

Analyzing the Situation of Indian Higher Education System in Modern Context

Surabhi Mishra

Former Student University of Delhi, India

Abstract

Although universities are expected to be very sensitive to local, national and global expectations and needs with different dynamic and vast role through teaching and training and research work to forthcoming generations. It seems that our universities are far from society needs. Then how could be and where could we stand in this world of Knowledge explosion. Our policy makers emphasize on the expansion of higher education like the universalization of Primary Education. It is seen that higher education system of India stands on the second largest in the world, after the United States. The entire scene which has been created is almost fit to give rewards for this tremendous effort but are we in a position to be rewarded.

The main function of universities are Teaching, Research and Extension work, Many studies revealed that the universities are preparing the army of confused and unemployed generation. This study aims to know the views of students studying in the campus regarding the teaching learning environment and the attitude of teachers and researchers regarding research work in higher education system.

Let us see Indian higher education in present context. One observation which could be easily remarked about Indian Higher Education-

Our higher Education system is like a Neem Tree from which we try to get the fruit of Mango. Long years have been passed for our Independence still we lack to modify our Higher Education system as per our own need now trying to modify it in international context actually from the beginning of independency its face value is fully international we failed to redeem it as per our own need. Although universities are expected to be sensitive to local, national and global expectations with different dynamic role but our universities are far from society needs. Then how could be we stand in this world of Knowledge explosion. Our policy makers regularly emphasize on the expansion of higher education like the universalization of Primary Education. It is seen that higher education system of India stands on the second largest in the world, after the United States. The main governing body related to this system, University Grants Commission, enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. Indian higher education system has expanded nearly 20,000 colleges and more than 8 million students in a decade from 2001 to 2013 India has 45 central universities, 318 state universities, 130 deemed universities, 185 private universities, 5 institutions established and functioning under the State Act, and 51 Institutes of National Importance 16 IITs 30 NITs and 05 IISER. Other institutions include 37204 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2013.

The entire scene which has been created is almost fit to give rewards for this tremendous effort but are we in a position to be rewarded. A snap shot study has been done to know the views of students regarding the teaching learning environment and research in higher education system. To clarify all the above situation present attempt has been taken.

OBJECTIVES OF THE STUDY:-The objective of the study is -

- 1) To observe the process of the classroom transaction process in Higher Education Institutions.
2. To observe the interest of teachers and researchers in doing research work in Higher Education Institutions.

METHODOLOGY- Researcher found **Descriptive Survey Research Design** to be the most suitable for this investigation.

SAMPLE: - It was very difficult to work on the whole population because of limited resources and duration. Thus through **Purposive Sampling** students of three universities and 45 colleges (Aided and Non- aided) situated to different zones of Uttar Pradesh were selected. At least one classroom from Arts subject and one classroom from science discipline were observed to know the real situation of classroom transaction process in the HEI.

PREPARATION OF MEASURING TOOLS- In the absence of suitable tools researcher herself developed these tools for the investigation.

- Classroom interaction process observation schedule
- Questionnaire related to teachers and researchers involvement in research.

Collection of data-

- Classroom interaction process observation schedule was used to observe classroom teaching environment of three selected universities.
- Questionnaire related to teachers and researchers involvement in research was administered on 315 researchers of HIE in U.P.

Presentation of results- Keeping in view the nature and objectives of the study, results have been presented sequentially

Objective-1 To observe the process of the classroom transaction Process in the institutions of higher education.

One main aim of the study was to observe the teachers activities during classroom teaching. To fulfill this objective of the research **Classroom interaction process observation schedule** was used by the researcher and her team for observation of classroom teaching process in 03 Universities and 45 colleges of selected district of Uttar Pradesh. Tables below reflect the results.

Table-1

OBSERVATION RESULTS ON CLASSROOM OBSERVATION SCHEDULE

Teachers' Activities in the classroom	situations (%)
Maintaining discipline	89
starting of lesson with interest	66
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Testing pre-knowledge	21

conjunction of pre-knowledge with post- knowledge	21
Seeking students co-operation	42
Questioning	42
Getting answers	42
Attention towards entire class	93
enhancing students interest	51
Motivating students right responses	41
Correction of wrong responses with students support	86
Sensitiveness towards students problem	60
Using appropriate language	56
illustration with examples	50
Use of Teaching Learning material	41
Use of TLM in rough and tough concepts	36
Description of tough & deep concept	54
Students freedom for expression	63
Use of various teaching methods	39
Proper Use of blackboard	41
Writing important thing on the blackboard	42
Supporting students practice	42
Student group conversation	36
Instruction for doing class work	40

Discussion:- Above results in the table reflects that-

- 👤 89% teachers of HEI were found interested in maintaining discipline during classroom teaching. Teacher gave instruction to all the students to maintain discipline.
- 👤 88% teachers of HEI started their lesson with interest.
- 👤 21% of the teachers tested student's pre-knowledge level before starting the original topic. A meager the same teachers tried to add students pre-knowledge with their present knowledge.
- 👤 Only 42% of the teachers were found seeking students cooperation in their teaching.
- 👤 Almost Only 42% of the teachers were found trying to interact with students in the form of questions Almost the same teachers were found attentive towards getting answers from the whole class
- 👤 Vast 93% teachers were found attentive towards entire class.
- 👤 Only 51% of the teachers were found interested in enhancing students interest and attention towards classroom teaching.
- 👤 Almost 41% of the teachers were trying to motivate students to generate right solution mostly the teachers were of science subject.
- 👤 Above 86% of the teachers were found seeking students supports in correction of wrong responses.
- 👤 More than 60% of the teachers were found sensitive towards student's problems.
- 👤 More than 56% of the teachers were found using appropriate language according the level of the students. Here many teachers were found using their gained experience of regular teaching in many HEI.

- 👤 More than 56% teachers used appropriate examples in description of tough mostly of science discipline.
- 👤 A very less only 41% of the teachers of HEI were found using TLM during their classroom teaching.
- 👤 Only a few 41% of the teacher used TLM properly to make their teaching more interesting.
- 👤 More than 54% of teachers used TLM in describing rough and tough concepts and gave proper description of tough and deep concept in their classroom teaching.
- 👤 More than 63% teachers of HIE teachers gave freedom to their students for giving their expressions and raising problems during classroom teaching.
- 👤 Only 39 % HIE teachers used various teaching methods in their teaching while most of them used lecture method.
- 👤 about 41% HIE teachers used blackboard properly during their teaching. 51% of teachers supported students practice for effective learning in their classroom.
- 👤 More than 36 % teachers supported students group for conversation during teaching.
- 👤 Lastly 40% of teachers gave instruction to their students to write down the blackboard work.

Above results gave flashlight on this conclusion that Mostly in the various subjects except science teachers of HIE use traditional method of teaching. They are only interested in taking their due periods but not interested in making any effort for making effective teaching learning environment in HIE.

Objective-2- *To observe the interest of teachers and researchers in doing research in higher education institutions.*

To fulfill this objective of the research Questionnaire related to teachers and researchers involvement in research was used by the researcher and her team for the observation of research process in 03 Universities and 45 colleges district of Uttar Pradesh. About 315 researchers were interviewed. Tables below reflect the result.

As per the interview these facts came out about researches in India.-

- 51% of the researchers joined in Pre-Ph.D course just to get the degree not to create new concept and knowledge
- More than 51% of the researchers accepted that they selected the topic suggested by their guide.
- About 42% of the researchers accepted that their guide show interest in their research work 31% of them also disclosed that it is too difficult to seek the cooperation of guide. On other side 59% of the guide reported that most of the student doesn't show proper interest and dedication in their research.
- About 47% of them accepted that they spend very less time in their research work except science discipline.
- 45% of the researchers reported that they selected the topic as per their convenience not to create a new knowledge.
- Most of the students accepted that they avoid of knowing about the new trends and area of research. Research is seen as an inquiry to solve problems as well as to induct the young into a community of inquire.

- According to 46% of guides researchers don't take any initiative and effort to do the work in time.
- Only 40% of the researcher accepted that they take proper guidance to complete their research work. Only a few 28% of the researcher mostly of science accepted that they give regular effort to their research work.

Above scene reflects that neither Teachers working in these institutions nor students studying in these institution are not in a mood to update themselves for knew challenges. Then a question arises what to do with innovations in education system! How our country will face the challenges of modern era and democracy itself a very tough administration system which requires a lots of support of capable citizens. MHRD State education minister Shasi Thurur himself has stated that Indian higher Education system is not in a capacity to prepare a competent and proper educated graduates. Universities are failed to prepare the appropriate Human resource for our economy. Most of the universities are now not meant for expansion of new knowledge they are the institution meant for distribution of Degrees. (Dainik Jagaran 06/11/12). Our universities are functioning in same trend it may be said that decline in quality could be observed. More than 16% of the total population is now enrolled in higher education institutions. Expansion of HEI is in demand. What is the reason for slag ness of higher education in India? Why our institutions are not in a position to get a place in international stage. These are the reasons-

- 👤 In our universities concept of teaching and workload means periods taken No efforts are provided to the students for their overall development. Our universities are just like primary schools where teachers neither show any interest in taking effective and interactive classes nor any innovative work.
- 👤 Universities are said to be autonomous but ought to follow the regulation and Curriculum decided of governing body like UGC . This body applies in the name of accountability mask the epistemic sterility of the curriculum, the pedagogic process and examination. In western countries teachers are free to decide curriculum and pedagogy of own research interest. This trend makes a free and new environment for teacher to work. To keep researchers research interests alive and popular teachers should engage with their students who bring fresh questions and perspectives to ongoing inquiries
- 👤 In HEI in India teachers and taught rarely interact in classroom and outside academically. This affects the whole teaching learning environment and teacher cannot solve the learning related problems. Some activities like co-scholastic activities should be added to the institution level curriculum to facilitate overall development of future citizen and create a free and interactive environment. More academic autonomy would make potential institutions and more creative.
- 👤 Teachers working in permanent institutions of HIE are free just to complete their duties in their own way. No inspection and supervision are done by state or central bodies whereas in most of the western countries teachers are appointed for

a fix duration and ought to prove their competency every time by updating them with new challenges.

- 👤 In India teaching is perceived as institutional work, research is viewed as a personal work no motivation and rewards has been decided for good research and effective teaching in HEIs. Effective teaching and research should be awarded to motivate students and teachers to create a new environment of teaching and learning put more importance on physical activities, encourage original thinking. Institutions should be awarded academic, administrative and financial autonomy as per their performance.
- 👤 Teachers engaged in initiating a research project has to struggle all the way and time by whole time till completion f report submission to the funding agency. This makes a negative approach towards research and innovative works. Research work funded by the funding agency does not care about the use of the findings and their implications make the researches useless.
- 👤 Most of the HEI in India are in deficit of infrastructure and competent manpower and administrative procedures that might facilitate research and teaching do not exist. State Universities are just like toys of state govt. in which local politics plays a vital role and pressurize to accept their interference makes hindrance in maintaining Quality. The citizens do not see higher education as an intellectual resource. Nor do political leaders. Teachers and student are not getting updated library to enhance their knowledge. Most of the HEIs are not having Smart classroom facility for using technology in making classroom transaction effective. We forget that the library is not merely a facility it is also a physical space whose ethos induces the young and teachers to learn the meaning of belonging to a community of scholars.
- 👤 Inadequacy of funds is, of course, a major problem in most of the HIE turns out the structure of dependency of academic life in our country. The problem of funds and instruction of self dependency by funding agency made the institution just a market of earning money not the creator and generator of new knowledge. This problem needs a proper solution. We must increase substantially the number of Higher Education institutions if need then minimum standard should be ensured the availability of physical infrastructures like proper buildings, a minimum standard of laboratory and library, a decent play ground and internet connected computers in libraries and classrooms etc.
- 👤 Universities should provide increased opportunities for students in rural and semi-urban India (in form of transparent information dissemination, transparent selection for fellowship/scholarships and recruitments).
- 👤 All institutes/universities should be graded and judged as per their performance in Teaching and researches outcomes of teachers and researchers.
- 👤 Private institutes and universities must follow a minimum standard to give degrees.
- 👤 In our country competency and ability is measured by marks obtained in a particular class. If in future we are not aware of this trends of using mark-sheets and certificates to screen the young for further education and employment will affect the whole system and we can't stand in front of international context. . I am wondering how we can regain our lost glory of takshashila and Nalanda and

improve on that so far our Higher education and research is concerned. Let's start a vibrant discussion and let us know your opinion in this matter.

Key Words-

- **Global expectations-** Expectations / think about functioning accepted by all over the world
- **Teaching learning environment-** An environment created through teaching process and learning activities
- **Universalization-** simple and easy to access and achieve
- **Classroom transaction process-** The process through teaching and learning activities takes place and course is delivered
- **Pre-Knowledge level-** what achievers/taught know previously

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