

A Critical Study of the Rapid Growth of Higher Educational Institutions in India and Its Impact over the Quality Standard of Education

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Abstract - Education is the driving factor behind every country's development and growth. But, unfortunately the educational sector is having an inclination towards the quantity of educational institutions in spite of quality of education in India. There is a critical need to make efforts to improve educational quality. Indian institutes have failed to make a place in the top 200 in the World University Rankings 2013. It is a matter of concern because there are numerous institutions and universities mushrooming in the country. This tendency is leading in a lack of employability skills and a rise in unemployment. As a result, it would have a direct impact on economic growth. The present research paper is an attempt to find out the reasons behind the rapid growth of institutions in India. Further this present research study will highlight the extent that how this rapid growth of the institutions is influencing the quality of education in India. The purpose of this study is to examine the implications of inadequate educational quality.

Key Words: Education, Quality, Ranking, Institutions, University, India

1. INTRODUCTION

A well developed and equitable system of higher education that promotes best quality learning as consequences of both teaching and research is central for success in the emerging knowledge economy. So, our government is responsible for providing higher education accessible to all as per constitutional rights. However, the Indian higher education system is always confronted with a number of issues. Education is critical to the country's and its residents' growth, empowerment, and strengthening. It is one of the most potent tools for combating the ills of widespread poverty and inequality, paving the way for long-term economic prosperity. The world is witnessing the rapid expansion and diversification of the Higher Education sector as a

result of academic, political, and commercial developments associated with globalisation, such as the rise of market forces in the Higher Education sector and the plethora of opportunities for skilled professionals and graduates. The privatisation of higher education has boosted enrollments in higher education institutions, resulting in a greater flow of graduates into the labour market. The irony, though, is that not all graduates are employable.

2. LITERATURE REVIEW-

M.S. Rao (2016) provided an overview of tools and approaches for ensuring creative management education in India. He seeks collaboration from all stakeholders, including industry, instructors, students, educational institutions, government, and thought leaders, in order to develop Indian management education in accordance with global standards and produce world-class managers and leaders. These methods and strategies may be adapted for use in various nations in order to assure high-quality management education. His research's societal consequences imply that stakeholders must work to provide creative management education in order to produce competent managers and leaders throughout the world. According to Rauschnabel (2016), many colleges exploit symbolic attributes that have the potential to create a brand identity effective in competitive differentiation. According to Komal Chopra (2016), the increased popularity of management courses has resulted in the proliferation of management institutes in the twenty-first century. However, the quality of certain institutes is questionable; others have even been ordered closed down. He also emphasises the need of management institute accreditation. According to Reddy (2016), a country's economic prosperity is linked to the development of higher education. In the twenty-first century, India's management education system saw considerable change. Globalization replaced the system's

traditional method with a more efficient professional approach; it also resulted in the creation of new age management courses with greater economic significance in today's time. Management as a field of education and training has taken on new dimensions in today's global economic landscape. The management profession is inherently dynamic. New tools and strategies are always being developed in order to improve the efficiency and productivity of future managers. As a result of globalisation, India's social, public, and corporate institutions have had to undergo significant changes in their management structure and working processes. He goes on to add that in reaction to such developments, educational programmes' curriculum have experienced considerable alterations.

3. RESEARCH METHODOLOGY-

This proposed research project is solely based on secondary data acquired from a variety of 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 reasons behind the mushrooming of institutions in India and to analyze the consequences of the poor quality of education.

4. RAPID GROWTH OF INSTITUTIONS IN INDIA-

Higher education institutes in India have expanded substantially during the previous two decades. This growth has been mostly driven by private-sector activity. There are valid concerns that many of them are of poor quality and exploitative. The rise has been haphazard and unplanned as a result of the government's ambivalence about the role of the private sector in higher education. The regulatory structure has failed to keep standards up or to prevent exploitation. Instead, it resulted in the construction of substantial entry barriers, which create unfavourable rents. Voluntary accreditation

appears to have found no takers among private providers and to provide no purpose for any of its stakeholders.

Growth of Higher Education Institutions

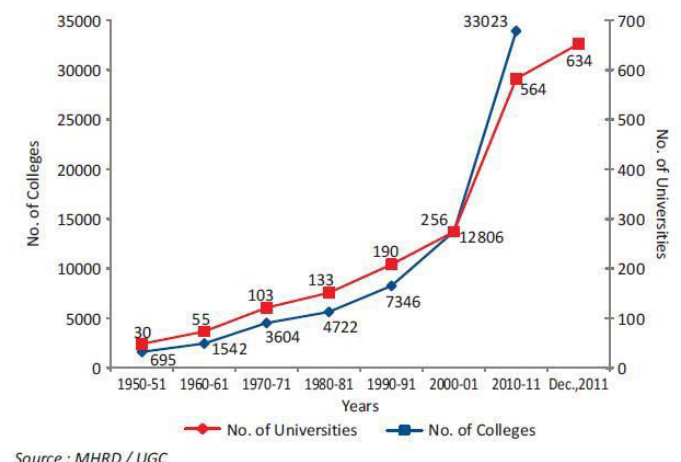


Fig -1: Figure

In a decade, India added over 20,000 colleges (from 12,806 in 2000-01 to 33,023 in 2010-11), indicating a more than 150 percent increase. Degree-granting institutions increased by more than fourfold, from 256 to 564, thanks primarily to deemed-universities and private universities. India has a complicated affiliation system in which universities can be connected with hundreds of public and private teaching institutes.

5. CONSEQUENCES OF THE POOR QUALITY OF EDUCATION-

India has seen a remarkable increase in the number of private institutions during the previous two decades. Various state governments have promoted and justified this rise in order to expand higher education enrollment, and private capital has embraced this official encouragement. A variety of systemic issues plague higher education in India. As a result, despite rising shortages of qualified labour in an expanding number of industries, it continues to produce graduates who are unemployed. Academic research standards are low and decreasing. Some of the challenges with Indian higher education are widely recognised, such as the complex affiliating system, rigid academic framework, unequal capability across many topics, declining autonomy of academic institutions, and low levels of public support. Many additional issues, such as the dysfunctional regulatory environment, the accreditation system with limited coverage and no repercussions, the lack of

incentives for doing well, and the unfair public financing policies, are not generally understood.

3. CONCLUSIONS

It is the greatest responsibility of these institutions to monitor and manage quality of higher education. All institutions are expected to have quality assurance methods in place to reassure stakeholders of their programmers' high standards and performance via outcomes. The primary goal of quality assurance is to monitor performance and guarantee that quality outputs are produced. The requirement of jobs is changing rapidly and regularly, making few jobs and skills obsolete and rendering the graduate unemployed. These institutions need to address the issue of skill obsolescence, in order to eradicate unemployability. One of the key contributions of these institutions to develop employable graduates could be to not only provide knowledge and skills but also to develop the right attitude to learn, adapt and grow. Having the appropriate attitude will equip a graduate to not only survive in the current environment, but also to find their path in the future, resulting in an individual's long-term progress. Employers need graduates who can rapidly adapt to workplace culture, utilise their abilities and skills to help a company evolve, and apply higher-level skills to promote inventive cooperation.

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BIOGRAPHIES



Dr. Pooja Aggarwal, Associate Professor, School of Management, Babu Banarasi Das University, Lucknow, Uttar Pradesh. She has a teaching experience of **15 years** at both Undergraduate and Postgraduate levels in Bharti Vidhyapeeth Institute of Management Research, New

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She has participated in and presented various research papers in National and International seminars and conferences. She has also conducted online webinars as a convener during the Covid-19 Pandemic. She has authored a book titled **"20 Short Case Studies on Management and Organisational Behaviour (In Indian Context)"** and Co-Authored two books entitled **"Company Law and Secretarial Practice"**, and **"Business Operation"**. Besides she has various articles to her credit which are published in various national and international journals as well as numerous chapters in referred books. She is also a fellow member of the Indian Academic Researchers Association (IARA). Apart from teaching, she has held several administrative positions like Academic Coordinator, Head Department of Management, Head of Student Welfare Cell, Member of Discipline Committee, Head In-Charge Academic Club, and Head In-Charge for Research Projects.