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## TRANSFORMATION OF HIGHER EDUCATION IN INDIA: AN ANALYSIS

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### ABSTRACT:

In the current globalised world, HEIs are increasingly viewed as not only the creator of knowledge but also as providers of skilled personnel, agents for social changes, symbols of international prestige and much more. The primary function of Higher Education (HE) is the production, distribution and consumption of knowledge through teaching, research and community engagement. Traditionally, the purpose of HE was viewed as an instrument to build the necessary human capital for economic development but more recently it has become more complex and nuanced to include the role it can play in building an inclusive and diverse knowledge society. Today, HE is a complex system that facilitates teaching, research, extension, national and international co-operation and understanding. In fact, Higher Education throughout the world is in a flux. These days, Indian Higher Education is a highly centralized and mandated structure with tremendous quantitative expansion and quality revolution. The profile of education providers varies in types, programmes, curricular offerings, mode of delivery and funding pattern where quality of education has emerged as the key towards knowledge acquisition across all modes of educational delivery and services. India has undertaken quality assurance and accreditation as the proven means for reforming and upgrading standards in the Higher Education System. During this period, the National Assessment and Accreditation Council (NAAC) which is the quality arm of the UGC has designed and implemented its model of Quality Assessment Methodology for various types of Institutions. Since meaningful reforms can be made both at the policy level and at the institutional level, it is imperative to develop a Quality Management System to be followed both at the macro and micro levels. A systematic fostering of appropriate competencies among students, promoting digital technologies, inculcating an environment of innovation and creating a passion for quality and excellence in the HE system through the adoption of a quality management system will definitely usher in a new world knowledge transformation process in Higher Education which is the need of the hour. With this backdrop, the present study is an attempt to analyse the trend and transformation of Indian Higher Education system under the context of quality culture and changes in global higher education scenario and to provide some suggestive measures to face the challenges at par with the global standard of Higher Education Institutions.

**KEY TERMS:** Indian Higher Education, Transformation, Quality of Education, Higher Education Institutions (HEIs), Global Competency, Educational Technology, Quality Management, Quality of Education, National Development.



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## **1. INTRODUCTION:**

Higher education is a complex system that facilitates teaching, research, extension, national and international co-operation and understanding. Higher Education Institutions (HEIs) are generally considered to be significant generators and transmitters of knowledge, providers of opportunities for social mobility, trainers of skilled workers for employers, and drivers of economic development. HEIs are expected to create and disseminate knowledge, influence social mobility of students, individual earning potential and quality of life of learners, contribute to society and engage with society. In the context of ever-changing external factors such as policy, funding, technology and enhanced expectations of students and employers, the economic viability of HEIs is proven by their sustainability and growth provided that their educational delivery and services are appreciable. The NAAC has identified five core values for institutions of higher learning as goals of their activities. They are: Contribution to National Development, Fostering Global Competencies among Students, inculcating a value system in Students, Promoting the Use of Technology and Quest for Excellence.

In the higher education system in India, there is tremendous quantitative expansion in the number of HEIs. The profile of education providers vary in types, programmes, curricular offerings, mode of delivery and funding pattern. In fact, higher education throughout the world is in a flux. Under such conditions, variations in standard and quality are natural outcomes. Nations are struggling to cope with the demands of quality education and a phenomenal increase in the number of students wanting to go in for higher education. Both the quality and quantity of education requires better academic and physical infrastructure and greater financial resources. Significant progress has been made in recent years in India, not only in the development and strengthening of higher education in terms of improved student access, strengthened research and post-graduate programmes, more equitable representation of different social groups, renewed curricula and adoption of new teaching and delivery methods, but also in enhanced institutional management and strategic planning capacity.

It is interesting to note that the employment opportunity pattern is also undergoing a change. The world will be looking for trained persons in all basic fields with a sound knowledge base in their core discipline and with the ability to adapt to new demands. The universalisation of the Job market and the acceptance of Indian skills at a global level have opened up opportunities for the creation of new jobs internally. Moreover, the service sector, which is on the rise, requires trained human power at various levels in various disciplines, also with multi-disciplinary multicultural skills. The world demography is changing. To take advantage of this change, we need to produce trained persons, on par with global standards. Not only Science, Technology, Commerce and Economics, even languages are being demanded in newer context for business, tourism, multicultural interactions etc.

Today, Indian Higher Education is a highly centralised and mandated structure. The main characteristic of Indian Higher Education System is its huge structure in terms of more than 900 universities comprising of several Departments and Constituent Colleges besides its unwieldy number of affiliated colleges. Our higher education structure is extremely heterogeneous as regards to its quality of education because of the involvement of private sectors and already existing differences in educational opportunities among the regions and distribution of resources across the country. Some universities are very high quality with an excellent research and graduate reputation

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while many others are mediocre or below average institutions without even the basic infrastructure or the necessary teaching faculty.

There are many factors influencing the need for a change in higher education. There is strong competition among higher education institutions which is increasing significantly. More and more private institutions are being established. Many foreign universities are coming in the globalised context. With the rapid advancement of information technology in education, new models of educational programmes meeting the requirements of this change are to be designed. Increasing expectations and needs of community and professional environment for quality manpower causes a redefinition of qualified graduates in higher education. In order to meet the needs and expectations, Higher Education Institutions cannot remain far from the developments in new concepts and approaches to education across the world, competition is growing and encouraged by technological development along with the private sector's demand for quality employees. Therefore, it is necessary to provide quality education so as to satisfy the market needs. Moreover, there is also increasing community needs and expectations from higher education. Further, a need for a renewed focus on higher education has been felt since today's world is changing drastically because of increased market forces and competition.

## **2. OBJECTIVE:**

The present study is an attempt to analyse the trend and transformation process in Indian Higher Education System with an emphasis on revolutionary changes at policy level and reforms in governance under the context of quality culture and changes in the global higher education scenario. It also tries to provide some suggestive measures to face the challenges at par with the global standard of Higher Education Institutions.

## **3. METHODOLOGY:**

The study is purely a theoretical analysis based on secondary data. First it will explain about context or necessity of transformation of higher education system in India and after that in the context of quality culture and changes in the global higher education scenario, it will explain about the transformation processes in the quality assurance mechanism, quality audit, assessment and accreditation of Indian Higher Education Institutions (HEIs). Further, it will also explain about the changing nature of learning and reforms in governance in Higher Education.

## **4. THE CONTEXT:**

In 1995, UNESCO made it apparent that the world was changing rapidly, and since then, it has been recognized that Higher Education has a key role in providing the change agents (i.e. the HE Learners) for the future. Therefore, it is imperative that Higher Education should provide a transformative experience for these learners, to usher them to play a significant leadership role in the society. To achieve this outcome, Harvey and Knight (1996)<sup>1</sup> rightly believed that first the Higher Education itself should be transformed to be better, and then it can be an instrument in leading the transformation process in the learners.



Over the recent decades, there is a notable increase in the diversity and range of higher education providers, users, as well as stakeholders and this has resulted in both massification as well as competition. Twenty first century has been a significant boom in the number of higher education seekers. The structure and social demands of higher education have also changed significantly. Today's learners hail from diverse socio-economic backgrounds and are looking out for satiating their economic needs through knowledge acquisition. Apart from this, the demands and specific hard and soft skill requirements of the world of work have necessitated that the HEIs provide relevant and value-added education to learners, to be employable soon after their graduation or post-graduation. Higher education institutions from private organizations and industries, self-financing ventures indulging in inter-institutional consortia for common good are all gaining societal /employer importance, recognition and support, which calls for appropriate probity, accountability and management of the provisions, in terms of quality and relevance. To be recognized as progressive institutions and stay relevant, HEIs have to be necessarily quality-conscious, attract better students, provide competitive learning experience and appreciable quality of college life to them, transform their qualifications and knowledge to a convertible currency and render them employment-ready and employment-worthy in the ever-increasing competitive world of today and tomorrow.

#### **4.1. QUALITY ASSURANCE MECHANISM OF HIGHER EDUCATION:**

Essentially, there are two types of quality assurance mechanism available to HEIs i.e., Internal Quality Assurance Mechanism (IQAM) and External Quality Assurance Mechanism (EQAM)

While the former is a prerequisite to the latter, the latter could be either voluntary or mandatory. Internal Quality Assurance Mechanism are the planned practice, designed and implemented on a continuous basis within the institution, involving all the components and personnel of the institution, and aligned to the Vision, Mission and Objectives of the institution. If carried out in a systematic manner, this would lead to a perceivable Internal Quality Assurance System (IQAS) and for ease of operation; all quality related activities can be ushered through a specific unit of the institution i.e., the Internal Quality Assurance Cell (IQAC). On the other hand, External Quality Assurance (EQA) is carried out by an individual expert or a group of experts drawn from outside the HEI. Generally, EQA is assigned to a recognized organization, generally referred to as the Quality Assurance Agency (QAA), external to the HEI, which would be either a 'Quality Arm' of the Statutory Regulatory Authority(SRA) or it could be a private organization desirous of undertaking the quality assurance task for the institution, and provide the report. Commonly, regional, national or internationally recognized QAAs are entrusted with the responsibilities of acting as 'watch dogs' of quality in HEIs. The processes, procedures and certifications/ratings of these QAAs across the nations, differ widely and these QAA specific processes and procedures also undergo drastic changes over time, and make them relevant to the ever-changing needs/demands of the society at large and the dynamic needs of the world of work in focus.

#### **4.2 QUALITY AUDIT, QUALITY ASSESSMENT AND QUALITY ACCREDITATION:**

In any institution or 'organization', 'quality does not just happen'. It also does not happen by accident. The management of quality is a discipline that seeks to ensure that institutions/organizations are as successful as possible. This requires a framework or quality



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management system (QMS) that contains policies, objectives, structures, resources and procedures. QMS is meant to translate good intentions into working practices and best results to ultimately achieve excellence.

Quality Audit examines whether an entire institution or one or more of its units has a quality system and is/are adequately functioning in accordance to it. Generally, Quality Audits are first undertaken by the institution itself (Internal Audit) or assigned to an external person or group of persons or an agency outside the institution and unrelated to the institution (External Audit). Quality audit is considered to be the first step towards quality assurance and HEIs of many countries have adopted such an approach.

Quality assessment is a procedure that evaluates the quality profile of an HEI by reviewing, measuring and judging its higher education provisions including academic and administrative processes, procedures, practices, educational delivery and services through the application of appropriate techniques, mechanism and activities. The process of quality assessment takes into account the contexts and standard procedures of assessment as laid down by local, regional, national and international authorities and is meant to instill confidence in the minds of all the stakeholders and provides the HEI the confidence to go for quality accreditation and certification by an external quality assurance agency as recommended by the concerned regulatory authority<sup>ii</sup>.

Quality accreditation is the most widely used and accepted method of external quality assurance. The quality of an education system is believed to be judged by the extent to which its objectives are met<sup>iii</sup>. Accreditation is the process of awarding a quality label to the HEI that takes into account specific pre-determined standards of measurement and reporting. The process is more elaborate than quality audit and quality assessment and is expected to strictly follow the norms and procedures as set by the particular QAA. Many QAAs effectively adopt assessment and accreditation parallel to understand measure, contextualize and rate the quality profile of the institution against a set of issues and parameters. A final outcome of quality accreditation is the award of a quality recognition status of the HEI—through a declaration of the accreditation as a letter grade with or without descriptors or a score or a Cumulative Grade Point Average over a multipoint scale (or a combination of one or two or many of these) and leads to award an operating license for a conditional recognition or a recognition for a limited period.

### **4.3. TOWARDS GLOBAL CULTURE IN INDIAN HEIS**

Our nation is struggling to cope with the demands of quality education and a phenomenal increase in the number of students desiring to go for higher education. Therefore, both the quality and quantity of education requires better academic and physical infrastructure and greater financial resources. Significant progress has been made in recent years in India, not only in the development and strengthening of higher education in terms of improved student access, strengthened research and postgraduates' programmes, more equitable representation of different social groups, renewed curricula and adoption of new teaching and delivery methods, but also in enhanced institutional management and strategic planning capacity. These days, employment opportunity pattern is also undergoing a change. The world will be looking for trained persons in all basic fields with a sound

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knowledge base in their core discipline and with the ability to adapt to new demands. Not only Science, Technology, Commerce and Economics, even languages are being demanded in newer context for business, tourism, multicultural interactions. The service sector, which is on the rise, requires trained human power at various levels in various disciplines, also with multidisciplinary, multicultural skills. The world demography is changing. To take advantage of this change, we need to produce trained persons, on par with global standards. Universities, in developed nations are aggressive in attracting students from other countries. India should encourage the same policy. Attracting non-resident Indians and foreign students would bring in valuable income to the universities.

#### **4.4 NAAC AND ASSESSMENT OF HIGHER EDUCATION INSTITUTIONS**

In the higher education system in India, there is tremendous quantitative expansion in the number of higher education institutions. The profile of education providers varies in type, programmes, curricular offerings, mode of delivery and funding pattern. In fact, higher education throughout the world is in a flux. Under such conditions, variations in standard and quality are natural outcomes. Arising out of the need for establishing standards in education in the context of the proliferation of colleges all over the country, the Programme of Action of the National Policy on Education in 1986 emphasised the need for a 'mechanism' to be set up which will encourage self-assessment in institutions and also assessment and accreditation by a council<sup>iv</sup>. In this context of consolidating the gains of our educational system and to ensure quality education, the setting up of the National Assessment and Accreditation Council (NAAC) was a historic step. This was the first step in the direction of improving the quality of higher education and sensitizing the system for quality, it has geared all the capabilities of initiating a quality movement demanding for quality and accountability from the system of higher education. The UGC is responsible for co-ordination, determination and maintenance of standards, release of grants as per the UGC Act 1956. Since, it is the mandate of UGC to take care of quality of Higher Education, so that National Assessment and Accreditation Council, an autonomous body of the UGC was established on 16<sup>th</sup> Sept, 1994 with its Headquarters at Bangalore. NAAC is the quality arm of the UGC and is entrusted with the mandate of quality assessment and accreditation of HEIs in the country which functions through its General Council (GC) and the Executive Committee (EC) represented by a cross section of educational administrators, policy makers and senior academicians of the country.

NAAC has its focused Vision and Mission and upholds 5 core values (i.e., Contribution to National Development, Fostering Global Competencies, inculcating value systems in students, promoting use of Technology and Quest for excellence) towards which HEIs are expected to align all their academic and allied activities. Through appropriate guidance from the NAAC, as a sequel to accreditation, HEIs are also motivated to sustain, enhance and improve their quality over time, through internal mechanisms of quality assurance and strive towards rendering the entire institutions to practise a quality culture.

In fulfilment of its role, the NAAC also advises the major stakeholders of higher education on issues impacting quality. NAAC through its assessment and accreditation process has ushered a quality consciousness in institutions and has also created an awareness and motivation in HEIs to deal with



the emerging challenges of higher education. From time to time, the NAAC receives its directions from the UGC and MHRD, and being an autonomous institution, it also has the freedom to undertake need based changes in the methodology of its Assessment and Accreditation. As per the AISHE Report of 2018-19, there are 993 universities, 39,931 colleges and 10,725 stand alone higher education institutions, spread across the country. To meet the severe national and international competition/challenges for Higher Education provisions, as well as the demands of skilled quality manpower of the world of work, it has become imminent that HEIs seek assessment and accreditation of their services and delivery, to earn the confidence of the society at large and be recognized globally as institutions of acceptable quality.

## 5. TRANSFORMATION PROCESSES:

In the information age, we all need to be convinced that we are moving to a new model for education to meet the needs of learners. The pathway is shifting from the existing teaching institutions to the learning institutions, which is spreading among many providers and new types of facilitators, learning agents and intermediaries. This information age is learner-driven which provides access to powerful learning system, information and knowledge bases, scholarly exchange networks or other mechanism for the delivery of learning. Learners are provided a spectrum of choices ranging from traditional courses to the modern relevant courses which will be exercised by individual learners, faculty researchers and practioners in their daily works. Here, information infrastructure is the main instrument of the transformation process which is based on learners' needs. Thus, transformation is not a purely linear process, but rather four interlocking sub processes, one is to realign higher education with the information age and secondly to redefine our mission and thirdly to redefine our roles and responsibilities in the changed scenario and finally re-engineering organizational processes to achieve higher productivity and quality<sup>v</sup>.

To transform our higher education, we must realign it with understanding of the changing nature of information and knowledge, the needs of the individual learner who come from diverse background, the changing nature of employment and its relevant competencies. If we understand these concepts, it will facilitate our understanding and planning as to how, when and where learning occurs and the roles of higher education providers to function effectively<sup>vi</sup>.

### 5.1. CHANGING NATURE OF LEARNING: SHIFT FROM PROVIDER-DRIVEN TO LEARNER-CENTRED FOCUS:

As the information age progresses, information in all its forms is increasing nearly exponentially; however, they also become obsolete in no time. We observe that in spite of the information explosion, the use of the information and dissemination in learning remains fundamentally unchanged in most settings. The traditional classrooms remain the main focal point for learning. In many classrooms' settings, students are passive learners. Colleges and Universities need to accommodate changes in the use of information in learning.

The future students need to continuously synthesize vast information from date and finally convert them to knowledge. In order to do this, learners need to be proficient in knowledge navigation. An essential characteristic of learning in the information age is that it be highly individualized. Learning



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needs to occur at the time, place and pace of the individual's choosing. The new model is a shift from a provider driven to a learner-centered focus. The main point is to respond to the needs of different learners.

These days, trend in economic set up is that, the concept of a 'secure job' is fast disappearing, because the demands of the system are changing. Today, employers are searching for talents. They are looking for people who can learn, apply information and knowledge and solve problems. The workers will serve organizations through a variety of roles. Organizations are becoming increasingly fluid and flexible. Our traditional colleges and universities will have to become so fluid that learners can be anywhere, in any location so as the experts. Developing the ability to provide expertise and knowledge to networked learners will be the most important function in education.

### 5.2 INTENSIVE USE OF TECHNOLOGY:

All over the world, knowledge is now an important factor in economics, a trend that is likely to be increasingly dominating the global and national scene. We need to align our education system to the needs of the changing paradigms in the best interests of our socio-economic development while remaining aligned with our cultural values and tradition. Further, to address the demand and supply gap for quality education, technology becomes the instrumental which has changed the nature of several educational processes. Lecture method which was practised for many years have changed to experiential methodology which is more effective according to some of the educational psychologists<sup>vii</sup>. We need to adopt more and more technology enabled and experiential and learner centered methodology to meet the total needs of the learners.

### 5.3 EXPERIENTIAL LEARNING:

Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience. The Experiential Learning Model portrays two dialectically related modes of grasping experience—concrete experience and abstract conceptualization and two dialectically related modes of transforming experience—Reflective Observation and Active Experimentation. Thus, Experiential Learning is a process of constructing knowledge that involves a creative tension among four learning modes that are responsive to contextual demands.

Mentkowski and Associates (2000)<sup>viii</sup> have focussed on improving the learning process in education through the application of research from what is called 'the new science of learning' (Bransford, Brown & Cocking, 2000)<sup>ix</sup>. Experiential learning is often misunderstood as a set of tools and techniques to provide learners with experiences from which they can learn. Others have used the term to describe learning that is a mindless recording of experience. Yet, above all, experiential learning is a philosophy of education based on what Dewey (1938) called a 'Theory of Experience'<sup>x</sup>.

### 5.4 BLENDED LEARNING:

Some Higher Education Institutions have been experimenting with various methodologies to make learning more effective, which is the essence of the quality of education. Gone are the days when students used to note down and learn whatever the teacher used to lecture or dictate without thinking

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about the different types of learning outcome. Introducing the Audio-Visual aids in teaching itself was revolutionary. It made a great breakthrough in teaching-learning several decades ago. The rationale was –what you hear you remember temporarily, what you see, you remember better and what you do will be remembered for ever. This is the principle behind experiential methodology.

Technology and the theories of learning and the job requirements have profoundly changed the construction, distribution and reconstruction of knowledge. Many of the beliefs about how and what we learn have been challenged by these technology-driven developments. Today’s HEIs must prepare students to continuously learn, unlearn and relearn through technology engaged learning experience that involve constructing and understanding knowledge.

Students are expected to be highly competent in technology-rich environment with the abilities to arrive at innovative solutions to complex problems and collaborate by communicating effectively with peers from diverse background.

The term Blended learning, hybrid learning, technology-mediated instruction, web-based instruction and mixed-mode instruction are often used interchangeably. Although, the concept of blended learning was first developed in 1960s, formally it was accepted in 1990s. In its current form, blended designates the range of possibilities presented by combining internet and digital media with established classroom forms that require the physical co-presence of teacher and students.

Blended learning is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place or pace. HEIs can introduce blended learning in various ways as follows-

- I. Face to face drive—where teacher drives the instruction and arguments with digital tools.
- II. Flex—most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support.
- III. Rotation—student cycle through a schedule of independent online study and face to face classroom time.
- IV. Laboratories—the entire curriculum is delivered via a digital platform, but in a consistent physical location. Students generally take traditional classes via this mode as well.

### **5.5 REFORMS IN GOVERNANCE:**

Governance and planning of higher education have undergone significant changes during the last five decades. The challenges and conditions facing higher education have changed significantly resulting in changes in the nature of institutional decision making and planning strategies. The non-participatory styles of planning and decision making which characterized the past had to necessarily change. Colleges and Universities needed new approaches to deal with the tidal wave of new generation students and the growth of research and development. Institutions need guidance in crafting its relationships with major environmental forces of change, assessing the status of the institution and establishing organizational goals. The growth in size and complexity of institutions

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was accompanied by need for more participatory decision making and some decentralisation of power. One of the important strategic challenges confronting higher education institutions is the set of issues dealing with faculty/administration, manpower management and the work place.

Academic administration is a challenging task. Our educational system has to go through a reengineering process to justify its existence and pursue the goals and objectives it has set out to do. Many institutions have laudable objectives proclaimed as its mission statements when they were established. Over a period of time, these aspects are not internalized by the stakeholders. Often, the administrative responsibilities are relegated to the management of the institution and the rest of the system is not geared up to involve them in the process of translating the mission to reality. Very often, the prime focus namely the 'students' become secondary in the whole process. Thus, the management of the higher education institutions should be participatory and democratic to be able to achieve the noble purpose of higher education.

Good governance is the key to development. Most of the high-performance institutions are characterized by good and effective governance resulting in dramatic changes in the governance framework for higher education in areas both internal and external to the institution. Here, the management and leadership structure which are more participative is the internal area and the regulatory framework of students' performance outcome is the external area. While much has been done towards ensuring quality and institutional accountability, some areas still need change like—compulsory accreditation to understand the level/status of quality of higher education in the country, enabling education to be need based with all eligible students getting financial aid, enabling environment for private and foreign participation etc.

## **6. CHANGES FOR ENHANCING THE QUALITY OF HIGHER EDUCATION**

### **a. Curricular Aspects**

Diversification of curriculum, need based innovative multidisciplinary modular courses, introduction of CBCS, establishment of linkages, taking remedial courses, bridge courses, vocational courses and value education should be a part of curriculum.

### **b. Teaching –Learning and Evaluation**

ICT enabled teaching learning, documentation of the feedback from the students, improving the audio-visual technology facilities, reform in teaching and evaluation, MIS for assessing staff positions and other information for effective administration.

### **c. Research, Consultancy and Extension**

Establishing industry linkages, networking with institution, encouraging faculty consultancy for research and extension, involvement of faculty in research projects.

### **d. Infrastructure and Learning Resources**

Enhancement of the infrastructure facility and learning resources by mobilizing resources, adequate budgetary provision for maintenance of infrastructure, enhancing computers and library resources.

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### **e. Student Support and Progression**

Provision of adequate support services to students in terms of guidance and counselling, more hostel facilities, documentation of students' achievement and employment status.

### **f. Governance, Leadership and Management**

Participative management, effective & functional committee system, decentralization and delegation of powers, Grievances Redressal Cells for both students and staff, transparency and accountability, continuous improvement in the entire operation of the institution by timely, efficient and progressive performance of academic programme.

### **g. Institutional Values and Best Practices**

Institution must develop its own best practices or adopt or adapt best practices from other lead institutions to add value to the institution. Institutions have to identify long-drawn traditional, cultural and academic values that are in practice and listing them with evidences are some important best practices.

## **7. SUGGESTIONS FOR CHANGE AT POLICY LEVEL:**

With the changes in socio-economic conditions and technological advancements creating borderless nations especially in higher education, the Ministry of Human Resource Development should initiate some measures as follows-

1. UGC/Central/State governments must draw up enabling policies signifying the importance of financial support to meet capacity needs, emerging and growing costs especially in terms of infrastructure and outstanding faculty to achieve the noble mission of institutions. Otherwise, curriculum and infrastructure facilities will have no scope for sustainability.

2. HEIs should establish academic linkages with national/international organizations for enhancing the quality of curricular offering, teaching-learning and research activities. There is a need for a policy to address all the issues related to linkages and provide guidelines for all types of linkages and collaborations to ensure continuity of operations maintaining quality in all joint activities of research, publications, and product development etc. The linkages should result in mutual benefits. The credibility of the collaborations should be ascertained through appropriate mechanism.

3. There is an increasing need for networking of institutions. Some institutions have excelled in terms of some technology initiative or product development or quality management. The outcome of such efforts should have a multiplier effect, if initiative is taken through a joint co-ordinated effort under various disciplines.

4. We need to have policies regarding the role of different accrediting agencies and their relationship.



5. Each and every HEI is governed by Act/Statute/Ordinance. They have to be amended according to the present context of globalization, internalization and the needs rationally and effectively for the benefit of students' learning and institution's functioning.
6. Grant of autonomy to select number of colleges based on their performance record to facilitate innovations and flexibility in curriculum.
7. Establishment of community colleges for horizontal mobility where emphasis should be on skill development.
8. Appointment of required staff to improve the teaching and research in all departments.
9. Staff development facilities to ensure training for teaching and non-teaching staff.
10. Along with degrees, some add on vocational programmes should be introduced for students to acquire advanced diploma simultaneously.
11. Introduction of Choice Based Credit System (CBCS) facilitating the cafeteria approach, enabling students to take up courses across disciplines according to the need.
12. Provision of continuous assessment and semester system for all programmes.
13. Creating an information communication network linking all the colleges and universities.
14. Setting up of information and library network for improving efficiency.
15. Teacher appraisal should be an integral part of the staff recruitment policy.
16. Student feedback should be an essential mechanism.

## 8. CONCLUSION:

Transformation of Higher Education does not happen accidentally. Indian higher education system is on its way for an unprecedented transformation driven by economic and demographic changes. India is expected to be the world's third largest economy with a corresponding growth in the size of its young population of age under 25. Focusing on key issues of access, inclusion, expansion, equity, quality and excellence is planned to be re-organized and remodelled. Our Higher Education Institutions (HEIs) serve to enrich the society in multiple ways and their role in modern or new India is multi-faceted. It is necessary for every HEI to have concrete plans and implement the plan meticulously. Emphasis should be laid on team and teamwork. Fact-based decision making, planning and improvement, clarity of objectives, improvement of processes, striving for excellences are the interdependent activities. Because HEIs are expected to act as disseminators and creators of new knowledge and serve an ever growing and more diverse student population. If the HEIs are aspirants



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to gear itself to produce the best knowledge creators, collaborative leaders and responsible citizens, then transformation process must focus on leadership, long-term vision and total commitment.

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