QUALITY TEACHING IN INDIAN HIGHER EDUCATION SYSTEM: A DESCRIPTIVE STUDY

Alla Bakash.S
Hasanath College for Women, India

Abstract

The higher education system in India has grown astoundingly, especially in the post-independence period, to end up distinctly one of the biggest arrangement of its kind on the planet. Nonetheless, the system has a lot of disputable aspects, such as financing and administration including access, value and significance, reorientation of projects by laying accentuation on wellbeing cognizance, qualities and morals and nature of higher education together with the evaluation of foundations and their accreditation. These issues are vital for the nation, as they concern the use of higher education as an intense instrument to construct a knowledge-based society of the 21st century. This paper analyses the quality teaching and higher education system in India. The framework establishes a hypothetical foundation arrangement of training in higher education. It highlights the primary civil arguments on the subject and the alternative points of view that exist in education.

Key Words

Higher education, evaluation, accreditation, quality teaching, instructing.

Introduction

"We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's feet"–Swami Vivekananda

Higher education area has seen a gigantic increment in the quantity of universities/university level institutions and colleges since Independence. The quantity of universities has expanded by 34 times from 20 in 1950 to 677 in 2014. The area features 45 central universities including 40 which are under the Ministry of Human Resource Development, 318 state universities, 185 state private colleges, 129 deemed to be universities, 51 institutions of national importance (built up under the acts of parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four institutions (set up under different state enactments). The quantity of schools has likewise skyrocketed from only 500 in 1950 to 37,204, as on 31st March, 2013.

Indian schools and colleges are undergoing significant changes as they explore the 21st century and settle on choices that won't just affect higher education yet will likewise add to our nation's future aggressiveness in the worldwide commercial center. This article analyzes different impacts on organizations of higher learning as they move toward customer-orientation. It additionally focuses on the significance of adjusting the requirements of different client bunches while keeping on filling in as purveyors of instructed HR in a worldwide economy.

This article recognizes and assesses the results of endeavors to change quality gauges in higher education. While changes are unavoidable and higher learning faces troublesome decisions, we can settle on proactive choices and get to be specialists of progress. The budgetary commitments of running a foundation today are a noteworthy concern. While not another idea, there is a pattern for open establishments to rethink their way of life as administration associations and organizations.

Because of the expanded money related requests, there has likewise been an emotional ascent in the cost of going to post-optional schools. Today, institutions rely on a progressively large numbers of students to help balance disbursements. As institutions face mounting monetary limitations due to current financial events, there is even a better apprehension that institutions will concede to the value of the monetary assistances of increased registrations, particularly in the face of scarcer state resources. Given the significance of enrolment monies, it is not astounding that colleges have turned out to be extremely keen on showcasing their establishments to the understudy client. If the focus is engaged at attracting greater numbers of probable students even when it is essential to alter admission standards, there is an allied risk of also conveying academic standards to create easier

courses and modify academic requirements. The status of the institution becomes the greatest expensive fatality of all when academic standards that motivate scholarly integrity are compromised.

Higher education in India experiences a few complete inadequacies. In this way, it keeps on giving graduates that are unemployable in spite of rising deficiencies of talented labor in an expanding number of areas. The principles of scholarly research are low and declining. A portion of the issues of the Indian higher education, for example, – the clumsy affiliating framework, resolute scholastic structure, uneven limit crosswise over different subjects, dissolving self-rule of scholarly foundations, and the low level of open financing are notable. Numerous different concerns identifying with the useless administrative condition, the accreditation framework that has low scope and no outcomes, nonattendance of impetuses for performing great, and the despicable open financing strategies are not all around perceived. Driven by populism and without great information, there is minimal educated open civil argument on higher education in India. Higher education in India has extended quickly in the course of the recent decades.

This development has been for the most part determined by private segment activities. There are authentic worries about a large portion of them being substandard and exploitative. Because of the administration's inner conflict on the part of private division in higher education, the development has been unrestrained and unprepared. The administrative framework has neglected to keep up the principles or check the abuse. Rather, it brought about raising imposing section hindrances that create undesirable rents. Intentional accreditation appears to have no takers from among private suppliers and clearly fills little need for any of its partners.

Regardless of its great development, higher education in India could keep up just a little base of value foundations at the top. Benchmarks of most of the institutions are poor and declining. There is a large number of small and non-feasible academic institutions. Segment to the little number of value establishments is extremely aggressive offering ascend to high stake entrance tests and a prospering private educational cost industry. The stakes are high to the point that share based reservation of seats in such organizations for the sake of governmental policy regarding minorities in society has come to involve the focal point of the audience in appointive governmental issues. Notwithstanding some legitimacy, it has brought about fracture of rightfulness space and further strengthened rivalry for the restricted limit in quality establishments.

Higher Education system in India

Before we discuss the current higher education framework in India, a short authentic foundation will be useful to comprehend its institutional setting. India has an extremely rich history goes back centuries. The information was safeguarded and proliferated through an oral custom. In this specific situation, the educators set up 'private schools' in their own particular homes. Students were to live with the educator and his family and were required to share the everyday chores of the family. Sanskrit was the language of the informed and the writings were made in this language. The greater part of the real present day vernaculars in India are gotten from Sanskrit.

Amid the guidelines of Buddhist rulers having a place with the Mauryan line in the third and second century BC India thrived with the foundation of institutions of learning. Taxila, now in Pakistan, turned into the seat of comprehending where researchers ventured to learn and to be taught. Nalanda in eastern India got to be distinctly well known for the Buddhist University where a few religious conferences were held. In the tenth century, India was attacked from the northwest and many established their dynastic manage in India. Persian turned into the court language and the informed elites got to be distinctly familiar with Farsi and Arabic. The double customs of Sanskrit and Farsi training were kept alive till the colonization of India by the British. The British built up schools to teach English and sciences. These universities offered instruction in the aesthetic sciences. The principle target was to educate individuals for the positions in administration, legitimate calling and in medicine. The requirement for specialized instruction was likewise felt by the British, who set up the principal mechanical school appended to the Gun Carriage Factory in Guindy, Chennai, in 1842.

In 1857, three federal probing at colleges on the example of London University were set up at Calcutta, Bombay and Madras. The total of 27 schools were associated to these three colleges. Lat-

er, more colleges were built up. After gaining independence in 1947, there were 19 colleges and a few hundred associated universities (CABE, 2005a). The higher education system in India developed quickly ever since. By 1980, there were 132 colleges and 4,738 schools in the nation enlisting around five for every penny of the qualified age bunch in higher education. Today, while as far as enrolment, India is the third biggest higher education framework on the planet (after China and the USA); with 17973 establishments (348 colleges and 17625 universities) is the biggest higher education framework on the planet regarding number of organizations.

The quantity of organizations more than four circumstances the quantity of establishments both in the United States and whole Europe. Higher education in China having the most noteworthy enrolment on the planet (almost 23 million) is composed in just around 2,500 organizations. Though, the normal enrolment in higher education establishment in India is just around 500-600 students, higher education organization in the United States and Europe would have 3,000-4,000 million students and in China this would be around 8,000-9,000 students. This makes arrangement of higher education in India as an exceedingly divided framework that is much harder to oversee than some other arrangement of higher education in the world.

Quality Teaching

Quality teaching has turned into an issue of significance as the scene of higher education has been confronting ceaseless changes. The learner or student body has significantly extended and enhanced both socially and geologically. New students call for new educating strategies. Present day advances have entered the classroom, in this manner altering the way of communication amongst students and teachers. The governments, students and their families, businesses, assets suppliers progressively request an incentive for their cash and craving more effectiveness through teaching.

Quality teaching absences of clear definitions and to some degree can't be detached from verbal confrontations on Quality or Quality culture in higher education that stay questionable terms. A few researchers see quality principally as a result, others as a property. Some consider instructing as the endless procedure of diminishment of deformities thus Quality Teaching can never be completely gotten a handle on and assessed. Indeed, originations of value teaching happen to be partner relative: students, educators or assessment offices don't share the meaning of what "great" educating or "great" a teacher is.

The earlier researches stresses that "great teachers" have compassion for students, they are for the most part experienced educators and above all else they are sorted out and expressive. "Magnificent educators" are the individuals who have interests: interests for learning, for their field, for instructing and for their students. In any case, inquire about likewise shows that "great educating" relies on upon what is being instructed and on other situational elements.

Research pointed out that quality educating is essentially student centric; its point is most and for all student learning. In this manner, consideration ought to be given not just to the instructor's educational abilities, but rather additionally to the learning condition that must address the students' close to home needs: students ought to know why they are working, ought to have the capacity to identify with different students and to get help if necessary. Sufficient support to staff and students (monetary support, social and scholastic support, support to minority students, guiding administrations, and so on) additionally enhances learning results. Learning people group – gatherings of students or potentially instructors who learn cooperatively and fabricate information through scholarly collaboration – are judged to improve student learning by expanding students' and educators' fulfillment.

Assurance of Quality Teaching

Actually, there are no generally accepted strategies for measuring quality, and assuring the effect of higher education on students is so far an unexplored territory also" in addition it contends that the way of life of estimation that has trivialized showing brilliance as of late and the vernaculars of business that has transformed it into an item should be supplanted by suitable types of judgment and expression.

Indian Higher Education system has thriving and attractive teaching institutions, with a reputation for excellence in both undergraduate and post graduate education. For the reasons, which we

set out few recommendations, we are of the firm view that Indian Higher Education should continue to give prime importance to this role and to pursue excellence in teaching and learning. In so doing, we believe that Indian Higher Education system must have the following objectives:

- ✓ to give academically thorough, intelligible however adaptable courses, equipped for extending the capacities of the most intellectually able students;
- ✓ to pull in staff and students of the most astounding scholarly measure, drawing students from a relentlessly wide scope of foundations, and meeting the difficulties postured by the developing assorted qualities of pre-college training;
- ✓ to make a domain for educating and realizing which makes best utilization of the gifts and capacities of staff and students inside the assets accessible - specifically by guaranteeing powerful arranging and coordination, by decreasing weights on scholarly and other screening staff, by recognizing and embracing the best strategies for instructing and learning and by giving sufficient framework and support;
- ✓ to cultivate an atmosphere in which educating is exceedingly esteemed and in which educational issues, for example, the advancement of instructing and evaluation techniques, are the subject of standard, very much educated level headed discussion;
- ✓ to monitor, maintain and strive to raise the standards of teaching provision, in order to ensure that the students are consistently offered the highest quality of education;
- ✓ to give a situation in which students can grow actually and additionally scholastically, by offering them the chance to secure an expansive scope of abilities and to profit by social collaboration with scholarly staff and kindred students;
- ✓ to bolster students in both their scholastic and individual life by giving compelling measures to checking and for peaceful care;
- ✓ to give students and their future bosses with an exact impression of their capacities and accomplishments using reasonable and far reaching techniques for appraisal.

Quality assurance systems

The University and schools have tended to quality confirmation for their teaching arrangement in a range of ways, and the boundless affirmation given to the elevated requirements of Indian Higher Education System's instructing is proof of their adequacy. Notwithstanding, Higher Education System in India trust that different elements, for example, the expanded size of the Universities, the more noteworthy assorted qualities of courses and the assortment of instructing and evaluation strategies, imply that the Higher Education should now embrace a more deliberate and composed way to deal with quality confirmation than has been required before. Furthermore, as advanced education in India moves towards an idea of a notional or genuine legally binding relationship between an organization and individual 'learners', it is turning out to be progressively vital that both the University and individual understudies ought to know ahead of time the sum and nature of showing expected, and have the capacity to screen regardless of whether those desires have been addressed, in this way, that there is a requirement for Indian Higher Education framework to give facilitate thought to its quality confirmation game plans, to guarantee that successful frameworks are set up for the setting of subjective and quantitative models, the observing of value and the raising of measures.

Setting standards

There are worries that the nature of training in Indian Higher Education is more factor than it ought to be which goes for perfection over the world. There is impressive variety in the standard of instructing in addresses, instructional exercises and research supervision, and some of analysts communicated the worry at the component of chance in being designated a decent coach or supervisor. While some of this feedback might be misrepresented, it is by and by a sign of the requirement for Indian Higher Education System is to guarantee that the nature of training which it offers is steady for all students. The main stage in this procedure is for measures of value to be set, against which teaching arrangement can be judged.

Raising standards

Notwithstanding the Educational Policy's part in observing the nature of teaching, the Higher Education framework ought to likewise assume an extremely dynamic part in raising gauges of training. As the Education framework, would oversee starting examination of, and where important research into, issues of educational approach and improve, and for encouraging the spread of best practice all through the Higher Educational establishments. It would likewise screen and cover patterns from outside country which affect teaching practice, for example, arrangements started by the government and the examination chambers, and improvements in higher education.

Raising respect for teaching

The Study suggests that the Indian Higher Education framework ought to cultivate a culture in which brilliant teaching is requested and compensated by:

(a) assigning unambiguous accountability for considering comprehensive pedagogic issues to the academic boards and the Educational Policy and other Higher Education Committees like UGC, AICTE, NCTE etc;

(b) Introduction of individual assessment and teaching performance;

(c) Launching teaching capability more decisively as a standard for endorsements to retiring age, promotions and the making of distinction awards.

(c) Indian Higher Education System should consider the desirability and feasibility of establishing a teaching award scheme in India.

Conclusion

Education without vision is unbeneficial and teaching without quality is negligible. The teaching of the quality and qualities and advancement of qualities in educational framework is a need of great importance for a nation like India to make all the conceivable endeavors to inculcate esteem and quality arranged teaching in the higher learning academic institutions. The Teachers interest with a dream to make teaching significant and important will add to the overall improvement of the development of the higher education of the nation all in all.

References

1. Altbach, Philip G. (2006) The Private Higher Education Revolution: An Introduction. University News. January 2-8, 2006. Vol. 44 No.01.

2. Bok, Derek, Universities in the Marketplace: The Commercialization of Higher Education, Princeton University Press, 2004

3. Karen L. Webber and Robert G. Boehmer, "The Balancing Act: Accountability, Affordability, and Access in American Higher Education," New Directions for Institutional Research, S2, winter 2008, pp. 79-91.

4. MHRD (2006) Annual Report. Ministry of Human Resource Development, Department of Secondary and Higher education. Government of India. New Delhi.

5. SuzanaViasic, Smiljana Vale Danijela Krizman Puhar (2009) "Quality Management in Education". Interdisciplinary Management Research V