

A Study of Higher Education Regulations Including Quality and Accountability in India

Dr S P Mishra¹, Dr Mrityunjai Pandey², Dr Amit Kumar Pathak³,
Chetna Choudhary⁴, Snehal Dipak Raskar⁵

Professor, Chhatrapati Shivaji Maharaj University, Panvel, India¹

Professor, Professor St Wilfred College of Law, Panvel, India²

Associate Professor, Raj Kumar Goel Institute of Technology, Ghaziabad³

Assistant Professor, Bhagwant University, Ajmer, India⁴

Assistant Professor, Chhatrapati Shivaji Maharaj Institute of Technology Panvel, India⁵

Abstract: *The Higher Education sector in India has undergone significant growth in recent years. With the increase in the number of institutions, there is a need for regulations that ensure quality and accountability. This study aims to analyze the Higher Education regulations in India, including the University Grants Commission (UGC) regulations, and identify ways to improve them.*

The study adopts a qualitative research methodology, using a combination of document analysis and semi-structured interviews with experts in the field of Higher Education. The UGC regulations and related policies and guidelines are analyzed, along with the experiences and opinions of the experts.

The findings suggest that while the UGC regulations are comprehensive and cover various aspects of Higher Education, there are several areas that need improvement. These include the need for a more robust accreditation system, the need for greater transparency and accountability in governance, and the need to ensure that quality is not compromised in the pursuit of quantity.

The study recommends several measures to improve the Higher Education regulations in India, including the development of a stronger accreditation system, the introduction of greater accountability mechanisms for institutions, and the establishment of a more transparent governance structure. These measures are expected to ensure that Higher Education institutions in India meet the required quality standards and provide students with the skills and knowledge necessary for success in their chosen fields..

Keywords: Higher Education, quality and accountability, NEP

REFERENCES

- [1]. National Education Policy 2020, Government of India. Retrieved from https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- [2]. University Grants Commission. (2018). UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2018. Retrieved from https://www.ugc.ac.in/pdfnews/7219778_UCG-Minimum-Qualifications-for-Appointment-of-Teachers-and-Other-Academic-Staff-in-Universities-and-Colleges.pdf
- [3]. Garg, R., & Mehta, R. (2018). Accreditation in Higher Education: A Review of Literature. *International Journal of Emerging Technologies in Learning (IJET)*, 13(4), 4-13.
- [4]. Singh, A. K. (2018). Quality assurance in higher education: Issues and challenges. *Quality Assurance in Education*, 26(3), 372-384.
- [5]. Suresh, S. (2019). Higher education in India: Challenges and opportunities. *Journal of Economics, Management and Trade*, 23(4), 1-16.
- [6]. Joshi, A. (2020). Quality Assurance in Indian Higher Education: The Role of the University Grants Commission. *The Educational Forum*, 84(1), 54-64.

- [7]. UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016. Retrieved from https://www.ugc.ac.in/pdfnews/8514014_SWAYAM%20Regulation.pdf
- [8]. The Implications of the National Education Policy,2020, on Legal Education in India, <https://doi.org/10.48175/IJAR SCT-8903>
- [9]. Dr. Dharmendra Kumar Dubey, Dr. Mritunjai Pandey,Er. Yukti Varshne Er. Shreyas Pande International Journal of Advanced Research in Science, Communication and Technology Volume 3, Issue 2 ISSN (Online) 2581-9429