

A Study Of Quality Of Indian Conventional Higher Education System (With Special Reference To Uttarakhand State)

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Abstract

The present paper is a modest attempt to study the present scenario of Quality of Indian conventional higher education system with special reference to Uttarakhand state. The study is conducted to analyze the usefulness and effectiveness of the Indian higher education system and to study the extent to which it is developing human resource. The students registered for higher education i.e., (B.A, B.COM, B.SC, M.A, M.COM, and M.SC) in the universities, colleges and other educational Institutions became the part of the study. These courses have been referred as conventional education system as they are being run by educational institutions since long years even since decades.

The capital of Uttarakhand state i.e., Dehradun is emerging as an education hub as the city has the elevated number of centers of higher education. The paper further attempted to unravel the ways to improve quality and standard of Indian higher education system. The study consisted of 312 students from Dehradun city pursuing higher education courses in the field of Commerce, Arts and Science.

Data analysis was done on empirical basis with the help of structured questionnaire which was framed rigorously to meet the objectives of the study.

The findings of the study revealed that many out of the selected Educational Institutions are not able to meet the quality and standards that are highly required in the present competitive world. The students lack the calibre that they are expected to possess as an outcome of higher education. They are getting only degrees without knowledge and skill. Due to lack of knowledge and skill they have to struggle for getting employment in real life situation.

Keywords: Quality, higher education, knowledge, Skills generation, Human Resource , Livelihood

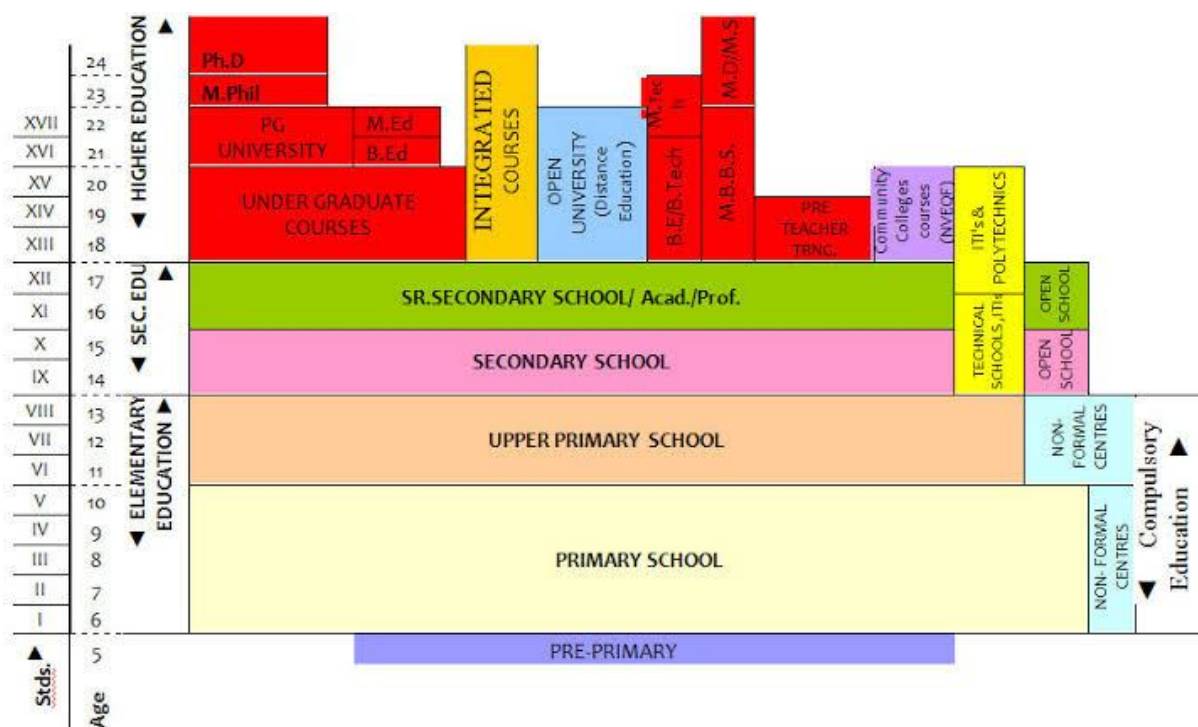
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1. Introduction

In the environment of global competitiveness it is important that the quality and standard of Indian Higher Education Institutions should be enhanced and sustained at a high level through innovation, creativity and regular monitoring. The higher education upgrades and polishes up skills and results in the skill development hence enhancing the quality of the human capital. Indian higher education as of now is the third largest in the world, is likely to surpass the United States in the next five years and China in the next fifteen years to be the largest system of higher education in the world (Jaipuria, 2014)



Source: University Grants Commission (UGC)

<http://www.ugc.ac.in/stats.aspx>

The employability of Indian youth has emerged as a major concern in recent years. Ironically, it is not just the uneducated and untrained that lack skills but it is also the educated that consistently lie underneath the required standards. It is with this background that the study focused on analysing the growth and changing structure of the Indian higher education

system in the light of the education profile of the Indian jobseekers, labour market demands and the employability index for the India's high growth sectors on the basis of existing skill gaps and suggest a diverse pathway to plug in the gaps (Khare, 2014). The greater challenge faced during the study was to prepare large lot of the educated graduates from the general education streams for the emerging skill needs of employable youths. *Thus, for many, their employability quotient is both a resultant and a determining factor of the quality of higher education.*

In this backdrop, an attempt was made in this research paper to discuss the issues and challenges in Indian conventional Higher Education System. The purpose of the paper is to briefly analyse how the quality of conventional higher education is perceived and to propose a research model in order to determine the degree of skill generation in students' which is quintessential to satisfy their job prospects.

The objectives were fulfilled by taking a random sample of students of various universities, colleges and other educational institutions (Mentioned later under the heading "Sample Profile").

1.1 Uttarakhand

Uttarakhand was formed on 9th November 2000 as the 27th state of India, when it was carved out of northern Uttar Pradesh⁴. The Uttarakhand state is emerging as an educational hub. The total population of Uttarakhand as per census 2011 was 10,086,292 of which males were 5,137,773 and females were 4,948,519. The literacy rate of the state as per the census 2011 was 78.82 % (Male Literacy- 87.4 % and Female Literacy- 70.01%)⁵.

Dehradun city is under Municipal Corporation which comes under Dehradun Metropolitan Region. The Dehradun city is located in Uttarkhand state of India. As per the provisional reports of Census India, population of Dehradun in 2011 was 569,578; out of which males and females were 298,638 and 270,940 respectively. Average literacy of Dehradun city was 88.36 % (Male Literacy- 91.76% and Female Literacy- 84.63 %)⁶.

⁴ <https://uk.gov.in>

⁵ <http://www.census2011.co.in/census/state/uttarakhand.html>

⁶ <http://www.census2011.co.in/census/city/23-dehradun.html>

1.2 Higher Education and Employability (Livelihood skill)

In the rapidly changing environment, employment generators are adopting certain strategies and policies in the process of recruitment to get the best employees. In the last few years, competition has skyrocketed among the students for acquiring employment opportunities. With the advent of globalization, nowadays employers are expecting the employees having high calibre; who could understand the scrupulous marketplace, well equipped with the subject knowledge they are specialized in, communicate effectively with clients, handle conflict and learn to work with various cultural teams. As a result to attain the demands of drastic scenario there is a need to develop professionals to overcome the challenges and barriers in this competitive era.

1.3 Major Issues In The Conventional Higher Education System

Following are some of the major issues observed in the study ,which are causing hurdles in maintaining a good quality of conventional higher education in the Uttarakhand.

- **Relaxation in Attendance of Students**-As per rules there is a 75 % attendance mandatory for students in each session, but this rule is not implemented properly . It deteriorated quality of education being given. Students study in binding.If attendance is relaxed they will not attend classes.
- **Poor Teaching Quality**- The first issue that higher education in India is facing is poor teaching quality. In the private colleges, Teachers are not well trained and qualified for the job they are assigned to. They are not appointed as per norms framed by UGC, as management of private colleges and private universities wants to curtail cost .In the government colleges there is political intervention in appointments. Political party has their list of supporters to be adjusted in such jobs. Many court cases are being run in the high court of Uttarakhand ,where appointment of Assistant Professors in many subjects in Government colleges have been challenged. Matters are subjudice in court. Moreover in Government colleges or in aided colleges they live in comfort zone and not willing to work at their full capacity .

- **Less Teaching Staff in Government and Aided Colleges** –It is found that number of teachers in government and aided colleges are very less as per the norms. It is seen that in some aided colleges there are 200 students allotted in one section due to acute shortage of teachers. Government has to play a very important role in this matter. Government of Uttarakhand bears the burden of salary as per the prevailing laws. Lot of technical issues are hindering the appointment of teachers in such colleges. It deteriorates the quality of higher education in the state.
- **Poor Evaluation of Answer Sheets**- Answer sheets in most of the Government, aided and private institutions are not appropriately evaluated. 30 % to 40 % marks are to be given internally. Teachers have no uniformity in evaluation of answer sheets. It is found that students are given average marks irrespective of the performance in the examination. An intelligent and a poor performer both get equal marks. There is carelessness in evaluation of answer sheets. Hence it can be seen as a major problem prevailing in the current higher education system.
- **Privatization of Higher Education Having Minimum Intervention of Regulatory Authorities**- Privatization of higher education is not a remedy to curtail budget of Government on education. Privatization is not going to solve the problem. Many of private colleges are found indulged in promoting cheating. Private colleges are not providing good quality of education, which provides livelihood.
- **Political Intervention in Higher Education**- Political intervention is also an issue with higher education. Higher education ministry is taking such decisions to please students' leaders who support ruling political parties. Such decisions are adverse to maintaining a good quality of higher education.
- **Poor Quality of Invigilation In Examination**- The invigilation is lenient in most of the educational institutions. No formal action has been taken in the students who caught while cheating in the examination, hence give boost to such issues. In many instances Private colleges are found indulged in promoting cheating.
- **Mushrooming of Low Quality Private Institutions For Earning Money**- Mushrooming of low quality institutes all over the country is not good for higher education. These new colleges lack capacity and they are all about fleecing money from students and their parents. They compromise on quality and prefer earning money.

- **Lack of relevant opportunities and project based learning-** Higher education lack project based learning. Young graduates need to learn new skills especially vocational skills that can give them job. So we are not focusing on project based learning at all. Just theory is not enough, we also need to impart practical knowledge.
- **Moral issues of doing frauds as regard to misusing scholarship money of SC and ST students-**There is big fraud caught by police and Special investigation team in the state of Uttarakhand relating to misuse of scholarship money of SC and ST students .Many colleges in Government and private sector have defrauded the money of scholarship.
- **No strong strategy of Government-** State Government does not have a clear vision about the improvement of quality of higher education . The Government seems to have unclear strategies to enhance or promote better quality of higher education ..Rapid changes in rules and regulations relating to higher education are causing hurdles in maintaining quality of education. There is no coordination in between strategies made by UGC and higher education department of State Government.
- **Improper Implementation of Choice Based Credit System**
The curriculum designed in Choice Based Credit system (CBCS) has lowered down knowledge level of students pursuing higher education. Skill and ability based paper have been incorporated in syllabi whereas at ground level it is seen that colleges do not have infrastructure and resources for implementation of such papers . Computer is taught on black board or white board ,without computers.Qualified faculty is not available. Core papers carrying knowledge has been reduced or kept in choice. If a student chooses one, he is abstained from the knowledge of another ,as he has to choose one among them.

2. Literature review

Sheikh (2017) in his research paper “Higher Education in India: Challenges and Opportunities” emphasized the need to transform the higher education system approach in order to make the system more competitive and globally relevant. Collaboration with international institutes and national research centers would promote better quality research. The need to enhance the employability of graduates is presenting entry points for collaborations in enterprise education and entrepreneurship, links with industry, research

skills and the wide range of transferrable skills, including English. He concluded by saying that there is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world.

Barnett (1997) in his book titled “Higher Education: A Critical Business” opined that the Higher education is said to impart deepest understanding in the minds of students, rather than a relatively superficial grasp that must be acceptable elsewhere in the system. In higher education, nothing can be taken on trust and the students have to think for themselves so as to be able to stand intellectually on their own feet.

Chhokar (2010) in his research paper has concluded that several principles of sustainable development are embedded in India's education policy, it is perhaps the only country where the highest court has mandated environmental education at all levels of formal education, which includes a compulsory undergraduate course. However, the challenges of implementing this requirement effectively are hampered by lack of inter-disciplinary competence among staff and students, and traditional methods of assessment in Higher Education. He also stated that many efforts to develop learning opportunities in this field have emerged primarily from academic and student interests and priorities.

Rajkhwa (2013) concluded in his research paper that “The higher education system in India is long established, has many strengths and has significant potential for growth”. Whilst the regulatory system is largely onerous and could be simplified, there is significant scope for growth of cross border higher education. Within the context of the current developments taking place in the higher education sector in India, he addressed issues related to growth and the challenges and opportunities for cross border higher education.

Pandaya (2016) came up with the conclusion in his research paper that the various problems in the higher education including lack of employability of UG and PG students, absence of interdisciplinary courses required by the present higher education, lack of timely upgradation in curriculum, generally, performance evaluation of teachers is based on experience, this reduces quality of education being imparted to students.

2.1 Research Gap

After the extensive literature review, it is found that no concrete research has been done to study the impact of Indian conventional higher education system in generation of Skills that leads to employability in Uttarakhand state. The previous researchers have tried to explore the various aspects of the higher education in India like Privatization of higher education, Issues and challenges in the way of Higher education etc., but the area of “usefulness and effectiveness of the Indian conventional higher education” is untouched and hence provided a relevant ground to conduct research in this aspect of Higher Education.

3. Objectives of the study

The objectives of the study are:

1. To study the usefulness and effectiveness of the Indian conventional higher education.
2. To assess the impact of Indian conventional higher education system in generation of Skills that leads to employability.
3. To suggest the ways to improve quality and standard of Indian conventional Higher Education System.

Hypothesis formulation

Considering the objectives following alternate hypothesis was formulated

H1: There is a positive impact of conventional higher education system in developing livelihood skills.

4. Research Methodology

4.1 Research Design

The study is an empirical research based on the primary data. An empirical research is research using empirical evidence, it is a way of gaining knowledge by means of direct and indirect observation or experience. The purpose of using primary data was to get better and wider insights of the problem and to know the ground level reality of the situation so prevailing in the higher education sector. For the purpose of collecting primary data, structured questionnaires were filled by 312 respondents, out of which only 264 questionnaires were duly filled and were found suitable for research.

The secondary data was also collected to meet the third objectives of the study. The secondary data was collected from published business reports, magazines, journals, books,

case studies, articles, state and central government report and internet websites. The secondary data was accumulated such as data of campus placements, Academic programs, policy statements and education projects to analyze, to highlight important developments, challenges and the prospects for future progress. The objective of the study was to study the impact of Indian higher education system in developing human resource, it was achieved with the help of five dimensions namely- 'domain knowledge', 'soft skills', 'computer knowledge', 'team skills' and 'personality development'. The level of skills developed in the students as an outcome of higher education has been ascertained via categorisation in seven ratings namely – 'Strongly Agree', 'Adequately Agree', 'Agree', 'Neutral', 'Disagree', 'Adequately Disagree' and 'Strongly Disagree'. The most important factor was 'Domain Knowledge' which had a strong impact on employability of students. The factors were analysed using statistical tools, which showed that all in all the Higher Education is not meeting the basic objective of enhancing knowledge and skills so as to fulfil the employability requirements of students. However, these factors have been discounted in deriving the results of this study as the inclusion of the given in absolute terms may present a distorted or implausible results in study.

4.2 Sampling Procedure

For the purpose of the study, simple random sampling technique was used. It is a sampling procedure that assures each element of the population of an equal chance of being included in the sample. This technique of sampling is chosen as the sample has more chances of greatly resembling the characteristics of the population. The students from various educational institutions were approached randomly to fill the questionnaire so as to reach at fair and unbiased results.

4.3 Area of Study

The research was conducted in Dehradun city of Uttarakhand state. Dehradun being the capital of Uttarakhand possesses the considerable number of Universities, colleges and other Educational Institutions and thus, provides an excellent ground for research. The study of this area uncovered the status about the quality and standards of the Conventional Higher Education and its impact on employability that exists in and around the city.

4.4 Sampling Profile

For the required study, structured questionnaires were distributed among 300 respondents. Out of these only 264 questionnaires were duly filled. These 264 respondents included, 148 respondents were male and 116 respondents were female. The students registered for higher education i.e., (B.A, B.COM, B.SC, M.A, M.COM, and M.SC) in the universities, colleges and other educational Institutions became the part of the study. These courses have been referred as conventional education as they are being run by educational institutions since long years . For the purpose of Study respondents were selected randomly from the various sources as follows:

Table: 1

Universities	Affiliated colleges and others
Doon University (DU)	D.A.V (PG) college
Uttarakhand Technical University (UTU)	M K P (PG) College
Graphic Era University (GEU)	D B S (PG) College
IMS Unison University (IUU)	Shri Guru Ram Rai (P.G) college
Uttaranchal University	Doon Group of Institutions
	, Doon Business School (DBS)
	DD college
	Dev Bhoomi group of Institutions (DBIT).
	G R D Girls Degree College
	BFIT Group of Institutions

Table: 2 shows the Gender ratio. In the study the 56% of the respondents included in the study were male and 44% of the total respondents approached were female.

Table 2: Gender Ratio

GENDER RATIO	
GENDER	PERCENTAGE
MALE	56%

FEMALE	44%
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5. Data Analysis

In order to measure the impact of Indian higher education system in developing human resource (domain knowledge, team skills, personality development, soft skills, computer Knowledge) and to study the usefulness and effectiveness of the Indian higher education system, the data so gathered was analyzed using statistical tools and techniques with the help of a statistical software called SPSS. The objectives were fulfilled with five dimensions containing 15 variables (extracted from Exploratory Factor Analysis); showing direct impact on the dependent variable i.e., employability or livelihood skills.

The following five dimensions were taken for the purpose of data analysis:

1. Domain Knowledge
2. Soft Skills
3. Team Skills
4. Computer Knowledge
5. Personality Development

Beside the above five independent factors, a master question (dependant variable) was also asked that whether Conventional higher education system helped in grooming the livelihood skills or not.

5.1 Exploratory Factor Analysis

To fulfil the above objective, identification of the factors was done with the application of exploratory factor analysis. Questionnaire was framed keeping in mind the academic level of respondents and to obtain bona fide results. The variables were selected with the help of literature review and additional variables were discovered with the help of pilot study. The questions were written in random order so that factors could be identified. A total of twenty variables were included in the pilot testing which subsequently came down to eighteen variables. Three other questions were re-framed for better understanding of the respondents. The final questionnaire and the responses were punched into SPSS for the purpose of running EFA. Initial results showed a KMO less than 0.60. To improve the value of KMO, anti-image table was observed which resulted in taking out three more questions having value of less

than 0.40. A final of fifteen variables were left for the analysis. The second run of EFA provided us with the final results, shown in tables below.

Table 3 :KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.600
Bartlett's Test of Sphericity Approx. Chi-Square	4078.351
Df	105
Sig.	.000

Table: 3 shows KMO (representing data adequacy) having value of 0.600 and Bartlett's test of Sphericity came to be significant at 0.000. The results indicate that a factor analysis can be applied to a set of given data as the value of KMO statistics is greater than 0.5 and the Bartlett's test of Sphericity is significant (Chawla & Sondhi, 2016).

Table 4:Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.271	35.139	35.139	5.271	35.139	35.139	3.049	20.330	20.330
2	2.991	19.940	55.079	2.991	19.940	55.079	2.771	18.474	38.804
3	1.962	13.080	68.159	1.962	13.080	68.159	2.745	18.302	57.106
4	1.757	11.712	79.872	1.757	11.712	79.872	2.552	17.012	74.119
5	1.023	6.819	86.691	1.023	6.819	86.691	1.886	12.572	86.691
6	.517	3.448	90.139						
7	.454	3.027	93.166						
8	.274	1.830	94.996						
9	.244	1.626	96.622						
10	.136	.908	97.530						

11	.109	.724	98.254						
12	.101	.677	98.931						
13	.090	.599	99.530						
14	.047	.315	99.845						
15	.023	.155	100.000						

Extraction Method: Principal Component Analysis.

Table: 4 explains the total variance explained by EFA. The variables were compressed down to five factors having Eigen values more than one (Hair, Black, Babin, & Anderson, 2014). The total variance explained from the above five factors came to be 86.691%. The percentage variance explained by the five factors were 20.330%, 18.474%, 18.302%, 17.012%, 12.572% respectively, showing almost similar variance by each factor. The factors were given the following names which explained the nature of variables included in each factor: ‘Team skills’, ‘Domain knowledge’, ‘Computer Knowledge’, ‘Personality development’, and ‘Soft skills’.

Table 5 :Rotated Component Matrix^a

	Component				
	1	2	3	4	5
TS_1			.896		
TS_2			.911		
TS_3			.938		
CK_2					.857
CK_3					.932
DK_1	.743				
DK_2	.888				
DK_3	.895				
DK_4	.708				
PD_1		.936			
PD_2		.917			
PD_3		.894			

ss1				.867	
ss2				.890	
ss3				.848	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Table: 5 shows the results of rotated component matrix which indicates grouping of the variables into five different factors. The variable coefficient loading showed values of more than 0.70, which are considered adequate (Hair, Black, Babin, & Anderson, 2014). Further reliability test for each factor was run by applying Cronbach Alpha. Following values were obtained 0.925, 0.848, 0.910, 0.929 and 0.875 indicating high reliability. Cronbach alpha values above 0.60 are considered good, which shows high reliability of factors (Malhotra & Dash, 2016).

5.2 Reliability and Validity

A composite score for the questionnaire was obtained by summing the scores of individual statements. The reliability test was run to determine how strongly the attributes were related to each other and to the composite score.

The internal consistency reliability test is deemed to be acceptable for basic research when the reliability co-efficient exceeds Nunnally's reliability criterion of 0.70 level (Nunnally, 1978). The present scale indicated the score of 0.84, which is acceptable reliability co-efficient. The Cronbach's Alpha was also performed on each dimension/ factor. All the dimensions scored more than suggested cut off value of 0.70, revealing an acceptable level of reliability.

Table: 6 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.847	.856	15

5.3 Multiple Regression

Regression is used to test the relationship between the independent variables and dependent variable and to measure the importance of various independent variables in explaining the dependent variable.

Independent variables are those variables that are not affected by the other variables i.e. they are independent in nature. Dependent variables are those variables that are dependent on other variables and are affected by them.

In the multiple regression model, there must be at least two independent variables and one dependent variable. In the study the five constructs which are obtained through exploratory factor analysis (EFA) are taken as the independent variables and a variable i.e. “**conventional higher education system helps in grooming the livelihood skills**” is taken as the dependent variable.

The value of R^2 equals to .810 indicates that 81% of the variation in the dependent variable is explained by the five constructs (Table: 7).

Table: 7

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.900 ^a	.810	.807	.40022	.810	220.601	5	258	.000

a. Predictors: (Constant), SUM_SS, SUM_CK, Sum_TS, SUM_PD, SUM_DK

b. Dependent Variable: dv

The value of R^2 is significant as indicated by the p value (0.000) of F statistic as given in ANOVA Table: 8

Table: 8

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	176.672	5	35.334	220.601	.000 ^b
	Residual	41.325	258	.160		
	Total	217.996	263			

a. Dependent Variable: dv
b. Predictors: (Constant), SUM_SS, SUM_CK, Sum_TS, SUM_PD, SUM_DK

The relative importance of the independent variables is obtained by the absolute value of the standardized regression coefficients in the given Table: 9. From the table it is observed that all the factors are significant in explaining the dependent variable except the second factor i.e. computer knowledge.

Table: 9

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.160	.151		-1.063	.289
	Sum_TS	.033	.009	.118	3.814	.000
	SUM_CK	-.027	.014	-.057	-1.891	.060
	SUM_DK	-.029	.010	-.112	-2.964	.003
	SUM_PD	.018	.007	.076	2.548	.011
	SUM_SS	.348	.012	.918	29.866	.000

a. Dependent Variable: dv

Based on above results it is found that there is no positive impact of giving conventional higher education system on developing livelihood skill. Present education is restricted only to providing degrees but unable to groom the relevant skills for getting employment. Present education system is not developing livelihood skills, therefore the hypothesis so framed above stands rejected.

6. Findings and suggestions

6.1 Findings

The study revealed that many out of the selected Educational Institutions are not able to meet the quality and standards that are highly required in the present competitive world. The students lack the calibre that they are expected to possess as an outcome of higher education. The dimensions of the study were extracted through exploratory factor analysis namely: Domain Knowledge, Soft Skills, Team Skills, Computer Knowledge, and Personality Development. The study has revealed that present setup of providing traditional higher education is not improving skills development or employability of youths. The data analysis showed that the education so provided by many of the institutions are more or less providing the state with less skilled students, who are not up to the mark to confront the dynamics. The skills measured in the study showed that the students pursuing Higher Education are not even equipping themselves with one of the basic skills i.e., Domain Knowledge, which is worth worrying. Consequently giving a boost to a major problem i.e., unemployment. The students are well qualified, holding degrees from the renowned institutions but they lack skills that are mandatory to catch the better employment prospects.

There is a need to improve the quality of higher education dispensed by the Universities, Colleges and other Educational Institutions so as to develop skills in the youths of the nation so that they can earn their livelihood.

Government is constantly taking initiatives to improve the quality of Higher Education. UGC Quality Mandate (2018) approved by the commission for improving the quality in Higher Educational Institutions. This mandate has the objective quite resembling to this paper that thrashes out about the quality check of higher education and to improve the graduate outcomes of the students, so that at least 50% of them secure access to employment/ self-employment or engage themselves in the pursuit of higher education. Such schemes of UGC look good at papers ,but there is a need of true execution of such needs at ground level on uniform basis in entire country .

6.2 Suggestions

Following are some important suggestions relating to the issue.

(I)The initiatives taken by the Government for betterment in the quality of Higher Education should be implemented at the ground level. There is a requirement to make a strong monitoring mechanism by the government to check whether the initiatives are implemented at the ground level or not. Taking initiatives to improve the quality and standards of Higher education is worthless if its implementation is not actively taking place.

Concept of continuous quality audit of students should be implemented to check the calibre of students passing from such institutions. Conducting quality audit of students will disclose the loopholes in system and it will mount pressure on colleges. NAAC visit is once in five years .It is not enough for quality maintenance.

(II)There should be a compliance of mandatory attendance of the students in all educational institutions, so that the students can enhance their skills so provided by the institutions in binding. In some of the government owned colleges, aided colleges and in private affiliated educational institutions attendance is not taken actually but shown on papers, which is a major obstacle that is contributing in degradation of quality and reduction of skills in the students as well. In private university campuses and at Doon university campus it was that attendance is taken seriously.

Students study in binding therefore attendance should be taken seriously otherwise quality concept has no meaning. It was contention of the aided and government colleges that teachers available are very less in comparison of high number of students, so attendance aspect is compromised. Government should also appoint more faculty members to overcome the problems.

(III)The curriculum designed in Choice Based Credit system (CBCS) looks nice in papers but there is a need to provide funding to government or aided colleges so that they may buy computers and other necessary devices to give a quality education as suggested in CBCS curriculum. Core papers full of knowledge are to be added back in curriculum so that students may gain knowledge of such papers.

(IV)There is a need to maintain a robust evaluation system having uniformity and homogeneity . Some training or guidelines should be given to teachers who are evaluating the

answer sheets so that uniformity can be maintained. Remuneration for evaluation should be increased as money gives motivation.

(V) It is not only the onus of Government to improve quality and standard of higher education but also those who have the authorities to run the institutions should contribute heavily to maintain and elevate the level of quality of Education. If they will always prefer money instead of quality then they are loser in long term. Quality conscious institutions are long lasting in comparison to those who are making money without giving quality.

The higher education system needs to be strengthened which will be capable of improvising the system to attain all-round multifaceted personality, to acquire team skills and soft skills, to acquire knowledge of latest trends in technology and to develop versatility in overall personality to face changes in the highly competitive and ever changing world.

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