be imparted without teachers' own value-orientation and integral development of personality cannot be fulfilled

without teachers developing their own integral personality. The role of the teacher will include the task of changing the tendencies of egoism and domination that are the ultimate causes of division and war. It is particularly for this reason that a new programme of teaches, training has to be envisaged, and this programme will not only cater to the continuous development of professional skills but also continuous development of teachers’ ethical and spiritual abilities.

Quality teaching initiatives provide an occasion for teachers to think about their own role in the enhancement of quality: these initiatives help them to teach better. Technology-based teaching (e.g. the e-learning platform), intranets and discussion forums are essential tools that can improve student-to-teacher interaction and assess student progress. Teachers are the central actors for a reflection on the evaluation criteria of quality teaching.

### **Students**

The main primary beneficiaries of quality teaching initiatives are Students. Students can collaborate with teachers and leaders in the definition of the initiative Interaction in teaching, learning environments, quality and teacher attitudes are essential. Student groups can bring new ideas and influence the institutional policy on quality teaching by launching discussions and raising problems. These special bodies dedicated to the implementation and monitoring of quality teaching policies play a pivotal role in supporting, explaining and advocating institution-wide policy on quality teaching.

### **CONCLUSION**

Quality has both absolute and relative meanings. The concept of absoluteness in quality props up the moral of the higher education system at the delivery end and at the receiving end i.e. Institutional and Students respectively. The quality of a higher education system may be seen from the point of view of norms and standards, which may evolve depending on the need of the hour. The alternative dynamics for teacher preparation and the sustaining quality in teacher input, like: Curriculum design and development; Curricular practices vis-à-vis Evaluation of learner’s performance and progress vis-à-vis curriculum evaluation; and, Quality management practices become crucial. The quality of these components may also differ from institution to institution. Therefore, sharing of the experiences among institutions on quality issues may generate ideas for evolving norms and strategies for their quality assurance of management processes, curricular inputs and practices and the evaluation system as well.

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