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India's Higher Education Crisis: A Call for Policy Reform and Systematic Change

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ABSTRACT

The crisis in India's higher education system is the central focus of this research paper. Education should not be limited to providing basic infrastructure and fulfilling state obligations; equal importance must be given to the quality of education being delivered. It should serve as a powerful tool that empowers students—enabling them to build financially secure lives while also contributing meaningfully to society.

Beyond just job prospects, education should align with the vision of the National Education Policy (NEP) 2020. This study takes an in-depth look at the challenges facing higher education in India, with a particular focus on issues related to quality. As part of this analysis, it examines two key government initiatives aimed at improving educational standards: the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT).

The paper explores the current shortcomings in higher education, evaluates the impact of these initiatives, identifies gaps in existing efforts, and provides recommendations to enhance their effectiveness.

I. INTRODUCTION

The crisis in India's higher education system is the central focus of this research paper. Education should not be limited to providing basic infrastructure and fulfilling state obligations; equal importance must be given to the quality of education being delivered. It should serve as a powerful tool that empowers students—enabling them to build financially secure lives while also contributing meaningfully to society.

Beyond just job prospects, education should align with the vision of the National Education Policy (NEP) 2020. This study takes an in-depth look at the challenges facing higher education in India, with a particular focus on issues related to quality. As part of this analysis, it examines two key government initiatives aimed at improving educational standards: the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT).

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II. HISTORICAL CONTEXT AND BACKGROUND

The existence of famous educational institutions in Buddhist monasteries from the 7th century BC to the 3rd century AD, most notably Nalanda[3], indicates that education in ancient India advanced significantly. Similar to universities today, these centres housed groups of academics called gurukuls who participated in discussions known as parishads on residential campuses. Before the British established schools to introduce Western education in English, India had three different traditions of advanced scholarship up until the eighteenth century: Quranic madrasas, Buddhist viharas, and Hindu gurukuls. In 1818, the first Western school was founded in Serampore, close to Calcutta. Later, more universities were established, and by the time India gained its independence, there were 19 universities and a large number of affiliated colleges.

India's higher education system expanded quickly after gaining independence. About 5% of the eligible age group was enrolled in higher education by 1980, when the nation had 4,738 colleges and 132 universities. After China and the United States, India currently has the third-largest higher education system in the world in terms of enrolment. with an astounding 17,973 establishments, including 17,625 colleges and 348 universities. India's highly fragmented and diverse higher education system presents special management challenges. The effectiveness and accessibility of the higher education system are regarded as two of the most important factors influencing its development in order to effectively advance India's standing in the global arena. This work begins by gaining a firm understanding of the issue at hand within the framework of the country's complex socio-economic and political situations[4].

The higher education system in India always tells a complex tale that is influenced by a variety of sociocultural phenomena, important policy regulations, and lengthy historical precedents. In colonial India, the purpose of the educational system was to separate the classes and integrate the indigenous population into western culture. In addition to reflecting the nation's societal objectives, the history of higher education in India following independence is a story of nation-building and the pursuit of social justice.

[3] Agarwal, Pawan (2006): Higher Education in India: The Need for Change, Working Paper, No. 180, Indian Council for Research on International Economic Relations (ICRIER), New Delhi
[4] *ibid*

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The 1948–493 University Education Commission[5] correctly identified the shortcomings of the higher education system, especially with regard to standards and quality. In a similar vein, the Kothari Commission of 1964–66[6] emphasised the critical need to preserve quality in higher education while raising concerns about standards deteriorating in the face of rapid growth. These commissions underlined how urgent it is to fix these flaws and improve the educational system in order to satisfy public expectations. Dr. Radhakrishnan underlined the need for colleges to widen their horizons and acknowledge their bigger part in creating a powerful and thriving India. Universities are centres for learning, service, and the holistic development of people in addition to being places where degrees are awarded. Thus, it is essential to guarantee high-quality education at the postsecondary level in order to develop people into responsible and well-rounded citizens, ultimately contributing to the advancement of the nation[7].

III. A BRIEF OF HIGHER EDUCATION CRISIS IN INDIA

The Indian human resource landscape is shaped like an hourglass rather than the usual pyramid, and there is a clear disparity between the needs of society and the results of education. Millions of illiterate and unskilled workers performing hard, low-skilled labour are at the bottom of this hourglass. Despite being the most basic group of workers, they have a very hard time acquiring the skills needed for higher productivity and social and economic advancement. Additionally, there is a noticeable lack of mid-skilled workers along the hourglass's path, such as plumbers and electricians, whose roles should be taken into consideration but are either unavailable or inadequately trained. However, the hourglass's top shows a large number of middle- and senior-level professionals, particularly in fields like medicine and engineering, even though they are sometimes of low grade.

The Indian economy and society as a whole are affected by this structural inequity. First, the imbalanced supply of professionals in some fields and the scarcity of alternatives in others creates unfair employment conditions and resource allocation. Furthermore, educated unemployment and the use of skills below their potential are caused by the discrepancy between appropriate educational outcomes and societal expectations, which hinders both individual and national development. To better meet the ever-evolving demands of the workplace and the

[5] Ministry of Education. The Report of the University Education Commission (December 1948-August 1949), New Delhi: Ministry of Education, 1950.
[6] Ministry of Education. The Report of the Kothari Commission (1964-1966), New Delhi: Ministry of Education, 1966.
[7] Srinivas R

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needs of society at large, comprehensive reforms in the educational system should be implemented.

It is well known that the Indian examination system is out of date and solely relies on memorisation and retention of facts rather than critical thinking, analytical abilities, and the application of knowledge in real-world situations. In order to achieve high grades, students find it simple to memorise answers from past tests rather than deepening their understanding of the material. However, comprehension test questions can deviate from the course material, making students disengaged from their education. Additionally, the assessments are typically completed by unaffiliated assessors, which results in a lack of transparency and accountability in the grading system.

The inflexibility of the Indian educational system causes it to become a bottleneck for students because no two students are alike in their backgrounds, interests, and ways of thinking. There is an inherent issue with credit-based curriculum structures and determined courses that are combined in predetermined ways, which restrict students' academic development and exposure to interdisciplinary learning.

India's higher education crisis has been significantly impacted by the country's declining public funding for the sector. Universities and colleges are struggling with a lack of funding, poor infrastructure, and a faculty shortage as government investment declines. In addition to making it more difficult for institutions to uphold high academic standards, this funding cut makes pre-existing issues like out-of-date curricula, subpar instruction, and inadequate research facilities worse. Furthermore, gaps in access to high-quality education have grown as a result of the reduction of public funding, especially for underserved communities that rely largely on public institutions for opportunities for higher education. Without sufficient funding, educational institutions find it difficult to draw in and keep talented faculty and students, which further compromises their capacity to carry out their mission and make a positive impact.

IV. CHALLENGE IN INDIAN CONTEXT

Numerous factors contribute to the crisis or ineffectiveness of the appropriate higher education system. This "crisis" is the result of numerous factors working together. As a drawback, it will not be feasible to thoroughly discuss every facet of this crisis in the research article. The researcher will examine the problem of "QUALITY OF EDUCATION" in great detail for the purposes of this article.

The researcher will investigate the issue that leads to the aforementioned crisis in great detail. Additionally, the government will develop particular policies or reforms to address these issues

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and their feasibility.

V. ISSUE WITH QUALITY OF EDUCATION IN INDIA

It is evident that problems like inadequate infrastructure, rigid curricula, antiquated testing methods, and "access to education" play a significant role in public discourse. The topic of "Quality Education" has received little attention and has frequently been neglected. Indeed, without institutions, teachers, access, etc., it is impossible to achieve high-quality education. Furthermore, it cannot be discussed separately from the student's socioeconomic status. Consequently, "quality" and "access" are inseparable[8]. Quality affects access just as much as access affects quality. National agencies, government policies, institutional leadership, a suitable curriculum, infrastructure, learning resources, and a sufficient number of qualified faculty members are just a few of the prerequisites for a top-notch higher education.

Some of the biggest universities in the world are located in India. Therefore, different stakeholders must concentrate on these factors at their respective levels in order to maintain and improve the quality of higher education in India. Higher education quality is a pressing concern that can be addressed by accrediting the institutions and conducting regular reviews of their operations, either internally or through external agencies.[9]. A major obstacle to guaranteeing high-quality education is accreditation, which many institutions have not yet obtained. In an effort to improve quality assurance in higher education, the New Education Policy (NEP) 2019 was introduced with the goal of strengthening institutional capacity for accreditation through the creation of multiple accreditation bodies[10]. The creation of well-rounded graduates is hampered by an inadequate emphasis on critical thinking, research, and innovation; this emphasises the necessity of curriculum revisions and industry-academia collaboration to close the gap between education and employability. The "Gap Between Demand and Supply" is one of the most significant problems with quality. The youth who make up the majority of India's population demand higher education in order to prepare them for the workforce once they have completed their higher secondary education. Even if they receive education, the quality is so poor that the industry rejects them and refuses to hire them, increasing their unemployment and stress over national resources. For Instance, only per cent MBA graduates turn out to be

[8] Premji, Azim (2004): Importance of Quality Education for the Development of the Nation; Legal News & Views.
[9] R. Srinivas. Quality Concerns in Higher Education in India. Iconic Research and Engineering Journals 6.8 (2023)
[10] Volume 1: Challenges for Indian Higher Education: Expansion, Quality, & Internationalisation. *(n.d.) retrieved April 6, 2024, from acumen.education*

employable, says a study conducted by ASSOCHAM[11]. Except the IIMs, only a few of these management institutes can boast of quality management education that can help their graduates secure employment.

This particular issue of the general quality of higher education in India is also influenced by the calibre of the faculty and the standards of instruction. Because of poor teaching methods and a dearth of performance evaluation systems, the quality of instruction in Indian colleges and universities is seriously concerning. There is a severe lack of qualified lecturers due to the proliferation of professional colleges offering a wide range of programs, including those in the sciences, medicine, and even engineering. Such a college has immediate plans to hire a graduating student as a lecturer or teaching assistant.[12] Teachers are less motivated to perform well in their positions when there are no systems in place to gauge their performance or the quality of their instruction. At the end of the course, students at many Western universities give feedback on their instructors. Academic departments use this feedback to evaluate the performance of the faculty member as well as the course. In fact, there are many instances where low student ratings result in the cancellation of a course or the denial of tenure to a faculty member[13].

VI. REFORMS TO DEAL WITH QUALITY OF EDUCATION IN INDIA

- **RASHTRIYA UCCHATAR SHIKSHA ABHIYAN (RUSA)**

It sought to advance equity, foster excellence, increase access to higher education, and raise the general standard of higher education institutions (HEIs). By 2020, RUSA aimed to attain a 30 percent gross enrolment ratio. Enhancing the quality of higher education through the provision of essential infrastructure, faculty development initiatives, curriculum reforms, and accreditation procedures was one of RUSA's main goals. RUSA sought to expand access to higher education, especially for disadvantaged and marginalised groups in society. By building new colleges and universities in underprivileged areas, it aimed to close the gap between rural and urban areas and advance equitable access to higher education. By offering funding for innovation and research, RUSA has encouraged institutions to engage in cutting-edge research, develop industry-relevant curriculum, and establish centres of excellence in emerging areas of study.

[11] MBA education problems, India Today (https://www.indiatoday.in/education-today/featurephilia/story/mba-education-problems-328626-2016-07-11) (accessed April 6, 2024).
[12] Narayan, Jayaprakash. "Reforming higher education in India." Foundation for Democratic Reforms/Lok Satta (2005): 5-45.
[13] *ibid*

With the goal of expanding access to higher education without sacrificing standards of quality, the RUSA is designed to improve the calibre of state institutions of higher learning. In addition to working to improve academic standards through various reforms, states must make sure that all of their institutions receive NAAC accreditation as a mandatory quality assurance measure. Furthermore, these institutions place a strong focus on developing a culture of innovation and research. The RUSA will encourage positive behaviour from states and institutions while discouraging negative behaviour. States and institutions will benefit from incentives for adhering to rules, regulations, and established standards. On the other hand, states and institutions will face penalties, sanctions, or decreased funding if standards are not met. The fair and expert decision-making process regarding the distribution of the center's resources among the various states is another essential RUSA tenet. State Higher Education Plans (SHEPs) and states' performance in relation to preset criteria will be the only factors used in this decision-making process, which will be carried out impartially and without political influence. The methods used will be impartial and equitable, and the decision-making process and its results will be transparent.

RUSA is directly supplied to the state and UT governments by the central Ministry of Human Resource Development. The money is distributed to individual institutions from the state/UT budget. Funding for states would be determined by a critical assessment of their higher education plans. A matching contribution of 35% will be made by the state or UT, while the remaining 65% of the grants will come from the federal government. For the northeastern states of Sikkim, Jammu and Kashmir, and Uttarakhand, the corresponding share is lowered to 10%.[14]

RUSA is a "thorn in flesh" because of its numerous problems.[15]. The Himachal Pradesh[16]Education Minister talked about how "enough personnel and other facilities were not provided in advance for smooth implementation of RUSA." The government-opened colleges and the shortcomings of the choice-based credit system (CBCS) must also be reviewed, even though the semester system has cut down on the number of teaching days and specifics would need to be worked out to increase them. He goes on to say, "The semester system under RUSA has increased the workload because exams are held twice a year and the results were declared excessively late due to a lack of supporting staff, which caused unrest." The government took a firm stance and RUSA was not rolled back, despite the fact that the teaching staff and students

[14] Jakir Hossen Mandal, RASTRIYA UCHCHATARA SHIKSHA ABHIYAN (RUSA): A Theoretical Analysis, International Journal of Research and Analytical Reviews (IJRAR) (August 2018) (Volume 5, Issue 3)
[15] Lohumi, B. P. Pros, Cons of RUSA under review. Tribune News Service. Retrieved from https://www.tribuneindia.com/news/archive/himachal/pros-cons-of-rusa-under-review-525017
[16] *ibid*

were furious with RUSA and the university was in the news for almost two years[17]. Critics contend that RUSA's strong focus on accreditation may cause it to overlook other important factors like curriculum improvement, faculty training, and infrastructure development, even though accreditation is a necessary component of guaranteeing quality in higher education. There are also worries that RUSA's centralised decision-making process might not take into account the particular needs and difficulties that each state and institution faces, resulting in a one-size-fits-all strategy that might not work in every situation.

With a budget of Rs. 12,929.16 crore,[18] the government recently approved an extension of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme until March 31, 2026, or until further evaluation.16 This funding, which consists of a Central Share of Rs. 8,120.97 crores and a State Share of Rs. 4,808.19 crores, is intended to support approximately 1600 projects that are underserved or remain unserved. These include remote rural areas, geographically challenging regions, districts affected by Left Wing Extremism (LWE), the Northeastern region (NER), aspirational districts, tier-2 cities, and regions with low Gross Enrolment Ratio (GER). The goal is to help Socio-Economically Disadvantaged Groups (SEDGs) and the most marginalised communities. This new RUSA phase aims to revitalise and improve the higher education system by focussing on providing high-quality education with a focus on equity and inclusivity, in line with the recommendations of the New Education Policy. It will support state governments' efforts to advance equity, gender inclusion, and information and communication technology (ICT), as well as to create new Model Degree Colleges and improve employability through skill development and vocational training.[19] State universities will also receive support for multidisciplinary research and education, and grants will be given to both accredited and non-accredited colleges and universities for a range of initiatives, including teaching and learning Indian languages.

Therefore, through a number of strategic initiatives, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme plays a crucial role in improving the quality of education in India. The government demonstrates its dedication to promoting educational excellence throughout the nation by extending the program until March 31, 2026, with a significant proposed expenditure of Rs. 12,929.16 crore. By filling in infrastructure gaps, encouraging inclusive practices, and supporting academic excellence and innovation, RUSA essentially acts as a comprehensive

[17] *ibid*
[18] Ministry of Education, Government approves Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Scheme to continue till 31st March, 2026, Press Information Bureau, Government of India, Press Release, February 18, 2022
(https://pib.gov.in/PressReleasePage.aspx?PRID=1799301)
[19] *ibid*

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framework for raising the standard of education in India. RUSA's diverse approach has the potential to revolutionise higher education by ensuring that all societal segments have access to high-quality education and opening the door to a more prosperous and just future.

- **PANDIT MADAN MOHAN MALVIYA NATIONAL MISSION ON TEACHERS AND TEACHING (PMMMNMTT)**

As we have already covered in great detail, the problem of India's poor educational quality needs to be addressed from every angle. Teachers actually play a key role in a country's educational development. The calibre of education being delivered is directly correlated with the calibre of teachers. In order to ensure that the best talent in the nation is available to mould the next generation, the Ministry of Education in India states that *"attention must be focused on the preparation of teachers and their working conditions in classrooms, schools, and colleges, as well as their continuous professional development."* [20]

During the XII plan, the Indian government launched the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) with a three-year budget of Rs. 900 Crores.[21] The Malaviya Mission Teacher Training Programme (MMTTP), which was introduced by reorganising PMMMNMT's current mechanisms to improve the capacity and training of teachers and faculty, has now taken the place of this programme.

In order to fully address all issues pertaining to teachers, teaching, teacher preparation, professional development, curriculum design, designing and developing assessment and evaluation methodologies, research in pedagogy, and creating effective pedagogy, the PMMMMNMT scheme was proposed.20 The mission was developed to address issues such as the shortage of qualified teachers, improving the quality of instruction, luring talent into the teaching profession, and fostering innovative teaching and teacher professional development. An institutional framework that includes the Executive Committee, Project Approval Board, Screening Committee, National Project Directorate, and Technical Support Group at the central level oversees the implementation and monitoring of the PMMMNMTT scheme. The layout of the mission had the following components–

- Schools of Education (in Central Universities) - 30
- Centres of Excellence for Curriculum and Pedagogy -50

[20] Ministry of Education, Government of India (www.education.gov.in)
[21] Department of Higher Education, Ministry of Human Resource Development, (2015). Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) Guidelines. New Delhi: Government of India.

- Inter-University Centres for Teachers' Education - 2
- National Resource Centre for Education – 1
- Centres for Academic Leadership and Education Management - 5
- Innovations, Awards, Teaching Resource Grant, including Workshop & Seminar
- Subject Networks for Curricular Renewal and Reform

How are funds disbursed?

The allocations are based on PAB approval. The funds are only released following the PAB's review and approval of the proposal. The MHRD is in charge of releasing the funds in accordance with the PAB's recommendations, which outline the quantity and schedule of the release. Under the names of the vice chancellors, registrars, and directors, whose account numbers are on file with the MHRD's Public Fund Management System (PFMS), the funds are transferred to the institutions. This is done to guarantee that the university or institution's centre runs as quickly as possible and to prevent funds from being delayed. It is anticipated that the university or institutions will move the money to the right account created specifically for the allocated part of the scheme.

Let us see some examples from Higher Education Institutes where the scheme was made applicable –

IISER Pune[22] is carrying out the Centre for Excellence in Science and Mathematics Education as part of the Curriculum and Pedagogy Centres of Excellence component. The CESME is expected to improve science and maths education by providing science teachers and students in schools and colleges with an interactive approach to teaching the principles of science. IISER-Pune organised workshops, the National Teachers' Science Congress, teacher trainings, internships, educational camps, conferences, seminars, student visits, curriculum development brainstorming sessions, and an annual retreat. Research and the execution of courses at IISER-Pune have demonstrated that programs that are not department-specific are more successful. For the plan to succeed, all stakeholders must actively participate, and it should be an institute-wide initiative. The IISER-Pune has made a concerted effort to inform all faculty members and interested parties both inside and outside the institute about the training, workshops, and other programmes.

[22] Varghese, N.V. & Pachauri, Anupam & Mandal, Sayantan. (2017). Evaluation Report Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme: An Evaluation.

Indian Institute of Technology, Hyderabad[23] implements the Teacher Learning Centres component of the scheme. The objective of this component is to –

Create discipline-specific curricula and assessment strategies to be used in workshops and short-term professional development courses; describe and suggest pedagogy and assessment plans that fit the curricular framework; Create educational resources, such as manuals and textbooks, and arrange for their translation into local tongues; serve as archives of materials, such as electronic databases and reference services, to support research on topics pertaining to teaching and learning methods.

The TLC has already conducted 30 one-day seminars and trained 550 teachers, compared to the target of 480. Teachers from all engineering specialities are working on the project to create the content development proposal. Through organisations in other states, the TLC holds a number of its workshops. An improvised team of personnel, drawn from other programs, is handling the program due to the contractual recruitment of staff running behind schedule. They sought information on the flexibility of changing the heads of accounts during the program's implementation because it seems that the distribution of funds under different headings is a restrictive element. Similarly, it is not possible to maintain temporary staff unless there is a consistent and timely supply of funding.

Indian Institute of Science, Chitradurga, Bangalore[24] has established training programs that use experimental pedagogy to teach higher education. "The Centre has trained 2793 teachers from the states of Karnataka, Maharashtra, Manipur, Tamil Nadu, Andhra Pradesh, Uttar Pradesh, West Bengal, and Assam." It also evaluates the trainees and administers tests both before and after the training to gauge its efficacy. In addition to a general laboratory, research laboratory, and multimedia lecture hall, the centre has constructed a fully functional experimental hall that can accommodate 60 people.

Administrative Staff College of India (ASCI), Hyderabad[25] is implementing The "Innovations and Awards" component, which falls under this scheme. However, there have been delays in executing the plan. Additionally, there is a challenge in accurately defining and conceptualizing "education innovation" to devise effective strategies. Furthermore, the program's focus has shifted from targeting faculty members in public institutions, particularly state universities, to faculty members in private colleges. There is a strong belief that if the award had been promoted similarly to the Prime Minister's Award for Excellence in Public

[23] *ibid*
[24] *ibid*
[25] *ibid*

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Administration by the MHRD, it would have reached more people and garnered a positive reputation among college teachers.

Gaps in the scheme

The following deficiencies in the plan can be identified based on the assessment report of the program created by the Centre for Policy Research in Higher Education (CPRHE) at MHRD's request. [26]

There seem to be concerns about specific components, such as TLC and FDC. The different programs run under these components are perceived to be similar, if not to completely overlap. This misunderstanding may result from imprecise guidelines or different institutional interpretations. In any case, it is crucial to offer clarifications in these situations to avoid duplication of effort. The plan was delayed as a result of a number of issues that the organisations entrusted with carrying it out faced. One notable issue was the faster distribution of funds from MHRD to these organizations compared to the transfer of funds from the university to the project head. Institutional processes and mechanisms sometimes prove to be excessively time-consuming during different implementation scenarios.

The fewer institutions than expected that applied for and were approved for the program is one noted drawback. The components are only partially implemented as a result of the institutions' slow response. Publicising the plan widely might improve the response.

According to a review of the implementation process, current rules and regulations frequently made it difficult for appointments to go smoothly in institutions where hiring contractual staff was required for program execution. Program implementation suffered as a result of the delayed staff deployment.

VII. RECOMMENDATIONS AND SUGGESTIONS

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

- To ensure a seamless implementation, it should be made sure that enough staff and resources are available well in advance. Delays and operational difficulties can be avoided by addressing manpower and infrastructure-related concerns in advance.
- Foster greater engagement with stakeholders, including students, faculty members, and administrative staff, to gather feedback and insights for continuous improvement.

[26] Varghese, N.V. & Pachauri, Anupam & Mandal, Sayantan. (2017). Evaluation Report Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme: An Evaluation.

Ensuring that all stakeholders are involved in decision-making processes can lead to more inclusive and effective outcomes.

- Action should be taken to address the lack of supporting staff, especially in institutions of higher learning that use the Choice-Based Credit System (CBCS). To maintain effective academic operations and lessen the workload of the existing teaching staff, more hiring should be taken into consideration.
- Introduce flexibility in the centralized decision-making process to accommodate the unique requirements and challenges faced by individual states and institutions. Avoid a one-size-fits-all approach and tailor interventions to specific contexts to maximize effectiveness.
- Encourage institutions to prioritize research and innovation by providing incentives and support for the establishment of research centers and the development of industry-relevant curriculum. This fosters academic excellence and contributes to national development goals.

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

- To lessen procedural delays in resource transfers within institutions, the financial aspect of the policy guidelines could offer more detailed instructions.
- As mentioned earlier, while funds from the concerned ministry to the specific institutions were transferred swiftly, the process of transfer was slower from the university to the project coordinator. Therefore, it may be beneficial for MHRD to explore the option of directly transferring funds to the project account, allowing the project coordinator some autonomy in withdrawals.32
- Involving both, the institutions and MHRD, in collaboratively compiling a list of experts from external organizations could enhance program implementation. This inclusive approach would broaden expert engagement in program design, review, and execution.
- Identify and address infrastructure gaps in participating institutions to support the delivery of high-quality education and research facilities. Upgrading laboratories, libraries, and other essential facilities will create an enabling environment for talent development and technology innovation.

VIII. Conclusion

India's educational system is a complicated issue that requires comprehensive solutions. The issue of ensuring high-quality education usually gets less attention in the public discourse,

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despite issues like poor teaching quality, outdated curricula, and a lack of infrastructure being widely recognised. Nonetheless, it is clear that equity and access are linked to educational quality, necessitating a collaborative approach to these problems.

To improve the standard of education in the nation, the Indian government has put in place a number of policies and reforms. The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) program aims to raise the overall calibre of higher education institutions, promote equity, and foster excellence. Through initiatives including curriculum revisions, faculty training, infrastructure development, and accreditation processes, RUSA seeks to ensure that everyone has access to high-quality education and to bridge the gap between rural and urban areas. Comparably, concerns about pedagogy, curriculum design, professional development, and teacher quality are addressed by the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT). By enhancing the teaching-learning process and assisting in the development of teacher capacity, PMMMNMTT aims to improve the quality of education in India. Despite the potential of these initiatives, there are obstacles and deficiencies that must be filled. The efficacy of these programs is hampered by problems like unclear guidelines, insufficient funding, and implementation delays. Moreover, there is a need for greater participation and engagement from educational institutions to ensure the successful execution of these initiatives.

It is true that issues with the Indian higher education system, such as out-of-date curricula, a shortage of faculty, and poor infrastructure, are closely linked to perceived crises in the relevance and quality of education. In actuality, there is a clear link between the crisis facing higher education and its quality. Therefore, the study concluded that the initial hypothesis was accurate and true. Furthermore, if extensive government and public policy reforms are consciously carried out to address the issues in the higher education system, the crisis will be lessened. These reforms could make India's higher education system better and more competitive globally. India can become a leader in the global knowledge economy and overcome its obstacles in higher education by investing.

Last but not least, everyone involved—the government, educational establishments, educators, and the community—must work together to raise the standard of education in India. India can make progress towards its objective of offering top-notch education to all of its citizens by tackling systemic issues, making investments in faculty development and infrastructure, and cultivating an innovative and exceptional culture.

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