

# Skills, Learning and Research (SLR Model): Three Dimensional Model of Higher Education in India

Dr. Pooja Aggarwal

Associate Professor, Babu Banarsi Das University, Lucknow (U. P.), India

Email: [poojagarwal14\[at\]bbdu.ac.in](mailto:poojagarwal14[at]bbdu.ac.in)

**Abstract:** Education is an only tool for developing a modern knowledge - driven economy and society. It provides skills and competencies for economic well - being and social mobility. Higher education imparts depth knowledge and understanding to the students in different walks of life. Indian higher education has a complex structure combined with many contradictions but still it has many possibilities. Indian higher education system does not match with the international standards. A focus should be on learning and skills with the higher standards of research in the higher education system in India. According to statistics, India has the third largest higher education system, trailing only the United States and China. In India, there are 799 universities, including 44 federal universities, 540 state universities, 122 deemed universities, 90 private universities, 5 institutes created and operating under the State Act, in addition to 75 Institutes of National Significance (AIIMS, IITs, IEST, and NITs). According to the UGC, there are 39, 071 colleges operating under these universities and institutes as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges. The current study aims to improve understanding of the function of research and study, as well as abilities for higher education quality. This study highlights the major issues and challenges which are the barriers in the Indian higher education system. Further it also argues for the integration of these indicators in research quality assessment tools and evaluation frameworks. The outcome indicates that there is a severe need to discuss, implement and practice more and more research, learning and skills - oriented activities are required.

**Keywords:** Higher Education, Research, Learning, Skills, Students, Quality, Indian Context

## 1. Introduction

The higher education system of India has grown considerably, particularly since independence, to be among the world's largest of its kind. However, the system is today beset by issues such as funding and management, as well as access, equity, and relevance, as well as reorientation of programmes to emphasise health consciousness, values and ethics, and higher education quality, as well as institutional assessment and certification. These are critical challenges for the country, which is currently focusing on higher education as a potent weapon for constructing a knowledge - based information society in the twenty - first century. To various people, higher education means different things. Higher education conveys knowledge, improves students' ability to think about right and wrong, and provides them with a broader view of the world. Higher education becomes a vehicle for not just the industry's, but also the country's, growth and development. It is also an opportunity to participate in an upgraded and modern education system in the individual's growth process.

### Objectives of the Study

- 1) To Understand the phenomena of quality in Higher Education Institutions.
- 2) To comprehend the problems pertaining to Quality of Education in Indian Higher Education System.
- 3) To give proposals for improving and sustaining educational standards in higher education institutions.

## 2. Literature Review

Quality culture, according to EUA, is an organisational culture that includes: (1) a cognitive component with common beliefs, convictions, objectives, and dedication to

quality, and (2) an organizational or managerial factor with well - defined processes that increase quality and work cooperatively (2006). Others consider quality culture to be an organisational culture that promotes the development of effective and efficient quality care (Berings et al., 2011). Cheserek G. J., And Muglavai, V. K. (2012) the purpose of this study was to understand the challenges facing education system arising from new needs and expectations. The findings show government has proposed development of a new education policy and legal framework to allow for accessible, efficient, effective and quality education for all children by the year 2015. Parul Sinha, Monika Arora, N. M. Mishra (2012), According to the study's findings, a framework for developing a Knowledge Management platform in Higher Education Institutions can be used. It also looks at the elements that influence the effectiveness of knowledge management projects in higher education institutions, and how they might help them stand out in the academic market. According to Elizabeth Chinomona et al. (2013), there has been a transition in higher education throughout the world from quality checks to quality assurance. Quality assurance has been viewed as a critical component in South Africa's democratisation and reform of education. The need of quality assurance in education and training has been emphasised. Because apartheid provided most people with relatively poor quality education, the emphasis on quality assurance in education and training was viewed as emancipatory. The discourse on 'quality' and quality assurance in South African higher education demonstrates that Quality Assurance (QA) is a novel phenomena that is still in its early stages of development. In this qualitative study, data was collected from several sources using a triangulation strategy that included interviews, document exploitation, and observations. The research paper by Mahesh Abale et al. (2016) highlights the importance of quality and research in higher education and

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suggests several funding strategies for researchers' projects. Despite the fact that the UGC, AICTE, National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), and State Directors of Higher/Technical Education are all involved, and other authorities and systems of accountability and accreditation are in place in India, we still have a quality problem in higher education. It suggests that further research is needed to improve the quality of education in order to ensure its long - term viability. Therefore, it is necessary to involve all colleges, institutions, state and central government, industry persons for maintaining and enhancing the quality of education.

### 3. Research Methodology

This suggested research work is entirely based on secondary data gathered from various sources. The data are generated by responsible authorities of the departments and published research by various researchers provided on their website and reports. Apart from these, data has been taken different books, research journals, research papers, articles and other print media to detailed understanding of the subject authenticity of information. The researcher extracted data on his own, utilizing, standardized data retrieval procedures. The present study was undertaken to understand the practices and strategic implementation of green human resource management in the organizations.

#### Problems in Higher Education Institutions in India

- 1) Qualified and educated staff is a significant aspect of the Indian educational system, where the majority of professors are either inexperienced or under - prepared. Inadequate faculty numbers result in a low student - to - teacher ratio, which lowers quality.
- 2) The trend of contract professors is exacerbating the difficulty of sustaining quality by allowing less competent staff to be employed in order to save money.
- 3) Inadequate infrastructure, which continues to be a major issue in rural areas around the country. Even in urban counterparts, labs, digital content, and ICT are not up to standard. Due to a lack of government support, institutions are left to manage their own existence, with personnel putting more emphasis on surviving than on providing high - quality education.
- 4) Inadequate curriculum results in a mismatch between industry expectations and college students' skill sets, resulting in a skill deficit despite high graduate unemployment.
- 5) One of the issues in higher education in India is the lack of high - quality research and a lack of emphasis on innovation and new methods.
- 6) The Indian education system, which has several regulatory organisations with overlapping and cumbersome roles, suffers from a lack of quality monitoring and proper metrics to measure teacher performance indices, resulting in inconsistency in delivering quality education.
- 7) Limited and unequal access to higher education as a result of excessive tuition, unequal access to financial resources, and a disparity in the number of high - quality schools and universities. Education loans in

India have an extremely high interest rate, hence only a small percentage of graduates use them.

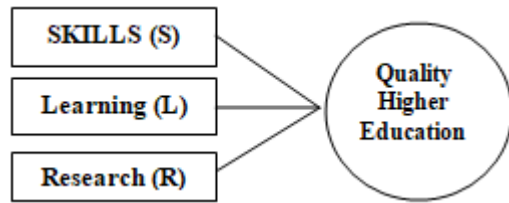
- 8) However, the research funds are not underutilized due to a lack of high - quality research. Due to a lack of focus on research and internationalization, few Indian higher educational institutes are internationally recognized.
- 9) While the number of research publications published in India has continuously increased over the previous few decades, the country has a low citation impact when compared to Germany, the United States, France, and China.
- 10) Poor curriculum quality plagues India's higher education system. Most higher education institutions' curricula are outdated and irrelevant.

### 4. Findings and Recommendations

- 1) Higher educational institutes can enhance their performance, prestige, and trustworthiness by participating in student exchange programmes, faculty exchange programmes, and other forms of collaboration with elevated national and international higher learning institutions.
- 2) Quality compromising institutions should be identified and warned to make needed changes and upon failure must be blacklisted and must not be entitled to carry on any programmes in future.
- 3) Students must be encouraged and supported by the institution and Government for lucrative start ups, so that they not only look out for job but even create jobs for the coming generations.
- 4) Research must be promoted and students should be supported in terms of research grants to ensure innovation and up - gradation of knowledge base.
- 5) Well equipped libraries and laboratories must be ensured in educational institutes for better learning. These facilities must not be for name sake but be updated timely and made fully functional and accessible to all the students of the institute.
- 6) The government should encourage collaboration between Indian higher education institutions and top international institutes, as well as establish links between national research laboratories and research centers of best institutes, in order to improve methodological rigour and collaboration.
- 7) From primary to higher education, a creative and progressive plan must be implemented to make India's system of education more worldwide relevant and competent.
- 8) The curriculum should be based on the needs of the rural communities so that they could plan for start - up ventures at their place and even be equipped to serve in urban areas as per their desires.
- 9) Industry participation in curriculum development, specialized seminars, apprenticeships, real - world projects, career counseling, and placement in higher education institutions should be encouraged.
- 10) This will also help to focus on graduate students by providing them with programs in which they can achieve excellence and have a better understanding of the subject, allowing them to secure positions after

being employed by firms, decreasing the need for an unnecessary rush to higher education.

#### Proposed 'SLR Model' for Higher Education in India -



## 5. Conclusion

Transparency, quality and a certain amount of training, monitoring and regulation can ensure a proper higher education. To give wings to Higher Education in India, each and every stakeholder must be recognized, analyzed, utilized, and supported to the greatest extent feasible. This study piece discussed the current situation of higher education in India. We also identify obstacles in higher education such as the demand - supply imbalance, a lack of high - quality research, infrastructure and basic facilities issues, faculty shortages, and so on. The twelfth plan's implementation framework intends to improve the quality of state institutions, overhaul financial aid programmes, and connect expansion, equity, and excellence. To strengthen the higher education system, we must improve teaching pedagogy, create synergies between research and teaching, and enable collaboration between higher education institutions, research centres, and businesses simpler. This is important not only for economic progress, but also for social cohesion and the empowerment of the country's youth. Education improves a person's ability to deal with issues. He knows how to deal with problems in a calm and collected manner. Rather of being concerned about the assault of obstacles, he would embrace them. This is a man's one chance in life to bring to the surface the latent powers that lie dormant in him until they are activated. The individual does not need to exploit this hidden fortune as long as he is in a comfortable situation. When he is in a difficult situation, though, he is forced to exert every ounce of energy he has to overcome the obstacles. This can only be accomplished by an educated man who is not terrified by the obstacles because he does not allow them to irritate him. It is claimed that a man is made not by ease but by effort, not by ease but by difficulty. As a result, education contributes to the formation of a healthy personality in individuals.

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