

IMPROVING QUALITY OF HIGHER EDUCATION THROUGH SOME REFORMS

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Abstract

As we approach the 21st century, globalization of trade of production and of communication has created a highly interdependent world. Hence there is a need of pedagogy of teaching and skill in higher education, and intercultural dimensions into its teaching, research and service functions.

We have one of the largest scientifically trained manpower in the world but we also have the largest number of illiterates in the world. We belong to the elite club of countries fabricating and launching satellites, but we still continue to keep the company of those who are very low in terms of human development index. We have one of the largest networks of schools and other educational institutions in the world. Yet we have nearly half of our children outside the purview of primary schooling. Indian education system continues to struggle with the task of resolving the paradoxes facing the country.

Keywords: shortcomings in the existing examination system.

Introduction

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Objective of the study- the objective of the present study is to analyze and improving quality of higher education through some reforms

Research Methodology- The data was collected from secondary sources like various web sites and news paper articles in regional language

Concept

Undoubtedly, the biggest challenge facing the Indian education system is that of inequality in educational development, with a large section of population remaining illiterate and a large number of children not getting even primary education. The challenge in education is not purely quantitative issue. It is even more acute with regard to the quality and content.

While government has helped expand the system of Higher education considerably .the proportion of youth in the age group 17-23 who benefit from collegiate education is still only 6 percent. As we go ahead this will prove to be quite inadequate to meet the demands of a growing economy, even more important is the question of the quality of higher education that has to produce a generation capable of competing at the international level.

We have a very large system of higher education, the second highest system in the world next only to USA. But there may not be two views about the fact that our achievement is far from satisfactory as far as the quality of higher education is concerned. The quality of higher education is reflected on the quality of the products of higher education (i.e. the graduates) which in turn depends on the quality and variety of learning, experiences provided by the institutions of higher education. In the present paper the authors has analyzed the shortcomings in the existing examination system ,the causes of students absenteeism and how the same affect the quality of higher education .A scheme of evaluation in higher education has been suggested to improve the standard of examinations and enforce the attendance ultimately improve the higher education.

Barring exceptions as mentioned earlier, the normal run of institutions of higher education in the country leave much to be desired when looked at from the point of view of the purpose of higher education .The education commission (1964-66)said that the goal of undergraduate education of the first degree is to bring students “to the frontiers of knowledge and threshold of the world of research “Our first degree colleges of Arts .Science and Commerce do not come up to these standards Our degrees are not considered to be of international comparability.

Why is this so? As the document challenges of Education points out a large majority of these colleges are engaged in mere ritual of teaching. There is very little of self study. The students are expected just to learn textbooks and not understand the subject. So teachers also become syllabus oriented. Many teachers spend their time in taking private tuitions or teaching in coaching classes. Of course there are honorable exceptions.

Quality of students

When the concept of higher education is reduced only to passing of examinations and obtaining a degree, when teachers are not committed and where academic atmosphere conducive to the pursuit of scholarships is not available, the students tend to lose their interest in studies and look upon the college years as only a waiting period till they get some job on the attainment of a degree.

Examination system, attendance and syllabus are play a vital role in determining the quality of our products and hence the quality of higher education.

Shortcomings in the existing examination system

- We often come across the news about leakage of question paper, mishandling of answer scripts, mismatch of role number, errors in marking and totaling, awarding of grace marks, wrong declaration of results and many more. Most of the institutions still appear to be “technology-shy”.
- When examination determines a student’s advancement through school and his later life’s opportunities, parents pressurize him/her to succeed. The examinations create *fear and tension* amongst the students. Under distress, the students resort to all kinds of malpractices to pass the examination .
- There exist a lot of quality problems in the prevailing system: these problems relate to question papers, term-work assessment, holding of fair practical exams, exam schedules, management of malpractices, answer script evaluation, shortage of qualified examiners, delays in evaluation of answer scripts, discrepancies in transcripts, delays in processing the results, delays in declaration of results, handling of revaluations, question papers, etc.
- Emphasis on *memorization* only results in cramming of answers. The outcome is that students tend to forget all that they had memorized soon after appearing in the examination. Cramming does not lead to sustainable learning. Most of the concepts taught in the class are forgotten.
 - The present system is dominated by defective external Examinations. The question papers used at examinations lack the desired level of validity and reliability. Most of the questions included in question papers are meant for memory testing. Higher-level learning outcomes like application, analysis,

evaluation etc. hardly find place in the examinations. In most of the cases, the question papers lack variety since only limited number and types of questions are included.

- In the absence of continuous and comprehensive internal assessment, evaluation of co-scholastic aspects is relegated to the background. As a result, development of affective domain of the Lerner is sacrificed. Since co-curricular activities are mostly not counted for certification, either the institutions do not conduct the same, or even if conducted many students do not consider it necessary to participate in the same. The present system of examination in higher education, thus neglects the development of total personality of the learners.
- The use of tools and techniques of assessment in most of the institutions of higher education is largely limited to written examinations. Due to lack of or limited use of such tools and techniques, the development of non-cognitive attributes is neglected.

The suggested scheme of Examinations

In the suggested scheme, four areas of evaluation viz

1. Scholastic subjects
2. Literary, Scientific Cultural and various Indoor & outdoor activities
3. Interest, Attitudes, Adjustments and Appreciations
4. Personal –Social qualities are considered and the detail methodology of evaluation in each area has been worked out separately.

Conclusion

Continuous assessment of learners' progress and performance is considered as an integral part of teaching-learning activities. External examination is limited to those learning outcomes, which can be effectively measured at the end of the course. Use of grade in place of marks has been suggested. Indirect grading method has been suggested for use in assessing performance in objective type tests and in the case of essay type tests and for the assessment of co-scholastic learning outcomes direct grading method has been considered appropriate.

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