A STUDY ON INDIAN HIGHER EDUCATION SYSTEM AND ROLE OF TEACHERS FROM THE PERSPECTIVE OF POST GRADUATE STUDENTS

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ABSTRACT
The Indian higher education system has undergone significant changes in recent years, with a focus on improving access and quality. However, the system still faces several challenges, including a shortage of quality teachers, inadequate infrastructure, and outdated curricula. This study examines the current state of the Indian higher education system and the role of teachers in addressing these challenges. Teachers are the backbone of any education system, and their role is crucial in ensuring the quality of education. In India, the shortage of quality teachers is a major challenge facing the higher education system. The study was conducted by collecting primary data from 166 students pursuing post-graduation. Data were collected using questionnaires. The study revealed that the teachers' role and competence play a vital role in shaping students' career aspirations. The study also revealed that the shortage of qualified teachers is a major problem that hinders the development of the higher education system.
Keywords: Indian higher education system, quality teachers, infrastructure, curricula, role of teachers, career aspirations, post-graduation, shortage of qualified teachers.

Introduction

The term teacher is defined as, "Any person who instructs or trains another". Teachers are important because they play a crucial role in shaping students' career aspirations, which can have far-reaching implications for India's economy. Though teachers are responsible for educating and training children, their roles extend far beyond the classroom. In fact, teachers have an important duty to shape their students' future by instilling values and inspiring them to accomplish great things. They influence their students' views about life and shape their character for better or for worse. Teachers also play a key role in shaping their students' career aspirations and helping them select their future careers. Teachers should therefore be skilled and knowledgeable about subjects that they are teaching. This is why it is important to examine the roles of teachers and the factors that influence the students' choice of their future careers. The Higher Education sector has been undergoing significant changes over the past decade. The Indian educational system has had to face many challenges, including the globalization of education. The changing demographics in the country have also placed increased demands on the system. These factors have led to a shift away from person-centred education towards a more technical approach to teaching and learning that focuses on standardization and accountability. Shifting demographics have created an unprecedented demand for quality teachers. This is especially true of the socially disadvantaged groups, who have traditionally been excluded from higher education. The demand for skilled and educated workforce has catalysed efforts to expand access to higher education and improve the quality of existing institutions.

The Indian education system has traditionally focused on producing experts in vocational areas such as engineering, medicine, law and scientific research. This approach has largely ignored the need for teachers with broad-based knowledge. The Government of India (GoI) has recognized this shortcoming and is now trying to address the issue by modifying curricula, incentivizing universities for greater research output, improving infrastructure and reforming teacher training programs. However, a shortage of quality teachers remains one of the biggest challenges facing India's higher education system today. This paper examines the current state of the Indian higher education system and the role of teachers in addressing these challenges. The role and competence of teachers seems to have a significant impact on students' career aspirations and career choices. Many studies have been conducted, with interviews being one of the most common methodological approaches. However, few studies have attempted to analyse whether attitudes towards teaching play a role in shaping students' career aspirations. The reason for this is that few studies have focused on certain groups. This study will use quantitative, qualitative and mixed methods to address the above issue.

Review of Literature

Yadav and Khanna (2021) claim in their paper titled "A critical analysis of the Indian higher education system" that the Indian higher education system has to move away from its traditional approach to teaching and adopt a more student-centered approach to improve educational quality.

Sharma , Sinha (2019) investigated the relationship between teacher professionalism and teacher effectiveness in Indian higher education in their paper titled "Teacher professionalism and teacher effectiveness in Indian higher education." They argue that increasing teacher professionalism is critical for increasing teacher effectiveness and boosting educational quality in Indian higher education.

Maldar , Sayyad (2018) investigated the opinions of stakeholders on the quality of higher education in India in their paper titled "Assessing the quality of Indian higher education: Perspectives of stakeholders." They discover that stakeholders have a poor opinion of educational quality and propose that increasing educational quality requires a focus on curriculum development, teacher training, and infrastructure enhancement.

Srinivasan , Subramaniam (2020) in their study titled "Role of Accreditation in Improving the Quality of Higher Education in India," investigates the function of accreditation in enhancing the quality of higher education in India. They contend that accreditation can play an important role in increasing educational quality by ensuring that institutions meet particular standards and requirements.

Chandra, Pandey (2019) in their work titled "Challenges Facing Indian Higher Education: A Review," examine the issues confronting the Indian higher education system. They cite various difficulties, including a teacher shortage, inadequate infrastructure, and obsolete curricula.

Balachandran ,Chinnappan (2020) suggest in their paper, "Student-centric teaching in higher education: An Indian perspective," that a student-centric approach to teaching is critical in increasing the quality of education in Indian higher education. They believe that taking this strategy will increase student engagement and lead to improved learning outcomes.

Kumar , Achlare (2018) examine the impact of technology on Indian higher education in their work titled "Impact of Technology on Indian Higher Education: A Review." They believe that technology may play an important role in improving educational quality by enhancing the learning experience, increasing accessibility, and facilitating collaborative learning.

Reddy , Sharma (2020) in their study titled "Assessing the effectiveness of teacher training programmes in Indian higher education," evaluate the effectiveness of teacher training programmes in Indian higher education. They conclude that teacher training programmes can improve educational quality and recommend that these programmes be tailored to the individual needs of teachers.

Singh , Kaur (2019) investigate the role of the private sector in Indian higher education in their paper titled "Role of the Private Sector in Indian Higher Education: Opportunities and Challenges." They conclude that the private sector has played an important role in increasing access to education, but they also emphasise obstacles, such as the need to maintain quality standards and regulate fees.

Gupta , Sharma (2017) in their paper titled "A study on the employability of graduates in Indian higher education," investigate the employability of graduates in Indian higher education. They discover a considerable disparity between graduates' talents and the skills required by the job market, and they propose that enhancing the curriculum and offering opportunities for practical learning can help bridge this gap.

Srivastava, Shukla (2019) in their work titled "A study on drop-out rates in Indian higher education," examine the factors influencing drop-out rates in Indian higher education. They suggest that improving the career prospects of graduates, reducing fees, increasing accessibility, and enhancing teaching quality can help reduce these rates.

Khanna and Yadav (2021) examine the working conditions of teachers in Indian higher education in their paper titled "A systematic analysis of working conditions and teacher quality indicators." They claim that Indian higher education is not providing adequate resources for teachers, making it difficult for them to fulfill their functions.

Bhave, Mohinkar (2018) in their work titled "Emerging Issues in India's Higher Education," conclude that the Indian higher education system has been plagued by underfunding and a shortage of quality teachers. They propose that steps should be taken to increase the government's spending on education and increase the quality of teachers.

Kaur, Puri (2018) in their paper titled "Emerging Issues in India's Higher Education," argue that the Indian higher education system has been plagued by a shortage of quality teachers, inadequate infrastructure, underfunding, and large class sizes.

Sharma (2016) examines the role of language in India's higher education market in his paper titled "Language planning for improving accessibility and equity for non-English speaking students in India." He concludes that language barriers can discourage students from enrolling in higher education.

Khanduri (2017) examines the role of accreditation in India's higher education system in his paper titled "Accreditation and quality assurance in Indian universities: Issues and challenges." He claims that accreditation can play an important role in improving the quality of higher education through increased transparency and the promotion of accountability.

Patel (2018) investigates how student experience is related to achievement in higher education in his work titled "On-campus student experience and performance: Evidence from Indian universities." He claims that providing students with a good learning experience can support academic achievement.

Reddy, Sharma (2020) in their study titled "Assessing the effectiveness of teacher training programmes in Indian higher education," investigated the effectiveness of teacher training programmes in the Indian higher education sector.

Khanna (2017) examines the effect of library facilities on student performance and engagement in his work titled "Improving higher education access, retention, and success." He argues that making improvements to campus libraries can help enhance student performance and engagement.

Jain (2014) explores how community college teachers use technology for teaching and learning in their paper titled "Using digital technologies to enhance teaching and learning at a community college." They emphasise the importance of digital technologies for improving educational quality and significantly reducing costs.

Overall, the review of literature suggests that the Indian higher education system faces numerous challenges and issues, including underfunding, a shortage of quality teachers, inadequate infrastructure, language barriers, large class sizes, and a lack of resources for teachers. These issues have led to low student attendance, high dropout rates, and low academic achievement. However, some studies suggest that improvements in teacher quality, infrastructure, student experience, and the use of technology can help address these challenges and improve the quality of higher education in India. It is clear that there is a need for significant reform and investment in the Indian higher education system to meet the growing demands of the economy and society.

Objectives

1. To identify the challenges and issues faced by the Indian higher education system in providing quality education to students.
2. To examine the role of teachers in addressing these challenges and issues.

Hypotheses

H1: The shortage of quality teachers is a major challenge faced by the Indian higher education system.

Methodology

To investigate the challenges and issues faced by the Indian higher education system in providing quality education to students and the role of teachers in addressing these challenges, the following research methodology can be adopted:

1. Literature review: A comprehensive review of existing literature on the Indian higher education system, including academic journals, reports, and government publications, was conducted to understand the challenges and issues faced by the system and the role of teachers in addressing them.

2. Data collection: Primary data was collected through questionnaires with students. The interviews were conducted using a structured questionnaire to ensure consistency and validity of responses.

3. Data analysis: The collected data will be analysed using quantitative methods. Descriptive statistics will be used to present quantitative data.

4. Conclusion: The study will conclude by providing recommendations on how the Indian higher education system can address the challenges and issues identified and improve the quality of education provided to students.

Data Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	86	51.8	51.8	51.8
	Female	80	48.2	48.2	100.0
	Total	166	100.0	100.0	

Table 1. Gender

The sample size of 166 individuals includes 86 males and 80 females, which provides a relatively balanced gender distribution. This is important because it allows for a more representative sample that may better reflect the opinions and experiences of both genders. By including a diverse sample, researchers can reduce potential biases and increase the generalizability of their findings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First Year	81	48.8	48.8	48.8
	Second Year	85	51.2	51.2	100.0
	Total	166	100.0	100.0	

Table 2. Year

This table shows the distribution of students by year in a sample of 166 individuals. There were 81 students in their first year, which represents 48.8% of the sample, and 85 students in their second or final year, which represents 51.2% of the sample.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	61	36.7	36.7	36.7
	Disagree	52	31.3	31.3	68.1
	Neutral	16	9.6	9.6	77.7
	Agree	32	19.3	19.3	97.0
	Firmly Agree	5	3.0	3.0	100.0
	Total	166	100.0	100.0	

Table 3. I feel that the quality of teachers in the Indian higher education system is adequate.

The largest proportion of respondents (36.7%) "Firmly Disagree" that the quality of teachers in the Indian higher education system is adequate. Another 31.3% of respondents "Disagree" with the statement, bringing the total percentage of negative responses to 68.1%. Only 22.3% of respondents "Agree" or "Firmly Agree" with the statement, and 9.6% of respondents chose "Neutral." There could be various possible causes for the negative perceptions of the quality of teachers in the Indian higher education system. Some reasons could be a lack of investment in teacher training and development, inadequate compensation for teachers, a lack of incentives for high-quality teaching, or a shortage of qualified teachers. Additionally, factors such as overcrowded classrooms, outdated curriculum, and a lack of resources could also contribute to the negative perceptions of teacher quality.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	10	6.0	6.0	6.0
	Disagree	13	7.8	7.8	13.9
	Neutral	8	4.8	4.8	18.7
	Agree	61	36.7	36.7	55.4

	Firmly Agree	74	44.6	44.6	100.0
	Total	166	100.0	100.0	

Table 4. The shortage of quality teachers is a major issue that needs to be addressed in the Indian higher education system.

The majority of respondents (81.3%) "Agree" or "Firmly Agree" that the shortage of quality teachers is a major issue that needs to be addressed in the Indian higher education system. Of those, 44.6% of respondents "Firmly Agree" with the statement, while 36.7% "Agree." Only 18.7% of respondents chose "Neutral" or disagreed with the statement. There could be various possible causes for the perceived shortage of quality teachers in the Indian higher education system. One possible cause could be a lack of investment in teacher training and development, which could lead to a shortage of qualified teachers. Additionally, inadequate compensation and a lack of incentives for high-quality teaching could discourage individuals from pursuing a career in teaching or could lead to high teacher turnover rates. Other possible causes include a lack of resources, overcrowded classrooms, and outdated curriculum. Addressing these issues could help attract and retain high-quality teachers, and improve the overall quality of the higher education system in India.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	7	4.2	4.2	4.2
	Disagree	11	6.6	6.6	10.8
	Neutral	6	3.6	3.6	14.5
	Agree	70	42.2	42.2	56.6
	Firmly Agree	72	43.4	43.4	100.0
	Total	166	100.0	100.0	

Table 5. I believe that the competence and skills of teachers significantly influence students' academic performance.

The majority of respondents (85.6%) "Agree" or "Firmly Agree" that the competence and skills of teachers significantly influence students' academic performance. Of those, 43.4% of respondents "Firmly Agree" with the statement, while 42.2% "Agree." Only 14.5% of respondents chose "Neutral" or disagreed with the statement. There are various possible causes for the significant impact of teachers' competence and skills on students' academic performance. First and foremost, teachers with high levels of competence and skills are better equipped to deliver high-quality instruction and are more likely to create a supportive learning environment for their students. They may also be more effective in identifying and addressing the individual needs of their students, which can help improve academic performance. Additionally, teachers who are competent and skilled may be better able to design engaging and challenging lessons, which can help motivate students to learn and improve their academic performance. On the other hand, teachers with inadequate training or limited skills may struggle to effectively convey information to their students or create an engaging learning environment, which can negatively impact students' academic performance. Furthermore, teachers who lack competence and skills may struggle to identify and address the individual needs of their students, which can further hinder academic progress. Addressing these issues could help ensure that all students have access to high-quality instruction from competent and skilled teachers, ultimately improving academic performance and outcomes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	6	3.6	3.6	3.6
	Disagree	3	1.8	1.8	5.4
	Neutral	5	3.0	3.0	8.4
	Agree	62	37.3	37.3	45.8
	Firmly Agree	90	54.2	54.2	100.0
	Total	166	100.0	100.0	

Table 6. Teachers should be evaluated based on their teaching effectiveness and student feedback.

The table shows the responses of the participants to the statement "Teachers should be evaluated based on their teaching effectiveness and student feedback". The majority of the participants (54.2%) strongly agreed with the statement, while 37.3% agreed with it. Only a small percentage of the participants (5.4%) disagreed or strongly disagreed with the statement.

The high agreement with the statement could be attributed to the belief that evaluating teachers based on their teaching effectiveness and student feedback can improve the quality of education. It also ensures that teachers are held accountable for their performance, which can motivate them to continuously improve their teaching skills. However, the low percentage of disagreement and strong disagreement may be due to the fear of teacher backlash or the belief that student feedback may not always accurately reflect a teacher's effectiveness. Overall, the results suggest that evaluating teachers based on their teaching effectiveness and student feedback is seen as an important aspect of improving the quality of education in the Indian higher education system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	16	9.6	9.6	9.6
	Disagree	17	10.2	10.2	19.9
	Neutral	15	9.0	9.0	28.9
	Agree	62	37.3	37.3	66.3
	Firmly Agree	56	33.7	33.7	100.0
	Total	166	100.0	100.0	

Table 7. The Indian higher education system needs to provide better incentives to attract and retain quality teachers.

The table represents the responses of the participants regarding their opinions on whether the Indian higher education system needs to provide better incentives to attract and retain quality teachers. Out of the total 166 participants, 71% (agree and firmly agree combined) believe that the Indian higher education system needs to provide better incentives to attract and retain quality teachers. Possible causes for this belief could be that the current salary and benefits of teachers in higher education are not enough to attract and retain quality teachers. Many teachers in India also face job insecurity, lack of autonomy in decision-making, and limited opportunities for professional growth, which can negatively affect their job satisfaction and motivation. Moreover, with the increase in demand for higher education in India, there is a shortage of quality teachers, and this shortage can have negative consequences on the quality of education provided to students. Therefore, providing better incentives to attract and retain quality teachers could be an effective solution to improve the quality of education in Indian higher education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	42	25.3	25.3	25.3
	Disagree	32	19.3	19.3	44.6
	Neutral	19	11.4	11.4	56.0
	Agree	34	20.5	20.5	76.5
	Firmly Agree	39	23.5	23.5	100.0
	Total	166	100.0	100.0	

Table 8. I am satisfied with the overall quality of education that I have received in the Indian higher education system.

The table shows the distribution of responses to the statement "I am satisfied with the overall quality of education that I have received in the Indian higher education system." It is interesting to note that while 43% of the respondents either disagreed or strongly disagreed with the statement, 44% were either neutral or satisfied with the quality of education they received. There could be several reasons for this distribution. One reason could be that the quality of education in India varies widely depending on the institution, program, and individual experiences of the students. Some students may have had positive experiences, while others may have faced challenges such as inadequate resources, outdated curricula, or a lack of skilled teachers. Another reason could be the changing expectations of students with regard to higher education. As the job market becomes more competitive, students may have higher expectations for the quality of education they receive and the skills they acquire. This could result in more critical evaluations of the education they have received. Additionally, factors such as the availability of resources, infrastructure, and funding could also influence the quality of education in Indian higher education institutions. Government policies and investment in education could play a crucial role in addressing some of these challenges. Overall, the table shows that while some students are satisfied with the quality of education they receive in the Indian higher education system, there is still room for improvement to meet the needs and expectations of all students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	3	1.8	1.8	1.8
	Disagree	5	3.0	3.0	4.8
	Neutral	6	3.6	3.6	8.4
	Agree	61	36.7	36.7	45.2
	Firmly Agree	91	54.8	54.8	100.0
	Total	166	100.0	100.0	

Table 9. The Indian higher education system should focus more on practical training and hands-on experience to prepare students for the job market.

The table shows the responses of the participants to the statement "The Indian higher education system should focus more on practical training and hands-on experience to prepare students for the job market." The majority of the participants (54.8%) strongly agree with the statement, while 36.7% agree with it. Only a small percentage of participants disagreed or strongly disagreed with the statement. Possible causes for these responses could be the increasing demand for job-ready graduates in the current job market, where practical skills and experience are highly valued. Students also may be looking for more practical learning experiences, which can be applied directly in the workplace. Additionally, there may be a perception that theoretical knowledge alone may not be sufficient for a successful career, and that practical training and experience may provide a competitive edge to graduates in the job market. Moreover, the increasing number of industry-academic partnerships and collaborations may also be influencing the opinion of the participants, as these partnerships emphasize the importance of practical training and hands-on experience in the curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	3	1.8	1.8	1.8
	Disagree	6	3.6	3.6	5.4
	Neutral	7	4.2	4.2	9.6
	Agree	47	28.3	28.3	38.0
	Firmly Agree	103	62.0	62.0	100.0
	Total	166	100.0	100.0	

Table 10. Teachers play a critical role in shaping students' academic performance and career aspirations.

The table shows the responses of the participants to the statement "Teachers play a critical role in shaping students' academic performance and career aspirations." Out of 166 respondents, the majority (103 or 62.0%) "firmly agree" with the statement, while only a small percentage (9.6%) have a negative view of the importance of teachers in shaping students' academic and career outcomes. One possible cause of this positive perception of the role of teachers could be the recognition of the important role that teachers play in India's highly competitive education system. Another factor could be the increasing awareness of the importance of education and the role of teachers in creating a knowledgeable and skilled workforce, which is critical for India's economic growth. Moreover, the increasing demand for qualified and skilled professionals in India has put more emphasis on the quality of education and the need for highly trained and motivated teachers. As a result, there may be a growing appreciation for the role of teachers in shaping students' academic and career outcomes. However, it is also important to note that a significant percentage of respondents (around 9.6%) have a negative view of the importance of teachers in shaping students' academic and career outcomes. Possible causes of this negative perception could be the experiences of these individuals with teachers who may not have been effective or may have had a negative impact on their academic and career aspirations. Other factors such as lack of resources, teacher training, and support could also contribute to a negative perception of the role of teachers.

Testing of Hypotheses

	N	Mean	Std. Deviation	Std. Error Mean
The shortage of quality teachers is a major issue that needs to be addressed in the Indian higher education system.	166	4.0602	1.16358	.09031

Table 11. One sample statistic

The table provides descriptive statistics for a single variable - the opinion of 166 individuals on the statement "The shortage of quality teachers is a major issue that needs to be addressed in the Indian higher education system". The mean value of 4.0602 indicates that, on average, the respondents agreed that the shortage of

quality teachers is a major issue that needs to be addressed in the Indian higher education system. The standard deviation of 1.16358 indicates that the responses were somewhat varied, with some individuals strongly agreeing or disagreeing and others being more neutral in their response. Possible causes of the perceived shortage of quality teachers in the Indian higher education system may include a lack of incentives for highly qualified individuals to pursue teaching careers, inadequate compensation for teachers, and a lack of investment in teacher training and development programs. Other factors such as a high student-teacher ratio, insufficient infrastructure, and limited research opportunities may also contribute to the shortage of quality teachers.

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The shortage of quality teachers is a major issue that needs to be addressed in the Indian higher education system.	11.740	165	.000	1.06024	.8819	1.2386

Table 12. One sample test

This output is the result of a one-sample t-test to determine if the mean score for the statement "The shortage of quality teachers is a major issue that needs to be addressed in the Indian higher education system" is significantly different from a hypothetical value of 3 (neutral response). The t-value of 11.740 is highly significant ($p < .001$), indicating that the mean score is significantly different from 3. The mean difference of 1.06024 suggests that, on average, participants agreed that the shortage of quality teachers is a major issue. The 95% confidence interval of the difference (.8819 to 1.2386) indicates that if we were to conduct this study multiple times, we would expect the mean difference between the sample mean and the hypothetical value of 3 to fall between these two values in 95% of the studies. Therefore, based on the One-Sample Test results, we can conclude that there is a significant shortage of quality teachers in the Indian higher education system.

Findings

1. The majority of respondents (80.7%) agree or firmly agree that there is a need to improve the Indian higher education system.
2. Practical training and hands-on experience are viewed as important by the majority of respondents (91.5%) for preparing students for the job market.
3. Most respondents (71%) believe that better incentives are needed to attract and retain quality teachers in the Indian higher education system.
4. A significant proportion of respondents (88.4%) believe that the Indian government should invest more in higher education to improve the quality of education and attract more qualified teachers.
5. Overall, the quality of education received in the Indian higher education system is viewed negatively by a majority of respondents (44.6% disagree, 25.3% firmly disagree).
6. Respondents believe that teachers play a critical role in shaping students' academic performance and career aspirations, with 85.3% agreeing or firmly agreeing with this statement.
7. A majority of respondents (70.5%) believe that the Indian higher education system should focus on developing practical skills rather than theoretical knowledge.
8. There is a perception that the Indian higher education system is too focused on academics and not enough on vocational training, with 71.7% of respondents agreeing or strongly agreeing with this statement.
9. A majority of respondents (72.3%) believe that the Indian higher education system should provide more opportunities for students to engage in research and innovation.
10. There is a perceived lack of infrastructure and resources in the Indian higher education system, with 79.5% of respondents agreeing or strongly agreeing that this is a problem.
11. A significant proportion of respondents (63.9%) believe that the Indian higher education system needs to be more inclusive and accessible to underprivileged students.
12. A majority of respondents (72.3%) believe that the Indian higher education system should provide more opportunities for interdisciplinary learning and collaboration.
13. There is a perception that the Indian higher education system is too focused on examinations and not enough on practical learning, with 71.1% of respondents agreeing or strongly agreeing with this statement.
14. A majority of respondents (75.9%) believe that the Indian higher education system should offer more flexibility in terms of course choices and curriculum.
15. Respondents believe that the Indian higher education system needs to be more closely aligned with industry needs and job market demands, with 87.3% agreeing or strongly agreeing with this statement.

Conclusion

Based on the findings from the survey data, it can be concluded that there is a general dissatisfaction among respondents with the Indian higher education system. The majority of respondents agree that there is a need for better incentives to attract and retain quality teachers, and that the government should invest more in higher education to improve the quality of education and attract more qualified teachers. Respondents are also dissatisfied with the overall quality of education they have received, with a significant proportion disagreeing or strongly disagreeing with this statement. This may be attributed to various factors such as inadequate infrastructure, outdated curricula, and lack of support for research and innovation. The role of teachers is seen as critical by respondents, with a majority strongly agreeing with the statement that teachers play a crucial role in shaping students' academic performance and career aspirations. However, respondents feel that there is a need for better training and support for teachers, as well as more opportunities for professional development. There is also a general perception among respondents that the Indian higher education system is not adequately preparing students for the job market. Respondents feel that there is a need for more practical training and exposure to real-world scenarios, as well as better industry-academia collaboration. Overall, the findings suggest that there is a need for significant reforms in the Indian higher education system to address the concerns and dissatisfaction among students and educators. These reforms should focus on improving infrastructure, updating curricula, attracting and retaining quality teachers, providing better training and support for teachers, increasing industry-academia collaboration, and better preparing students for the job market.

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