

# Objectives and Factors Involved in Attaining Quality in Higher Education

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## ABSTRACT

Even among the most eminent educators, the significance of higher education to the life of our nation is almost never acknowledged. Some people go so far as to claim that higher education institutions are nothing more than a waste of money and a diversion of resources that could be put to better use in expanding access to primary education across the nation. They argue that instead of the pyramidal structure that we should have built up, consisting of a broad base of elementary education supporting a smaller apex of higher education, we have actually built up a top-heavy structure where a plethora of colleges and universities has grown up within a vast ocean of illiteracy and ignorance. This is in contrast to the pyramidal structure that we should have built up.

**Key Words:** Higher education, developing countries, globalization, factors, quality etc

## INTRODUCTION

In the global competitive world today, the quality of the service is receiving an increasing amount of attention. It can be something that individuals from all different parts of society, including education, business, industry, and so on, discuss. It is related with an increase in revenues and developing into a very major edge over other competitors.

It is readily apparent, in the context of higher education, that there is an ever-increasing level of competition for available university, as well as the increased ability of students to select a university in order to gain access to programmes of a higher quality universities. As a result, the poll to determine the level of satisfaction felt by students regarding the activities of the Attending school, particularly for the sake of education and training, is done in order to increase the overall quality of work. At the same time, it is also the means through which the university brand can be promoted so that students will choose it in the time to come.

Higher education not only caters to the students' professional development requirements but also offers them high-caliber training. Those who supply services are obligated to fulfil quality-of-human-resources requirements, more specifically labor-related ones market demand. First in order for the school to be able to provide the market with skilled people resources, determine the requirements of firms in particular and the economy as a whole, and then take the necessary steps to meet those requirements, work together with local businesses to investigate and have a better understanding of the actual demand for training preparation.

The customer-oriented attitude is playing an increasingly important role, particularly in contemporary quality management role. One of the factors that determines the creation of business units in general and their subsequent development and educational institutions in particular is the degree to which customers are pleased with the quality of service offered by these units. After that, it needs to be evaluated not by the units but rather by the clients themselves. Therefore, it follows that important to evaluate the quality of service provided in education by the feedback provided by customers, wherein Students and businesses are regarded as the most important types of clients.

As a direct consequence of this, training units as a...and colleges should have a clear and objective perspective of what they have offered in the past as well as what they plan to offer in the future rather than simply investing in infrastructure, the intake and output of students, and other aspects in the method of training and instruction. Therefore, increasing the overall standard of instruction or education is seen as the most the single most crucial thing to do and an absolute necessity for the continued existence and progression of any higher a place of educational pursuit. Higher education is regarded as a service within the context of the expanding globalisation trend, both in terms of breadth and depth; education and training institutions are regarded as service providers within this context.

## **HIGHER EDUCATION - MEANING AND PURPOSE**

It is essential to keep in mind that the term "education" encompasses "literacy," but that it is by no means limited to literacy alone. It takes into account a great deal more: it is the accumulation of information or education, along with the tools, which constitute it.

provides the ability as well as the motivation to put that knowledge to use in a way that is profitable. Education is a practise that should continue throughout one's life because both the accumulation of new information and the enhancement of one's capacity to put that information to use are components of a dynamic process. Therefore, completion of one's higher education is never possible in the context of a dynamically growing personality. Stability in the process can lead to stagnation, which is something that needs to be avoided at all costs. Given that education is a fundamental component of human growth, the interaction between the two is widely known. Education is possibly the single most essential factor in determining one's level of autonomy and in making steady strides towards improved well-being.

Increases in educational attainment are accompanied with increases in the health and lifespan of a population, as well as increases in the rate at which a country's economy grows. Education not only promotes a social order that is more amenable to an egalitarian ethos, but it also strengthens the socioeconomic dynamics of society in the direction of equality. The fundamental concept underlying international human rights law is that of non-discrimination or equality amongst individuals. Discrimination is the product of attitudes that are ingrained in a society, and it is the responsibility of governments to take the initiative to educate their citizens in order to bring about necessary changes in those views. To summarise, education is the most beneficial kind of social investment. This is the importance of receiving a good education in higher-level subjects.

In terms of the advancement of education, India's track record is a jumbled one, with both successes and setbacks. Nearly one-third of the population is still illiterate, and the majority of those who are illiterate are young people. This is despite the fact that article 45 of the constitution stipulates that all children up to the age of 14 must receive free and mandatory education (now recognised as a fundamental right in article 21A). In the current educational system, there are still significant gaps in the provision of infrastructural facilities, as well as high-quality equipment and qualified employees. On the other hand, the percentage of the population that can read and write has climbed from 18.3 in 1951 to 65.2 according to the Census taken in 2001. Literacy rates in Kerala are close to 100 percent, while those in Bihar are only 50 or 50 percent of the population.

This stark disparity highlights the regional imbalance. Literacy rates among scheduled castes and scheduled tribes are significantly lower, and the literacy rate among scheduled caste women is substantially lower. How can there be full development, much less sustainable development, if more than half of the population, which includes women, children, and other marginalised sectors, continues to be illiterate and, as a result, has the authority to make their own decisions? If they are put to good use, the constitutional provisions that ensuring equality of status and opportunity coupled with those for affirmative action provide the tool to redress the imbalance. However, this only holds true if the laws are put to good use. Simple reservation quotas have not been successful in providing a solution to the problem. This is the culmination of more than half a century's worth of experience.

This has to do with the concept of responsible government. This century, the twenty-first, is commonly referred to as the "century of knowledge." The people who create new information have the responsibility of developing new technologies and making them useful for the advancement of humanity. When new technologies are supported by appropriate public policies, the end result will be lives that are healthier, expanded social freedoms, higher knowledge, and increased productivity. When this goal is reached, distributive justice will have been realised. People's perspectives are broadened thanks to technological networks, which also makes it possible to make more rapid advancements. It is possible to achieve the MDGs because of the progress that has been made up until this point.

In his recent talk at Sambalpur University's Convocation, the President of India, APJ Abdul Kalam, emphasised the necessity of generating wealth through biodiversity. This was done in light of the fact that India is one of the top few countries that has a rich biodiversity. He stated that there was a potential for the development of a variety of herbal products that might be used for nutrition, disease prevention, and treatment. Ayurvedic wisdom has a long and illustrious history in India. In a similar vein, the nation possesses the ability to foster the growth of floriculture and aquaculture. However, despite the intervention of the Supreme Court, commercial shrimp farming continues in the coastal zone, which poses a significant risk to both aquaculture and marine life. This poses a problem because shrimp are very toxic to marine life.

The Internet is shortening geographical distances, expanding opportunities, and broadening the scope of engagement all across the world. The knowledge bank has been considerably improved because to advancements in information

technology, which has also increased the opportunities for exchanging information for the greater good. However, precautions need to be taken to avoid the risks that come along with the use of technology. One example of such a danger is the gas tragedy that occurred in Bhopal. Other examples are the nuclear accident that occurred in Chernobyl and the thinning of the ozone layer. These threats are the direct outcome of ineffective management, weak policies, and regulatory oversight. The absence of humanism in the creation of technology results in a dehumanising effect.

## **OBJECTIVES AND PURPOSES OF HIGHER EDUCATION**

The Radha Krishna Commission was established to look into the current state of higher education in India and give suggestions on how it might be improved. The position of Chairman of the Commission on University Education has been given to Dr. Sarvepalli Radhakrishnan. Soon after India was granted its independence on August 15, 1947, the University Education Commission approached Dr. Radhakrishnan about leading the organisation. He agreed to take on the role. The Radhakrishnan Commission was charged with determining the following goals and aims for higher education.

- a) Providing healthy representation in areas such as politics, administration, professions, industries, and commerce in the context of shifting political, social, and economic conditions.
- b) In educational institutions like universities, fostering an intellectual outlook on life and fostering the expansion of youths' bodies of knowledge.
- c) Placing an emphasis on the creation of leadership that is visionary, clever, and courageous in order to effect social reform.
- d) Encouraging universities to fulfil their position as cultural organs and the intellectual leader on civilization by providing them with encouragement and support.
- e) Working hard to ensure the success of democratic processes.
- f) Identifying the inherent capabilities of individuals and cultivating such capabilities through appropriate instruction.
- g) Instilling feelings of national discipline, international consciousness, intellectual growth, fraternity, freedom, equality, and intellectual progress.

The National Education Commission, which served from 1964 to 1966 and is more commonly referred to as the Kothari Commission, was an ad hoc commission that was established by the Government of India to investigate all aspects of the educational system in India, to create a general pattern of education, and to make recommendations regarding the guidelines and policies that should be implemented for the growth of education in India. It was established on July 14, 1964, and Daulat Singh Kothari, who was serving as the head of the University Grants Commission at the time, served as its first chairman. The broad principles and guidelines for the development of education from the primary level to the highest level were to be formulated as part of the commission's terms of reference, and the panel was tasked with providing advice to the government for a standardised national pattern of education in India. However, the commission did not have jurisdiction over the legal and medical studies at all during their deliberations. The commission's tenure lasted from 1964 until 1966, and it handed in its findings on June 29, 1966. During that time, the commission was in place. In the following terms, the Kothari commission has articulated its perspective of the purpose or ideal of higher education, which is as follows:

- a) The practise of seeking knowledge within the context of the truth, making use of tradition and prior experience in novel settings.
- b) Contributing to society through the education and training of individuals in the fields of the arts, sciences, agriculture, medicine, and industry.
- c) Fostering leadership potential in all aspects of one's life.
- d) Encouraging social justice.
- e) Instilling the correct morals and ethics in both the students and the faculty.
- f) Eliminating the existing social and cultural divides.
- a) b) Participating in efforts to foster a sense of national awareness.
- g) Creating the curriculum for the adult education programme.

## **INTENT OF HIGHER EDUCATION**

According to Barnett (1992), the following are some opinions that are often held regarding the point of higher education:

- a) Higher education can be thought of as a process in which the students are counted as "products" to be absorbed in the market. This is important for a number of reasons, the first of which is the production of

qualified human resources. Because of this, higher education has become the most important factor in the expansion and development of business and industry.

- b) Preparation for a career in research: Receiving a higher education helps contribute to the preparation of trained scientists and researchers, which assists in the production of quality research articles.
- c) Creating the appropriate teaching-learning environment Higher education institutions place a strong emphasis on the creation and maintenance of the appropriate teaching-learning environment. This is accomplished by increasing the overall quality of instruction, which in turn enables students to acquire global competencies in a variety of fields of study and application. This prepares them to successfully meet the challenges posed by a world that is constantly evolving.

Higher education is considered as an opportunity to engage in the development process of an individual through a flexible and continuing education mode. This perception contributes to the notion that receiving a higher education can increase one's life chances.

## **FACTORS AFFECTING QUALITY OF EDUCATION**

### **Interference in political processes**

The level of political influence in a country's higher education system is now one of the most significant elements that determines the quality of education in that country. Politics among professors and students is one of the most significant factors contributing to the decline in the quality of higher education. According to the findings of the interviews, approximately 65 percent of students are not willing to complete assignments on their own. Instead, they prefer to work on assignments in groups, even though only one or two students from each group are willing to shoulder the responsibility of completing assignments on behalf of the other group members. If the teacher makes them work on their own, the students will stage a protest and gather signatures on a petition directed at the professors. In addition to the staff, those who responded said that the higher officials of the university, including the department head, were not willing to uphold the rules and regulations of the organisation because they feared political action from the top leaders (from the ministry of education and other politically concerned body at different level).

This demonstrated that the government was more concerned with maintaining the viability of their politics than with improving the quality of the education. The majority of time throughout the school year is wasted on political meetings, which might involve either students or teachers. The instructor must then make haste to complete the curriculum within the allotted time for the academic semester because the majority of students' schedules are filled with political engagements. The other thing that is just terrible is that persons who support the political party that is in power are given precedence for employment as university lecturers, even if they do not have a particularly strong academic track record.

### **The conduct of the students**

One further aspect that has an effect on the standard of higher education is the misbehaviour of students when they are on campus. Because they are aware that the government looks more favourably on students than it does on employees, some of the students have the idea that they can achieve a passing grade by demonstrating against their instructors or submitting petitions to the administration. They are so keen to cheat on the exam that when the invigilator wants to take measures, they either bother each other or want to fight with the invigilator. This is because the execution of rules and regulation of the organisation is weak since the rule of law is dominated and interpreted from a political point of view. They are so ready to cheat on the exam that when the invigilator wants to take measures, they either disturb each other or want to fight with the invigilator. The findings of the study also indicated that approximately 67.5% of respondents are of the opinion that external influences, such as a lack of quality in basic and secondary education, political recruitment, and the politics of teachers, have a significant role in impacting the quality of higher education. This finding was supported by the findings of the study. On the other hand, educators criticise political meddling as the primary factor contributing to the decline in the quality of education.

### **Computer Facilities and Information Technology Labs**

It is possible for technology to be a useful instrument in the realm of education. The majority of the country's institutions of higher education, particularly those that are of a more recent generation, have fallen behind in the race to catch up with their international counterparts due to a lack of contemporary laboratory and information and communication technology (ICT) facilities.

This is because the government pays more attention to the rapid expansion of universities than it does to the quality of education they provide. The working conditions of teachers are another factor that influences the level of education they can deliver to their students. The way that professors feel about their jobs is influenced by a variety of factors, including university culture and educational policies. We interviewed teachers about their working conditions, and

virtually all of them said that they are unhappy with their working conditions. Satisfied instructors are a prerequisite for great education, so satisfying teachers' working conditions is essential.

### **Characteristics of a Person's Mental Level**

The psychological characteristics of teachers include a trait or collection of characteristics that are long-lasting and relatively stable, and that may have a neuropsychological basis. Despite the widespread belief that a teacher's personality is tied to their level of success in the classroom, research conducted in the 1990s found little evidence of the predicted association between instructors' attitudes, personality traits, and teaching performance. This is despite the fact that certain characteristics have been thought to influence teaching quality since the early 1950s. However, researchers have shown a significant connection between the psychological characteristics of a teacher and the effectiveness of their lessons. Particularly, the degree to which an individual is conscientious and emotionally stable, in addition to all the other psychological qualities that can be possessed by a teacher, is directly related to the standard of their instruction.

### **Continuing Education and Training**

The term "professional development" refers to the process of teachers participating in planned, guided professional learning that ultimately leads to improved teaching practises and academic outcomes for their students. Because studies have shown that the quality of teaching and the leadership provided in schools are the most important variables in elevating student accomplishment, it is imperative that educators at all levels, including those in charge of schools and districts, continue to improve their knowledge and expertise in order to effectively apply the most effective educational procedures. Therefore, a variety of academics and professionals in the field have devoted their time and energy to the construction of a system for professional training and development, which has resulted in an improvement in the overall quality of teachers' lessons.

### **Inspiring Students to Act**

The positive association between teaching motivation and teaching features (such as autonomy support) has been the subject of investigation in a number of research that have been published in academic journals. As a result, a teacher's motivation is connected to their professional competence, and it determines both the instructional behaviours and practises that instructors engage in, as well as the quality of their instruction. The awareness of the links between various characteristics of teaching motivation and teaching quality, as pointed out by specialists, has significance for both the training of teachers and their further professional growth. Teachers who have a high level of desire for their work put in more effort in the classroom, have greater perseverance and attention to detail in their lessons, and are more likely to participate in activities that contribute to their professional growth.

## **RECOMMENDATION**

### **Improve Knowledge and Skills for Students**

Both general and specialised information that the training programmes offered by the Faculty are not highly valued by the students, who in turn are not valued very highly by the businesses in terms of specialised knowledge. As a result, the solution that will improve the Programme Issues of the Corporate Finance Major is being explored in keeping with the needs of the research results.

### **Enhance Instruction in International Languages**

The Faculty should collaborate with the university to enhance the teaching of foreign languages, particularly English. This would help to satisfy the fundamental requirements of students who have expressed an interest in learning a foreign language and move them closer to the goal of being able to utilise specialised English in their professional settings.

### **Create Extracurricular Organisations on Both the College and University Levels.**

Students need not just to have their knowledge improved, but also to have their "soft skills" developed. Even while the university hosts a large number of extracurricular events with the goal of fostering communication and collaboration, these activities are nonetheless constrained in terms of the amount of time needed to organise them and the number of people who can take part in them. In order to find a solution to this issue, the Faculty should create its very own Academic Club. This club serves as a regular gathering spot for faculty members to discuss academic and teamwork-related matters, as well as volunteer activities, and it is led by students who have strong soft skills with the goal of connecting the other students. Additionally, there should be skill-related groups for students, as well as clubs for learning other languages (particularly English), in order to provide students with opportunity to strengthen their soft skills and their social communication skills.

The students themselves, in conjunction with the faculty advisors, should be in charge of running these clubs, university leadership, but with a focus on student administration, with the goal of cultivating potentials, attracting the



attention of a large number of students at the university, and encouraging their participation. In this manner, the students are able to acquire not only their own knowledge but also the soft skills essential to meet the increasing requirements of employers. Not only do the students have their own information, but they also gain soft skills.

### **GOVERNANCE STRUCTURES AND QUALITY**

Education has always been caught in the middle of a triangle in which its quality, accessibility, and affordability have to be balanced. We need to make it possible for more people to get an affordable and high-quality education. In most cases, quality suffers when more people get access to it or when expenses are reduced. On the other hand, the majority of approaches to improve quality either limit access or raise costs. We need to find a middle ground here; the application of newly developed technologies is essential. The fundamental obstacles that stand in the way of any kind of innovation are the university and affiliated college system's change-resistant governance structures and conservative management practises. The higher education system in this country needs to make preparations for increased student enrollment in the years to come. Within the parameters of this discussion, our system of affiliation in its current state can only be characterised as a significant barrier to quality and expansion.

We are sticking with a system that has grown archaic and regressive despite the fact that it should be replaced. In 1857, the universities of Calcutta, Bombay, and Madras were founded, marking the beginning of the current system of higher education in India. Today, there are approximately 16,000 colleges that are connected to a few hundred institutions that are considered to be university level. The higher education system is disorganised due to the existence of more than 16,000 different institutes. About 5000 of the about 16,000 colleges are recognised by the University and Colleges Commission (UGC). The others are not recognised since they do not meet the essential requirements in terms of infrastructure and other technologies. If we are not liberated from the shackles of the affiliating system, there is no hope for higher education. The affiliation system requires either a complete reform or possibly its complete elimination as an option.

### **CONCLUSION**

The field of education all across the world is currently going through a period of fast transformation. There are a variety of reasons for this; one could argue that the push of technologies is what is causing the educational system to change, while others could argue that the impact of "globalisation" is what is causing the "commodification" of education, which is what is driving the system to the level of "trade in education." The industrialised nations are performing twin roles, one of which is unique to their domestic requirements, and the other of which is in reference to the international landscape. In both of these scenarios, they are in a favourable position since, to begin, their educational systems are robust and have been developed to a high level, and, to continue, they both have access to the technology and the financial means to pay for it.

They are capitalising on this advantage by commercialising their higher education system in order to bolster their economy. However, the developing nations are at a disadvantage when it comes to both the accessibility of technology and the infrastructure. Therefore, in order to make access to higher education more widespread, they continue to implement both the traditional face-to-face education system and also distant education. On the other hand, these countries are becoming more accustomed to the technology, and the declining cost of technology is prompting them to adopt new methods in terms of distribution mechanisms. Through the implementation of new technologies, they have high hopes of achieving both improved access and "quality education."

However, the advent of an integrated higher education system, with regard to the multiple delivery modes, presents the new difficulty of "judgement in quality" for both developed and developing countries. In addition to this, after determining the "winning combination of delivery mechanisms" for providing quality education, the focus moves to how to maintain such "healthy practises" within a frame that is subject to continual dynamic technological change. This is because technology is constantly evolving. This introduces a new dimension by establishing a "responsive assessment and accreditation process" as a means of determining whether or not a higher education system is of sufficient quality.

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