

## **SOCIAL AUDIT OF QUALITY MANAGEMENT IN HIGHER EDUCATION (A COMPARATIVE STUDY OF INDIA AND SELECTED DEVELOPED COUNTRIES)**

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### **ABSTRACT**

The system of Indian Higher education is the second largest in the world which fulfils the educational requirements of millions of students who come from different sections of the society. Method of higher education should be developed as per requirement of the society. System of learning to do and learning to become should be adopted to develop students as per need of the society and to generate employment through new skills and new attitudes. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world but higher education is facing many problems like Teaching Quality, Financing, Privatization, Quota System, Political influence, Gap in Supply and Demand, Mushrooming of Low Quality Institutes, No Project Based Learning, No Strategy, Poor Planning etc. However higher education is very important for growing our economy. Higher education in India has many challenges and issues. Certain basic improvements are required in the higher education in India. Improvement in basic infrastructure facilities, policy of higher education for limited students, equal weight to teaching and research and separation of politics and administration from higher education is required to make world class education.

**Key Words:** Political influence, Gap between supply and demand, Student teacher ratio, GDP, per capita expenditure on R&D, industry funding, admission acceptance ratio.

### **Introduction**

The system of Indian Higher education is the second largest in the world which fulfils the educational requirements of millions of students who come from different sections of the society. India is facing many problems pertaining to poverty, unemployment and disappearance of moral and spiritual values. Higher education institutes should be developed with healthy academic atmosphere but in the last few decades a countrywide problems/challenges have emerged in Higher Education system in India.

Method of higher education should be developed as per requirement of the society. System of learning to do and learning to become should be adopted to develop students as per need of the society and to generate employment through new skills and new attitudes. Examination reforms,

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gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning must be implemented. After education, tour to every the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world. Academic and administrative audit must be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities.

Some universities and institutions should be developed as world class institutions. Indian universities should concentrate more on providing quality education which is comparable to that of international standards. There is a need of high tech library. Personality development should be the part of the study. Faculty should develop new innovation in teaching and learning of higher education like one minute paper, Student discussion and active work with course material, development of interpersonal skills, helping students to learn and respect other cultures; student evaluations and program review, promote community services, promote student peer teaching etc. These innovations will be helpful to upgrade our institutions at world class standard.

### **Objectives of the Study**

Higher education is very important for a developing country like India. It is encouraging for human development. If India has to become an economic power then it has to focus on education. India has over 700 universities, at least 42,000 colleges, 8,39,000 professors and teachers and over 29,000,000 enrolled students. There is growth in numbers of colleges, universities, students and teachers year after year. Different students apply for different courses. Like there are over 140,000,000 students applied for graduates courses all over the country. For post graduate courses there are over 20,490,000 students enrolled. For research, there are around 1370000 and for diploma over 1,710,000 students enrolled per year. Government of India spent over Rs 69,000 crore on higher education. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world but higher education is facing many problems like Teaching Quality, Financing, Privatization, Quota System, Political influence, Gap in Supply and Demand, Mushrooming of Low Quality Institutes, No Project Based Learning, No Strategy, Poor Planning etc. However higher education is very important for growing our economy. Higher education in India has many challenges and issues. We need to talk about them and suggest that Government can resolve such issues. The main objectives of the study are to find ways and means to develop world class quality education. The study also discusses about quality requirements as per world class standards.

### **Review of Literature**

The book written by Lokanath Mishra titled "**Higher Education in India**" discuss about challenges of higher education. It also discuss about quality of education, use of scientific technology in higher education, innovations, privatisation, internationalisation etc. The last chapter of the book consist of higher education for international peace.

The book "**Trends in Higher Education**" written by Ramesh Chandra highlights accountability, financial aid, Government funding, sports and other activities, social grants, academic results and international participation. The book also highlights issues related with research and development in the field of education.

The book "**Questioning Excellence in Higher Education : Policies, Experiences and Challenges in National and Comparative Perspective**" written by Michele Rostan offers an international and comparative views on excellence in higher education based on research and empirical evidence. The book includes higher education assessment agencies, professional bodies and various organisations for the development of higher education and research.

### Hypothesis

The study is based on the hypothesis that :

1. Indian educational institutes do not follow basic quality management requirements.
2. Expenditure on Research & Development in Indian educational institutes is not sufficient.

### Research Design

The study is based on secondary data collected from Indian and international education institutions. Data related with student teacher ratio, foreign student ratio, expenditure on research and development, expenditure on research and development as percentage of GDP, per capita expenditure on research and development etc. are collected. Conclusion is drawn on the basis of international standards and averages.

### Findings and Discussion

Quality control in higher education needs certain essential requirements. Student teacher ratio and percentage of foreign students in the educational institutes are important parameters of quality control. Data relating to student-teacher ratio and foreign students ratio collected from some prestigious universities are as below:

| Name of the University             | Student-Teacher Ratio | Foreign Students Ratio<br>(in percent) |
|------------------------------------|-----------------------|--|
| University of Oxford               | 10.9                  | 34                                     |
| Harvard University                 | 8.8                   | 25                                     |
| Princeton University               | 8.4                   | 19                                     |
| Yale University                    | 4.4                   | 10.6                                   |
| MIT (USA)                          | 8.8                   | 33                                     |
| Stanford University                | 7.7                   | 11                                     |
| California Institute of Technology | 6.7                   | 26                                     |
| University of Chicago              | 6.2                   | 13                                     |
| IIT Bombay                         | 14                    | 1.5                                    |
| IIT Delhi                          | 16                    | 1.2                                    |
| IIT Kharagpur                      | 19                    | 0.7                                    |
| NIT's                              | 30                    | 0.3                                    |

Student- teacher ratio in different foreign universities is less than 10 but in India, IIT's have less than 10. Most of the NIT's have more than 30 student-teacher ratio. The ratio indicates poor quality performance in higher education. This ratio should be less than 10 in P.G. and Ph.D courses to maintain quality of higher education and research because individual attention is required to maintain quality research. Foreign student ratio in most of the universities outside India is greater than 10 but in India, Most prestigious IIT's have less than 2% foreign students ratio.

Expenditure on Research and Development also indicated level of quality in higher education. Percentage of GDP spends on R&D expenditure and per capita expenditure on R&D are the key indicators of quality education.

| Name of the Country | Expenditure on R & D (in Billion US \$) | Expenditure on R&D as Percentage of GDP | Per Capita Expenditure on R&D |
|---------------------|---|---|-------------------------------|
| USA                 | 473.4                                   | 2.742                                   | 1442.51                       |
| JAPAN               | 179.8                                   | 3.584                                   | 1413.9                        |
| GERMANY             | 109.4                                   | 2.869                                   | 1351.1                        |
| SOUTH KOREA         | 91.6                                    | 4.292                                   | 1518.47                       |
| INDIA               | 66.5                                    | 0.85                                    | 39.37                         |
| FRANCE              | 60.0                                    | 2.256                                   | 905.8                         |
| UK                  | 44.8                                    | 1.709                                   | 692.9                         |
| CANADA              | 25.7                                    | 1.612                                   | 723.5                         |
| BRAZIL              | 35.4                                    | 1.150                                   | 177.89                        |
| ITLY                | 27.4                                    | 1.287                                   | 452.14                        |
| <b>AUSTRALIA</b>    | <b>23.3</b>                             | <b>2.120</b>                            | <b>986.86</b>                 |

In USA, average annual expenditure in R&D is 473.4 billion US \$ but only 66.5 billion US \$ in India. Expenditure on R&D is very low in India. Laboratories of research institutes are not fully equipped. Research students are poorly paid so they devote less time in research. Politics are involved in research institutes. Most of the developed countries spend more than 2% of GDP on R&D but in India, only 0.85% of GDP spend on research projects. Per capita expenditure on R&D in USA is 1442.5 US \$ but only 39.37 U.S. \$ spend on R&D in India. Facilities and resources like e-library play ground; basic facilities are the important quality measures in higher education. Admission acceptance ratio, research publications in reputed journals, research citations, and employability should be considered in quality management.

#### Conclusion

India has 1.326 billion population which is 17.5% of world population. 22% of total population live below poverty line. 17.8 million persons are unemployed with growth rate of 3.4%. India is facing many other problems like caste politics, low education level, politics of religion and region etc. Certain basic improvements are required in the higher education in India. Improvement in basic infrastructure facilities, policy of higher education for limited students, equal weight to teaching and research and separation of politics and administration from higher education is required to make world class education. Industry funding, inter disciplinary research, promote quality research in place of quantity of research and active involvement of society development should be considered. System of cultural exchange, review of faculty by students and peer faculty members should be promoted for quality education. Undergraduate research for interested students should be promoted. Active learning, examination & evaluation reforms should be adopted to upgrade education level in higher education.

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