



Higher Education In India:

Issues, Opportunities and Challenges

Editors

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QUALITY OF HIGHER EDUCATION

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The most important problem that the higher education system in India confronts is poor and deteriorating quality. Quality of higher education is indeed too difficult to measure in any comprehensive and acceptable manner. One can look at the quality of output, in terms of quality of the graduates universities and colleges produce, the values they acquire, employability of graduates, and earnings associated with their education. The labour market performance of the graduates, generally referred to as the external efficiency of education, and often measured in terms of rates of return, is taken as an important indicator of the quality of the education they have received. It is well documented that both in India and other developing countries, the rates of return to higher education are sizeable. But they indicate only a partial dimension of the quality of education, and cannot capture many other dimensions, particularly the values the graduates have acquired.

What we find in India is; there exists a good number of universities and other institutions of higher education of excellence, at the same time there also exists a large number of institutions of substandard quality. As a result, while in terms of the total quantum of output of our higher education institutions it is one of the largest in the world, the quantum adjusted for quality, and in case of even indicators of quality, India does not necessarily rank fairly well with many developed and even developing economies. The stock is not adequate to match the requirements of the economy. Any standardised international comparisons of the stock of science and technology manpower would not make any tall claims tenable. The stock of manpower is also made of first graduates. Post graduates are few and doctorates are fewer. This reflects the quality of the science and technology manpower India has.

High percentage of the enrollments in higher education were made in the first degree. Students enrolled in postgraduate studies are very few and fewer are those enrolled in research and in diploma and certificate courses. Further, hardly one percent of the post graduates who appear for the qualifying examination for Junior Research Fellowship and very few candidates appear for the lectureship eligibility test were successful. The research output of our higher education system in terms of quantity and quality, measured in terms of easily measurable indicators, of say number of products, processes, design prototypes developed or publications and citations, also does not compare very favourably with many other developed and even developing countries.

About Editors:



Dr. Vinayak A. Jadhav is at present working as Principal of Shivaji Mahavidyalaya, Udgir Dist: Latur (Maharashtra). Previous to this position, he was working as Head and Associate Professor of Statistics in NES' Science College, Nanded. He was also Acting Principal of NES' Science College, Nanded for one academic year. He has 35 years teaching experience at UG/PG level and specializes Operations Research and Agricultural Statistics. He has also worked on different academic bodies and committees which include, Chairman of Board of Studies (BoS) in Statistics, Member of Academic Council, Member of Standing Committee of SRTM University, Nanded as well as Member of the Management (Teacher Representative) of Nanded Education Society, Nanded. So far, there are 13 books, 09 paper presentations at National/International Conferences/Seminars, 33 paper publications in National/International Journals to his credit. Five students awarded Ph.D. under his guidance and work of two students is in progress.



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