CHAPTER - V
CONCLUSIONS AND SUGGESTIONS

5.1. INTRODUCTION

Education, in general, brings about tremendous changes in the behavior of society thereby making people's life better. Education also helps in development of science and technology. Due to the development in science and technology, our life is ten times better than that used to before 50 years.

Higher education brings multiple benefits to the people. Higher education offers more jobs to choose from than are open to those who don't pursue education beyond high school. The chances of getting good earning jobs are directly related to one’s education. In addition, Higher education improves an individual's quality of life. Studies show that, compared to high school graduates, college graduates have longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, more prestigious employment and greater job satisfaction. Higher education inculcates leadership qualities in an individual. It infuses confidence in individuals. An individual who is highly educated have awareness towards society and thus can contribute a lot towards the society by proving himself to be an ideal citizen.

Present study has been undertaken with a view to understand the higher education reforms and its present status in Haryana, and to suggest some measures to improve the existing system. No remedy can be given until we know the problem and its causes. To understand the problem of higher education in Haryana, present study has been undertaken.

5.2. CONCLUSIONS

The conclusions are discussed under the following three heads as different questions were put for the views of the teachers, the students and the non-teaching staff.
(a) Teachers

- More than 70 percent of the teachers from the sample of 250 teachers from the two selected universities state that the contract based teaching is disadvantageous to the students. This indeed is a matter of great concern. The reason may be that the teachers are frequently changed and it affects the concentration of the students and the teachers are also not able to concentrate fully on the teaching process. On the question of the various disadvantages of the teachers appointed on the contract based, majority of teachers in both the universities have said that the overall quality of teaching is hampered by the contract based teachers. Due to new appointments made every year, the teachers are not able to implement innovative ideas in their teaching.

- Nearly two-third of the teachers from the total sample of 250 teachers from the two selected universities have exhibited low level of satisfaction with regard to the evaluation system. Further, nearly 60% from the total sample of 250 teachers from the two selected universities have shown low level of satisfaction with regard to the re-evaluation system of the university. With regard to the result declaration, nearly two-third of the teachers from the two selected universities have shown low level of satisfaction while approximately the same number of the teachers have shown low level of satisfaction with regard to the computerization system in the examinations. Thus majority of the teachers from the two selected universities have shown low level of satisfaction with regard to all the components of the examination system. Marginal number of teachers exhibited high level of satisfaction with regard to all the components of the examination system. Thus there is a lots of need to be done to improve the examination system.

- A total of 216 i.e. 86.4% of the teachers from the total sample of 250
teachers from the two selected universities have denied that the university put emphasis on restructuring the courses especially for employment generation. Only few of the teachers have confirmed that the university restructures its courses especially for employment generation. Majority of the teachers from the two selected universities state that they are never involved in structuring the courses especially for employment generation although a considerable number of teachers confirm that they are sometimes involved in restructuring the courses for employment generation

- From the total sample of 250 teachers from the two selected universities, approximately two-third of the teachers are of the view that it is advantageous to all. However very few of teachers were found to be undecided on the issue. A good number of teachers were of the view that it does not provide any advantages. On the question of reasons of difficulty in implementing the online system of admissions in the university, nearly half of the teachers have said that due to the lack of knowledge among the students, the online system of admission is not implemented fully. More than one-fourth of the teachers have opined that lack of will among the administration staff is the potential reason for its unpopularity. Rests of the teachers attributed it to the lack of internet access and related technology.

- Majority of the teachers from the total sample of 250 teachers from the two selected universities find the semester system disadvantageous to them. More than one-fifth of the teachers opined that due to semester system frequent papers settings are needed which increases their workload. On the question of overall workload and frequent examinations, the teachers are equally divided.

- From the total sample of 250 teachers from the two selected universities, only one-fourth of the teachers confirmed that the
students participate actively in their classes while more than half of the
teacher denied such participation from the students’ part. Approximately one fifth of the teachers are undecided on the issue. On the question of the reasons of non-participation, majority of the teachers were of the view that the students lack interest in the class while more than one-fourth of the teachers said that due to lack of modern teaching technology, the students do not participate, actively, in their class. Rest of the teachers stated that the environment as a whole is not conducive in their classes for proper learning to take place.

• From the total sample of 250 teachers from the two selected universities, a total of 175 i.e. 70 % of the teachers confirmed that they mark their attendance by signing in the register. Rests of the teachers stated that head of their department marks their attendance himself. No teachers confirmed that the biometric machines are used for marking their attendance. More than three-fourth of the teachers do not favour the use of biometric machine for marking the attendance. They seem to fear that the use of the machine will cut down their liberty to move liberally out of the department as per their wish. Only about 10% of the teachers only favour the use of bio-metric machines for marking the attendance. Rests of the teachers i.e. approximately 90 % of the teachers do not favour the use of biometric machine for marking the attendance in the departments.

• From the total sample of 250 teachers from the two selected universities, approximately one-fourth of the respondents only have confirmed that the technology is available in the departments. Thus, more than three-fourth of the teachers have denied the availability. This is indeed alarming situation that in the present era of information and communication technology, the concept of smart classroom is still
to be implemented in the higher education departments not to talk of secondary or primary level of education. Some of the teachers confirmed that this technology is being utilized, fully. Majority of the teachers confirm that the technology is not made use of yet in their departments. One-fourth of the teachers are of the view that it is being utilized only occasionally. There are considerable number of teachers who confirm that it is being unutilized fully in their departments.

- From the total sample of 250 teachers from the two selected universities more than two third of the teachers affirmed that the environment is not conducive for the research and Development activities in the universities. But few less than one third of the teachers confirm that the environment is conducive for proper Research and Developmental activities. On the question of the hurdles in Research and Development activities in the universities, majority of the teachers attribute it to the procedural hurdles in getting sanctions for Research and Development projects. The next grey area is amount of the incentives admissible under various research projects. More than one fourth of the teachers are of the view that amount of incentives allocated is not sufficient so as to promote research and development activities in the department.

- From the total sample of 250 teachers from the two selected universities, a total of 244 i.e. 97.6 % of the teachers denied the existence of the Grievance Redressal Machinery at place in the university. Only marginal number of teachers confirmed its existence. Further, only marginal number of teachers has high level of satisfaction with regard to their grievance redressal although considerable numbers of teachers have moderate level of satisfaction with the grievance redressal. Majority of the teachers have low level of satisfaction with the redressal of their grievances.
• From the total sample of 250 teachers from the two selected universities, more than three-fourth of the teachers denied their involvement in the curriculum development. This indeed is very disheartening. On the question of their frequency of involvement in the curriculum development, few less than two-third of the teachers have confirmed that they are involved in Curriculum development occasionally only. Only one fourth of the teachers who have confirmed their involvement have confirmed that they are involved in the curriculum development in their departments fully. On the question, ‘when the curriculum should be revised’, nearly two third of the teachers opined that the curriculum should be revised as and when any new concept or idea or technology demands. Only one0-tenth of the teachers are of the view that it should be revised between 5 to 10 years regularly. Thus, majority of the teachers, have agreed that the syllabus should be revised as and when any new concept or idea or technology demands it should be.

• From the total sample of 250 teachers a total of 146 i.e. 58.8 % of the teachers have shown low level of satisfaction with regard to Health facilities in the campus. More than one-half of the teachers have shown low level of satisfaction with the cultural activities. While with regard to transport facilities, nearly one-half of the teachers have low level of satisfaction, regarding Law and order arrangements a total of 183 i.e. 73.2 % of the teachers have experienced low level of satisfaction. Thus, most of the teachers have low level of satisfaction with regard to all the campus facilities. Only marginal numbers of teachers have high level of satisfaction with regard to all the four components of campus facilities. Further, from 19.2% to 32.8% of the teachers have moderate level of satisfaction with regard to Health, cultural activities, Transportation and Law and Order arrangements.
(b) Non-teaching Staff

- From the total sample of 250 non-teaching staff from the two selected universities, nearly three-fourth of the non-teaching staff confirm that the online system of admission is advantageous to all however, a considerable number of the non-teaching staff denied it as advantageous. Few of the non-teaching staff is undecided on the issue. On the question of the reasons of difficulty in implementing online system of admissions, nearly half of the non-teaching staff stated that online system is difficult to implement due to lack of knowledge among the students. Approximately one third of the non-teaching staff attributes the difficulty to the lack of technology and internet facility. Rests of the staff attribute the difficulty to the lack of will among the administrative staff.

- From the total sample of 250 non-teaching staff from the two selected universities, a total of 200 i.e. 80% of the non-teaching staff have agreed that the examinations are conducted well in time. Rests of the staff have stated that the examinations are not held in time. On the question of the reasons of delay, majority of the non-teaching staff from the total number of 50 non-teaching staff who stated that the examinations are not held in time, opined that due to shortage of manpower, the exams are delayed. 15% of such non-teaching staff stated that due to non-completion of the syllabus by the departments in time, the exams are delayed. Others opined that it is lack of proper planning.

- More than 80% of the non teaching staff from the total sample of 250 non-teaching staff from the two selected universities has confirmed that the results are not declared in time. Rests of the non-teaching staff have stated that the results are declared in time. Thus more than four-fifth of the non-teaching staff are of the view that the
examinations are not held in time. This indeed brings down the image of any higher education institution as exams and the results are the direct factors which affects the image of any education institution in general and higher education institution in particular. On the question of the reasons of delay, a total of 148 i.e. 71.5 % the non-teaching staff from the two selected universities, opined that the results are delayed due to late receipt of answer sheets from the evaluators. A total of 36 i.e. 17.4 % of the non-teaching staff have also opined that the results are delayed due to manpower problems. Rests of the staff has attributed it to lack of proper planning.

- A total of 150 i.e. 60% of the non teaching staff from the total sample of 250 non-teaching staff from the two selected universities, have stated that due to financial constraints, the computerization system is not fully operational in their universities. Nearly one third of the non-teaching staff stated that due to the lack of trained staff the computerization in the examination system has not become a reality. A considerable number of the non-teaching staff have also opined that it is due to lack of manpower in general which is hindering the computerization.

- From the total sample of 250 non-teaching staff from the two selected universities, a total of 220 i.e. 88.0 % of the non-teaching staff have confirmed that they mark their attendance by signing in the register kept in the offices. Rest of the staff confirmed that the in-charges of the office only mark the attendance of the staff under them in the register. It means that different patterns are followed for marking the attendance. No one confirmed the attendance by mode of biometric machine. Thus huge majority of the non-teaching staff have confirmed that they mark their attendance by signing in the register kept in the offices. Only few more that one-tenth of the respondents
stated that their in-charges mark the attendance of the staff in the
register, themselves. On the question of the use of biometric machine
for marking the attendance, three-fourth of the non-teaching staff
from the total sample of 250 non-teaching staff have been found to be
against the use of bio-metric machines in the offices for marking the
attendance. Rest of the non-teaching staff have been found to be in
the favour of the use of bio-metric machines in their offices for
marking the attendance.

• More than three-fourth of the non-teaching staff from the total sample
of 250 non-teaching staff, have opined that the work allocation is not
fair in their offices. Rest of the staff is of the view that work
allocation is fair in their offices. On the question of the status of
workload, more than two third of the non-teaching staff have stated
that they are heavily work loaded whereas few less than one-fifth of
the non-teaching staff felt that are moderately work-loaded. However,
a considerable number of non-teaching staff felt no workload at all.

• Majority of the non-teaching staff from the total sample of 250 non-
teaching staff from the two selected universities confirmed that there
are many vacant positions in their offices, however, a considerable
number of non-teaching staff denied such vacant positions in their
offices. Few of the non-teaching staff were found undecided on the
issue. Out of the total non-teaching staff who admitted the existence
of vacancies in their offices, more than three-fourth of has confirmed
that the vacancies are lying vacant for more than 5 years. Rest of the
non-teaching staff has opined that these vacancies are lying vacant for
the last 2 to 5 years only.

(c) The Students

• A total of 783 i.e. 97.9.3% of the students from the total sample of 800
students from the two selected universities have agreed that internal
assessment method is beneficial to them. The rest of the students have denied it. Thus huge majority of the students have agreed that the internal assessment system is beneficial to them. On the question of type of benefits it accrues to them, more than two third of the students have stated that the internal assessment system brings them good marks. Some of the students have even stated that it helps them in passing the examinations. Few of the students have also stated that it is due to the fact that internal assessment system introduces them to the practical aspect of the subject.

• Nearly 90% of the students from the total sample of 800 students from the two selected universities have confirmed that the semester system is advantageous to them. Approximately one-tenth of the students have denied the same. On the question of various advantages it brings, more than one-half of the students have confirmed that it is easy to cover the syllabus in pieces under semester system. More than one third of the students have stated that the semester system brings more marks in the exams than the normal annual system. Although more than one-tenth of the students have confirmed that it gives them more options while selecting the contents of the course.

• More than three-fourth from the total sample of 800 students from the two selected universities, have confirmed that the online system of admission is advantageous. Rests of the students do not find it as advantageous. On the question of reasons of difficulty in implementing the online system of admissions, approximately to 50% of the students have stated that due to the lack of will among the administrative staff, the system has not been fully implemented. Nearly one-sixth of the students have attributed the difficulty to lack of knowledge among the students. More than one third of the students have opined that it is due to lack of technology and internal facility that the online system could not be implemented fully.
On the question of reasons of non-participation of the students in the learning process, the students have given mixed responses. From the total sample of 800 students from the two selected universities, nearly 44% of the students have opined that learning environment is not conducive in the class. Nearly 38% of the students have stated that due to lack of providing real time experience in the class, they are unable to participate fully in their classes. On the question of ‘which is the very effective method to ensure active participation in the class’, majority of the students are of the opinion that the effective method to ensure active participation is the one which introduces them to the real time experience of the subject under study. More than one-fourth of the students are of the view that by introducing them with the group tasks, participation of the students can be ensured. Nearly one-fifth of the students are of the opinion that use of modern technology/smart class room technology will ensure active participation from the students. Few more than one-third of the respondents from the two selected universities have stated that Group Tasks is the very effective method to ensure active participation from the students.

From the total sample of 800 students from the two selected universities, approximately two third of the students have denied the existence of any grievance redressal mechanism. Remaining students have confirmed its existence. On the question of whether the machinery attends their grievances regularly, more than 80% of the students from the total students who have confirmed it existence, have stated that it does not attend the grievances regularly. Rests of the students have confirmed that the machinery attends the grievances regularly.

More than 95% of the students from the total sample of 800 students from the two selected universities are in support of the office of the
Ombudsman. Rests of the students are in favour of the grievance redressal machinery provided by the university. On the question of whether Ombudsman office should listen to the complaints relating to the deficiency in services, more than 90% of the students from the two selected universities are of the view that ‘deficiency in service’ in education services’ should be within the purview of the Ombudsman office. Rests of the students opined that it should not be so.

- From the total sample of 800 students from the two selected universities, more than 90% of the students denied that the feedback is taken from them regularly. Only few of the students have confirmed that the feedback is taken from them regularly. On the question of ‘who should assess the teachers’, majority of the students have opined that the teachers should be assessed by the students. Few more than one-tenth of the students opined that administration should assess the teachers. There were some students who have opined that the parents should assess the teachers.

- From the total sample of 800 students from the two selected universities, majority of the students have confirmed that they are not provided by any type of scholarship for their studies. Few more than one-tenth of the students only confirmed the provision of scholarships. On the question of sufficiency of the amount of scholarships, out of those who admitted having received any kind of scholarships, more than three-fourth of the students have opined that the amount of the scholarship is not sufficient to meet the expenditure of their study. Rests of the students have confirmed that the scholarship is sufficient to meet the expenditure of their present study.

5.2.3. SUGGESTIONS

Before moving to the suggestions, it will be proper to analyze present challenges which higher education is facing in the present scenario.
Challenges of present higher educational system in India

Since our independence, the nation has been facing challenges to establish a credible education system to cater to the needs of the country. Various governments put efforts according to its policy and philosophy and have appointed various committee and commissions to raise the status of education in general and higher education in particular but it is very sad that these efforts have been inadequate. India can no longer continue with the current model of general education and that of Higher Education in particular as it has failed to serve various educational and training needs of its students. The Higher Education System has a special obligation to develop knowledge and skills of the students so that they can excel in the professions they would like to take after completing their higher education. The portion of population which acquires higher education holds various Administrative and Educational posts where they take important decisions for the benefit of the nation. If the quality higher education is not imparted to them, then they may not be able to make right choices and decisions. Thus Higher education system requires a major investment to make human resource productive for the national development. Today, there are many basic problems faced by the higher education in India. These include:

(a) Shortage of Teachers

The classrooms are overcrowded, yet the faculties are not in sufficient numbers. Various drives in this regard failed to achieve the desired Teacher Pupil Ratio. Another related problem is that of quality faculties. The faculties are not trained on modern teaching methods rather they are adopting conventional methods and approaches of teaching. Thus, their outdated teaching methods do not motivate students and make the classrooms attractive and interesting.

b) Inadequate infrastructure and facilities

In India, the first and foremost challenge is to provide adequate infrastructure and facilities in the institutions of Higher Education learning.
But still there are deficient number of class rooms, laboratories, libraries, accommodation for both, the students and the teaching staff. Various amenities and facilities for the students are absent like cafeteria, safe and clean drinking water supply, canteen, parking, entertainment, road and pavements, sports and cultural facilities.

(c) Declining Research Standard

The quality of research undertaken in the higher education institutions is not upto the mark. Many studies undertaken by the students are repetitions of the earlier ones. Thus they do not take the research and innovation ahead. Many reports submitted by the students are just for formalities only to get a degree. No innovation is reflected in these reports. Some of these reports never get published.

(d) Inadequate Employment Oriented Courses

Employment is the major issue in the country. It was expected that present education system will take care of unemployment and will design courses which provide employment to the students. But it has fallen well short of the expectation. The courses and programmes of education are not structured according to the need of the various economic strata where these students can be fitted for gainful employment.

(e) Unmotivated students and overcrowded classrooms

The students of higher education institutions are not motivated at all. They do not select their disciplines as per their own evaluation and benefits it accrue to them rather they enter the institutions just by a chance. Therefore, they do not develop an interest in the disciplines of Higher Education. Consequently, they start withdrawing from their studies. Another factor related to motivation is the overcrowded classrooms. The students are not at comfort when there is a crowd in the class room. Their attention and concentration is diverted from the studies. The traditional teaching methods used in the classrooms do not hold their attention and thus they are not motivated.
(f) **Widespread Geographic Locations of Higher Educational Institutions**

India is a vast country. Many of its states are bigger than many countries of the world. The institutions of Higher Education are spread far and wide. The students have to travel a lot of distance to the Higher Education Learning institutions. Even primary and high schools are not easily accessible to the students. Higher education institutions are still farther away from their homes. Sometimes the students have to cross two to three states to get admission in the institutions and the universities of their choice. It proves a very costly affair for them.

(g) **Exploitation of students by Private Education Providers**

When the students do not get admissions in Government run institutions due to various reasons, they turn towards the private institutions. These institutions run on the motive of profit, exploit the students right and left. Apart from higher tuition fees, they charge various fees in an indirect way. Due to compulsion, the students keep on bearing all these expenditures. The problem aggravates when the students find that some of the certificates issued by them are not recognized by the UGC.

(h) **Problems of the Poor students**

Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. Thus these students remain poor throughout their life. The vicious cycle of poverty does not let them come out from their present economic state. The scholarships amount which they receive from the Government under various schemes is not sufficient to meet the expenditure of their study.
(i) **Inadequate Financial Grants**

There is inadequate financial support from the government. Private investment in this sector is primarily driven by profit motive. If at all they invest, they try to get as much as out of it for their own benefit exploiting the students. Due to this poor students do not make their way into higher education institutions. Their dreams does not realize into reality. A considerable portion of the funds allocated by the government falls into the corrupt hands. Sometimes, the funds are diverted to the purposes other than the purposes for which these were originally meant for.

(j) **Poor conditions of Colleges and Universities set up in rural areas**

Rural areas do not have sufficient number of colleges and universities of higher education learning. Most of these have been set up in urban areas. This makes difficult the accessibility of higher education to the rural poor youth. If at all any such institutions are there in the rural areas, they have poor infrastructure. There are deficient classrooms and other facilities for the students. Teachers are also least willing to serve in these rural areas. These institutions also suffer due to low-enrolment. Another difficulty is accessibility. The transport system does not make it convenient for the students to attend these rural institutions.

(k) **Absence of Well designed Policy on Higher Education Reforms**

It seems that the government has no well determined and well formed agenda for Higher Education. The political ideologies do not consider it important and instead they carry on other agendas which appeal to the masses to attract their voters. Government, both central and state, and regulatory bodies failed to understand the emerging market structure of higher education in the country. Consequently, there is a lot of outgo of our financial resources as a large number of students take admission in foreign institutions of higher learning.
So there are many challenges ahead in our higher education system. Some of these challenges are always present before the higher education system. These are continuous upgradation of curriculum to keep in pace with rapid growth of science and technology; globalization and the resultant challenges from the international universities; need for adequate funding to meet the demands of various novel innovative programmes; developing a meaningful and purposeful inter-face between the universities, National Research Laboratories, industries, government and society, etc. Many people in various parts of our country are deprived of higher education due to lack accessibility. Our constitution provides that this is the responsibility of central and state government to build a good education system. For that we need to have funds. But despite the fact that a huge amount is set aside for higher education every year, the results are not encouraging. The issue of quality in higher education needs to be emphasized. The government makes various policies on higher education and implements them but the quality has remained unresolved. The learners are unable to achieve desired skill and knowledge. Thus, there is a need to improve the quality and standards of higher education. The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to accelerate growth.

**Suggestions for improvement**

Today’s highly competitive world of education where every student just wants to be on the top and wants to excel in the life, highlights the importance of education and particularly higher education in today’s world. Higher education is the reason not only behind an individual’s success but is also the reason of the overall development of a nation as the products of good higher education are world class engineers, doctors, MBAs and many more. Thus, we need to analyze where we stand, today, among the world class universities like Cambridge and Harvard. Specific
question which need to be evaluated is where do our Higher Education System stands in the world?

The problem is that some of the problems of the Higher Education System are local and some are universal. After taking into consideration the outcome of the study in hand and the reports of various committees and commissions, academic studies and surveys, the followings are suggested to make improvements in the Higher Education system of India. In all fairness, the solutions given below are mere suggestions since implementation is a complex process:

(1) **Appointment of Teachers is Regular Basis**

The foremost priority of the government should be to deal with the problem of shortage to teachers appointed on regular basis. A large numbers of teachers are appointed on contract basis which ultimately do not conform to the standards of higher education. The shortage of teachers affects the quality evaluation and re-evaluation system of answer books that results in late declaration of remits. Teacher appointed on contract basis are not eligible to supervise Ph.D. and M.Phil. research scholars. Therefore, Vacant pasts of teachers must be filled in raising the standards of higher education.

(2) **Examination Reforms**

There is a need to stop various malpractices which have made their way in the examination system. The vices of cheating, copying and other practice of unfair means should be dealt strictly. The annual results and re-evaluation results should follow a pre-determined schedule as the students have to plan their future academic career according to the outcome of the results. In order to ensure quality evaluation of answer-books, sufficient number of teachers on regular basis should be appointed which will definitely help in solving many other problems as well.
(3) Make the curriculum dynamic not dogmatic

The curriculum or the syllabus for students in our country in higher education is outdated in most cases. Many a changes has taken place round the world in technology, communication, teaching processes and methodologies, but the curriculum is still the conventional. It is stale, dogmatic and teaches the things that the world has moved on with. To infuse dynamism, we 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. For example final exams may carry the weightage of 50% and the rest weightage of 50% may be give to the project/assignments. The projects should have independent people who judge them and not the faculty in its place.

(4) Make the Teachers feel worthy

The academic curriculum board, in most cases is filled with people above their 60’s and 70’s. With all due respect to them, we need a bunch of younger professors to have a mix of experience and youth in the system. The younger ones would be more in line with the technological changes and the new age needs of the students in their years to come. The fact, however, is that most of the younger professors are either outcasts from other institutions or are doing this job because they don’t have better things to do. Very few persons are actually in teaching profession for the sake of teaching. This is due to the fact that they are paid less in comparison with the rest. A graduating student earns more in an IT company than what an Assistant Professor earns in some colleges or universities. Once we pay them more, we will get the people who actually want to teach and people who are worth the caliber of teaching.
(5) **Promotion of Industry Interaction**

One of the key pillars in the growth of education is the level of industry interaction with the students. Before finalizing any course or skill development programme, the views and demands of the industries should be taken into account so that universities and colleges can prepare students as per their requirements. Even, when companies come for placements, there should be basic qualification criteria for their eligibility for the placements. The firms and companies coming for the placement should have a well determined criteria and commensurate package. This can be done when the university or the institute who offer them their students can guarantee on the quality of skill and intelligence of the students. Further the packages offered to the students should be commensurate with their investment in the education for obtaining skills and intelligence.

(6) **Use the power of Alumni**

Although this concept is not widespread in India, it is well developed and harnessed in foreign countries. In India, it has not been attempted seriously. It has enormous powers and uses. Barring the IIT’s and few other top institutes, the concept of Alumni networking is almost non-existent. In an era where every Indian graduating is earning somewhere, alumni networks need to be very well intertwined with the university affairs. Once a credible network is established, it would give the avenue as well as the confidence for the alumni to contribute in terms of money or academic expertise.

(7) **Towards a Learning Society**

The society moves in a linear progression. The civilization moves ahead in all the areas of life. As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Along with setting priorities for education to all, the country will have to prepare itself to
invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes. The society should be tuned to the education system. Without the cooperation from the society, all efforts will be futile.

(8) Incentives to Teachers and Researchers

Industry and students are expecting specialized courses to be offered so that they get the latest and best in education so that industries are ready to employ them. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. To encourage innovation and research on these courses and diplomas, special incentive schemes should be in place for teachers and researchers to make these professions more attractive for the younger generation.

(9) Innovative Practices

We have reached the present development with the help of innovation only. The introduction to new technologies, developments in communication, transport, service and industry offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country’s innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research innovation-growth linkage. To encourage this various incentives schemes should be at place.

(10) Mobilization of resources

There has been sharp decline in the amount of funding in the last two plan periods. This has serious consequences on standards of education due to increasing costs on non-salary items and emoluments of staff on the one hand, and increasing demand for higher education institutions. Effective measures will have to be adopted to augment resources for higher education. There is also a need to relate the fee structure to the student’s
capacity to pay for the cost. So that, the students at lower economic levels can be given subsidized education while the other in higher income bracket can be charged at cost. The schemes of subsidy should be well informed to the beneficiaries and so devised that the only needy students are benefitted. The resources so offered to these needy students should be sufficient to meet all the expenditures related to their education and training.

(11) Demands of Modern Information Age

The world is entering into an Information age where fast changes and developments in communication, information and technology, industry and service sector are taking place which were never before. The education market is open to new and cost-effective approaches for providing reach of higher education to the youth as well as to those who need continuing education for meeting the demands of the present information age and fast-changing nature of occupations. Knowledge, which is at the heart of higher education, is a crucial resource in the development of political democracy, the struggle for social justice and progress towards individual enlightenment. Higher education alone can meet the challenges posed by modern information age.

(12) Student-Centered Education and use of Modern Teaching methods

All education should be student centered because student is at the centre of higher education. Therefore, methods of higher education have to be appropriate to the needs of the learning to learn, learning to do and learning to become. Besides, new and dynamic methods should be adopted for imparting education and training to the students. This will require teachers with new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale to meet the growing demands.
(13) Public Private Partnership

Public Private Partnership (PPP) is the new concept in education in general. It is very essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels. However, this needs to be intensified with appropriate attention to all the aspects in order to prepare quality and sufficient number of educational staff. We have to be optimistic that private-public partnership and the Industry interface will take place in the field of education at all levels, and particularly in the backward regions, which is the need of the hour. There has been some thinking on this part from the present government, but the things are not moving at a desired pace, right now.

(14) International Cooperation

In today’s era it is almost impossible to think of development in Higher Education in isolation. We need to adopt many innovation and practices followed in the higher education system of various countries for development of our system. Our universities are means to transmit knowledge and skills through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance in higher education to find satisfactory solutions to problems that have global dimensions. Government can enter Memorandum of Understandings with the countries who have developed innovative teaching processes, methodologies and policies. Interchange of teachers and other peer groups related to education is a good idea so that the views and knowledge is shared for the benefit of the coming generation.
(15) **Action Plan for Improving Quality**

There has been a voice from certain quarters that academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The private and self finance colleges and universities should come forward for accreditation and fulfill the requirements of accreditation. Universities and colleges should realize the need for quality education and come forward with action plan for improving quality in higher educational institutions than sticking to the present standards of education and conventional methods of teaching. It is the quality of education which pays in the long run.

(16) **High-tech Libraries**

Various surveys have found that our university libraries have a very good collection of books, but they are all in mess. Most of the books are of old editions. A library must be online and conducive for serious study. It should be our endeavour to provide quality education to the students. In this way the students will be able to compete at the international level. To achieve these objectives we should have books and e-books on latest editions. Students get confused when they compare the information and data provided in old books with that of new edition books. Libraries should be the places where one can study in serenity with availability of the desired study material and information.

(17) **Stipends to Research Fellows**

It has been observed that the number of seats offered for PhDs in India is less if we look at the number of persons completing their masters. Secondly, the standard of research carried out under the Ph.Ds should be raised. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships identifying talented and meritorious students. It is through
recognition that we can attract students into research and teaching. Sometimes the number of scholarships offered to the students is very limited.

(18) **Privatization of Higher Education**

In any nation education is the basic necessity for the socio-economic development of the individuals and the society. In reality only 20% of the population is educated in India. So, improved standard of education as first priority should be offered to the majority by the government with sincere political will. Side by side, privatization of higher education is absolutely necessary in a vast country like India as government alone is inadequate to do so with financial, human and physical resources constraints.

(19) **National Knowledge Commission and the Higher Education**

On 13th June, 2005, the Government of India constituted a high level advisory body known as National Knowledge Commission (NKC) to advise the PM about the state of education in India and measures needed to reform this sector. It was headed by Sam Pitroda and submitted its report in November 2007. NKC has recommended setting up of 1500 universities by 2015 so that gross enrollment ratio increases to 15 percent. It has also called for establishing an Independent Regulatory Authority for Higher Education (IRAHE) to monitor the quality of overall higher education in India. But the recommendations of these commissions have not been fully agreed upon by the government. Some of the recommendations have been accepted by the government and have been implemented. The results are yet to be known.

(20) **Responsibility of Parents and society**

Parents of the students can play an important role. As the family is the first school of learning, it is the duty of the parents that they teach their children values, behaviors patterns and morals which are beneficial to the society and the nation as a whole. Secondly, they should not force their will on the children. Let the children decide their career based on their
interest and hobbies. They should understand that their contribution in molding the behavior patterns of their children matters a lot for their future career.

(21) Education Ombudsman

There have been voices from certain quarters of academics that the Office of the Ombudsman should be made available for all the stakeholders to put forward their grievances. During the study it was very loudly viewed that the grievances, complaints, enquiries pertaining to various issues of corruptions, indiscipline, violation of rules and regulations etc are manipulated to a great extend and justice is not done to the aggrieved individuals. The atmosphere wherein factor of responsibility and accountability should exist is altogether missing. It is strongly suggested that an institution of University Ombudsman should be created for impartial settlement of complaints. During the study, it has been observed that most of the respondents were of the view that office of the Ombudsman is the need of the hour. In this way many grievances of the all the stakeholders will be resolved and besides it will bring improvements in the quality of education.

(22) Towards a New vision

India realizes, that humanity stands today at the head of a new age of a large synthesis of knowledge. East and the West have to collaborate in bringing about revolutionary improvements in of higher education and integrate it with the welfare of the society. In this new age, great cultural achievements of the past have to be recovered and enriched in the context of the contemporary advancement so that humanity can successfully meet the evolutionary and revolutionary challenges and bring about a new type of humanity marked by integrated powers of physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual potentialities. To achieve all this Higher Education can play an important role by raising the conscious level of the people.
After independence, there has been tremendous increase in the institutions of higher learning in all disciplines. But the question arises whether this growth has been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of human resources and its continuous development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries and between higher education institutions.

We are moving towards an era which would be defined by the parameters of knowledge and wisdom. India, in order to become a knowledge power, should take intensive improvements in the Higher Education system. The decisions that are going to be taken on the issues related to Higher Education are likely to hold the key to India’s future as a center of knowledge power. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can become a power to reckon with.

The above suggestions might not break the deadlock or create a revolution by any means but can definitely create an environment to initiate the process of reforms in higher education system. Therefore, it is high time to think of solutions to improve Higher Education in India. It is hoped that the coming era in Higher Education will be bright and fruitful for the young generation.