

PERCEPTION AND AWARENESS TOWARDS HIGHER EDUCATION WITH SPECIAL REFERENCE TO HARYANA

DR. NAND LAL

Assistant Professor, Department of Commerce, Shaheed Bhagat Singh Evening College, University of Delhi, India

Abstract

The current paper aims to identify the perception of under graduate and post-graduate students toward quality and support services in higher education at University/college level. The survey has been conducted in colleges or universities of Haryana State. In this paper effort has been made to find out the problems faced by students and try to sort out these problems. The study has been based on primary as well as secondary data. Primary data have been collected from the students with the help of questionnaires. The Sample for the study has been taken 200 students. The simple purposive sampling method used to obtain the required information from the respondents. Finally, the study concentrating on the suggestions made by the students for future promotion of quality education provided by higher education at college and university level.

Keywords: *Higher Education Institutes, Quality Education, Students perception, Haryana*

INTRODUCTION

Education in the bigger sense includes the whole life of an individual from support to grave, there is no definition of stage time or limit of education. Although from more apparent and workable point of view, our over-all education which is also known as formal education is divided into the following levels as pre-primary, primary, secondary, higher secondary and higher education. After ten years of schooling, the higher secondary stage assumes great significance as students for the first time move towards diversification. Here students are to choose their stream of courses like arts, science, commerce, etc. according to their aptitudes, abilities, capacities and interests which help them to fulfil their aim in life. It also gives the possibility of the individual to go for professional steam. Higher secondary education is a terminal stage, which offers an opportunity to the individual for higher education in the college and university level. As such, the standard of university education mainly depends upon the accomplishment and preparation of the students in the higher secondary stage. Also, this stage marks the completion of education as most of the students join many occupations. Therefore, the performance of these students in their later life mostly depends upon the quality and their preparation at the higher secondary schools.

The higher education system in India today suffers from many shortcomings. Our Gross Enrolment Ratio (GER) is only 19.4 percent, this means that only a segment of the population in the age group of 18-23 years is enrolled in higher education institutions. In addition to very low access to higher education in general, there are broad differences between various social groups. The Gross Enrolment Ratio (GER) for SCs, STs and OBCs are far below the average Gross Enrolment Ratio (GER) and those of other social groups. There is also a wide gender disparity; Gross Enrolment Ratio (GER) for males is 20.9 percent, while that for females is only 16.5 percent. There are furthermore differences in the quality of institutions and enrolments between rural and urban areas and between developed states and not so-developed

ones. Certain these many challenges, a drastic change is required in the method that has traditionally been adopted for the development of higher education in the country.

There are four broad categories of higher education institutions in India, centrally funded institutions, state funded institutions, deemed institutions and private institutions. While the centrally-funded institutions obtain important funding from the centre, they have a limited coverage in terms of enrolment. About 94 percent of the students enrolled in government funded (48 percent of total enrolments) or government controlled private institutions come under the state higher education system. It is worth noting that most private education institutions (52 percent) are affiliated to state universities and come under their academic and administrative control. Thus, any efforts for development in this sector must distinguish the importance of state higher education institutions and aim to improve their status.

After independence Government of India put various steps for promotion of higher education in India. In this connection Radha krishnan commission (1948-49) suggested for strengthening and integration of secondary and higher education in nationwide and recommended the University Grants Commission. Mudaliar (Secondary Education Commission 1954) suggested three years secondary and four-year higher education system. Kothari (Indian Education Commission, 1964-66) recommended modernization of education or there should be uniform structure of education or curriculum nationwide. NPE (1986) stressed on the development of quality in higher education. National Knowledge Commission (2007) frame worked on strengthening the educational system, promote domestic research and innovation, establishment of IRAHE) Independent Regulatory Authority for Higher Education) by an act of parliament. Prof. Yashpal (2009) recommended the establishment of NCHER (National Council of Higher Education & Research) a regulatory body by an act of parliament.

The Ministry of Education data shows that Gross Enrolment Ratio (GER) has improved at primary, upper primary, and higher secondary levels of school education in 2021-22 as compared to 2020-21. It said, GER in higher secondary has made a considerable improvement from 53.8 percent in 2021-21 to 57.6 percent in 2021-22. This was disclosed in a report on Unified District Information System for Education Plus (UDISE) 2021-22 on school education in India. In 2021-22, the total number of students enrolled in school education from primary to higher secondary stood at 25.57 crore as compared to 25.38 crore enrolment in 2020-21, registering an increase of 19.36 lakh enrolments. The total enrolment of Children with Special Needs in 2021-22 stands at 22.67 lakh as compared to 21.91 lakh in 2020-21, showing an improvement of 3.45 percent over 2020-21.

The Ministry also shows that over 95 lakh teachers are engaged in school education during 2021-22 out of which more than 51 percent are female teachers. Further, in 2021-22, the Pupil Teacher Ratio (PTR) stood at 26 for primary, 19 for upper primary, 18 for secondary, and 27 for higher secondary showing an improvement since 2018-19. In 2021-22, over 12.29

crore girls are enrolled in primary to higher secondary showing an increase of 8.19 lakh as compared to the enrolment of girls in 2020-21. It also said that the total number of schools in 2021-22 stood at 14.89 lakhs as compared to 15.09 lakhs in 2020-21. The decline in total schools is mainly due to closure of private and other management schools and the clustering of schools by various States.

NEW EDUCATION POLICY 2020

Higher Education in India is up for and renovate with the National Education Policy 2020 bringing in multi-dimensional changes right from the regulatory framework to curriculum structure and research environment. Firstly, the announcement of the much-awaited National Education Policy (NEP) has cleared the path for setting up a single regulatory body for country's higher education. The regulatory body, that is to be named the Higher Education Commission of India (HECI), will function as the single authority for all public and private educational institutions (except those involved in medical and law education). In addition to this, a National Research Foundation will be created to oversee all research activities to be carried out by the various academic institutions in the country. The NEP 2020 has aimed at almost doubling the Gross Enrolment Ratio (GER) in higher education to 50 per cent by the year 2035, as compared to the current GER of 26.30 per cent. It also has provision for greater autonomy to the academic institutions offering quality higher education.

NEP HIGHLIGHTS FOR HIGHER EDUCATION

S. No.	Key Highlights
1	Gross Enrolment Ratio (GER) in higher education to be raised to 50% by 2035;
2	Around 3.5 crore seats to be added in higher education;
3	Undergraduate education can be of 3 or 4 years with multiple exit options and appropriate certification at different stages;
4	Academic Bank of Credits to be established to facilitate Transfer of Credits for lateral admission to other institutes;
5	Multidisciplinary Education and Research Universities (MERUs), at par with IITs and IIMs, to be set up as models of best multidisciplinary education of global standards in the country;
6	The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education;
7	Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for the entire higher education system, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards;
8	Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges;

The NEP 2020 has planned to set up an autonomous body - the National Educational Technology Forum (NETF), to provide a platform for free exchange of ideas on the use of technology in order to enhance learning, assessment, planning, and administration. The National Education Policy has also emphasized on setting up of a Gender Inclusion Fund which is aimed at creating an environment of equitable and fair quality education for girls as well as transgender students. Also, as per the NEP document, Special Education Zones will be created for disadvantaged regions and groups which will make higher education opportunities more accessible for students.

REVIEW OF LITERATURE

Corcoran (2002) looks at the ways in which shifts in the size of the higher education sector have affected student attitudes towards university. Initially the student viewed the university as a finishing school, then later as a source of social control, instrument of government policy, provider of education services, and recently supplier of education services under contract. The challenge for universities has always been to reconcile its view with that of the students to ensure that both get something from the relationship. **Grayson (2003)** suggests that a similarly holistic approach underlies effective induction, describing the assumptions underlying successful American first year curricula as follows: with student pre-college traits held constant, coursework and curricular patterns, positive classroom experiences, and positive out-of-class experiences contribute to various learning outcomes such as the development of analytic, communication, personal, organising, math and computer skills; and the acquisition of subject matter expertise. **Ridley (2004)** also interviewed tutors who found that their students did not respond well to these methods. One of the difficulties is that by their very nature, such documents use rather vague wording; Ridley's example is an item which assesses students' ability to 'access, interpret and evaluate information from electronic sources'. Students may find it difficult to relate such general points to the piece of work which they have submitted, or to their own assessment of their abilities. **U.G.C (2005)** examined that the higher education of different countries in relation to their finance and accountability. The studies show that in other countries higher education is the public sector and financed by public grants. However, gradually they or moving towards self-finance schemes. **American Sociological Association (2011)** analysed data from the national educational longitudinal study of 1988 to test the effect of participation in extra co-curricular activities on high school achievement. It also explores potential facilitating mechanisms that link such participation to academic success. The result shows that participation in some activities improves achievement, while participation in others diminishes achievement. Participation in interscholastic sports promotes students' development and social draws among students, parents and schools, and these benefits expand the positive effect of participation of achievement. **Singh et.al. (2017)** examine the student's perception of service quality of higher education institutes in India. The study selected different universities in the higher education sector of India viz. a Government State University, a Private State

University and a Deemed University. The sample was taken from the post graduate programmes in these Universities. The measure of academic performance was the percentage of marks obtained in the previous semester. The course specialisations were Sciences, Engineering and Management. The study revealed that all the three independent variables influence the student's perception about service quality either completely or partially. This study would help provide useful inputs to the HEIs regarding the gap in the student's expectations and actual performance regarding service quality. **Kurie (2020)** revealed that the New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. Though the education policy has impacted school and college education equally, this article mostly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient characteristics of NEP and analyses how they affect the existing education system. The policy introduces a complete scope of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners must essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities to be able to keep up. The study suggests that the NEP 2020 concentrate on the need to develop professionals in a variety of fields ranging from agriculture to artificial intelligence. India needs to be ready for the future and the NEP 2020 cover the way ahead for many young aspiring students to be capable of with the right skillset. **Saini (2022)** investigate the students perceive the seven Ps of higher education marketing mix used by private universities. Data on a sample of 150 students majoring in business and management at private universities in Uttarakhand were gathered using a descriptive survey method and a modified questionnaire. The study shows that seven components of the higher education marketing mix are well-liked by students. The study also revealed that HE employs several marketing mix tactics for student recruiting. The programme, promotional strategy, location, cost, staff, and tangible proof all have an impact on the students' decision to attend higher education.

METHODOLOGY

The main purpose of this paper was getting the opinion of students regarding higher education and identifies the problems faced by students and tries to sort out these problems. The Primary data collected from the students through questionnaires and personal interviews. Secondary data has been collected from internet websites and newspapers, office records annual reports.

OBJECTIVES OF THE STUDY

To examine the student's perception about higher education in Haryana State.

To identify the major problems faced by students and try to sort out these problems.

DATA ANALYSIS AND INTERPRETATION

Table1.1: Enrolment in Universities and its constituent Units through Regular & Distance Mode Level

Sr. No.	Courses	Regular enrolment	Distance enrolment
1.	Ph.D.	177775	101
2.	M.Phil.	15805	69
3.	Post Graduate	975105	1121446
4.	Under Graduate	2304499	2917847
5.	PG Diploma	48719	88966
6.	Diploma	156098	120060
7.	Certificate	26103	34746
8.	Integrated	147342	3687
Total		3851446	4286922

Source: Department of School Education & Literacy and All India Survey on Higher Education (AISHE) 2019-20

Table1.1 shows that majority of the regular student’s enrolment in higher education i.e., 2304499 in Under Graduate, and followed by regular students’ enrolment in higher education are i.e., 177775 in Ph.D., 15805 in M.Phil. 975105 in Post Graduate, 48719 in PG Diploma, 156098 in Diploma, 26103 students’ enrolments in Certificate and 147342 enrolment in Integrated courses. On the other side student’s enrolment of distance education in higher education i.e., 2917847 in Under Graduate, and followed by distance students’ enrolment in higher education are i.e., 101 in Ph.D., 69 in M.Phil. 1121446 in Post Graduate, 88966 in PG Diploma, 120060 in Diploma, 34746 students’ enrolments in Certificate and 3687 students’ enrolment in Integrated courses. Finally, the study reveals that student’s enrolment in higher education is not satisfactory in India.

Table1.2: Gross Enrolment Ratio of Haryana state in Higher Education (Percent)

Sr. No.	Variables	Percent
1.	Boys	26.60
2.	Girls	32.50
Total		29.30

Source: Economic Survey, 2021-22, Page-168

Table1.2 Shows the Gross Enrolment Ratio of Haryana state in Higher Education (Percent). The table study shows that 32.50 percent girls enrolled in higher education and 26.60 per cent boys enrolled in higher education. It is revealed from the study that girls GER in higher education percentage are more as compare to boys.

Table 1.3: Shows Number of hours spent in study

Sr. No.	Number of hours Spent	Frequency	Percentage
1.	0 -5	75	37.50
2.	6 -10	60	30.00
3.	11-15	45	22.50
4.	16 -20	13	6.50
5.	Above 20	7	3.50

Source: Field Survey, 2022

The average number of hours for all students was just over seven hours. The highest number of hours reported by any student spent in study shows that 3.5 percent and 6.50 of the sample respondents in a normal week. Almost 30 percent normally do 10 hours or less, and 37.50 percent do just five hours in a normal week and 22.50 percent do more than 10 hours but below 15 hours in a week.

Table 1.4: Responses about the Purpose of the students enter at Colleges or Universities

Sr. No.	Statements	Frequency	Percentage
1.	For Education/Learning	45	22.50
2.	To Prepare for job/ Career	58	29.00
3.	To succeed in life	37	18.50
4.	Social experience	35	17.50
6.	Any Other	25	12.50

Source: Field Survey, 2022

Table 1.4 reveals that 22.5 percent students replied that the purpose of the university or colleges has been for education/learning followed by 29 percent, 18.5 percent, 17.5 percent students enter colleges or universities from various reason i.e., prepare for job/ Career, to become successful in life, to get social experience and only 12.5 percent students are not clear about the purpose of entering at colleges or universities. The study reported that 29 percent students' purpose of enter colleges or universities has been to prepare for career.

Table 1.5: Students Perceptions towards Higher Education

Sr. No.	Statements	Frequency	Percentage
1.	High Costs	56	28.00
2.	Too many Courses	36	18.00
3.	Poor infrastructural facilities	31	15.50
4.	Shortage of teaching staff	29	14.50
5.	Delay in admissions and Results	28	14.00
6.	Large class size	20	10.00

Source: Field Survey, November 2022

Classified data based on student's perception toward higher education has been shown in the Table no. 1.5. Which shows that at present the main problems in higher education i.e., 28 percent of the students mentioned high costs and followed by 18 percent, 15.50 percent, 14.50 percent, 14 percent and 10 percent students mentioned that Too many Courses, Poor Infrastructural Facilities, Shortage of teaching staff, Delay in admissions and results and large class size in colleges or universities.

Table 1.6: Would you like to see changes in Colleges/Universities

Sr. No.	Statements	Frequency	Percentage
1.	Low cost	45	22.50
2.	Better Course Arrangement	34	17.00
3.	Better Teaching Staff	32	16.0
4.	Improve Infrastructure Facilities	30	15.0
5.	Conduct Survey or Research work	23	11.50
6.	Improve teaching quality	19	9.50
7.	Make attractive lectures & Provide additional Information.	17	8.50

Source: Field Survey, 2022

Table 1.6 reveals that students like to see changes in Colleges or Universities. It is observed from the table that 22.5 percent students like Low costs, 17 percent students want Better Course Arrangement, 16 percent students want Better Teaching Staff and fulfil Teaching Staff, 15 percent students want to improve Infrastructure Facilities, 11.50 percent students want to Conduct Survey or Research work, 9.5 percent students want Improve teaching quality and only 8.5 percent students reveals that make Lectures more Interesting and give students more information and motivation.

CONCLUSION

From the study it is reveals that the students enter higher education has been very low compared to other country. The factors quoted in the present article which was revealed from primary data like insufficient finance, lack of attentiveness of benefits after obtaining the higher education, lack of basic infrastructure such as laptop facility, accommodation facilities and transport facilities are the most important factors affecting students in participating for higher education. It is well known that the government has formulated policies and financial benefits completely for poor students, however, the study concluded that the policies formulated and financial benefits provided for poor students has failed to bring the desirable result, therefore the government need take up proper corrective measures and should put into practice all policies and financial motivations in an effective manner to reduce the gap between poor and other students. The NEP 2020 has aimed at almost doubling the Gross Enrolment Ratio (GER) in higher education to 50 per cent by the year 2035, as compared to the current GER of 26.30 per cent. It also has provision for greater autonomy to the academic institutions offering quality higher education.

RECOMMENDATIONS

Strong support for additional small group and student contact, including tracking of individual student progress and concentrate on issues of poor motivation

Consider ways of discouraging transactional approaches to learning and engaging students with generic skills and personal development activities.

Examine good practice among students and look at ways to extend this through the student population.

Attempt to involve all students in subject interest early on, including those for whom this is not a high priority at entry and inspire students to develop clear individual goals throughout the course.

Enthusiastically relate future employment to current studies and integrate accurate information about student lives the planning of administrative measures.

Make staff conscious of 'underlying' demographic factors, e.g., gender differences and 'class' differences in part-time work

Accomplish student expectations before entry and during the course.

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