

Employability of Higher Education in India

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Introduction

The higher education system in India has grown in a remarkable way . Particularly in the post independence period to become one of the largest system of its kind in the world.

However , the system has many issues of concern at the present , like financing and management including access , equity and relevance , reorientation of programs by laying emphasis on health consciousness , values and ethics and quality of higher education together with the assessment of institutions and their accreditation.

These issues are important for the country as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st century.

Recognizing the above and the basic fact , that the universities have to perform multiple roles , like creating new knowledge ,acquiring new capabilities and producing an intelligent human pool ,through challenging teaching ,research and extension activities so as to balance both the need and the demand , the UGC had initiative nation wise discussion on the said issues during its Golden Jubilee Year 2003.

The seminar topics have been suitably categorized and presented in three sections .

- Management of higher education
- Reorientation of higher education and
- Quality assurance in higher education

The new challenge before the country at the beginning of the

twenty first century is to become a developed society by the year 2020.

The Indian higher education system is one of the largest such systems in the world. It is estimated that during the xth five year period [2002 -07] , there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country.

The five sub sections cover important aspects of the deliberations , recommendations and action plans of UGC Golden Jubilee seminars organized at different universities in the country.

- Public/private partnership in higher education at universities of Calicut, Kozhikode, Kerala.
- Governance of higher education at university of Jammu, Jammu, J&K .
- Access and equity in higher education at G.C.D , university , Bilaspur , Chattisgarh.
- Expert of Higher Education at J.N.D university , Jodhpur Rajasthan and
- Policy planning for higher education under WTO and GATT regimes at north Bengal university , Darjeeling , west Bengal.
- Economics of higher education at N.E hill university , Shilong, Megalaya.

Governance

It has been observed that policy framework is carefully planned at the level of the Planning Commission, Ministry of Human Resource development and university grants commission . However the policies are not fully implemented mostly because of the faulty management of the institutions of higher education .the new challenges facing the system of higher education in the country cannot be met without a total overhaul of the structure of management of higher education institutions . This has become all the more necessary because of globalization , which requires talent , competence , drive initiative and innovation several levels .

This cannot be achieved without overhauling the administrative set up of universities/ Institutions. Therefore governance of higher education was deliberately at length at this seminar , the main recommendations of which are summarized below.

Quality Assurance in higher education

In a environment of global competitiveness it is important that Indian products of the higher education institutions are as competent as graduates of any other country , not only in their scholastic attainments but also in terms of the value system and richness of their personality.

Sustaining Quality

Quality has both absolute and relative connotations. the concept of absoluteness in quality props up the moral of the higher education system at the delivery end that is institutional and at the receiving end that is students.

Assessment and Accreditation

The fact of the matter is that the Indian elite and middle classes have not cared for making education accessible to the other sections of society.

Conclusions

Other important recommendations for improving the quality of higher education.

1. A well planned and structured interaction to be developed between centers of academic excellence and other universities / institutions.
2. While restructuring the syllabi and courses efforts should be made to develop an optimal combination of acquisition of theoretical and practice skills.
3. Quality of higher education can improve considerably through an extensive and optimal use of audio visual technologies and internet.
4. Examination reforms gradually shifting from the terminal,

annual and semester examinations to regular and continuous assessments of the students performing in learning should be implemented.

5. Quality of higher education can also be improved by inducting quality oriented objectively in merit promotions of teaching faculty.
6. Re-organization and integrations of various facilities, particularly in social sciences, around inter disciplinary and multi disciplinary courses can also help in quality improvement in teaching, research and consultancy.