

Higher Education – Problems, Challenges and Propositions

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ABSTRACT

Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When Chennai can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

Keywords: Higher educational tool, innovation in education

1. INTRODUCTION

Higher education is education provided by universities and other institutions that award academic degrees, such as university colleges, and Liberal Arts College (en.wikipedia). As per the, Higher Educational Services include education services leading to a university degree or equivalent. Such education services are provided by universities or specialized professional schools. The programmes not only emphasize theoretical instruction, but also research training aiming to prepare students for participation in original work. Societies have a profound and long-term interest in their higher education institutions that extend beyond the pecuniary and short-term interests of current students, faculty, and administrators. Apart from these higher education institutes there are several private institutes in Tirunelveli that offer various professional courses in Tirunelveli. Distance learning is also a feature of the Tirunelveli in higher education system.

2. OBJECTIVES

- To study the demography profile of the sample respondents in the study area.
- To study Check the implementation of inclusive higher education.
- To study Identify the practical challenges to apply inclusive educational system in these schools.

3. STATEMENT OF THE PROBLEM

The title is chosen because these higher educations are on the way to exercise inclusive education in Tirunelveli area and have well trained and experienced teachers who took training about Special Needs Education. Considering all these, these schools are expected to strive for the realization of

the provision of inclusive education based on international agreements. Therefore, the schools seem a perfect spot to display the challenges and opportunities for the provision of inclusive education in Ethiopia.

4. HYPOTHESES OF STUDY

Ho₁: There is no relationship between gender higher education – issues, challenges and suggestions

Ho₂: There is no relationship between age higher education – issues, challenges and suggestions

5. METHODOLOGY OF THE STUDY

COLLECTION OF DATA

There are two major approaches for gathering data. There are

- Primary data
- Secondary data
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CHALLENGES OF PRESENT HIGHER EDUCATIONAL SYSTEM IN CHENNAI

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognises that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes.

Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". It seeks to do so by a new emphasis on community based programmer and work on social issues. Concepts of access, equity, relevance and quality can be operational zed only if the system is both effective and efficient. Hence, the management of higher education and the total networking of the system has become an important issue for effective management. The shift can occur only through a systemic approach to change as also the development of its human resource, and networking the system through information and communication technology.

There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic

imbalances. Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. Education in basic sciences and subjects that are not market friendly has suffered.

OPPORTUNITIES AND CHALLENGES TO IMPLEMENT INCLUSIVE EDUCATION

The schools have little opportunities and these opportunities did not pave the way to implement inclusive education. And both schools faced many challenges to implement inclusive education. Some of the challenges to implement inclusive education in these schools are, the attitude of teachers and parents towards children with disability and teachers of students with special needs, lack of attention from the education office both zones and worded, lack of educational materials, large class size, lack of skilled man power etc.

The schools do not conduct scientific way of identification and assessment process to identify and assess children with special needs. And there is no periodic assessment to know the degree of their needs. The school does not have eligibility criteria to admit students with special needs. Teachers do not prepare individualized educational plan (IEP/ for students with special needs though it is important to address the unique needs of each students.

Although teachers tried to use different teaching strategies to involve students with special needs in all activities, they do not provide extra time to complete the directivities, and the testing procedures is not modified and adapted for them. There is a shortage of special educational materials and equipment in the library and resource room such as reference books written in Braille and some geographical and mathematical aids. In addition to this the situation in the library is not convenient for students with special needs.

Visually impaired students are positioned or placed at the front side of the class room but the width and the surface of the desk is not suitable to use slate and stylus and to accommodate all the stationary and other materials

Since the classroom is narrow and desks are putted very close to each other, visually impaired students do not have access to move freely in the classroom.

6. PROBLEMS OF EXPORTING HIGHER EDUCATIONAL SERVICES

A few educational institutions in tirunelveli have already begun to exploit the exports opportunity in education. The various options include attracting foreign students to their Chennai campuses and setting up campuses abroad. Many Institution of repute has established their campuses abroad and many are on the way to offer their courses to offshore students. The reasons cited for the fewer turnovers of the students in the area as per the academicians are mentioned below rating wise:

I) POOR QUALITY TRANSPORT & RESIDENTIAL FACILITIES

Lack of the infrastructure facilities has been cited as a main reason for fewer turnovers students in tirunelveli. With the exception of Metro train, which is still under progress, area does not have any class transport facilities. The other train and bus facilities are hugely crowded, unlikely any other developed nation. Residential facilities provided to the students are also not good. That's why not

all the students get the university hostel. They have to arrange for private accommodations where no formal help comes from the universities. They have to arrange it on their own where they can be easily exploited in terms of money and facilities with no guarantee of security. It is indicative from the data that majority of students do not face problem in getting accommodate. Since all the higher education students cannot be accommodated in university and college hostel, they have to look for the private lodging where facilities are not good and quite costlier. The security factor is also of concern here.

(II) LACK OF FINANCIAL ASSISTANCE

No scheme of financial assistance is available to the students from the university or the government of India. The students sponsored by Government of under different cultural schemes pay nominal fee at par with Chennai student. Otherwise the students are financed by their respective governments or self-supporting.

(III) REGULATORY AND BUREAUCRATIC HURDLES

There are lots of regulatory and bureaucratic hurdles in the admission procedure of Chennai students from different area as per the policy of Government of India towards those nations.

(V) UNDER WEIGHED QUALITY OF EDUCATION

Again with the exception of few good institutes, which are recognized area, other universities and institutes does not have an international acclaimed quality, whether it is faculty, curriculum or infrastructure. These areas do not have a class standard of quality. It has been proven from the responses of the higher education students that the quality of education.

(VI) COMPLICATED AND PAPER BASED HURDLES DURING ADMISSION

During the admission procedures lots of paper work is required without proper communication due to which it takes very long for students to get admission in the university. Admission procedure as indicate Chennai students is neither easy nor tough. It is average.

(VIII) LOTS OF ADMINISTRATIVE GUIDELINES

There are lots of Do's and Don'ts in the administrative guidelines, for staying in the hostel, for studying a course.

(X) COMPLICATED VISA & VISA-EXTENSION PROCEDURES

Getting visa for India is not very difficult as it varies from country to country according to the policy of government of Chennai But of course; it is again a very lengthy procedure with lots of administrative guidelines. But Visa-extension is another big problem for the students, as mostly they have to extend it every year, which becomes a very lengthy procedure requiring lots if paper work. It has been indicated from the study of other students that they do not face problem in getting visa for Chennai but visa extension is a problem due to lot of paper work and lengthy procedures. Sometimes there exist the communication problem between the officials issuing visa and the foreign students.

RECENT TRENDS IN THE HIGHER EDUCATION SECTOR

The Success in leveraging knowledge and innovation is only possible with a sound infrastructure of higher education. A successful education policy forms the foundation of all fields of national development including political, social, economic, technical, scientific, and environmental. Thus, the higher the quality of university education, the more prosperous and competitive are the people. Faculty-wise the figure of enrolment of higher education for the year 2006-2007 & 2010-2011 has been increased in certain streams. These include arts, science, medicine and agriculture.

SUGGESTIONS FOR IMPROVING QUALITY OF HIGHER EDUCATION

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education- Towards a Learning Society- As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes. Industry and Academia Connection- Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good job (keeping in view knowledge + skills+ global professional skills = good jobs). Action Plan for Improving Quality- Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities.

7. CONCLUSION

The main purpose of this study was to assess the opportunities and challenges to implement inclusive education. To this effect, the following basic research questions were formulated to carry out the study. In order to deal with these basic questions, related literature was properly reviewed and questioner, interview and observation check list were prepared to collect the data. The participants of the study were 6 teachers, 8 students with visual impairment, 13 students with hearing impairment, 14 students with intellectual impairment, 16 students with physical disability and 2 principals of each school. Concerning the sampling technique, purposive and random sampling method were employed to select students, principals and teachers and the data obtained was analysed both quantitatively and qualitatively. Based on the above major findings of the study, the following conclusions are made for the

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