

Critical Analysis of Current Education System Problems & Role of Accreditation Bodies

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Abstract

There are several challenges in education system. Since long India has been a respected country and even till today India is producing quality professionals. Indian talent is recognized globally. Still there are several challenges faced by Indian colleges and universities. The present education system poses difficulties in evaluation process, syllabus & curriculum framing, introduction of new courses, etc. These problems in education system make it difficult for colleges and universities to provide quality education. Also, there is lot of gap and legal issues due to large number of directives issued by different regulators such as UGC, AICTE, DTE, etc. The role of accreditation agencies and how the accreditation agencies should rate the performance is upcoming challenge in front of every country. Global norms are different due to different conditions in each country. The present paper highlights these issues related to Higher Education and recommends the possible solutions. Further, the present paper will discuss on various parameters to be adopted by Accreditation agencies to rate and judge the education system.

Introduction: For a fairly long time now, we have been engaged in the great task of educating the children of India, an independent nation with a rich variegated history, extraordinarily complex cultural diversity, and commitment to democratic values and general well-being. Given the enormity and importance of this task, it is necessary that we create occasions from time to time to sit back collectively and ask ourselves, ‘what are we doing in our engagement with this task? Is there a need to ask ourselves afresh some of the basic questions such as what ought to be the purpose of education?’ There are several challenges and problems in higher education such as problems related to syllabus updation, industry – institute gaps, teaching quality, introduction of new courses, accreditation process.

Methodology Adopted: The paper is based on an in-depth observation of current education system and practices. The methodology followed is observation and discussion with eminent personalities in education. This paper also covers highlights of the panel discussion of 13th National Conference on Mapping for Excellence: Challenges Ahead (Quality Management in Higher Education) held on February 16, 2012 at Auditorium, Pioneer Institute of Professional Studies, Mahalaxmi Nagar, Indore. One can refer the list of delegates from academics, industry and media along with their valuable recommendations who attended the conference in **Annexure –I**. The Annexure contains detailed summary of views which was compiled by myself.

Problems in Higher Education: Analysis and Recommendations:-

I am writing this paper to share the views and recommend on various aspects of Higher Education. I am raising few striking issues in Higher Education with possible recommendations / solutions to them:-

Problems in Higher Education	Possible Reasons of Problem	Recommendations to the Problem
<p>1. In spite of the fact that there has been a tremendous updation in the field of higher education, there but still persist a huge gap between the actual scenario and the expected scenario? What could be the possible reason for the same? Classroom knowledge and real world appear to be extreme which can never meet. Students usually complain of a vast difference between an Institutional knowledge and industries expectation? Why industry based syllabus is not framed?</p>	<ul style="list-style-type: none"> ❖ Difficult to update syllabus under the present legal procedures and complications ❖ Universities are following very old curriculum ❖ Industrialist requirements are not considered ❖ Industrialist and economists are not invited in syllabus formulation 	<ul style="list-style-type: none"> ❖ Syllabus should be framed by committee comprising of academicians, industrialist and economists. ❖ Concept of “Equivalence” should be brought in force so that regular syllabus updation can be done and operational problems can be solved. ❖ Autonomy to the colleges should be given; else Universities should frame syllabus and design courses keeping in mind upcoming changes in industry. ❖ Specific / Task Oriented syllabus should be made to meet specific demands of industry ❖ Industry – Institute interface should be increased.
<p>2. Even though the place of the teacher has always occupied the most respectable status in our society since ancient time but then, also the generation next parents do not want their children to be the teachers of tomorrow. Why is it so? Higher education faces an acute shortage of faculty as</p>	<ul style="list-style-type: none"> ❖ Teachers are not paid good remuneration in most of the Institutes ❖ Perception of parents towards the teaching profession is low; whereas towards different professions like engineering, medical and accountancy is high ❖ Students perception on 	<ul style="list-style-type: none"> ❖ There must be a certified course / degree to become a teacher ❖ Regulations must be brought in force to conduct written / online examination to become teachers just like JEE, MAT, etc. ❖ There must be a college which should run courses on how to become teacher and should impart practical training also.

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well as quality faculty. What can be done to address this issue?	teaching is declining due to fallacies in education system framework	
3. The relief which is provided in the form of ATKT i.e. letting the students to appear for exams “N” number of times till its clearance has made the process of regular updation of the syllabus very difficult. What could be the possible solution as regular updation of course is the need of the hour?	<ul style="list-style-type: none"> ❖ The increasing number of ATKTs in different subjects is resulting in complexities in examination system. ❖ There are several parallel schemes of examinations running which needs to be tracked by examination cell / university. ❖ This results in operational difficulties to update syllabus and make changes in curriculum ❖ This also results in difficulty on how to introduce new subjects and delete old outdated subjects having less relevance. 	<ul style="list-style-type: none"> ❖ Concept of Equivalence should be introduced in autonomous colleges and universities. ❖ A particular subject in which students has appeared earlier and had ATKT, should be treated as ‘equivalent’ or ‘deemed to be passed same paper’ by introduction of new subject.
4. Due to technological, economic and cultural advancements there is always a need of to start new and innovative courses. But implementation of the same is an expensive and lengthy affair. So, what could be done to live up to this	<ul style="list-style-type: none"> ❖ Introduction of new course is very lengthy and tedious process involving lot of time and legal formalities both in university and autonomous colleges. ❖ Colleges and Universities are forced to follow old outdated curriculum due to this 	<ul style="list-style-type: none"> ❖ University should introduce a fast track procedure by introduction of strategic committee for syllabus development. The recommendations should be directly put up to EC for approval. ❖ Autonomous colleges should be given complete autonomy to frame, follow and adopt

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<p>expectation?</p>	<p>process.</p> <ul style="list-style-type: none"> ❖ University system to approve new course and make ordinance follows a long procedure starting from Board of Studies recommendations to Academic Council to Executive Committee to Governing Body. ❖ Numbers of meetings in a year are less and therefore to approve new course with syllabus and ordinance often takes years. ❖ With the adoption of this lengthy procedure, the course becomes outdated and irrelevant till the time it is finally introduced. 	<p>any new upcoming course requirement of industry, which either University should approve very promptly; else should be left to the discretion of colleges.</p> <ul style="list-style-type: none"> ❖ UGC approved nomenclatures of courses should be enhanced / increased keeping in mind the upcoming changes. ❖ The various difficulties in legal formalities and various laws laid down by different regulators like UGC, AICTE, DTE, Universities should be eased and streamlined so that syllabus can be updated fast and meet the industry requirement quickly.
<p>5. Now days higher educational Institutions have become more or less like placement agencies (consultancies). The efficacy of an institute is assessed by the number of placements that particular institute has given. The core objective has shifted from imparting education to giving placements. “Every College/Institute wants to lead in this. – Rat Race” To what extent is it</p>	<ul style="list-style-type: none"> ❖ Every student asks about placements offered last year instead of what education is provided by the college. ❖ Educational Institutes are facing a competition on who places the maximum number of students. ❖ Objective shift from teaching to placements can prove disaster to the society. 	<ul style="list-style-type: none"> ❖ Education Institutes are not meant for placements. They are not Job Portals or consultants. They are for providing quality education and making students capable to get job. ❖ The perception needs to be changed. ❖ Institutes should work and strive for the best teaching practices and the placements will follow automatically.

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justified?		
<p>6. There are no systems of funding the education institutes. As the education is neither treated as an industry nor business it is not covered in the scheme of any banking system. Then, how is it possible that a good institution with good infrastructure will pop-up? At present indirect way of funding.</p>	<ul style="list-style-type: none"> ❖ Present Legal structure does not allow companies / firms to open educational institutes. ❖ Only trust / society with objective of no earning can open educational institutes. ❖ Banks provide no loans to society / trust. ❖ Regulators have banned pledge of institute property and building with banks to avail loans. ❖ How can the institutes survive and grow without earning profit? ❖ How will education institute expand without funding from banks? 	<ul style="list-style-type: none"> ❖ There is no harm to recognize that education system also needs funds and earn profit so that they can increase their infrastructure. ❖ Without monetary benefits no institute can provide good infrastructure and quality education ❖ Legal regulations should be relaxed to allow institutes borrow funds ❖ Companies and other legal structures should be permitted; after all quality and objective checks can be always put on them too.
<p>7. Though there are some accreditations agencies like NAAC, NBA, etc for regulating and monitoring the quality of education, still we find efficiency that due to large size of regulation is deteriorating. What should be the possible solution?</p>	<ul style="list-style-type: none"> ❖ There are too many colleges to regulate by the regulator and accreditation bodies. ❖ The regulators do not look into each institute precisely and cannot go in depth monitoring. ❖ Bodies like AICTE look more in infrastructure facilities as benchmark for 	<ul style="list-style-type: none"> ❖ Parameters like quality of teachers, resource utilization of library & computer lab by students, what is being taught in classes, how many classes are being run on daily basis, what is the percentage of students attending the college, what events and seminars are being organized by the college, etc should be included by accreditation agencies to know and check

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	quality education.	the quality of education. ❖ Accreditation agencies should see more on utilization of infrastructure and resources rather than quantity of infrastructure.
8. It is a surprise that as you become senior you are away from teaching & start taking administrative jobs. So, how will the juniors faculty members benefit from the golden experiences of the seniors.	<ul style="list-style-type: none"> ❖ Most senior professors and directors do not teach in the classes in most of the colleges. ❖ This way no benefit is transferred to the junior teachers and students. 	<ul style="list-style-type: none"> ❖ There should be a norm in every college about the minimum teaching hours. ❖ Teaching hours of senior faculty members and directors should be fixed.
9. It is observed that more than 50% of IITs graduates are joining as a software professional irrespective of their subject competencies like civil, mechanical etc.	<ul style="list-style-type: none"> ❖ Most of the students selecting a particular stream do not make a career in that stream. ❖ The significance of education and specialization in one field is less, if one does not has to use it in his / her career. ❖ Companies are only looking for the brand value of the college and not the degree and competence of the student and his specialization. ❖ Perception towards IT is more. 	<ul style="list-style-type: none"> ❖ There should be some kind of career counseling on planning in the beginning of higher education to avoid brain drain. ❖ If a student wants to get placed in IT and if there is more demand of IT in current scenario possible solution should be to increase number of seats in IT and / or student selecting IT branch in any college.
10. In India, Institutions are like IITs, IIMs, NIITs, ICAI, ISCI, ICWA etc are producing world class	<ul style="list-style-type: none"> ❖ Complete autonomy is not granted to the educational institutes. ❖ Funding of lot of 	<ul style="list-style-type: none"> ❖ Complete autonomy and funding should also be given to the institutes which are capable of providing quality

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professionals because of complete autonomy and there legal status under individual enactment which mean that we are capable of imparting good education and producing good world class professionals, then why this system cannot be transferred to other educational institutions?	<p>money is only being done at IIT and IIM institutes.</p> <p>❖ Due to this large and vast disparity most educational institutes lag behind in the race.</p>	<p>education. It can be judged and selected based on quality checks.</p> <p>❖ Autonomy will lead in frequent updation of syllabus and hence good quality professionals.</p> <p>❖ Training should be mandated part of course design like ICAI, ICSI, etc.</p>

Role of Accreditation Bodies: - The accreditation bodies should also incorporate the following parameters in judging the quality aspects of Higher Education besides the regular parameters adopted by them:-

1. Quality and education qualification of teachers.
2. Resource utilization of library & computer lab by students.
3. Accreditation agencies should see more on utilization of infrastructure and resources rather than quantity of infrastructure.
4. Recruitment Policy adopted by Institutes to recruit teachers.
5. Content taught in classes.
6. Number of classes being run on daily basis.
7. Number of lectures left not attended / substituted during semester.
8. The percentage of students attending the college during semester.
9. Events and seminars being organized by the college and how much benefit it resulted to students.
10. Content of the syllabus and curriculum being taught.
11. Degree of relevance of syllabus & curriculum with the current industry requirements.
12. Judge the profile of students placed in different sectors of industry and match with the syllabus taught.
13. Summer Training undertaken by the student and its quality.
14. Minor & Major Research Projects undertaken by the students and its quality.
15. Research Papers written by the faculties and its real impact on society at large.
16. Use of technology and innovative methods in teaching by colleges.