HUMAN RESOURCES DEVELOPMENT IN HIGHER EDUCATION IN KERALA

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DECLARATION

I, Rajini K.M. declare that this thesis is the record of *bona fide* research work carried out by me under the supervision of Prof. (Dr.) K.C. Sankaranarayanan. I further declare that this thesis has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or other similar title of recognition.

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Certified that the thesis **HUMAN RESOURCES DEVELOPMENT IN HIGHER EDUCATION IN KERALA** is the record of *bona fide* research carried out by **Rajini K.M.** under my supervision. The thesis is worth submitting for the Degree of Doctor of Philosophy in Economics under the faculty of Social Sciences.

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ABSTRACT

The study is entitled "HUMAN RESOURCES DEVELOPMENT IN HIGHER EDUCATION IN KERALA". The concept "Human Resource Development" is of high value in business and industry and has been used and applied since years. In industry and business the 'human' element is considred as a resource and hence its development and protection is very essential and inevitable. Of all the factors of production, human resource is the only factor having rational faculty and therefore, it must be handled with utmost care. Right recruitment, right training and right induction followed by faultless monitoring and welfare measures are but decisive factors in business and industry. Altogether there is a constant attention up on human factor there. But this is not a practice at all in education. So far there has not been any such measure of care and close watch and performance analysis of human resource on education front. This may be the main reason for lack of accountability in the sphere of education. The present study reveals the importance of introducing HRD practices in higher educational institutions in Kerala. In order to promise human capital formation through education, it is basic requirement. The higher educational institutions must follow the method of industry and commerce because education can be treated as an industry in service sector. There also we can follow the methods of right recruitment, right training and promotion, delegation, performance analysis and accountability checking of human resource. HRD is a powerful idea of transformation of human being into highly productive and contributing factor The HRD of students is the sum total of HRD of teachers. Reminding the primordial usage *'Yatha Raja Thadha Praja'* the quality of faculty resembles in students. The quality of administrative staff in colleges also affects the quality of higher education. Hence, it is high time to introduce the managerial method of HRD with all its paraphernalia in higher educational institutions so as to assure proper human capital formation in higher education in India.

KEY WORDS

[Higher education, Human Resources Development, Academic Autonomy, UGC, Accountability, Educational Accessibility, Quality of Higher Education, Refresher Course, Pedagogy, Centres of Excellence, Campus Politicisation, Faculty, UGC, ASCs, Accreditation, Value Education, Semester System, Educational Research, Higher Education Commission, Non-teaching Staff, Higher Education Council. Knowledge Commission, AICTE, Enrolment, Affiliation, Arts and Science Colleges, Globalisation, Privatisation, Academic Audit, Performance Appraisal, Teaching Fraternity, Equity]

PREFACE

This is a *bona fide* study undertaken by Rajini K.M, under the guidance of Professor (Dr.) K.C. Sankaranarayanan. The study is entitled HUMAN RESOURCES DEVELOPMENT IN HIGHER EDUCATION IN KERALA. This is a study regarding the application of the very valuable management concept of Human Resources Development (HRD) in higher education in Kerala.

The thesis consists of seven chapters.

The first chapter gives an 'Introduction' to the topic. It introduces the topic of the study, explains the objectives, narrates the scope and area of the study, mentions hypotheses, tells research methodology, states the rationale of the study, and gives limitations of the study.

The second chapter is 'Review of Literature'. The chapter mentions various 'Commissions and Committees' appointed on higher education by central government of India and the state government of Kerala. The premiere studies on the topic of current study were undertaken by these commissions and committees in India. The chapter also mentions various individual works related to the current study.

The third chapter deals with 'Human Resources Development in Higher Education'. It gives an account of the importance of the concept of HRD in higher education. The chapter gives the definitions for the terms of 'higher education', 'HRD' and 'HRM', and explains the various concepts of HRD and touches on various components of HRD and emphasizes the relevance of activities for HRD in higher education in the country.

The fourth chapter is about 'Higher Education in India'. It gives a glimpse of higher education in India. For a better analysis, the chapter is divided in to four parts – higher education in ancient times, under British rule, and in post independent period, and 21st

century higher education in India. The chapter gives the strength and composition of higher education in India and throws some light up on the weaknesses of the system and also mentions some remedial measures.

The fifth chapter explains 'Higher Education in Kerala'. The higher education in Kerala, the most literate state in the country, is an integral part of higher education in India. The chapter gives an account of the strength, composition, and style of function of higher education in Kerala. The chapter mainly deals with higher education in affiliated aided arts and science colleges only. The unaided private colleges do not find a place in it.

The sixth chapter is titled 'Higher Education in Kerala: An Analytical View'. It contains an analytical study of higher education in Kerala and mentions the statistical analysis of data collected. The chapter gives the account of statistical tools applied for the study and tests hypotheses and arrive findings of the study.

The seventh and the last chapter is "Findings, Suggestions, and Conclusion'. It explains the 'findings' of the study, and gives suggestions according to the findings. And it gives a conclusion based on the entire study.

The prevailing system of higher education in Kerala is not conducive for the changing scenario world across and it follows the age old patterns and styles introduced by the erstwhile kingdom of Britain. Being an integral part of higher education in India, the higher education in Kerala is the same replica of the country and is suffering from the common weaknesses and threats of higher education in India. It is high time to think for a 'change'.

The main weaknesses of higher education in Kerala are finance crunch, lack of autonomy, affiliation system, over politicization of campuses, lack of accountability on all parts, and corruption. Our curricula are obsolete and the pedagogy is weak. Nepotism, favoritism, and religious sentimentalism rule the roost where merit

occupies a back seat. The result is poor human capital formation in the state.

The ancient *Gurukula* system in India was meritorious. The ancient India universities of Takshila, Nalanda, Pataliputra, or Vikramasila were the education centres of excellence. Though we cannot go back to that age or bring back the *Gurukula Sampradaya,* we must try to imbibe the virtues and values based on spirituality, prevailing once up on a time in this country, to our present system of education so that majority of ills of present education system could be cured.

Universities and colleges are the seats of higher education. They are the portals of civilization and culture. The humanity is looking up on such temples of education for good workers, employees and leaders for a better future. The students who pass out from such institutions must be fully developed and must be capable enough to face any oddities in life. A total personality development is meant here. A vibrant and fully developed personality is the real asset. Producing such personalities must be the aim of higher educational institutions.

The present study mainly focuses on 'Human Resources Development in Higher Education'. It highlights the importance of an integrated process of human capital formation through education, particularly higher education, and suggests some ways for achieving the aim .Human resources development is taking place in higher education in the state, but it is not in a protracted and designed way, so that, its total potentials not fruition. This study, though not complete, gives some useful and workable ideas with respect to 'Human Resources Development in Higher Education in Kerala'. Since studies related to the present topic are scarce, this attempt can be useful for researchers, policy makers, and others who are interested in the area.

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ABBREVIATIONS

ACEE	-	Adult Continuing Education and Extension
AICTE	-	All India Council for Technical Education
AIETC	-	All India English Teachers Conference
BCI		Bar Council of India
CABE	-	Central Advisory Board of Education
CAS	-	Career Advancement Schemes
CCH	-	Central Council of Homeopathy
CCIM	-	Central Council of Indian Medicine
CDC	-	Curriculum Development Centre
CUSAT	-	Cochin University of Science and Technology
DCI	-	Dentist Council of India
DEC	-	Distance Education Council
FIP	-	Faculty Improvement Programme
GATS	-	General Agreement on Trade in Services
GDP	-	Gross Domestic Product
GER	-	Gross Enrolment Ratio
HCM	-	High Commitment Management
HCP	-	High Commitment Practice
HIM	-	High Involvement Management
HPWP	-	High Performance Work Practice
HR	-	Human Resource
HRD	-	Human Resource Development
HRM	-	Human Resource Management
IATEFL	-	International Association of Teachers of English as a Foreign Language
ICAR	-	Indian Council for Agricultural Research
ICT	-	Information and Communication Technology

IGNOU	-	Indira Gandhi National Open University
IIMs	-	Indian Institutes of Management
IISc	-	Indian Institute of Science
IITs	-	Indian Institutes of Technology
INC	-	Indian Nursing Council
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
IRAHE	-	Independent Regulatory Authority for Higher Education
JNU	-	Jawaharlal Nehru University
MCI	-	Medical Council of India
MHRD	-	Ministry of Human Resource Development
NAAC	-	National Assessment and Accreditation Council
NAEP	-	National Adult Education Programme
NCERT	-	National Council for Educational Research and Training
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NPE	-	National Policy on Education
NPE	-	National Policy of Education
NPE	-	National Policy on Education
NSS	-	National Sample Survey
OD	-	Organisation Development
PCI	-	Pharmacy Council of India
PoA	-	Plan of Action
RCI	-	Rehabilitation Council of India
SWOT	-	Strengths Weaknesses Opportunities and Threats
TCI	-	Team Centered Interaction
TESOL	-	Teachers of English Speakers of Other Languages
UGC	-	University Grants Commission

CHAPTER 1

INTRODUCTION

"OHM GURU BRAHMA, GURU VISHNU

GURU DEVO MAHESHWARA

GURU SAKSHAT PARAM BRAHMA

THASMAI SREE GURAVE NAMAHA."

Sutra Literature

The greatness of a teacher as envisaged by the Sutra Literature is vivid: "A teacher is equivalent to God and he should be regarded and respected". India is a proud inheritor of a great system of education from the Vedic period that emphasizes on the quest for the highest knowledge. The original Indian wisdom envisaged education as an instrument to elevate the human personality and promote social, economic, cultural, and developmental needs of the country. Higher education in India was not allowed to remain as an emasculating instrument that crushes the 'spirit' of the individual while goading him in to a materialistic and consumerist mode devoid of human and civic sensibilities.

Higher education is an essential social as well as economic infrastructure for an emerging nation like India. It provides the appropriate and useful skilled human power for industry, for science and technology, for creation of basic social (education, food, shelter, health, and nutrition) and economic (agriculture, energy, water, transport, communication) infrastructure and for better social and administrative governance. India has one of the largest higher education systems in the world. The main players in the higher education system in the country are the 'University Grants Commission' (UGC), responsible for coordination and maintenance of standards and release of grants, and the 'Statutory Professional Councils', responsible for recognition of courses, promotion of

professional institutions and providing grants to undergraduate programmes and various awards.

The statutory professional councils are:

- All India Council for Technical Education (AICTE)

- Distance Education Council (DEC)

- Indian Council for Agriculture Research (ICAR)

- Bar Council of India (BCI)

- National Council for Teacher Education (NCTE)

- Rehabilitation Council of India (RCI)

- Medical Council of India (MCI)

- Pharmacy Council of India (PCI)

- Indian Nursing Council (INC)

- Dentist Council of India (DCI) Central Council of Homeopathy (CCH)

- Central Council of Indian Medicine (CCIM).

At the time of Independence, there were only 25 universities in India, most of them imparting arts and science education through affiliated colleges. In the last six decades, the number of institutions of higher education has grown enormously. "Today, there are 20 Central Universities, 235 State Universities, one Central Open University (IGNOU), 13 States Open Universities, 128 Deemed Universities, 13 Institutions of National Importance and more than 20,000 Colleges, of which 1,798 are women's colleges".[1] Under the Ministry of Human Resource Development (MHRD), the Government evolved a machinery to discharge its responsibilities of higher education and thus established the University Grants Commission (UGC) in 1956 and the All India Council for Technical Education (AICTE) in 1987 through Acts of Parliament to

administer, regulate and supervise the functioning of Higher Education in the Country.

The Constitution of India (Seventh Schedule), together with the amendment of 1976, places the responsibility for co-ordination and determination of standards in the institutions of higher learning and research with the Centre and the State Governments. These institutions include Universities (both central and state), the Indian Institute of Science (IISc), the Indian Institutes of Technology (IITs), and Institutes of National Importance declared by Parliament.

The Union Government of India is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The central government is also responsible for declaration of educational institutions as Deemed to be University on the recommendation of the UGC. State governments are responsible for establishment of state universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance. The co-ordination and co-operation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE). Education is on the 'Concurrent List' subject to 'Entry 66' in the Union List of the Constitution. This gives the 'exclusive legislative power and special constitutional responsibility' to the central government for co-ordination and determination of standards in institutions of higher learning or research and scientific and technical educational institutions.

The National Policy on Education (N.P.E. 1986)

The NPE 1986 rightly emphasizes that institutions of higher education are expected to possess a certain minimum facilities by way of physical infrastructure, technical and research support and resources for purchase of equipment, books etc. The thrust areas mentioned in the Policy for higher education in India are:

Autonomous colleges, Re-designing of courses, State councils of higher education, Accreditation and assessment councils, Alternative models of management in universities, National qualifying test for recruitment of teachers, Making R&D broad based, Training/Orientation of teachers, Improvement of efficiency, Youths and sports, Education for minorities, SC/ST/, handicapped, and women. It was a comprehensive national policy for educational development in the country.

The Programme of Action on the NPE – 1986 (NPE – Po.A)

The programme of action on the NPE-1986 envisaged:

- Distance learning through the production of model course materials;

- Curriculum development centres to prepare a model curriculum in different subjects to maintain uniform standards of education in the country;

- Examination reforms through:

  a. Continuous internal evaluation of students,

  b.   Introduction of grade system, and

  c. Introduction of semester system.

 * Value-oriented education based on our heritage, national goals, and universal   perceptions through:

   Values of physical education,

   Values of aesthetic education,

   Values of mental education, and

   Values of spiritual education

  * Other measures envisaged in the Policy are:

     College development councils

     Autonomous colleges

     Autonomous departments

* Protection and enrichment of classical languages: Sanskrit, Pali, Prakrit, Arabic and Persian; The Curriculum Development Centre (CDC); The Academic Staff College (ASC); Faculty Improvement Programme (FIP); Seminars, symposia, refresher courses, and workshops sponsored by UGC; National fellowships for teachers; Visiting associate ship for teachers; National lectures; Visiting professors; Teachers hostels; and Research associate ship for teachers.

Three dimensions of higher education

Teaching, Research, and Extension works are the 'three dimensions of higher education'. Research generates knowledge; Teaching helps disseminate it; and Community Extension involves its application to real life situations. The UGC insists that universities and colleges give equal importance to extension activities so that our university system would be transformed into an instrument for social change. In academic parlance, community outreach is known as the 'third dimension of higher education'. Although the Kothari Commission had qualified teaching, research and extension as the 'Trinity of Higher Education' way back in 1960, it took many years for the universities to realise the importance of the trinity, particularly of the third responsibility, i.e., 'Extension'.

The setting up of the departments of adult learning programmes by several universities in the late 70s was the first move in extension. In tune with the growth of the country's education, those departments too grew. Today, they are known as the departments of Adult Continuing Education and Extension (ACEE). The UGC insists that new departments should adopt the name 'Departments of Adult, Continuing Education, Extension and Field Outreach' (ACEE & FO). Currently, more than six dozens ACEE departments are functioning at various universities across the country. Many of them are actively involved with the literacy programmes of the national and state literacy missions.

In Kerala, four universities have ACEE departments. All of them turned more active in recent times than before. Kannur university is yet to start a department for extension services. The department of ACEE at university of Kerala has been giving thrust on continuing education. The university offers nearly 150 certificates and diploma programmes aimed at empowering different segments of the society. They include specialised courses meant for police officers, judges and for those aspiring to become TV anchors. Vijayakumar[2] says that the 'university's collaboration with Vancouver-based Commonwealth of Learning, the distance learning wing of the Commonwealth, has earned it much fame and enhanced the quality of the programmes'. Mahatma Gandhi university is also doing good work in extension. The university has three Grama Vikas centres under its ACEE department. MG university became the first in the country when it introduced training in the famous 'Theme-Centered Interaction (TCI)' developed by Ruth Cohn, a colleague of renowned psychologist Carl Rogers, a couple of years ago.[3] The Adult, Continuing Education and Extension Services (ACEES) department of university of Calicut has been vibrant. Student counseling and career guidance centres in the districts of Malapuram, Kozhikode, Thrissur, Palakkad, and Wayanad; opening up of a public reading room and library; launch of functional literacy centre and a geriatric forum in collaboration with Chelembra Panchayat; awareness prograsmmes on life skills; a certificate course in communication skills; and the popular district ollector's interactive programmes have made the department very popular at the university.[4] At Cochin University of Science and Technology (CUSAT), there is a different story. CUSAT's Centre for Adult, Continuing Education is in its infancy, concentrating on e-learning aspect of modern education. The university is preparing pilot modules of e-learning content aimed at ultimately reaching out to the masses.[5]

The National Adult Education Programme (NAEP), eradication of illiteracy, population education, rural development, health and sanitation, aids awareness programme, youth against famine etc. are the best areas of extensions activities for the younger generation of the country. The university system should absorb the concept of 'extension culture' as it is integral component and can provide at least 25 per cent time allocation for the off-campus extension work through community education type programmes. Extension should be the third important activity of the universities like teaching and research as envisaged by the UGC in the Policy Frame of 1977. Education is the most powerful process of development of individuals, institutions, and the society. Hence, any programme that contributes to the student development in cognitive (intellectual), psycho meter (skill), and effective domains (values and attitudes) can always claim academic recognition. Unfortunately, most of the present curricular programmes today concentrate almost entirely in cognitive development and disregard the domain of learning through working.[6]

Today's students, brought up with all the comforts and luxuries, are growing up as a work-shy lot. Education should aim at transforming a human child, born with only two innate instincts of self-preservation and procreation, into a social animal with altruism and enthusiasm. Education should realize its goal as enunciated by Adam Smith in 1644, as that activity which prepares a man "to act justly, skillfully, and magnanimously under all circumstances of peace and war". It would also bring out the best in man that is already in him.

One university/ college class must be: [7]

- Information centre,

- Discussion centre,

- Discourse centre,

- Guidance centre,

- Monitoring centre,

- Action centre, and

- Testing centre.

Education, indeed, is the *'conditio sine qua non'* for development itself. A nation or a state greatly depends upon its education system and the level of education of its citizens for its development. There might be development without biotechnology, or nuclear power generation, but certainly not without education. For the welfare and further development of humankind, for the organization of societies and ultimately, for the survival of the human species, education is not just one instrument among others, not just one sector out of many. Education should be regarded both as a basic need and a human right. This notion is in line with a 'development concept' promulgated by the United Nations as early as 1970[8] which determined the six pillars, for a better life for all people, viz., "Education, Health, Nutrition, Housing, Social Welfare, and to Safeguard the Environment"

"Within the educational system, higher education occupies the central place. This influences the school educational system, knowledge generation, quality of human resources, social, economic and political policies and actions of the sate and the people. In order to ensure a quality higher education, it is essential to have a positive intervention (through policy, planning, resource inputs and implementation) in higher educational system".[9]

Enrolment in higher education and number of universities

The proportion of India's population that enters higher education is around 11 per cent, which is half the average of Asia.[10] There is about one university for nearly four million people. This figure is too small for any significant impact of higher education in the country. The number of universities has not grown

in relation to the population, thus greatly restricting the opportunities for higher education. 'The system needs a massive expansion to establish about 1,500 universities county-wide, so that, the country can achieve a gross enrolment ratio of about 15% by 2015. China, for example, has authorized the establishment of 1,250 new universities in the last three years'.[11] Unfortunately, the expansion that is evident in India is only in the form of dubious Deemed Universities and unregulated private engineering colleges that have mushroomed mainly as commercial ventures.

Human Resources Development in higher education

Every institution or a corporate, in Lincoln's language, may be described as an entity 'of the people, by the people, and for the people" It means that it is an institution of those who own it (share holders / stake holders), by those who run it (HR), and for those who support it (benefactors). An ideal system of higher education is supposed to play a more innovative, more aggressive and more revolutionary role in the affairs of the nation. The academic pursuits in higher educational institutions must be marked by modern courses, relevant curricula, good syllabus, inviting instructional materials, challenging methods of instructions, reliable procedures of examination and evaluation, a dynamic and motivating institutional climate. In fine, the higher educational set up must be able enough to promise human resources development in the country.

Many of our universities and colleges have not been provided with the minimum level of infrastructure for maintaining the quality and standards. In spite of the impressive progress here and there, there are serious problems relating to the quality and the relevance of higher education, with the result that the links between education, employment and development are not well formed. No wonder, the growth of Indian higher education has been "merry but a fruitless exercise in planned drift". Being an integral part of the

country, the status of higher education in Kerala is also almost the same.

The National Policy of Education, the Programme of Action on the NPE, enrolment in higher education, expenditure on higher education, quality consciousness in higher education, autonomy in higher education – all these are viewed in the angle of human resources development in higher education, in the present study. Now-a-days, organizations are greatly focusing on their change programmes and have become increasingly demanding with regard to performance outcomes. New policies and procedures that reflect a pro-active rather than a re-active management style are being devised as part of a planned-change effort. Unfortunately, the higher educational sector is remaining barren in this respect.

Human Resource (HR) is viewed as the sum of knowledge, skills, creative abilities, talents, and aptitudes of an organisation's workforce as well as values, attitudes, and benefits of individuals involved. The emerging strategic potential of HR relies on the increasing pivotal role of intangible assets and intellectual capital in today's economy. Human Resources Development (HRD) is a system or process involving organized series of teaching activities designed to produce behavioral changes in human beings in such a way that they acquire desired level of competence for present or future role. HR provides broad framework for the overall development of people in the organization and strengthens capabilities of each individual in relation to his present and expected future roles. It generates systematic information about the workforce for the purposes of manpower planning, placement, and succession planning. Successful institutions not only believe in bringing the best people, but also bringing the best out of the people.

What to do now?

So, before embarking on any new reform agenda, the following steps need to be taken urgently as regards the arts and science colleges in Kerala:

- First, mapping of all courses conducted by the colleges under the various universities and the establishment of uniformity in the courses, so that, there will be a uniform pattern throughout the state.

- Second, the infrastructural facilities available at the institutions must be enhanced at least at the national level. Infrastructural facility is the kin-pin of all developments.

- Third, the standard of teachers must be made good through proper training and refresher courses at regular intervals and the teachers must be given chances to attend the courses. The shortage of quality teachers will definitely affect the delivery and quality of instruction and research by the academics.

- Fourth, the IT and its diversified uses must be made available at all institutions and the faculty must be trained to handle them. The possibilities and chances made available by 'Edusat', 'Inflibnet' and the like must be exploited by the teachers and the taught.

- Fifth, semestarisation can be introduced at the undergraduate level also.

- Sixth, research at the higher education must be given equal importance as teaching. Linking colleges with research institutes and sharing of faculty and infrastructure like library and laboratory can be motivated.

- Last, Institution-Industry-Government interaction and joint endeavors can solve many issues of the present day higher

education in the state. We do not want degree malls selling junk; instead, we must have a system to impart quality and needful education.

A continuous assessment of students and students' assessment of teachers must be a regular practice. Formation of cluster of colleges, as suggested by the Higher Education Council of Kerala, to share resources and to jointly plan modern skill based vocational courses can go a long way in improving the present scenario. Autonomy to the departments and academic faculty in the universities and affiliated colleges is thus a desirable educational reform in the State. However, this should be implemented only with the concurrence and consensus of all concerned like the teachers, students, and the management of the affiliated colleges, and the government.

STATEMENT OF THE PROBLEM

Human Resources Development (HRD) in Higher Education in Kerala

The term 'Human Resources Development' (HRD) is frequently used by management experts, while talking about managing business or industrial organisations. Since the 1990's, this term has become popular among the management experts. The 1980's can be called as a decade of HRD and the 1990's are likely to continue to be decade of new technology in the field of HRD. The 'Human Resource' is now recognized and utilized as the most valuable of all organizational assets. It is the most important single asset of any organization / institution. With the shift in emphasis from material management to human resource management, in all industrial, business and other production oriented organisations, much importance is now given to HRD. "Manpower planning, proper selection of personnel, training, up-dating their skills periodically, motivating, appraising their performance and caring for their welfare are all considered as important aspects of HRD".

While much systematic work is being done in the direction of HRD in the fields of industry and business, educational organizations dealing mostly with human resources has unfortunately neglected the subject of HRD. Concentration on HRD is crucial for the improvement of the system of higher education, as the human resources in the system are its most important constituents. All the amenities, facilities, and the developed infrastructural facilities will go waste if there is no concerted strategy for the development of human resources in higher education.

Three categories of human resources

The 'students', 'faculty', and 'non-teaching staff' are the three categories of human resources that we have in educational institutions. The educational institutions – universities or colleges – exist for the development of students. Hence, the primary objective of the policy of HRD in educational system should be to "develop the skill, knowledge and the all round personality of students". The realization of this objective is possible only through the development of the other two categories of human resources, especially the teachers. The present study focuses on the "manifold development of students in higher education" through the proper development and involvements of teachers, non-teaching staff, the administrators, parents, and the society in general. Of different factors which influence human capital formation in higher education, the quality, competence, job attitude, devotion, values, and believes of teachers are undoubtedly the most significant single factor assuring it. In fine, human resource development of students depends to a great extend on the human resource development of teachers,

Human Resource Development of teachers

Teachers are the driving force of any educational institution. "Staff enthusiasm is by far the most important of the

university's/college's resource assets and staff passivity the most draining resource". Hence, HRD plans for teachers in universities / colleges are of utmost importance if these institutions are to function effectively. A beginning has been made in our country in this direction with the establishment of the Academic Staff Colleges (ASCs) at the university level to impart training to teachers and to motivate them for their career improvements. However, this is not sufficient to transform the teachers into a dynamic force capable of bringing out the best from their wards. A comprehensive and protracted plan must be prepared and implemented to enable the teachers to perform their onerous responsibilities, with zeal and vigor, in the larger interest of national development.

Faculty Improvement Programmes (FIP)

FIP programmes like teachers getting leave with pay for getting higher qualifications like M.Phil and Ph.D, have benefited many teachers in higher education. Such programmes need be continued in the interest of HRD in higher education. Refresher courses / orientation courses for teachers at regular intervals, sabbatical leave to do research, and seminars and workshops for updating their knowledge and skills and to keep themselves motivated to play their role effectively tantamount to HRD programmes for teachers. Prizes, awards, and appreciations in some form will sustain the motivation of good teachers and will prompt others to improve. Performance appraisal for teachers is an integral agent for Keeping teachers alert. Teaching is a noble and extra ordinary activity involving a range of skills, perceptions, attitudes, knowledge and sensitivity. A teacher must be fully trained and equipped to do justice to the students. Only a highly motivated, trained and enthusiastic teacher can engage in the primordial duty of transforming students into fully developed human assets.

OBJECTIVES OF THE STUDY

For institutions of higher education, there should be a comprehensive policy of HRD for all the three human resource constituents – students, faculty, and administrative staff. HRD programmes in higher education ultimately benefit the students. The ultimate goal of all HRD Programmes in higher education should be to make teachers more useful to students. Self-improvement of teachers without any benefit to students will make HRD programmes useful to individuals but not for the system. HRD programmes should have the objective of promoting attitudes and values among teachers, which will make them work with dedication for the betterment of students.

Hence, the objectives of this study are formulated as follows:

Primary objectives

1. To explain the significance of human resources development of students in higher education in Kerala,

2. To identify the existing practices of human resources development of students in higher education in the state,

3. To identify additional means and measures for human resources development of students in higher education.

Secondary objectives

To appeal the teachers' fraternity in higher education for career improvement for the common cause of human capital formation in the higher educational sector.

To suggest the need for effective and inspiring faculty capable of bringing out the best from their wards and thus help them to join the mega event of nation building..

To create a highly responsible and accountable guardians of education for a better morrow

The traditional role of teacher using conventional methods of teaching will undergo a sea change. The teacher will have to update his/her knowledge as well as skills. It is a paradox that acceptance of change creates stability, while resistance to change produces chaos. When teachers cling to the success of the past, they limit their potential to achieve further success in the future. The internet invasion will usher in a change in the role of a teacher from that of 'manager' to 'catalyst' and 'facilitator' [12].

The figure1 shows the changing role of a teacher:

Fig.1.1

Locus of Control

Changing role of a teacher
Teacher centred---→
Student centred -- →
---------------- → Manager Catalyst Mediator Facilitator
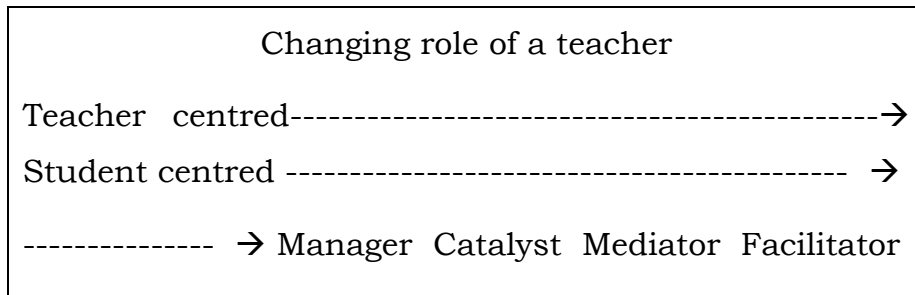
(Indebted to Radha Mohan, 48/C Mangallam Apartments, Sullivans Garden Road, Mylapore, Chennai, 600 004)

The classroom scene thus changes focus from a teacher centred to a student centred one. This shift in the role of teacher will call for:[13]

   a) awareness to change,

   b) acceptance of change and openness to new methods,

   c) willingness to change, and

   d) Self-confidence.

The enthusiastic, intelligent, and well educated teacher inspires and gets his/her students prepared for the new technological era. For this, the teacher has to implement, supplement, and modify his/her knowledge to meet the everyday challenges of young people in a class room.

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SCOPE AND AREA OF THE STUDY

Education itself aims at the development of human resources. When we talk of HRD in higher education, we are talking about the development of those human resources involved in higher education. They include teachers, support staff working in educational institutions, educational administrators at the state and central level, planners and policy makers of education and such. Development of all these categories of people becomes extremely important as the effectiveness of higher education depends upon how well they perform their roles. People at different levels and performing different roles require different competencies to be effective in their roles. These competencies are also changing from time to time as the environment is changing and knowledge base is continuously improving. Such a dynamic and changing environment requires an equally or even faster developing human resources to cope with it.

However, the present study confines its scope in the HRD activities to develop the competencies and the pedagogic skills of teachers in arts and science colleges in Kerala. When the state of Kerala was formed in 1956, there was only one university and about 20 colleges, while today we have seven universities and as many as 349 colleges (39 government colleges + 150 aided private colleges + 160 private un-aided colleges).[14] However, when one looks into the quality side of higher education in Kerala, the situation is not satisfactory. This study aims to throw light up on the erosion of quality of higher education in these arts and science colleges in the State. The universe for the study is the entire Arts, Science, and Commerce colleges in Kerala and whenever required the study pays attention to universities, training colleges and even plus two and school level education too.

HYPOTHESES

It would be a folly to start with the preconceived notion that whatever exists is all wrong. It is highly likely that the existing system, when it came into existence, represented the most logical solutions to the problems facing the organization at the time it was evolved. We are finding fault with it now, only because the context and the mandate have undergone a change. However, it is wiser to look into the scenario critically possible to ferret out the most logical solutions to the problems facing the sector. Watching things from that angle, the following hypotheses were formulated to fulfill the objectives of the study:

H1. It is assumed that there has not been any comprehensive and concerted action towards human resources development of teachers and non-teaching staff in higher education in Kerala, so that, there has not been any constructive human resources development of students in higher education in the state.

H2. There is a positive correlation between the quality of faculty and human resources development of students in higher education.

H3. The current trendy issues confronting higher education in the state of Kerala are many: dwindling finances; lack of autonomy; erosion of accountability of faculty, administrative staff, and management; and deterioration in campus discipline, to mention mainly. There is a positive relationship between these issues and HRD in higher education in the state.

RESEARCH METHODOLOGY

The present study is empirical in nature. Primary data are more relevant than secondary data. Personal visits, interviews, questionnaires, and telephonic enquiries were resorted to retrieve primary data. To collect the primary data, appropriate, accurate,

and unbiased schedules, questionnaires and opinionnaires were prepared and adequately administered on various students, university and college teachers, administrative staff, principals of affiliated colleges, and parents.

The published Annual Reports of universities, the statistics of results published by the higher educational institutions, and the Annual Reports of the Academic Staff Colleges (ASCs) were the sources for secondary data for the study.

Reports of UGC and the NCERT were the other sources of published data. The 'academic calendars' published by colleges and the 'journal of higher education' of UGC, were the other sources of relevant data for the study.

The human resources in arts and science colleges in Kerala is the universe for data and the human resources in colleges affiliated to different universities are the different strata of the universe. Observations and samples were collected from these strata.

Some information were gathered through informal interviews with the resource persons and attending teachers of some refresher courses conducted by the university of Kerala, university of Calicut, and Mahatma Gandhi University, Kottayam. Consistent with the objective of the study, different techniques like simple percentage method and averages have been used for the analysis of the collected data. Simple statistical techniques of ranking scale, trend analysis and chi-square test have also been used to see the significance of relationships and to study the attitudes of teachers, students, and parents on various aspects of the study.

Sampling

To accomplish the objectives of the present study, a sample of 820 students, 980 regular teachers, 135 guest lecturers, 158 members of administrative staff, 19 librarians, 19 principals, and 100 parents were drawn and obtained information from them. For

selecting the sample, simple random sampling method was adopted. Except that of the parents, all other samples are near about 10% of their respective total numbers in the state.

RATIONALE OF THE STUDY

Today, the Indian higher educational system is one of the largest in the world, not only in size, but also in the varieties of courses offered and in the levels of attainment in different sophisticated subjects. Every eighth student enrolled for higher education on the globe is an Indian. The growth of higher education has been exponential and as impressive as in any other field of national activity such as agriculture, industry, banking, and transport.

Indian higher education is riddled with many contradictions. It is both large and small. "In terms of absolute enrolment – around 11 million students – it is the third largest system in the world, but in terms of gross enrolment ratio, it is small – just around 11 percent. By taking the universities and colleges together, there are around 18,000 higher educational institutions in India. This is more than the rest of the world. Yet the number of degree granting institutions is merely 350".[15]

The most literate state in the country is Kerala. Being at the apex of the educational pyramid in the nation, higher education in the State has a key role to play not only for academic pursuit and augmentation of knowledge, but also for national development. The Government spends merely 0.37 percent of the Country's GDP on higher education compared to 1.41 percent in the U.S., 1.07 percent in the U.K., and even China spends 0.5 percent of its GDP on higher education. Only countries such as Japan and Korea, where more than 80 percent of students are in largely un-subsidised private institutions, is government spending at a level similar to India's.[16]

It has been observed by several educationists and academics that though the number of higher educational institutions has increased by leaps and bounds, the qualitative expansion has not been accompanied by quantitative progress, rather the standards have declined enormously. The fate of higher education in Kerala is not different from that of the Country. Kerala has laid high emphasis on quantitative expansion in terms of number of institutions, students and teachers. Deterioration of standards is the main criticism leveled against the system of higher education in the State. The Report on higher education by the 'State High Level Committee on Education and Employment' has identified many reasons for the deterioration of standards. Overcrowding in the institutions of higher education owing to the unrestricted entry has been identified the root cause. 'Private registration and the parallel system' result in an up thrust for conventional higher education and this led to a mushroom growth of make-shift coaching centres named parallel colleges. In all these institutions what we render is nothing else but the very old method of feeding information and nothing concrete for HRD.

The term Human Resources Development (HRD) has gained wide currency in India especially since the early 1980s. The buzz-word in people management in India is HRD. HRD is often equated with 'Training' and in many organizations in India the Training Department is better known as 'HRD Department'. Many people use the terms HRD and HRM synonymously. However, some people have tended to differentiate the two terms. However, HRM is more macro in its approach and is concerned with HR strategies and systems while HRD deals more with the micro issues of human processes leading to the 'Development of Human Resources'.

The term HRD was formally introduced in the 'American Society for Training and Development'. Its scope gradually expanded during the 1970s and 1980s to include, besides training

and development, different other sub-systems like Career Development, Organisational Development(OD) and the like, covering 'Development of not only individuals but also of different other units in the organization'.[17]

In India, HRD as an integrated system comprising of different sub-systems such as Training, Performance Appraisal, Feed back and Counseling, OD and so on, and covering the development of individuals as well as other units in the organization. The concept of an integrated HRD system is based on ideas which is western in origin and which developed in the west before the concept of integrated HRD development in India in the mid 1970s.[18]

The National Policy of Education (NPE), 1986 (Ministry of HRD, Department of Education, Government of India), gives special emphasis to the Human Resource Development in higher education in the nation. While much systematic work is being done in the direction of HRD in the fields of industry and business, educational institutions dealing mostly with human resource, has unfortunately neglected the subject of HRD. Here lies the importance of the present study.

LIMITATIONS OF THE STUDY

The basic objective of the study is to highlight the initiatives of HRD in higher education rendered by arts and science colleges in Kerala. The term 'higher education' has a wide meaning as it embraces all kinds of education at the degree level and above, in different branches and disciplines such as general education, professional education, and technical education. However, the present study is limited to the higher education process in arts and science colleges – government and private aided – in the state. The study covers the undergraduate and post graduate courses run by the affiliated colleges only and the professional and technical education in Kerala do not find a place in it. However, it touches the

school level education and universities and professional-technical educations, wherever it is necessary.

The members in faculty of many colleges, especially under private managements, are afraid to air out their views vividly on many –a-counts and hence their opinions and answers were skewed at least for sometimes. Similarly, more than 70 percent of students are first generation scholars and hence their parents who are not sound in knowledge about higher educational aspects in the state and therefore their responses are not fully scholarly.

The students, who are the real benefactors of higher education, do not have a real grasp of the case due to ignorance and lack of exposure and hence their responses are also affected to a certain extent.

The arts and science colleges coming under various managements in the state differ in style, quality, infrastructure facilities available, the etiquettes maintained and so on. The colleges under Christian managements are leading ahead on the above counts whereas the government colleges and others are below in the ladder. This is another difficulty the researcher encountered in arriving at a common conclusion about the arts and science colleges in the state.

A great handicap is the absence of a sound and reliable database on higher education in the state. The web sites of universities and colleges are not up-to-date. Many web sites are either blank or telling 'not available'. In some cases, the information is available on a payment as a paid service.

In spite of the handicaps and shortcomings cited above, here it is a genuine endeavor to put maximum possible loyalty to the subject under study.

CONCLUSION

Higher education is the fulcrum around which the whole process of national development revolves. However, in the anxiety to provide increased access to higher education in Kerala, there has been a quantitative expansion in terms of number end spread of the institutions in a short span of time, with the concomitant erosion in the quality of education provided. While the 'not-so-good' performance of the teachers may not be the only reason for this dismal picture in the current social milieu, yet it cannot be written off as an insignificant contributor. Therefore, it becomes all the more important to focus on the HRD possibilities in higher education so that the effectiveness of faculty could be exalted and it may enable them to fulfill their avowed promises to the society. And thus, the guardians of our higher education would be enlightened, emancipated, and empowered and they shall lead our communities and the state in their march towards better and higher quality of life. They may reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch-bearers in creating social cohesion, helping national integration and building a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating the nation. Notation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession.

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CHAPTER 2

REVIEW OF LITERATURE

"If your actions inspire your students to dream more, learn more, do more, and become more, you are a teacher."

A researcher must be conversant with what has gone before and materialized in the area of his study and must be aware of its present status. Knowing who said what and learning what was done where and by whom, and understanding that left what, and how and why the investigator must contribute to the topic further is, nothing but, an inevitable exercise in research. The basic objective of this chapter is, hence, to examine the theoretical and empirical literature on HRD in higher education in Kerala.

The premier attempts relating to the current study had been done by various Commissions, Committees and Educational Policies appointed/constituted by the central government and various state governments in India from time to time. These are the genuine and authentic attempts in the area of higher education and all other literature came subsequently have routes in the findings and suggestions given by these commissions and committees.

The researcher has come across some books, Ph.D theses, certain seminar papers and articles in her review, which carry some relevant literature significant for the present study. For a better analytical presentation, this chapter is divided in to five sections: Books; Ph D theses; commissions, committees, and educational policies in India; commissions and committees in Kerala; seminar papers; and articles.

Books

Azad (1978), [1] says that institutions of higher education spend more on consumption rather than investment. The expenditure on salary, wages, stationery, and expenditure on day-to-day affairs are mounting whereas investment in infrastructure,

laboratories and libraries and on research are scanty and seldom happens. Human capital formation must be the aim of higher educational institutions and for achieving it, the institutions must invest in and for human beings, rather than spending on consumption. .

Singh (1985),[2] an Indian critic of higher education criticizes that the major players in higher education are the government, administrators, politicians, teachers, students, parents, and the society in common. But no one is acting in the manner that high quality higher education demands. What is on the stage is nothing but full of struts and frets and nothing significant. A large number of persons have entered the teaching profession without having the qualifications and the essential qualities and it pauses block on the road of human resources formation in higher education.

Mahon, W.C (2000**),** [3]   is of the opinion that there has not been any investment in human resources in higher education and what we witness and experience is all about the theories of expenditure. The casualty in the expenditure-investment dichotomy is quality human resources. We must be bothering about investment in human resources rather than listening to the expenditure part on higher education.

Ph. D Theses

Subramanyam, R.S. (1958), [4] goes eloquent to compare the two great statesmen of India on their views on educational ideas in his doctoral thesis, 'Educational Ideas of Mahatma Gandhi and Rabindranath Tagore'. The two doyens of 'Bharat Mahan' argue differently on the topic of 'educational ideas'. Tagore sees it in a philosophical view, whereas Gandhiji views it in a holistic way. However, both Tagore and Gandhiji reach in conscience in respect of the aim of education. For both, education is not for amassing wealth and personal growth; rather it is a medium through which human beings earn values and ideologies. 'Value Education'

converts a mean birth to a subject of responsibility and decorum which becomes instrumental for nation building. Education without values and moral disciplines is akin to a ship without radar…The basic theory of HRD in education is 'Value Education', the thesis confirms.

Sudhir Kumar. M. A., (1979), [5] in his study titled *"Impact of Education on Social Attitudes of People in Some Backward Villages of Malabar"* states that education is the process by which society through schools, colleges and universities and other institutions, deliberately transmits its cultural heritage – its accumulated knowledge, values, and skills – from one generation to another. Therefore, one of the main aims of modern education is to develop the rational faculties of human beings so that they can have independent thinking and their actions are not governed by any stereotyped norms or principles. In a closer analysis, what Sudhir claims is that the very purpose of education is Human Resources Development through quality education.

Loganathan, L. (1981**),**[6] in his study, *"State and Higher Education: Financing Collegiate Education with Special Reference to Arts and Science Colleges in Tamil Nadu",* establishes that education is to be a free gift to all so that it must be publicly funded. Commercialization of higher education breeds undue interests for it and private hands spread their tentacles on it. The power of private capital in higher education converts it as a tradable commodity and the price of which is determined by market mechanisms. In the quagmire of capitalist power, the quality of higher education is getting deteriorated very much and it challenges the attempts for human resources development through education, says the thesis.

Krishnamurthy, A. (1984)[7] states that Nature and Education are bound by a Siamese bond and hence inseparable and any attempt against it is fatal and brings negative response. The thesis of Krishnamurthy, *"Nature – Education – A philosophical Perspective"*

acknowledges the present day ills of education due to the breakage in the significant and pristine relationship between Nature and Education. Nature in its entirety is the dome of any activity, and it may have an influence on every deed and action taken place nearby. Education, according to the thesis, is the mother of all philosophies so much so that it awakens the human brains and converts them to celebrities. And the Nature is the lap in which it happens..., the thesis goes.

Krishnaraj, R. (1985)[8] conducted a study on *"Organisation Structure, Leadership Behaviour, and Decision Making in Autonomous and Affiliated Colleges in India"*. It is narrated in the thesis that the 'organizational structure of autonomous and affiliated colleges anywhere in India is the same so as to keep the hierarchy. The managerial behaviour and the leadership style are seldom free from the colonial orthodoxy. There is no room for free thought and action for the academics, and the centralized decision making style has paved the way for un-democratic atmosphere in the management of the temples of higher education. It kills the initiative of faculty and the administrative staff in an institution of higher education, and it mars human development in our educational institutions'.

Jayanthu, B. (1993)[9] illustrates the significant relationship between HRD prgogrammes and productivity of an undertaking. *"H.R.D. and Productivity – A Study in Hindustan Photo Films"*, the doctoral thesis of Jayanthu stands fast by the thought and belief. There is a significant relationship between HRD and Productivity in any organization. Since HRD is the processes related to the living factor of production which regulates and controls all other factors of production, the role of HRD is central in character in any organizational set up, not only for further growth of it, but for even survival. The Hindustan Photo Films introduced HRD practices modestly in 1982, more than a decade back now, is a leader in the

industry at present, the thesis highlights. The training, promotion, welfare measures, workers participation, consultation, grievances redressal and feed back are the main tools used in the organization under the canopy of HRD of Photo Films, adds Jayanthu..

Prathima, S.D. (1994)[10] strongly believes that 'Workers Participation in Management (WPM)' is an integral part of HR theories and practices in any organization for a smooth conduct. The thesis, *"A Study on Workers Participation in Management"*, emphasizes the role of the technique in corporate and institutional governance suggests to accept it as a technique to inculcate the sense of belongingness among workers and employees in an organization. It is a strong measure of HRD. The concept of WPM is the rich legacy of democratic socialism, opines the thesis.

Sivakumar, S. (1994)[11] elucidates the success story of Neyveli Lignite Corporation through his work, *"H.R.D., A Study in Neyveli Lignite Corporation Ltd, Neyveli"* The Neyveli Lignite is a very successful public sector undertaking in the country, being adopted as a benchmark by many other public as well as private sector undertakings. The growth story started since it accepted the HR practices in the Company in 1986 which assumed more power and technical lead in 1990's. The HR practices starts from recruitment onwards and orientation and training programmes are regular in the undertaking. No major issues on the work floors or outside since the introduction of the new HR practices, instead accountability has gone up among the employees and workers, the thesis says.

Santhosh Kumar. G.R., (1995)[12] in his Ph.D thesis entitled *"A Comparative Study of Teacher education at Secondary Level in South Indian States"* states that the curriculum occupies a pre-dominant place in education. Curriculum consists of the programmes of activities designed so that students will attain so far as possible, educational ends or objectives. Curriculum is the mould to shape

younger generation and hence the revision and updating curriculum so as to assure and promise Human Resources Development is an integral part of a system of 'Quality Education'.

Sushama, R. (1995)[13] in her Ph.D thesis, *"Role of Academic Bodies With Special Reference to the Academic Programmes in the universities in Kerala",* observes that the structure of higher education in Kerala is not different from that of the country as a whole. This state too has laid down high emphasis on quantitative expansion in terms of number of institutions, students and teachers. Deterioration of standards is the main criticism leveled against the system of higher education in Kerala also. With the granting of the facility for private registration for university admission for those students who were unable to get admission to regular courses, the number of students opting for conventional higher education increased greatly. This led to a mushroom growth of coaching institutions called 'Parallel Colleges' and the advent of such parallel institutions marred the quality of higher education.

According to Sushama, the main evils that afflict our higher education and dismantle the quality are 'the poor quality of teaching, indiscipline, and poor motivation among teachers, appointment of teachers in colleges on the basis of donations, instead of merit, politically oriented trade unionism among teachers, qualitatively poor examinations and evaluation systems, meager infrastructural facilities in universities and colleges, political interference in the autonomy of higher educational institutions, political free-play in the appointment of Vice-Chancellors and other top functionaries, of the universities, poor leadership at the higher levels of administration both in the universities and colleges, and above all the indifference on the part of parents, society, and the government'.

"Education has been given the epithet of 'industry', because it produces the manpower of different skills and efficiency for the

production process of the country. Whereas, the products of the other industries are valued for their usefulness in the production or final consumption, the product of education is valued for its productivity in the production process. It is the quality of the output of educational institutions particularly that of higher educational institutions, determines the quality of other components..."

Bhaskara Sethupathy, R. (1998)[14] is of the view that HRD is the panacea for all evils in business organizations and educational institutions anywhere. In his doctoral thesis titled *"HRD – A Study of the role of the Department of Education, Government of India"* Sethupathy says that HRD is the buzz word in industry and commerce across the world, and leading public and private sector industries in India follow the suit of L&T which introduced HRD first in the corporate sector in the country. The growth in our industrial sector is an eye opener to the planners and executers in our educational sector. Educational institutions are industries in service sector and introduction of HRD programmes and OD measures in the sector would work wonders, Sethupathy opines.

Govindasamy, G. (1999)[15] argues against constituting or appointing commissions and committees without proper execution of the suggestions and recommendations of them for the benefit of educational sector. *"The Historical Development of Education Commissions since 1952"*, the doctoral thesis of Govindasamy, reveals that a galaxy of Commissions and Committees were appointed at the central as well as at the states levels in India. India may be the country having appointed so many commissions in its educational sector in the world. The thesis clamours that the respective authorities have not implemented the recommendations and suggestions given by these commissions, hence the problems in the sector of education in the country. The government has not implemented so far the great suggestions of allotting 'Six per cent of

GDP for education' or constituting an 'All India Commission for Education', recommended by Kothari Commission. These suggestions are aimed at the total revolutionary changes educational sector in the country, the thesis narrates.

Manorama, P.G. (1999)[16] in her thesis for doctoral degree "*A Study of the Effectiveness of In-service Education given to Teachers in Chennai City",* highlights that for quality education – primary, secondary and tertiary levels – a continuous in-service study is the basic requirement. Education is the only sector where graduates and post graduates join as teachers without training before or after their joining service. Hence, there is neither quality improvement in teaching nor any scope for proper HRD programmes.

Balu, V. (2000)[17] in his research topic for Ph.D, "*HRD Practices – A Case Study of Chennai Port Trust*", identifies the importance of HR practices and training and says that the Chennai port trust introduced HR training long back and has been introduced Organizational Development (OD) programmes since early 1980 onwards. It is the second port trust in India, first being the port trust of Mumbai, to introduce OD measures and HR training on a sound platform. The training programmes have the aim of instilling accountability along with the personal development of the workers in the port trust.

Sankar, Bhagyalakshmi (2000)[18] invites the attention of all when she lime lights the importance of HRD through her thesis, "*H.R.M. in the Apollo Hospital Administration".* A hospital is a service industry where the invaluable medical services are given to patient-citizens. Healthy and educated human beings are the real productive human resources of any country. The department of health and the department of education are the two vital sectors in an economy where both the input and the out put are human beings. And hence, it is held that the HRD progammes in scanty dozes in these two sectors may affect the human capital formation

of the nation. The author recommends that both the sectors may view HRD processes giving due importance and get them introduced urgently. Any deviation from it may result in lower economic growth and slow down which invite insurmountable economic evils, says the thesis.

Vijayan Pillai. P., (2002),[19] in his Ph.D thesis titled "*Effectiveness of Learner Oriented Participatory Approach in Continuing education Programme",* quotes the Greek Philosopher 'Aristotle', replying for the query 'how the educated men were superior to the uneducated' as "As much as the livings are to the dead". Education is universally recognized to be an investment in human resources. As an apex system responsible for supplying the manpower requirements of the society, besides overseeing the programmes of the entire educational system, higher education should be re-oriented to enable it to play a pro-active role in transforming the working population who, in turn can assure sustainable improvements in productivity in every socio-economic sector. It is imperative, therefore, to effect changes in planning and management, funding, teaching and learning process, research and consultancy services that fall under the domain of higher education.

Viswanathan, C.N. (2007)[20] narrates the 'Quality' aspects of higher education in the state of Kerala in his doctoral thesis entitled "*Total Quality Management in Higher Education in Kerala".* According to Viswanathan, the higher education in the state has grown quantity-wise but deteriorated quality-wise. The quality of higher education, to a major extent, depends up on the quality of teachers. There is no shortcut to improve the quality of teachers but we can attain it through HRD practices in educational institutions, suggests the thesis. The HRD Practices, according to the thesis, are 'Quality Recruitment of teachers, proper Orientation/Refresher courses, FIP Programmes, Sabbatical Leaves for teachers, Awards

and Prizes for quality teachers, Performance Appraisal, Pay and Perks in UGC scales and so on.

The Commissions, Committees, and Educational Policies in India

The Union Government of India has appointed various commissions and committees from time to time to look into the ailments of higher education in the country and to suggest remedial measures. All reports have highlighted various problems, particularly the rapid deteriorating standards of education including higher education and the continuing wide inequality of access to higher education. The reports submitted by the various commissions and committees contain very significant and relevant facts and figures which are very suitable for the present study. Following is a glimpse of such commissions and committees in their chronological order with their suggestions and findings which are relevant for the present study.

The University Education Commission (1948-49),[21] popularly known as 'The Radhakrishnan Commission' on University Education, appointed by the government of India on November 4, 1948 to report on Indian University Education and to suggest improvements and extensions that may be desirable to suit present and future requirements of the country observed that "the academic problems have assumed new shapes. We have now a wider conception of duties and responsibilities of universities. They have to provide leadership in politics and administration, the professions, industry and commerce. They have to meet the increasing demand for every type of higher education – literary, scientific, technical and professional. They must enable the country to attain in as short a time as possible, freedom from want, disease and ignorance by the application and development of scientific and technical knowledge. It is for the universities to create knowledge and train minds who would bring together the two – material resources and human

energies". In core and pith, the commission aims at the inevitable aspect of 'Human Resources Development'.

Committee on Model Act for Universities (1961).[22] The Committee was appointed by the ministry of education, government of India, in December 1961 to make an evaluation of the organizational structure of the universities in India and to prepare a model Act for universities in India. The chairman of the committee was D.S. Kothari. The recommendations of the Committee were submitted to the government in 1962 which includes the following aspects which are relevant for the present study:

- Autonomy is inevitable for higher educational institutions for rendering quality education.

- Along with autonomy, a high order of democratic administration is a pre-requisite for higher education.

- The academic councils of universities must have the authority to design the courses and curriculum and no external interference is welcome.

- The autonomous institutions have the power of appointing teachers and administrative staff. All these appointments are to be on merit and any other considerations are uninvited.

Thus the committee strictly argues for autonomy for higher educational institutions, and stands for appointment strictly on merit in the temples of higher education. Autonomy and the appointment policy of merit are the two basic conditions for better human capital formation in higher education.

The Education Commission (1964-66)[23] popularly known as 'Kothari Commission', was appointed by the Government of India by a resolution, dated July 14, 1964 "to advice government on the national development of education and on the general principles and policies for the development of education at all stages and in all aspects". Legal and medical education was excluded from the

purview of the Commission but it was authorized to look into "such aspects of these problems as are necessary for its comprehensive enquiries". The 17-member Commission, which submitted its report on June 29, 1966, was headed by Dr. D.S. Kothari, Chairman of the U.G.C. and included eminent educationists from India as well as abroad with Sri J.P. Naik as its Member-Secretary.

The report is divided into four main sections. Section one deals with 'general problems'; section two deals with 'education at different stages and in different sectors'; section three deals with 'implementation of the various recommendations and programmes' suggested by the Commission, and section four consists of 'supplementary papers'. Main body of the report included the first three sections consisting of 19 Chapters. The programmes of educational recommendation proposed in this report fall in to three broad categories:

1. Internal transformation of the educational system so as to relate to the life, needs, and aspirations of the nation;

2. Qualitative improvement of education so that the standards achieved are adequate, keep continually rising and, at least in a few sectors become internationally comparable; and

3. Expansion of educational facilities broadly based on work force needs and with an accent on equalization of educational opportunities.

Kothari Commission observed that "the situation in higher education is unsatisfactory and even alarming in some ways, the average standards have been falling and the rapid expansion has resulted in lowering quality. The content and quality are inadequate to our present needs and future requirements. Even those who are broadly aware of the situation fail to notice its poignancy…"

In the opinion of the Commission, education has very extensive role to play in changing men and society. Towards this

objective it has to be entirely reformed and related to life, needs and aspirations of society so that it may serve as a powerful tool of social, economic, and cultural transformation. Education has to be developed so that it may be linked to productivity, achieves social and national integration, accelerate the process of modernization of the social and economic systems and may infuse higher moral and spiritual values. For linking education to productivity, study of science has to be made an integral part of education at school and university level and at the secondary level, it needs vocationalisation. The Commission is in favour of promoting national consciousness as an important objective of education through the promotion of understanding and re-evaluation of our cultural heritage and a hope for the future. Modernisation in all walks of life is the main objective the education as enunciated by the Commission. Education is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a finished product, but with the awakening of curiosity, the development of proper interests, attitudes, and values and the building up of essential skills such as independent study and capacity to think and judge for oneself. Emphasising the development of fundamental, social, moral, and spiritual values, the Commission has recommended moral and spiritual education in all kinds of educational institutions. It is also necessary in the opinion of the Commission that for a multi-religious democratic State to promote a tolerant study of all religions so that its citizens can understand each other better and live amicably together. In fine, the opinion of the Commission sounds for a strong bed-rock for HRD in higher education.

Educational Policies in India : The Education Commission (Kothari Commission) provided an opportunity before the country to declare a comprehensive 'National Policy on Education'. The Government of India issued the Resolution on National Policy on

Education (NPE) in 1968. Since then the Resolution has become the basis of educational restructuring and reconstruction in India.

The National Policy on Education (NPE), (1968)[24] The National Policy on Education, 1968, marked a significant step in the history of education in post independent India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system and to improve its quality at all stages. The most notable development has been the acceptance of a common structure of education throughout the country for a comprehensive plan for human resources development. "The development of human resources, the impact of which is intense and pervasive on all sectors of growth, is closely associated with the system of providing education and training in skills of highest order", states the Education Policy.

The Committee on Governance of Universities (1969) [25]

The UGC appointed a committee under the chairmanship of Gajendragadkar, P.B., in June 1969, to report on the governance and quality administration of universities in India. The committee submitted its report to the UGC in 1971. The focal point of the report, which is relevant for the present study, is the structure of universities and the functions and powers of the statutory bodies in them. The report highlights the role of academic councils of universities and underlines the need for empowering them for ensuring quality in higher education. A triangular power of academics, administrators, and students would ensure quality in higher education and it is the permanent solution for real human capital formation through higher education.... The post graduate education, according to the committee, should be conducted in university departments, and if it is allowed in colleges, it must be planned meticulously. All together the report stands for quality

higher education for human resources development in higher education.

The Policy Perspective (1985).[26]   The Ministry of Human Resource Development (MHRD), government of India, could leave an imprint in the history of education in post independent India by presenting an epoch making proposal to the government, which turned to be the corner stone for a comprehensive National Policy of Education. The glaring document prepared by MHRD is entitled "Challenges of Education: A Policy Perspective, 1985". It was an attempt of over viewing and a very critical appraisal of the national system of education in the country. The document was an eye opener to the government and thus happened to be the base for the famous 'National Policy of Education (NPE), 1986'.

The National Policy on Education (NPE), 1986[27]   Realising the fact that the country has reached a stage in its economic and technical development and to ensure that the fruits of changes reach all sections and the education sector is the highway to attain that goal, the Government of India formulated and published a New Education Policy in 1986. As a nation-wide effort in human resources development, with education playing its multifaceted role, the policy contains the following among other various attempts:

- Universalisation of elementary education

- Adult and continuing education

- Establishment of model schools and centres of excellence

- Social relevant and radical transformation of curricula

- Vocationalisation of higher education

- Development of technical education and its social relevance

- Privatisation of education

- Value oriented education

- Teachers' education

- National integration and education

- Language policy in education, and

- An integrated strategy of education.

The Policy has stated that higher education "contributes to national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival". Therefore, the search for solutions for bringing about desirable improvements in economic and social environment has also been a continuing process of the planning system in which the role of education and human resources development is duly emphasized.

Programe of Action (PoA) on the National Policy of Education, 1986.[28]

- For implementing the provisions contained in National Policy of Education, 1986, the MHRD prepared a Programme of Action (PoA) in 1986. The PoA contains very significant steps for HRD in higher education in India. It stands for autonomy for higher education and argues against affiliation of educational institutions under universities. Affiliation is the stumbling block in the pursuit of higher educational institutions and hence it must go. Instead, the PoA recommended for almost 500 autonomous colleges across the country to be established during the seventh five year plan in India. A "National Apex Body" for higher education was recommended by the document, and also suggested Higher Education Councils for various states in the country.

The Gnanam Committee on "Towards New Educational Management (1987-90)"[29] appointed by the UGC, New Delhi, in its report put forward a scheme of 'four decades of development (review)'.The thrust area is 'quality enhancement' for HRD in higher education. It suggests autonomy for free and unbiased planning

and execution for higher educational institutions. It puts a ban on the present affiliation system which is qualified by the Committee as the poor legacy of the British hegemony.

The Rastogi Committee (1997).[30]

The UGC, in consultation with the MHRD, appointed a high power committee in 1997. The committee was constituted with a panel of 10 experts in the fields of education and administration. The main purpose of constituting the committee was "to get recommendations and suggestions to the need for improving the quality of education; the necessity of attracting and retaining talented persons in the teaching profession; and advancement of opportunities to the persons who are opting teaching profession". It was prescribed that the recommendations were to be in harmony with the recommendations of the Fifth Central Pay Commission.

The report submitted by the committee highlights the significance of higher education and qualifies the academic profession as the mother of all other professions. It emphasizes the personal etiquette and the high decorum that the guardians of higher education have to maintain. According to the report, the minimum qualification to become a teacher in higher education is a post graduate degree with not less that 55 per cent of marks and the National Eligibility Test (NET) passed. For further promotions and to get the post of reader and professor, the qualification of Doctorate is a must, the report says.

The recommendations were highly appreciated by the teaching community as they were conducive for motivating them. A motivated teachers' fraternity is the basic minimum condition for Human Resources Development and Human Capital Formation in a nation.

The Commissions and Committees on Higher Education in Kerala

The government of Kerala, the universities in the state, and certain organizations rendering service in education in the state have constituted various commissions and committees on higher education. The recommendations and suggestions of such commissions were very helpful for the present study. The following is a glimpse of such studies in the chronological order:

The Padmakumar Commission (1970)[31]

The state government of Kerala appointed a Commission of Enquiry in 1970 to study the feasibility of introducing the "direct payment system" in the state. The Commission in its report suggested that the salary for teaching and non-teaching staff in private aided and affiliated colleges in the state must be met by the state government and must protect the service conditions of them.

The government of Kerala has enacted the recommendations of the commission and introduced direct payment from government exchequer to college teachers appointed by managers in private sector. It was a quantum leap in the pursuit of HRD in higher education in the state. The well qualified teachers could be attracted by the higher educational sector in the state and a tremendous change has been registered since the execution of the suggestions in 1972 onwards.

The Samuel Mathai Commission (1980).[32]

A commission was appointed by the Kerala Educational Research Centre, Thiruvananthapuram, in 1980, to conduct a study about the functioning of Christian colleges in Kerala. The chairman of the commissions was Professor Samuel Mathai, a renowned academic in the state. The commission submitted its report in 1982 which reads the weaknesses and shortcomings of

arts and science colleges in Kerala, particularly that of government colleges. Even though the commission was appointed for a study about the Christian colleges, the commission could penetrate the entire higher educational scene in the state and hence the report contains the details of a thorough study about the total higher educational scenario of the state.

In its reports, the commission pointed out some relevant points helpful for the current study, Viz.,

- Heavy enrolment in colleges causes indiscipline and managerial problems

- Under-utilisation of laboratories and library facilities by teachers and students causes deterioration of academic standards

- Due to lack of participative management in educational institutions, there exist a rivalry between teachers and management which affects the quality of education

- Indiscipline and violence in campuses spoil the broth of higher education in the state.

    According to the commission, Christian colleges in the state are performing fairly well compared to their counterparts under various other managements in the state including the government.

The report reveals the correct picture of the higher educational scenario in the state and elucidates the causes of degradation of quality in higher education so that there is no real human capital formation in the state through higher education.

The High Level Committees, (1982).[33]

The state government of Kerala appointed five high level committees in 1982. It was a thorough attempt to collect facts and figures for the Planning Board of Kerala. The committees were on

various subjects and for different layers of education in the state ranging from primary level to professional education. The reports of the five committees submitted to the state planning board were the crucial data for a comprehensive planning for economic development of the state. The report submitted by the committee on higher education in the state observes the poor role of affiliated colleges in the state which affects quality and the subsequent low human capital formation in their portals. The main observations of the committee relevant for the present study were:

* Admission of students and appointment of teachers by private managements in the state are done not on merit. For admission of students, they get capitation fee, whereas for the appointment of teachers they accept donations. Both these practices do dilute quality of higher education and result in poor human resources development.

* The too many colleges, acquired and started functioning by private managements in competition, lack infrastructural facilities badly and they are remained as academic slums of poor quality.

* The free play of power politics in campuses and the resultant strikes and damages create chaos in higher educational institutions. And the Director of Collegiate Education in the state fails to control the situation.

Altogether, there is a poor show and a low level of human resources development through higher education in the state.

The Commission for University of Kerala – 1984.[34]

The government of Kerala appointed a commission, popularly called The Adiseshiah Commission, under the chairmanship of Malcolm S. Adiseshiah, in 1984, to study about the requirements of sub-section (1) of section 71 of the Kerala University Act, 1974, which provides that "the government may at any time and shall at the expiration of 10 years from the commencement of the Act and

thereafter at the expiration of every 10 years, constitute a commission to enquire in to the working of the university", and to enquire in to and report on "Working of the university", and "the financial position of the university, including the financial positions of the colleges and departments".

The recommendations in the reports of the commission which are relevant for this study are listed below:

- The Reservation System in appointment of teachers and non-teaching staff in affiliated colleges in Kerala is one of the reasons for quality deterioration in higher education in the state.

- Educational institutions in the state lack autonomy and due to the excessive political interference, these institutions are turned to the level of government departments, and hence they fail to do justice to the young generations in the state.

- Government monitoring is good for higher educational institutions, but the higher educational institutions must get autonomy and sound infrastructural facilities essential for rendering quality higher education. Government monitoring and control shall never affect autonomy.

- Rotation for headship of departments in universities and colleges for three years shall provide chance for all the dedicated professors and teachers to get role in the management of the institution.

- For better co-ordination and control and for ensuring quality, the universities can set up 'Board of Studies' for each discipline, which can add impetus for strict human capital formation in varieties subjects.

In fine, the recommendations were for a total quality improvement and HRD in university education in the state.

The Commission for University of Calicut (1984)[35]

A high level commission was appointed by the state government of Kerala - The commission for University of Calicut, in 1984, with the main aim to study the working of the University of Calicut under the provision of the Calicut University Act, 1975. The commission filed its report in 1985 and it contains, among other things, some variables which are helpful for the present thesis, as highlighted below:

- The recommendations were mainly focused on the quality improvement in university education and were akin to that of the recommendations of the commission on the University of Kerala cited on the previous pages. The report highlights the negative effects of power politics in campuses in the state and gives a warning against it for the best interest human resources development on a peaceful platform.

- The report fingers against the political influence among teachers and non-teaching staff also and suggests that the election to the governing bodies of universities must be replaced by nomination and rotation on the basis of seniority and merit so that there will be democratic participation in governance of universities.

- For a better quality control of higher education, the commission recommended for semester system, internal assessments, and the system of cumulative records for Post Graduate courses in colleges and universities.

- The commission has recommended for a "Centre for Research on Higher Education" in Kerala.

The Committee for Autonomous Colleges (1984).[36]

. As a turning point in the history of higher education in the state, the first step towards thinking about autonomy in higher education was the appointment of an expert committee under the

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chairmanship of Gopalan, K., the then Vice Chancellor of Cochin University of Science and Technology (CUSAT), by the government of Kerala, in 1984, to study the various aspects of the proposal to have autonomous colleges in the state. The respondents of the survey conducted by the committee were the stake-holders of higher education – teachers, students, parents, managements, and the society.

The committee filed its report in April, 1985. The main recommendation of the committee was that the government may grant autonomy to colleges and university departments subject to certain conditions, viz..,:

- Proper control from government for checking misuse of power by private managements.

- No autonomous college shall enjoy any special privilege.

- Preventing the interference of political factions and religious communities.

The committee believes that the teachers and the non-teaching staff would become more responsible and accountable on getting autonomy. The autonomous institutions may grow as the centres of excellence promising quality higher education and assisting human capital formation.

To add to all the commissions and committees and to their recommendations and suggestions, there are two studies conducted by two eminent personalities – Gangadharan Nair R., and Pylee, M.V.- which need special mention, here.

- Gangadharan Nair R.,(1989).[37] a renowned educationist in Kerala, Gangadharan Nair R. conducted a study on Higher Educational Institutions in Kerala, in 1989. The objectives of the study, in its gamut and significance, may be qualified as a SWOT Analysis of higher education in Kerala. The study focused

on the cultural, social, and economic environments of higher education in the state.

The findings of the study, in toto, are very relevant and significant for the present study. The researcher has put up a 'Functional Model' for better management of higher educational institutions in the state. This model is based on four pillars management principles, viz., 'Planning, Delegation, Participative management, and Management Information System'(MIS).

Higher education is a social need; and there must be a 'Social Demand Approach' towards it – says the report. Proper planning with effective delegation and consultation, utilization of financial resources by institutions in time and in the manner prescribed, training and opportunities for career improvement for teachers and non-teaching staff, better pay scales in higher education, and sound and steady inter-personal relationship between teachers and students are the crucial areas that the higher education sector must focus on so as to ensure quality of higher education and for human capital formation in higher education – the report emphasizes.

Pylee, M.V.(1989), [38] the former V.C. of the Cochin University of Science and Technology, Cochin, in his Paper on "Governance of Universities", 1994, has stated the real crisis of higher education in the country which is very similar to the state as well. "Higher educational institutions are to be the 'centres of excellence'. Instead they are becoming the centres of mediocrity, partisan politics, and conflicts"- the researcher opines. For the re-organisation of the present system of governance and to reform and re-vitalise the universities, the learned academic give a series of suggestions. The relevant parts for the current study are mentioned as:

Setting up a "National Education Commission"(NEC) by the union government would help the country to have quality higher educational sector. This Commission should prepare a panel of well

qualified persons, from far and wide of the country, fit for the prestigious posts of V.Cs.

The learned academic the Senate (court) is unnecessary and should be abolished. What all powers have been exercised by the senate can be given to the syndicate. And the syndicate should be a compact, homogeneous body with representatives from different segments of the university, the government and the public. No room shall be provided in the syndicate for politicians, and hence no elected member or political representatives in the apex body.

Deans, professors, and principals of colleges should be chosen for syndicate by rotation. Outside experts from professional bodies, research institutions, industries, and students representatives should be included.

Abolition of the affiliating system and the introduction of the system of autonomous colleges are long pending steps for execution.

In spite of various Commissions, Committees, and Panels appointed by the central and state governments from time to time, Indian education is still at the cross roads. Education has failed to evolve a national pattern so far. It has been said that the Commissions' recommendations are overambitious. We can indeed remark that it has been a mass approach by the commissions. In fact, everything good and idealistic has been sought to be desired and done. Our experience of the various reports in the past shows that mere idealistic platitudes are of no much significance, unless what is contained in them is actually implemented. It is easy to make suggestions but what counts is the real implementation of all those suggestions or else they remain mere pious hopes. This has been the fate of the Sachar Commission, Hartog Committee Report, Radhakrishnan Commission, Mudaliar Commission Reports, and the Kothari Commission Reports, in which many realistic and innumerable idealistic suggestions were made.

One of the greatest contributions of all these reports have been their realistic approach to link education to the national needs of an accelerated economic growth and a rapid social and cultural transformation. The Commissions have rightly emphasized education being the means for 'development of human resources' and as an instrument of change necessary to bring about required economic growth. There is no doubt about the fact that unless masses of human beings are imparted useful education, the immense human resources needed for developing the country would remain underdeveloped. Hence this change in emphasis in the object of education as means for the development of the innate faculties of the individual to the development of the national economy and increase the productivity and production is really praiseworthy and the most appropriate in the context of our national efforts of achieving planned economic growth.

Seminar Papers

- Ajay Kr. Singh and Vanadana Sharma (2008),[39] in their discussion paper "University – Industry Interface in India" presented at the *National Seminar on Industry-Industry Interface* in New Delhi, examines the role of higher education in economic development of a country. Education is seen as a primary driver for economic development in the knowledge society. Knowledge is the biggest growth promoter, more so in a rapidly changing global economy where the 'quality human resources' determines a country's power and competence in the global market. The paper advocates for a tie-up and linkage between industry and education through out the nation and quoting the examples of Germany, the pioneer in the field, and the USA. Industry-academia research linkage and sharing of knowledge and know-how will assure a proper human resources development in higher education in India, the paper suggests.

- Tulasi Rao G (2008), [40] in his discussion paper titled "University Industry Interface _ With Reference to Commerce Education", presented at the *National Seminar on Industry- University Interface* in New Delhi suggests that an effective academia-industry relationship shall build organic relationships between the two, thereby, contributing much towards human resources development of students in educational institutions. The paper points out certain modes of interface between institutions and business corporations, Viz., guest lectures by corporate executives, training and internship of students at industrial houses, industrial executives in Board of Studies (BoS), industry inputs in curricular design, case writing, and management development programmes. The paper also recommends for a regular interaction between Vice-Chancellors of universities and industrial leaders from Confederation of Indian Industry (CII), Associate Chamber of Commerce (ASSOCHAM), National Association of Software and Services Companies (NASSCOM), and Federation of Indian Chamber of Commerce and Industry (FICCI).

- Paul Murugan M and Raju G (2008) [41] presented a seminar paper titled "Development of India Wants University-Industry Interface" at the *National Seminar on Industry- University Interface* in New Delhi, explains that it is the time for university-industry research collaborations which will definitely result in long term economic development through proper human capital formation. The authors conclude that initiatives from both the sides are required so as to achieve the aspirations of high growth, wealth creation and improvement in quality of life. All these indicate nothing but the possibilities for HRD in higher education through academia-industry interface.

- Nagori V.R., and Ghumare S.A (2008) [42] vividly narrate in their paper "Vision Ahead Towards University and Industry" that in

an increasingly knowledge driven economy, the opportunities and threats can be exploited and neutralised only with the weapon of technological capability. The paper presented at *the National Seminar on Industry – University Interface,* New Delhi, demands a partnership between the industry, as the commercial user of this capability and the academia, as the creator of this capability…Ultimately, academia and industry can all make progress only through following the standard advice of *Taitrya Upanishad*: "Let us come together, let us enjoy together, let our intellectual strengths come together, let there be brightness of knowledge, let there be no poison of misunderstanding".

- Mishra R.C. and Panda A.K. (2008), [43] are of the opinion that industry needs university for innovation, while university needs industry for finance. Their paper "Industry-University Interface", presented at the *National Seminar on Industry – University Interface,* New Delhi, reads further that 'collaboration between the two not only benefits both the groups but also fosters over-all economic development through proper human resources development.

- Satpal Wadhwa (2008), [44] opines that the inter-face or tie –up between university and industry will ensure that universities produce what is required of them in industries and industries cater to the needs or demands of universities. In his discussion paper entitled "University-Industry Interface: The Managerial Perspective", submitted at the *National Seminar on Industry – University Interface,* New Delhi, the author says that the benefits of research knowledge can be passed over to industry by university and reciprocal the industry can provide to the universities the necessary funding and practical knowledge which is one of the essential ingredients for survival in the open market.

Articles

- Ishawara, P. and Laxmana, P. (2008), [45] in their article "Job satisfaction at Higher Education. A Case Study of Karnatakka State" elucidate that higher education is a major instrument for change that support the sustainable development of any nation. It has the significant task of preparing leaders for different walks of life – social, political, cultural, scientific, technological and so on. The noblest profession, according the authors, is that of teachers. The quality of education depends on the quality of teachers and attitude of teachers towards teaching profession. Competent, committed, and satisfied teachers are the greatest assets for any educational institution. People who are dissatisfied and disgruntled cannot contribute. So, the job satisfaction of teachers is the corner stone for quality education and then only there will be human resources development, the article goes.

- Udailal Paliwal (2008),[46] in his article "Educated Youth and Unemployment in Ethiopia" discusses the educated youth and unemployment scenario in Ethiopia. Educated youth is regarded as greater potential to support the society. They can also be viewed as the precious resources as well as investment from parental, societal, and educational systems. Unemployment of educated youth is a matter of concern for social scientists, economists, and governments all over the world…Through quality education and proper input for all round development of youths at educational levels can fight against the terror to a certain extent…. the author says.

Conclusion

- The forgoing review of relevant literatures shows that there has not been any single study on the topic of human resources development in higher education in Kerala. The available literature from the review gives some descriptions and

suggestions and some facts and figures suitable for a lead in the present work. The premier studies related to the present topic had been done by the prominent commissions and committees appointed on higher education in the country and the state. The learned and eminent chairmen and members of such commissions and committees are very much known for their contributions and the total population of the country is indebted to them for their immaculate and cute works. As *Taitrya Upanishad* goes: "Let us come together, let us enjoy together, let our intellectual strengths come together, let there be brightness of knowledge, let there be no poison of misunderstanding" (indebted to Nagori V.R, and Ghumare S.A).

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CHAPTER 3

HUMAN RESOURCES DEVELOPMENT
IN HIGHER EDUCATION

"The aim of education is not the acquisition of information, although important, or acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens."

The previous chapter contains a glimpse of various studies and literary contributions related to the present study from different angles that could be collected by the researcher. The available information from the review turns instrumental for a more methodical approach to the present topic even though it touches only periphery of the topic. The present chapter focuses on human resources development in higher education in a general way. It contains the definitions of the terms 'Higher Education', 'Human Resource', 'HRD', and 'HRM'. It explains the importance of higher education and the relevance of 'human capital formation' (otherwise called HRD) in higher education. It also measures various parametrs of HRD in higher education

Management experts, while talking about managing business or industrial organizations frequently use the terms, Human Resource Development (HRD) or Human Resource Management (HRM). Since the 1980s, these terms have become very popular among the management experts. The human resource is now recognized and utilized as the most valuable of all organizational assets. The shift of emphasis from technological or material resource to the human resources is evident in all production-oriented organizations. This new approach to people working in organizations is now reflected in the policies of the industrial and business organizations towards their employees. Because of the

new approach, the term employees or personnel is considered outdated and they are called human resources. The new approach is reflected not only in the nomenclature used for the employees but also in all the policies related to them. The emphasis now is to get the best out of the people with a human approach.

With the shift in emphasis from material management to human resources management, in all industrial, business, and other production-oriented organizations, much importance is now given to HRD. Manpower planning, proper selection of personnel, training, updating their skills periodically, motivating, appraising their performance, and caring for their welfare are all considered as important aspects of HRD. While much importance is given and systematic work is being done in the direction of HRD in the fields of industry and business, educational institutions dealing mostly with human resources, has unfortunately, neglected the subject of HRD.

The HRD has emerged as a very promising discipline since the eighties. If the human resource is properly developed in the right direction, it will find its own ways of utilisation of its more mature capabilities. It is the human beings who make things happen in favorable circumstances. HRD is the process of enabling the people. New development in the fields of organizational behaviour, psychology and para-psychology, the comparative studies on human skills in organisational situation, efforts for continuous improvement, quality consciousness, creativity management, behaviour-oriented and team-based performance appraisal techniques, advancements in information technology, emerging importance of co-operative values and styles and developments about brain and mind under apexed psychology, all have a significant bearing upon the discipline of HRD.

The volatile market situations and the hectic movements are creating more and more uncertainties for the corporate enterprises

and institutions. In response to these, plethora of inventions is being attempted by the management consultants, practitioners and even academics. All these developments have paved the way for re-thinking and re-definition of resource mobilisation and resource utilisation. With standardised techniques and equipments, only resource used to acquire competitive advantage is Human Resource. Creation of human assets for the attainment of organisational goal is the challenge of 21st century. The results of the adoption of HRM and transformation of employees into human assets through organisational interventions revealed tangible results. Hence, '1980's can be called as a decade of HRD and 1990's are likely to be called as the decade of new technology in the field of HRD'.

Human Resource Development

The Oxford Dictionary of Human Resources Management defines: "Human Resources Development (HRD) is the process of encouraging employees to acquire new skills and knowledge through various training programmes, courses, and learning packages. For the organization, the aim is to build competency amongst its employees, which will contribute to achieving the overall business objectives. For the individual, development provides opportunities that might be beneficial in four ways: one, it makes the employee more valuable to the organization and thereby improves job security; two, it enhances career opportunities within the organization; three, it increases an individual's employability outside the organization because of his or her broader skill / competency base; and four, if it broadens the scope and responsibility of work, it can raise the intrinsic reward employees derive from their jobs".

Human Resources (HR) are employees, personnel, or the workforce of an organization. The term has become increasingly fashionable in recent years and expresses the view that employees are a resource that must be harnessed and managed effectively

alongside the other resources used by business organizations, such as capital, property, raw materials and energy. Partly for this reason, some commentators are unhappy with this description of the workforce because it expresses the view of labour as a mere commodity or factor of production. Reflecting this unhappiness, some firms that aspire to practice **soft HRM** refer to the employees as associates, members, partners, or stakeholders.

Soft HRM is a term used to describe the developmental aspects of managing people. It is an approach that emphasizes the need to treat employees as assets which must be looked after, trained, and developed in order to get the best out of them. This approach strengthens the importance of getting organizational commitment from employees. In contrast, hard HRM views people as factors of production, which, like other assets, can be treated dispassionately in line with business requirements. Thus, under hard HRM the important concepts are flexibility and performance. There is no particular need to develop and train employees or to elicit their commitment, unless the business requirements demand this. Indeed, hard HRM is seen by some commentators to be the pernicious side of managing people since it means that all actions are justifiable providing they are in line with business needs – employees are merely a variable cost. Some critics have argued that the soft / hard dichotomy is a misleading concept because it fails to account for the fact that many organizations may be engaging in both soft and hard HRM simultaneously for different group of employees.

High Commitment Management (HCM) is an approach to the management of people that emphasises the need to develop organizational commitment amongst the employees, on the assumption that this will lead to positive outcomes such as lower labour turnover, better motivation, and improved performance. The importance of increasing commitment has been recognized in

various approaches to people management, e.g., Theory X and Theory Y, high trust, responsible autonomy, and employee involvement. The Normative Approach (Richard Walton – management theorist) advocates that organizations move from a strategy of "control" to a strategy of "commitment" in the management of employees. This reflects a concern amongst commentators at that time (particularly in the USA) that traditional methods (Fordism) were no longer an appropriate means of organizing and managing people. This seemed particularly pertinent given that US organizations were faced with increasing competition from Japan and other countries in South-East-Asia, all of which had a different approach to management (theory Z / Japanisation) that seemed to be delivering good results in terms of productivity, profitability, and market share.

More recently, HCM is being used as a general term that embraces a diverse range of human resource practices and techniques (sometimes labeled High Commitment Practices – HCPs) designed to improve the overall performance of the organization through generating commitment amongst the workforce. An alternative term, High Involvement Management (HIM) is used by some commentators. It is also called High Performance Work Practices (HPWPs) / Empowerment / Soft HRM.

High Performance Work Practices are management techniques that supposedly increase the overall performance and / or effectiveness of the organization by making better use of the skills of employees and improving their commitment to the organization. Typically, such techniques would include team working, functional flexibility, empowerment, employee development, appraisal, counseling, and performance-related pay. The term HPWP is particularly associated with research undertaken by bundles theorists. The problem is that different theorists do not agree upon the precise bundle of human resource practices that is

supposed to account for better organsiational performance. To some extent, this is reflected by the range of terms that different researchers use to label their particular bundles of practices, for example, High Commitment Management, High Involvement Management, High Performance Work Systems, High Performance Management, and Human Capital Enhancing HR Systems.

HR is viewed as sum of knowledge, skills, creative abilities, talents, and aptitudes of an organisation's workforce as well as values, attitudes, and benefits of individual involved. The emerging strategic potential of HR relies on the increasing pivotal role of intangible assets and intellectual capital in today's economy.

HRD is a system or process involving organized series of teaching activities designed to produce behavioral changes in human beings in such a way that they acquire desired level of competence for present or future role. HR provides broad framework for the overall development of people in the organization and strengthens capabilities of each individual in relation to his present and expected future roles. It generates systematic information about the workforce for the purposes of manpower planning, placement, and succession planning. Successful institutions not only believe in bringing the best people, but also bringing the best out of the people.

"The challenge relating to human capital is far greater than the financial challenges and technological challenges we face today. We must leverage existing talent, enable entrepreneurship along with improving operational success. By the next decade, India will have the youngest workforce in the 22-45 age brackets as opposed to other countries. India needs to gear up to address the skill set needs of this talent pool.

"Business organizations believe that, and it is the fact also, the campuses are the virtual gold-mines of top-class manpower"

The standard of living of a society should be judged not by the average level of income but by peoples' capabilities of leading the life they value. Human beings are the subject, rather than the object of development. Human Development is a process of enhancing human capabilities - to expand choices and opportunities so that each person can lead a life of respect and value.

Human Development Index (HDI)

The Human Development Index provides a composite measure of three dimensions of human development, namely, living a long and healthy life, being educated and having a decent standard of living. Human development report published by UNDP in 2006 shows that India has bettered its position from 127th place in 2003 to 126th place in 2004 and is still grouped among the countries with medium development. The global position on human development indices of certain countries are given in table 3.1:

Table 3.1

India's Global Position on Human Development Index

Sl No.	Country	HDI 2003	HDI 2004	HDI Rank 2003	HDI Rank 2004
1	Norway	0.963	0.965	1	1
2	Australia	0.955	0.957	3	3
3	Sri Lanka	0.751	0.755	96	85
4	China	0.755	0.768	85	81
5	Indonesia	0.697	0.711	110	108
6	India	0.602	0.611	127	126
7	Pakistan	0.527	0.539	135	134
8	Bangladesh	0.520	0.530	139	137
9	Nepal	0.526	0.527	136	138
10	Mozambique	0.379	0.390	168	168
11	Niger	0.281	0.311	177	177

Source: Human Development Report, UNDP, 2006.

The different years of performance in the case of human development shows that India has bettered its position. During 1975, the Index in this respect was 0.413 which increased to 0.611 in 2004. The details are given in Table 3.2.

Table 3.2

Human Development Indices of India (1975-2002)

Years	1975	1980	1985	1990	1995	2000	2004
Index	0.413	0.439	0.477	0.515	0.548	0.577	0.611

Source: Human Development Report, UNDP, 2006.

The UNDP in its report comment that the Human Development Index is not in any sense a comprehensive measure of human development. It does not include important indicators such as respect for human rights, democracy and inequality. What it provides is a broadened prism for viewing human progress and the complex relationship between income and well-being.

Education and Human Resource Development.

Education is given a central place in human resource development. Countries such as India approached education not only as an input in the formation of human capital, but also on a basic tool of all-round progress. Education should empower the vast majority of the population in their struggle against deprivation. It is now generally perceived that the basic problem of access to schooling has largely overcome in Kerala. The proportion of literate persons in the population for three census periods is given in table3.3. A comparison with all India figures shows that the difference between male and female achievement levels is much narrower in Kerala than in India as a whole.

Table 3.3

Proportion of Literate Persons in Population in Kerala and India

during the census periods 1981 to 2001

Year	All persons		Males		Females	
	Kerala	India	Kerala	India	Kerala	India
1981	81.6	43.6	87.7	56.4	75.7	29.8
1991	89.8	52.2	93.6	64.1	86.1	39.3
2001	90.9	65.2	94.2	75.6	87.9	54.0

Source: Human Development Report 2005, Government of Kerala

Components of HRD

Human resource development is the process of improving the quality and efficiency of the people as a factor of production. Education, employment, health, and housing are the major components of HRD. Most training activities seek to modify one or more of three categories of skills: technical, interpersonal and problem solving. The real wealth of a nation is its people. Moreover, the purpose of development is to create an enabling environment for people to enjoy long, healthy and creative lives. This simple but powerful truth is too often forgotten in the pursuit of material and financial wealth". [1]

Higher Education and HRD

"We need to invest in our people. It makes a case for higher education as a lifelong learning process and pleads for widening of access to include those who have traditionally been under-represented in our colleges and universities… investments in higher education is an investment in the future. It is, therefore, right that the state should contribute to the costs to help ensure the country's continued economic competitiveness".[2]

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Our temples of education must be places of work, experimentation and discovery, not of passive absorption of information imparted at second hand. 'Universities are the organs of civilization'; they produce men of letters, men of science, poets and artists, they produce discoverers and inventors, and they produce the intellectual pioneers of civilization. Universities are to provide leadership in politics and administration, to provide leadership in the professions, industry, and commerce. They have to meet the increasing demand for every type of higher education, literary and scientific, technical and professional. Universities must enable the country to attain freedom from want, disease and ignorance by the application and development of scientific and technical knowledge. They must train minds and raise standard of living via radical change of spirit.

Universities are the sanctuaries of the inner life of the nation. They are the place for Intellectual adventurism. It is admitted by thinkers of East and West that a university is an 'integrated way of life'. It is to provide a coherent picture of the universe and the language of humanity. Man cannot live by a mass of disconnected information. He has a passion for an ordered intellectual vision of the connections of things. It cannot be a collection of distracting scraps but should be a harmony of patterns. This is met by a university.

A university is the place where we attain 'Wisdom along with Knowledge'. "*Jnanam Vijnana Sahitam*" is to quote the Upanishad. "Where is the Wisdom we have lost in Knowledge?" "Where is the Knowledge we have lost in Information?" The cycles of Heaven in twenty centuries bring us farther from God and nearer to the dust.

Education is for a social order

Education is an instrument for 'Social Order'. Teachers of broad experience, mature outlook, and sound judgment will prove it. We are building a civilization, not a factory or a workshop. The

quality of civilization depends not on the material equipment or the political machinery but on the character of men. The primary task of education is the improvement of character.

The 'World Conference on Higher Education'[3] was unanimous in considering that "a renewal of higher education is essential for the whole society to be able to face-up the challenges of the 21st century, to create and advance knowledge, and to advocate and train responsible, enlightened citizens and qualified specialists, without whom no nation can progress economically, socially, culturally, or politically". Since society is increasingly knowledge-based, higher education and research now act as essentials of components of cultural, socio-economic, and environmentally sustainable developments of individuals, communities, and nations. The development of higher education, therefore, even in 21st century, feature among the highest national priorities through out the world.

For the first time since Independence there is a genuine appreciation in India of the link between the expansion of the higher education system and economic growth and social development. 'Empirical evidence from around the world shows that there is a high degree of correlation between economic development and expansion of higher education. It is a cyclic feed-back process, whereby educational expansion contributes to economic growth and in turn economic growth helps educational expansion. Until recently the expansion of higher education was attempted merely to satisfy the growing demand for enrolment, de -linked from national development priorities'. [4]

HRM Vs. HRD

The terms Human Resource Development (HRD) or Human Resource Management (HRM) are frequently used by management experts, while talking about managing business or industrial organizations. Since 1980's these terms have become popular among the management experts. Management experts consider

HRM very crucial for the development, efficiency, and success of any organization. "HRM is not only a strategic activity in itself, but one which is now central to the achievement of business objectives. The human resource is now recognized and utilized as the most valuable of all organizational assets".[5] Beer, Spector, Lawrence, and other professors of the Harvard Business School, and Michael Poole, the chief editor of International Journal of Human Resources Management (IJHRM) consider the "people as the most important single asset of any organization". [6]

Jane Weightman in his book 'Managing Human Resources' writes that "managing human resources is an extremely important part of making organisations work well". According to him "managing human resources implies acknowledging that the humans are the most important factor in an organization". [7]

The shift of emphasis from technological or material resource to the human resources is evident in all production oriented organizations. This new approach to people working in organisations is now reflected in the policies of the industrial and business organisations towards their employees. Because of the new approach, the term employees or personnel are considered as outdated, and they are called human resources. The new approach is reflected not only in the nomenclature used for the employees but also in all the policies related to them. The emphasis now is to get the best out of the people with a human approach. With the shift in emphasis from material management to human resource management, in all industrial, business, and other production oriented organisations, much importance is given to HRD, now. Man power planning, proper selection of personnel, training, updating their skills periodically, motivating, appraising their performance and caring for their welfare are all considered as important aspects of HRD, given special importance in theses organizations.While much systematic work is being done in the

direction of HRD in the fields of industry and commerce, educational organisations dealing mostly with human resources, have unfortunately neglected the subject of HRD.

Higher Education

The definition of higher education adopted in Encyclopedia Britannica (15th edition) [8] is the same definition which was devised and accepted in 1962 by 44 nations participating in a 'UNESCO Conference on Higher Education in Africa'. "Higher Education" is defined by Encyclopedia Britannica as "all types of education (academic, professional, technological, or teacher education) provided in institutions such as universities, liberal arts colleges, technological institutes and teachers' colleges for which: (a) the basic entrance requirement is the completion of secondary education; (b) the usual entrance age is about 18 years; and (c) in which courses lead to giving of a named award (degree, diploma or certificate of higher studies)."

However, the Encyclopedia (15th edition) further pointed out the following limitations of the above definition:

Each nation uses its own nomenclature for its various educational institutions and programmes. Many countries, for example, use the term school to describe an institution of higher education. For example, professional institutions such as a medical institute or law school, and the word college are frequently used to describe an institution of post-secondary education.

Although all institutions of higher education provide a variety of courses for the education of those who, as adults of 18 years of age, do not wish to proceed to an institution of higher education but who do wish to continue a different genre of education. Courses of study in such cases are generally short and less rigorous than those pursued in institutions of higher education and rarely lead to a named award. They are best described as

courses in adult education. It is not always easy, however, to draw the line between institution of higher and adult education.

Another UNESCO Report (1984) [9] defined higher education as "universities and university level institutions offering regular and post-secondary school degree / diploma / certificate education. It was further clarified that post-secondary school would mean instruction following up on the completion of ten to twelve years of schooling as requisite to university entrance".

Three categories of human resources

'Students, the faculty, and the non-teaching staff' are the three categories of human resources in an educational institution. The educational institutions exist for the development of students. Hence, the primary objective of the policy of HRD in educational system should be to develop the skill, the knowledge, and the personality of the students. However, the realisation of this objective is possible only with the development of the other two categories of human resources viz., the teachers and the non-teaching staff.

HRD in relation to Students

HRD in relation to students in colleges and universities should consist of:

- Developing the knowledge and skills of the students to the level required in the subjects which they have chosen for study.

- Development of their innate talents and of their personality

- Preparing them for passing the university examinations meritoriously

- Equipping them for a career by developing vocational skills in the chosen field, and

- Molding them to face the real challenges of life, by developing proper attitudes and values which will help their own development and the progress of the society.

Effective and inspiring teaching , personal attention to the students, organizing extra curricular activities, conducting preparatory examinations, providing the minimum required amenities to students, conducting various competitions among students are some of the important factors which contribute to the development of students in colleges and universities. The proper development of human resources viz., students entrusted to the care of the institutions of higher education is closely related to national development. In other words it is nation building. If they are not effectively trained for the nation building activity, they will become a liability to the nation, and the progress of the nation in all fields may be retarded. Hence, utmost importance is to be given to the proper development of all the students joining higher education. The policy makers, heads of educational institutions, and all others connected to the management of higher education in the country should realize the importance of their task and chalk out strategies and implement them effectively to make the human resources entrusted to their care, the most precious national asset.

HRD for Teachers

Teachers are the driving force of any educational institution. The learned and the enthusiastic teachers fraternity is the most active resource asset and the staff passivity the most draining resource. Hence, HRD plans for teachers in higher educational institutions are of utmost importance if those institutions are to function effectively.

To have the best teachers in our universities and colleges, proper care must be given to the training of teachers. Managing students, teaching with inspiration and developing the students' talents is not a task which can be accomplished without proper

training. There was a time when it was thought that teachers in a higher edudational instution need not have any special training and the experience will provide all that are required. This thought has been changed and as a result of which the Academic Staff Colleges(ASCs) have been established to conduct orientation and refresher programmes for HRD of teachers.

The A S Cs should redraw their programmes with the objective of training the teachers to take up many challenges which they have to face in molding the human resources entrusted to their care. Every teacher is required to go through training programmes at least once in every three years for updating their knowledge and skills, and keep themselves motivated to play their roles effectively. If this periodical training is properly planned, covering all teachers, it will go a long way in waking up the teachers from the state of lethargy. Faculty Improvement Programmes like teachers getting leave with pay for doing higher qualifications like M.Phil and Ph. D have benefited many teachers in higher education. Such programmes need to be continued with more flexibility in the interest of HRD in higher education. Sabbatical Leave – i.e., leave on full pay once in seven years - to do research, is also a means for HRD of teachers in higher education. The FIP or Sabbatical Leave or such other programme should, ultimately, benefit the students and should not be allowed to benefit teachers alone. Self-improvement of the teachers without any benefit to students will make the HRD programmes useful for individuals only but not for the system as the researcher has mentioned earlier. HRD programmes should have the objective of promoting among the teachers, attitudes and values which will make them work with dedication for the benefit of students.

Rewards and Awards for HRD: Rewards can also form part of HRD. Rewards and awards for best teachers motivate teachers to a great

extent. Prizes, awards or recognition will sustain the motivation of good teachers and will prompt the others to improve.

Performance Appraisal and HRD: Any discussion of HRD for teachers is incomplete without a discussion on performance appraisal. The HRD package without provision for performance appraisal of teachers is like providing all amenities, scholarships, and the best possible environment to the teachers but freeing them from accountability. A three dimensional appraisal – self appraisal, peer appraisal, and students' appraisal - will definitely do better and the teachers must accept it whole-heartedly without any apprehension.

HRD for Non-teaching staff

The policy of HRD for higher education should include programmes for non-teaching staff also. Often they are ignored even though they also contribute to the efficiency or otherwise of the system. The relationship of non-teaching staff with the students and teachers in a college or university is a very important factor to function the institution smoothly. Any conflict between the administrative staff and other HR components in the system will jeopardize the system. Hence, the non-teaching staff should be trained in having good inter-personal relations with the students and the teachers, apart from periodical training for them in the work entrusted to them. Some universities have centres to train the non-teaching staff in colleges and universities, and such centres shall be opened in all universities. The non-teaching staff should be provided with modern office equipments including computers, to enable them to improve their efficiency and help the process what Glenn Brooks describes as "managerial revolution in higher education". [10] Apart from periodical training, opportunities for promotion, rewards for good works, job-satisfaction and a feeling that they are also important in the organisation, should be provided for the non-teaching staff in higher educational institutions.

To sum up, for institutions of higher learning, there should be a comprehensive policy of HRD for all the three HR constituents viz., students, teachers, and non-teaching staff. The objective of the programme of HRD for students would be to mould them in to national asset with the required knowledge and skills and to develop among them attitudes and values which will enable them to develop themselves and serve the society in which they belong. HRD programmes for students can be successfully implemented only if there are the required HRD programmes for the teachers. Without transforming the teachers into a dynamic force, the students cannot be turned in to national assets. The HRD programs for teachers must be such that they must ultimately result in the HRD effects in students. Schemes for HRD for administrative staff must be providing impetus for the total HRD activities in the institution.

The role of higher education in human resources development

Higher education is an essential 'Social' as well as 'Economic' infrastructure for emerging nation like India. The first identity, i.e., Social, is an age-old one. Higher education, under this identity, has become more as a tool for gainful employment and thus better life for individuals and their families. In a sense it is an approach for removal of poverty. However, it succeeded partially only in producing appropriate and useful skilled human power for industry, for science and technology, for creation of basic social (education, health, nutrition, food, shelter), and economic infrastructure (agriculture, energy, water, transport, communication), and for better social and administrative governance.

The second identity, i.e., 'Economic', is a new one, acquired in last one decade or so. This came mainly because of:

(a) The acceptance of Indian graduates in all disciplines and subjects at global level as value-added-skilled man power at premier level. India is now recognized as a nation with a potential to give "Knowledge Creators" to world economy.

(b) The changed economic environment as a result of 10 years of reforms.

"In sum, Inquiry, Creativity, Technology, Entrepreneurial Leadership, and Moral Leadership are the five capacities required to be built through the education process". [11] If we develop in all our students these five capacities, we will produce "Autonomous Learners" [12] self directed, self controlled, life-long learners who will have the capacity to both, respect authority and at the same time be capable of questioning the authority, in an appropriate manner. These are the leaders who would work together as a "self organizing network" and transform any nation in to a developed nation in a time bound manner. The question which arises in our mind is "How we can ensure that our universities, colleges and programmes have built this capacity in them for ensuring the generation of enlightened quality graduates, post graduates, and doctorates from the university and colleges"? [13]

The capacity building model

When the students come out of the university/ college, certain capacities are required to be built in them for enabling them to face the challenges in the real world, in their professional career and also facilitate their participation in the task of national development. The capacities to be built among the students are:

a. Research and enquiry

The 21st century is about the management of all the knowledge and information we have generated and the value addition we bring to it. We must give our students the skills with which they find a way through the sea of knowledge that we have created and continue with life long learning. Today we have the ability, through technology, to really and truly teach ourselves to become the life-long learners. This is required for sustained economic development, material and individual prosperity.

b. Creativity and innovation

The management of knowledge in the 21st century is beyond the capacity of a single individual. The gamut of information that we have around is overwhelming. The management of knowledge, therefore, must move out of the reach of the individual and shift in to the realm of the networked groups. When information is networked the power and utility of the information grows squared. Information that is static does not grow. In the new digital economy information that is circulated creates innovation and contributes to national wealth.

c. Capacity to use high technology

Every incumbent in higher education must learn to know how to use the latest technologies for aiding their learning process. Universities and colleges must equip themselves with adequate computing equipments, laboratory equipments, and internet facilities and provide an environment for the students to enhance their learning ability.

d. Entrepreneurship

The aptitude for entrepreneurship should be cultivated right from the beginning in the college/university environment. We must teach students to take calculated risks for the sake of larger gain, but within the ethos of good business. They should also cultivate a disposition to do things rightly. This capacity will enable them to take up challenging tasks later.

e. Moral leadership

Moral leadership involves two aspects. First, it requires the ability to have compelling and powerful dreams or visions of human betterment. Second, it requires a disposition to do the right thing and influence others also to do right things.

Ultimately education in its real sense is the pursuit of truth. It is an endless journey through knowledge and enlightenment.

Such a journey opens up new vistas of development of humanism where there is no scope or room for pettiness, disharmony, jealousy, hatred or enmity. It transforms a human being in to a wholesome whole, a noble soul and an asset to the universe.

The conceptual framework

When we plan for higher education in the first decade of 21st century, both the aforesaid identities (social and economic) are equally important. Indeed, they need to be fortified by addressing cleverly and imaginatively key issues like Increasing Demand, Relevance, Quality and Excellence, Governance, and Resources. These issues are trendy and determine the status and relevance of higher education, to day.

Increasing Demand: Today there are about 10 million students in formal as well as informal system. The formal system is sharing 83% of burden and the non-formal system is sharing 17%.[14] By 2008, at the end of the 10th Plan (2202-2003 to 2007-2008), there will be a student strength of 11.7 million in formal and non-formal system, out of which 9.7 million would be in formal system. [15] The solutions for meeting the Increasing Demand are:

Expand Open and Distance Education mode;

Increase both physical and academic infrastructure in conventional mode; and

Use present physical infrastructure in double shifts.

All these solutions do demand heavy investments and meticulous planning .

Relevance

The emergence of knowledge-linked societies in a new economic environment demands for graduates sound in their fundamentals with analytical abilities and enriched with appropriate utility-oriented skills. We may think of open and flexible

education approach where students can pursue simultaneously a degree and add-on utility-oriented programmes that would allow the student to acquire an advanced diploma along with a degree or go for one more year of intensive professional subject learning and get two degrees at the end of four years. The relevance achieves a greater significance at post-graduate level. This means no compromise in respect of intensive teaching in core subjects. In addition, training in emerging interdisciplinary fields with acceptance of credit based "cafeteria" approach with modular structure may be thought of.

Quality and Excellence

For fifty years, Indian higher education system has simply grown. Today, it is one of the biggest in the world. It has its own peaks of excellence. The acceptance of India as a nation contributing to knowledge revolution is clear testimony of such a recognition. India has contributed 'value-added-human-power' to the world, particularly in last one decade, which has given us the new identity. This identity has given new image and face to India. It is also contributing to our economy. This identity not only needs to be retained but we must boost it by doing organized efforts to "export our talent". Today it is estimated that about half-a-million Indian graduates are presently working at a premier level across the world. By the end of the 10th Plan, this figure must be pushed ten times the present one.

Tenth Plan gives thrust to the concept of identification of "Universities with Potential for Excellence (UPE)" and by the end of the Plan, there would be at least 25 such universities. These universities would be funded at a higher level so as to enable them to attain excellence in teaching and research. The status of "excellence" would also be awarded to a few colleges. UGC would identify a few hundred colleges and fund them at a higher level to improve their academic infrastructure. These colleges would have

academic freedom allowing them to do experimentation in curriculum and introduce innovations in teaching. They will have responsibility in conducting examinations and of declaration of results. The university would award degree with name of the college on the degree certificate. This sharing of responsibility is making colleges more responsible and this would be first step towards "easing off the affiliating system". [16]

Governance: The Indian higher education is big, in fact huge. The quality in education is primarily dependent on what happens in class-rooms and laboratories, but it also goes beyond the wall-boundaries of class-rooms; it is imbibed on sport grounds, in libraries, in hostels, in central administrative office, in principal's room, the list is endless. The point to recognize is that we have to think of 'Total Quality Management' (TQM) in higher education. And this is where the governance takes a centre stage. The huge and multi-faceted Indian higher educational system needs to embrace 'Management Information System' (MIS) approach to achieve efficiency. In the Tenth Plan, UGC implements generic MIS for running colleges and universities. One more dimension, to be added, is to go for intensive training for administrators of higher education.

Resources: After Independence, the higher education remained a public funded sector. It is so because education has always been treated as a social commitment. Moreover, it has been government's policy to invest in creation of human resources. While doing this, a planned strategy to pass on the burden to society and for creation of corpus to make system financially independent, was never adopted. The education is an economic asset but it is equally true that majority of population is still poor and for then higher education still continues to be a social need. Hence we will have to adopt a strategy which does not put heavy burden on the parents and society but at the same time encourages institutions to go for

self-sufficiency. The judicious mix of the following should address the resource crunch issue:

1. Enhance fees in a spread over time mode;

2. Encourage universities and colleges to go for more self-financing programmes, particularly in emerging interdisciplinary areas.

3. Encourage universities and colleges to attract more foreign students and to export of education;

4. Encourage higher educational institutions to create "Corpus Funds" by giving incentives.

5. Create "Bharat Shiksha Kosh", an independently managed finance structure, through:

   a. Initial bulk investment by Government of India

   b. Introduction of "Gurudakshina" tax, equivalent to first month's salary of a freshly employed graduate, to private and public sector and transferring it to the "Kosh";

   c. Appeal to public to contribute to "future of their children" and giving them tax benefit.

We are presently going through a knowledge renaissance. It is said that a nation, which plans for converting "Knowledge" in to an asset, would be the nation with strategic advantage. Knowledge is going to remain as a magic word in the vibrant world economy. A nation not only has to cerate knowledge but also has to devise methods to adopt it to benefit of their people. It is education alone that would help nation to surmount these new changes and it is higher education that alone that would build its supremacy in "knowledge-competitive" world. Investment in higher education is investment to make future of our young generation brighter.

Table 3.4

Financial Estimates: 10th Plan

Sector	Description of Sectors	10th Plan Proposal Rs. in Crores	Absolute Percentage (%)
1	Development of universities and colleges	2,631	34.52
2	Enhancing Access and Equity	700	9.18
3	Promotion of Relevance	960	12.60
4	Promotion of Quality and Excellence	2,054	26.9
5	Improvement of management & efficiency of H.Edn	257	3.37
6	Programme to strengthen Scientific Research	680	8.92
7	Engineering and Technology	340	4.46
Total		7,622	100

Source: "UGC Schemes, A Manual for Universities, Colleges and Research Institutions"

Fourth Revised and Enlarged Edition, 2003, UGC.
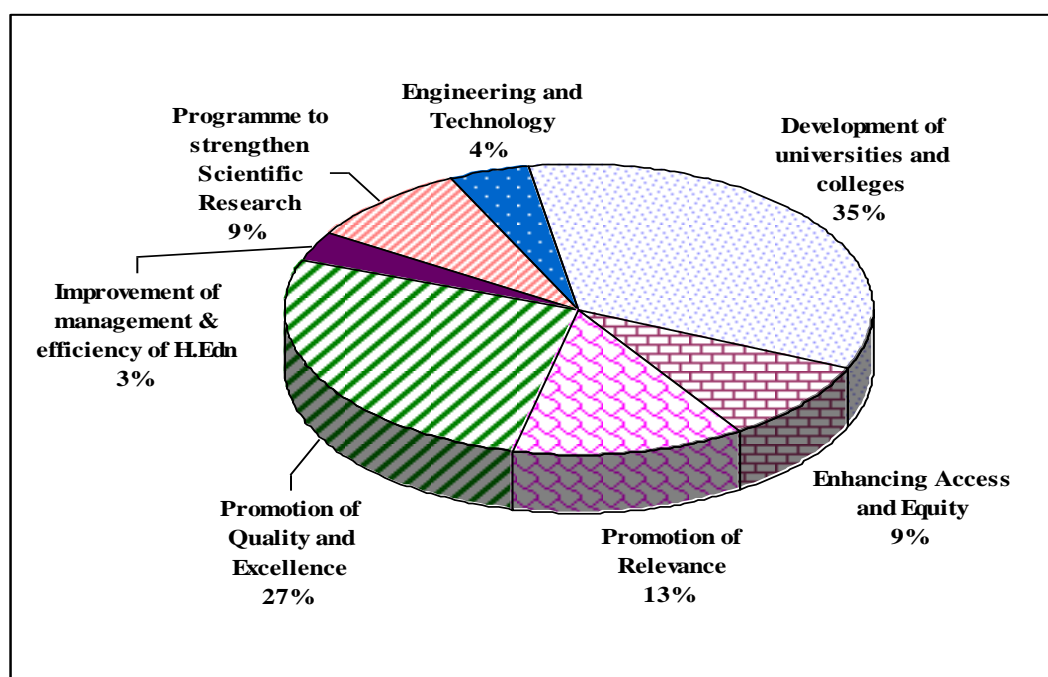
Figure 3.1. Percentage distribution of 10th Plan Proposed Funds

The first-ever 'World Conference on Higher Education' held by UNESCO in Paris[17] between 5 to 9 October 1998 provided a forum for a wealth of debates and exchange of views, for representatives of 182 countries, "on the higher education we need for the next century: for whom, with whom, and why, for what kind of society and what kind of world". The Declaration of the World Conference emphasizes: "Since society is increasingly knowledge based, higher education and research now act as essential components of cultural, socio-economic and environmentally sustainable developments of individuals, communities, and nations". The development of higher education must, therefore, feature among the highest national priorities. It further recommends that "higher education in the 21st century must be seen to be part of the global project of continuing education for all..."And "Access" to higher education and "the concern for Equity" were reaffirmed in the Conference. As regards the mission of higher education, the World Conference resolved that "beyond its traditional functions of teaching, training, research and study, all of which remain fundamental", the higher education must "promote development of the whole person and train responsible, informed citizens, committed to working for a better society in the future".

The Conference was unanimous in considering that "a renewal of higher education is essential for the whole society to be able to face-up the challenges of the 21st century, to ensure its intellectual independence, to create and advance knowledge, and to educate and train responsible, enlightened citizens and qualified specialists, without whom no nation can progress economically, socially, culturally, or politically".

World over higher education is passing through interesting phase. The UGC has evolved an eleven sector strategic programme for the development of higher education in India which ultimately

focuses on the development of human resource in the country. The table 3.5 depicts the sector-wise programmes.

Table 3.5.

Specific Programmes and Operative Mechanism

UGC Schemes – 10th Plan (2002-2003 to 2007-2008)

Sector	Nomenclature
1	General Development of Universities and Colleges
2	Focused development of Universities and Colleges
3	Quality and Excellence
4	Relevance and Development of Professional Disciplines
5	Research and Development
6	Outreach Activities and Lifelong Learning
7	Information and Communication Infrastructure
8	Resources Mobilisation and Management
9	Export of Higher Education and Re-orientation of International Co-operation
10	General Development Schemes
11	Engineering and Technology Education

Source: UGC Schemes – A Manual for Universities, Colleges, and Research Institutions (2003).

A Total Revolution

The 'specific programmes and operative mechanism' announced by the UGC (as cited in table 3.5 above) is very conducive and urging for a 'total revolution' in Indian higher educational sphere. The problems of Indian higher education are of "Access, Equity, Number, Relevance, Quality, and Resource Crunch, and the Rickety Infrastructure". So it warrants a 'total revolution'. Education, particularly higher education, in India has been a budget-based system where efficiency is rated by ability to consume budget and to demand more. Performance at the delivery point has not been an important criterion. The ongoing economic reform and structural adjustments would demand a shift from inputs to performance and outcomes

There must be a total change in our outlook. Instead of striving ahead for a quality improvement, many-a-time we slip down through the slippery slope of degradation. Whatever be the portfolio, and wherever be it, we can sense and experience such a sorry plight. Its volume and gravity are a little more in our higher education. Here, the ailments are many. Most of them are based on political pulls and pressures and related to avaricious thoughts and rush for power and position. For example, the syndicate and the senate are predominantly political bodies representing various shades of narrow political opinion. The current 'split syndrome' and 'parenthetical alphabetisation' which govern the general political scene is reflected in the university bodies. All decisions are based on considerations other than academic, most of the time. This practice endangers human capital formation exercises in higher education.

The democratic process is at work, no doubt, but frequently, matters to be decided purely on academic merit get bogged down in unnecessary political controversies. Though the Academic Council has many teachers as members, they get seat in to it on political

considerations, and hence it is predominantly political and it may sacrifice academic principles for political expediency.

It is not advisable to politicize educational institutions in the name of democratization. Administrative ability, profound knowledge, and erudition must be the criteria in selection of the Vice- Chancellors/Principals, Syndicate or Academic Councils. The good head of the university/college will have sufficient moral strength to "resist unflinchingly the many forms of pressures to relax standard of all sorts". The Vice-Chancellor / Principal must have the humility to realize that he is only *Primus Interpares*, i.e.," First Among Equals". Every academic is a master in his own field and the V.C / Principal, or the Director should not assume the God in dealing with the fellow academics. To quote Dr. S Radhakrishnan, "he should be a Constitutional Ruler; he has not, and should not have autocratic powers".

"Over-politicisation stifling higher education", opines Dr.Syed Iqbal Hasnain, [18] the Vice-Chancellor of university of Calicut. The universities in Kerala find themselves incapable of meeting the soaring demands of industry, whether it is in IT or any other burgeoning area. The reason according to Prof. Hasnain, is that over-politicisation permeates the academic environs of the state. In an interview to 'The Hindu-Education plus', on the day he relinquished office (Friday, October 27, 2006), after a four-year stint, Prof. Hasnain lashed out at the way higher education is being stifled under political hands. "Academic decision-making bodies such as Senate, Syndicate, and Academic Council are being turned in to forums of political pettiness. Vice-Chancellors do not get time to concentrate on academic matters. Their time is consumed for managing crises created by political foot-soldiers," he aired out his views. [19]

Dr. Hasnain alarms the state that the rate of employability of its graduate in the national market is only 5%, whereas, other

states enjoy much better rates. It is the time the universities of the state woke up to the reality," he reminds. [20]

The guardians of education are expected to have professional associations and meetings. Professional associations and meetings are different from trade union kind of associations and meetings. To name the All India English Teachers Conference (AIETC), or International Association of Teachers of English as a Foreign Language (IATEFL), and Teachers of English to Speakers of Other Languages (TESOL) are professional organizations. Trade unions may not necessarily contribute to their members' productivity, at least not the way many employers may want to think of it. But professional organisations necessarily increase the productivity of their members, howsoever limited.

In fine, if sound people are chosen to head our educational institutions and provided necessary support, there is no doubt that our higher academic system will do well. For that we must be ready for a thorough change.

Quality Teachers for HRD

The report of the 'International Commission on Education'[21] appointed by UNESCO on 'Education for 21st Century', known as Delor's Report puts it very eloquently: "It is thus education's noble task to encourage each and every one, acting in accordance with their traditions and convictions and paying full respect to pluralism, to lift their minds and spirits to the plane of the universal and, in some measure, to transcend themselves. It is no exaggeration on the Commission's part to say that the survival of humanity depends thereon".

The importance of the role of teachers has never been more obvious and critical than at this stage of educational growth and expansion. Its criticality will grow in magnitude in years to come. Teachers will have to continuously update their knowledge and

upgrade their skills. Thus, issues like: who becomes a teacher, who to teach, how to teach, what to teach, and the total process of teaching-learning envisaged shall become more professionally oriented and would require greater emphasis on quality aspects. The emphasis would also increase on relevance of knowledge, skills, personal characteristics, professional perspective and motivation. Teachers must acquire greater primacy in view of the fast pace of changes in every aspect of human life in the century. This would be an obvious consequence of the developments in information technology and extension of it's out-reach to the remotest corner of the globe. None can remain untouched by the techno-scientific explosions in communication and information dissemination. The Delor's Commission very clearly indicates that these would be critical factors to be attended to in case society wants to place high expectations on teachers in a realistic sense.

Staff development for HRD

R.S Adams and D. Battersby (1991) [22] define pedagogic development of staff as a matter of providing the means whereby the academic staff can upgrade their teaching capability, be that teaching concerned with large groups, small groups or individual tutoring and student advising. According to a UNESCO report (1986),[23] "Staff development includes the provision of the means for the development of individual competency in academic knowledge, research capability, teaching administration, and community service".

It is a common opinion that only school teachers (primary and secondary) require formal professional qualification while the teachers engaged in higher education are hardly in need of any such additions. This view is held by all through out the world. There are hardly any pre-service courses for teachers at tertiary level and wherever they exist, they are available for teaching assistants who are already in higher educational system. However,

'in-service training' has been recognized as a significant step in the professional development of teachers in higher education. Essentially this training includes short-term courses, orientation of teaching profession, development of sharpening of instructional skills, classroom or institutional management, subject up-gradation and up-dating.

"In the U.K, three days to two-week courses pertaining to teaching and examination techniques are organized. In Sweden and Germany, new teachers work more or less as apprentices under the experienced teachers besides participating in pedagogical courses. In the U.S.A, the introductory training is such that participants are encouraged for mutual interaction among themselves" [24]. It seems that all over the world, the need for in-service training of tertiary teachers is strongly felt by the educational planners and therefore, various models practiced in different countries are being refined further. This trend would ultimately lead to the formulation of some kind of formal professional development programmes.

It has been felt very seriously now-a-days in India, about the quality control of higher education to improve the teaching standards. Hence, to improve the quality of education in the country, the need for training the teachers in higher education becomes very vital phenomenon. Further, the urgency to improve the quality of higher education is considered of paramount importance. The need of the training programmes for higher education was no doubt felt even in the pre-independence era, but after independence, the intake of new entrants increased and knowledge explosion created wide gap between the teachers and changing environmental conditions.

"James Report (1972), Mayer Report (1973-75), National Commission on Teachers (1983-85), and National Policy on Education (1986) observed that there is no training and orientation for teachers in higher education. They had emphasized that highest

importance should be given to the programmes of quantitative improvement in the in-service education. The World Education Commission (1977), Pal Rajinder (1993), Rao and Palsane (1994), Gnanam (1997), Dubhasi (1998), Dutta (2000), Pathania (2001), Rajeswar and Gander (2002) while stressing the need for Orientation Programmes (OPs)/Refresher Courses (RCs) for teachers expressed that theses programmes improve the knowledge with regard to student psychology, code of professional ethics, and teaching skills. Certain studies undertaken by Bhatia (1993), Dupkar (1993), Ramanujam (1993), Sethumadhava Rao (1995), Veera (1998), and Arora (2002) pinpointed Academic Staff Colleges (ASCs) programmes for giving more stress on certificates for career development than on updating of knowledge and skills of teachers" [25].

The need and importance of the manifold development of teachers in higher education need not be, nay cannot be overemphasized. The explosion in knowledge and the tremendous expansion of the frontiers of science have widened the scope of higher education, now. These changes in the scope and purpose of imparting college and university education have influenced the teaching profession. Besides, higher education is faced, on the one hand, with increasing governmental interference and, on the other, with a drastic financial squeeze. These are normally taken by academics as a threat to their jobs and status. However, staff development personnel should take these as a challenge and a chance to provide solutions to these complex problems. In this context, universities all over the world, have started paying more attention to the training of the academic staff so as to develop in them the expertise required for performing the tasks assigned to them.

Professionalism

'Teacher-preparation' world over is considered a professional endeavor. In India teacher- preparation has not yet been given a professional status. It has continued to be looked upon merely as a degree or certificate which a young person can easily acquire. The concern for quality in teacher education was voiced consistently by educationists, teachers, and teacher educators in seventies and eighties. The significance of this was highlighted by the Supreme Court of India in its judgment of June 15, 1993: [26] "Training in a properly organized and equipped training institute is essential before a candidate becomes qualified to receive teachers training certificate. Simply passing the examination is not enough. The future teachers of the country must pass through the institutions which have maintained standards of excellence at all levels".

In the above case, the Supreme Court quoted observations from an earlier judgment also: "It is, therefore, needless to state that teachers should be subjected to rigorous training with rigid scrutiny of efficiency. It has greater relevance to the needs of the day. The ill-trained or sub-standard teachers would be detrimental to our educational system; if not a punishment on our children. The government and the university must, therefore, take care to see that inadequacy in the training of teachers is not compounded by any extraneous consideration" [27].

The National Council for Teacher Education (NCTE) in its Curriculum Framework for Quality Teacher Education, 1998, [28] summarizes the context and concerns facing teacher education and training system thus: "Teacher education and training is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture, and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems, and the growth of knowledge, the emerging expectations and the changes operating in

education, etc. call for an appropriate response from a futuristic educational system and provide the perspective within which teacher education programmes need to be viewed".

It is imperative on the part of educational planners to develop a national system of teacher education and training at the higher educational level based on the cultural ethos of India, its unity and diversities synchronizing with its inherent strength and national identity. The system needs to prepare professionally competent teachers equipped to perform their roles effectively as per the needs of society, with the objective of facilitating the realisation of constitutional goals as well as the emergence of a new social order characterised by equality of opportunity, equity, and social justice in higher educational system. To achieve these objectives, there is no alternative but to upgrade efficacy of the functioning of teacher training institutions, upgrade the standards of faculty education and training programmes and strive to enhance the professional and social status of teachers. Stress must be given to the need for enhancing the professional commitment and overall competencies of teachers, improvements in quality of pre-service education with the incorporation of recent developments in the pedagogical sciences and Information Technology (IT), too.

"The enlightened, emancipated, and empowered teachers lead communities and nations in their march towards better and higher quality life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating the role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that the due status to their stature and profession." [29]

The role of higher education as an instrument for the socio-economic transformation of a nation has been well-understood world over. It is due to this perception that all the nations of the world are investing heavily on the educational sector as their constitutional obligation. However, in the anxiety to provide increased access to higher education, there has been a quantitative expansion in terms of number and spread of the institutions in a short span of time, with the concomitant erosion in quality of education provided. While the poor performance of the teachers may not be the only reason for this dismal picture in the current social milieu, yet it can not be written-off as an insignificant contributor. Therefore, it becomes all the more important to focus on the performance of teachers on account of the fact that there is a discussion on considering higher education as a non-merit item and the allocation to higher education compared to other sectors of education is on a steady decline. This trend has already made the institutions of higher learning answerable to the question of the public on the 'worth of the money' that is spent on the system. In short, the performance or the effectiveness of the institutions of higher education is fulfilling their avowed promises to the society is being questioned.

Teaching is generally considered as a profession but it does not seem to have acquired that status. The teaching profession does not carry so much prestige as other professions do. Professions like engineering, medicine, law, architecture, and the like are considered respectable professions and their practitioners enjoy good status in society. Every profession has some typical characteristics and features. Now, we can see whether the teaching profession possesses these characteristics:

A profession has a long duration of professional training, usually four to five years, which not only equips the trainees with complete knowledge about the profession but also helps in the

development of commitment and devotion to the profession. Long duration of training provides for proper grooming of the prospective professionals and develops professionalism in them. The teaching profession, on the other hand, has generally one-year or two-year training courses only.

A profession has a body of specialized knowledge and literature which is to be studied in depth by the concerned professionals during the training period. In teacher training, there is a very little theoretical content and that too, drawn from other disciplines like philosophy, psychology, sociology, economics, and history.

A profession involves a considerable amount of intellectual activity on the part of its members through research, experimentation, writing of papers and the like both during training and after entering the profession. There is, however, almost negligible intellectual activity in the teaching profession.

In each profession there is a code of ethics to be followed by its members. A code of ethics entrusts the professionals with some moral bindings in the form of do's and don'ts to be followed in the practice of the profession. In the profession of teaching there is no such code of ethics. The NCERT took up a project to prepare a code of ethics for teachers at school level in pursuance of a specific suggestion made in the Programme of Action, 1986, but it has not been finalized as yet.

There is an all India Apex Body in each profession like the Medical Council of India, Bar Council of India, Institute of Chartered Accountants and the like which see to it that all institutions imparting education in the respective profession maintain proper standards and do not produce sub-standard professional. In the teaching profession, there is no such practice which has resulted in the production of a large number of teachers through formal as well as correspondence courses. Many teachers

thus produced cannot be considered professional in any sense of the term.

A profession demands life-long commitment on the part of the professionals who put service above their personal gains. In professions other than teaching, this rule is observed and followed to a large extent.

A profession ensures continuous growth of its practitioners through various methods and techniques. The professionals are also kept aware of the latest developments through seminars and workshops. Though in-service programmes are now organized for teachers, particularly after implementation of the National Policy on Education, these are not based on actual needs of the participants and are not organized regularly and systematically. In professions other than teaching, there is a rapid growth of knowledge. However, research and experimentation in teaching is not carried out regularly either to generate new knowledge or to solve practical problems. Whatever little research is done is not applied to the real situations.

For raising the status of teaching profession, following steps can be adopted:

- Admission to any pre-service teacher education course should be made at an early stage,, i.e., after 10+2 as is done in engineering, medicine etc., so that it leads to a commitment to the profession on the part of trainees.

- A genuine training period ranging from two to four years must be made compulsory and this is important for acquiring complete knowledge and skills of the profession.

- Admission of candidates in teacher training institutions should be based on comprehensive criteria which should include a general mental ability test, an aptitude test for teaching, testing of the knowledge of the subjects including the language, both

written and spoken, as has been recommended through research studies and expert bodies in the country.

- A procedure should be devised to ensure that no sub-standard teacher education institutions are allowed to function by the States, universities, or the UGC and NCTE.

- A professional code of ethics should be evolved for teachers in consultation with the concerned organisations and teachers. It is likely to act as a deterrent for teachers who are tempted to adopt undesirable practices.

- A system of providing incentives to teachers for good performance and dis-incentives to those who do not come up to the expected level of satisfaction should be introduced in the teaching profession. Recognition and incentives are motivators.

- Valid and reliable research and experimentation on teaching and teacher education should be further encouraged and their findings should be considered for institutionalisation in the system.

- In-service programmes for professional competence must be conducted at regular intervals. Institution-based and individual-based professional development programmes need to be encouraged.

- The compensation package for faculty should be so fixed that the best talent is attracted towards the profession of teaching.

Community extension programmes and higher education

The relevance of extension programmes in higher education cannot be overlooked. Universities and colleges have a fund of knowledge, expertise and facilities. The community needs all these. At present our institutions of higher learning are almost wholly isolated from the community. The reason is refusal to change. We are trained to believe that a college teaches, a university confers

degrees and probably conducts research, and that is it. The community must demand social involvement and social accountability from the universities. When a college or a university reaches out to the community, it is called 'extension work'. The agricultural revolution in the United States in the second half of the last century and which continued well in to the present one is in part owing to the strong extension work of colleges of agriculture in that country. The agricultural extension work by the American colleges must be regarded as the first of its kind in the world[30]. American universities throw open its sports facilities during vacation to youngsters from the poor neighborhoods. The American government often asks a university department for advice on important issues of policy[31]. In the United Kingdom, a renowned teacher of Economics, Lord Keynes, advised the British government on how to manage a war economy. In fact, Lord Keynes gave the post-war world a blueprint of the International Monetary Fund. Professor Mahalanobis was the real brain behind the first five year plan in India

Emerging Issues in Higher Education

Declining collegial responsibility

The performance and quality of the functions of any institution is determined by a variety of factors, some of which are external to the system and some of them are internal to the institution. For example, lack of adequate financial inputs, the unwieldy size of the system as a whole, lack of tradition in mass education, social ethos that lacks work culture, obligations for social justice and many more would fall under the category of external factors that affect the effectiveness of the system. The intrinsic factors would include the student profile, teacher caliber and motivation, infrastructural facilities, proper organisation and management of the available resources through appropriate leadership and so on. Among the intrinsic factors that have eroded

heavily in to the quality of our educational processes, 'Hallowed Collegiality' is emerging as number one factor that adversely affects the quality of the education that is imparted at tertiary level.

'Collegiality' is the collective term to include the responsibilities of the functional groups that are directly involved in the teaching process which focused on their attitude and approaches. The collegial responsibilities of the teachers of higher education are:

- Teaching

- Research guidance

- Evaluation and assessment

- Time with students

- Counseling and guidance

- Academic committee work

- Sharing administration and other functions of the institution

- Placement and promotional activities.

Instead, they do the following (experienced facts from the field study by the researcher):

- Pursuit of discretionary time

- Concentration on narrow academic specialization

- Insistence of academic freedom without accepting any appraisal mechanism

- Investment of time and effort in finishing portions and syllabus at the cost of research and scholarship

- Undertaking consultancy at the cost of other responsibilities

- Involvement in non-academic professional activities.

Academic deficit

It means the standard of performance at all levels of education is low. The standard of performance at the under-graduate, post-graduate, and even up to Ph.D level is obviously low in Kerala. In its report submitted in 1966, the Kothari Commission had acknowledged this uncomfortable fact. Anybody who completes the under-graduate level of instruction gets only some academic credit if he goes anywhere outside India. Though the situation varies from country to country, as a general proposition, it may be stated that an Indian bachelor's degree is not equated with the bachelor's degree in another country. This is something which the Kothari Commission had also touched upon.

If the standards of performance at the under-graduate or post-graduate levels are unsatisfactory, a good deal of it is owing to the kind of defective schooling at the earlier stages of instruction. It should not be necessary to go into further details except to recognise the further fact that the levels of performance at the school level are downright unsatisfactory.

The ill-equipped and grossly under-staffed colleges, even at the level of professional education, are a very common symptom of academic deficit in our country. The weak foundation of school education and the thin edifice of higher education have created a situation where we do not have a clue as to what we should do. To put it short, without radically re-ordering or re-modeling the earlier levels of education, we will neither be able to help the economy nor ensure high quality education.

To conclude, it is important to underscore two points. The academic deficit, in the short run, is going to be a crisis of quality. In the long run, it would be a crisis of social justice. On both counts, decisive remedial action is called for. The country cannot continue to neglect her educational future anymore.

Un-ethics in education

The issues relating to ethics in education arise everywhere. It covers morals, moral principles and rules of behaviour. It essentially attempts to distinguish right from wrong; this cannot be something absolute and calls for judgments grounded in values. There are aspects of human rights, human dignity, equity, social justice, privacy, and confidentiality and distribute justice that have to be kept in view. One has to ensure harmony with nature, culture, traditions, and religion, respect for the law, protect the interests of the under-privileged and weaker sections, and ensure that the implications of actions should not be disastrous for the future. Many of the relevant value systems are essentially embedded in civilisational cultures and traditions. In this area we are concerned with issues of fabrication, falsification, plagiarism, credit-not-due, and such aspects.

The progress in higher eduction is measured by important indicators viz., number of educational institutions, number of teachers, number of students, the type of education imparted and received, the quality of academic and administrative governance. Since Independence, higher education in India has witnessed a many fold increase. During the 58 year period from 1950 to 2008, the number of universities has increased from 20 to about 417. Similarly, the number of colleges has increased from 500 to 20,677, and also the number of teachers, which stood at 15,000 in 1950, has increased to nearly 5, 00,000. [32]

As a result of enhancement of educational capacities, access to higher education – measured in terms of Gross Enrolment Ratio (GER) in higher eduction too has increased from less than one per cent in 1950 to 10 per cent now. If we were to include certificate and short-term diplomas, the GER would be around 14 per cent on the basis of the National Sample Survey (NSS), 2004-05, and the Population Census (2001). [33]

Being an integral part of the higher educational fabric of the country, the higher education in Kerala is the same replica of that of the nation with the exception of only some deviations somewhere. For example, the GER in higher education in Kerala is 17%,[34] which is much ahead of the national ratio. It is not a matter of surprise or astonishment since, Kerala is the first state in the Indian union to attain the maximum literacy rate, say 93% when the national average was around 59%.

Conclusion

Despite the progress made so far, we face a number of challenges in higher education. The emerging issues include:

1. Lower access to higher education;

2. Inter-regional and inter-group disparities in access to higher education;

3. Inter-institutional variations in quality and excellence;

4. Need to enhance relevant eduction; and

5. Use of appropriate academic and administrative governance structures and practices, including reforms of regulatory bodies.

The core thrust of the 11th Five Year Plan is, therefore, centered on four objectives: first, expansion; second, inclusiveness and quality; third, relevant education; and last, academic and governance reforms. And certain critics have added a suffix - 'education' – to the 11th Plan and named it as 'Education Plan' of India. We may hope that the 'decoration' of the name of the Plan materialize in its true sense.

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CHAPTER 4

HIGHER EDUCATION IN INDIA: A GLIMPSE

"A world class country without world-class higher education is India's 21st century dilemma".

The foregoing chapter gives definitions for terms viz., higher education, human resource, HRD and HRM and explains the importance of HRD in higher education. It also gives various parameters of HRD in higher education. The chapter goes explaining the emerging issues in higher education in India and in the state of Kerala and suggests the ways and means to overcome them. It pays extra light on requirement of professionalizing higher education for the best interest of human resources development in the nation.

Now, the present chapter gives a glimpse of higher education in India. It tells the structure and functioning of the system. The chapter gives the structure, layout, and the functional styles of our higher education system. For a better analytical approach, the chapter is divided in to four parts – Ancient education system, British-India education system, Education in free India, and Indian higher education in the 21st century. The chapter also analyses the trends of our higher education in national level and suggests some measures for betterment.

Indian tradition is steeped in the highest philosophical foundation laid by her ancient sages and seers in the course of their pursuit of the highest knowledge and excellence. Ancient records of this lofty Indian tradition testify that India had a highly developed system of higher education at par with the modern university system. Historically the earliest university in India dates back to 6th century BC and was set up in Takshashila, now in Pakistan. Later in fourth and fifth century AD the highly acclaimed universi6ties of

Nalanda and Vikramashila came in to existence. The modern higher education system is, however, merely 150 years old with the first three universities being set up in Bombay, Calcutta, and Madras in 1857 under the British rule.

Ancient Education System

India has glorious tradition of teaching and learning, where education was pursued for the sake of knowledge and *mukti* and not for materialistic benefits. Knowledge is regarded as the highest virtue of man. Institutions like Nalanda and Takshashila attracted scholars from far and wide for their power of knowledge. Education was treated as both a training of mind and soul. The ideal was "Wisdom along with Knowledge". There were court scholars, but not court scholarships. Education was never subordinated to any political power. Teaching was regarded as job of high esteem. The '*Gurukula*' system and the '*Guru-Sishya Parambara*' of the ancient Indian educational system depict the intense individual bond the unstinting commitment between the teacher and the taught. The deep respect and the inseparable relationship between the *Guru* and S*ishya* is the arch contribution of India to the humanity. In the Indian '*Gurukula*' system in which the students stayed with the teacher, did service to him and received the "sparks from Heaven" esoterically from him, the teacher-student nexus was quite strong. The development of the science of polemics, and the Upanishads in the form of conversation and exchange of ideas and views clearly indicate the teacher-student interaction in the past.

British - India Education System

The most differentiating factor of education system under British rule, compared to earlier Indian system was that education system became subordinate to political system and main thrust was for supplying clerks to run the administration of British India, but not to create any intellectual tradition in any field. Macaulay introduced an elitist English education for preparing better civil

servants. But in practice, this minority of English-learnt people developed a superiority complex and isolated themselves from the masses. This alienation of traditional culture of the illiterate masses from the culture of educated elite has divided the Indian society. Thus the major impact of British on education was the slow disappearance of our ancient system and the gradual intervention of the western education.

The Charter Act of 1813 was the foundation stone of British education system in India. The aim of the British education in the beginning stage was well brought out by Lord Macaulay in his Minutes of Education in 1835. "We must, at present, do our best to form a class who may be the interpreter between us and the millions whom we govern. This group had to be Indian in blood and colour but British in taste, in opinions, and in morals and intelligent"[1].

The system of higher education built by the British was a response to the needs of an imperial administration. The colonial higher education system was a device to build up a perfect exploitative machinery to deny the Indian an identity of his own. It was an instrument used by the British to create a socio- cultural base for recruitment and training. It enabled some to become aware of the nature of imperialism whereas some converted themselves in to tools of westernisation.

The impact of growth of higher education under British Rule was not uniform and even, throughout the country. The facilities for higher education was not in even supply and was concentrated in a few regions like port towns and business centers. This brought about the regional disparities in the development of higher education in India. The distortions and inequities embedded during the period have continued to persist. The system developed an anti-imperialist movement for national independence, and inspired the

search for alternative models of education, symbolised by divided the Indian society.

Education in Free India

In 1947, Jawahar Lal Nehru addressed convocation of Allahabad University and referred to the objectives and roles of a university in the national life as "A University stands for humanism, for tolerance, for reason, for adventure of ideas, and for the search of truth. It stands for the onward march of human race towards even higher objectives". This indicates a paradigm shift from 1857 to 1947 in the objectives of a university. This has set the vision for universities in free India.

It started with rapid growth of universities and colleges across the country. Emphasis was also given on technical and professional colleges. There was a quantitative growth of higher education system. There was concern for quality and the Kothari Commission has rightly stated: "Of all the factors which influence the quality, competence and character of teachers are undoubtedly the most significant. Superior quality of education is possible with superior quality of teachers".

India higher education in the 21st Century

Indian Universities

At the time of Independence, there were only 25 universities in the Country, most of them imparting arts and science education through affiliated colleges. In the last six decades, the number of institutions of higher education has grown enormously. "Today, there are 20 Central Universities, 215 State Universities, 100 Deemed Universities, 10 Open Universities, 13 Institutions of National Importance, and more than 17,000 Colleges, of which 1,798 are women's colleges. Around 39 institutions provide education in agriculture (including forestry, dairy, fisheries, and veterinary science), 16 in Health Sciences, 38 in Engineering and

technology, Four in Information Technology, One in Journalism, and Four in Law". [2] The table 4.1 depicts the picture.

Table 4.1

University Institutions in India, 2006, 2007, 2008 & 2009

Year (As on 31st May)	Central Universities	State Universities	Deemed Universities	Open Universities	Institutions of National Importance	Total
2006	18	203	90	6	13	330
2007	20	215	100	10	13	358
2008	25	231	103	12	33	404
2009	40	235	127 (Govt 41, Pvt 86)	13	38 (Centre 33,State 5)	453

Source: Annual Reports, 2006, 2007, 2008, & 2009: MHRD, Government of India.

Types of Universities

- The Indian universities are basically of three types -

- Unitary,

- Federal, and

- Affiliating

    * **'**Unitary University' is one where the entire teaching work is organized within the campus and the students reside in the hostels or within the prescribed geographical jurisdiction of the university has provision for both post graduate and under graduate programmes, and also has a strong emphasis on research. Aligargh

Muslim University, Banarus Hindu University, Mysore University, and Jawaharlal Nehru University are Unitary Universities.

'Federal University' is the type where the teaching work is shared by the university with its constitutional colleges. Delhi University is the only example of a Federal University in India.

'Affiliating University' is one in which a number of colleges under its academic control (not administrative or financial control), distributed over a large area, the whole state, a region of the state or more than one state. Affiliating universities generally have a central campus which has departments or schools that impart PG instructions and conduct research. They also have a variable number of colleges affiliated to them and these may be distributed over a number of districts, in accordance with the jurisdiction of the university. The colleges mostly do under-graduate teaching though some of them also have PG classes in selected subjects. Most Indian universities are of affiliating types with the larger ones like Calcutta, Mumbai, and Bangalore having more than 250 affiliated colleges. [3]

'Deemed Universities'. In addition, there are two other types of university level institutions too - "Deemed – to-be Universities (also referred to as Deemed Universities) and Institutions of National Importance. The Deemed Universities are the institutions that are conferred the status of a university by virtue of their long tradition of teaching, or specialization and excellence in a particular area of knowledge. The Deemed-to- be University status is granted by the UGC with the approval of the Department of Education, Ministry of Human Resources Development (MHRD), and Govt. of India. [4]

'Institutions of National Importance' are established, or so designated, through Acts of Parliament. There are 13 such member institutions of AIU including the six 'Indian Institutes of Technology'. As a special case, they are empowered to award their own degrees, privilege normally granted only to universities. [5]

The Trend of Higher Education in India

1. Strength

Indian higher education is the second largest in the world. The growth of higher educational institutions, enrolment of students and faculty, and the expenditure on the sector are all have registered a steep growth rate. The table 4.2 shows the trend:

Table 4.2

Status of Higher Education in India: 1857 – 2008

Institution/Year	1857	1947	50-51	90-91	96-97	2005-06	2007-08
Universities	3	19	27	184	228	355	417
Colleges	27	496	578	6627	8529	18064	20,677
Students	5399	241369	263000	4925000	6755000	11028000	12121700
Teachers	N/A	N/A	24000	272700	321000	480000	500000

Source: UGC $ MHRD Annual Reports, 2008.

2. Contribution of GDP in Higher Education in India

Though our higher education is the second largest in the world and has been registering a constant growth pattern, it presents a dismal picture due to lack of financial inflow. We apportion only about 3.5 to 4 per cent of Gross Domestic Product (GDP) to education and it is highly insufficient. Barring Bangladesh, India spends the least among 117 developing nations of the world.

After Independence, India's educational expenditure has never touched the four per cent mark of the GDP. The Kothari Commission (1964-66) had recommended for not less than six per cent of GDP but not materialized so far. The table 4.3 reads the contribution of GDP in higher education in different countries.

Table 4.3

Contribution of GDP in Higher Education in Different Countries -2008

Country	Percentage of GDP
USA	12.0
UK	8.0
Kenya	6.2
China	6.0
France	5.8
Thailand	5.0
Germany	4.6
Pakistan	4.3
India	4.0

Source: Annual Report of UGC, 2008.

3. Access to Higher education in India

Since Independence, higher education in India has witnessed a many fold increase. India's higher education system is becoming the second largest after the USA. Yet, its coverage is very narrow. The level of participants in India is lower than those attained by developing countries like Indonesia (10%), Brazil (12%), Mexico (14%), and Thailand (19%), not to speak of developed counties (UK 37%, France 50%, USA 81%) (UNESCO,1994).[6] The level of participation in India for higher education is merely 7% of the age

specific population. If this level is to be raised to a respectable level a great deal of efforts would be required.

"During the 57 year period from 1950 to 2007, the number of universities has increased from 20 to about 417. Similarly, the number of colleges has increased from 500 to 20,677, and also, the number of teachers, which stood at 15,000 in 1950, have increased to nearly five lakhs. Correspondingly, the enrolment of students has increased from a mere one lakh in 1950 to over 121 lakhs plus in 2007. As a result of enhancement of educational capacities, access to higher education – measured in terms of Gross Enrolment Ratio (GER) for graduate and above – too has increased from less than one per cent in the early 1950 to 10 per cent in 2006. If we were to include certificate and short-term diplomas, the GER would be around 14 per cent on the basis of National Sample Survey (NSS), 2004-05". [7] Higher education in India has also diversified in terms of disciplines, faculties, and the courses/subjects offered.

Access to higher education in India in terms of GER – the percentage of students in the age group of 18 to 23 to the total population in this age group – is about 10 per cent. However, this 10 per cent level compares poorly with the world average of 23 per cent, of which about 35 per cent is stipulated for middle income countries and 40-85 per cent for developed countries. The International experiences indicate that in developed countries, the GER varies between 20 – 90 per cent. Many low income countries have GER much below 20 per cent. Thus, the 20 per cent enrolment ratio in higher education, as observed by Tilak, [8] seems to be critical threshold for countries to become economically advanced.

4. Archaism in Higher Education

An ideal higher education system is supposed to play a more innovative, more aggressive and more revolutionary role in the affairs of the nation. But the Indian scene has a different story to tell. Except in a few cases, the academic pursuits in our universities

and colleges are marked by archaic courses, irrelevant curricula, anemic syllabus, un-inviting instructional materials, un-challenging methods of teaching, un-reliable procedures of examination and evaluation, and a freezing and de-motivating institutional climate. Still we follow the inveterate lecture method. It must go and be replaced by lectures, seminars, and discussions.

Many of our universities and colleges have not been provided with the minimum level of infrastructure for maintaining the quality and standards. In spite of the impressive progress here and there, there are serious problems relating to the quality and the relevance of higher education, with the result that the links between education, employment and development are not well formed. No wonder, the growth of Indian higher education has been "Merry but a Fruitless Exercise in Panned Drift" "The spectre of mediocrity is haunting Indian universities....The way the academic world has been functioning doesn't augur well for the future of our country...Some academic goons have hijacked the sacrosanct academic space and have been consistently promoting their own protégé who in turn inherit the skullduggery to contribute in the formation of a clique... In the selection process the meritorious candidates with a far more teaching experience, research work and publication are rejected in favour of mediocre charlatans who distinguish themselves by their loyalty to a particular academic gang." **(9)**

5. Decline of intellectual capital

Are Indian universities and colleges on the decline? There are opinions for and against. From the increasing number of students who are leaving the country for studies abroad one gets the impression that the centre of higher education are not the preferred choice for education for thousands. Those who stay behind cannot afford the high cost of foreign education and are satisfied with the available service. Thousands of those who do not pursue higher

education here since they do not find the environment conducive for pursuit of knowledge in our universities and colleges. The recent phenomenon of working for a year or two after graduation for work-experience and to provide for higher education and then go abroad for a degree is quiet common in the major cities of the country. Why is it that a section of students decide not to enter the portals of Indian universities and colleges and prefer the colleges abroad? Those who do attend colleges and universities feel a sense of frustration and monotony since our universities and colleges do not ignite the minds.

One of the factors for the students to leave the country for studies abroad is the lack of relevance of our courses and programmes in colleges and universities. With globalisation of the economy, the world has been moving very fast. E-learning, computers with connectivity and information revolution have revolutionised higher education. Our universities and colleges are hardly affected by these changes. New areas of space science, nanotechnology, tourism and travel, commerce and business have been gaining ground. With an affiliating system, courses and programmes have remained outdated, unable to respond to the changes of our times. Teaching and learning have not changed radically. Our universities and colleges are refusing to adapt and change to the new realities of commerce and trade, science and environment, life and living. The consequence is the irrelevance of what is being taught. Industries and business are searching for people with new skills and our institutions of higher learning are not in a position to provide those skills due to the bureaucratic nature of the functioning of the universities. More and more industries are recruiting graduates and training them in skills at their own cost, which the colleges have been unable to provide.

6. Politicisation of higher education

It is unfortunate that higher education, in spite of all the slogans of freedom, is a highly ploiticised commodity in India. All the functionaries of the universities are appointees of the state and central government. And those appointed by the state in turn make other appointments on the pulls and pressures of the functionaries of the state. With the prevalent partisan politics, colleges and universities cannot become centers of excellence. Once the administrative bodies are decided by the state, it automatically follows that the academic bodies are not created by placing premium on academics. Factors other than academics play a very important role. In the constitution of academic bodies what matters is the proximity of the persons to the centres of power. Appointments to academic posts are made in large number of universities based on affiliation to political parties, caste, community, or the candidate's closeness to the political bosses. In such a situation, pursuit of truth and acquisition of knowledge take a back seat. Finding an employment and promoting personal interests by remaining faithful to the political bosses remains the primary task. Academics of this kind cannot do justice to higher education.

7. Erratic examination schedules

Erratic examination schedules and frequent disruptions of the examination calendar have put university students in the state in a tight spot. Failure of universities to stick to their examination schedule remains a major problem, leading to the complete breakdown of the examination system. Lack of professionalism led to the crashing of the system owing to frequent changes made to the examination timetable. Regular changes being made in the schedule have delayed completion of academic programmes in colleges affiliated to leading universities in the state.

Examinations are rescheduled following pressure from various quarters. A popular method is to approach the court with plea for postponement. Some groups go on a signature campaign on the campus. Lack of administrative will to stick to the academic and examination schedule has triggered endless problems affecting the prospects of students, particularly the post graduates of semester courses. There have been instances in which fourth semester candidates had not received even their first semester results. Some of the universities had not announced the commencement and termination dates of teaching segments during a semester.

8. Education as commerce

In recent years, colleges across the country have been established not to pursue the cause of higher education but to amass wealth. Behind many of such colleges are members of political parties, traders and business men. They are in nexus with the political powers of the state. In spite of public uproar against capitation fees and donations, the country has not been able to put an end to these evils because there are forces in the state that favour the capitation lobbies. We have increasing number of colleges swindling the poor by charging exorbitant fees and donations especially in professional courses and prized programmes in sciences like bio-technology, micro biology and a host of other market-oriented courses. The political class has played an important role in commercialising education in the country. What is unfortunate is that groups and individuals who have hardly any academic background and are thus not even aware of trends in education have established many of these colleges. The sole purpose of those institutions is to make money and transform education into a commercial activity. To put it sarcastically, a placard raised by a leading students' organization in Mumbai reads: "Einstein's Modified Equation:

$E = M (c)^2$, where,   E = Education, M = Money, c = Corruption.

The other aspect of commercialization is initiation of courses of commercial value. Colleges have started courses and programmes that are money minting. The objective is to serve the needs of trade and commerce than development of the country. While courses in fashion designing, computers, e-learning, bio-technology and business management have mushroomed, the science programmes especially of basic sciences so essential for national development are on the decline with hardly students opting for them. So are the courses in social sciences. One of the reasons for the bright students not opting for these programmes is the low quality of teaching and the lack of infrastructure besides the low premium markets place on these courses. We cannot create a lop-sided society for tomorrow if we are concerned about the country and society. India needs talented people for research, science and social sciences for the future development of the country. Without basic sciences and the study of humanities, society will be poorer. Our national labs and civil society will not be able to get the kind of human resource for national and social development.

As long as the two trends of politicization and commercialization carry on, there is no future for higher education in the country. The urgent need is to free institutions of higher education from the bureaucratic and political control of the state and the greed of commercial forces. Education should remain as autonomous as possible under the care and guidance of the state without any political interference. Partisan politics is bad for academics. It would only destroy the little academics we have. Given the situation at present, it sounds a difficult battle. But nothing is impossible. If the government is determined, cleansing of the system is possible. What is required is political determination.

9. Devaluation of higher education

Education is not about just getting jobs. There is a certain devaluation of higher education as education. There is an obsession

with simply getting jobs. In the desperate quest to get jobs, parents and students are willing to forgo the pleasure of actually having an education. This is associated with societal characteristics and which have changed overtime. "Many students now-a-days seem to have a 'utilitarian' view of universities opting for subjects that bring them then best and the fattest pay packets rather than the richest cultural reward." [10]

There is a mushrooming of the private sector institutions. As long as they are charitable institutions, the matter is different, but many of them are actually profit-making institutions, which basically mean that the demand for these institutions has outstripped what the public educational facilities could take care of. These institutions are concerned with the objective of preparing people only for the limited purpose of getting jobs and invariably forget the aim of an inevitable quality higher education of general character.

To challenge this, there needs to be an expansion of public education. And correspondingly there has to be a social regulation of the private self-financing institutions. Education is not a commodity. It is a very important component of nation-building. 'That is why everywhere, in every country in Europe and even in the US, education is essentially seen as a public responsibility. If it is the case that education is essentially not just for the individual to be educated but also for the society to be free, then society should take the trouble to ensure enough funding to see that a proper educational system is in place'. [11]

The profit-making private higher educational system concentrates on those kinds of students who would get "higher Jobs" and these jobs may be in areas that have nothing to do with basic disciplines. There is everything wrong with an education that leads exclusively to a high-paying job. It fails to concentrate on human resources development on general terms. Would the public

sector have enough resources to meet the needs of higher education? It is a genuine doubt. The very idea that there are not enough public resources is wrong, because the same money that the private sector invests in education can be taxed away by the government to be invested in education. 'If the idea is to enlarge higher education and nation building, it is incumbent on the government to take that money from the private sector as taxes and have a public educational system. In fact the tax-GDP ratio in our country is one of the lowest. Even in true-blue capitalist countries and in the US, there have been much high tax-GDP ratios than what we do have at present in India. The US has the finest public education system compared to anywhere in the world. [12]

Suggestions for improvement

The expenditure on education and in building capabilities of people is an investment and necessary pre-condition for sustainable economic development (Schultz, Theodore: 1961). [13] The studies on India and Asian countries bring out positive impact of education on economic development.

Tilak (2003) [14] has summarized the results of a number of studies, which observed the positive impacts of higher education on economic growth. Besides, the positive impact of higher education on growth, higher education also has significant poverty reducing consequences and therefore, is known to induce inclusive growth. The 11th Five Year Plan has been aptly titled "Towards Inclusive Growth" and recognizes the crucial role of "inclusive education" as a major component of achieving inclusive

A study on the linkages of government spending on education and agricultural growth in India for the period 1973-74 to 1999-2000 reveals the high impact of education on increasing agricultural productivity. Also studies on China, Thailand, and Vietnam substantiate the enhancing impact of education on agricultural growth.In fact, in most of the countries the marginal

returns in agricultural growth can be linked to investments in education'. **(15)**

The 11th Five Year Plan has accorded foremost priority in enhancing enrolment rates in higher education. It has set a target of achieving 15 per cent GER by 2012 and has projected to increase its level to 20 per cent by the end of the 12th Five Year Plan. The strategy proposed to achieve the target entails an obvious increase in the number of universities and colleges, vocational and technical institutions, on the one hand, and enhancing the 'intake capacities' of existing institutions, on the other.

It goes without saying that education, particularly higher education, is the fulcrum around which all the processes of national economic development of a country revolve around. For making the sector more active and radiant, we can suggest various measures:

1. Academic autonomy to all colleges across the country.

Affiliating system has outlived its usefulness. With the provisions of the World Trade Organisastion coming in to effect in 2005, the entry of foreign universities would be making our colleges and universities irrelevant if we do not move fast enough. The only way colleges and universities of the country could move ahead is by providing them academic autonomy. Our centres of higher education have to initiate certificate, diploma and degree courses that have local, national, and international relevance. There is a need to re-invent the system. The present times need radical departures from the traditional form of higher education if we have to survive from the competition from foreign universities.

The need for respecting the authority of the universities and colleges has been stressed repeatedly by various commissions and committees. It has been rightly emphasized that the flowering of intellect takes place only in an atmosphere of academic freedom.

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Unfortunately, the actual implementation of this extremely desirable step is inversely correlated with the acceptance of its significance. The political bosses, who rule over the vast expanse of the various federating units of this country, are curbing the freedom of educational institutions and forcing them to acquiesce to the whims and caprices of the teeming millions of this country. The academic autonomy is not the close preserve of the universities only but should percolate down to the lowly colleges, which account for about 86 per cent of enrolment at the higher education stage.

2. Financial support to institutions of excellence

The UGC has proposed a grant of a maximum of one crore Rupees to colleges of potential excellence. Providing them with academic freedom and rewarding them with financial incentives would contribute to nation building.

3. Support to research and development.

In a world that is moving with swift changes, education cannot lag behind. To make meaningful interventions in society, what the country needs is investment in educational research and development. Though most university departments in India were started as research centres, they have over a period of time become mere teaching institutions with minimal accent on research.

4. Education system for developing the capacities of the learners

Dr. APJ Abdul Kalam, the former president of India, delivered the Decennial celebrations of the National Assessment and accreditation council, Bangalore, on 5th November, 2004 at J N Tata auditorium, Indian Institute of science, Bangalore, and in the speech he opined: "Moral leadership involves two aspects. First, it requires the ability to have compelling and powerful dreams or visions of human betterment. Moral leadership requires a disposition to do the right thing and influence others also to do right things. In sum, inquiry, creativity, technology, entrepreneurial

and moral leadership are the five capacities required to be built through the education process. If we develop in all our students these five capacities, we will produce "Autonomous Learners" self directed, self controlled, life-long learners who will have the capacity to both, respect authority and at the same time be capable of questioning the authority, in an appropriate manner. The question which arises in our mind is how we can ensure that our universities, colleges, and programmes have built this capacity in them for ensuring the generation of enlightened quality graduates, postgraduates, and doctorates from the university…" [16]

When the students come out of the university, certain capacities are required to be built in them for enabling them to face the challenges in the real world, in their professional career, and also facilitate their participation in the task of national development. A good educational model is the need of the hour to ensure that the students grow to contribute towards the economic growth of the nation. "For participating in the task of nation building, the capacities required to be built among the students in their formative years by the educational institutions are: [17]

   * The capacity for research or inquiry;

   * The capacity for creativity and innovation, particularly the
      creative transfer of   knowledge;

   * The capacity to use high technology;

   * The capacity for entrepreneurial leadership; and

    * The capacity for moral leadership".

To elaborate:

* Research and Inquiry.

The 21st century is about the management of all the knowledge and information we have generated and the value addition we bring to it. We must give our students the skills with

which they find a way through the sea of knowledge that we have created and continue with life long learning. Today, we have the ability, through technology, to really and truly teach ourselves to become the life-long learners. This is required for sustained economic development, materials and individual prosperity.

* Creativity and Innovation

The management of knowledge in the 21st century is beyond the capacity of a single individual. The amount of information that we have around is overwhelming. The management of knowledge, therefore, must move out of the reach of the individual and shift in to the realm of the networked groups. The students must learn how to manage knowledge collectively and to work in multi-disciplinary teams. When the information is networked, the power and utility of the information grows as squared as predicted by Metcalfe's law. Information that is static does not grow. In the new digital economy, information that is circulated creates innovation and contributes to national wealth.

* Capacity to use High Technology

Every student should learn to know how to use the latest technologies for aiding their learning process. Universities should equip themselves with adequate computing equip0ment, laboratory equipment, and internet facilities and provide an environment for the students to enhance their learning ability. In the midst of the technological innovations and revolutions, we cannot think that the role of the teachers will be diminished.

* Entrepreneurship.

The aptitude for entrepreneurship should be cultivated from the beginning and in the university environment. We must teach our students to take calculated risks for the sake of larger gain, but within the ethos of good business. They should also cultivate a

disposition to do things rightly. This capacity will emblem them to take up challenging tasks later.

* Moral Leadership

Moral Leadership involves two things. First, it requires the ability to have compelling and powerful dreams or visions of human betterment. Moral leadership requires a disposition to do the right thing and influence others also to do the right things.

In sum research and inquiry, creativity, technology, entrepreneurial and moral leadership are the five capacities required to be built through the education process. Ultimately, education in its real sense is the pursuit of truth. It is an endless journey through knowledge and enlightenment. Such a journey opens up new vistas of development of humanism where there is no scope or room for pettiness, disharmony, jealousy, hatred or enmity. It transforms a human being in to a wholesome whole, a noble soul and an asset to the universe. Universal brotherhood in its true sense becomes the sheet anchor for such education. Real education enhances the dignity of a human being and increases his self-respect. If only the real sense or education could be realized by each individual, and carried forward in every field of human activity, the world will be so much a better place to live in. The mission of National Assessment and Accreditation Council is to ensure that our higher educational system is fully tuned towards creation of enlightened citizens who in turn will transform India in to a prosperous, happy, and strong and safe nation.

5. Accreditation

The growing concern for quality culture in higher education the world over has spawned a problem of gigantic proportions for India, which needs to develop both quality and quantity of higher education with better academic and physical infrastructure respite the resource crunch. This need for quality assurance, evaluation

and sustenance has led the University Grants Commission (UGC) working towards quality enhancement since its inception, to set up the National Assessment and Accreditation Council (NAAC) in 1994 to assess and accredit institutions of higher learning in accordance with national and International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The UGC has made NAAC accreditation mandatory for institutions of higher education linking it with financial assistance and academic recognition. In the field of teacher education, National Council of Teacher Education (NCTE) has also entered in to a memorandum of understanding with NAAC in 2002 for accreditation of teacher education institutions.

NAAC's two-tier system of quality assurance works firstly, through performance evaluation by way of assessment accomplished through a process based on self-study and peer review using defined criteria. Secondly, based on the peer review report NAAC grants accreditation to the institution certifying it at a particular level on its 9-point scale. Assessment ensures that a self-critical community of academics, students, support staff and managers are striving and contributing towards continued quality enhancement. Accreditation, on the other hand, assures all the stake holders, the community, academics, students, employers, and other organizations that the institutions /university has clearly defined and educationally appropriate objectives and the required conditions for their achievement. Viewed thus the philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental. It believes that overall quality of an institution must be the concern of all the stakeholders. This leads to quality assurance as different from quality control, which implies a rejection of substandard.

Instead of a single accreditation agency NAAC, multipline accreditation agencies may be licensed. Backed by stringent

information disclosure norms, this wouild empower students with reliable information and would be a mechanism for ensuring accountabiluity.

6. Equitable access to quality higher education

Instituting a process that enables the poor and the weak to participate in the economy and empowers them to take their legitimate share in development benefits is essential to achieve sustainable increase in equitable access to quality higher education. The Union Planning Commission's 'Working Group on Higher Education for the Eleventh Plan' proposed the objective of raising the Gross Enrolment Ratio (GER) from 10.5 in 2006-07 to 15.5 in 2011-12. [18]. If we achieve this objective, many thousands of young men and women will receive the benefits of higher education and they would be in a position to contribute to the development and progress of the country. The access to higher education in India is poor, say around 10 per cent, compared to the global average of 23 per cent and 80 per cent in developed countries. It is 15 per cent in China. [19]

"The Working Group's report estimated that the financial resources required to achieve a GER of 15.5 by 2012 would be in the range of Rs.54, 000 crore to Rs. 88,000 crore. Prof. Sukhadeo Thorat, Chairman, University Grants Commission, requested the Government of India to provide Rs. 57,000 crore for the UGC to carry out activities in general higher education during the 11th Plan period". [20] The Sam Pitroda Commission constituted by the government of India had proposed that this percentage should be increased to 15 per cent by increasing the number of universities from the present 400 to 1500 in the next 10 years.

It appears that in India the size of higher education sector is just right for its demand. In 2004-05, the all-India GER in elementary education was 93.5, which came down drastically to 51.65 in high school. With high dropout and failure rates, the GER

in higher secondary was 27.82. Once again with a low pass percentage, a high dropout rate and increasing enrolment in unrecognized and non-formal higher education and correspondence courses in universities, the GER in formal higher education was only 9.5 which, given the other factors mentioned here, could be construed as just equal to the demand for it. [21]

Increasing enrolment, improving quality of school education, and reducing dropout rates are the prerequisites for increasing access to higher education. Existence of a high school within a radius of 3-5 km of every village/habitation, recruitment of qualified teachers, provision of teaching aids, mid-day meals, uniforms, books and notebooks, and free or subsidized transport are essential for improving access to school. There should be a paradigm shift in curriculum design, teaching techniques, and assessment process so that the students are intellectually prepared to take up college education.

In an unequal society, students from the marginalised sections should be given preferential treatment in terms of reservation in higher education, besides adequate financial assistance. We should resolve the issue of reservation in higher educational institutions at the earliest and institute an irreversible reservation system. All new universities and colleges should be located in educationally backward districts, one-fourth of such institutions exclusively for women to reduce the gender gap in higher education.

The extreme disparities in the quality of higher education are also against the principles of equity and social justice. There is extreme variability in the quality of higher education among various institutions and the average quality of the sector as a whole is low. The central aspect of improving quality is teacher efficiency. With the growth of autonomous colleges and involvement of college teachers in the board of studies in universities, the teacher plays a

vital role in curriculum development. Therefore, ensuring teacher efficiency and accountability will be the prime factors for improving the quality of education.

The semester system and continuous internal assessment have not produced the expected results. Most of the universities and autonomous colleges have simply divided the non-semester syllabus for each paper in to two, rather than designing an exclusive syllabus for each semester. There is also a lack of capacity – infrastructure and human resource – to utilize the choice-based credit-system in colleges and universities for making higher education truly relevant, flexible and interdisciplinary, and students have little to choose from. Similarly, institutions consider only external assessment for ranking students for admission, saying internal and external assessment marks are uncorrelated.

There is little research on curriculum development and pedagogy for higher education. Unlike as in western universities, we hardly find any serious publication on college teaching in any discipline in India. Capacity-building activities, carried out by Academic Staff Colleges in universities thorough orientation and refresher courses are inadequate in terms of imparting teaching skills. The curriculum development boards are totally clueless about identifying and imparting employable skills and the need to impart liberal and crucial and critical thinking at least in social sciences and humanities.

An economy, which is propelled largely by market forces, inevitably excludes the poor and impoverishes the uneducated and the weak. Instituting a process that enables the poor and the weak to participate in the economy and empowers them to take their legitimate share in development benefits is essential to achieve sustainable increase in equitable access to quality higher education. The table 4.4 paints the poor picture of India in respect of enrolment in higher education.

Table 4.4

Ratio of Enrolment in Higher Education in Different Countries - 2008

Country	Ratio
Canada	88.0
USA	80.9
Australia	79.8
UK	52.0
France	50.0
Thailand	19.0
Brazil	12.0
Indonesia	11.0
India	10.0

Source: World Education Report, UNESCO. 2008

Table.4.5

Enrolment in Higher Education – International comparison, early 2000 (in percentage)

Group of Countries	Gross Enrolment Ratio
Developed Countries	54.6
Countries in Transition	36.5
Developing Countries	11.3
World Average	23.2
India	About 10

Source: Kerala Private College Teacher (a monthly journal of the All Kerala Private College Teachers' Association), August 2008.

7. Cluster of colleges

We can have cluster of colleges with a leading one as the centre and the consortium leader. All managements can come together to find out their strengths. The cluster should be managed professionally. Each college will have a special course in some specific area of study. They can offer a course to students from other colleges. Students will also opt for a course in a college where there is better equipments. The idea is to pool and share the existing resources among the members of the cluster.

7. No third rate foreign university

No third rate foreign university should be allowed to open a centre in Kerala. But there should be a lot of engagements with foreign educational institutions. Teacher exchanges can be encouraged with good universities and colleges abroad.

8. No shops that serve the market

An aspect that threatens our society is that all colleges in the country have become shops that serve the market. There can be no compromises. A student must be fully educated, and need not be molded according to the wishes of a producer. Many learn the job when they start working and a thoroughly educated student can easily pick up any work when he starts with the employer. We need not worry about the changing scenario or the technology of tomorrow but should be actually concerned about how to develop the total personality of the learner. Hence our education should be geared to that kind of learning and not market oriented. **"Our target is not the market but the state and the nation. We should have an educational policy for the country"**. **[22]**

9 Extension programmes

Extension should be made as important as research and teaching. Panchayats and local bodies can be involved in it. This extension should be a part of the whole process. We should

integrate university knowledge with the society on a continuous manner. This should be actually built in to the system.

The Thrust for Human Resources Development in India via Quality Improvement I Higher Education

Unless there is an improvement in higher education, there can be no improvement in primary or secondary education. Higher reduction and primary education are connected. We want overall quality improvement of education at all levels.

The selection process for teachers should be not mere interview alone. Testing of pedagogical skills, communication skills, soft skills, and overall personality tests must be inevitably applied to the process. Similarly, the quality aspects touch on admission of students, curriculum of universities, assessment process of students and teachers, accreditation and ratings of institutions, competence of teachers and their motivation, research for policy formulation and such other areas of importance. An apex independent regulatory mechanism accompanied by greater autonomy and internal accountability and establishing a high-level committee to suggest specific reforms from time to time would prove quality of higher education. Quantitative expansion through establishment of new government and private funded institutions and increased intake in existing institutions can add to the course of quality enhancement. "Establishment of 30 new central universities, 16 in States where they do not exist and 14 as world-class universities(all India admissions, course credits, regular syllabi revision, incentive for faculty, strong linkages with industry and research institutions, no affiliated colleges, outsource non-teaching functions)", [23] as suggested by the National Knowledge Commission, will add to quality.

The table 4.6 given below elucidates the quality-wise ranking of top universities across the world.

Table 4.6

World University Rankings

Countries	Top 20	Top 50	Top 100	Top 200
China	1	2	2	6
Hong Kong	0	2	3	4
India	0	0	2	3
Japan	1	2	3	11
Other Asia	1	1	3	9
Sub-total	*3*	*7*	*13*	*33*
Australia	1	6	7	13
Canada	0	3	3	7
New Zealand	0	1	2	2
The U.K	4	8	16	30
The U.S	11	22	33	55

*Source: From the survey reported in **The London Times Higher Education supplement**, October 6, 2006. Each new column subsumes the previous column: a university in the top 20 is also in the top 50, 100, and 200.*

The quality of higher education in India is very low when compared to other countries. China and Hong Kong are far ahead of India in terms of quality. Barring a few institutions our quality is below world average. Out of the top 10 universities in the world, six are from the USA and four are from the UK. Out of the top 50 universities in the world, India figures zero in the list. "The ranking is based on five parameters viz., number of Nobel laureates from the

university, number of highly cited Researchers, Articles published in science journals - Nature and Science, and Science Citation Index - and Academic performance per faculty". [24]

"The top class universities in India viz., IITs, IIMs, JNU, or University of Delhi do not figure anywhere in top fifty universities. The Indian Institute of Science (IISc) and IIT of Delhi and IIT of Kharagpur in India ranked in the 251-300 and 451-500 slots respectively". [25]

Table 4.7

World University Rankings 2006

Country	Universities in top 500 list
The USA	161
The UK	42
Japan	36
China	18
India	3

Source: From the survey reported in The London Times

Higher Education supplement, October 6, 2006.

As mentioned earlier, among the top 10 universities in the world, India finds no place. Among the top 10 universities in Asia also there is no one from India. But China, Japan, Hong Kong, Singapore, and South Korea are in the scene. The table 4.8 shows the positions of universities of fame and standard:

Table 4.8

Top Universities

Sl No	Top 10 Universities in the World.	Top 10 Universities in Asia.
1	Harvard University, the USA	. University of Tokyo, Japan
2	University of Cambridge, the UK	University of Hong Kong, Hong Kong
3	University of Oxford, the UK	Kyoto University, Japan
4	University of Yale, the USA	National University of Singapore
5	Imperial College, London, the UK	University of Peking, China
6	Princeton University, the USA	Chinese University of Hong Kong, Hong Kong
7	California Institute of Technology, the USA	Tsinghur University, China
8	University of Chicago, the USA	University of Osaka, Japan
9	University College, London, the UK	Seol National University, S.Korea
10	Massachusetts Institute of technology, the USA	The Hong Kong University of Science and Technology, Hong Kong.

Source: Report on Higher Education, 2007, Shanghai Jiao Tong University, China

"India has significant advantages in the 21st century knowledge race. It has a large higher education sector – the third largest in the world in student numbers, after China and the United States. [26] Almost all of the world's academic systems resemble a pyramid, with a small high quality tier at the top and a massive sector at the bottom. India has a tiny top tier. None of its universities occupies a solid position at the top. A few of the best universities have some excellent departments and centres, and there is a small number of outstanding undergraduate colleges. "At present, the world-class institutions in India are mainly limited to the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs), and perhaps a few others such as the All India Institute of Medical Sciences (AIIMSs), and the TATA Institute of Fundamental Research (TIFR). These Institutions, combined enroll well under one percent of the student population in higher education" [27].

"India's colleges and universities, with just a few exceptions, have become large, under-funded, ungovernable institutions. At many of them, politics has intruded into campus life, influencing academic appointments and decisions across levels. Under-investment in libraries, information technology, laboratories, and classrooms make it very difficult to provide top-quality instruction or engage in cutting-edge research" [28].

Few in India are thinking creatively about higher education. There is no scope for advanced research in higher education. Those in government as well as in academic fronts are seemed contented to do the "same old thing'. Academic institutions and systems have become large and complex. India has survived with an increasingly mediocre higher educational system for decades. Now as India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large educated

population base and its reservoir of at least moderately well-trained university graduates have permitted the country to move ahead. But the competition is fierce. China, in particular, is heavily investing in improving the best universities with the aim of making a small group of them world-class in the coming decade, and making a larger number internationally competitive research universities. Other Asian countries are also upgrading higher education with the aim of building world-class universities. Taiwan, which is a major designer and producer of IT hardware, is considering merging several of its top technological universities to create an "Asian MIT".

Only public sector universities have the potential to be truly world-class institutions. World-class universities require world-class professors and students – and a culture to sustain and stimulate them. India will need to create a dozen or more universities that can compete internationally to fully participate in the new world economy. Without these universities, India is destined to remain a scientific backwater.

Once op on a time, we had academic leaders like Sir Asotosh Mukherjee, Sir Maurice Gwyer, Sir S. Radhakrishnan, Mahamahopadhyaya, P.V Kane, Dr. A. Lakshmanaswami Mudaliyar, Sir C. Ramalinga Reddy to name a few who built and nurtured great universities under difficult financial and political conditions. In these times only the rarest of the rare occasions that we see a right person heading a centre of higher education in India. Not that we lack superior minds capable of leading a modern university, somehow they seem to be reluctant to occupy that high office with the result careerists, sycophants, and such other unsavory characters often manage to claw in to the top seats of our centres of higher learning. This state of affairs has not been addressed adequately although reform of our higher education is very much in the air.

Very high quality academic leadership is the prime requirement to make any headway. The method of selecting a vice-Chancellor in India is so cumbrous and full of political overtones that the selectors are more worried about. Lobbying by interested candidates rules the roost. If sound people are chosen to head our academic institutions and provided necessary support, there is no doubt that out higher academic system will do well. But in the number game, the clever one who can window dress himself the most gets the plum. The sound and bright academic would prefer normally to slob in his laboratory or sweat it out in the library and his name never rings a bell in the ears of selection committee members who tend to be business men or bureaucrats. On the other hand, the upwardly mobile aspiring academic with minimum academic attainments works systematically to catch the glimpse of the appointing gentlepersons.

The higher education system in India is the glaring example of what havoc wrong appointments to the top positions can cause. Once the faculty realizes that the top person has reached that slot not by his scholarly attainments but by lobbying or politicking, they lose their respect for the position itself. Filling the vacancies with the third rate yes-men is the main decay of our higher education. It is now universally agreed that modern economies are science and technology driven. The most important factor in pushing an economy to a high level of performance is its capacity to produce first-rate human resources. Thus we need high quality science, efficient technology, and above all excellent human material, all of which can come only from our centres of higher learning. In this sense, neglecting higher education is a crime against our economic future.

Quite apart from the infusion of finances, a university or a college requires good leadership, fresh ideas, and a grand vision. "The selection of a vice-chancellor or principal is perhaps the most

important single decision that the governing body of a university may be called upon to make. The voce-chancellor must be at the centre of all discussions…It is he who defines the way the university shapes and progresses". **(29)** As Dr.Radhakrishnan said, he must be the "keeper university's conscience" which is achieved by "setting the highest standards by example" and the good Head of the institutions will have sufficient moral strength to "resist unflinchingly the many forms of pressure to relax standards of all sorts". The vice-chancellor or the head of the institution must hare the humility to realize that he is only *Primus Interpares*, i.e., first among equals.

Ushering in a new education culture

A symbiosis of education and research, borderless and flexible academic programmes designed to broad-base scientific know-how and a teaching methodology tailored to impart problem-solving skills, convergence of conventional education and distance learning and the like are the order of the day in higher educational scenario across the world. The State may have to effect some fine-tuning in its general education stream to enable its students to have a fair chance to reap the benefits of the changing world.

The UGC is going to extend its e-resources access, which, so far has remained a privilege of the country's top universities. It will not be long for the colleges to become part of the UGC's digital library network. The UGC has decided to extend its Infonet (Information Network) services to 200 colleges initially as part of improving higher education by reaching out to remote areas with quality materials. **(30)**

Infonet is a programme under the UGC Inflibnet (Information Library Network), which makes available to net-worked libraries more than 4,500 core and peer-reviewed journals and bibliographic database from two-dozen publishers and aggregators in various disciplines. **(31)** Since its launch in 2004, 120 universities have been

provided differential access to subscribed e-resources covering almost all disciplines, including those in arts, humanities, social sciences, physical sciences, chemical sciences and computer sciences, mathematics, and statistics. [32] With more and more colleges launching research departments and postgraduate programmes, the Infonet access is expected to open a new gateway to quality higher education on our campuses. The UGC is planning to link the 100 colleges currently enjoying the College with Potential for Excellence (CPE) status with Infonet. [33].

The UGC set up its Infonet Digital Library Consortium at a time when the universities began to stop subscription to scholarly journals because of their prohibitive costs. In UGC terminology, the crisis that sprang out of the cost of journals rising much faster than the rate of inflation, increase in the number of journals and the paucity of funds available to the libraries is known as "serials crisis". The Infonet programme provides access to current issues of the journals as well as their archives and thus most universities have stopped subscribing to research journals. They now depend on the Infonet, funded by the UGC and executed by the Inflibnet Centre at Ahmedabad.

1. HOTS testing.

"A university / college is a trend setter in many respects. It shows the way". It is a universal concept. A graduate passing out of the portals of higher education must be able to face any challenges of the society. The high-definition class rooms and the quality teaching that he enjoyed would be making him fit to face any oddities. For assuring it, the *prima facie* condition is the competency-based testing at the higher education.

We are very much focused on "More of The Same (MOTS)", and we are tuned to such repetitive exercises. Instead of having a content-based testing, we should have a competency-based testing. The content-based testing leads to bad pedagogy and also to rote

learning. The CBSE chairman, Ashok Ganguly believes that the "Higher Order Thinking Skills (HOTS)" concept is capable of changing the entire teaching-learning process in schools. "Approximately 20 per cent of questions would be based on HOTS and we would like to take this to the higher order where there is a bit of introspection, synthesis, analysis ... all those things. I expect that the entire teaching-learning process in schools would change, go forward and (be) constructive", says Ashok Ganguly. [34]

We have to see that HOTS must be introduced at the university level also so that our students come to a level of global competitiveness.

2. The Utilitarian view of universities

Many students, now-a-days, seem to have a utilitarian view of universities, opting for subjects that will bring them the fattest pay packets rather than the richest cultural reward.

If private individual is the major beneficiary of higher education, then it is argued that the individual should bear a substantial of the cost of higher education. The issue of financing higher education turns out to be one of the determinations of the share of the cost that should be borne by the individual consumer. The general argument is that each should contribute in proportion to the benefit received, implying that cost can be recovered by increasing the tuition fee. As pointed out by Lakshmanasamy in his article, "The issue turns out to be one of how to cut public subsidy to higher education and how to increase the tuition fee without affecting the weaker sections and poor students". [35]

3. Private initiative in higher education

The National Knowledge Commission (NKC) has called for the "expansion, inclusion, and rapid improvement in quality by enhancing public spending and encouraging private initiative in higher and technical education in the country. Representing its

"Report to the Nation 2007", Chairman of the Commission Sam Pitroda said that NKC had focused on the three crucial aspects – "Expansion, Excellence, and Inclusion".

There are about 350-odd universities and 18,000 colleges providing higher education in the country, to about 10 per cent of the relevant age group. This is extremely inadequate in a country where the demographic dividend by way of a young population of about 550 million youth, is a much-talked about asset. If we are to achieve a Gross Enrolment Ratio (GER) of 15 per cent and above by 2015, we need to substantially increase the number of higher educational institutions in our country. While the expansion will have to be achieved in part through increased public expenditure on higher education, it will also require diversifying the sources of financing to encourage private participation, philanthropic contributions, and industry linkages.

A study of the situation at the international level reveals that complete privatization does not exist in any country. In most of the countries, there is co-existence of public and private sectors. In some countries like Japan, the republic of Korea, Philippines, and the Latin American countries, mass privastisation and a restricted public sector co-exist side by side, while in most of the countries of South Asia including India, Africa, and Western Europe, mixed systems dominated by public sector exist. In some countries like the Netherlands, and Belgium both co-exist under public funding. Countries with limited private sector are Sweden, the United Kingdom, France, Spain, Thailand and the like. The point that needs to be emphasized is that it is difficult to follow the pattern available in other countries. Each country has to devise its own system consistent with its socio-political and academic requirements. [36]

4. Implications of Privatisation

   While it is difficult to negate the important role that private bodies have played in furthering the cause of education in India, the recent incursions of private enterprise in higher education, particularly in the field of professional education are far from reassuring. In fact, we are mute witnesses to the mushrooming of privately run 'Frankenstein capitation-fee-charging professional institutions', in which admissions are determined mainly on the basis of the paying capacity of student (parents). These colleges have made serious inroads into the citadels of education in which meritocracy should be the hallmarks of success.

   It has also been genuinely felt that privatization of higher education would lead to the neglect of the subject areas like languages and literature, museology and archaeology, music and fine arts, history or philosophy, which, irrespective of their inherent importance do not have much commercial value. Further, there is likely to be considerably less emphasis on research particularly in basic sciences because it too yields no immediate *quid-pro-quo*.

   While one would agree that the educational system should have relevance to societal needs and that it should equip the students for entry into job market, it would be difficult to leave the system entirely to the interplay of market forces. Education is a basic human investment and it is expected to produce various kinds of educated persons, professional, economists, archaeologists, historians, and intellectuals, creative men of literature, and artists who have mastered in fine arts, music and so on. For quite a few, education is an item of consumption and a source of enlightenment and joy for its own sake. Weighing everything in the scale of marketability would result in thwarting the creative potentialities of individuals and retard their natural development.

5. National Universities

"Addressing the need for both expansion and quality, NKC has recommended setting up of 50 National Universities. To ensure quality, the commission has called for reform at the university level in terms of frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research, and reforming governance of institutions". Further, there is an urgent need for restructuring the system of affiliated undergraduate colleges, which no longer provides a viable model for quality higher education. Creating more department-based unitary universities and giving greater autonomy to existing institutions should be explored.

6. Infrastructure

The quality of higher education may also be enhanced through up gradation of infrastructure, attracting and retaining talented faculty through introducing salary differentials, greater research opportunities, faculty exchange programmes and such. All deserving students should have access to higher education, irrespective of their socio-economic background. While the government heavily subsidises university education by keeping the fees low, there is better value created for this subsidization by ensuring well funded scholarships and affirmative action that takes in to account the multi dimensionality of deprivation. Hiring and retaining talented faculty is a significant problem in all professional education streams, as more lucrative career opportunities are available outside academia in their disciplines. A few measures such as introducing salary differentials, permitting opportunities in professional practices and consultancy services may need to be explored.

7. Apex Independent Regulatory Mechanism

An apex independent regulatory authority for higher education accompanied by greater autonomy and internal accountability can be thought of for a better change. An Independent Regulatory Authority for Higher Education (IRAHE) at an arms length from all stake holders and a high power committee to suggest specific reforms is one way to supplement the exercises of quality improvement in higher education. The regulator would also be responsible for monitoring standards and settling disputes. This will streamline regulation of higher education in the country, which at present is marked by a multiplicity of regulators, often with overlapping mandates.

8. Revitalizing Library and Information Services

It is high time to have reforms for revitalizing the entire Library and Information Services (LIS) sector in the country. To give the sustained attention to the sector, NKC recommended the setting up of an independent and autonomous National Commission on Libraries (NCL) which would be responsible for undertaking a host of measures and streamlining all initiatives for the development of the sector.

9. Enhancing Skills

A large proportion of our labour force needs to be provided vocational education and be trained in adequate skills while higher education enrolment has to increase markedly. This skill element has to be integrated with the higher education system to ensure maximum mobility.

10. More fund for higher education

Education was a state responsibility until 1976, when it was brought into a 'concurrent' list of the Constitution of India that assigned considerable powers and responsibilities to the union government. Though education is a concurrent subject, state

governments enjoy considerable freedom. In respect of higher education, the UGC plays a significant role. Universities are established by the union or the state governments and are funded by the UGC and the state governments. 'Both union and state governments together invest about 3.5 per cent of national income on education. This amounts to about 10 per cent of all government expenditure'.[37] The government has repeatedly assured that the expenditure on education as a proportion of national income would be raised to at least six per cent by the beginning of the 21st century.

Higher educational institutions in India – insufficient for its population

Higher education in India is fragmented in form of having more than 18,000 colleges with about 415 universities. A comparatively small country like Japan with a population of 130 million approximately, has 684 universities, 172 national and 512 public. The USA with a population of 300 million has 2,364 universities, 612 public and 1,752 private. The United Kingdom with 60 million population has 104 universities and about 250 autonomous colleges. [38] The table 4.9 gives the population-wise number of universities in the USA, Japan, Germany, the UK, and India. Of course, India is satisfied with a small pie.

Table 4.9

Population-wise Number of Universities – 2008

Name of the Country	Population in Crores	No. of Universities
USA	30	2364
Japan	13	684
Germany	10	330
UK	06	104
India	106	415

Source: *UGC Annual Report and MHRD Report, May 31, 2008.*

According to Dr.V.C. Kulandaiswamy, former Vice-Chancellor, Indira Gandhi National Open University (IGNOU), 'India must develop at least 2,000 university level institutions by the year 2020. [39] The National Knowledge Commission (NKC) has already said that India would need 1,500 universities to attain a gross enrolment ratio of at least 15 per cent'.

India has more than 3,000 years of cultural evolution with a continuous tradition of pursuing higher education though the opportunity was confined to a select few. The University of Nalanda, established in the year 427 AD, is one of the first great universities in recorded history. The university in its halcyon days attracted students from Japan, China, Korea, Indonesia, Tibet, Persia, Turkey, and Ceylon.

Even in modern education, India has nearly 150 years of experience starting with the establishment of universities in Kolkata, Mumbai, and Chennai (Calcutta, Bombay, and Madras). In every field of knowledge, India has men and women comparable to the best in the world. The higher educational scenario in India is undergoing a paradigm shift towards deregulation, liberalization, and internationalisation. The last decade or so has witnessed many changes and new trends in the field of higher education in India like the tremendous growth in professional and technical institutions, emergence of more deemed universities, increased role of private initiatives and movement towards quality assurance in higher education. India's main weaknesses, however, are the chains and shackles in the form of rules and regulations, procedures and precedents, inherited from a colonial regime and perpetuated and further reinforced by the bureaucracy. It needs courage and will to break them and forge a new mould.

Why foreign students avoid India?

Very strangely there has been little public interest in India on the issues relating to internationalization of higher education. The media has been focusing on various issues except of higher education. There have been discussions among some sections of the academic community on this subject but the community in general has not given it the importance it deserves.

With the establishment of the World Trade Organisation and the coming in to force of the General Agreement on Trade in Services (GATS) in January 1995, the need for a credible and equitable system of international trade in services has gained the acceptance of the world community. Among the 12 sectors of services recognized by the WTO, education service is one of the most important, particularly for a country like ours, which has both the need for improving the quality of education and the potential to benefit from international trade in education. With over 350 universities, 14,000 colleges, 3,50, 000 teachers, and around nine million students, India has the second largest higher educational system in the world, next only to that of the United States of America.

However, the main weakness has been the relatively low levels of quality and standards in instruction, extension services, and research. An Important reason for this weakness has been the low level of financial support from the government. 'The share of expenditure for higher education in the GDP has declined from 0.98 per cent in 1980-81 to about 0.50 per cent now'. [40] Thus we see in India the vicious circle of low financial support leading to low levels of quality and low quality in turn depriving these institutions of their capacity to improve their resources. Internationalisation of higher education provides a golden opportunity to break this circle.

The four main modes of trade in educational service have been recognized by the GATS. They are:

- Cross border supply of services and teaching materials through distance education;

- Consumption abroad, i.e., education of students abroad;

- Commercial presence of setting up courses or institutions in other countries; and

- Presence of natural persons, or ability of people to move between countries to provide educational services.

The USA is at the top of the list of countries using educational services as a business opportunity. There are various reasons for the low incoming of foreign students to Indian universities. The first and the most serious reason is the general perception abroad that the standards of education have deteriorated in some of the Indian institutions of higher learning. Another major reason is the lack of any marketing efforts in these countries by the educational institutions in India. The universities in the advanced countries have well organized and very effective programmes of 'selling' their institutions to the developing countries, while our academic institutions have been contented with the number of students who chooses to come. A third reason for the low incoming is the poor accommodation and facilities that our institutions providing to them.

Commercial presence or setting up of branch institutions for higher education in foreign countries affiliate to Indian universities is now in vogue only on a very limited scale. While there is a greater demand for the commercial presence of reputed Indian institutions abroad, the constraints of financial resources have discouraged several institutions from venturing on such projects. Providing experts with the required qualifications and experience to educational institutions in foreign countries for short periods is another service which India is eminently qualified to undertake, though very little progress has been achieved in this area. The

relatively low age at which teachers have to retire from service, and the high standards of knowledge of English language and communication skills of teachers are important positive factors for India compared with other countries in the supply of such services.

There is a general misconception that an open door policy of internationalization might cause more harm than good to developing countries. This is the argument generally advanced against all programmes of liberalization. Internationalisation of educational services is not an unguided open door adventure. The role of the GATS is to evolve a set of rules and regulations which will ensure fair and equitable treatment to all countries. The General Agreement on Trade in Services(GATS) recognizes the rights of member countries to regulate the supply of services without violating their own national policy objectives. As a developing country, India will have the right to demand and obtain special concessions and dispensations to ensure that internationalisation does not lead to any damage to our national interests.

'The special advantage of India is that it is well placed to take advantage of both receiving and providing the four modes of services under the GATS regime. It is time India evolves a national consensus on all issues relevant to internationalization of higher education'. [41] The whole world is hailing India as the centre of knowledge resource that has the capacity to emerge as an economic superpower if this knowledge resource is groomed and nurtured with excellence. No other country, including China and those in Europe, enjoy the kind of demographic advantage that India has. Thirty five per cent of population of India is aged below 25, while the number of those up to 35 years is around 50 to 55 per cent. This could translate in to immense productivity asset and the key to this lies in the quality and content of our higher education. In simple parlance, it warrants the Human Resources Development through the higher education in India.

Education accounts for more than $3 bn of the world's economy. The General Agreement on Trade in Services (GATS), a hotly-debated agreement of the World Trade Organisation (WTO), is aimed at increasing trade liberalization internationally while including 'education' a service. Education is the process of creating and disseminating knowledge in all disciplines and this very knowledge forms the core of all developmental activities in an emerging economy like India. Quality manpower comes only through quality education for any country and India is no exception. Education as a principal developmental tool carves the economic destiny of a country. Sadly, despite its criticality, the education scenario of our country leaves a lot to be desired. While our IITs and IIMs are among the best in the world in their category, the rest present a bleak picture with most of the government-run schools, colleges, and universities not delivering the goods in the desired quality and quantity. A billion-plus strong nation finds only 11 per cent of its relevant age group entering colleges/universities, a poor match compared to even smaller countries like the Philippines (31%), Thailand (19%), and Malaysia (13%). Even the so-called educated lot is hardly employable due to lack of required skills. The situation is alarming. Though the government is doing a lot by opening a number of universities and higher educational institutions as per the recommendations of National Knowledge Commission (NKC), there is still a lot to be done in terms of providing 'quality' faculty as less than four per cent educated youth take up the profession of teaching. Teaching is the least preferred profession in India for many, and among the existing teachers, the commitment is debatable. The fraternity as such is not to be blamed for this, as they are not motivated enough, get paid very poorly, suffer from lack of recognition and growth opportunities, and have to put up with poor infrastructure and a very high teacher-student ratio and so on. All these result in low quality turnout of students.

Conclusion

A quality teacher imparts quality education which, in turn, produces quality citizens for the society. To that extent 'teachers are the builders of any nation'. Unfortunately, teaching as a profession was never given the place it deserved in our country which resulted in teachers performing their role more as a mundane routine activity than as a passion-filled one. One reason that glaringly comes out for this state of affairs is the lack of attention towards HR-related issues of teachers at all levels, from KG to PG. And the grand panacea for the malady is the honest attempt for quality higher educational institutions with eminent faculties rendering meritorious service assuring human resource development in the temples of our higher education.

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CHAPTER 5

HIGHER EDUCATION IN KERALA

"If the 21ˢᵗ Century is going to be a 'Knowledge Society', then it is not military power or economic power but 'Brain Power' that will determine our place in it".

The previous chapter gave an account of the history, structure, style, strength and present status of higher education in India. Being an integral part of Indian scene, the higher education scenario in the sate of Kerala is almost the same replica of the national set up. Thus the present chapter goes for an addition supplementing the state level picture of higher education of the most literate state in the country. It gives an account of the history, strength, structure, and the functional areas of higher education in the state in a general way and goes still deeper in case of affiliated and aided arts, science, and commerce colleges in the state.

As the modern world achieves new scales of development, people in many of its parts also experience more complex socio-economic problems and political crisis which often impinge upon their personal and social development. Education has always been the unmatched principal means to help solve these problems and resolve the imminent crisis and forge ahead the process of development of the human society. Education is, indeed, a 'necessary utopia' for our society as was rightly pointed out by Jacques Delors in his report of the "International Commission on Education for the Twenty-first Century Learning: The Treasure Within (1996)". With all its ramifications it remains to be the most vital input in the process of human development. While basic education is required to equip the common member of the society with the 'essential skills for living a constructive life within society'

and works as an indispensable 'passport to life', secondary education in its diverse forms is essential for accelerating and sustaining high level economic growth. Higher education, on the other hand, is the continuum of education system and it is the driving force for the economic development and the focal point and is both the repository as well as a generator of knowledge and is the main vehicle of passing on the accumulated experiences both cultural and scientific, of human society.

The biggest asset of any country is its human resource. When it comes to the question of growth of economy and the GDP, it all depends on the employability of potential skilled manpower. As per United Nations statistics, India's population is estimated to touch 1.5 billion by 2030, making it the world's most populous country. When looking at it from the human resources perspective, it would be needless to say that the maximum optimal deployment of human resources for utility and global productivity in the country would be the highest in the world. Growth of human resource is a vital factor for consistent growth of the economy. The Indian state of Kerala is going to be the most gainer of this growth.

"Higher education has to chart out a path that would usher in a system which is secular in content, democratic in practice, and interdisciplinary in method". There is a general recognition that the existing system is not adequate in relation to our needs: it is rigid, stagnant, unwieldy and unmanageable, insensitive to social justice and unable to excite intellectual curiosity. "The world around us has changed dramatically, but our higher education continues to operate in the old policy frame. There is a need for a major paradigm shift in this sector which would not happen with small incremental and unrelated changes here and there". [1]

Such a paradigm shift should have happened much earlier, immediately after Independence. The road map for this change was drawn up in the best reports of Kothari Commission and

Radhakrishnan Commission. Yet what was actually undertaken did not go beyond nibbling at the edges. As a consequence, the structure inherited from colonial rule persisted. Following the pattern set by colonial rule, higher education continued to be an enclavised system with the poor, particularly Dalits, Adivasis, and Women, being unable to benefit from it adequately.

The quality of higher education would largely depend up on the nature of the under graduate system, which is currently the weakest part of the structure. Yet in the present dimension, all discussions, initiatives, and investment now concentrate on professional education, so much so that higher education is identified with professional courses. Education in humanities, social sciences, and pure sciences in which the overwhelming majority of students, more than 80 per cent, are enrolled is treated as a poor cousin. As a result, undergraduate education is in an appalling state, without adequate number of qualified teachers, necessary infrastructure, or sufficient intellectual resources.

In the sphere of higher education in Kerala, there is a mushrooming of private sector institutions. As long as they are charitable institutions, the matter is different, but many of them are actually profit-making institutions. It basically means that the demand for these institutions has outstripped what the public educational facilities could take care of. The second thing is that higher education is concerned with the objective of preparing people only for the limited purpose of getting jobs. Unfortunately, even in the public educational system, the quality has gone down greatly. There is a certain devaluation of higher education as education. There is an obsession with simply getting jobs and in the desperate quest to get the jobs, parents and students are willing to forgo the pleasures of actually having an education. This is associated with the societal characteristics and so on which have changed overtime.

Development in higher education in Kerala

The growth in the number of higher educational institutions had been extremely slow in all the regions of Kerala till the end of the colonial period. In 1947, there were only 14 colleges in the entire state.[2] It was during the period 1948-55 that the number of colleges increased substantially. About 17 new colleges were started in different parts of Travancore-Cochin. All these were private colleges. Immediately after the formation of Kerala state, the name of the university was changed from Travancore University to the University of Kerala (1957). The period between 1956 and 1968 witnessed the opening of 26 colleges – 15 of them in the private sector.[3] Thus, since the beginning of the 20th century, the growth in colleges in the private sector has far outstripped that of colleges in the government sector. At present, there are seven universities and three national institutions with deemed university status in Kerala.

One of the most important factors that governed the process of expansion of higher education during the 20th century was the pressure exerted on the state government by the dominant communities viz., Nairs, Ezhavas, and Christians, for getting colleges sanctioned to them. The development of higher education in Kerala has not followed any objective criterion or well-thought out policy.

In view of the mounting demand for college admissions and the impossible task of satisfying it even after introducing the shift system, the government introduces the system of private registration for appearance in university examinations in arts, commerce, and mathematics. This measure helped the government to tide over the impasse, but gave birth to the system of parallel colleges in the organized private sector.

In pursuance of the decision of Kerala government to shift the pre-degree course to the school stage, the Department of Higher

Secondary Education was formed in 1990. The dropping of this stage from the college sector has caused a steep decline in the revenue of colleges and universities. Thus, while the Private Registration Act added more students to the university system, the transfer of pre-degree to the higher secondary system drastically reduced the number of students enrolled with the universities. The fact that these interventions did not contribute to quantitative and qualitative improvements in higher education sector in the state has been pointed out by a number of studies and reports, including the report of a commission chaired by Dr. Ashok Mitra.

The achievements of Kerala in the social sectors are un-paralleled. Educational advancements of the state acts as the main channelising factor for these achievements in the social sector. The educational progress of the state has brought laurels to it from within the state and outside. Kerala tops in India in indicators namely literacy rate, higher enrolment of students, percentage of girl students in school and colleges, low drop out rate among students and such. State government and local self governments are committed in providing good quality infrastructure and hygienic environment in educational institutions.

Literacy

'The literacy rate in Kerala is comparable to the most developed countries of the world. Kerala's literacy rate which was only 47.18% in 1951 has almost doubled to 90.92% in 2001. The male, female literacy gap which was 21.92% in 1951 has been narrowed down to 6.34% in 2001 in the state'.[4]

Table 5.1

Literacy rate – Kerala, 1951 – 2001

Year	Persons	Male	Female
1951	47.18	58.35	36.43
1961	55.08	64.89	45.56
1971	69.75	77.13	62.53
1981	78.85	84.56	73.36
1991	89.81	93.62	86.17
2001	90.92	94.20	87.86

Source: www.kerala.gov.in

The district-wise analysis of Kerala's literacy rate according to 2001 census shows that Kottayam district has the highest rate in the state, followed by Pathanamthitta and Alappuzha districts. Kasargod and Waynad are the lasts in the list. The systematic and compulsory primary education and the strict social order prevailing in the state are the reasons behind this growth. There are 12646 schools in Kerala as per the figures of 2007-08. Out of these, 4500 are government schools, 7284 are aided schools and 862 are unaided institutions.

Higher Education in Kerala

There are a total of eight universities functioning in the state. Out of which four – University of Kerala, University of Calicut, Mahatma Gandhi University, and Kannur University – are general in nature and are offering various courses. Sree Sankaracharya University of Sanskrit, Cochin University of Science and Technology, and Kerala Agricultural University offer specialized courses in specified subject areas. And the eighth university is the recently announced 'Central University'.

Arts and Science Colleges in Kerala

There are 189 arts and science colleges in the state. Of this 39 are government colleges and 150 are private aided colleges. Ernakulam district has the largest number of arts and science colleges in the state followed by Kottayam district. Thiruvanathapuram district has the largest number of government colleges in the state. District-wise number of arts and science colleges in the state in 2008 is given in the table 5.2:

Table 5.2

District-wise Number of Arts and Science Colleges (Govt. and Pvt. Aided) in Kerala, 2008

Sl.No	District	Government	Private Aided.	Total
1	Thiruvanathapuram	8	12	20
2	Kollam	1	12	13
3	Pthanamthitta	-	9	9
4	Alappuzha	-	12	12
5	Kottayam	1	21	22
6	Idukki	2	6	8
7	Ernakulam	4	21	25
8	Thrissur	3	17	20
9	Palakkad	4	9	13
10	Malappuram	3	8	11
11	Kozhikkode	6	8	14
12	Waynad	2	4	6
13	Kannur	2	9	11
14	Kasargod	3	2	5
	Total	**39**	**150**	**189**

Source: Directorate of Collegiate Education, Thiruvananthapuram, December, 2008.

Apart from these 189 colleges, there are 160 Un-aided Colleges in the state offering various arts and science courses. Of this 12 are affiliated to the University of Kerala, 56 to Mahatma Gandhi University, 61 to the University of Calicut, and 31 to Kannur University. (see table 5.3)

Table 5.3

Un-aided Arts and Science Colleges in Kerala, University-wise, 2008

Sl.No.	Name of University	No. of Un-aided colleges affiliated
1	University of Kerala	12
2	University of Calicut	61
3	Mahatma Gandhi University	56
4	Kannur University.	31
	Total	**160**

Source: Directorate of Collegiate Education, Thiruvanathapuram, December, 2008.

Enrolment of students

The total number of students enrolled in various arts and science colleges (excluding un-aided colleges) under the four general universities in Kerala during 2008 is 1.88 lakhs compared to 1.73 lakhs in 2007. The University-wise and stag-wise enrolment of students in arts and science colleges in the state is given table 5.4:

Table 5.4

University-wise and stage-wise Enrolment of students in arts and Science Colleges in Kerala, 2008

Sl. No.	Name of University	Degree			Post Graduate		
		Boys	Girls	Total	Boys	Girls	Total
1	University of Kerala	16469	30201	46670	1408	3958	5366
2	University of Calicut	15657	28321	43978	1311	3876	5187
3	Mahatma Gandhi university	14201	26315	40516	1128	3768	4896
4	Kannur University	12301	23947	36248	1022	3621	4643
	Total	**58628**	**108784**	**167412**	**4869**	**15223**	**20092**

Source: Directorate of Collegiate Education, Thiruvananthapuram, December, 2008.

Out of the total 167412 students enrolled for Degree Courses, 44.41% enrolled for BA Degree Courses, 39.30% enrolled for B.Sc Degree Courses, and 16.29% enrolled for B.Com Degree Course. There are 16 subjects offered for B.A Dgree Courses. Among the subjects, Economics has the largest number of enrolment of students. There are 15 subjects offered for B.Sc Courses and Mathematics has the largest number of student enrolment. The tables 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, and 5.11 present information regarding enrolment of students for different programmes.

Table 5.5

BA Degree Enrolment in Colleges in Kerala, 2008 (December 2008)

Sl. No.	Subjects	First Year		Second Year		Third Year	
		Total	Of which girls	Total	Of which girls	Total	Of which girls
1	Economics	6515	4652	6468	4364	6074	3328
2	History	3913	2621	3872	2411	3323	2312
3	Sociology	936	982	821	761	781	325
4	Politics	1036	971	975	712	704	336
5	Philosophy	928	812	898	691	615	393
6	Geography	278	171	174	103	168	95
7	Psychology	60	321	498	281	425	276
8	English	4531	2432	4461	2294	4311	3321
9	Malayalam	3696	2345	3545	2215	3423	2145
10	Hindi	1632	973	1518	818	1318	736
11	Arabic	515	583	492	470	433	261
12	Sanskrit	525	730	468	696	423	315
13	Kannada	70	73	68	61	50	30
14	Islamic History	731	503	698	454	623	211
15	Tamil	40	93	98	85	96	50
16	Music	205	86	161	102	180	53
	Total	**25681**	**18328**	**35215**	**16498**	**22947**	**14185**

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008.

Table 5.6

B.Sc. Degree Enrolment in Colleges in Kerala, 2008 (December 2008)

Sl. No.	Subjects	First Year		Second Year		Third Year	
		Total	Of which Girls	Total	Of which Girls	Total	Of which Girls
1	Mathematics	5518	3398	5346	3116	5088	2896
2	Physics	4312	3122	4201	3021	3970	2733
3	Chemistry	4201	3028	4068	2831	3753	2573
4	Zoology	4019	2915	3959	2902	3231	2460
5	Botany	3661	2918	3521	2790	3206	2580
6	Statistics	312	148	168	90	262	138
7	Geology	220	128	80	83	138	98
8	Home Science	115	65	75	63	44	28
9	Bio-chemistry	161	52	138	45	165	93
10	Polymer Chemistry	168	61	226	39	130	90
11	Bio-technology	151	56	141	45	133	96
12	Computer Science	160	36	68	27	98	98
13	Fisheries	60	38	105	25	32	33
14	Electronics	110	48	98	33	73	42
15	Analytical Chemistry	50	19	41	16	11	10
	Total	**23218**	**16032**	**22235**	**15126**	**20334**	**13968**

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008.

Table 5.7

B.com Degree Enrolment in Colleges in Kerala, 2008 (December 2008)

Sl. No.	Year	Boys	Girls	Total
1	First Year	4301	4978	9279
2	Second Year	4221	4868	9089
3	Third Year	4083	4831	8914
	Total	**12605**	**14677**	**27282**

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008.

Table 5.8

Enrolment of M.A. Students in Colleges in Kerala, 2008 (December 2008)

Sl.No.	Subjects	First Year			SecondYear		
		Boys	Girls	Total	Boys	Girls	Total
1	Economics	130	797	927	108	763	871
2	History	118	458	576	96	426	522
3	Sociology	38	26	64	21	18	39
4	Politics	42	253	295	38	228	266
5	Philosophy	38	61	99	27	32	59
6	Geography	43	32	75	36	18	54
7	Psychology	54	37	91	38	22	60
8	English	161	628	789	148	593	741
9	Malayalam	154	468	622	131	421	552
10	Hindi	148	201	349	136	193	329
11	Geology	35	28	63	29	15	44
12	Arabic	61	43	104	46	29	75
13	Sanskrit	42	48	90	38	41	79
14	Kannada	16	18	34	10	10	20
15	Islamic History	54	158	212	42	128	170
16	Tamil	19	18	37	10	10	20
	Total	**1153**	**3274**	**4427**	**954**	**2947**	**3901**

Source: Directorate of Collegiate Education, Thiruvanathapuram, 2008.

Table 5.9

Enrolment of M.Sc. Students in Colleges in Kerala, 2008

(December 2008)

Sl.No.	Subjects	First Year			Second Year		
		Boys	Girls	Total	Boys	Girls	Total
1	Mathematics	146	598	744	98	588	686
2	Physics	136	542	678	112	538	650
3	Chemistry	158	638	796	121	628	749
4	Zoology	145	465	610	115	456	571
5	Botany	151	418	569	113	405	518
6	Home Science	151	603	754	115	597	712
7	Statistics	15	38	53	10	30	40
8	Geology	8	63	71	6	53	59
9	Analytical Chemistry	13	36	49	10	31	41
10	Bio-Chemistry	11	27	38	8	22	30
	Total	**934**	**3428**	**4362**	**708**	**3348**	**4056**

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008.

Table 5.10

Enrolment of Students for M.Com Course in Colleges in Kerala,

2008 (Dec. 2008)

Sl.No	Year	Boys	Girls	Total
1	First Year	618	1223	1841
2	Second Year	502	1003	1505
	Total	**1120**	**2226**	**3346**

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008.

Table 5.11

Enrolment of SC / ST students in Arts and Science Colleges in Kerala, 2008 (December 2008)

Sl.No	Courses	S.C			S.T		
		Boys	Girls	Total	Boys	Girls	Total
1	B.A	4466	7589	12055	590	925	1515
2	B.Sc	2500	5181	7681	200	330	530
3	B.Com	1583	2078	3661	240	262	502
4	M.A	323	828	1060	57	74	151
5	M.Sc	225	718	943	37	76	113
6	M.Com	248	362	610	31	28	59
Total		9345	16756	26010	1155	1715	2870

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008.

Number of teachers in arts and science colleges in Kerala

The number of teachers in arts and science colleges in Kerala in 2007-08 is 9810. Out of this 45.34% are women. The maximum number of teachers in arts and science colleges in the state are working in colleges which are affiliated to Mahatma Gandhi University. The strength of teachers in arts and science colleges under university-wise in the year 2005 to 2008 is given in table 5.12.

Table 5.12

University-wise Number of Teachers in Arts and Science Colleges in Kerala, 2005-06 to 2007-08

Name of University	2005-06			2006-07			2007-08		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Kerala	1528	1305	2833	1515	1297	2812	1535	1307	2842
Calicut	1401	1208	2609	1396	1198	2594	1383	1216	2599
M.G	1891	1632	3523	1871	1618	3489	1896	1630	3526
Kannur	562	275	837	546	256	802	548	295	843
Total	5382	4420	9802	5328	4369	9697	5362	4448	9810

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008

Table 5.13 presents information regarding number of guest lecturers in arts and science colleges in Kerala.

Table 5.13

Number of Guest Lecturers in Arts and Science Colleges in Kerala, 2008 (December 2008)

Government Colleges	Pvt. Aided Colleges	Pvt. Un-Aided Colleges	Total
375	988	---	1363

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008

Number of Teachers having Ph.D Degree

To a large extent, the quality of higher education depends upon the quality of teachers. The well qualified teachers with research degree and extra exposure to the world of knowledge is the

sine- qua- non for quality higher education. Table 5.14 presents the strength of college teachers in Arts and Science colleges in Kerala having Ph.D Degree.

Table 5.14

Number of Teachers having Ph.D Degree in Arts and Science Colleges in Kerala, 2008 (Dec.2008)

Government Colleges	Pvt.Aided Colleges	Pvt. Un-Aided Colleges	Total
454	2093	---	2547

Source: Directorate of Collegiate Education, Thiruvananthapuram, 2008

Restructuring Degree Education.

A thorough reorientation of the decades-old thinking and practices of degree education is very much required. The under graduate education in Kerala is ripe to be transformed from being rigid flexible, from set patterns to choice-based structures, from exclusive summative annual evaluation to a continuous assessment, from a teacher-centered to a student-centered approach, from the annual system to a semester-based system, and from 'talk and chalk' to activity-based system. It must be an ambitious, exciting and challenging programme at the degree level and a clean break from the rotten and the out-dated methods.

Under graduate education should not degenerate to become mere training for global jobs and that at no point should the vision of facilitating the growth of responsible citizens with knowledge, wisdom, creativity, and life skills be forgotten. Parting from the annual system and a shift, incrementally at least, to the credit-and-semester system with weightage to changing skill requirements of new generation jobs and emergence of interdisciplinary courses and multidisciplinary approaches to academic issues may be thought of as a logical extension.

The 'Committee for Re-structuring Undergraduate Education' set up by the Higher Education Council in Kerala has made ambitious recommendations for restructuring undergraduate education in the state. The report of the committee recommends 'a radical reorientation of the decades-old degree system' in the state, and the main focus is on the 'credit-and-semester system' rather than the annual system. Introduction of the 'interdisciplinary courses and multidisciplinary approaches to face issues at the academic front' is another focal area of the report. The report also recommends that 'the universities can consider offering integrated postgraduate programmes with an exit option – with a bachelor's degree – after three years'.[5]   To avoid the overburden of the universities, the report recommends for a 'conversion of the process of evaluation', in phases, to 'complete internal evaluation' and the 'abolishment of supplementary examinations'. The report also recommends for a 'minimal common core of education' and as such the courses in the first semester, irrespective of the subject, should be common for all. In the second semester too, two courses should be common and the remaining courses should be left to the discretion of the student. The report emphasizes the need of IT too.[6]

To the state of Kerala and the institutions in the higher educational sector, globalization of higher education poses both a challenge as well as an opportunity. It is true that unless pro-active defense measures are adopted, we may get swamped by the competition from international players. The irreversible globalization will offer immense opportunities for the state in promoting itself to a huge community of students and thereby take advantage. Facing the threats posed by globalization and latching on to the opportunities mean being pro-active and achieving World Class Quality in Higher Education. The State must look at a global domain and ensure that Kerala compare well with the best players anywhere else. It is imperative to effect a transition in our

infrastructure, processes, and institutions, administrative and regulatory mechanisms, aimed at delivering quality.

Kerala is well known for its achievements in the educational field through the far reaching educational reforms initiated by the successive governments since the formation of the State. In Kerala most of the students have easy access to schools and colleges in the immediate neighborhood unlike in other states. One of the distinguishing features of the well- known Kerala model of development is in promoting a high standard of living through its unique achievements in the field of education. Beyond 100 per cent literacy, the state has established itself as distinguished exporter of human resources not only to other Indian states, but to the entire world also. However, the state has not been able to translate its literacy in to excellence in higher education A huge number of potential students drop out at various stages leading to only a minority of them pursuing higher education and still fewer numbers qualifying themselves ass full fledged professionals and academics with distinction. While in the lower and middle categories comprising of technicians and professionals, there is surge in numbers, such a trend lose steam when it comes to post-graduate and research degrees especially in the frontier areas of science and technology.

The future is represented by an increasing integration with the world order facilitated by free and transparent flow of information and economic interdependence. In order to succeed in this new scenario, Kerala state must understand the ground realities and develop appropriate response strategies with a long-term vision taking the different stakeholders of higher education in to confidence. Strategies and intervention so designed must be based on a balanced analysis of the state of affairs of higher education n both within the state and internationally.

Recognizing the need for bringing excellence in higher education sector, Government of Kerala organized an International Education Meet during February 6-7, 2006, at Kochi to analyse, discuss, debate, and develop appropriate intervention strategies for modernization of higher education in the state. In the discussions, salient aspects of a long-term government policy towards higher education was formulated which must ensure fairness, transparency, equity and above all social justice to all the sections of the Kerala society especially the marginalized and disadvantaged groups. The meet was also instrumental for developing a consensus among the different stakeholders and interest groups concerned about higher education in the state.

The conference provides opportunity for different stakeholders to communicate with each other and helped in creating plans for quality improvement for mutual gains. This is expected to result in changes in strategic and operational goals and should transform the mindset of people towards a more pro-active and progressive approach, which is the need of the hour. In the face to face interaction with experts, policy makers, and stakeholders of higher education both from within India and abroad exchanged their views and experiences. This may result in academic and economic collaborations between foreign institutions and the Indian counterparts. The major theme of the meet was 'Excellence in Higher Education for Social Justice and Economic Development' and Autonomy in Higher Education: Academic, Administrative, Financial, and Operational.

The main features of higher education policy in the state would be:

1. To create knowledgeable and employable human resources to the maximum extent   possible.

2. To create human resources with innovative and creative thinking leading to quality   research output

3. To create human resources with a proper and realistic sensitivity towards social justice

4. To create human resources with entrepreneurship.

Achieving these targets is not an easy task and the following issues are to be sorted out:

- Development of infrastructure: Required area of land, constructed area, equipment, furniture, teaching aids and such.

- Qualified faculty: Already there is a dearth of faculty in the existing system. For a further expansion all vacant posts are to be filled up and more posts as per UGC norms are to be created.

- Reduce workload on Colleges and Universities: Expansion must ensure reduction of workload on colleges and universities and emancipation of institutions from unnecessary and unproductive clerical works help them to attend on progressive academic matters.

Steps to be taken to ensure quality with inclusiveness:

1. **Right student for each course**: Every student can be brought to the level of excellence if he/she is put to the right slot according to the genetic potential or inborn talents. At the level of higher education an aptitude test must be mandatory before admitting a student to a particular course. After admission, adequate flexibility should be allowed to get him exposed to three or four different disciplines according to his interest (cafeteria pattern). Choice based credit system with a little more flexibility can solve the problem in an effective way.

2. **Right teacher for each course**: Dearth of quality faculty is the major factor confronting expansion and quality. Hence it

is imperative and need of the hour to fill u8p vacant positions on a war footing strictly adhering to the UGC norms. Selection of teachers on ad hoc basis in higher education is dangerous.

3. **Up dated syllabus**: Struggle for existence and survival of the fittest has become the order of the day. This is very true in case of employability. The only panacea, here, is to equip students with the modern and up dated syllabus and make them innovative.

4. **Student Centred pedagogy**: Choice based credit system envisages a rapid change in the teaching-learning process. The role of the student from passive listener in the conventional system is to be converted in to that of an active participant. For this, teaching and learning should be extended to the venue of interactive sessions like seminar, workshops, library, laboratory to the industry and the work field for direct real-time exposure and hands on training.

5. **Computer assisted teaching and learning**: In the conventional system, the teacher is the provider of all knowledge ready-made. In the present context, the teacher can provide only obsolete knowledge because the knowledge is changing at a rapid pace. To swim across, the teacher and the taught must be well-versed in computer assisted learning and satellite assisted learning.

6. **Governance**: To ensure quality in higher education the first thing to be done is to ensure quality at the level of decision making. Qualifications and expertise are to be prescribed for the posts of statutory officers especially Vice-Chancellor who is the CEO to lead the youths to greater heights. They should be academics par excellence with adequate experience in academic administration.

7. **Financing of Higher Education**: All over the world, public funding is the main source of finance for higher education. Even in the USA, 80 per cent of financing to higher education come through public funding. Unfortunately in a developing country like India only 20 per cent of the financing in higher education is through public funding. Accepting the recommendations of Kothari Commission, Government of India declared a policy on higher education in 1986. This policy document swears to elevate the share of education to six per cent of the GDP. But even today (2009) the share of education is less than four per cent and the share for higher education is only 0.4 per cent. This needs to be elevated to six per cent for education in general of which 1-2 per cent should be earmarked for higher education.

8. **Private participation**: Private participation in higher education in Kerala is praiseworthy as these institutions were started as philanthropist ventures by missionaries and social organizations as part of their social commitment. But recently, there is a trend on the part of the private players to ignore the social realities in the country. In this context, some sort of social control to ensure merit and social justice has become inevitable. Two possible methods could be suggested: one, as the Knowledge Commission of India suggested, admission in colleges and universities could be insisted solely on the basis of merit and inclusiveness. Two, for ensuring quality and equity in higher education we must follow the legislations made by the government.

9. **Differential fee structure**: One of the practical suggestions to ensure quality with inclusiveness is the imposition of differential fee structure. 50 per cent of seats must be filled by private run institutions from the list of merit and the other 50 per cent should be selected from the merit list prepared by

the government on the basis of their capacity to pay which is subject to the higher fee fixed by the fee regulatory committee on the basis of actual expenditure involved in running the institution and for the developmental activities involved.

Quality, Access, and Equity

Quality, access, and equity must go together in pluralistic society like ours. Quality at the level of higher education can be rated by the parameters like

- Employability,

- Innovative research output, and

- Social sensitivity and emotional maturity.

Employability, on an overall basis, of our arts, commerce, and science colleges is only around 15 per cent'. [7] The AICTE study shows that 'the employability of engineering graduates in India is only around 30 per cent'. [8] AICTE reveals that if special training programmes are offered the employability of engineering graduates could be brought up to around 60 per cent. The remaining 40 per cent has no possibility of employability because they are landed up in the wrong field where they have no interest.

Research output is pitiably low in India even though the country has the near second largest higher educational system in the world. Our research output, by way of publication in referred journals, is three per cent while the contribution of our immediate neighbour China on this count is 15 per cent.

Sensitivity towards social justice can be achieved through sensitizing all the stakeholders of education the need and importance of inclusion. India is a pluralistic society where a large mass of youth belong to social groups that had been deprived of power and education for centuries together. The inclusion of these

masses in higher education is to be an integral part of expansion and development.

The discussion about the quality of higher education is often restricted to curriculum and syllabi. It goes without saying that any educational system worth the name should periodically review and improve them. But the revision of syllabus in itself need not necessarily be academically productive. Pointing out the limitations of syllabus revision, Rabinthranath Tagore had cautioned that "it is only like adding to the bags of wheat the bullock carries to market; it does not make the bullock any the better off". **(9)**

The weakness of higher education is not limited to its quality; it equally suffers from organizational inadequacies. If higher education is to be energized, the existing relationship between universities and colleges has to be altered drastically. Two ideas have currency now: Autonomy and Clustering. Autonomy can be meaningful only with democratisation. If autonomous colleges have not been able to meet the expectations, it is because they do not function in a democratic ambience. The improvement in the quality of education requires an all-embracing modernization of the system – physical infrastructure, intellectual resources, quality of teachers, and pedagogical practices. It is a gigantic effort for which large-scale investment is required. The Eleventh Five Year Plan has made a substantial allocation for higher education. It marks a nine-fold increase over the Tenth Plan. Yet, the government admits that such massive increase in public investment would not be sufficient to meet even its modest objectives of raising the General Enrollment Ratio to 15 per cent. The remedy the government suggests is public-private-partnership by attracting enlightened and value-based educational entrepreneurship both from within the country and from abroad. If an egalitarian society is in view, as envisioned in the Constitution, the state has to intervene in a more decisive manner

to monitor the private agencies to ensure a system of education informed by social justice and equity.

Gross Enrolment Ratio

Higher Education is facing a paradigm shift today. In a hectic, busy, and competitive scenario driven by information-communication revolution, creation of cutting edge knowledge and its equitable dissemination play a crucial role in inclusive development. Sustaining and strengthening public funded system of higher education is crucial to the project of inclusive development in a country like India with large sections of the population living below poverty line and only less than 10 per cent enrolment in higher education. However, the increased allocation for higher education earmarked in the XI Plan is a reflection of the growing national recognition of the need for increasing access, equity, and excellence in higher education.

The status of Kerala is encouraging. The state has already reached a GER of 15-20 per cent. Kerala has been always a model to the rest of India in the field of education and health and we had often kept international standards in these areas. 'The US has achieved more than 60 per cent GER, while the European countries have 40 per cent on an average. Even the average rate in Asia is 23 per cent. In a knowledge based economy, the minimum GER required for achieving sustainable development is 20 per cent'. **(10)** Under these circumstances, it is most appropriate for Kerala to target at 30 per cent GER towards the end of 11th plan.

Excellence in higher education depends, to a large extent, on the quality, competence, and the work culture of teachers. Hence, the availability of talented and motivated teachers is crucial to the development of quality in higher education. The service conditions, pay and perquisites of university and college teachers should be such as to attract and retain talented, qualified and motivated p0ersons in higher education. But with the inception of

globalization, the MNCs and the corporate sector wean away talented persons who would otherwise be absorbed in teaching and research. Moreover, commercial educational institutions, both domestic and foreign are also vying with one another to attract the talented and highly skilled personnel.

Recruitment

In most of the private aided colleges, teaching positions are offered to the highest bidder and mediocre candidates are given preference over meritorious persons. Proper and uniform recruitment policy should be evolved so that the most qualified hands are selected a s teachers. Unless teachers working in the institutions are secure and enjoy academic freedom, they will not be able to do full justice to their profession. Hence, there should not be any contractual, part-time or guest faculty appointment in regular vacancies. Part-timers could be appointed only in specific subjects where professional like auditors, lawyers or such others and are highly required.

Motivators

'More than 85 per cent of teaching and 60 per cent of research take place in colleges. But it is unfortunate that the professor's post has not been provided for in colleges'. **(11)**

Teaching profession should be made an attractive profession in terms of pay scales and other emoluments. It should automatically become the top choice of the eligible candidates. Extra increments for M.Phil and Ph. D degrees, Advance increments for special contributions to teaching and extension, Twenty-year service for full pension in place of the present 33years service, medical facilities, housing facilities, academic allowances, advance for vehicle and computer, allowances for physically challenged teachers, civic rights (rights in contesting elections and holding public offices), incentives for professional developments, provision

for LTC, foreign deputations, Career Advancement Schemes (CAS) and the like are the perquisites and add on benefits that could be implemented for teachers in higher education so that the profession would be more attractive to hunt the best talents from within and abroad and retain them.

Steps for HRD

- *Access, Equity, and Excellence in higher and technical education

- Bifurcate and trifurcate the existing big universities so as to bring down the number of affiliated colleges to a manageable level of about 150 colleges.

- Set up State Councils of Higher Education, wherever there is no such council at present.

- Remove the ban on posting of sufficient faculty, administrative / laboratory / technical staff in colleges.

- Promote the co-existence of non-AICTE mandated courses (BA, B Sc, BBA etc) in the premises of technical education with a view to optimize capacity utilization.

- Endorse the view of Prof. Yash Pal on having porous boundaries and not water tight compartments between various disciplines, as knowledge and technical innovations take place only on the boundaries of disciplines.

- Urge the need for exploiting the opportunities of ICT (Information and Communication Technology).

- Focus on "Research" and pay due emphasis and encourage research.

- Depute teachers for summer training and refresher courses organized by AICTE and UGC on the lines indicated by MHRD for faculty development.

- Avail of all measures for human resources development on the lines indicated by MHRD.

- Reform the examination system, streamlining of admission procedures, and introduction of credit system to facilitate spatial and temporal movement of students.

"Towards Faster and More Inclusive Growth" is the motto of the XI Plan. The Prime Minister calls the Eleventh Five Year Plan "National Education Plan". In order to strengthen national intelligence, to increase contacts with the scientific and intellectual community of the world, and to increase capabilities and upgrade knowledge for further development, India has no option but to strengthen its public higher education system.

The present trends in higher education in Kerala.

1. With the advent of self financing professional colleges, the attention of parents and students have been turned to them madly. Those who fail to get in admission in such colleges join the poor arts and science colleges.

2. More than 67 per cent of students in undergraduate courses and about 78 per cent doing post graduate courses are girls.

3. Comparatively the students from the lower strata of the society are joining arts and science colleges. Around 15 per cent of them belong to SC / ST categories.

4. There is a misconception that the employability of graduates and post graduates from arts and science colleges is less. This is due to the undue importance and prestige attached to professional courses.

5. The role and importance of extra curricular activities have been neglected and they have been sidelined very much. The modern education is de-skilling and it generates aversion towards manual labour.

6. There is a constant decline of standard of higher education in arts and science colleges. The soft skills of the incumbents are very low. The standard of English language of our graduates is very poor, nay deplorable.

7. Our scholarship and learning scene have yet to apply Organisational Development (OD) in universities and colleges.

8. Teachers naturally do not regard themselves as independent intellectuals with self-imposed responsibilities for teaching and academic life, but rather as employees of large bureaucratic structures that they often fear.

9. On the whole the tendency in higher educational institutions is towards reproduction rather than creation. Everywhere it is words that are being studied and not ideas.

10. What is mostly going on is implicit teaching rather than an explicit teaching-learning process. An average student is poised without experience, factual without coherence, thoroughly pampered with conceits of information and stray theories yet checked in every tentative reach for independence of thought.

Kerala State Higher Education Council

On the basis of Kerala State Higher Education Council Ordinance 2006, Kerala State Higher Education Council was set up on 16th March 2007. The Ordinance was replaced by the Kerala State Higher Education Control Act 2007. Higher Education Council is a high profile academic body, which has His Excellency, the Governor of Kerala as the Patron, Hon'ble Chief Minister of Kerala as the Visitor, and Hon'ble Minister for Education as its Chairman. The Council has a three tier structure consisting of Advisory Council, Governing Council, and an Executive Council. The major functions of the Council are:

Render advice to the government, universities, and other institutions of higher education in the state.

Co-ordinate the roles of the government, universities, and apex regulatory agencies in higher education within the state.

Initiate new concepts and programmes in higher education

Provide common facilities in higher education without impinging upon the autonomy of other institutions of higher education in the state.

Politicisation of higher education

It is unfortunate that higher education, in spite of all the slogans of freedom, is a highly ploiticised commodity in India. All the functionaries of the universities are appointees of the state and central government. And those appointed by the state in turn make other appointments on the pulls and pressures of the functionaries of the state. With the prevalent partisan politics, colleges and universities cannot become centers of excellence. Once the administrative bodies are decided by the state, it automatically follows that the academic bodies are not created by placing premium on academics. Factors other than academics play a very important role. In the constitution of academic bodies what matters is the proximity of the persons to the centres of power. Appointments to academic posts are made in large number of universities based on affiliation to political parties, caste, community, or the candidate's closeness to the political bosses. In such a situation, pursuit of truth and acquisition of knowledge take a back seat. Finding an employment and promoting personal interests by remaining faithful to the political bosses remains the primary task. Academics of the kind cannot further the cause of higher education.

Erratic examination schedules

Erratic examination schedules and frequent disruptions of the examination calendar have put university students in the State in a tight spot. Failure of universities to stick to their examination schedule remains a major problem, leading to the complete breakdown of the examination system. Lack of professionalism led to the crashing of the system owing to frequent changes made to the examination timetable. Regular changes being made in the schedule have delayed completion of academic programmes in colleges affiliated to leading universities in the State.

Examinations are rescheduled following pressure from various quarters. A popular method is to approach the court with plea for postponement. Some groups go on a signature campaign on the campus. Lack of administrative will to stick to the academic and examination schedule has triggered endless problems affecting the prospects of students, particularly the post graduates of semester courses. There have been instances in which fourth semester candidates had not received even their first semester results. Some of the universities had not announced the commencement and termination dates of teaching segments during a semester.

The tragedy

The great tragedy of higher education in Kerala is nothing else but giving undue importance to the professional courses of engineering and medicine done by a minority, say 12 per cent altogether, at the cost of the very majority of almost 88 per cent doing bachelor and post graduate courses in arts and science colleges in the State.

Where have the teachers gone, Hibernation or Migration?

Teachers are becoming like endangered specie. Many experienced teachers in our country have either migrated or changed the career for better prospects. Our teachers who feel

underestimated, underutilized, and underpaid and couldn't make it on the home turf, and migrating to the next best option.

Quite interestingly, our history has recorded the migration of Buddhist teachers during the period of Nalanda and Vikramasila to Tibet and China along with libraries and literatures. It also cites the exchange of learned scholars between Kanchi and Kasi. Today, our country has moved from being a job-seeking economy to one that is being driven by demand in developed nations for services and as migrant workers. Eminent and effective teachers fly on Highly Skilled Migrant Programme (HSMP). India is the fourth largest developing Commonwealth supplier of teachers to Britain and Europe. [12]

Conclusion

The strategies emerging in managing the human resources involve retention of quality manpower, optimum utilization of the skills and quality up gradation. A flexible lucrative system will definitely facilitate a continuous inflow of high quality personnel to teaching profession. The Sixth Pay Review Commission recently recommended fixing the age of superannuation of all college and university teachers through out India at 65 years and selective re-employment on contract basis up to the age of 70. This will ensure optimum utilization of resources for the next five years. And at any point of time, more number of seniors will be available in buffer.

Some better ways to ensure retention of teachers are making the working atmosphere more acceptable and equivalent to that of a corporate, elevating the social status with good pay, providing ways for continuous learning and knowledge enrichment, non-traditional and informal ways of teaching methods, guest lecturers from corporate bodies and government officials, Internet and broadband access, on-line tutoring and so on. When invitees cannot make it up, teleconferencing facility can be provided. This mode of teaching the

masses has been followed already by IGNOU, JNU, and many leading universities in India, since 1980s.

On par with corporate organizations, the Board of Education should evolve a time tested method to redress grievances, look in to dissatisfaction, improve performance appraisal and draw successful career pans. Political pressure and favoritism should be strictly kept at bay. Any unlawful and unjustified punishments in the form of transfers should be stopped / revoked forthwith. As population is growing, multiple routes are required to utilize human resources with time and its optimum utilization to achieve the win-win situation. Henceforth, the teaching profession will be dignified and more-sought-after white collar job in the near future. International or Inter-state teachers Exchange Programmes could be mooted to give an online experience of cross-cultural adjustments, new system of education, syllabus content, examination Pattern, interpersonal approach, psychology, counseling management, combinational methods of teaching, lateral enrolment in higher education programme for teachers and so on.

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CHAPTER 6

HRD IN HIGHER EDUCATION IN KERALA: AN ANALYTICAL VIEW

"A teacher effects eternity; he can never tell where his influence stops"

Henry Adams

The foregoing chapters explained the history of higher education in India and gave a bare account of the strength, structure, and composition of higher education in Kerala. They also provided definitions of HRD and of the various concepts related to HRD in higher eduction. The present chapter is the analytical part of the study. The analysis was done on two ways: (1) Simple observational analysis; and (2) Hypothetical analysis using statistical tools.

When the Greek philosopher Aristotle was asked 'how the educated men were superior to the uneducated', the genius replied uprightly: "As much as the livings are to the dead."[1] No other definition is required for the significance of HRD through education than this. Education is the process by which society through schools, colleges, universities and other institutions, deliberately transmits its cultural heritage – its accumulated knowledge values and skills – from one generation to another. One of the principal aims of modern education is to develop the rational faculties of human beings so that they can have independent thinking and their actions are not governed by any stereotyped norms or principles.

If we accept that our national goal is sustainable development with equity and social justice in a pluralistic and democratic social

order, the context of education and its relevance must be derived from it and, in turn, education must become a very important area of national planning and facilitated to promote these goals. To that extent, education has the mandate, as we entered the twenty-first century, to re-examine its relations with the social and economic order, and its relationship to the immediate community in which it operates. It has to provide access to assure equity at the same time developing a qualitative education in which the products of the system develop knowledge, skills, appropriate values and attitudes, not only for immediate tasks but the ability for flexibility and innovation as the new century will usher in developments not known to us today. Life long education will have to become a reality to enable the people to meet the constantly emerging newer demands.

Education, particularly higher education, having manifold dimensions, plays a strategic role in the process of economic development of both the developing and the developed countries. Education is a constant source of lifelong learning and has a direct bearing on "human capital formation". Human capital which is the nation's most precious and vital resource has been considered a determinant for achieving rapid and sustained growth targets. Now it has come to be widely recognized that it is lack of investment in human capital which has been responsible for the slow pace of growth of the developing countries. Unless there are sincere efforts for spreading education, knowledge and technical know-how, resulting in raising the level of skills and efficiency of the people, the productivity of physical capital is reduced because the growth of tangible capital stock depends to a great extent upon human capital formation.

The most obvious way of 'human capital formation' is through education which comprises of formal and informal, and on the job / off the job training. Education contributes a lot in the process of

human capital formation by better health, better comprehension of working requirements resulting in quicker adaptability to monetary changes and better working habits and discipline. It results in intellectual and social developments of the individuals. It leads to higher productivity and subsequently to higher income. The increase in income will pave the way for higher investments in all sectors of the economy including the educational sector.

If illiteracy is taken as both the cause and effect of economic and social backwardness, it is only investment in education which is the foremost step upon the path of development. Now investment in education has come to be regarded as first and indispensable investment. As observed by Gautam Mathur, "the requirements of growth in the strategy of development, dictate the built up of infra-structure and huge investment in basic industries which include the educational sector producing skills". [2]

"Ignited minds of the youth are the greatest resource compared to any other resource on the earth, under the earth, and above the earth".[3] Youth is the backbone of any society on which growth and well-being of a nation depends. Educated youth in this regard have greater potential to support the society. They can also be viewed as 'a precious economic resource as well as investment centre having investments from parental, societal, and educational systems'.[4] Under-utilisation of such resources have many problems which affect the individual, family, and the society at large. Some of such ill effects include: "insurgency, drug abuse, poor health conditions, teenage pregnancy, poverty and so on….we are wasting an important part of the energy and talent of the most educated youth generation the world has ever had".[5]

Kerala is a predominantly youthful state in the country with 59 percent of its population under 25 years of age[6]. The Gross Enrolment Ratio (GER) of higher education in the state is around 17 percent i.e., 17 percent of youths of the age-group 18-23 in Kerala

are students in higher educational institutions·**7** These youths are to be really the producers, the manufacturers, the employers, the leaders and the constructors and the creators of the state. The multi-dimensional development of traits of these people is the real crux of the problem under the present study.

An Analytical view of higher education in Kerala:

Kerala ranks first among Indian states in respect of literacy and people in the state hold education with high esteem. A higher proportion of enrolment for education in the state is regarded as an important indicator of 'Human Resources Development'. The 'Kerala Style of Development' is a synonym of quality civic standard which is popular across the country. Innumerable personalities from Kerala are holding positions of high order not only in the country but world across. In spite of these beauty and fragrance, the present milieu of higher education in the state is subject to criticism and abject miseries.

The present study focuses on some aspects and current trendy movements which pause reasons for such negative evaluation of higher education in the state. The results of the surveys conducted by the researcher also paint a somewhat dismal picture. In most of lecture halls, students who start off curious and eager to learn, turn into passive non-learners trained to uncritically absorb information and give automatic responses to questions in the examinations. Tradition becomes a holy cow and the price of failed innovation is rather high. Pragmatism tells the teachers' fraternity that whatever has succeeded or seems to have done so in the past should be used year after year in absolutely the same way. Where is the involvement of the student or the engagement of the mind in this process? In addition, where is the process of Human resources Development in this milieu?

Nearly 97.96 percent of students spend majority of their time passively listening to their lecturers and had never or seldom given

chance for mental involvement. It is found that 99.73 percent students in Degree as well as PG classes communicate with their peers not in English but in vernacular. These findings may be attributed at least partially to artifacts of cultural norms and development of mental canopy of students in our arts, science, and commerce colleges.

A great deal is known about teaching and teacher behaviours, whereas much less is heard about learning. Learning is not a single, linear irreversible process. It is more elusive, provisional, holistic and individual than is convenient for teachers. In contrast, teaching is frequently linearly organized, unidirectional, and selective decontextualised, un-spontaneous and teacher-centered. In our lecture halls and seminar venues, what we hear is much ado about teaching, neglecting the core and pith of learning. About 97 percent of teachers use chalk and talk exercises for 'teaching' portions and cover-up syllabus where there is no scope for an intellectual intimidation or for a mental intrepidity. A rigid, linearly organized teaching programme which is teacher led and centered is completely at odds and it seldom helps for any type of development of students and teachers.

The following Paragraphs present the results of the surveys on human resources development conducted by the researcher.

A) Survey of students:

A survey was conducted among students of arts, science and commerce subjects to gather primary data on HRD activities in colleges. The area covered includes the 189 affiliated government and private aided arts and science colleges under the four affiliating universities in Kerala – University of Kerala, University of Calicut, Mahatma Gandhi University, and Kannur University. The 160 affiliated private un-aided colleges are not included in the survey. Sample institutions were selected using judgment sampling; however, the respondents were selected using simple random

sampling. Respondents were supplied with questionnaires and their response was very commendable.

Profile of respondents

The universe of the study is the enrolled students at various arts, science, and commerce colleges affiliated to the four affiliating colleges in Kerala. The total enrolment for degree courses, drop out excluded, was 70563 and for PG courses it was 11303, for the year 2007-08.[8] The researcher has taken 10 percent samples from the universe, i.e., 707 students from Degree level and 113 from PG level and the total samples drawn were 820. Sample institutions were selected using judgment sampling; however, the respondents were selected using normal random sampling. No discrimination subject-wise and the selection were purely at random. However, at the degree level, the first year students were excluded and only the second year and final year students taken on an average of 20-80 ratios respectively. For the PG also, the selection was on 20-80 ratios respectively for 'first-second' semesters and 'third-fourth' semesters. For gender-wise distribution, the samples were selected at 35-65 ratios respectively for boys and girls at the Degree level, whereas, the ratios were 30-70 respectively at PG level. This is done for more precision due to the fact that the enrolled strength at Degree level shows 33.14 percent and 66.86 percent (35-65 on an average) between boys and girls, and at PG level it is between 70.09 and 29.91 percent (30-70 on an average) respectively, for the academic year ended 31st March, 2008.[9] The low ratio of males in higher educational institutions in Kerala is apparent in the composition of the respondents.

The table 6.1 depicts the age and gender-wise distribution of respondents:

Table 6.1

Age and gender-wise distribution of respondents from students (2008)

Sl.No.	Course	%	Age Group	Male (35%)	Female (65%)	Total (100%)
1.	Degree (II year)	20	19-20	49	92	141
2.	Degree (III year)	80	20-21	198	368	566
	Total	**100**		**247**	**460**	**707**
				Male (30%)	Female (70%)	
3.	PG (I-II Semesters)	20	21-22	7	16	23
4.	PG (III-IV Semesters)	80	22-23	27	63	90
	Total	**100**		**34**	**79**	**113**
	Grand Total			**281**	**539**	**820**

Source: Survey data.

As table 6.1 shows, 820 students were participated in the survey conducted by the researcher. Of them 707 students were from degree level and 113 from PG courses. Out of 707 degree students, 460 were girls and 247 were boys. Out of 113 PG students, 79 were girls and 34 were boys.

The surveys were conducted mainly during the days of seminars (UGC / University sponsored) held on various occasions at different colleges. The structured questionnaires were circulated among students. The questionnaires were focusing mainly on the quality side of higher education they get and seeking their opinions regarding the scope for real HRD activities in university education.

Objectives

The study was conducted with the following objectives:

- Getting a feed back of students on the quality of teachers and the merit of education they get from the portals of higher education in Kerala;

- Realising the present trends and tastes of students doing Degree and PG courses in affiliated colleges in the state;

- Understanding the strengths, weaknesses, opportunities, and threats prevailing in higher educational scenario in the state, from the view of students,

- Understanding the institutional effectiveness in the process of human capital formation in higher educational institutions, and

- Experiencing the gamut of and scope for HRD activities in arts, science, and commerce colleges in the state.

The findings from responses of students who were participated in the survey may be summarized as given below:

o Majority, say 97.4 percent, opined that the main focal area of teaching is covering syllabus. Lecture classes, the so-called seminars, assignments, and the question-answer sessions are routine affairs in lecture halls.

o About 79 percent do not have a clear idea about 'quality education' and 'HRD in higher education' and what they know is attaining good marks in university examinations and, this is the only aim and driving force to them. What these students mean by quality education or HRD activities is teachers' presence, covering portions, getting notes, and helping them getting prepared for university examinations.

o Only a very minority, i.e., 2.7 percent, has a clear vision about quality education and is anxious for their career development.

o Around 97 percent respondents raised their voice for 'English grammar classes'. They think that the stumbling block in their pursuits is their very poor command of English language.

o It is very pity to note that almost 99.79 percent of students' participants do not avail of any chance to speak or present their voice in UGC / University sponsored seminars and workshops. What they do is only remaining as the 'passive spectators and listeners'.

o As a welcome sign, cent per cent of the respondents preferred career counseling and guidance. What they want is not the advice or information from regular faculty, but real guidance from industrialists, business tycoons and genuine recruiters outside.

o The unanimity of respondents' eagerness towards lectures and training sessions by industrial representatives, civil servants and experts from non-academic fields, show their urge for individual development and success in life.

o In the opinion of respondents, the infrastructural facilities available already are in satisfactory conditions. In fact, the respondents do not have exposure to mega facilities available at various universities and colleges outside, especially in the national level institutions and the institutions abroad.

o The curriculum existing is acceptable for more than 90 percent; only 9.74 percent had registered their opinion against the present system. This also is another indication of low exposure of students to the changing world and the dynamic modifications being accepted by their counterparts in top business schools and technical institutions in India and abroad.

o It is very interesting to note that about 2.7 percent registered their views totally against the standard and performance of

their teachers, while 54 percent are satisfied and the rest ranked their teachers as average.

o Around 59 percent of students have faith in campus politics and another 20 percent also follows the suit, and the rest has no particular taste in it except following the mass.

o Though there is imbalance in the composition of male and female students in higher educational institutions, there is no much difference in their responses and the responses of both the genders are more or less similar.

The table 6.1(a) reveals the opinion of students about Campus Effectiveness and HRD activities in Arts, Science, and Commerce Colleges in Kerala

Table 6.1(a)

Opinion of students about Campus Effectiveness and HRD activities
In Arts, Science, and Commerce Colleges in Kerala.

Sl. No.	Questions	Responses (%)				
1	Rate your teachers (Qn. 15)	Motivating & teaching (2.6)	Teaching & covering syllabus (97.4)	No opinion --	De-motivating --	
2. a	Are you aware of HRD? (Qn. 1)	V. much --	Much --	A little (21)	V. little --	Little (79)
b	How are the HRD activities at your college? (Qn. 2)	Excellent --	V. good --	Good --	Satisfactory (21)	No comment (79)
c	Are you satisfied with the HRD activities at your institution? (Qn.3)	great extent --	moderate extent --	Satisfied (21)	Not satisfied --	No comment (79)

Sl. No.	Questions	Responses (%)				
d	Do you want to know more about HRD? (Qn. 20)	Yes (79)	No (21)	--	--	--
3	Do you get quality education? (Qn. 1)	Yes (2.7)	Know (18.3)	No idea (79)	--	--
4 a	What is your grasp of English language? (Qn. 18)	V. good (0.61)	Good (2.39)	Satisfactory (27)	Poor (57)	V. poor (13)
b	Do you want assistance in learning English? (Qn. 19)	Yes (97)	No (3)	--	--	--
5	What was your role in UGC/ Uty. Seminars? (Qn. 17)	Speaker	Presenter --	Active participant (0.21)	Participant --	Passive listener (99.79)
6	Do you want career counseling? (Qn. 11)	V. much --	Yes (100)	No --	--	--
7	Do you want trg. and lectures of visiting faculties from industry? (Qn. 12)	Yes (100)	No --	--	--	--
8 a	How do you rate the infrastructural facilities at your institution? (Qn. 4)	Excellent --	V. good --	Good (90)	Poor (10)	V. poor --
b	How often do you use them? (Qn. 5)	V. often (2.6)	Often (19)	Sometimes (78.4)	Never --	--
9	Do you want any revision of	Appreciate (0.25)	Yes	No (90.01)	Ignore --	No idea --

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Sl. No.	Questions	Responses (%)				
	curriculum that you follow now? (Qn. 13)		(9.74)			
10	Are you satisfied with the standard of your teachers? (Qn. 14)	Commendable (2.30)	V. good (7.38)	Good (33.62)	Satisfactory (54)	Poor (2.70)
11 a	Are you a member in any students' political organization? (Qn. 2)	Yes (79)	No (21)	--	--	--
b	Do you have faith in students' politics? (Qn. 3)	V. much (3.71)	Much (10)	Yes (44.29)	No (21)	Never --

- Source: Survey data.

Suggestions: From the findings

Education is critical to the process of young people developing and achieving their full potential. It is the means by which knowledge, skills, and competencies are acquired for survival in one's environment. It is through education, formal or otherwise, that people learn cultural and social values, acquire a better understanding of themselves and their environment, and improve their standard of living and social status. It is thus a powerful tool in our efforts to foster the creation of the individuals and the society which we desire. The appropriate education and training can play a significant role in the development of our human resources. The following suggestions may be helpful in this direction:

Standard infrastructural facilities must be assured in higher educational instructions. It is not expenditure; rather it is an investment for human resources development.

- Modification of curriculum to the tune of changes in our neighborhood is an inevitable need. According to a rough calculation of Knowledge Commission of India, the employability of our engineering graduates is 30 percent, while that of a Bachelor Degree holder from our Arts and Science College is 15 percent. There is plurality of causes in the view of the commission for it and one among the causes is the age-old and worn-out curriculum in our higher education.

- The standard of English language of students is deplorable. The responsibility cannot be placed on any particular shoulder. Instead, it is to be taken as a weakness and find a way to convert it to strength. No shortcut to this but to teach students English language and grammar at Degree and PG levels.

- Instill traits which are expected by the prospective employers such as communication skills, diligence, resilience, honesty, commitment, and ability to be in team both as leader and a member.

- Impart entrepreneurship training and establishing links with government schemes and programmes to enhance self employability of youth

- Assure better interactions with industry, private-public employers, and successful personalities of our reach.

- Ensure close association with industry and other partners to increase the opportunity of better 'on-the-job training' for students during campus life.

- Establishment for career counseling and placement services at higher educational institutions to bring co-ordination between the efforts of the trio of academia-industry-government.

- Conducting 'Youth Parliament' to provide a forum for hearing their views and promote participation of youth in policy decisions is a welcome move.

- Youths are ready to show their competence and might. Value addition to their personality so as to enable them to play their roles as entrepreneurs and employers is an inevitable role of higher education. It will reduce the mounting pressure up on the government for employment of educated youths.

B) Survey of Teachers:

"The strength of regular teachers in government and private aided arts, science, and commerce colleges in Kerala (189 colleges) is 9810. The 160 private un-aided but affiliated colleges in the state are excluded from the survey as the study is only about the 189 affiliated aided colleges (both government and private). Out of the strength of regular teachers, 5362 (54.7 %) are men and 4448 (45.3 %) are women. To add to this, there is a strength of 1363 guest lecturers also, making the total strength (9810+1363) 11173".[10] For the present study, the researcher has drawn 10 percent samples from the universe (i.e., 980+135 = 1115). Out of the samples of 1115 teachers, the researcher collected primary data directly from 50 percent of the strength and for the next 50 percent, the data collected from secondary sources using mainly the academic calendars and handbooks published by respective colleges. Personal letters, e-mails, telephonic contacts, and messengers were employed for collecting the secondary data.

The ratio of strength of government colleges and private colleges in Kerala is 20: 80 and the same ratio has applied in drawing up samples also. Due weightage was given to colleges under various managements – Government, S.N, NSS, Christian, MES, Dewaswom Board, and other Societies.

Objectives

The survey of teachers was conducted with the following objectives:

- Identifying the educational qualifications of the teaching fraternity in higher education in Kerala;

- Exploring the ways and means for a quality up-thrust in higher education in the state which shall help HRD functions in arts, science, and commerce colleges;

- Gathering variables for expressing the present trends of higher education in the state;

- To assess how teachers discharge their duties and to study about self evaluation of teachers; and

- To measure human resources effectiveness, to weigh institutional effectiveness, and to learn about the human resources development activities in our higher educational institutions

Findings

The findings from the survey of teachers may be listed as given below:

1. College teachers (regular and guest lecturers) and their qualifications:

   a. The regular faculties in colleges and their qualifications:

Table 6.2

Percentage of regular teachers with qualifications, March, 2008

Faculty	Samples drawn	Ph.D	M.Phil	Additional Degrees	PG Degree only
Regular Teachers	980	261	317	59	343
Percentage	100	26.7	32.3	6	35

Source: Survey data.

The table 6.2 reveals that 26.7 per cent of teachers in arts and science colleges in Kerala is having Ph D degree; 32.3 per cent are qualified with M.Phil degree; six per cent teachers hold

additional degrees like extra PG degrees, B.Ed, M.Ed, and Diplomas; and the rest 35 per cent is having only the P.G Degree. It is worthy to note here that the percentage of teachers having Ph.D degree in the state according to the records of Directorate of Collegiate Education, Thiruvananthapuram,(2008) is 25.96% (see table 5.14 in the previous chapter)

b. The guest faculties in colleges and their qualifications:

Table 6.3

Percentage of guest teachers with qualifications, March, 2008

Faculty	Samples drawn	Ph.D	M.Phil	Additional Degrees	NET qualified	PG Degree only
Guests	135	3	12	10	16	94
Percentage	100	2.2	8.8	7	12	70

Source: Survey data.

According to Table 6.3 above, the percentage of guest lecturers with Ph. D degree is only 2.2 and the percentage of guest faculties with M.Phil qualification is 8.8. Even NET qualified is 12 per cent, and the majority (70%) is with PG degree only.

2. Qualification of faculty in gender-wise:

For a better analysis, the share of qualifications among teachers (regular teachers) can be compared with the state average (25.96%) and the figures are arrived at as given in table 6.4:

Table 6.4

Qualifications of college teachers in state average, gender-wise, March, 2008

Gender samples	Ph.D (%)	M.Phil (%)	Extra Degrees/ Diploma (%)	PG Degree only (%)
Men	14.42	17.12	3.42	19.95
Women	12.28	15.18	2.58	15.05
Total (%)	26.70	32.30	6.00	35.00

Source: Survey data.

3. Men teachers supersede their lady-counterparts in Ph.D and
M.Phil qualifications:

It is found that men teachers outnumber their female counterparts
in Ph.D and M.Phil qualifications. Out of the total Ph.D holders, the
share of men teachers is 54% and that of ladies it is 46%. For
M.Phil, the ratio is 53% and 47% approximately. In case of
additional degrees like B.Ed, M.Ed. extra PG Degrees, LLB, and
Deplomas, the gender-wise share is 57 and 43 among men and
women (see table 6.5).

Table 6.5

**Share of qualifications among teachers, gender-wise, March,
2008**

Gender samples	Ph.D	M.Phil	Extra Degrees/ Diploma.	PG Degree only
Men	141 (54%)	168 (53%)	34 (57%)	196 (57%)
Women	120 (46%)	149 (47%)	25 (43%)	147 (43%)
Total (980)	261 (100%)	317 (100%)	59 (100%)	343 (100%)

Source: Primary Data.

Among the number of teachers holding Ph.D, the teachers
under Christian management are a little ahead: It is also found that
the rates of Ph.D and M.Phil degrees earned by teachers in colleges
under Christian managements in Kerala are a little higher
compared to their counterparts under other managements,
including government. The table 6.6 shows the percentages of Ph.D
and M.Phil courses earned by teachers in higher education under
various managements in Kerala:

Table 6.6

Percentages of college teachers holding Ph.D and M.Phil degrees under   various managements in Kerala, March, 2008

Name of managements	Teachers having Ph.D	Teachers having M.Phil
Christian	28.1	34.0
SN	27.95	33.1
NSS	27.9	33.0
MES	26.1	32.05
Devaswom	26.0	31.0
Govt.	24.15	30.85
Total	26.7 %	32.3 %

Source: Primary Data.

4. It is found that the teachers working in colleges in the district of Thiruvananthapuram ranks first in the state holding maximum number of Ph.D and M.Phil degrees followed by Ernakulam, Thrissur, and Kozhikkode. The district of Kasargod is last in the list.

5. It is highly deplorable to note that around one-fourth of the total strength of faculty in arts and science colleges in Kerala is having Ph.D degree and on a sparse count, including M.Phil, the percentage goes up to 59 percent. And more than 40 percent of guardians of higher education in the state do not possess research degrees. Around 14 percent of regular teachers are pursuing their researches leading to Ph.D and 15

percent are undergoing M.Phil courses. This is a positive sign and it indicates that the teachers are 'quality conscious' and not shy to accept the new millennium challenges in the higher educational scenario.

6. The guest faculties: The picture is further worsened by the guest faculties. Even though the state average of their number to the total strength is 13 percent, in certain cases (colleges and courses), their strength grows up to 54 percent. More than 92 percent of them are fresh from class-rooms doing PG courses in the previous year(s) and just passed out and having no Ph.D or M.Phil qualifications, nor having undergone any orientation/training programmes. The under-qualified and the in-experienced guest lecturers spoil the broth. Barring Ph.D or M.Phil, in most of the cases, say 88 percent, do not have qualified even the National Eligibility Test (NET). Even the FIP (Faculty Improvement Programme) vacancies in many colleges have been filled with guest lecturers sans NET qualification. Since the de-linking of pre-degree course from colleges in 1998, there have not been any appointments of faculty in colleges in the state and the vacancies have been filled with the guest lecturers.

7. The Faculty and their own children: It is highly paradoxical and strange to see that only 1.7 percent of teachers in arts and science colleges in Kerala admit their own children at their own institutions for degree / post graduate programmes. Nearly 98.3 percent of teachers send their children to professional courses and for management studies in selected institutions in India and abroad. It gives an impression that guardians of higher education in arts, science, and commerce colleges in Kerala strongly hold the opinion that the system of education prevailing in their own institutions is either 'quality less' or they 'under rate' the merit of ordinary Degree / PG

programmes in the subjects of science, commerce, arts, and humanities.

8. Refresher courses: It is impressive to note that the cent per cent of regular teachers in government and aided colleges have attended Orientation/Refresher courses conducted by the Academic Staff Colleges (ASCs) in our universities.

9. Kerala scholarship and learning scene have yet to apply Organizational Development (OD) programmes in arts, science, and commerce colleges.

The abovementioned findings are based on a simple analysis of the responses collected from teachers who were participated in the survey. However, a detailed analysis using statistical tools is done later.

For the survey among principals and teachers, the researcher used various questionnaires basically classified in to two: (1) Questionnaires containing questions regarding (a) "How a teacher discharges his/her duties?, and (b) a questionnaire asking about self evaluation of teachers; (2) Questionnaires containing questions regarding (a) Human Resources Effectiveness, (b) Institutional Effectiveness, (c) Human Resources Development Activities at institutions.

The table 6.7 contains the responses of the respondents for the questions regarding human resources effectiveness in their priority and weightage in average. It was a five-point-scale questionnaire (see Appendices) seeking responses in five options as legends read below the table. The responses are given in average, i.e., the per centage of teachers opt a choice in the five-point-scale is given together.

Table 6.7

Opinion of Teachers about 'Human Resources Effectiveness' in Arts, Science, and Commerce Colleges in Kerala

Sl No	Question	SA (%)	A (%)	NO (%)	DA (%)	SDA (%)	Remarks
1	Recruitment (Teachers and non-teaching staff) policy is merit in my college	20	10	3	11	56	
2	Regular evaluation of teachers and admin. staff is there in our college	0	0	10	30	60	
3	Regular training programmes for teachers and admin staff are there in our college	3	17	6	21	53	
4	Positive relationship between management and staff in my college.	13	17	11	22	37	
5	Extra care of management is there in the administration of our college	21	10	12	11	46	
6	Participative management system is prevailing in my college	21	9	13	11	46	
7	The vision and mission statements of the college is known to me	60	36	1	3	0	
8	Strong, effective grievances redressal cell is working in the college	63	34	1	2	0	
9	Extra care of management is there in the college for ensuring academic standards	20	9	11	10	50	
10	In our college, we give due interest to extra curricular activities.	40	12	8	19	21	

Source: Survey data.

Legends: SA – Strongly Agree: A – Agree; NO – No Option; DA – Disagree; SDA – Strongly Disagree.

Based on the results of responses from the survey compiled in table 6.7, a ranking can be made as shown in table 6.8. The responses are ranked from one to ten and the table represents the weightage and priority of responses. For example, rank 1 reads that the question in the concerned column is acceptable to a level of maximum and rank 10 reads the lowest or negative response from the respondents.

Table 6.8

Ranking of Responses of Teachers (Human Resources Effectiveness)

Sl.No,	Questions	Rank(based on preference in response)
1	Strong, effective grievances redressal cell is working in the college	1
2	The vision and mission statements of the college is known to me	2
3	In our college, we give due interest to extra curricular activities	3
4	Extra care of management is there in the college for ensuring academic standards	4
5	Participative management system is prevailing in my college	5
6	Extra care of management is there in the administration of our college	6
7	Recruitment (Teachers and non-teaching staff) policy is merit in my college	7
8	Regular training programmes for teachers and admin staff are there in our college	8
9	Positive relationship between management and staff in my college	9
10	Regular evaluation of teachers and admin. staff is there in our college	10

Source: Survey data.

The ranking reveals that the core questions regarding Human Resources Effectiveness are ranked negatively or lowly and it indicates that there have not been any regular planned and protracted activities in college or university level to promote human resources development for teachers. The process of human capital formation in our arts and science colleges are on a low key. No regular performance evaluation for teachers, nor any regular training for them for career development. Recruitment of faculty is done not on pure merit but other considerations creep in. The relationship between teachers and management is not sound and no better and conducive environment exists in colleges. To sum up, the higher education scenario in Kerala is in the grip of many adversities ranging from bad recruitment to poor training and evaluation for pedagogy, to poor relationship between management and teachers.

The figure 6.1 depicts the low priority human resource development programmes in arts and science colleges in Kerala.
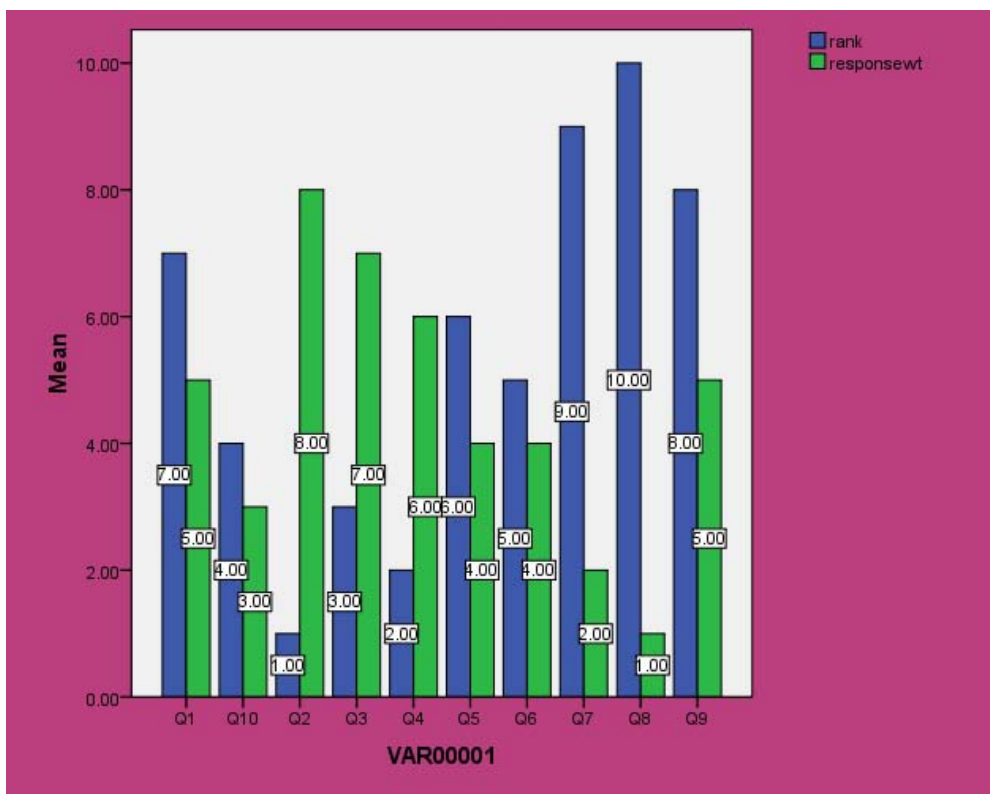

Figure 6.1

Table 6.9 explains the responses for the questions served to faculty. The questions were centered on 'Institutional Effectiveness'., questions to measure the infrastructural facilities in colleges, assessing the quality of course-wares used by teachers and students, evaluating academic standard of institutions, measuring facilities for extra curricular activities, weighing the care of management, judging academic atmosphere in institutions and the like. The responses are measured in average, i.e., the per centage of teachers opt a choice in the five-point-scale is given together.

Table 6.9

Opinion of Teachers about 'Institutional Effectiveness' in Arts, Science, and Commerce Colleges in Kerala

Sl No	Question	Excellent (%)	Very good (%)	Good (%)	Poor (%)	Very poor (%)	Remarks
1	Infrastructural facilities in our institution	0	2	48	39	11	
2	Course – wares used by students and teachers	0	16	60	21	3	
3	Academic standards of my college	3	14	60	20	3	
4	Admin. staff in their capacity in my college	1	11	68	17	3	
5	Facilities for Extracurricular activities in my college	2	28	52	16	2	
6	Outgoing students' prospects	0	12	53	28	7	
7	Management of our college	2	20	50	25	3	
8	General standard of students in my college	3	17	51	25	4	
9	Standard of academic results in my college	4	29	50	15	2	
10	Academic atmosphere in our institution	7	37	46	7	3	

Source: Survey data.

Based on the results of responses from the survey compiled in table 6.9, a ranking can be made as is shown in table 6.10. The pattern of ranking is the same as explained in case of table 6.8.

Table 6.10

Ranking of Responses of Teachers (Institutional Effectiveness)

Sl.No.	Questions	Rank (based on preference in response)
1	Academic atmosphere in our institution	1
2	Standard of academic results in my college	2
3	Facilities for Extracurricular activities	3
4	Academic standards of my college	4
5	Admin. staff in their capacity in my college	5
6	Course – wares used by students and teachers	6
7	Management of our college	7
8	General standard of students in my college	8
9	Outgoing students' prospects	9
10	Infrastructural facilities in our institution	10

Source: Survey data.

The ranking reveals that 'The Institutional Effectiveness' is poor in arts and science colleges in Kerala. For a better institutional effectiveness The parameters to measure institutional effectiveness used here are the quality of infrastructural facilities, quality of

course-wares used by students and staff, academic atmosphere in institution, general academic standard of institution, academic standard and performance of students, prospects of outgoing students and the like. Here the core questions which measure institutional effectiveness clearly are answered lowly and negatively by the respondents, and it indicates that the average academic atmosphere in arts and science colleges in Kerala is not positive. And it gives the inferences that the process of human resource development in affiliated arts and science colleges in the state is poor. The figure 6.2 visualizes it.
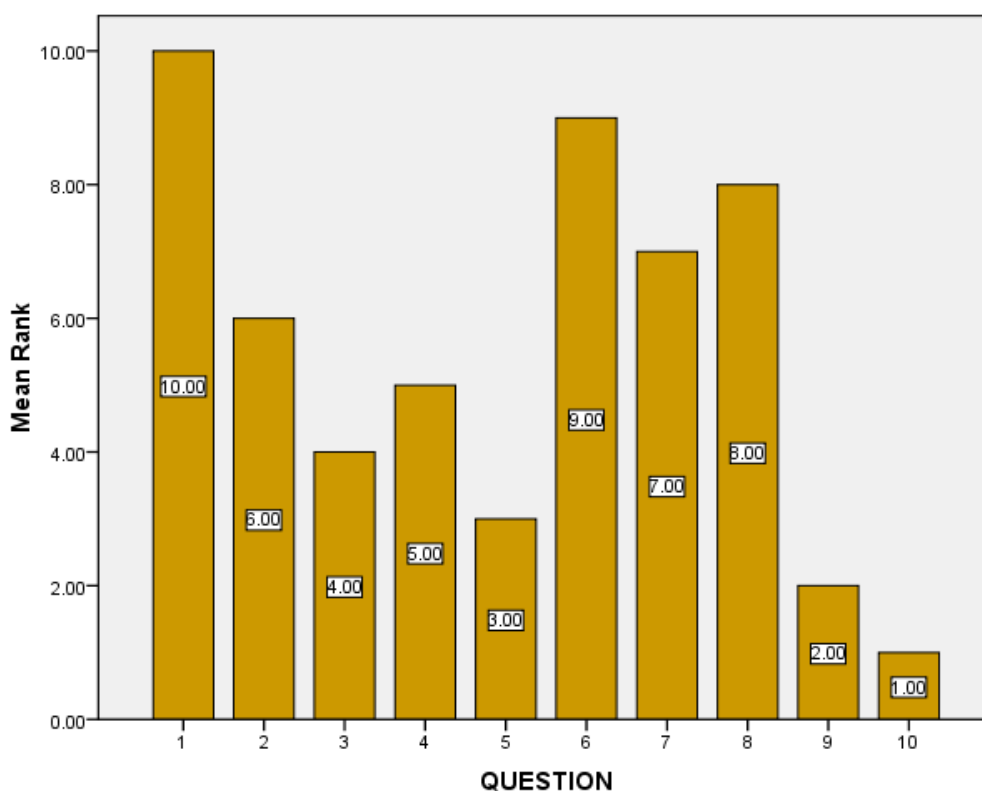

Figure 6.2

C) Survey of Non-teaching Staff.

Now we can assess the responses of non-teaching staff (158 persons). As in the case of teachers, the non-teaching staff was served with questionnaires for assessing: (a) Human Resources

Effectiveness, (b) Institutional Effectiveness, and (c) Human Resources Development Activities in their institutions. The questions contained in these questionnaires were almost same as in the case of teachers. The table 6.16 reveals the responses of the respondents (the pattern of presentation is same as mentioned in table 6.7 above used in case of teachers),

The table 6.11 contains the responses of the respondents for the questions regarding human resources effectiveness in their priority and weightage in average. It was a five-point-scale questionnaire (see Appendices) seeking responses in five options as legends read below the table. The responses are given in average, i.e., the per centage of non-teaching staff opt a choice in the five-point-scale is given together. The pattern of presentation of responses here is the same as mentioned above in table 6.7

Table 6.11

Opinion of Administrative Staff about 'Human Resources Effectiveness' in Arts, Science, and Commerce Colleges in Kerala

Sl No	Question	SA (%)	A (%)	NO (%)	DA (%)	SDA (%)
1	Recruitment (Teachers& Admin staff) policy is merit in our college	14	10	6	17	53
2	Regular evaluation of teachers and admin. Staff are there in our college	4	1	10	23	62
3	Regular training for teachers and admin staff are taken place in our college	4	15	7	20	54
4	Positive relation between management and staff is existing in our institution	10	24	12	24	30

Sl No	Question	SA (%)	A (%)	NO (%)	DA (%)	SDA (%)
5	Good care by management is there in the administration of our college	19	12	15	13	41
6	Participative management is the style existing in my college	20	5	12	14	49
7	The Vision & Mission statements of my college is known to me	60	35	3	2	
8	Strong, effective grievances redressal cell is functioning in the college	62	29	4	2	3
9	Extra care of management is there in my college for ensuring academic standards	23	9	10	12	46
10	Due interest is given to extra-curricular activities in our college	38	14	9	19	20

Source: Survey data.

Legends: SA – Strongly Agree; A – Agree; NO – No Option; DA – Disagree; SDA – Strongly Disagree.

On the basis of results of responses from the survey compiled in table 6.11, a ranking can be made as is shown in table 6.12. The ranking is done in the same manner as explained in case of teachers as in table 6.8 above.

Table 6.12

Ranking of Responses of Non-teaching Staff (Human Resources Effectiveness)

Sl.No.	Questions	Rank (in the order of preference of response)
1	The Vision & Mission statements of my college is known to me	1
2	Strong, effective grievances redressal cell is functioning in the college	2
3	Due interest is given to extra-curricular activities in our college	3
4	Extra care of management is there in my college for ensuring academic standards	4
5	Participative management is the style existing in my college	5
6	Good care by management is there in the administration of our college	6
7	Recruitment (Teachers& Admin staff) policy is merit in our college	7
8	Positive relation between management and staff is existing in our institution	8
9	Regular training for teachers and admin staff are taken place in our college	9
10	Regular training for teachers and admin staff are taken place in our college	10

Source: Survey data.

As in case of the ranking table for teachers (table 6.8), the ranking reveals that the core questions regarding Human Resources

Effectiveness are ranked negatively or lowly and it indicates that there have not been any regular planned and protracted activities in college or university level to promote human resources development for non teaching staff'in Kerala. No regular performance evaluation for them nor any regular training available for their career development. Recruitment of non-teaching staff, as in case of teaching staff, is done not on pure merit alone. The relationship staff and management is seemed tob not sound and no better and conducive environment exists in college offices for career development of staff .

Table 6.13 explains the responses for the questions   on 'Institutional Effectiveness' served to non teaching staff in arts and science colleges in Kerala. The questions were to measure the infrastructural facilities in colleges, assessing the quality of course-wares used by teachers and students, evaluating academic standard of institutions, measuring facilities for extra curricular activities, weighing the care of management, judging academic atmosphere in institutions and the like. The responses are measured in average, as is mentioned in case of teachers as shown in table 6.9.

Table 6.13

Opinion of Administrative Staff about 'Institutional Effectiveness' in Arts, Science, and Commerce Colleges in Kerala

Sl No	Question	Excellent (%)	Very good (%)	Good (%)	Poor (%)	Very poor (%)
1	Infrastructural facilities available in the college		3	50	35	12
2	Course-wares		14	60	22	4

Sl No	Question	Excellent (%)	Very good (%)	Good (%)	Poor (%)	Very poor (%)
	used by Students, teachers & staff					
3	Academic standard of the college	7	20	53	18	2
4	Administrative staff in their capacity	6	17	56	17	4
5	Facilities for extra-curricular activities	3	29	48	17	3
6	Prospects of outgoing students of the college		15	50	25	10
7	Management of the college	4	20	50	26	
8	General standard of students in my college	3	17	50	26	4
9	Standard of academic results of my college	5	32	50	10	3
10	Academic atmosphere in our institution	6	36	48	7	3

Source: Survey data.

Based on the results of responses from the survey compiled in table 6.13, a ranking can be made as is shown in table 6.14.

Table 6.14

Ranking of Responses of Non-teaching staff (Institutional Effectiveness)

Sl.No.	Questions	Rank (in the order of preference of response)
1	Prospects of outgoing students of the college	1
2	Academic atmosphere in our institution	2
3	Standard of academic results of my college	2
4	Management of our college	3
5	Facilities for extra-curricular activities	4
6	Course-wares used by Students, teachers & staff	5
7	Admin. staff in their capacity in our college	6
8	General standard of the students in my college	7
9	Academic standard of our college	8
10	Infrastructural facilities available in the college	9

Source: Survey data.

The ranking reveals that 'The Institutional Effectiveness' in the opinion of non-teaching staff is is poor in arts and science colleges in Kerala. The parameters to measure institutional effectiveness used here are the same as mentioned in case of teachers viz., quality of infrastructural facilities, quality of course-wares used by students and staff, academic atmosphere in institution, general academic standard of institution, academic standard and performance of students, prospects of outgoing students and the like.

Here the core questions which measure institutional effectiveness are answered lowly and negatively by the respondents as in the case of teachers, and it indicates that the average atmosphere in arts and science colleges in Kerala is not positive for

human resources development for non-teaching staff. It can directly and indirectly affect the human capital formation of students.

FACTOR ANALYSIS

From the factor analysis performed on the responses of the HRD aspects from principal, teachers, librarians, and administrative staff, the researcher has extracted two components: (a) Component No.1 (Academic Component) and (b) Component No.2 (Institutional Component) The Academic Components deal with the quality side of human resources (Human Resources Effectiveness) whereas the Institutional Components deal with the quality of infrastructural and physical facilities (Institutional Effectiveness) available to students at their institutions.

Table 6.15

Total Variance Explained[a]

Component	Total	Initial Eigenv alues % of Variance	Cumulative %	Total	Extraction Sums of Squared Loadings % of Variance	Cumulative %
1	3.024	**50.399**	50.399	3.024	50.399	50.399
2	1.643	**27.388**	77.788	1.643	27.388	77.788
3	.708	11.806	89.593			
4	.564	9.399	98.993			
5	.044	.734	99.727			
6	.016	.273	100.000			

Extraction Method: Principal Component Analysis.
a. Only cases for which HRD = YES are used in the analysis phase.

Component No.1 explains 50.399% of variance. This implies that Component No 1 is sufficient to explain 50.399% of variation due to the variation of the variables included in Component No1 of HRD aspects of higher education in arts and science colleges in Kerala. Component No.2 explains 27.388% of variance. This implies

that Component No.2 is sufficient to explain 27.388% of variation due to the variation of the variables included in Component No.1 of HRD aspects of higher education in arts and science colleges in the state. This is explained in table A-1

Table 6.16

Percentage of Variation in Variables (Academic and Institutional)

Component	% of Variation Explained	Variables				Factor Named as
1st component	**50.39**	Principal IE	Teachers HRE	Admin IE	Librarian Aspects	*Academic*
1st component	**27.38**	Teachers IE	Admin HRE	Admin IE	XXX	*Institutional*

Legends: IE = Institutional Effectiveness; HRE = Human Resources Effectiveness.

Table 6.17 Rotated Component Matrix[a,b]

	Component	
	1	2
Principal IE	.849	.325
Teachers HRE	.909	.018
Teachers IE	.120	.847
Admin HRE	.239	.812
Admin IE	.868	.765
Librarians Response	.790	.422

Variation of Components By Scree Plot
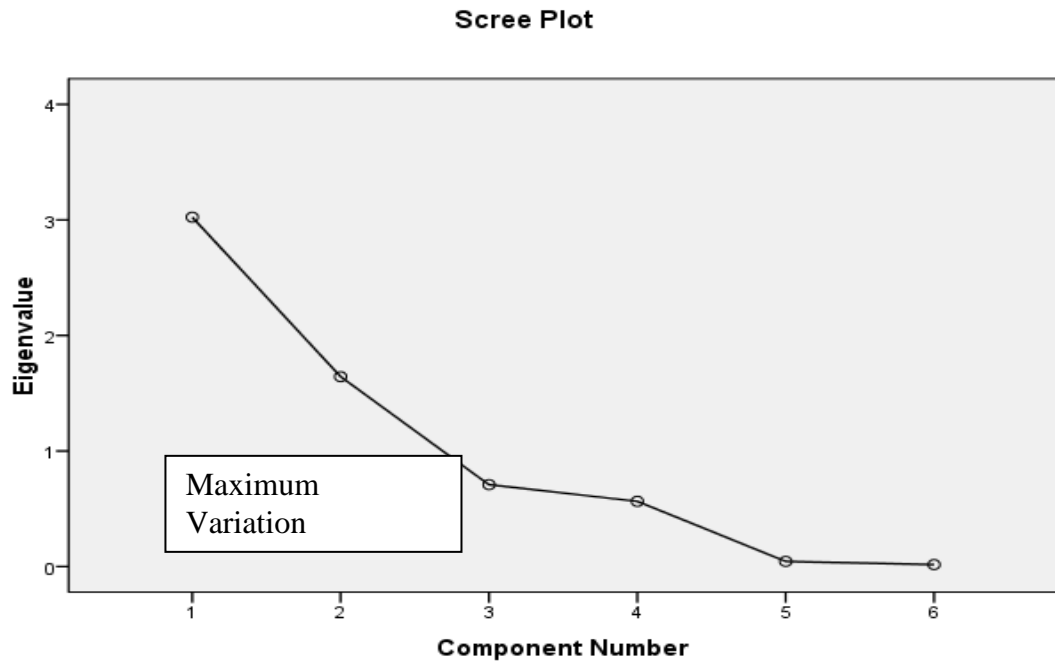

Scree Plot

Figure 6.3

HYPOTHETICAL ANALYSIS –PART-1

Hypothesis

H0: There is no significant difference in means of   response regarding Higher education in   Arts, Science and Commerce Colleges in kerala

H1: There is significant difference in means of   response regarding Higher education in   Arts, Science and Commerce Colleges in kerala

Analysis Of Variance (ANOVA) for comparing the mean response of the HRD aspects from principals, teachers, librarians, and administrative staff is done. Since the p- value is greater than .05 there is no significant difference in means of responses regarding the HRD aspects in Higher Education in Arts, Science and Commerce Colleges in Kerala at 95% confidence interval.

Table: 6.18

ANOVA

Category		Sum of Squares	df	Mean Square	F	Sig.
PricipalASpect	Between Groups	1643.000	5	328.600	.641	**.702**
TeachersHRE	Between Groups	1235.875	5	247.175	1.274	**.495**
TeachersIE	Between Groups	1050.875	5	210.175	6.467	**.139**
AdminHRE	Between Groups	4076.875	5	815.375	.767	**.650**
AdminIE	Between Groups	2630.500	5	526.100	2.169	**.345**

Inference

A collective and unanimous response is observed in response regarding HRD aspects of higher education in Arts, Science and Commerce Colleges in Kerala. The responses of principals, teachers, librarians and non-teaching staff regarding HRD in higher education in the state is almost unanimous.

ANALYSIS OF HYPOTHESES –PART-2

H1. "It is assumed that there has not been any comprehensive and concerted action towards human resources development of teachers and non-teaching staff in higher education in Kerala, so that, there has not been any constructive human resources development of students in higher education in the state".

The researcher has done analysis statistically and manually. There is no difference between the two, results-wise. However, the manual analysis is being backed by the personal experiences of the researcher as a teacher in higher education in Kerala for fairly a long period of time. The inferences from statistical analysis of data is a mechanical response based on the data fed whereas the manual analysis, being supported by personal experiences of the teacher which is not in any data form, gives an extra guarantee to the inferences arrived at. In simple, it is akin to an observational analysis of the study.

Inference from statistical analysis	Inference from manual analysis& experience during the research
From the ranking of the questions regarding **Human Resource Effectiveness** based on the responses of faculties it is found that they are strongly supporting the hypothesis. And there is no significant evidence for against non correlation. The responses for the questions 1,2, 3, 4, 5, 6, and 9 are significantly and strongly supporting the hypothesis. From the ranking of the questions regarding **Institutional Effectiveness** based on the responses of	From the experience of the researcher in her career which is fairly long, say 27 years, and from the research experience for more than three years, it can be stated with a fair confidence that the statistical inference from statistical analysis is true and in agreement with the findings of the researcher. To be clearer, the researcher from her own experience find that there has not been any human resources development programmes based on scientific manner for teachers and non-teaching staff in arts and science colleges in Kerala, there

faculties it is found that they are also strongly supporting the hypothesis and no significant evidence for against non correlation. The responses for questions 1, 2, 3, 4 6, 7, and 8, are significantly and strongly supporting it. In fine, it is concluded that there has not been any "comprehensive and concerted action' towards human resources development of teachers and non-teaching staff in higher education Kerala ,so that, there has not been any constructive human resources development in higher education in the state" and it is held that the first hypothesis of the study is held in agreement with the findings..	by, the human resources development of students in these colleges are not in force in a constructive way. So, from the inferences from manual analysis, from personal experiences and from the experience of the researcher during the research, it is stated that that the hypothesis is held in agreement with the findings. Hence it can be accepted.

H2: "There is a positive correlation between the quality of faculty and human resources development of students in higher education".

Inference from statistical analysis	Inference from manual analysis& experience during the research
From the ranking of the questions regarding **Human Resource Effectiveness** based on the responses of faculties it is	From the experience of the researcher in her career which is fairly long, say 27 years, and from the research experience for

found that they are strongly supporting the hypothesis and there is no significant evidence for against non correlation. The responses for the questions 1, 2, 3, 4, 5,6 and 9 are significantly and strongly supporting the hypothesis.

From the ranking of the questions regarding **Institutional Effectiveness** based on the responses of faculties also it is found that they are strongly supporting the hypothesis and no significant evidence for against non correlation. The responses for the questions 1, 2, 3, 4, 6, 7 and 8are significantly and strongly supporting

Correlation Analysis proves that quality the faculty and HRD of students are positively correlated at 95 % confidence interval. There is positive correlation between the quality of faculty and HRD of student in higher education and hence the second hypothesis of the study is accepted.

more than three years, it can be stated with a fair confidence that the statistical inference from statistical analysis is true and in agreement with the findings of the researcher. To be clearer, the researcher from her own experience find that there has not been any human resources development programmes based on scientific manner for teachers and non-teaching staff in arts and science colleges in Kerala, there by, the human resources development of students in these colleges are not in force in a constructive way.

So, from the inferences from manual analysis, from personal experiences and from the experience of the researcher during the research, it is stated that that the second hypothesis is held in agreement with the findings. Hence it can be accepted.

H3: "The current trendy issues confronting higher education in the state of kerala are many: dwindling finances; lack of autonomy; erosion of accountability of faculty, administrative staff, and management; and the deterioration in campus discipline. There is a positive relationship between these issues and HRD in higher education in the state".

Inference from statistical analysis	Inference from manual analysis& experience during the research
From the ranking of the questions regarding **Human Resources Effectiveness** based on the responses of faculties, it is vivid that the responses are strongly supporting the hypothesis and there is no significant evidence for against non correlation. The responses for the questions 1, 2, 3, 4, 5, 6, and 9 are significantly and strongly supporting it. From the ranking of the questions regarding **Institutional Effectiveness** based on the responses of faculties also it is clear that the responses are strongly in support of the hypothesis and there has not been any significant evidence for against non correlation. The responses for the questions 1,2,3, 4, 6, 7,	From the experience of the researcher in her career which is fairly long, say 27 years, and from the research experience for more than three years, it can be stated with a fair confidence that the statistical inference from statistical analysis is true and in agreement with the findings of the researcher. To be clearer, the researcher from her own experience find that there has not been any human resources development programmes based on scientific manner for teachers and non-teaching staff in arts and science colleges in Kerala, there by, the human resources development of students in these colleges are not in force in a constructive way. So, from the inferences from manual analysis, from personal

and 8, are significantly and strongly supporting it.	experiences and from the experience of the researcher during the research, it is stated that that the third hypothesis is held in agreement with the findings. Hence it can be accepted.

Survey among Teachers on the 'Effectiveness of the Traianing Programmes of Academic Staff Colleges (ASCs)' in Kerala.

The researcher conducted a survey to study the attitude of teachers about the "Effectiveness of Training Programmes" conducted by Academic Staff Colleges (ASCs) in universities. The results of the survey reveal the following:

- Cent percent of teacher-respondents are aware of the ASCs.

- Cent per cent regular teachers have attended Orientation/Refresher courses conducted by ASCs.

- Management and organization of an ASC is found commendable. The table given below depicts the attitude of teachers towards management and organization of ASCs:

Table 6.19

Attitude about management and organization of ASCs

Attitude	Percentage of respondents
Commendable	46
Very good	24
Good	18
Satisfactory	12
Below average	0

Chi-square test at 0.05 percent significance level shows the table value came out to be much less than the calculated value, revealing that opinions expressed by the respondents are significant

with regard to organization and management of ASC. In other words, it can be said that management and organization of ASC is collectively found commendable or very good according to 70 % of the respondents.

* Professional development of teachers bagged maximum points in the ranking of the objectives behind attending the courses run by ASCs.

Table 6.20

Ranking of the objectives behind the establishment of ASCs

Objectives	Ranking
Professional development of teachers	I
Updating subject knowledge	II
Getting promotion and higher pay scale	III
Gaining the basic teaching skill	IV

It is concluded that majority of the respondents attended the program to enhance their professional development and updating their subject knowledge. All other considerations are ranked lower, low, or least. It is a positive sign of the urge of teachers' fraternity for human resources development.

* There has been a maximum tilt towards the quality of training programmes of ASCs.

Table 6.21

Response of teachers about quality of training programmes of ASCs

Response	Number of teachers	Percentage
Excellent	152	31.02
Very good	162	33.06
Good	97	19.79
Satisfactory	79	16.12
Dissatisfactory	0	0
Total	490	99.99

It is concluded that major chunk of the respondents, i.e., 64 per cent collectively found that training programs either or very good. It is found that, value of χ^2 ,32.45, is much higher than the table value at 0.05 percentage level of significance. This shows that there is significant difference in the opinions of teachers, regarding the quality of training programmes of ASCs.

* The majority of teachers agree that the training programmes conducted by ASCs are very good for 'human resources development' of teachers.

Table 6.22

Level of satisfaction of teachers about the duration of one month of of training programmes of ASCs

Level	Percentage
satisfied	49
Some what satisfied	51

Chi square value is found much less than the table value and it is concluded that, there is no significant difference in the opinion of teachers who had attended the training programs earlier. It is also concluded that half of the respondents were found to be satisfied with the existing duration of the training programmes.

To sum up, the programmes of ASCs are definitely good for career improvement of teachers in colleges and universities. It is very constructive and fruitful, but the teachers do not get such training at constant intervals in a regular way. ASCs must conduct programmes regularly, and teachers must get the training in every two years. Similarly the duration of 21 working days/ one month is quite insufficient. A minimum period of two months duration can be suggested for the training programmes.

Suggestions:

Teachers are the guardians of education and the torch-bearers of knowledge and wisdom. In a society of scarcity and in an institutional framework that does not have clear norms of behaviour it is not surprising that internal politics play an important yet disruptive role. Teachers naturally do not regard themselves as independent intellectuals with self imposed responsibilities for teaching and academic life, but rather as employees of large bureaucratic structures that they often fear. It is not surprising that professionalism has failed to emerge in such an environment. However, the following suggestions are mentioned:

* Teachers must change by themselves and must be ready for acquiring innovative ideas in their chosen fields

* Teachers are the vital links between 'society and the future teachers'. Considering that they must accept decorum in all their functions.

* Teachers are never managers / administrators, instead they must be catalysts / facilitators.

* Teachers must undergo self evaluation, so that they can become 'change agents' of the society

* College teachers are the only category coming directly for job without getting any pre-entry training. Even after joining service, they do not get regular training for development. This must change and the teachers must be considered as industrial personnel for the case of training and development.

* Guest faculties must go. Vacancies must be filled with regular teachers of sufficient qualification and grit.

* The teachers must get chance for their career improvements for doing Ph. D and research.

* College teachers must get all the dignities and facilities that are being enjoyed by the Class I officers in the country.

C). Survey of Administrative Staff

The administrative staff is the third force in the trio of human resources in higher educational institutions. The 'qualitative' administrative-support-services are the *sine qua non* for quality higher education. To meet the challenges of change and to operate successfully in the ever changing and dynamic environment, both teaching and administrative personnel of higher educational institutions need to be equipped with the requisite knowledge, skills and attitudes.

About 189 Superintendents, 189 Head Accountants, 402 UD Clerks (seniors), and 803 LD Clerks (seniors) are there in the 189 affiliated arts, science and commerce colleges in Kerala. Their contributions to the development of higher education are invaluable and hence inexplicable. For the present study, a survey was conducted and samples of the non-teaching staff to the tune of 10 percent of their respective strengths were taken. The avoided category of non-teaching staff from sample survey consists of typists, store-keepers, mechanics, electricians, gas men, herbarians, attenders, peons, scavengers, watchmen, and the like.

The number of samples collected from the different categories of administrative staff is: Superintendents 19, Head Accountants 19, UD Clerks 40, and LD Clerks 80 (19+19+40+80=158). The samples were drawn from various colleges affiliated to the four affiliating universities in Kerala on a ratio of 20 : 80 between government colleges and aided private colleges. The selection was on a random basis.

Objective

The survey of administrative staff was conducted with the following objectives:

- To gather information regarding the role and importance of non-teaching staff in rendering quality higher education to students;

- To identify the competency, cohesiveness, and skill of administrative staff in arts and science colleges and to find out their grievances which render them disgruntled;

- To study about the career improvement programmes and training preparedness for ministerial staff; and

- To gather their versions for a 'quality change' of set up in higher educational institutions so that the system would be quite suitable for human resource development to its fullest gamut and in the truest sense.

The responses from survey of administrative staff are listed below:

1. Around 79 percent of the non-teaching staff enroll their children in their own intuitions for degree and PG programmes (diametrically opposite is the case of teachers).

2. The near total strength opine that their grievances are many and have not been redressed for quite a long period, nor even heard of, even though the gamut of their workload has been increased many fold.

3. New appointments have been frozen against the regular vacancies since the de-linking of pre-degree from colleges and the resultant extra load of works has been borne by the existing staff. The opinion is of total and en bloc.

4. The staff pattern announced by the government is remaining as a promise for them for years and they raised a unanimous voice against it.

5. There is no training programme for them for career improvement nor any schemes for individual growth and personality development in their service except that of

department tests for promotion. The cent per cent strength is for orientation / refresher courses as is being enjoyed by the teaching faculty.

6. About 93 percent know the basic computer language and their pick up ratio in this regard is very high compared to that of teachers.

7. The transformational role of HRD is unfamiliar to 79 percent of the respondents.

8. For 99 percent, the 'quality education or human resources development in higher education' is the day-to-day routine classes and examination systems without any break.

9. No particular HR philosophy or Management Style known to majority, say, 94 percent.

10. No appraisal, evaluation, feedback, or corrective system in a structured and organized way in cent per cent cases.

11. The respondents opined en bloc that the quality of education depends upon the quality of faculty. HRD of teachers is determining HRD of students.

12. A near total opinion was that the infrastructural facilities at their command are insufficient.

Suggestions:

In today's rapidly growing and dynamic environment, the role of administrative staff in universities and colleges and their tasks are not only becoming more and more complex but also more demanding than ever. Academic excellence of universities and colleges can be developed and maintained only if the continuous efforts are done in the direction of professional development of not only teachers but also that of administrative staff. It is to meet these needs that the University of Delhi set up two centres – (1) the Centre for Professional Development in Higher Education (CPDHE),

and (2) the Centre for Human Resource Development (CHRD).[11] These centres have played a vital role in the development of academic and non-academic staff of the university and its constituent colleges.

The University setup the Centre for Human Resource Development in 1987 with the objective of training administrative staff, arrange orientation programmes for them, undertake action research on specific problems faced by the University and provide opportunity for interaction between the academic staff and the administrative personnel in the University. Every new incumbent is trained in the centre. It has no scheme of training programmes for senior officials of the University, e.g., Registrar, Deans of Faculties, Directors of Departments and the like.

Every university in India must follow the suite of Delhi University in setting up such a centre with the objective of training and development of administrative staff of our higher educational institutions with the following objectives:

- To broaden the knowledge on contemporary developments in one's own field through proper training and development programmes which are hitherto unavailable.

- To develop an acquaintance with the new technologies and automation schemes for an enhanced environment in administrative offices which will directly and indirectly help teachers and students in their pursuits of quality education and HRD perspectives in campuses.

- To train the staff in new innovations in systems of examination, patterns of grading, techniques of evaluation, and strategies of promotion.

- To develop an understanding of the role of non-teaching staff in the mega exercise of Human Resources Development and Nation Building through higher education.

- To expose them to the new world of changes and dynamism and to help them to follow still better ways in their domains.

D).Survey of Librarians

A survey of librarians in arts, science, and commerce colleges in Kerala is an eye opener towards HRD activities in our higher educational institutions. Here also, a 10 percent samples were drawn. Total number of librarians is 189 (in 189 affiliated colleges in Kerala) and 19 random samples were taken at a ratio of 20 : 80 among the government colleges and private aided colleges respectively, covering the domains of all the four affiliating universities in the state.

The librarians were considered as a part of administrative staff, and hence the same questionnaire that served to the non-teaching staff were served to them also adding extra queries for the number of titles – Books, Journals, and dailies – available in the libraries and the percentage of students, teachers and administrative staff availing of facilities in libraries.

Objectives

The survey was conducted with the following objectives:

- To collect the information on the effectiveness of libraries under their command;

- To gather knowledge about the usage of libraries by students, teachers, and administrative staff;

- To assess the importance of libraries in human resource development in higher education; and

- To seek the suggestions of librarians in the pursuit of qualitative improvement and growth of higher educational institutions.

Findings:

- In all the samples the libraries are computerised and having an automated circulation and catalogue searching service with three main sections – periodicals section, reference section, and stack room. No difference between government colleges and private aided colleges in these respects.

- All the librarians are regular staff and qualified and having more than 25 years of service.

- The number of titles on an average is: (a) Books, 35,000; (b) Journals, 20; and dailies, 6.

- The number of journals mandatory for each PG course is five, and more than 90% of institutions do not meet this requirement.

- On an average only 6.66 percent of teachers are the regular users of library among teachers, whereas that of non-teaching staff, it is 7.93 percent. Among the students, almost 13 percent of girls use library regularly while the ratio of boys is 8.9 percent. The average users of library, both boys and girls together, are almost 21 per cent of our students.

- Of the total users of library from students, the ratio is between 31: 61 from Degree and PG.

- The discipline-wise users of library, the ratio among the arts, commerce, science students is approximately 21 : 9 : 3.

- The respondents were unanimous in telling that the main lacuna for further growth and modernization is lack of capital and disinterest of management.

The Test.

The application of simple 'Arithmetical Average' shows a dismal picture of the 'library-literacy' of our students, teachers, and

the non-teaching staff. The divided attention of students, lack of interest among teachers for career improvements, and the influence of dormant thoughts of an average clerk in our public sector enterprises on our non-teaching staff may be the reasons for this poor show. Yes, then where is the chance for 'human resources development' in our portals of higher education.

Suggestions:

There is an element of compulsion for attending and using laboratories in our institutions and hence the students' attendance is cent per cent. But attending library is quiet voluntary and a personal matter and hence the low rate of usage. When the researcher was a student for PG course, there was a compulsion for using library and two hours were earmarked in the weekly time-table of the department for library. Now, there is no provision and timetable-allocation for library as we give due weightage and privilege given to computer and IT studies. The less usage of library, the minimum accessibility to books and journals, and the poorer exposure to the universe outside their own subjects have denigrated the language and soft skills of our students and in general it reflects in the deterioration of the common standard of our higher education. The panacea here to suggest is the imposition of an element of compulsion in using the vast library facilities available in our temples of higher education. As in the former days we shall have hours earmarked in time table for library and can give weightage in the annual score-sheets of students.

E).Survey of Heads of Colleges:

Heads of colleges are expected to play a number of roles. To summarise their activities on the basis of available literature, they are expected to take care of the various available resources of their institutions and make best use of them, supervise and guide the staff and take care of staff-development, take care of learning materials and learning situations including the library and

laboratory, develop a system of pastoral care and consultation channels, develop control mechanisms, develop linkages with the community and also act as innovators and keep in touch with new ideas and practices in the field. The principal is the administrative as well as academic head of the institution.

A survey of heads of institutions in arts, science, and commerce colleges in Kerala was conducted and a 10 percent samples were drawn from them. Total number of principals is 189 (in 189 affiliated colleges in Kerala) and 19 random samples were taken on the basis of stratified random sampling at a ratio of 20 : 80 from the government colleges and private aided colleges (four from government colleges and 15 from private aided colleges) respectively. While selecting the heads, due consideration was given to representation from colleges affiliated under the four affiliating universities in the state.

Objectives:

The study was taken up with the following objectives:

- To identify the roles of heads of colleges in their sequential order

- Exploring the frequency of performance of different types of roles by the heads

- Finding the relationship of some factors with the role-performance of the college heads; and

- To explore the ways of roles of the heads in HRD measures and to learn the new paradigm of HRD in its influence in mesa to mega levels in institutions

Findings:

- All the heads of colleges are Ph D degree holders and seniors having put more than 28 years of service in their credit;

- In majority of cases (i.e., 90%), the heads appear to be more of an administrator than an instructional leader and spend most of the time in dealing with routine administrative chores rather than with academic matters;

- The total response was for Ph. D degree as the basic qualification for the post of principal and they opine that there is significant difference between Ph.D holders and non-Ph.d;

- The execution of duties as head requires professional training for 70 percent, whereas the remaining 30 percent stay back and believe that the teaching experience and service is enough and opine that there is no significant relationship between professional training and efficiency;

- All agree unanimously for autonomy and agree that there is significant relationship between autonomy and quality education for HRD;

- The response was total for filling up the vacancies of faculty and avoid the guest lecturers for better quality teaching and HRD;

- There is an urgent and inevitable step to curb campus politics for 90 percent of heads (for 17 out of 19), whereas for the remaining 10 percent, it is acceptable;

- Infrastructural facilities are insufficient for all and it hinders HRD activities much;

- Preparation for Accreditation by NAAC is mainly a gamut of clerical works and a sort of cleaning and whitewashing than a real endeavour for quality improvement and HRD, opined 74 percent, whereas for the others (five out of 19), it is highly significant, protracted and designed attempt for quality improvement;

- For 90 percent, there is significant relation between performance appraisal of teachers and quality education. For the rest, it is an industrial style which can seldom use on academic floors where human brains and hearts share their experiences and grievances for a better molding of human resources.

- The response was unanimous on HRD and the respondents claim that it is the high time to have a comprehensive and designed programme and Plan of Action (PoA) for Human Resources Development in higher educational institutions in Kerala.

- All the heads declared that the manifold development of students depend to a large extent on the quality of their teachers. All other reasons come only last in influence.

The Test:

The application of simple 'Arithmetical Average' reveals the poor paraphernalia for human resources development in our affiliated arts, science, and commerce colleges in Kerala. The responses of principals, particularly of private affiliated colleges, may be skewed for five to ten percent due to the fear of management. Yet their opinions are sufficient to judge the conclusion. The arch opponent of principals is lack of autonomy.

Suggestions:

The heads of colleges play many-a-role at a time and he/she is in a pressure-cooker environment always. The multi-dimensional roles are: Planner, Administrator, Office Manager, Academic, Mentor, Reconciliator, Office Manager, Resource Facilitator, Evaluator, Motivator, Supervisor-cum-instructor, Promoter of co-curricular and extra-curricular activities, Liaison with the Management- Community-and Government, and above all a Teacher. He/she raises to the level of headship by virtue of his/her

accomplishments in and contribution of to the pursuit of excellence in academic fields. In order to make it possible for the head to play a role which is more befitting to his background and profession, the following suggestions are made:

- Delegation of administrative duties and authority among the members of the faculty would enable the head to devote more time for instructional leadership. Creation of the post of an 'Administrative Manager' would ease the environment and the incumbent of this post should have specialized training in Educational Administration;

- Professional training, whatever may be said or sung, would enable the heads to perform in a still better way;

- It is imperative to make the College Heads aware of the various dimensions of Organizational Health in a college. The understanding and insight in to improving organizational health would help them in performing their roles better;

- A Head can be reserved and outgoing; affected by feelings and emotionally stable; humble and happy-go- lucky type; expedient and conscientious; shy and venturesome; tough minded and tender-minded; trusting and suspicious; practical and imaginative; forthright and shrewd; placid and apprehensive; conservative and experimenting; group dependent and self sufficient; relaxed and tensed, and so on, according to the circumstances and environments.

F). Survey of Parents:

Parents are the genuine and firsthand stakeholders of education and their role gets still serious and counted in higher education. The researcher surveyed 100 parents – 20 :80 ratio between parents of PG students and Degree students. A questionnaire was used to collect their opinions regarding various aspects of higher education that their wards get. The opinions were

collected during the occasions of class PTA meetings conducted at Sree Narayana College, Nattika, in the academic year 2008-09. The main hardship in collecting opinions was the lower literacy standard of some parents and hence the opinions, to a least level at least, skewed and incorrect. However, the opinions of the parents were highly beneficial for the study and the ideas and information so collected were felt very genuine and innocent being spoken extempore and unexpected.

Objectives:

The survey was conducted with the following objectives:

- To study the attitude of parents towards higher education;

- To know the involvement of parents in studies of their wards;

- To get an overall opinion of parents regarding the standard and status of our higher education;

- To get suggestions for improvement and modifications.

Findings:

- A very minority of parents, i.e., 9 percent, has a clear vision about their wards; next 20 percent has a bare idea and what is going on at present is acceptable for them; and the majority, say almost 71 percent, has no idea regarding the scope, strengths and weaknesses of our higher education;

- The involvement of parents is very poor and weak except in a very few cases. For about 71 percent, as shown above, the college is a 'glamour land' and reaching there is the 'fulfillment of their dreams'. Their children are the 'first-generation scholars' and the poor parents consider the service of higher educational institutions something great.

- Around 79 percent of natural guardians (father) are abroad or outside the state or away from home for one reason or other, hence mothers are looking after career route of the wards.

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The effective parental care springs from father and an erosion of seriousness happens where the role is taken over by mother.

- Only 7-9 percent of parents take feed back of their children in a strict sense and for the rest the wards are left for the care of teachers and institutions. No particular co –operation, suggestions, or ideological contributions from them for improvement and modifications.

Suggestions:

All the above findings give a clue that the parental care is weak and it is a breach of contract between them and the institutions. Not the bio (teachers-students), but the effective trio (teachers-students-parents) is for a quality higher education and only such an effective system will work for human resource development via higher education. Being the real stakeholders of higher education, it is a very fatal lacuna that the students are left to the care and mercy of teachers only. The situation may be different in professional colleges as the ambiance there is more serious. However, researcher is of the opinion that the observations from responses of parents may not be generalized because the survey was conducted among parents of Sree Narayana College, Nattika, only.

Respective questionnaires were administered among students, teachers, clerical staff, librarians, parents, and principals and responses were collected personally, and through postal mails, e-mails, friends and messengers. Telephonic interviews were really a comfortable source especially when there was a doubt on responses. In case where questionnaires were sent by mail, a systematic follow up (especially reminder telephone calls and personal visits) was maintained to retrieve the questionnaires.

Sum up:

The study is based on primary as well as secondary data. Many-a-time the primary data has proved its equinity and genuinity in reaching the state's average. The empirical analysis of the variables reveals the following general findings:

1. An average student in Kerala

An average student in Kerala is as void of ideas and of informed curiosity as he is full of partitioned bits of unassimilated and contrived questions. He is poised without experience, factual without coherence, stuffed but not satiated, thoroughly pampered with conceits of information and stray theories yet checked in every tentative reach for independence of thought. Often self indulgent but seldom self-critical, he has not been educated to a clear self-analysis. The political free-play on campuses has compounded and worsened the situation. An average student in an affiliated college in Kerala is seemed to have lack of knowledge about his own destiny and reminds the simile given by Lewis Carroll in his Alice in Wonderland:[12]

Alice: "Would you tell me, please, which way I ought to go from here?"

Cheshire Cat: "That depends a great deal on where you want to get to".

Alice: "I don't much care where...."

Cheshire Cat: "Then it doesn't matter which way you go".

Reminding Alice, our learners travel aimlessly, without much concern about her own way.

2. An average college teacher in Kerala

On the whole the tendency is towards reproduction rather than creation. The life of an academic is inertia ridden, often distracted. An average scholar in Kerala has highly filled up days and weeks with duties, functions, encounters but not creative work. His own sharpening of mind and increase of knowledge seldom

takes place. No critical standards have been evolved by him/her to measure one's intellectual progress. Protected from active scholarship and originality of thought, he passes time. Unless sincere self-evaluation is done by a teacher and finer professional input is provided in a friendly manner by other teachers, the quality of teaching cannot be improved. For a teacher there is the following message from Shakespeare in Julius Ceaser:[13]

"Tell me, good Brutus, can you see your face?

No, Classius, for the eye sees not itself.

But by reflection, by some other things…"

Let outstanding colleagues and students provide reflection to a teacher as mentioned by Brutus.

We have retained only the 'past bound' teaching practices and, therefore, have deprived our students of playing the roles of 'change agent' in society. Everywhere is words that were being studied not ideas. What is mostly going on in our higher educational institutions may be described as "implicit teaching'. We have to replace it by explicit teaching-learning process. It is nothing but the conversion of 'logical acts' to 'strategic acts'. The following matrix shows these acts:

Logical Acts	Strategic Acts
1. Explaining	1. Motivating
2. Defining	2. Encouraging
3. Comparing	3. Reinforcing
4. Contrasting	4. Questioning
5. Justifying	5. Sharing
6. Opposing	6. Provoking
7. Deducing	7. Evaluating
8. Concluding	8. Testing

[Indebted to Anand P. Srivastava, (former expert from UN and UNESCO), National Fellow, Indian Institute of advance Studies]

Experiments in cognitive tutorial strategies have shown that one can remember about: [14]

10 per cent of what one reads (passive)

20 per cent of what one hears (passive)

30 per cent of what one hears and sees (passive)

70 per cent of what one says and writes (active)

90 per cent of what one says and does (active).

Our department heads and teachers attend to only daily routine teaching works and helping in administrative-cum-maintenance functions. Research and Development (R&D) activities are not one's concern. Upto the research level the process of teaching and learning is based on the 'accumulated knowledge' already in existence and it is at the Research level 'new knowledge' is generated. It is a known fact that the expansion of knowledge by way of inventions of new theories in different disciplines which is indispensable for the advancement of education is realized only at the research level. Viewed from the angle of generation of new knowledge, a representation of our teachers in research is very low. 'Discipline-wise break-up of the enrolment for research places Arts faculty at the top followed by Science, and Commerce'.[15]

A higher proportion of enrolment in professional education in Kerala is being regarded as an important indicator of human resource development. The higher portion of post graduate and research in total enrolment reflects the skill up gradation of manpower and a big leap forward for increasing research and development activities which is very essential to cope with the pace of economic development.

3. An average member of administrative staff in Kerala

An average member of administrative staff in our affiliated arts and science college is disgruntled. The untrained and de-

motivated staff cannot be expected to contribute fairly well. An employee in a business organization survives not by bread alone but he expects much more: chance for career improvement, opportunities for growth in the ladder, training for personality development, chance for growth of self esteem and actualization as propounded in the need hierarchy of Abraham Maslow and so on. Being deprived of such avenues, an average employee from the cadre of administrative staff is remaining ritualistic in rendering his service.

4. An average head of higher educational institution in Kerala

An average principal in an affiliated college in the state lacks autonomy and he/she cannot exercise his discretion for the best interest of the institution and for the welfare of students, teachers and the staff. The main reason for this is the style of appointment of the head. Many-a-time the criteria of seniority and merit are overlooked. This may not be true in case of government colleges, but in case of private managements, the criterion is chauvinistic feelings or 'our-man' thought. A principal who comes through this mould may fail to do justice to higher education.

5. An average parent in Kerala

An average parent, in case of arts and science colleges, in Kerala is deprived of clear knowledge about the set up, composition, and mode of functioning of our higher education. They are poor and lack conviction. The well-to-do parents and the average and above average category send their wards to professional courses and management studies. More than 90 percent of students joining arts, science, and commerce subjects in affiliated colleges in Kerala belong to the lower strata of society. These deprivations affect the health of our higher education seriously.

A SWOT Analysis of higher education in Kerala

Kerala is a state of paradoxes. The degree of paradox is very visible in its educational front also. It is the first state in literacy but lagging behind many states in respect of the standard of education, for example. If we go for a SWOT analysis of higher education in Kerala, it may ferret out many paradoxes as sighted below:

Strengths:

- Quality accreditation by UGC through the establishments of NAAC and NBA by AICTE

- Keralites have become the richest and the most skilled ethnic community abroad by virtue of education and human resource skills

- Higher Education is highly subsidized and hence accessible to the students of lower strata.

- Higher education is highly respected in the state and has been proved as the instrument for social change

- The medium of instruction is English and higher education is competitive in that respect.

- Universities in Kerala are setting up off-shore campuses abroad.

Weaknesses:

- No provision for academic audit in universities and colleges

- Poor quality consciousness in higher education

- Quality and merit take a back seat in selection of academic heads and key posts

- No practice of student assessment /feedback

- Uniform fee structure irrespective of scholarship or the affordability of students

- Very poor community extension programmes

- No autonomy for educational institutions

- Multiple apex agencies namely, AICTE, NAAC, NBA, MHRD and the like with often overlapping functions

- No participatory concept of management and autocratic decision making

- Students, parents and even teachers are not in decision-making exercise

Opportunities:

- Educational liberalization and private participation in education including professional education

- The marvels of Information Technology and the best personnel in the subject

- Alumni associations and the affluent support from abroad

- Latest technologies like web education, internet, video conferences and the like to be fully utilized

- NAAC/ NBA's assessment and accreditation and the post accreditation benefits from various sources

- Democratic governance in education and the open chance in administration

- Vast expanse of opportunities being an integral part of a big country

Threats:

- Quantitative expansion of higher education without quality outlook

- No earnest effort for quality improvement and updating with changes outside

- Education, being in concurrent list, state government plays a low key in financing

- Very traditional courses and obsolete syllabus with no practicality or utility and poor scope for both individual and national development

- Commercialisation of higher education and *laissez faire* policy of the government

- Several courses are just run for the name sake to sustain teachers

- Political free play and campus violence

- Constant degradation of quality in higher education

- Poor financial set up and below-the-standard infrastructure for higher education

- Capitation fee in appointing teachers ensure entering unfit hands in the profession

- Appointments of academics seldom happen on merit and stuff

Table 6.23

The present scenario of higher education in Kerala

Increased	Decreased
• Students on rolls • Choice of subjects • Private tuitions • Use of study guides • Peer pressure and competition • Parental pressure • Mass media influence • Political influence • Academic dishonesty in examinations	• Standard of education • Students' attendance in sessions • Students' respect for teachers • Teachers' concern for students • Strict rules and regulations of boards and universities

Source: Primary Data

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Conclusion

Kerala is the most literate state in the India union. It is a model state for the country on many counts like education, sanitation, healthy practices, and work ethics, civil obedience and so on. Throughout India and in almost all parts of the world experience the expertise and caliber of citizens from Kerala. Kerala is boasting for this reach. However, the people of Kerala are seemed to fail to attend the very serious issue of the declining standard of its higher education in the state. Unless it is attended seriously, the younger generation of the state may suffer from it. In Kerala, there is every chance for improving the scene and we must utilize it. We must awake to assure quality of higher education in the state and must pave way for constructive measures for human resources development in the state.

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CHAPTER 7

FINDINGS, SUGGESTIONS, AND CONCLUSION

....It is the pleasure of the bee (student) to gather honey of the flower (teacher), but it is also the pleasure of the flower to yield its honey to the bee,

For to the bee, a flower is a fountain of life,

And to the flower, a bee is a messenger of love,

And to both bee and flower, the giving and receiving of pleasure is a need and an ecstawcy..."

Khalil Gibran

The foregoing chapters dealt with various aspects of human resources development in higher education in a general way and the analytical versions in the previous chapter throws some light on the topic of human resources development in higher education in Kerala in a critical and analytical approach. Now the present chapter is conclusion where the entire thought processes come together for a summary of findings and suggestions based on the inferences of the study. The chapter is divided in to three parts – findings, suggestions, and conclusion.

"Education is the process of giving individual knowledge and skills which he should apply in his life. Inculcating noble tradition, compassion and love in the individual in order to help him lead a full life should be the aim of education".Magnificent buildings and equipment are no substitute for the great teacher. A university is not a mere information shop; it is a place where man's intellect, will and emotions are disciplined. The university is a sanctuary of the intellectual life of the country. The universities are homes of culture and citadels of liberty. If the 21st century is going to be a 'knowledge

society' then it is not military power or economic power but 'brain power' that will determine our place in it. In a hierarchical set up, one respects the views of another because the latter is above him. In the university system, respect is derived by the virtue of superiority in knowledge, wisdom and talent.

A World Bank study published in August 2007 pointed out that "India's demand for highly educated, skilled workers was already outstripping supply. While the country would need 2.3 million knowledge professionals by 2020, it could face a deficit of up to 0.5 million workers. Moreover, the number of professionals engaged in research and development per million populations in India compares poorly not just with the developed nations but also with developing countries, notably China, Brazil, and Mexico"[1]. Prime Minister Dr. Man Mohan Singh has repeatedly called for "a new revolution in modern education". The eleventh five year plan is described as "a National Education Plan" and it would see an unprecedented five-fold increase in spending on education in nominal terms.

The new millennium is witnessing cataclysmic changes in the socio-economic and cultural systems of the countries across the globe. The policy of Liberalisation, Privatisation, and Globalisation and above all the breath-taking advances in information and communication technology have transformed the world in to a global village. Under the provisions of the General Agreement on Trade and Services (GATS), Indian education is going to face formidable global competition. It will also become an attractive market for foreign institutions giving rise to a host of problems, particularly for our universities and colleges. We have to work out a multi-dimensional strategy to meet the onslaught of the forces unleashed by India's entry in to the global market.

FINDINGS

The general findings of the study are listed below:

The poor quality of higher education**:**

The quality of higher education in Kerala is poor. The analysis of responses from the surveys conducted by the researcher supports the statement. Kerala suffers badly from its incapacity to break out of its vernacular cocoon. Its Universities are not cosmopolitan centers of education. The communicative competence of teacher and students alike fails to reach internationally acceptable standards. English is not the language of speech and thought. Unfortunately the accent leaves much to be desired.[2]

Bureaucracy without accountability**:**

India, particularly Kerala is famous for sclerotic bureaucracy, and higher education fits into that mould. Few decisions can be made without taking permission from an authority above and the wheels of decision-making grind slowly. Fear of corruption or loss of control entrenches bureaucracy. Starting a new course, permitting autonomy, granting money, revising curriculum, building infrastructural facilities – all lag for lack of bureaucratic nods. Even after this inundate delay what we execute is the much worn out and obsolete ideas which had been practiced and thrown out by many countries who have unlearned such old things and learned something new and have crossed miles ahead.

Little incentive to innovate and development**:**

Teachers and academics at colleges and universities have very little incentive to innovate It is a cumbersome task to establish world class universities and institutions in this bureaucratic context. Indian academics are rewarded for longevity rather than productivity, and for conformity rather than innovation. The most productive academics cannot be rewarded for their work and it is

almost impossible to pay 'market rates' to keep the best and the brightest in the universities.

Academic culture and governance**:**

Our higher educational institutions are enmeshed in a culture of mediocrity, with little competition either among institutions or academics. Universities are subject to the whims of politicians and are unable to plan for their own future. Academics are seldom involved in their leadership and management. Bureaucracy governs everything and holds down innovation.

Corruption at many levels**:** An element of corruption exists at many levels of our higher education – from favoritism in admissions, appointment to faculty positions, cheating in examinations, questionable coaching arrangements, and many others. Damaging at all levels; corruption destroys research culture and makes a world-class higher education impossible.

Poor Research and Training**:**

The relationship between research and training is that of hands and gloves. It is, therefore, very essential to support research activities in universities and colleges. Today, no university in the state is research-intensive. No university in Kerala can claim research-intensive and highly accomplished professors work in the system. There is no dearth of talented teachers and academic institutions in our country. Owing to lack of proper planning and development, our academic institutions are still proceed through the conventional way with time old curricula and teaching practices, ignoring the changes in the world.

Poorly paid:

According to international rankings, India lacks world-class universities. The Indian academics, compared internationally, are rather poorly paid also. Students also suffer from an immense

shortage of places in top academic institutions throughout our higher education system.

No strategy for development**:**

We invest money and human power in academic improvement and expansion without undertaking strategies to ensure that the investment yields results. The institutions of higher education should contain the reality and come forward to incorporate such changes demanded by the industries and other developments world over. Capacity building at academic level must be taken up for molding our students suitable for overseas situations.

Shoddy treatment**:** The state universities are the backbone of higher education in the country. However, these institutions have received shoddy treatment from central governent, particularly in the allocation of funds and in the setting up of infrastructural facilities.

Access, Equity, Number, and Relevance**:**

The problems of Indian education system are of Access, Equity, Number, Relevance, Quality, and Resource Crunch. The system in Kerala is also the replica of it.

SUGGESTIONS

In modern world, it is true that highly specialized education has got its own importance. Higher education system has to meet many different goals. One of such goals is to produce young minds that have developed general intellectual capacities in contrast to a professional curriculum. A general education is an excellent form of creating experts for flexible and knowledge-based careers at all tiers of modern labour force. A general education stream may concentrate, apart from developing cognitive skills, on breadth of knowledge across a number of disciplines. General education should impart a sound and comprehensive educational foundation that contributes to broad-mindedness, critical thinking, and

communication skills. These are essential elements of effective participatory democracy for an emerging nation like India. Universities need to reactivate degree programme at a general level with objective of developing intellectual capacities of young minds at a broader perspectives.

In our complex and rapidly changing Indian society, higher education must contribute to the initiation and strengthening of process of development with equity, justice, solidarity and liberty as key elements. To attain this objective, the time proven core mission of higher education - to educate, to train, to undertake research and to provide service to the society – must be preserved, reinforced and further expanded. This requires that higher education enjoy autonomy, and freedom exercised with responsibility. The healthy growth of any nation requires educated citizens with skills and expertise in all disciplines and in all subjects both at basic and professional level with equal emphasis and importance. For a healthy and sound higher educational bed-rock, we must focus attention on the following general aspects:

"Education is more than just reading the sciences and reading bio-technology or specializing in particular sphere. The primary goal of our education has to be the development of the human being to be a better human being. All our aims, whether they are technological or scientific, must be towards the same end. When we are able to achieve and move towards this target we shall really see a betterment coming about in India.

As the UN Human Development Report of 1995[3] makes clear, "massive investments in human capital and development of managerial and technological skills are needed in developing countries if they are to improve their people's living standards". "A nation is made great by its people, and people in turn become important citizens of that great nation".[4]

We have a number of suggestions and recommendations covering the different aspects of higher education, but the essential thrust can be summarized in terms of "more resources, more decentralization, and more flexibility". Any literature or ambitious programmes, say, a transformation from rigid to flexible, from a set of pattern to choice based structure, from exclusive summative evaluation to continuous assessment, from teacher centered to student centered approach, from year system to semester system, from chalk-and-talk to activity based education and the like can be boasted of, but all these depend up on the best infrastructure, finance, faculty of best caliber, and the appropriate regulatory framework.

As cited by Kapur (1998) in his article, 'Indian University teachers, students and research scholars nave little access to Cyberspace. Very few universities and colleges have e-mail, fax, internet and even basic computer facilities. To evolve any kind of innovations or revolutions in our higher education system, a firm determination and a human touch is required for the development of our students' aptitude in respect of these sciences'.[5]

However, for a protracted and designed development of higher education, the following steps may be suggested:

A State Policy on Higher Education**:**

"A state policy on higher education" is more important than ever before. It must be within the overall frame work of a national policy on higher education. The state policy encompasses a comprehensive programme for higher education in the entire state in par with the national policy.

Access to Higher Education**:**

The approach paper to the XI plan recognizes the need for providing quality higher education to a large section of the relevant age group (15%) than at present (10%) to ensure faster and more

inclusive growth. Pointing out that only 12 out of every 100 children in India got college education, Mr. Kapil Sibal, Minister for Human Resource Development, Government of India, said the 'Centre had set up a target to increase the figure to a minimum of 30 out of every 100 children by 2020 against the global average of 27'.[6]

The Tripod of Reforms in Higher Education:

Access, Equity, and Quality are the tripod of reforms in higher education. "Learning to know, learning to do, learning to live together and learning to be" are the four pillars of general education popularized by UNESCO. These cannons must be popularized as the four pillars of higher education also.

The Trio of Functions:

The trio of teaching, research, and extension must get an equal attention in a comprehensive scheme of higher education.

Autonomy and Accountability:

Affiliation must go. Affiliation: an anachronism and albatross, says J V Vilanilam. Autonomy must be preceded by Accountability. Autonomy is conceived as a means for the fulfillment of the social obligations of the institutions and individuals rather than as a privilege for exploiting the people and society.

Transparency:

Transparency is an inevitable requirement in higher education. The Right To Information (RTI) Act must be implemented in letter and spirit in all higher educational institutions.

Regulator:

Government must be a strong regulator. There must be a social control over private institutions since the outlook of private investment has been drastically changed from philanthropy to commercial in nature.

Finance:

At least six per cent of GDP must be spent on education, of which 30 per cent should be set apart for higher education. Governments – states and centre – give maximum fillip to primary and then secondary education, leaving higher education neglected, may be being non-merit good. This attitude must change and due attention must be imparted to higher education.

A College Service Commission:

The merit and degree rather than the right and pedigree are the canons of recruitment of faculty in higher education. A college Service Commission can be mooted for the recruitment and training for teachers. Teachers for government colleges can be directly selected by the Commission. Aided colleges could appoint teachers from the list prepared by the commission.

The National Bank for Educational Development:

A National Bank for Educational Development (NABED) can be thought of as a specialized agency providing financial assistance to educational institutions, as NABARD, IFCI, ICICI and the like. This may solve the problems of educational front related to finance and capital.

Curriculum design:

A properly designed curriculum and syllabus facilitating the growth of responsible citizens with knowledge, wisdom, creativity, life skills, and social sensitivity along with the guidelines for classroom and laboratory transactions, field activities, cyber learning resources, projects, tutorials, seminars and so on assuring a creative and innovative educational experience is an integral part of quality higher education for assuring HRD. Integration of Information Communication Technologies (ICT) in to the curriculum in a microscopic way cannot be done away.

The university curriculum needs to change its focus from clearing examinations to creating a passion for the subject. Industry associations can encourage innovative thinking among students by instituting awards for innovative ideas and also helping the innovators to refine their raw ideas in to marketable products. It is not just a "nice-to-have" requirement but a "must-have" necessity.

Value-added Add-on Courses:

We must encourage value-added add-on courses **(7)** in colleges to be taken by students in parallel while doing the degree education. These could be a certificate or diploma level courses to be done at 1st, 2nd and 3rd level during three years period with enhancement in skills and expertise along the passage of time. The universities would be encouraged to make their three-year structure more flexible so as to allow students pursue both degree and utility oriented certificate / diploma programmes together. The students at the end of three years, would come out with degree in science / arts / humanities / social science / commerce and skill-oriented and value added add-on career orientation.

Regulation of private sector:

Kerala has a huge but non-regulated private education sector. The institutions in this sector are mostly involved in job-oriented skills generation. This sector not only needs to be regulated but also accredited for quality. The recognized blending of such private sector with public education system would also help to address the question of demand and relevance..

Disadvantaged groups:

Indian society has several disadvantaged groups like SC / ST and OBC, minority, inadequately able-bodied, and women throughout the cross section of society. Higher education system must be beneficial for their human cap0ital formation. Under the principle of 'equity', the UGC provides several programmes like

special training, hostel facilities, and incentives for professional courses for their improvement

Exporting of higher education and Internationalization of higher education**:**

In the context of globalization of higher education, it is necessary to evolve policy to promote free flow of students from other nations to India as well as allow Indian students to get educated in other nations. The foreign universities are keen to establish their activities in India through "Twinning Arrangements" with Indian Universities. China is throwing open its top-of-the-line universities to international students and faculty and collaborative ventures from both East and West, confident that it can offer world-class education at the undergraduate, post graduate, and research levels at competitive rates. The educational developments in China are in keeping with 17th Party Congress placing renewed emphasis on "bring in" and "go global" policies to spearhead industrial, technological, and cultural innovation through educational collaborations with universities across the world. This has resulted in the broadening of the Chinese university curricula in line with those designed for cutting-edge international colleges in the US, Europe, and Japan. [8] The specific areas of intent for co-operation and collaboration are: 'student exchanges, faculty exchanges, research projects, lectures through video conferencing, foreign language learning, and other viable projects'.[9] "More and more major challenges which are not amenable to solutions and study by individual academics or even academics in a single community working in isolation are un-advisable. They require international collaboration. Energy sustainability, religious and cultural conflicts, and works on these and other subjects have to cross cultural and national boundaries... So I am coming to India and I think there is a great fit between Cambridge and India", says Alison Richard, Vice-Chancellor of the University of Cambridge.[10]

Managing and organizing higher education:

The management of colleges and universities, in this repeatedly changing education scenario, needs to be done in a more professional and efficient manner. The entire academic decision making process is committee based and the weak link exists in conversion of such "resolution-based-decisions" in to "student friendly" operative mechanism. The globalisation of education demands the use of Information Communication Technology (ICT) in management and organization of higher education. The clever development of ICT for creating connectivity in thousands of colleges and hundreds of universities is not a luxury but a necessity.[11] The information and communication connectivity would help to propagate concept of digital repository of research material thus making it possible to have an access to wider breadth of "Knowledge" at low cost.

Granting of autonomy:

Higher education in Kerala must enjoy autonomy. All the commissions and committees on higher education appointed in India and Kerala unanimously agree with it. The UGC protocols take a fairly uniform approach with regards to the concept of autonomous colleges. The words of eminent educationalist well sums up the essence of autonomy as the academic freedom.

The permanent qualified faculty:

The teacher is the university. The immature, unskilled, and untrained guest lecturers handling classes even at post graduate level is the route cause of degradation of quality of higher education in Kerala. Teachers' qualification in emerging areas is a major concern. The government /universities should ensure that an approved staff pattern is put in place for all colleges, irrespective of the kind of management, government, aided, un-aided and that permanent teachers are appointed according to the staff pattern. All

newly appointed teachers must undergo an orientation course, preferably of three months duration.

Cluster of Colleges:

The idea of establishing clusters of advanced centres was mooted by the Kothari Commission as one of the possible means for extension of excellence from the centre to the periphery. The clusters of colleges have come up in Western systems, bringing together the advantages of bigness and smallness, that of independence and interdependence. Clusters have been formed for specific purposes, like sharing ICT in teaching-learning, civic engagement by institutions of higher education and so on .Apart from sharing resources, the clusters have provided opportunities for teachers to develop and offer new courses. Students have gained by exposure to experts in different institutions.

The Public-Private-Partnership (PPP) Model:

Keeping away the private investment in higher education and facing the entire gamut by the government alone cannot be workable. What is warranted is an amalgam of Public-Private entities with a strong monitoring and regulation form the government.

All India Council for Higher Education:

There is an All India Apex Body in each profession like the Medical Council of India, Bar Council of India, Institute of Chartered Accountants and the like, which see to it that all institutions imparting education in the respective profession, maintain proper standards and do not produce sub-standard professionals. These national level bodies monitor the performance of these institutions and practicing professionals as result of which degrees/diplomas of sub-standard institutions can be checked. Such an apex body of national level can do much to improve the status and professionalism of higher education in India.

The National Commission for Higher Education and Research:

Fragmentation of knowledge into narrow specialized disciplines is one of the main reasons for the confusion that ails our higher education system. The lack of interface and interaction between them has led to the creation of multiplicity of statutory regulatory bodies. There are, in all, 13 regulatory bodies starting from UGC, created under various Acts of Parliament, which have fragmented the higher education sector from a policy perspective. The overall responsibilities for the entire higher education system assigned to the UGC are not validated in the provisions of other Acts. There is very little co-ordination among them in respect of degree durations, nomenclatures, approval mechanisms, accreditation process, and so on.

Therefore, it is important to design a balanced and all-encompassing regulatory mechanism that is overarching, transparent and ensures accountability. Given the above perspectives, as Yash Pal Committee on Higher Education suggests in its interim report, the setting up of an apex statutory body called the National Commission for Higher Education and Research (NCHER). The academic functions of all the provisional regulatory agencies, including the UGC and the AICTE, will be subsumed under it with their responsibilities redefined to define floor-level qualifications of students existing from institutions.

Research:

An important facet of higher education is research. Underscoring the growing chasm between teaching and research over the years has led to a situation in which, on the one hand, most of the universities have been reduced to status of centres that teach and examine masses and, on the other, more and more elite research bodies are being created where researchers have absolutely no occasion to engage with young minds. It should be necessary for all research bodies to connect with universities in

their vicinity and create teaching opportunities and for all universities to be teaching and research universities. With the advent of the National Commission for Higher Education and Research (HCHER), there would be acceleration in this perspective too.

Professionalism:

Teacher preparation world over is considered a professional endeavor. In India, teacher preparation has not as yet been given a professional status. It has continued to be looked up on merely as a degree or certificate which a young person can easily acquire. For a quality improvement and for human resources development in higher education, there is no shortcut but to professionalize higher education

Industry-institute interaction:

Institutions and industries do not see eye to eye. This is a very great handicap. The interaction between the industry and institutions can be done at three different levels: First, the faculty and the representatives of industry can sit together and workout the curriculum keeping in mind the potential needs of the industry. The students undergo such courses can find employment in such industries later. The training and development efforts required to be put in by the industrial organizations will be minimum as the candidates have already studied the courses with practical contents embedded in them. Second, the institutions can also maintain training centres with the faculty to be drawn from concerned department and colleges on part-time basis. The industry can avail of such training facilities and thereby dispense with the maintenance of their own training institutes. This will provide scope for both the groups to learn from each other and thereby bridge the gasp between the theory and the practice. Third, the institutions can have industry-sponsored research projects.

Attractive remuneration to teachers**:**

Government and private educational institutions should provide attractive remuneration to teachers in order to attract the best academic talent to the noblest of professions. This is particularly important in higher education where an emerging shortage of qualified teachers is assuming critical proportions. Retention of outstanding teachers is also becoming a major problem.

A sound, forward-looking, and flexible curriculum; an outstanding faculty; an excellent teaching philosophy and methods; advanced infrastructure; diverse academic links and academia-industry linkages; a sustained commitment to excellence as well as providing access to all the constituents of society; the encouragement of innovation and creativity; and an international outlook are the minimum but sure factors for an astonishing success for higher education in the State for better Human Resources Development.

Value Based Higher Education**:**

Any great civilization is held together by its spiritual, ethical, and cultural values. These form an invisible but powerful base on which the whole edifice of society is built. In the absence of these values or their weakening, a civilization is bound to collapse in the long run, however powerful its military and economic components may be. Conversely, several civilizations with a rock-hard bed of values have survived prolonged periods of military and political decline and foreign occupation. An example of the former class is the seemingly all-conquering Roman Empire which dissolved completely and of the latter the civilizations of India and China, which have survived long periods of decline and foreign rule.

The need for revitalizing value education is felt more now than ever before. The Radhakrishnan Commission, the Mudaliar Commission, Acharya Narendra Dev Committee, and the Kothari

Commission have unequivocally stressed the need for making value education an integral component of the curriculum. The National Policy on Education while emphasizing the role of education in developing the total personality of the student states: "the growing concern over the erosion of essential values and an increasing cynicism in the society has brought to focus the need for re-adjustments in curriculum in order to make education a forceful tool for cultivation of social and moral values oriented towards the unity and integration of our people".[12]

"In its full range of meaning, value education includes developing the appropriate sensibilities – moral, aesthetic, cultural and spiritual... It thus spans the entire domain of learning – cognitive, affective and psycho-motor and includes knowledge, understanding and appreciation of our cultural, moral, aesthetic, and spiritual values, education of the emotions, and the training of the heart and the development of character".[13]

The 'NCERT document on social, moral, and spiritual values in education' (1979) has enlisted 84 values.[14] The 'National Policy on Education' (1986) prescribed value education by observing: "the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values... Such value oriented education should help eliminate obscurantism, religious fanaticism, violence, superstition, and fatalism, apart from the combative role, value education has a profound positive content based on our heritage, national goals, and universal perceptions".[15] The Radhakrishnan Commission, the Mudaliar Commission, Acharya Narendra Dev Committee, and the Kothari Commission have unequivocally stressed the need for making value education an integral component of the curriculum.

CONCLUSION

A famous psychologist once made the unique statement that "all humans are born geniuses, but half of us are made idiots by the system of education"[16]. The statement, while expressing an anguish, an anxiety over the prevailing system, also rings a warning bell for the planners and implementers to indicate the extent of damage being done by the present system of education to those who have the potential to be creative, who deserve enrichment and opportunities for better self actualization and also for those who are bestowed with the rare capabilities of carving out their distinct identities in a variety of fields. Unfortunately, any possibility of shaping this distinct identity is being ruthlessly stream rolled in hundreds and thousands of our class-rooms of higher education.

It is nothing short of a miracle that modern methods of instruction have not yet strangled the holy curiosity of inquiry. The admission criteria, curriculum, methods of teaching, instructional techniques, or text books fail to foster creative growth; more often than not they stifle the imagination and creative capabilities of students.

The purpose of education is not to turn every student in to a Nobel Laureate but the real endeavor should be to kindle the spark of creativity in each student. Introduction of the new dimensions of lateral thinking, creative problem solving, fluency, flexibility, originality, and elaborative capabilities in thought and action would make the task of teaching and learning more exciting, productive, and meaningful.

Guilford in his 'Structure of Intellect Model'[17] has shown that there are as many as 120 different ways of being talented. But in our educational system, only one type of talent namely the academic talent is considered as the index of total human ability. A number of talent processes like creative talent, decision-making talent, planning talent, forecasting talent, and many others hardly

get exploited during the day-to-day curriculum transaction higher education.

The prevailing system, at best, prepares a good receiver of given knowledge, a good memoriser, a good convergent thinker who, in the ultimate analysis, turns out to be a conformist, ready to produce set answers to the given problems. Rarely a student is given an opportunity to some off-the-track thinking to ask some unusual but thought-provoking questions to come forward with novel ideas to solve common problems or to use imagination for producing something exciting which can take society a step forward.

There is a paradigm shift in the role and responsibilities of the modern day teacher in higher education. The world has traveled a long way since Oliver Goldsmith's[18] description of the '*Village School Master*', who would subject his students to an endless tyranny of words. The teacher of today has to be quite different from his predecessor. *"The first principle of true teaching is that nothing can be taught. The teacher is not an instructor; he is a helper and a guide. His business is to suggest and not to impose. He does not actually train the students' mind; he only shows him how to acquire it. He does not call forth the knowledge that is within; he only shows him where it lies and how it can be habituated to the surface…"* [19]

The issues like 'who becomes a teacher, who to teach, how to teach, what to teach', and the total process of teaching-learning envisaged shall become more professionally oriented and would require greater emphasis on quality aspects. The Delor's Commission very clearly indicates that these would be critical factors to be attended to in case society wants to place high expectations on teachers in a realistic sense.[20]

The concern and significance of teachers' training was highlighted by the Supreme Court of India in its judgment of June 15, 1993: "Training in a properly organized and equipped training institute is essential before a candidate becomes qualified to receive

teachers training certificate. Simply passing the examination is not enough. The future teachers of the country must pass through the institutions which have maintained standards of excellence at all levels."[21]

In the above case, the Supreme Court quoted observations from an earlier judgment also:

"...It is, therefore, needless to state that teachers should be subjected to rigorous training with rigid scrutiny of efficiency... The ill-trained or sub-standard teachers would be detrimental to our educational system..." [22]

The National Council for Teacher Education (NCTE) in its Curriculum Framework for Quality Teacher Education, 1998, summarises the context and concerns facing teacher education: "Teacher education is an integral component of the educational system. It is ultimately connected with society and is conditioned by the ethos, culture, and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems, and the growth of knowledge, the emerging expectations, and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed." [23]

The Programme of Action (PoA) 1992 stressed the need for enhancing professional commitment and overall competencies of teachers, improvements in quality of pre-service education with the incorporation of recent developments in the Pedagogical Sciences and Information technology.[24] "Enlightened, emancipated, and empowered teachers lead communities and nations in their march towards better and higher quality of life... No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession."[25]

The expansion in the sector of higher education in Kerala has been inadequate. Enrolment in institutions of our higher education has been far lower than the demand. Many of our higher educational institutions do not have adequate facilities and infrastructural developments. Our universities and colleges experience a dearth of qualified faculties. The changes taking place in the teaching learning process elsewhere in the world have hardly received the attraction of the university system in Kerala. The curricula at the collegiate level in the state are very obsolete and worn-out and are not adapted to the changing requirements of labour in domestic and international markets. The lack of capacity of the system to cater to the changing job market conditions in the world would affect the prospects for international migration of human resource from Kerala. The system of management of higher educational institutions by multiple agencies – the university, the government, private managements – has become cumbersome and complicated and many a time it turns dysfunctional. The existence of these multiple agencies cause unaccountability and shifting of responsibility, as the simile of H.G Wells: 'hen A pecks B, B pecks C, and C pecks D. To add all these, our higher educational sector is over regulated and inflexible. Corruption and nepotism rule the roost. These are the stumbling blocks in the pursuit of Human Resources Development in Higher Education in Kerala.

In this context, it is necessary to go in for a drastic and thorough change in our higher education for making it vibrant and dynamic. Satisfied humanity is the ultimate objective of HRD. The pivotal crux of the evolution of HRD is currently in the process of a radical change in terms of treating 'humans' as 'end rather than means to an end', i.e., a resource. HRD is more relevant in this context which focuses in a systems framework all issues in society – whether economic growth, trade, employment, political freedom or cultural values – from the perspective of people. In essence, human is the centre-piece of anything and everything.

To sum up, the index of students' performance would be high where the index of quality teachers' is high. Apart from conceptual and pedagogical aspects, teachers have to develop certain attitudes, disposition, and knowledge to attain a level of competency where teachers shall be the alchemists for an academic transformation rather than merely remaining as the implementers of theories in the classroom situations.

The attractive variables for measuring the competency level of teachers are:

. Internal Performance Indicator;

. External Performance Indicator;

. Operational Performance Indicator.

The Internal Performance Indicator points to the success rates of a teacher in rendering of quality teaching; the External Performance Indicator measures the reputation rates (publication, citation, patents and so on); and the Operational Performance Indicator evaluates how effectively a teacher performs in the system of higher education.

The parameters which measure the output of quality teaching and effective pedagogical inputs are:

- Academic performance of students in university examinations;
- Admission into higher courses (PG, M.Phil, Ph.D, Management courses etc.)
- Employment rates;
- Awards, medals, national and international recognitions, scholarships and so on;
- Laurels brought to the nation.

Here the teacher is on supply side, and the students are on demand side of the exercise and where the supply curve and the demand curve intersect, there we meet quality education. Here,

the pre-condition is the quality of faculty; it offers a movement from shadow to radiance. In fine, the quality of faculty resembles inevitably in the human resources development of students.

Autonomy must be granted to higher educational institutions, wherever possible, in the State. Kerala is famous for sclerotic bureaucracy, and higher education fits into that mould. Lack of autonomy is one of the stumbling blocks in the pursuit of human resources development in higher education in the State.

Incentives, awards, and recognitions to talents in higher education may bring a change in higher educational scenario. It may attract the best talents into the field.

Higher education must be free from political clutches, as far as possible. Academics must come in the governance, leadership and management of higher educational institutions in the State.

The UG level onwards the education is research oriented. Universities and colleges in the State must be research-intensive. The conventional method of teaching practices must go and we must pave the way for Research and Development (R&D) in higher education in the State. The trio of teaching, research, and extension must get an equal attention in a comprehensive scheme of higher education.

The Better pay for faculty in higher education need not be over emphasized. The poorly paid and disgruntled faculty pause a threat in the way of total quality management of higher education.

Investing money and resources without a proper strategy for development bring no result. The institutions of higher education should contain the reality of the ground and must come forward to incorporate such changes demanded by the society and industries and other developmental patterns world across. Capacity building at academic level must be taken up for molding our students fit for such situations inland and overseas.

The UNESCO International Commission on Education for Twenty-first Century, headed by Jacques Delors, has identified "learning to be" and "learning to live together" as two among the four pillars of education.[26] They represent some of the fundamental values which education tries to impart in any society. "Learning to be" addresses the question of development of the inner capacity of the individual which would prepare him to meet the social and political responsibilities. "Learning to live together", on the other hand, would involve the creation of a harmonious life, transcending sectarian loyalties and differences. The values in education are, therefore, a combination of the universal and the particular, both subject to changes according to the differing patterns of human experience rooted in global and local exchanges.

In fine, may all the pursuits of higher education in Kerala lead to a 'Total Quality Management' of higher education so as to ensure 'Human Resources Development' through it.

SCOPE FOR FURTHER STUDY

There is a very positive and significant relationship between HRD and unemployment of youths. The present study doesn't touch the area of unemployment among the youths graduated from our colleges and universities. A study on that area and clubbing of the findings of these two studies would give a vivid account of the plight of our educated youths. The growing number of unemployed young people and the lack of opportunities for the improvement of their conditions are leading to an ever greater social, political, cultural, and environmental crisis. The negative effects of the problem of unemployment strike deep in to the psyche of educated youths and dampen their expectations. There is a plurality of causes behind the problem of unemployment and one of the reasons is the un-development or the underdevelopment of the potentials of our youths.

Second, it is a study on higher educational level, covering only the 189 affiliated colleges in Kerala. There is scope for such a study at the school level or higher secondary level in the state or at the national level.

Third, it is only as state-level study, confined to the state of Kerala. A similar study in the national level would be highly beneficial for all.

Fourth, HRD in professional education, either state level or national level, is a highly potential are for further study.

Fifth, HRD in universities (local, state, national levels) is another related area for further study.

Sixth, Accountability in higher education, SWOT Analysis of higher education, Quality Audit in higher education, and a plethora of such other areas are related to the present study. A similar study on such topics would add meaning to the present study and such studies would help to deepen and widen the horizon of higher education in the state/ nation and would become healthy legacies for the generations to come.

In fine, as goes *Taitrya* **Upanishad**, **"Let us come together, let us enjoy together, let our intellectual strengths come together, let there be brightness of knowledge, let there be no poison of misunderstanding..."** **And we, the guardians of education may pray:**

"OHM GURU BRAHMA, GURU VISHNU

GURU DEVO MAHESHWARA

GURU SAKSHAT PARAM BRAHMA

THASMAI SREE GURAVE NAMAHA."

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Appendix I

Questionnaire

SURVEY OF STUDENTS

Dear Student,

I am doing my research leading to Ph.D at CUSAT, Kochi, on the topic "Human Resources Development in Higher Education in Kerala". I would be very grateful to you if you share your views and opinions by answering the questionnaire. I assure you that your response would be very precious for the study and will be used for this academic purpose only. Please respond openly.

Regards,

Yours lovingly,

K.M Rajini
Selection grade lecturer
Department of commerce
Sree Narayana College,
Nattika, Thrissur Dt

Section 1: Personal Data

Name of the College:

Name of Respondent:

Sex   : Male / Female

Age   :

Academic Status:Degree (II / III year); PG (I, II, III, IV semester)

Address   :

Section 2: Students' Assessment of Teachers.

1. How regular and prompt are the teachers? (Very prompt / Prompt / No option / Not prompt/ Inordinately delays).

2. How is the teachers' tone and voice? (Audible / Inaudible)

3. What is the general relationship that the teachers maintain with the students? (Commendable / Cordial / Tolerable / Strained / Intolerable)

4. Do the teachers make a congenial atmosphere to facilitate the teaching-learning process very interesting? (Surely yes / Yes / No / Surely no / Difficult to say)

5. What is the attitude of teachers when students ask questions and doubts? (Appreciate / Accept / Deny / Avoid / Discourage)

6. How often do the teachers boost up the morale of students to keep them motivated? (Very often / Often / Rarely / Sometimes / Never)

7. How often do the teachers use teaching aids to supplement teaching? (Very often / Often / Sometimes / Very rarely / Never)

8. What is the attitude of teachers towards slow learners? (Help / Ignore / Discourage)

9. What is the teachers' attitude towards bright students? (Appreciate / Accept / Deny / Ignore / Discourage)

10. How often do the teachers conduct test papers and give assignments to students? (Often / Sometimes / Rarely / Very rarely / Never)

Section 3: Trend Analysis of Students.

1. Do you believe that you are getting quality higher education? [Yes, No]

2. Are you a member in any students' organization? [Yes, No]

3. Do you have faith in students' movements in the institution? [Very much, Much, Yes, No, Never]

4. Do you get any positive instigation for personality development from your students' political movement? [Enough, A little, Very little, Little, Not at all]

5. Does campus politics help for HRD of students? [Very often, Often, Sometimes, Rarely, Never]

6. Do you believe that the rights that you enjoy as a student now are earned by the organization you are a member of? [Very often, Often, Sometimes, Rarely, Never]

7. Do you participate in any extra-curricular activities? [Yes, No]

8. Have you ever participated in any strike called for by students' association? [Yes, No, Never, Difficult to say, No comment]

9. Was it (strike) for any good for students across the state? [Surely yes, Yes, No, Never, Not at all]

10. Have you ever had a thought that the campus politics do harm for the students community? [Surely not, Not, Surely yes, Yes, No answer]

Section 4: Students' Assessment of Campus' Effectiveness and HRD.

1. Are you aware of HRD? [Very much, Much, Very little, A little, Little]

2. How are the HRD activities at your institution? [Excellent, Very good, Good, Satisfactory, Dissatisfactory]

3. Are you satisfied with the style and contents of HRD activities at your institution? [Satisfied to a great extent, Satisfied to a moderate extent, Satisfied to some extent, Not satisfied, No comment]

4. How do you assess the infrastructural facilities available at your institution? [Excellent, Very good, Good, Poor, Very poor]

5. How often you use the infrastructural facilities available at the college? [Very Often, Often, Sometimes, Never]

6. Grade the teachers' innovation and sophistication in their teaching process [Very good, Good, Fair, Poor, Very poor]

7. How often do the teachers involve in the endeavour of Human Capital Formation?[Very often, Often, Rarely, Sometimes, Never]

8. How do you rate your non-teaching staff? [Excellent, Very competent, Competent, Poor, Very poor]

9. What is your rating of the management of your college? [Very co-operative, Co-operative, Somewhat co-operative, Non co-operative]

10. The total environment of the institution [Very conducive, Conducive, Somewhat conducive, Not conducive, Bad].

11. Do you want career counseling? [Very much, Yes, No]

12. Do you want training and lectures of visiting faculty mainly from industries and commercial enterprises? [Yes, No]

13. Do you want any revision in curriculum that you follow now? [Appreciate, Yes, No, Ignore, No idea]

14. Are you satisfied with the standard of your teachers? [Commendable, Very Good, Good, Satisfactory, Poor]

15. How do you rate your teachers in their performance? [Motivating and teaching, Teaching, Covering syllabus, No option, De-motivating]

16. What is the teachers' degree of awareness of the up dated development in their chosen field? [Very good, Good, Satisfactory, Poor, Very poor]

17. What was your role in the UGC / University sponsored seminars that you attended? [Speaker, Presenter, Active participant, Participant, Passive listener]

18. What is your grasp of English language in speaking, writing, and understanding? [Very Good, Good, Satisfactory, Poor, Very poor]

19. Do you want assistance in learning grammatical English language? [Yes, No]

20. Do you want to know more about HRD? [Yes, No]

"Thank you very much for your co-operation".

Questionnaire

SURVEY OF TEACHERS

Dear Participants,

I am pursuing a research on "Human Resources Development in Higher Education in Kerala". I would be grateful if you would take a few minutes off to answer this questionnaire as honestly as you can. Please do it to me today so that I can do some basic analysis soon. I assure you that your response would be kept confidential and will be used in a general way for academic purpose only.

Thanking you,

With regards,

Rajini K.M.

Selection Grade Lecturer of Commerce

Sree Narayana College, Nattika, Thrissur Dt..

Section 1: Personal Details

Name of college   :

Name of the Participant   :

Age   :

Sex   : Male / Fe-male

Subject   : Arts / Science / Commerce.

Educational Qualifications (Please tick mark):

         a. M. A./M.Sc./M.Com.

         b. M.Phil

         c. Ph.D

         d. Other - (Please specify)

Academic status   : HOD / Reader / Selection grade/

                                  Senior scale / Lecturer.

Classes Handled (Please tick mark):

         U.G

         P.G

         M.Phil

         Ph.D

Section 2: How a teacher discharges his/her duties?

(Please answer Yes/No near the question. Y/N will do)

1. You are open to innovative ideas in tune with the needs of the society.

2. You yourself as a vital link between society and the future teacher.

3. You are very much interested in new methods of teaching.

4. You foresee the role of a teacher not as a manager, but more that of a catalyst/facilitator

5. You are confident of acquiring reasonable computer skills, using e-mail and internet.

6. You are confident that no matter what learning activity is to be used, you can handle it confidently.

7. You feel the need for a curriculum in touch with the needs of the society.

8. You are able to get to the students' level in communication.

9. You feel that you are too old to learn any new skill

10. You are in favour of a student-centred class-room.

11. You give assignments to students encouraging the use of related reference books, and internet addresses.

12. You are aware of a variety of methods in teaching a topic.

13. You encourage healthy critical criticisms, discussions, and interactions among students.

14. You are using different evaluation techniques to gauge your students' progress.

15. You are in favour of autonomy in higher education as a basic requirement for HRD in higher education.

Section 3: Self Evaluation of Teachers.

(Please answer Yes/No near the question. Y/N will do)

1. Are you aware of the aims and objectives of teaching your subject?

2. Do you know the vision and mission of your institution?

3. Are you aware of the changes taken place in your environment?

4. Do you try to find out the creative talents of your students while teaching?

5. Do you find time to interact with your students?

6. Have you ever tried to involve your students in the teaching-learning process?

7. Do you give additional information on the topic you teach besides the contents in the text books you follow?

8. Do you keenly watch the behaviours of your students in and outside the class-room?

9. Do you try to understand your students and to establish a rapport with them?

10.   Have you ever attempted to make a self evaluation?

"Thank you very much for your co-operation".

Questionnaire

SURVEY OF TEACHERS

Dear Sir / Madam,

I am doing my research leading to Ph.D at CUSAT, Kochi, on the topic "Human Resources Development in Higher Education in Kerala". I would be very grateful if you could spare some time and share your views and experiences by answering the questionnaire. I assure you that your response would be kept confidential and will be used in a general way for academic purpose only.

Thanking you,

Yours faithfully,

K.M Rajini

Selection grade lecturer

Department of commerce

Sree Narayana College, Nattika, Thrissur Dt.

Section 1 : Personal Data

Name of the College   :

Name of Respondent: :

Age   :

Sex   : Male / Fe-male

Subject   : Arts / Science / Commerce.

Qualification   :

Academic Status   : HOD / Reader / Selection Grade /

        Senior Scale / Lecturer.

Classes handled   : UG / PG / M.Phil / Ph.D.

Section 2: Human Resources Effectiveness (Please tick marks your opinions)

Legends: [SA- Strongly Agree; A- Agree; NO- No Option; DA-Disagree; SDA-Strongly Disagree]

1. My college implements a recruitment policy based on merits only

         [SA – A – NO - DA – SDA]

2. My college conducts regular evaluation of teachers and administrative staff

         [SA – A – NO - DA – SDA]

3. My college conducts regular training programmes for teachers and non-teaching staff

         [SA – A – NO - DA – SDA]

4. There is a strong and positive relationship between the management and staff.

         [SA – A – NO - DA – SDA]

5. Our management takes utmost care in every administrative aspect of the college

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[SA – A – NO - DA – SDA]

6. There is a participative style of management in my college

[SA – A – NO - DA – SDA]

7. The vision statement and the mission statement of our college is clear to us

[SA – A – NO - DA – SDA]

8. A strong and effective grievance redressal cell is in function in the college

[SA – A – NO - DA – SDA]

9. Our management takes extra interest in ensuring excellent academic standards

[SA – A – NO - DA – SDA]

10. We give due interest to co-curricular and extra curricular activities

[SA – A – NO - DA – SDA]

Section 3: Institutional Effectiveness

(Please tick mark your choice)

1. Infrastructure facilities at the college [Excellent, Very good, Good, Poor, Very poor]

2. Course-wares and teaching materials [Excellent, Very good, Good, Poor, Very poor]

3. Academic standard of teachers [Excellent, Very good, Good, Poor, Very poor]

4. Administrative staff of the college [Excellent, Very good, Good, Poor, Very poor]

5. Facilities for extra-curricular activities [Excellent, Very good, Good, Poor, Very poor]

6. Opportunities for the outgoing students [Excellent, Very good, Good, Poor, Very poor]

7. Management of the college [Excellent, Very good, Good, Poor, Very poor]

8. General standard of the students [Excellent, Very good, Good, Poor, Very poor]

9. Standard of academic results [Excellent, Very good, Good, Poor, Very poor]

10. Academic atmosphere on the campus [Excellent, Very good, Good, Poor, Very poor]

Section 4: Human Resources Development Activities. (Please tick mark your response)

1. Are you aware of the significance of 'Human Resources Development' activities in educational institutions? [Very much, Much, Rarely, No, Never]

2. Are you aware of Academic Staff Colleges (ASCs)? [Yes / No]

3. What is your ranking of the management and organization of ASCs? [Commendable, Very good, Good, Satisfactory, Below average]

4. What are the objectives of ASCs? [Conducting orientation/refresher courses for teachers; Up-dating subject knowledge of teachers; Imparting the basic teaching skills for teachers; Professional development of teachers; In-service training for teachers]

5. How many orientation/refresher courses that you have attended? [One, Two, Three, None]

6. How do you rate the quality of training programmes of ASC that you have attended? [Excellent, Very good, Good, Satisfactory, Dissatisfactory]

7. Are you satisfied with the duration (21 working days/one month) of the training programme of your ASC? [Very much satisfied, Satisfied, Somewhat satisfied, Dissatisfied]

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8. How will you rank the contents of the orientation/refresher course? [Very satisfied, Moderately satisfied, Satisfied to some extent, Dissatisfied]

9. How did the course influence you? [To a great extent; To a moderate extent; To some extent; No influence]

10. Do you recommend Refresher courses of ASCs for the professional development of teachers which may ultimately result in the 'Human Resources Development' of students? [Yes, No]

"Thank you very much for your co-operation".

Appendix IV

Questionnaire

SURVEY OF ADMINISTRATIVE STAFF

Dear Sir / Madam,

I am doing my research leading to Ph.D at CUSAT, Kochi, on the topic "Human Resources Development in Higher Education in Kerala". I would be very grateful if you could spare some time and share your views and experiences by answering the questionnaire. I assure you that your response would be kept confidential and will be used in a general way for academic purpose only.

Thanking you,

Yours sincerely,

K.M Rajini

Selection grade lecturer
Department of commerce
Sree Narayana College, Nattika, Thrissur Dt.

Section 1: Personal Data

Name of the College   :

Name of Respondent   :

Age   :

Sex   : Male / Female

Qualification   :

Academic Status   : (a) Office Superintendent /

Accountant / Clerk / Librarian.

Section 2: Human Resources Effectiveness

(Please tick marks your opinions)

Legends: [SA- Strongly Agree; A- Agree; NO- No Option; DA-Disagree; SDA-Strongly Disagree]

1. My college implements a recruitment policy based on merits only

[SA – A – NO - DA – SDA]

2. My college conducts regular evaluation of teachers and administrative staff

[SA – A – NO - DA – SDA]

3. My college conducts regular training programmes for teachers and non-teaching staff

[SA – A – NO - DA – SDA]

4. There is a strong and positive relationship between the management and staff.

[SA – A – N O - DA – SDA]

5. Our management takes utmost care in every administrative aspect of the college

[SA – A – NO - DA – SDA]

6. There is a participative style of management in my college

[SA – A – NO - DA – SDA]

7. The vision statement and the mission statement of our college is clear to us

[SA – A – NO - DA – SDA]

8. A strong and effective grievance redressal cell is in function in the college

[SA – A – NO - DA – SDA]

9. Our management takes extra interest in ensuring excellent academic standards

[SA – A – NO - DA – SDA]

10. We give due interest to co-curricular and extra curricular activities

[SA – A – NO - DA – SDA]

Section 3: Institutional Effectiveness

(Please tick mark your choice)

1. Infrastructure facilities at the college [Excellent, Very good, Good, Poor, Very poor]

2. Course-wares and teaching materials [Excellent, Very good, Good, Poor, Very poor]

3. Academic standard of teachers [Excellent, Very good, Good, Poor, Very poor]

4. Administrative staff of the college [Excellent, Very good, Good, Poor, Very poor]

5. Extra-curricular activities [Excellent, Very good, Good, Poor, Very poor]

6. Opportunities for the outgoing students [Excellent, Very good, Good, Poor, Very poor]

7. Management of the college [Excellent, Very good, Good, Poor, Very poor]

8. General standard of the students [Excellent, Very good, Good, Poor, Very poor]

9. Standard of academic results [Excellent, Very good, Good, Poor, Very poor]

10. Academic atmosphere on the campus [Excellent, Very good, Good, Poor, Very poor]

Section 4: Human Resources Development Activities. (Please tick mark your response)

1. What is your reaction when the students seek your guidance while identifying and solving administrative problems? [Appreciate, Accept, Avoid, Ignore, Discourage]

2. How do you rate the common attitude of administrative staff towards students? [Very co-operative, Co-operative, Tolerable, Strained, Intolerable]

3. How do you rank the students' behaviour, in general, towards the non-teaching staff? [Respected and feared, Respected and loved, Tolerated, Ignored, Hated]

4. Are you aware of the significance of 'Human Resources Development' activities in educational institutions? [Very much, Much, Rarely, No, Never]

5. Do you believe that 'Human Resources Development' of administrative staff is a determining factor for Human Resources Development of students? [Sure, Yes, Sometimes, No, Never]

6. Do you get any in-service training or refresher courses for your professional betterment? [Very Often, Often, Rarely, Sometimes, Never]

7. What is the degree of your awareness of the updated development in your chosen field? [Excellent, Very good, Good, Satisfactory, Poor]

8. Grade the innovation and sophistication of administrative staff, in general, in their career. [Very good, Good, Fair, Poor, Very poor]

9. How often does the non-teaching staff use the infrastructural facilities available in the college for their own development? [Very often, Often, Rarely, Sometimes, Never]

10. How do you rate a training programme or refresher course in per cent age of its importance for your career improvement, conducted by UGC or University? [100 ,75,50,25,0]

"Thank you very much for your co-operation".

Appendix V

Opinionnaire

SURVEY OF PARENTS

Dear Parent,

I am doing my research leading to Ph.D at CUSAT, Kochi, on the topic "Human Resources Development in Higher Education in Kerala". May I request you to extend your opinions by giving me the answers for the questions mentioned below? Your response may be very valuable for the present study.

Regards,

Yours sincerely,

K.M Rajini

Selection grade lecturer

Department of commerce

Sree Narayana College, Nattika, Thrissur Dt.

Section 1: Personal Data.

Name of Respondent   :

Age   :

Sex   :   Male / Female.

Qualification   :

Address   :

Occupation   :

Name, class, and division of the ward:

Section 2: Opinions of parents: Institutional Effectiveness and Human Resources Development.

1. Are you satisfied with the performance of your son / daughter doing his / her course at this institution? [Very much, Much, No, Not at all]

2. What is your opinion about the college where your ward is pursuing his / her course? [Excellent, Very good, Good, Poor, Very poor]

3. How often do you discuss academic affairs with your ward? [Daily, Very often, Often, Rarely, Never]

4. What is your feedback from your ward regarding the functioning of the college? [Commendable, Good, Satisfactory, Poor, Very poor]

5. How often do you visit college to know about your ward? [Monthly, Quarter yearly, Half yearly, Yearly, Never]

6. Do you try to maintain rapport with the teachers of your ward? [Surely, Yes, No, Never]

7. What were the reactions of teachers whom you approached for consulting about the performance of your ward? [Very positive, Positive, Fair, Negative, Dissuading]

8. What is your rating about the teachers who teach your ward? [Very good, Good, Fair, Poor, Difficult to mention]

9. Are you fully aware of the performance of your ward at the institution? [Fully aware, Aware, Partially aware, Not aware, Totally not aware]

10. What is your opinion about campus politics? [Very progressive, Progressive, No idea, Regressive, Very regressive]

11. Do you recommend your ward to join any students' political factions? [Always, Often, Rarely, No, Never]

12. Do you believe that your ward would reach the level you expect by passing out the Degree / PG course which your ward pursuing now? [Surely yes, Yes, Not sure, No answer]

13. 13. Do you have faith in the overall attempts for 'human capital formation' and HRD activities at this institution? [Very much, Much, Yes, No, Never]

14. How do you rate the performance of college authorities? [Very cordial, Cordial, Tolerable, Strained, Intolerable]

15. How do you rank the management of this institution? [Commendable, Good, Satisfactory, Poor, No commend]

"Thank you very much for your co-operation".

Appendix VI

Questionnaire

SURVEY OF PRINCIPALS

Dear Sir / Madam,

I am doing my research leading to Ph.D at CUSAT, Kochi, on the topic "Human Resources Development in Higher Education in Kerala". I would be very grateful if you could spare some time and share your views and experiences by answering the questionnaire. I assure you that your response would be kept confidential and will be used in a general way for academic purpose only.

Thanking you,

Yours faithfully,

K.M Rajini

Selection grade lecturer

Department of commerce

Sree Narayana College, Nattika, Thrissur Dt.

Section 1: Personal Data

Name of the College   :

Name of Respondent   :

Sex   : Male / Fe-male

Age   :

Subject   : Arts / Science / Commerce

Qualification (please tick mark)

                            : M.A / M.Sc / M.Com (M.Phil / Ph. D)

Section 2: Institutional Effectiveness and Human Resources Development.

1. How would you rate the role of a Principal? [More an Administrator than an Instructional Leader; More an Instructional Leader than an Administrator; Both on equal parity, No Option, Ignore]

2. Do you consider that Ph. D Degree is a *sine qua non* for the Human Resources Development of teachers? [To a Great extent, To a Certain extent, To Some extent, Never, Ignore]

3. Do you believe that professional training is a basic condition for the administrative/instructional developments of principals in arts and science colleges? [To a great extent, To a certain extent, To some extent, Never, No Comment]

4. Do you have sufficient infrastructural facilities for a better human capital formation of students, teachers, and the non-teaching staff in your institution? [Yes, No]

5. How can we relate 'Autonomy' and 'Qualitative Development' of higher education? [Autonomy is inevitable, Autonomy is very

essential, Autonomy is good but not essential, Autonomy is not essential, Ignore]

6. Do you think that the guest faculties dissolve the academic standard, thereby it affects the process of human capital formation of the students? [Very often, Often, Rarely, Sometimes, Never]

7. What is your learned experience and opinion about campus politics? [Very progressive, Progressive, No Option, Detrimental, Very detrimental]

8. How can you rate the importance of performance appraisal for teachers in connection with the HRD activities in the institutions? [Inevitable, Essential, Considerable, Unessential, Avoidable]

9. Do you have a comprehensive programme for Human Resources Development in higher education in your institution? [Commendable, Very Good, Good, Satisfactory, Poor]

10. How would you rank the significance of HRD of teachers upon the HRD of students? [To a Great extent, To a Certain extent, To Some extent, No Option Ignore]

"Thank you very much for your co-operation".

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