

TOWARDS IMPROVING THE QUALITY OF RESEARCH IN INDIA

Dr. Kallave Maheshwar Gangadharrao

Assistant Professor, Dr. Babasaheb Ambedkar Marathwada University, Sub Campus-
Osmanabad, India

Email: maheshkallawe@gmail.com

INTRODUCTION

The quality of research in Indian universities may appear to be an esoteric subject and remote from more pressing concerns of existence and survival for the people. But its neglect hurts the nation deep. It's a well established fact that India is going downhill in quality of research, despite of relative huge increase in funding and being the major technical manpower supplier for IT and global research community, successfully undertaking Moon mission and so on. How we can regain our lost glory and improve on that so far our quality of research is concerned.

Present Scenario

1. Reduce spending of public money on higher education and research for non-performing institutes and universities.
2. Not introduce strict accountability of public money for any research in any institute or university. And any research finding using public money must be mentioned in an open source.
3. Private institutes and universities not follow a minimum standard to give doctoral degrees.
4. Reduce spending substantially on primary and high school education both qualitative and quantitative.
5. Outdated education system from the primary level. Subsequently the exam patterns should change and put more emphasis on original thinking and problem solving rather than emphasizing database-quiz type format.
6. Basic education should be in mother tongue but English also should be compulsory from class.
7. Opportunities are not available for students in rural and semi-urban India.

Discuss about Quality of Research

In the context of quality of research, the quality of work may be defined by a general criterion: Does it serve any purpose? The purpose can lie only in two domains: (a) knowledge, or (b) utility. One has to see whether the work advances the frontier of knowledge domain in any way or, alternatively, whether the work offers new knowledge-

based solutions to any of the existing problems or creates knowledge that can be converted into wealth. By and large, Ph.D. research in India is way off these goals.

Many a factor critically affect the quality of research, (i) Research facilities and infrastructure, (ii) Peer presence and work culture of the place, (iii) Nature of regulatory systems and quality of administration, (iv) Power of extra-academic influences. However, we consider primarily the human element, The Research Scholar and the Supervisor — as the principal determinant of quality. The two together can significantly overcome the shortcomings in other elements of the system, but any shortcomings in them are impossible to make up for.

There is a faculty shortage because of strict qualification criteria of University Grants Commission. We have to remove stringent qualification standards and look for quality what the person is today not what marks he got in his 10th and 12th examination. We have to adopt models that are being implemented in European countries and US, there is a complete screening process which judge person's ability not just take into account their academic background. A decent amount of remuneration should be paid to researchers as it will boost their entry.

The quality of research in the university system can be improved by continuous evaluation in the universities. There should be a good student teacher ratio and as per the requirement of the students the faculty should improve their skills of research. Presently, we have very rigid system in research programme and we need to bring in little flexibility. The management should also introduce choice based credit system in research. There are a number of issues plaguing the research in higher education system in India. There is a lot of political interference, resource crunch with the state universities. Students are unwilling to take up social sciences and humanities stream as they do not have any option.

The major problem that Indian education system is facing is of good researcher. Quality of research depends upon the quality of scholar and supervisor and India has been trying to attract quality teachers but unfortunately government of India has not been able to do in spite of increasing the salary and giving other benefits people are not opting teaching profession. This is one of the toughest jobs these days because of changing syllabus, demand of society is changing.

There is no single formula for improving research in universities; it comes from different elements like who will do the research, research has to be divided into basic research and applied research. India has certain number of institutes for doing basic research and government is providing funds to them. While in case of applied research there has to be inter-university collaboration as there are some universities which have good scientists' better instruments while certain other institutes lacks in these resources. Research has to be a continuous process and it is beyond the classroom teaching and learning. There needs to be an active interaction between supervisor and researcher then only it can be meaningful research. Interest of scholars is another aspect of gainful research work although guides can help them but it cannot be enforced.

The quality of research can be improved if the research is more realistic and oriented to towards the need of the society. It is also a gigantic task to provide quality research to everyone. The University Grants Commission has to formulate strict laws that will curb

money making institutions to mushroom. As such institutions compromise with quality and extract heavy fees from students for research.

Research in Indian universities can only be improved with the help of society. Society participation will help universities choose research areas that will benefit society and industry at large. The central government and UGC should consider each and every aspect while granting funds for research and development. The funding should be increased to boost the morale of the researchers as well as the university.

India is caught in two forces which are working in reverse direction. On one hand massification of education is happening in order to increase the GER but on the other hand the quality of research is being compromised due to lack of resources as there is dearth of well qualified supervisor. We know that any good institution is built by students and teachers. This issue can be resolved if we train our teachers and let them innovate in their research methodology. Quality and accessibility to higher education can never go hand in hand together because the demands of different sections of the society are different. The parameters of high quality education may necessarily not fit all the time. There is a difference between providing higher education and providing quality education. The quality can only be improved once the need of the society is understood. Accessibility comes only after the system of education is of global standards.

We have a very weak research base and because of this learning and teaching suffers at the higher education level. The professors do not want to do research and some of them who are doing it they stop taking interest in teaching. Most of the research done in universities has very less relevance for the society. The researchers need to work more and bring out something new and useful for society.

SUMMARY

Research is an extremely important part of education system particularly in universities. When we talk about research in universities we just count the number of papers which is absolutely meaningless, we have to focus on the quality of research. There has to be certain parameters on which the quality of research can be judged. Quantitative numbers should not be a part of quality research. A well managed and progressive education system rests on the work of able researchers and their vision. Unfortunately, Indian education system lacks good researchers and opportunities. Bright scholars and researchers require motivation and right attitude to carry on their work.

REFERENCES

1. Bourgeois, E. (2002) Higher Education and Research for the ERA: current trends and challenges for the future. Luxembourg: Office for Official Publications of the European Communities.
2. European Research Advisory Board (2002a) Some Issues Affecting the Future of University Research in the EU. EURAB.
3. Kyvik, S. & T.B. Olsen (2012). The relevance of doctoral training in different labour markets. Journal of Education and Work.
4. Powell, S. & H. Green (eds.) (2007). The Doctorate Worldwide. London: SRHE & Open University Press.

ABHINAV

NATIONAL MONTHLY REFEREED JOURNAL OF RESEARCH IN ARTS & EDUCATION

www.abhinavjournal.com

5. The World Bank (2002.) Constructing Knowledge Societies: New challenges for tertiary education. World Bank.
6. <http://www.indiaeducationreview.com/vc-desk/problems-higher-education-system-india>.