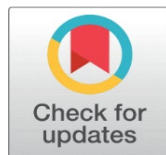


CHALLENGES FOR HIGHER EDUCATION AND THEIR SOLUTIONS

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ABSTRACT

Today in this competitive world education is most important and to be in higher position or in upper post the value of education has increased. Correct education makes way for achieving each and every goal. Education increases our area of knowledge, and also makes us mentally strong. Every child is having its aim likewise their parents are also having desires that their kids grow and get educated to become a doctor, an engineer, IAS officer and so on. To fulfil all the dreams and desire there is only one way and i.e. Higher education.

To become successful in life and fulfil once dreams and desire education is most important and plays a major role in achieving those goals. Education is the only key to every lock of those doors which opens to achieve our dream. Knowledge acquired during the whole educational process make the person strong it act as a spinal cord in person's life. By saying this we can understand the importance of higher education and the knowledge and skills acquired by that. For the better future of young India government has launched many schemes and projects so, that the needs of today's generation and developing India can be reached. So, to be in the topmost position and to make India in first position in world there is need of changes and addition of new things to the higher education for that various approaches has been made and a lot more things are added per day.

Keywords: Higher Education, Inclusive Education, Learning Management System, Mobile Learning

1. INTRODUCTION

1.1. CONTENTS

Higher education (also called post-secondary education, third-level or tertiary education) is a final stage of formal learning that occurs after completion of secondary education. Often delivered at universities, academies, colleges, seminars, conservatories, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education. The right of access to higher education is mentioned in a number of international human rights instruments. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obliges all signatory parties to guarantee the right to education.

In the days when few pupils progressed beyond primary education or basic education, the term "higher education" was often used to refer to secondary education, which can create some confusion.[1] This is the origin of the term high school for various schools for children between the ages of 14 and 18 (United States) or 11 and 18 (UK and Australia).[2]

Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities.[3] Within the realm of teaching, it includes both undergraduate level, and beyond that, graduate-level (or postgraduate level). The latter level of education is often referred to as graduate school, especially in North America. In addition to the skills that are specific to any particular degree, potential employers in any profession are looking for evidence of critical thinking analytical-reasoning skills, team-working skills, information-literacy, ethical judgment, decision-making skills, fluency in speaking and writing, problem solving skills, and a wide knowledge of liberal arts and sciences.[4]

Many developing countries have increased the participation of the age group who mostly studies higher education from the elite rate, of up to 15 per cent, to the mass rate of 16 to 50 per cent.[5][6][7] In many developed countries, participation in higher education has continued to increase towards universal or, open access where over half of the relevant age group participate in higher education.[8] Higher education is important to national economies, both as an industry, in its own right, and as a source of trained and educated personnel for the rest of the economy. College educated workers have commanded a measurable wage premium and are much less likely to become unemployed than less educated workers.[9][10] However, the admission of so many students of only average ability to higher education inevitably requires a decline in academic standards, facilitated by grade inflation.[11][12] Also, the supply of graduates in many fields of study is exceeding the demand for their skills, which aggravates graduate unemployment, underemployment, credentialism and educational inflation.[13][14]

2. NEED OF NEW APPROACHES IN HIGHER EDUCATION

New generations of students are different from those of a few years ago, among other things because they use more technology in traditional classrooms. Technology has become second nature in the daily life of students and they rely on it to manage their lives, so they do not conceive that studying should be done differently. If every aspect of their lives can be operated with a manual control device, then they expect their education to be done in the same way.

For this reason, it is essential to explore new teaching models to improve learning and in this attempt new technologies have injected liveliness to online education. With the technological options available in the industry today it is possible to have alternatives to learn, connect and advance education in the broadest sense of the word. Data from eLearning.com indicate that in 2015 it is expected that the global eLearning market will reach \$107 billion, representing a sustained growth of more than 9% during the last 5 years.

Some of the main obstacles to travel the long and laborious path of education are factors such as time, distance and the demands of every day (demanding jobs, little job flexibility, etc.) In this regard, mobility becomes an issue of primary importance, because today it is essential that students can continue their professional training from virtually any place, anytime and anywhere in the world.

This phenomenon is called "inclusive education", which is a concept that becomes more important globally each day. Again, technology, – particularly information technology and communication– is positioned as the main factor of change, provided it is used as the guiding principle of the new strategies in education.

New policy tools have appeared in educational policy agendas (transparency tools/ learning support tools). These were to promote lifelong learning, mobility of learning and labour. The interrelated learning support tools:-

- 1) Qualification framework.
- 2) Quality standards.
- 3) RNFIL/Validation
- 4) Portfolios.
- 5) Use of learning outcomes.
- 6) Credit schemes.
- 7) International databases, inventors.
- 8) Lifelong guidance

9) Learning support services.

Challenges for higher education and their solutions:

Qualification frameworks

- Having been developed in more than 70 countries around the world.
- International/regional, sectoral, national scope.
- Rearrange qualifications on a new basis: their learning outcomes.
- Intend to inform all players and stakeholders in the world of education and labour market.
- Foster communication among them.

Learning outcomes

- Statements that describe what students will be able to know, do, or value as a result of their educational experience.
- Focus shift from input and process towards outcomes; from teaching to learning; from teachers to student's .i.e. Student centred learning.

Use of learning outcomes saturate all levels of a qualification and education system: which can be at National level, Sectoral level, Qualification level, Institutional level, Program level, Course level, teaching class level and so on?

Use of learning outcome during general challenges:

- Following outcome- oriented approach in design
- Formulating more abstract learning outcomes at higher levels
- Ensuring coherency among the levels.
- Dealing with structural elements of competence (such as attitudes, values, autonomy and responsibility etc.)
- Ensuring consistency between the competency elements
- Coping new quality assurance approaches.

Specific challenges within Institutions

- Presenting degrees/ programs offered in a new way (by learning outcomes).
- Communicating on the nature of a degree/program with students, stakeholders etc.
- Developing academic staff to know, understands, accept, and use learning outcomes in program/course/class design.
- Developing new assessment methods, making them appropriate to outcomes(whether learning outcomes have been obtained or not).

Further Challenges

- New/clear communication of expectations, of learning achievement to students with increased awareness of and involvement in their own learning.
- Creating a common language and frame for discussion about learning within departments.
- Presenting results against the requirement of the maintainer, of the accrediting agencies.
- Such complex reforms are time consuming.
- Different aspects of a reform (structure, content, methodology) cannot be implemented in the same time.
- Staffs personal attitude towards teaching, learning, and assessment practices changes very slow.
- Adaptation of a higher education system/ institution to a new situation is also slow.

Solutions:

Technology Solution: while the industry offers various technological solutions, it is important to consider the characteristics of existing tools, so that they will solve the educational needs of institutions seeking to step into this trend of digital transformation. Therefore, some of the qualities that are positioned in the market and that different universities of the world now place as a reference globally are listed below.

Learning Management System: It is essential to have a Learning Management System (LMS) that involves all aspects of education, i.e. offers people new ways to interact and connect. There are applications that offer unparalleled optimization time, as sorting and sending tasks are activities that can be done simultaneously virtually anywhere.

Real-time collaboration: Collaborating and interacting in real time are essential to practice this new educational model. Virtual Classrooms, offices and spaces in which the possibilities are almost endless, are now a reality. It has never been possible to live an educational experience so closely despite distance as it is now.

Reliable connections: To connect with confidence you must take into account the ease with which a platform facilitates communication anytime, anywhere. Notifications and applications to extend the community to create instant messages become essential in this new scheme. Quality, speed and reliability are key features, in addition to security, privacy and data protection.

Integrated educational solution: A robust platform requires all services and user data to be concentrated in one place: content sources, apprenticeship programs, and student-teacher and student-student interaction. That's why applications in this regard should provide certainty and comfort to control resources, protect assets and reduce costs generally.

Connected communities: loyalty and Lifelong Learning To know the real needs of users and succeed, we must consider a solution guaranteeing the commitment of use of their students. It must be capable of connecting the various groups that make up the community, the institution, classes, teams, alumni, so that everyone can communicate securely and efficiently and continue training throughout life.

3. CONCLUSION

Learning Analytics To understand the correct use of information and identify improvement opportunities, an effective solution must be capable of storing data and allowing analysis as a whole to provide a constructive way and to improve the project. In addition, ease, convenience and security in use should not be a problem. Mobile Learning Finally, mobility could not be exempt from this new educational model, since the solutions in this area should ensure an interactive experience here, there and everywhere. Having access to all aspects of this educational experience on mobile devices might not even be considered an option, but an obligation.

In short, implementation of technology in educational institutions and companies will not transform education itself. Technology has to be understood as a facilitator of innovation in education and training in a broad sense. Technology is the engine of innovation for learning from the point of view of connectivity, ubiquity, multi-channel and mobility, among others. Technological advances will allow democratization and access to education, as well as globalization and internationalization of the education sector by encouraging attracting talent from around the world and enriching the community of students who may come from different cultural and social profiles.

Appearance of learning outcomes and challenges and different solutions discussed above and different methodology will increase the level of education in higher education as well as the capability of students, leadership quality and management capacity too which will allow the growth of nation like other developed countries. So, there is a need of accepting and applying these changes or methodologies so as to increase the quality of higher education to reach the desire of today's young and growing INDIA.

CONFLICT OF INTERESTS

None.

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