

Need For Reconstruction Of Higher Education System In India

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Abstract: Due to explosion of knowledge, diversification of curricula, emergence of new technologies, socio-economic changes and corresponding rise in people's aspirations and awareness, there is an urgent need for the reconstruction of higher education system in India. The diverse and distinct development of internationalization, regionalization and globalization are now key factors shaping higher education and research strategies. This paper is an attempt to highlight the emerging issues, challenges and suggestions for strengthening higher education system in India.

Higher education institution has to meet a lot of challenges even today. Since last one decade colleges have been forced to have both effective and efficient management system to face the challenges of privatization and globalization. Globalization has highlighted the need for the establishment of national accreditation and quality assurance systems along with promotion of networking among them. It is required that colleges change their outlook, as their traditional way of functioning can hardly improve the quality of management. For college, which is service oriented organization the improvement in service have to be made to meet the rising expectation of the society and country.

The student of today is involving himself more intensely in social change. A new culture and new thinking is coming into existence. Scientific and technological inventions are changing life style in general. For the new generation the most dominating force seems to be of love of luxuries that gives some sort of momentarily thrills rather than peace of mind or social and emotional security and confidence. Aim of education is not clear as more and more students become disillusioned about the goal of education in colleges. We have to preserve culture, environment and moral values in our society. Rapid growth in technology provides wide access to the information. Now, India is doing well in the field of technology, software, design, entrepreneurship, arts, culture and entertainments. Highly paid jobs are now available in the market. So competition among the literate person goes up and learning and studying becomes a continuous process.

Fundamental changes in our system are necessary as student enrollment is increasing each year. Our aim is to

produce leaders for every walk of life. Simply producing employable graduates is not enough; creation of new knowledge and innovative mind should be the focus of our institution. Higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. Higher education institutions, through their research, teaching and service to the community carried out in the context of institutional autonomy and academic freedom should increase their interdisciplinary focus and promote critical thinking and active citizenship.

The University Grant Commission (UGC) has created widespread access to low-cost high quality university education for students of all levels. India has not only bettered its enrollment numbers but has dramatically enhanced its learning outcomes. India has also undertaken large scale reforms to better faculty students ratios by making teaching an attractive career path. Indian higher education system has expanded at all levels, colleges (government degree Colleges and private degree colleges), central universities, state universities, private self-financing universities. Distance learning and open education is also a feature of the Indian higher education system. Indira Gandhi National Open University is the largest university in the world by a number of students across the globe. Some institutions of India, such as the Indian Institute of Technology(IITs), Indian Institutes of Managements (IIMs), National Institute of Information Technology(NITs) , International Institute of Information Technology (IIIT), and Jawaharlal Lal Nehru University have been globally acclaimed for their standard of education.

Ministry of Human Resource Development has the wider consultations for framing National Education Policy. First National Education Policy was framed in 1968 on the basis of recommendation of National Education Commission. The thrust of the policy was expansion to achieve universalization of primary Education, strengthening secondary school Education, promoting national integration and sense of common citizenship and culture with a focus on research in science and technology, equity and quality of higher education. The National policy of Education, 1986, recommended reinforcing integrative character of research, advanced study and international aspects of education and cultural development. In 1992, the National Education policy was modified and facilitates inter-regional mobility by providing equal access to education for every Indian irrespective of caste, creed, location or sex. In research and development special measures are taken to establish network arrangement between different institutions in the country to pool their resources. Ambani-Birla report (2000) strongly recommended legislation for new private universities in the field of science and technology, management and financial area. The Knowledge Commission (2009) recommended expansion of the number of universities to 1500 in the country, and the establishment of 50 national universities by government or by private sponsoring bodies. The commission recommends autonomy for the universities in terms of student fee levels, and commercial use of university facilities. Narayan Murthy Report (2012) recommends for autonomy in finance, regulatory, academic and administrative aspects, fiscal incentives to encourage investment and attractive funding, enabling environment for free movement of faculty and students to promote collaboration with world class institutions. It proposes enhancing research focused through dedicated funding for research sponsored doctoral programs, setting up center of excellences in the form of technology parks, developing new knowledge clusters and up gradation of 75 top of the class universities.

The Government of India has been trying to bring out a New National Education Policy-2016 to meet the changing dynamics of population requirement with regard to quality education, innovation and research, aiming to make India knowledge super power by equipping its students with the necessary skills and knowledge and to eliminate shortage of man power in science, technology, academics and industry. The purpose of new education policy is to take on the challenges posed by inadequate infrastructure and facilities, large number of vacancies in faculty positions, poor and unqualified faculty, low student enrolment rate, obsolete teaching methods, falling research standards, unmotivated students, ineffective innovative programme implementation, ineffective monitoring etc. Its main objective is to bring out a planned development for higher education which includes governance reforms for quality assurance with transparency and accountability; ranking and accreditation of institution by NAAC with adoption of semester system, autonomy and Choice based Credit System; to produce committed teachers by providing them attractive service conditions, incentives and encouragement for research; to enhance 8 to 10% GDP allocation for education and 2 to 2.5% of GDP allocation for higher education; to develop infrastructure which includes

sufficient modern classrooms, well equipped laboratory, high-tech library, electric and water supply, attractive campuses, recreation rooms, indoor /outdoor games and sports facilities etc. Other important factors are: sharing innovative practices; mobilization of resources; promoting ICT based teaching methodologies, Introduction of need based job oriented courses, online open courses, vocational and skill development courses, scientific and liberal courses; seeking international cooperation for enhancing the opportunity in the country; Cross-cultural integration through youth exchange programme and strong interaction programme for harmony and tolerance towards each other's culture and life styles etc ; linking education to employability by promoting outreached programme with industries; decentralizing academic administration; uniformity of standard curriculum; skill based higher education; increasing number of universities, IITs, IIMs; corruption in higher education; examination reforms; privatization of higher education; action plan for higher education etc. In addition there is widespread geographical, gender and social imbalances within the states.

The UGC confers autonomous status to such institutions as have the capability to design their own curricula, rules for admission, evolve methods of assessments of student work, conduct of examination, use modern tools of educational technology and promote healthy practices such as community service, extension activities for the benefit of the society at large. The main thrust in an Autonomous college is maintaining and promoting, academic excellence among its students. The successful implementation of the concept of autonomy requires willing and honest participation of the students, teachers and management in the education process. Autonomy has now too much linkage with political powers of the state. Various financial constraints are faced by the autonomous institutions. College should function without any outside intervention or pressures and should not involve itself in any power game from individuals or groups. The focus so far has been on problems relating to innovations and changes under autonomy, administrative and financial matters etc. Management, teachers and students all look upon this innovation with suspicion. There is a need for dialogue for removing unfounded apprehensions in the minds of teachers, managements and the governments, mainly concerning the service conditions, security of jobs and proper implementation of the scheme and the college/university-state Government-UGC relations so that a conducive environment can be created.

The university Grant commission (UGC) emphasized the importance of interdisciplinary, a broader back ground for undergraduate education, a uniform semester and credit system, a science-technology interface, the importance of enhancing skills in mathematics and changes in the regulatory regimes. Hence, many universities introduced the semester system to change the structure which will bring quantum leap in the teaching, research and innovation. In credit based grading system, interdisciplinary approach would play an important role in the way subjects are being conceptualized and knowledge integrated across diverse discipline. Semester system would facilitate the possibility of under graduate students imbibing relevant knowledge and skills that are not contained within the disciplinary boundaries of their primary

subject areas. A semester system allows greater freedom and scope for designing and delivering a variety of courses that the students can pick flexibly to ensure the quality of their learning. Semester system has been devised to improve the quality of higher education system. As the whole syllabus is to be covered in two segments to be covered in two different periods-approximately six month, it gives ample opportunity to the student to focus on their syllabus in better way. In annual system, students have to memorize large portion of the syllabus for a whole year. This brings the risk of students omitting certain areas of study. As testing and evaluation are done in continuous manner, student can be sure of a more realistic assessment of their academic capabilities than what is done in annual scheme. The actual process of learning is also more methodical in semester system. Each topic to be covered in the syllabus is allotted a learning time. The students learn not just by taking down notes during a lecture. He has to do self-study-going the library, browsing the internet and preparing for seminars and presentations. This results in comprehensive learning of the topic at hand. The added advantage is that each of these presentation and seminars are evaluated and marks are given immediately. Teachers and students are expected to make extensive use of multimedia equipment in internal assignments and assessments. Semester system provides an opportunity to students for continuous learning and assessment /feedback and a better paced understanding of the subject. There will be more focused class interactions because of continuous engagement between students and teachers. This will provide regular habits among students.. The main advantage is that the performance would not be judged at the end of one year, rather conducting examinations twice a year will help in regularly evaluating the student progress. The examination study load of the students shall be halved since they would be required to prepare half of the content as they are currently required to prepare for the examination. Semester system is good if the question paper is application oriented, demanding each student to learn more and think more about the subject. As the examination work is mandatory for the teachers it is very difficult for the Principal of the college to manage the evaluation process and declaration of result in time. There is guideline from UGC and university to complete at least 90 teaching days per term and then to conduct the first examination. It has been noticed that the first term of the college starts in the middle of June but admission process keeps on going till August which affects the one time starting of the class. It is not practical to cope up with the teaching days to be covered. It is pointed out that neither teacher nor the students have adequate time to prepare well for the semester end examinations. It is very difficult to cope up with the load of examinations with the existing man power of the college. It is difficult to declare the results in time and to face the variety of queries of the students. As it is difficult to cover the portion of a term in scheduled time and there is no scope to engage the extra lectures if required. Each teacher is also found to be engaged in unit test, their evaluation, project work and assignment and their assessments. Also it has been noticed that the participation of students in co-curricular activities is very much reduced. Workload is not formulated according to the revised system which needs to appoint additional staff.

During last two decades the country has experienced exponential growth of private owned, managed administered and controlled technical institutions, business schools and engineering colleges not only in urban areas but also in the rural area as well. Further in higher education recently preference has shifted from knowledge based education to skill based education. As a result of which instead of the traditional subjects like history, sociology, literature, philosophy etc., skill oriented subjects like engineering, medical; law, management etc have gained increasing popularity. The shift of the preference from knowledge based education to skill based education and also from public institution to private educational institutes are for achieving educational excellence. The private institutions start with huge capital base and have some sort of financial autonomy in matters of raising funds, fees structure, financial outlays etc. Comparatively the private institutions have modern infrastructure with luxurious well planned and nicely decorated campus, buildings, laboratories, libraries, hostels, seminar rooms, auditoriums etc. They have latest teaching methodologies, smart boards, video conferencing, visual effects etc facilities as compared to old chalk and talk method of teaching in ordinary colleges. Private institutes are managed by professional and trained experts who are often successful managers. Instead Government colleges are mostly managed by teachers who never managed anything earlier. This is the most important advantage which creates difference between the line of thinking, psychology, attitude, outlook and mindset of the two sectors. There are actually inherent advantages of the private sector particularly with regard to business connections, career counseling, campus interview, placement etc. Private sectors represented by businessman who have just put one leg into education while the other leg is firmly fitted in industry. There is no political or state sponsored, politically motivated students union, staff union or teachers association. Red tape system is less. It helps in proper and timely decision making and their immediate implementation as well. Privatization has resulted in commercialization of higher education on massive scale. The private professional institutions charge huge capitation fees in lakhs and even in crore. All this accounts for black money. When the student buys the seats with black money, in violation of open merit system, the moral degradation of educational institution begins from here. Over these years the market for young engineers and management degree holders became nearly saturated. Consequently these institutes have seriously started suffering from the problem of placements. Good companies are not coming for campus interview, good packages are not being offered, job security is virtually absent and so on and so forth. In such a scenario some recession has already started and the seats of private engineering and management colleges are not being filled up. There is great demand-supply mismatch as the economy needs much more skilled workforce as also the managers and entrepreneurs than that is produced annually. The situation appears grimmer when we look at the quality of product. At the time of inception of the college the infrastructure, properties potentialities of the private institute should be examined properly before giving recognition or affiliation. Fee structure committee should be constituted

which will suggest, control and revise the fees of the different courses of the private colleges.

The extent of higher education is generally measured by the enrollment ratio. The Gross enrollment ratio (GER) measures the access level by taking the ratio of person in all groups enrolled in various programs to total population in the age group of 18-23. It is a statistical measure used by United Nations to measure education index of nation. With the entry of the private sector into university education, particularly in engineering and management degree courses, higher education has witnessed significant improvement in GER. Regional disparities in GER in higher education are large. There is large variation in GER between states. The current level of GER in India stands at a figure of 23.6% (2014-15) with total enrollment about 33.3 million which is very low as compared to USA 83%, South Korea GER of 91%. India needs more than 1500 universities in comparison of 757 universities during 2014-15 to achieve the set target for GER of 30% by 2020-21.

The quality of education provided by higher education is a matter of great concern. National Assessment and accreditation council, an autonomous body, has been established by the University Grant Commission in 1994 in pursuance of the recommendations made by National policy of Education, 1986 and the programme of action, 1992 which lay special emphasis on evaluating the quality of higher education in India. The prime mandate of NAAC, as envisaged in its Memorandum of Association, is to assess and accredit institutions of higher learning, universities and colleges. Under the new methodology introduced by NAAC with effect from 1st April, 2007, the higher education institutions are assessed and accredited by a two-step approach. In the first step, the institution is required to seek institutional Eligibility for Quality Assessment (IEQA) 'and the second step is the assessment and accreditation of the institute under the grade "A++", "A+", "A", "B", "C" for accredited institutions and "D" for those which are not accredited. NAAC identified seven criteria- i. Curriculum aspects, ii. Teaching-learning and evaluation, iii. Research, Consultancy and extension, iv. Infrastructure and learning resources, v. Student support and progression, vi. Governance and leadership and vii Innovative practices as the basis for its assessment procedure. Of the 140 universities accredited by the NAAC, only 32% are rated as "A" grade. Among the 2780 colleges accredited by the NAAC, only 9% are rated as "A" grade. Among the accredited by NAAC, 68% of the universities and 91% of the colleges are rated average or below average in terms of quality parameters specified by the NAAC.

Rashtriya Uchchar Shiksha Abhiyan (RUSA) is a centrally Sponsored Scheme launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding would be norm based and outcome dependent. The funding would flow from the central ministry through the state government /union territories to the state. The funding to the states would be on the basis of critical appraisal of state Higher Education Plans, which would describe each states strategy to address issues of equity, access and excellence. Its main objectives are to improve the overall quality of state institutions by ensuring conformity to prescribed norms and standard and adopt accreditation as a

mandatory quality assurance framework, to ensure reforms in the affiliation, academic and examination system, to ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment, to create an atmosphere in higher educational institutions to devote themselves to research and innovation and to improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

Indian universities must cultivate an environment of openness, and set up interactions with the best universities in the world through collaborative research initiatives and exchange programmes for faculty and students. We should allow foreign universities to come in freely, either through joint partnerships, or independently. This will bring international competition in India, and enable student access to global universities at affordable rates. More than lakhs of students go abroad for higher studies and spend about \$ 2 billion a year. Most of the expenditure can be saved if we have those world class universities operating in India. With the changing pattern of society throughout the world, internationalization is a must if any country has to remain competitive ahead with times. Initiatives are taken to promote internationalization by encouraging and supporting higher education institutions and faculty around the world to improve quality of research; creating and facilitating alliances for research, and linking university departments with research institutions and industry to accelerate the process of knowledge development. The internationalization of higher education in India makes higher education economical to those students who rush to developed countries for better education. If the system in India becomes competitive with the developed world, they would attract students from other countries and become a source of foreign exchange earner. Internationalization of higher education can enrich the teaching and learning process and can provide financial stability to the institution.

At present, the world class institutions in India are limited. Most of the Indian colleges and universities lack in high-end research facilities. Under investment in libraries, information technology, laboratories and classrooms make it very difficult to provide quality instructions or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development. With the massive expansion of higher educational institutions including IITs, Central Universities, and IIMs, the system became unmanageable and started losing its governance. The standard of academic research and publications are low and declining mainly due to shortage of faculty by 25 to 40%. As of today, around 35% posts are vacant in central universities, 33.5% in National Institute of Technology and 35% in other central Central Education Institutions. A shortage of faculty and use of adhoc teachers affect almost all university. Appointment of teachers on contract basis to teach specialized courses like MCA, MBA and Biotechnology etc should be stopped and appointment of permanent teachers with specialization should be carried out on all India basis to pick up the best and most meritorious teachers. Placement and posting of good

academics in various institutions should be according to merit and seniority but discouraging good academics by posting them in remote area weak institution leads to frustration in them and therefore they do not perform well. The institutional arrangements to support technical and vocational education programmes remain inadequate. A large proportion of the products of the education system are found to lack employable skills. This has substantially lowered the credibility of the higher education system. The utility of higher education in assuring employment remains questionable. Many graduates and post graduates do not get jobs in their respective fields. The task of enhancing the employability of the product of the education system should be given high priority. A transparent and merit based norms and guidelines for recruitment of teachers, Principals and other academic cadres will be formulated in consultation with the state government. Favorable conditions need to be created in the country to promote high quality research. The country needs to develop enabling conditions for research and innovations by creating an administrative and academic environment complementing higher education. The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to become a developed state. We have to stop this brain drain so as to avoid students to run away from our country.

Online platforms and ICT tools have helped to take higher education to millions of deserving students in far-flung areas who would otherwise have no access to university education. Technology has changed the nature of several educational processes. The opportunities offered by technological developments in computers and communication such as the internet is not less than virtual classrooms, digital libraries providing knowledge repositories, the web offering up-to-date material for seminar discussion, computer simulation offering an alternative to labs must be fully exploited. The technology component in classrooms must include e-learning, e-assessment, online examinations, interactive boards and visual presentations, cloud based tools, tablets and smart phones, digital books, MOOCs (Massive open-online courses), effective-e-contents etc. Classroom lectures are prerecorded and uploaded to be accessed by students at their comfort. Class time is instead used for creating more-in-depth learning experience through group activities, problem solving and interactive learning. Thus technology has solved three pressing problems of Indian higher education i.e. access, equality and quality. IT based applications are used for monitoring teacher and student attendance, performance evaluation of teachers and college administrators, performance of students and also administrative functions like maintenance of records and accounts. To deal with absenteeism and indiscipline, biometric devices and mobile phones are used. For ICT, infrastructures like availability of proper rooms, reliable electricity, network connectivity, security of premises etc. are required. Every higher education institution will have a dedicated websites for more transparency disclosing standard information of admissions, fees faculty, programmes, examination results, placements, governance, finance, business tie-ups managements and a report on academic and co-scholastics activities, as well as other relevant information relating to the institution. There are few colleges led by

government which serve IT education and only deal in just their old subjects and courses.

A national initiatives on sports and wellness includes fitness and wellness programmes for all students: encouraging institutions to include physical education as a general institutional requirement; raising participation in competitive sports from the current 2% to 10% of students ; creating and supporting departments and units for physical education in all institutions; supporting creation of adequate sports infrastructure in institutions; encouraging development of a sports club systems establishing inter-disciplinary research centers on sports technology , sports medicine and sports managements and creating an information network on sports must be properly implemented.

Due to reservation policies and quotas for deprived caste groups in Indian educational public institutions, students get benefited from these provisions. Educationally, Dalit students have been benefitted from scholarship. Reservation in educational institutions has proved a prime source to get education as many deprived caste groups are getting education with the assistance of reservation policy. Literacy rate for deprived caste groups shows gradual increase. However, reservation should be made on the basis of economic conditions. The kind of reservation policy that our government follows does nothing but divide the society. Under the doctrine of Education policy 1986, the role of education in promoting quality for women in educational system as well as empowering them, the need for special support and programmes to bridge the gap between men and women in participation and representation in higher education arises. Still, the relatively higher gender gaps in youth and adult literacy rates remain a principal challenge. India continues to be characterized by higher level of gender gap in youth and adult literacy rate. So, major efforts are needed to raise the literacy levels of girls and women. A zero tolerance approach on gender discrimination and violation will be adopted. Efforts are made to ensure the placement and recruitment of women .

The syllabus of many universities reveals the extent of academic backwardness. They spell out subjects which are neither job-oriented nor life oriented. When students enter the world of job market, they are surprised that there is hardly any job for the course they have studied. Institution must take initiative in initiating and redesigning courses that are relent to regional and national needs. To enable educational institutions to cater effectively to changing economic and industry needs, our education policy should encourage greater collaboration between industry and universities in curriculum and course design, as well as industry research. Open and distance learning is recognised and accepted as an important mode for achieving enhanced access, developing skills, capacity building, training, employability and life long learning. Massive Open Online Courses(MOOCs) provide free access to cutting edge courses at relatively much lower cost. Various higher education institutions are putting their courses online by setting up open learning platforms. There is a need to create as autonomous body to promote, coordinate, regulate and maintain standards of MOOCs and to develop a mechanism for recognition, transfer and accumulation of credits. A quality assurance mechanism for accreditation of all institutions offering ODL/MOOCs will be put in place to

ensure quality, promote, innovate, reshape and modernise the ODL/MOOCs courses and programmes.

The admission system in higher educational institution needs a National Level Test to streamline the system of admission testing mechanism across the country. Colleges can then frame their own admission requirements through weightings using factors like national test scores, school records, academic and extracurricular achievements, interviews, recommendations, leadership and competitive abilities. However, colleges must be transparent in their weighting systems, and publish the average admission test score of their students. Every student worthy of admission to a college must receive either a scholarship from the college or a loan from financing institutions. Initiatives should be taken such that the cost of education in private colleges should not be higher than that in the public government colleges.

The examination system in our country has remained unchanged from so many years. In our education system, ability of a student is decided by examination. In this system there is no place for performance of a student in overall academic session. Present system is largely memory based. The quality of question paper is poor. Scoring more and more marks in examination has become the only goal of students. If this system is good then all those who secure good marks in examination must be brilliant and successful in life but reality is different. Marks should be given for performance in overall academic year. It should be given on the basis of behaviour of student, his achievements in extracurricular activities. The universities and colleges are following semester system and choice based credit systems (CBCS). UGC and NAAC are recommending switch over to CBCS scheme of importing education and awarding SGPA (semester grade point average) and CGPA (cumulative grade point average) grades/credit, while issuing memorandum of marks lists and awarding the degrees, instead of giving the marks and the class obtained in the examination. In credit based semester system, as the assessment is expected to be done immediately and in short period of time, there is fewer chances of student grievances. There is also an opportunity to the students for the improvement of result immediately if not satisfactory through the additional examinations. Although the number of examinations and tests conducted under semester system is more than those under the annual scheme, teachers are at an advantage in that they can be precise while setting questions for a unit test about a topic. They can also be confident that grading and assessment is much more scientific than what is done through evaluation of answer sheets at a centralised evaluation camp.

The current teacher education and training programmes are considered inappropriate in terms of equipping the teachers with the competencies required to cope with the new profile and roles expected of teachers and to enable them to carry out their duties in diverse social, economic, cultural and innovations in teachers education remains very limited. These deficiencies have brought about the erosion in the professional identity of teachers and the status of teaching as a profession. The issues relating to the capacity, motivation and accountability of teachers to achieve improvements in learning outcomes of students need to be urgently addressed. Our aim is to ensure adequate supply of qualified and competent

teachers who possess the prescribed competency profile and the prescribed professional standards for teachers. To make teacher education liberal, humanistic and responsive to the demands of inclusive education and modern society, the NCFTE looked for the restoration of teacher education curricula with a practical and professional approach. A shift from information based to experience based and from traditional instruction domination to newer constructiveness orientation has been tried. A sustained contact through internship would help teachers to choose, design, organize and conduct meaningful classroom activities. At national level, a teacher education university will be set up covering various aspects of teacher education and faculty development. It will be mandatory for all teacher education institution such as DIETS, B.Ed. colleges etc. to accredited. In addition to the national level teacher awards, state and district level awards for teachers will be instituted based on a set of objective criteria.

Quality of education and training imparted in colleges and departments is also a matter of serious concern. Research and teaching are the two dominant aspect of any higher education system. Higher education should reflect the international, regional and national dimensions in both teaching and research. A good academic institution has to have an atmosphere where everyone is involved, engaged in doing new things, trying to find new things. Quality requires both establishing quality assurance systems and patterns of evaluation as well as promoting a quality culture within institutions. In addition, inculcate human values like quest for peace, adherence to truth and right to conduct, nonviolence, compassion, tolerance, love for all living beings, respect for the motherland and the glory of its culture and tradition in order to promote societal and responsible citizenship, are the need of hour to introduce value education in higher education institution. Assuring quality in higher education requires recognition of the importance of attracting and retaining qualified, talented and committed teaching and research staff. The challenges in education governance are teacher absence; lack of teacher accountability, delayed fund flow, effective programme planning and implementation and insufficient financing of education should be resolved with strong political consensus and will.

In a knowledge society, creating, sharing and using knowledge are key factors contributing to growth, development and prosperity of people and their quality of life. This society promotes knowledge, intensive business, enhances skill requirements and extensively uses information and communication technology. The institution must be aware about cognition, the dynamics of communication and human relations, behavioral science, organizational strategy and the process of capturing the collective knowledge of the organization, analyzing it and transforming it into a form that is easily recognized and usable.

Creativity is accelerator of development. Questioning the current situation, reflecting on a new perspective, exploring new possibilities and suggesting new ways of viewing, generating an original idea, this could all be considered as a process of creative thinking. Our knowledge, culture environment and immediate surroundings can serve as such source from which creative expressions are produced and in

which creativity finds its fertile ground. Creative content transports cultural signifiers and enrich personal meaning and therefore, could be a self-representation of individuals but also of communities and cultures. The challenge of our higher education system is to carve out a path and a strategy for themselves so that they can be effective instruments and drivers in the process of transformation of this country to a knowledge society and in turn creative society.

We define accountability as “willingness to accept responsibility”. The official’s must demonstrate that they have used their power properly. The policy and administrative decision should reflect collective thinking and wisdom. The officials must ensure that they are working to achieve the mission or priorities set for their organization. The official must report their performance that they serve public needs. Accountability is the kingpin of democratic University administration. Higher education in India suffers from a lack

of democratic leadership and democratic culture. Accountability should be institutional or societal. Adequate administrative performance as per the objectives and structure of a University is to be ensured. Accountability demands to carry out administrative operation with economy, efficiency and effectiveness.

By enabling a renewed, reenergized education sector, we have the potential to transform our country into a true knowledge power, and realize a future of prosperity and growth.

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