

# Rating the Quality in Higher Education

\*Vankdoth.Praveen Kumar

Research Scholar Om Prakash Joginder Singh University  
Churu Rajasthan

\*\* Dr Prince Bansal

OPJS University  
Churu Rajasthan

**Abstract:-** As a faculty of college and university in India the major components of their career advance is academic performance it also indicates the rate of quality of higher education. So, it has become regulation for standards in higher education. This research paper discusses the API standards of quality in higher education and whether it meets all the guidelines of standards perse? Whether the performance of the teacher in the higher education quantifiable? Whether the quality of the higher education a static variable? As per the UGC regulation minimum qualifications for appointment of academic staff in university and college also maintaining standards in higher education. (4<sup>th</sup> Amendment) 2016 is discussed in this paper with respect to their question.

**Keywords:-** API, UGC Regulations, Quality Indicator, Performance Appraisal Higher Education.

## I. QUALITY OF HIGHER EDUCATION ONE OF THE GOALS.

The main issues of the higher education India has been approached to equality, Quality Accountability and affordability. This is from very first five year plan to as late as 65th meeting of CABE in 2018, According the goal has set to improve the employability of youth in between age of 18-23 and increase enrollment in higher education enrollment in higher education to 30 by 2030 and prepare 1CR Skilled man power by 2022 65th (CABE). CABE also came forward with the same plan in XII five year plan which there is no significant progress after completing of XII plan period. This could be of many reasons. One of them could be filtering of policy from one level to another level.

This policies followed by legislative. CABE recommendations and five years plan policy are vision level policy. So it is required to follow the second layer policy documents.as per their requirements. The existing policy passed by parliament at nation level is national policy of education (NPE)1986. revised in 1992. NPE suggested to prepare skills manpower at different level which includes research so that development can be take place University grand commission has released few policies issues etc. with the help of (NPE) 1986. If the UGC policy is non in sync it will not get the desired result and if not implemented properly it remain exclusive.

Among all the four issues. This paper has discussed only about the quality of higher education.

## II. UGC RULES AND SCHEMES ON QUALITY

The UGC has launched many schemes for enhancement of quality education. some of the UGC schemes are

- 1.(SAP) special assistance programmer
2. (UPE) Universities with potential of excellence
3. (CPEPA) center with potential for excellence in particular area.

The purpose of this schemes.is to development of infrastructure for research. A few schemes provide grants for faculty for, development program, faculty research program, And for some research projects etc. All the above schemes are development of the teachers in the university.

## III. QUALITY EDUCATION SCHEMES SPREAD AND REACH

**Table 1: Reach of schemes of quality**

| S.N. | Name of the Programme             | Number out of /Total (%)   |
|------|-----------------------------------|--|
| 1    | UPE                               | 16/795; (2.01%)  |
| 2    | CPE                               | 172/42338; (0.4%)  |
| 3    | CPEPA                             | 21/795; (2.64%)  |
| 4    | SAP                               | 816/ department no. unknown  |
| 5    | Autonomous colleges               | 602/42338; (1.42%)   |
| 6    | NAAC Assessment colleges          | 8853/42338; (20.9)   |
| 7    | NAAC Assessment Universities      | 413/795; (51.94)   |
| 8    | Research Projects: Major and Mino | 1737/1470000; (0.1%)   |
| 9    | ASC in XII Plan Period            | 2463300000/1470000( Rs.1675 per faculty in plan period Rs. 335 per year) |

**Source: UGC annual report 2016-17; NAAC annual report 2018-19**

NAAC is launched in 1994 as scheme but later in 2012 it became quality assurance regulation. The function of NAAC to check the quality cell in all the university and verify this cell is coordinate all the activities of university and maintain and record of individuals staff. Performance appraisal of each faculty. It also guide the faculty members to improve activities and quality. The main role of this cell is to upload all the university reports in their website of their plan and development activities. As a result it helps to increase the grade point of quality assurance this is eligible for enhanced funding.

## IV. API AS A MEASURE OF QUALITY IN HIGHER EDUCATION

Table 2: Comprehensiveness of API

| S no | Goal of Higher Education | Strategies as mentioned in NPE | Academic performance indicators | Standards             |
|------|--------------------------|--------------------------------|---------------------------------|-----------------------|
| 1    | Employability            | Skill based courses            | Category -1                     | Numeric value of      |
|      |                          |                                | Updating course                 | actual hours;, and    |
|      |                          |                                | content, teaching               | number of students    |
|      |                          |                                | and evaluation                  | guided for M.Phil and |
|      |                          |                                | Category -2,                    | Ph.D award            |
|      |                          |                                | career counseling,              |                       |
|      |                          |                                | corporate linkage,              |                       |
|      |                          |                                | Category -3                     |                       |
|      |                          |                                | research guidance               |                       |
| 2    | Quality                  | Minimum                        | NIL                             | NIL                   |
|      |                          | levels of                      |                                 |                       |
|      |                          | learning                       |                                 |                       |
|      |                          |                                |                                 |                       |
|      |                          | training/                      | Category -2,                    | Numeric value of      |
|      |                          | development                    | participation on                | actual hours;         |
|      |                          |                                | seminars etc.                   | ISSN/ISBN;,,          |
|      |                          |                                | Category -3,                    | Funding amount;,,     |
|      |                          |                                | research projects               | Policy document       |
|      |                          |                                | and publications                | publication           |
|      |                          |                                |                                 |                       |
|      |                          | Teacher                        |                                 |                       |
|      |                          | appraisal                      | Embedded in the appraisal       |                       |
|      |                          |                                |                                 |                       |
|      |                          | Support for                    |                                 |                       |
|      |                          | research                       | NIL                             | NIL                   |

Aip cover two goals of higher education

1. Employability

2. Quality

In employability Academic performance indicators has updating course content teaching and evaluation, career counseling and in standards numeric value of actual hours taken

In Quality as per NPE minimum level of learning, Teaching Training development should be taken. For the quality standards it required

## V. CONCLUSION

As pr the discussion we can conclude that API is not a proper method to measure quality and performance of the teacher and institute in the higher education sector in india. with the support of the programmes and sectors the higher education are been changing fast and been well equipped. As per the need. performance of the teacher is flexible and there is a need of relook to concept of the performance appraisal in the higher education sector.

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