

**HIGHER EDUCATION IN PUNJAB:
AN EVALUATIVE STUDY**

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ABSTRACT

Education is extremely important for the development of a nation. It is entirely unimaginable and totally inconceivable in the contemporary world to think of a society or a nation without education. It is the education which contributes immensely to the growth and development in every sphere of life. Higher education is considered to be the key factor in promoting and accelerating the process of national development. Keeping in view this importance of higher education for individual and nation, the subject has become an important issue of investigation and research for the scholars. Therefore, the topic on Higher Education in Punjab: An Evaluative Study was selected by the researcher for Ph. D degree. The main objectives of the study are : (i) To study the main trends in the growth of higher education in the state of Punjab ; (ii) To identify the main problems of higher education in the state of Punjab ; and (iii) To study the views and perceptions of university teachers towards various aspects of the higher education of Punjab. The study has been conducted with the help of historical descriptive approach. Historical Method has been used to collect factual information about the growth and development of higher education in Punjab. The data is gathered from various sources including the U.G.C. Reports, M.H.R.D. Reports, Census of India Reports, Statistical Abstracts of Punjab of different years, Reports of Public Instruction in Punjab pertaining to various years, Reports on the Progress of Education in Punjab State in various years, Records of Higher Education Department of Punjab for various years and Annual Reports of universities in Punjab and official websites of different universities of Punjab.

CHAPTER–1

INTRODUCTION

Knowledge is like light, weightless and intangible. It can easily travel the world and enlighten the lives of people everywhere. Yet billions of people still live in the darkness of poverty unnecessarily. They live in poverty because they cannot reach the switch to turn of the light, and that switch is called education.¹

Significance of the Study

For centuries people have gained a substantial benefit from the higher education they have received and wider society has benefited too. This public interest is central to the argument that collective action is needed to support, nurture, and strengthen higher education institutions. It also affects decisions on how much should be invested in higher education and from what sources that investment should come. Higher education simultaneously improves individual lives and enriches wider society, indicating a substantial overlap between private and public interests in higher education. Higher education raises wages and productivity, which makes both individuals and countries richer. It allows people to enjoy an enhanced “life of the mind,” offering wider society both cultural and political benefits. And it can encourage independence and initiative, both valuable commodities in the knowledge society.

In the twenty first century, more than ever before in human history, the richness or poverty of nations depends on the level and quality of their higher education. Those with a larger repertoire of skills and a greater capacity for learning have better chances of economic growth than the others. Additionally, while the benefits of higher education continue to rise .the costs of being left behind are also growing. Higher education is no longer a luxury, it is essential to social and economic growth of a nation and its citizens.² It simultaneously improves individual lives and enriches the society as a whole. Moreover, higher education has also immense potential to contribute to the consolidation of democracy and social justice as well.

The enhancement of democracy lays the basis for greater participation in economic and social life. Higher levels of employment and work contribute to political and social stability and the capacity of citizens to exercise and enforce democratic rights and participate effectively in decision-making. The overall well-being of nations vitally depends on the contribution of higher education to the social, cultural, political , and economic development of its citizens.

The knowledge, skills, and resourcefulness of people are becoming critical to the world economy. It is worth mentioning that human capital even in the United States is now considered to be at least three times more important than physical capital.³ The developed world is adopting education as a major political priority. High quality human capital is developed in high quality education systems, with tertiary education providing the advanced skills that command a premium in today's work place. Most developed countries have seen a substantial rise in the proportion of their young people receiving higher education. Lifelong learning is also being used to help workers adjust to rapidly changing economies. The increasing importance of knowledge, in conjunction with the fact that most developing countries are falling further behind in their ability to create, absorb, and use it, has four major implications for developing countries. First, countries that are only weakly connected to the rapidly emerging global knowledge system will find themselves increasingly at a disadvantage. The gap between industrial and developing countries in per capita incomes and standards of living will widen unless the corresponding gaps in knowledge and access to knowledge are successfully addressed. Second, within countries, inequality will probably rise as some individuals and groups use their education (particularly higher education) to gain access to the knowledge system and then translate that access into higher incomes. Third, rectifying this situation is critical, but not easy. Although higher education is the traditional venue for gaining advanced knowledge, in many countries a large proportion of secondary school graduates are ill prepared to continue their studies and join the knowledge-centered world. Remedial programs at some higher education institutions may help rectify this problem, but strenuous efforts to improve primary and secondary education,

Including an emphasis on using technology to gain new knowledge, will also be necessary. Fourth, compared with investment in the production of goods, investment in the production of new knowledge yields potentially higher economic returns, but entails higher risks. For example, designing and marketing the best computer-operating system in the world is enormously lucrative; the second- and third-best systems are far less profitable. This would surely not apply in the case of steel mills, oil refineries, or food processing plants. The winner-takes-all character of investment in knowledge demands a high level of existing knowledge and skills even to enter the fray. Few developing countries possess this knowledge. In this way, the knowledge gap will effectively preclude many upper-middle-income developing countries from participating in, and enjoying the benefits of a growing and highly profitable set of economic activities. This issue is less relevant to low- and lower middle- income countries, whose focus will be on developing the capacity to access and assimilate new knowledge.

As knowledge becomes more important, so does higher education. Countries need to educate more of their young people to a higher standard a degree is now a basic qualification for many skilled jobs. The quality of knowledge generated within higher education institutions, and its availability to the wider economy, is becoming increasingly critical to national competitiveness. This poses a serious challenge to the developing world.

The Task Force on Higher Education and Society was convened by the World Bank and UNESCO in 2000 to bring together experts from 13 countries for the purpose of exploring the future of higher education in the developing world.⁴ Based on research and intensive discussion and hearings conducted over a two-year period, the Task Force observed that, without more and better higher education, developing countries will find it increasingly difficult to benefit from the global knowledge based economy. Since the 1980s, many national governments and international donors have assigned higher education a relatively low priority. This has led to a neglect of secondary and tertiary education, with higher education in a perilous state in many, if not most, developing countries. With a few notable exceptions, it is underfunded

by governments and donors. As a result, quality is low and often deteriorating, while access remains limited. Higher education institutions (and whole systems) are politicized, poorly regulated, and some times corrupt. The Task Force further observed : “We believe that a more balanced approach to education at all levels is needed. The focus on primary education is important, but an approach that pursues primary education alone will leave societies dangerously unprepared for survival in tomorrow’s world. Narrow-and, in our view, misleading economic analysis has contributed to the view that public investment in universities and colleges brings meager returns compared to investment in primary and secondary schools, and that higher education magnifies income inequality. As a result, higher education systems in developing countries are under great strain. They are chronically underfunded, but face escalating demand-approximately half of today’s higher education students live in the developing world. Faculty are often under qualified, lack motivation, and are poorly rewarded. Students are poorly taught and curricula underdeveloped. Developed countries, meanwhile, are constantly raising the stakes. Quite simply, many developing countries will need to work much harder just to maintain their position, let alone catch up”.⁵ There are notable exceptions, but currently, across most of the developing world, the potential of higher education to promote development is being realized only marginally. The Task Force is united in the belief that urgent action to expand the quantity and improve the quality of higher education in developing countries should be a top development priority. In its view the developing countries need higher education to: provide increasing numbers of students, especially those from disadvantaged backgrounds, with specialized skills, because specialists are increasingly in demand in all sectors of the world economy; produce a body of students with a general education that encourages flexibility and innovation, thus allowing the continual renewal of economic and social structures relevant to a fast-changing world; teach students not just what is currently known, but also how to keep their knowledge up to date, so that they will be able to refresh their skills as the economic environment changes; and increase the amount and quality of in-country research, thus allowing the developing world to select, absorb, and create new knowledge more efficiently and rapidly than it currently does.

Science and technology advances are transforming the world at an astonishing rate. Developments in computing and communications, in particular, are helping to accelerate these changes. Science and technology have direct impacts on society and such impacts can translate directly into economic growth. A well-developed higher education sector is fundamental here: it allows countries to generate new scientific knowledge, to wisely select and implement existing technologies, and to effectively adapt them to local circumstances. To achieve these tasks, higher education science and technology badly needs more investment and more efficient allocation of existing resources.

The rising aspirations of the people in the developing countries clamour for development. History is replete with examples that education holds the key to development. Education offers a means of improving human resource and of raising the productivity of people. It is because of this factor that some writers feel that no education means no development, little education means little development, more education means more development. While speaking on higher education Lord Butler once observed, "I find the subject particularly important since I believe that no modern country can solve its problems without investment primarily not in guns, not in butter, and not in heavy industrial ventures, but in education".

Higher education provides excellence in both science and social science subjects. Advancement in science subjects is necessary for material progress whereas higher education in subjects of human and social sciences, humanities and arts, language and literature is essential for cultural growth and development of interpersonal relations among people. Higher education is considered as the sine-qua-non of nation building. There is a wide recognition that centres of higher learning such as universities, professional colleges, institutes, etc. are powerful institutions for raising the cultural plan of a society. In advanced countries, universities constitute the mainspring of knowledge, ideas and innovations. Without achieving excellence in higher education, it would not be possible for any society to produce leaders of thought and action. Higher education is considered and recognized as a capital investment all over world.

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The big shift in the occupational structure of the developing countries, caused by the rapidly changing technology has focused attention on the necessity for upgrading the educational qualification of the work force. It has been fully realised that there is no justification for building modern steel mills, chemical manufacturing plants unless the managers, scientists, engineers, technicians, office personnel are available to operate them. Therefore, in a world powerfully influenced by science, higher education has acquired a role and significance it has never enjoyed before. "In the Post-World War Second, higher education has been looked upon as a panacea for all the society's ills."

In nutshell, education is extremely important for the development of a nation. It is entirely unimaginable and totally inconceivable in the contemporary world to think of a society or a nation without education. It is the education which contributes immensely to the growth and development in every sphere of life. Higher education is considered to be the key factor in promoting and accelerating the process of national development. Higher education institutions, therefore, play an extremely significant role in providing knowledge and skills through the teaching and research programmes.

Higher Education System in India

Higher education in India covers all post-secondary education beyond class Twelve in different subject areas including all professional streams such as engineering and technology, medical, agriculture etc. It comprises three levels of qualifications-Bachelor's or undergraduate degree programmes, Master's or post graduate degree Programmes and the pre-doctoral and doctoral programmes such as M.Phil. and Ph.D. Normally a bachelor's programme in India requires three years of education after twelve years of school education. The bachelor's degree in professional field of study in agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally takes four years, while for architecture and medicine, a bachelor's degree takes five and five and a half years respectively. There are other bachelor's degrees in education, journalism and librarianship that are treated as second degrees. A bachelor's degree in law can either be taken as an

integrated degree programme lasting five years or a three-year programme as a second degree. The master's degree is normally of two-year duration. It could be based on coursework without a thesis or on research with a thesis. The M.Phil. degree is a pre-doctoral programme taken after completion of the master's degree. This can be either completely research based or can include course work. A Ph.D degree is awarded two years after the M.Phil. degree or three years after the Master's degree. The students are expected to write a substantial thesis based on original research for the award of Ph.D degree.

The origin of modern higher education system in India can be traced to the middle of 19th century. Wood dispatch of 1854 formed the basis for establishment of modern education in the country.⁶ Keeping in view the recommendations of this report, the first three affiliating universities, on the model of university of London, were established at the Presidencies of Bombay, Madras and Calcutta in 1857.⁷ It may be mentioned here that before the establishment of these three universities, the colleges of India were autonomous in character.⁸ There were 27 colleges affiliated to the first three universities in 1857-58. The number of universities rose to 20 and the colleges to 500 with 0.1 million students at the time of independence.⁹

The data regarding growth of higher education in the country over a period of sixty years from 1950-51 to 2010-11 reveals that the country has witnessed an impressive growth of universities and affiliated colleges. While the number of universities during this period has increased from 25 to 611 (i.e. 2344% increase in the universities), the number of colleges has increased from 695 to 31324, i.e., an increase of 4407.06% over a period of sixty years. The data regarding decade-wise growth of affiliated colleges indicates that their growth in the country was much faster during the first two decades immediately after independence i.e. 1951-61¹⁰ and 1961-71¹¹ than the subsequent two decades i.e. 1971-81¹² and 1981-91.¹³ However, it picked up during 1991-2001¹⁴ and reached the top during 2001-11.¹⁵ The main reason for higher growth of affiliated colleges during the decades 1991-2001 and 2001-2011 may be attributed mainly to the increasing demand of higher education as a result of globalization and privatisation.

As indicated above, a lot of expansion of higher education institutions has taken place in the country since independence. Presently, the higher education landscape of the country comprises of 298 state universities, 154 private universities, 130 deemed universities and 44 central universities.¹⁶ Along with these universities, the country has 39 Institutes of National Importance (INI) that specialize in the fields of engineering & technology, management, medical sciences, languages, information technology, statistical research, pharmaceutical education & research and petroleum studies.¹⁷ In total, the country has 626 universities and university level institutes that impart higher and technical education and provide affiliation to more than 33,000 colleges and institutes in the country which include Constituent Colleges, Government Colleges, Private Aided Colleges and Self- Financing Colleges. The total enrolment of students in these institutions of higher learning during the session 2009-10 was 1,46,24,990. Out of the total numbers, 19,18,833 (13.12%) are enrolled in the university teaching departments and 1,27,06,157 are enrolled in the affiliated colleges of the country. The highest enrolment is in the state of Uttar Pradesh followed by Maharashtra and Andhra Pradesh. Punjab is at 18th position in terms of student enrolment in the country.¹⁸

As mentioned above, there are different types of universities and colleges in the higher education system in the country. They vary in terms of their academic, administrative and financial arrangements. Universities can either be established by an Act of Parliament or by the Acts of the state legislatures. Those established by the Act of Parliament are the central universities and the ones setup by the state legislatures are state universities. While Central Universities are funded by the Central Government, the State Universities are funded by the respective state governments in which these universities are located. Some higher education institutions are granted the 'deemed to be university' status by the central government through gazette notifications. A few institutions are established by the Parliament/state legislatures as institutions of national importance. Universities, deemed to be universities and institutions of national importance are degree-granting institutions. Further, the universities could be of unitary type with

single or even multiple campuses or of affiliating type. The affiliating universities are those universities which affiliate colleges. These colleges conduct teaching-learning under the academic supervision of the university to which they are affiliated. The colleges do not award their own degrees, but award the degrees of the university to which they are affiliated.

The analysis of the growth patterns of higher education in India reveals interesting patterns .

Growth trends in India up to 1980 show that the higher education sector during this period was controlled by the government. The government not only supported higher education by setting up universities and colleges, but also took over the responsibility of running the institutions set up through private sector. These came to be known as grant-in-aid (GIA) institutions or private aided institutions. In such institutions, though the private sector financed a major part of the capital costs, public subsidies were provided to them to meet a part of the recurrent costs and occasionally for some capital works. Public funding was accompanied with considerable regulation of private institutions by the government. Over the years, several private institutions had set high academic standards for themselves. With government regulation, their autonomy was compromised and standards went down. In effect, this led to the *de facto* nationalisation of private higher education and gave serious blow to the community-led private initiatives in higher education in the country. During this period not even a single private university was established in the country. Moreover, during this period, the growth of higher education institutions was largely confined to arts, science and commerce streams and there were only few engineering, medical and other professional colleges .

However, after 1980s, there was an unprecedented demand for quality higher education relevant to the needs of business and industry, putting considerable stress on governmental resources. Also, there was a substantial increase in the population in the middle and higher income groups, which could

afford to pay higher tuition fees. This made the non-subsidised higher education a viable enterprise. Faced with such a situation, the state was left with no alternative but to allow the entry of private enterprise in the area of higher education. Additionally, economic reforms in early 1990s saw the middle class grow bigger, younger and richer. These reforms also saw a rise in entrepreneurship in the country. The rising demand of higher education from the growing middle classes and the growing culture of entrepreneurship together accelerated the pace of growth of private higher education in the country. During this period, very few universities and colleges were set up by the government sector and fewer still were also brought within the ambit of government funding. In a way, this period marked the near withdrawal of the government from taking over of additional responsibility for higher education in the country. During this period, the growth of higher education institutions took place mainly in the field of engineering, medical and other professional areas.

Till the late 1990s, the expansion of higher education largely took place through affiliated colleges. By then, many promoters of private unaided colleges began to realise that the regulatory mechanisms of the affiliating universities and state governments were inhibiting their growth and did not allow them to fully exploit their market potential. The promoters were not able to make money from their educational enterprises. Such institutions explored the possibilities of wriggling out of the control of the state governments and the affiliating universities. Some of the institutions took the deemed to be university route to get the degree granting powers. Though, universities in the country are either set up by an Act of Parliament or State Legislature, however, certain institutions are also given the status of a deemed to be university in terms of section 3 of the UGC Act, 1956. Earlier this provision was used sparingly to declare premier institutions offering programmes at advanced level in a particular field or specialization as a deemed to be university to enable it to award degrees. Indian Institute of Science at Bangalore and Indian Agricultural Research Institute at Delhi were the first two institutions to be declared as deemed to be universities in 1958 for education and research at advanced level in

the field of basic sciences and agriculture respectively. It is worthwhile to mention that up to 1981 only 8 higher educational institutions were given the status of deemed to be universities and number of such universities increased to 27 in 1991 and 46 in 2001.¹⁹

In the early years, the privilege of granting deemed to be university status was extended only to the government/government aided institutions. Manipal Academy for Higher Education (MAHE) – a pioneer in private higher education became the first totally self-financed institution to be declared as a deemed to be university in 1976. However, after 2000, when the provision for conferring the deemed to be university status to a de novo institution was introduced, there was sudden spurt in the growth of deemed to be universities in the private sector. As a result, the total number of deemed universities in the country at present has reached to 130. Out of these 130 deemed universities, 83 have been established after 2001.²⁰ These universities are mostly under private managements. Though the deemed to be universities do not have affiliating powers, many of them have a number of campuses spread throughout the country. In this way, the new entities were able to wriggle out of the oversight mechanism of the affiliating universities. They were also able to overcome the service area restrictions associated with an affiliating university.

During the past 13 years there has been continuous rise in the number of private universities in the country.²¹ The first private university was established in India in 1995²² and up to 2000 there were only two such universities in the country.²³ Their number rose to 18 in 2005 and 89 in 2010. Now 2011 onwards 65 more private universities have been established in the country bringing their total number to 154. The maximum number of private universities are located in the state of Rajasthan(33) followed by Uttar Pradesh(19), Himachal Pradesh (16) and Gujrat (14). In Meghalaya out of total 9 universities in the state, 8 are private universities. In Punjab out of total 22 universities, 8 are private universities. Surprisingly, there is no private university in the states of Andhra Pradesh, Bihar, Goa, Jammu & Kashmir, Kerala, Maharashtra, Manipur and Tamil Nadu.²⁴ It is also worth mentioning here

that almost all the private and deemed universities in the country are running only technical and professional courses because only these courses help them to earn profit which is their primary motive.

Higher education in India has also expanded rapidly over the past one decade with regard to number of affiliated colleges. The number of colleges increased from 12806 in 2000-01 to 31324 in 2010-11.²⁵ The maximum number of affiliated colleges are located in the state of Maharashtra (4249) followed by Uttar Pradesh (3786) and Andhra Pradesh(3777). Punjab with 940 affiliated colleges is at number 18th in terms of the number of affiliated colleges among states of Indian union.²⁶ This growth has been mainly driven by private sector initiatives whose primary motive is to earn profit. Thus, there are genuine concerns about many of them being substandard and exploitative. Due to the government ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation. Instead, it resulted in erecting formidable entry barriers that generate undesirable rents.

Despite the fact that most of the expansion in the field of higher education in the recent years has been in the technical and professional courses, but the traditional courses still dominate the field of higher education in the country.

The rapid expansion in the number of institutions of higher education and their intake capacity has not been able to ensure simultaneous sustenance of quality. As per the data available with the NAAC, by June 2010, not even 25% of the total higher education institutions were accredited, and among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level.²⁷ There is a severe shortage of well-qualified faculty, teaching facilities and proper infrastructure. Quality parameters cut across teaching and research and associated systems need sustained attention and policy focus. The UGC has been urging the institutions of higher learning in the country for their periodical assessment and accreditation, and linking the development grant contingent upon their being assessed and accredited. The UGC's support has been effected through

(a) general development grants with a substantial allocation for improving the infrastructure in universities and colleges (b) incentivizing new initiatives, and (c) strengthening of the state universities and the college sector. Besides making assessment and accreditation of institutions of higher education, the UGC has been supporting and encouraging universities and colleges to establish IQACs so as to continually focus on strategies and programmes for promotion of quality in each university and college.

After having a look at the growth of higher education institutions in the country, it may be mentioned here that at the time of India's independence, the capacity of higher education system in India was small. It catered to a small elite group only. With the expansion of higher education, we now have a system that caters to a much larger number. The expansion has also democratised higher education. A large number of students from the lower socio-economic strata constitute a sizeable proportion of the total enrolments in the country comprising about 30% to 40% of the enrolments. The enrolment of women students has seen a consistent upward trend from 10% in 1950-51 to 41.6% in 2009-10.²⁸ Though participation of students from rural areas, Scheduled Castes, Scheduled Tribes, and the minorities is rising over the years, it is still very low as compared to over all GER of the country. The latest figures in this regard show that while GER of India is 19.03% in urban areas, it is only 11.06% in rural areas of the country. It is also notable that the GER in the ST category is one-fourth of the general category students. It is less than half for the SC and more than half for the OBC students. When compared with the 2004-05 data, there is improvement in the situation for the SC and the OBC groups, but a lowering of the figures for the ST group. This is a serious situation and needs immediate attention. This is also a serious problem as the enrolment and GER for the Muslim population is much lower than that for non-Muslim students. The GER for Muslim students is half of the total GER in the country.²⁹ Despite the enrolment in higher education for the country as a whole increasing over the years,³⁰ the GER is far below the world average which is 23%. It is also much lower than the GER in developing and developed countries which is

36.5% and 55% respectively. Development experience of the developed countries indicates that sustained economic growth requires a minimum of 20% to 25% enrolment in higher education. Therefore, while studying higher education in the country, one should take in to consideration the dual problem of higher education, namely of low enrolment rate and the regional imbalance. The national target of India was to increase the GER to 15% by the end of the Eleventh Five Year period (2011-2012), which has been achieved, and 30% by 2020. While this goal requires higher capacity for intake, it also requires steps to improve access to higher education across gender and different social groups, and to bridge the rural-urban divide in order to ensure more equitable outcomes in educational participation. Increased enrolments in the Eleventh Plan have enabled Indian higher education to cross the threshold of 15% GER, moving the country from an 'elite' to a 'mass' higher education system. Despite this growth, the unmet demand for access to higher education remains significant, indicating that a further expansion of access to higher education is required. Even though GER at the national level is 20%, there are wide inter-state variations. Delhi, Chandigarh and Pondicherry which attract a large number of students from outside their states, have GERs exceeding 25% while states like Bihar, Jharkhand, Assam, Rajasthan, Orissa and West Bengal have significantly lower GERs. This suggests a need for state-specific strategies in addressing issues of expansion of higher education during the Twelfth Plan period .

Higher education in India suffers from quality deficit in all these respects. Very few Indian institutions have global recognition in terms of being Centres of Excellence in their field. It is essential that these islands of excellence be nourished and if possible expanded. There is a need to ensure that in widening the base of higher education, the apex must not be allowed to slip down. Presently, higher education in India suffers from many basic problems. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. The analysis of higher education in the country also indicates that there

is a significant mismatch between supply and demand, and between curriculum content and social needs.

Although the emergence of the private sector has helped expand capacity, this is mostly in a few selected market-related disciplines such as engineering, management, medicine, Information Technology (IT), etc. Education in basic sciences and subjects that are not market friendly has suffered. Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under enrolled and have extremely poor infrastructure and facilities with just a few teachers.

Public-funded higher educational institutions, particularly the state universities and colleges affiliated thereto, have been subjected to severe resource crunch; per student expenditure in real terms has actually been declining. Most state universities have been somehow managing to meet their salary cost by mobilizing massive resources through self financing, distance mode courses, affiliation fees and examination revenue. In such a situation, they have hardly been able to provide for proper maintenance of existing facilities and development of new infrastructure. Simultaneously, they have been under pressure to increase their intake capacity. All these have led to rapid decline in their quality and efficiency.

One of the serious issues relates to the role of the state governments in higher education. Either because of the lack of resources or absence of political will, several states take minimal interest in providing effective support for innovation and development of higher education. This is a matter of grave concern since a large proportion of students are in the state system. It is high time that this issue is addressed at the highest policy level for making appropriate interventions.

Private investment has been responsible for a major part of the expansion in the last two decades, especially in the areas of professional and technical education. Rising aspirations of young people to go further beyond schooling, large expansion in higher education and a much larger number of school pass-outs has led to an

increasing demand for higher education even from hitherto marginalised sections of the society and the communities. At the same time, the barriers to their entry into the portals of higher education also remain. The high rate of growth of the private sector in higher, professional and technical education has created new challenges in this respect. The central and state governments have also pro-actively taken a number of measures to increase equity and reduce disparities in access to higher education, through providing support to and improving the achievement and performance of the students who may have some initial handicaps. Although these measures have led to an improvement in the situation, many gaps still remain which need to be addressed in the 12th Five Year Plan.

According to one U.G.C committee, there is a major structural weakness in our higher education system with the growth of universities in the form of affiliating institutions. Some of the universities have grown beyond limits by having hundreds and thousands of affiliating colleges, which restrict their promotional and developmental role.³¹ On the other hand, as pointed out by the Yashpal committee, there are a large number of very small (uni-disciplinary) or specialized universities, which goes against the grain of holistic and balanced development of knowledge. It leaves little scope for students to make informed choices besides reducing.³²

Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching.

Despite, its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. There are a large number of small and non-viable institutions. Entry to the small number of quality institutions is very competitive

giving rise to high stake entrance tests and a flourishing private tuition industry. The stakes are so high that quota-based reservation of seats in such institutions in the name of affirmative action has come to occupy centre stage in electoral politics. Despite some merit, it has resulted in fragmentation of merit space and further intensified competition for the limited capacity in quality institutions.

As a result of the above mentioned problems, the higher education system of the country continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian higher education, such as – the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known. Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not well recognised. Driven by populism and in the absence of good data, there is little informed public debate on higher education in India

Statement of the Problem

Higher Education is a very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. Keeping in view the importance of higher education in modern age and the important problems being faced by the higher education in the country, the researcher decided to work on Higher Education in India. Since there are lot of variations among the states with regard to various aspects of higher education, hence it becomes very important to study the individual states in this regard. Therefore, the investigator decided to work on the topic, " Higher Education in Punjab: An Evaluative Study".

The present state of Punjab had come into existence as a result of its reorganisation on the basis language in November 1966. Presently with an area of 50362 Sq. Kms, the state is only one seventh of the pre-partitioned (1947) and 40.9% of the pre-reorganised (1966) Punjab. So far as area is concerned, it is one of the smallest states of the Indian Union constituting only 1.54% of the total of the country.³³ Administratively, the state is divided into five divisions, 22 districts, 81 sub-divisions, 86 sub-tehsils and 145 development blocks. The state of Punjab is divided into three regions, i.e. Majha, Doaba and Malwa. The people belonging to these three regions have their own distinct cultures and educational background. Majha region lies between the rivers Ravi and Beas. It comprises Amritsar, Gurdaspur and Taran Taran districts. Doaba region lies between Beas and Satluj rivers. It comprises Jalandhar, Hoshiarpur, Kapurthala and Nawan Shahar districts. Malwa region lies in the southern side of Satluj river. It includes largest of all the three regions of the state. The dialects of Punjabi language define regional identities. Malwa is defined by Malwai, Majha by Majhai and Doaba by Doabi. Historically the people of Malwa, Majha and Doaba, were isolated as there were no bridges on rivers. The division of the state into these regions has substantial influence on the political structure of the state and its functioning. The structure of economy of Punjab broadly conforms to national economy. As in the whole of India, the agriculture is the dominant sector which contributes more than one fourth to the states net income. Despite being agricultural economy, it is one of the richest states of the Indian Union with a per capita income Rs. 78594 in 2011-12 as compared to the average all-India per capita income of Rs. 61564 (Quick estimates) at current prices.³⁴ In addition to this, unlike most of the other states of India, in Punjab the disparities in income are less. The middle sector is larger than any other part of the country.³⁵

The population of Punjab as per 2011 census is 2,77,04,236 persons-males 14634819 (52.83%)and females 13069417(47.17%). There are 893 females per 1000 males.³⁶ If these figures of the state's population are divided by the figures of population in India as a whole, it will be found that the state with an area of 1.54% of

the country (19th position) has 2.29% of its population and ranks 15th among states of India in this regard.³⁷ During the decade 2001-2011, the state registered growth rate of 13.70% which is less than 6.40% from the previous decade. The population of Punjab is predominately rural. According to 2011 census, while 62.51% of state's population live in villages, 37.49% reside in urban areas. While, Ludhiana with 59.14% urban population is the most urbanised district in Punjab, the newly created Tarn Taran district with 12.63% population is the least urbanised district in the state.³⁸ It may be mentioned here that the present state of Punjab is the only Sikh majority state in the Indian union. According to the figures of 2001 census, while the Sikhs constitute 59.91% of the total population of state, the Hindus, Muslims and Christians constitute 36.94%, 1.57% and 1.20% of the total population of Punjab. It may be mentioned in regard to the religious composition of the state that the geographical settlement pattern of two major religious communities in the state is quite different. The Hindus are more urban in residence than the Sikhs. While only 20.73% of the Sikh population was recorded as urban, the corresponding figures for the Hindus was 54.83%.³⁹

Though the population of Punjab is divided into several social group on the basis of caste, but no figures on the numerical strength of different castes can be given due to lack of data on this aspect. According to 2001 census, the Scheduled Castes (found in both the major communities of the state, i.e. the Sikhs and the Hindus) constitute 28.85% of the total population of the state.⁴⁰ It is worthwhile to mention here that the percentage of Scheduled Castes is the highest among states/union territories in the country. These castes are exploited, suppressed and downtrodden sections of the society from the last many centuries . Of the Scheduled Castes, 75.66% live in rural areas and the remaining 24.34% in urban areas.⁴¹ If these figures are compared with the corresponding figures of the general population of the state as a whole, it will be found that the people belonging to Scheduled Castes are more concentrated in rural areas than the total general population of the state as a whole. The main reason for this phenomenon is the nature of their traditional occupation. The Scheduled Castes are engaged largely in agricultural labour, menial

services and household industries, and all these activities are rural in character. However, with the growing industrialisation and urbanisation, a large number of Scheduled Castes keep migrating to cities.

The 1971 census figures revealed that 36.67% of state population was literate and with this percentage the state occupied the fifth place among the states of India in ranking order of literacy (Kerala, Tamilnadu, Maharashtra and Gujarat were above Punjab).⁴² According to 2011 census, the percentage of literate population has increased to 76.70% i.e an increase of 40.03%.⁴³ Although there is a significant rise in the literacy rate during the last 40 years (1971-2011), but it is very disgusting to note that the state position among other states of the country has come down to fourteenth from fifth place (Kerala, Mizoram, Tripura, Goa, Himachal Pradesh, Nagaland, Sikkim, Tamilnadu, Maharashtra, Manipur, Uttarakhand, Gujarat and West Bengal are above Punjab). However, the literacy of Punjab is still higher than the national level which is 74.04%.⁴⁴

So far as literacy among the Scheduled Castes is concerned, they are far behind the other Castes in the state. As per 2001 census, only 56.22% Scheduled Castes as compared to 69.70% of the total population of the state are literate. This lower literacy among these Castes is largely due to their poor economic position. It may also be mentioned that while the literacy among Scheduled Castes is highest in Hoshiarpur district which is 77.66% it is lowest in the district of Muktsar which is 38.11% only.⁴⁵

The selection of one state as a case study of the status of higher education in India has been made, keeping in view the point that a study dealing with one particular state will yield a more realistic picture than that derived from a study pertaining to whole of India, consisting of a number of heterogeneous states. Further, Punjab being one of the prosperous states in India, it has a reasonably sound potential to finance higher education adequately and is thus best suited for analysis of the problem of higher education in India. A peep into the past more than 45 years of higher education will certainly go a long way to suggest lines on which

higher education should be reshaped to make it relevant to the economic, social and technical requirements of this state.

Scope of the Study

The period covered in the present study relates to 1966 onwards. The focus of the study is three dimensional. First, the study deals with the growth of higher education in the present state of Punjab which came in to existence in November 1966. Second, the study is concerned with identifying the major challenges confronting higher education system in the state of Punjab. Third, the study focuses on analysing the views and perceptions of teacher respondents on various aspects of higher education in the state of Punjab.

Objectives of the Study

The main objectives of the study are as under :

1. To study the expansion of institutions of higher education in the state of Punjab since 1966.
2. To compare the patterns of higher education in the state in pre-globalization and post-globalization periods.
3. To identify the main problems being faced by higher education in the state.
4. To study the views and perceptions of various categories of teacher respondents towards the different issues of higher education in the state of Punjab.

Approach and Methods of Study

The study has been conducted with the help of historical descriptive approach in the following manner :

Historical Method has been used to collect factual information about the growth and development of higher education in Punjab. The data in this regard has been gathered from various sources including, the U.G.C reports, M.H.R.D reports, census of India reports, Statistical Abstracts of Punjab pertaining to different years, reports of the Directorate Public-Instructions, Punjab and reports on the progress of

education in Punjab state in various years, records of Higher Education Department of Punjab for various years and annual reports of universities in Punjab, etc. The percentage analysis method has been used to study growth of higher education in the state.

Descriptive/Empirical method has been used to collect primary data from university teachers about their views and perceptions on various issues with reference to growth and development of higher education in Punjab. For this purpose, questionnaire-cum-interview schedule was constructed and standardized for teacher respondents to collect their views and perceptions on various issues pertaining to growth and development of higher education in Punjab. The questions in interview schedule were asked on issues related to the capacity of state government to meet the increasing demand of higher education in the state, the necessity of private initiative for its future growth, policy of universities and government colleges to introduce self- financing colleges and appointment of guest faculty and contract teachers instead of regular teaching staff, reasons for low GER in the state etc.

A sample of 110 teachers was selected from Panjab University, Chandigarh; Punjabi University, Patiala and Guru Nanak Dev University, Amritsar by giving due weightage to the gender, designation and stream.

Universe and Sampling

The universe of this study comprised of all the regular teachers working in different departments of all the three general education universities of Punjab i.e. Punjab University, Chandigarh, Punjabi University, Patiala, and Guru Nanak Dev University, Amritsar. It may be mentioned that in addition to general education, these universities are also imparting technical and professional education to people settled under the area of their respective jurisdictions. The data of teachers taken from the official websites of all the three above mentioned universities show that total number of 1202 teachers are working in different departments of these three universities of Punjab. The gender-wise break up of these respondents shows that

out of total 634 teachers are males and 568 are females. The designation-wise split up of these teachers reveals that out of total 1202 teachers, 324 are Professors, 157 are Associate Professors, and 721 are Assistant Professors. Further, the stream-wise division of teachers shows that 638 teachers are from arts & language stream and 564 teachers are from science stream. In order to take sample out of this heterogeneous universe, the stratified random sampling technique was used. In order to draw the sample, first a separate list of the each of seven categories of respondents were prepared and then on the basis of tipit numbers of random technique a sample of 10% was selected from each category. The total number of sample chosen in this way was 120 teachers which included 63 male respondents, 57 female respondents, 32 Professors, 16 Associate Professors, 72 assistant Professors, 64 belonging to arts & language stream and 56 belonging to science stream. However, due to various reasons the interviews could be materialised only with 110 respondents. These included 58 males, 52 females, 30 Professors, 14 Associate Professors, 66 Assistant Professors, 58 belonging to arts & language stream and 52 belonging to science stream.

Organisation of the Study

The study has been organised into six chapters. The first chapter is introductory in nature. It deals with the significance of the study, statement of the problem, scope of the study, its objectives, approach and methodology of the study and scheme of chapterisation. The second chapter is concerned with the review of related literature. The third chapter examines the growth and development of higher education in Punjab from 1966 to present day. The fourth chapter is an attempt to identify the main problems which are confronting higher education mainly as a result of the implementation of liberalization, privatization and globalization. In the fifth chapter an effort has been made to study the views and perceptions of university teachers on different aspects of higher education in Punjab. The sixth chapter contains summary, conclusions and suggestions for educational improvement and research.

References

1. World Bank, World Development Report 1998-99: Knowledge for
2. Ibid.
3. Ibid.
4. The Task Force on Higher Education And Society: Higher Education in Developing Countries- Peril and Promise, World Bank, Washington, U.S.A, 2000, p. 9
5. Ibid., p. 10.
6. When Lord Dalhousie took over as Viceroy of India he realised that the Government had neglected the education for the masses. Vernacular education had declined and village schools (pathshalas) were not in a position to take up the responsibility of educating the mass. The teachers (abadhans) were too traditional and there were no school-houses and no printed books.

The teachers were not paid regularly. The subjects taught in those schools were old and outdated. Thus, Dalhousie thought a scheme to make arrangement for the mass education of the primary education in vernacular languages.

By that time Sir Charles Wood was the President of the Board of Control of the Company. Sir Wood prepared a scheme on education policy for India and through it recommended details to be worked out. The scheme was sent to India and was known as "Wood's Despatch" of 1854. Dalhousie implemented the scheme in the same year.

Wood's Despatch was a complete scheme with certain innovative aspects. It repudiated the "downward filtration theory" that provided education for upper classes.

In stead Wood's Despatch emphasized on the education of the masses and announced the duty and responsibility of the Government to provide education for the people of India.

For more details, see J.C.Aggarwal, Landmarks in the History of Modern Indian Education , Vikas Publishing House , 2001, p.17-21.

7. See, Report of the U.G.C Expert Committee to Formulate Action Plan on Reforms of Affiliating System, p.15 . ugc.ac.in
8. Ibid.
9. Ibid., p16.
10. During 1951-61 the number of colleges increased from 695 to 1542 thus indicating a growth of 121.87% colleges during this decade. Directory of Colleges (2003-04), University Grants Commission, New Delhi, March 2007, LIX
11. During 1961-71 the number of colleges increased from 1542 to 3604 thus indicating a growth of 133.72 % colleges during this decade. Ibid.
12. During 1971-81 the number of colleges increased from 3604 to 4722 thus indicating a growth of 31.02 % colleges during this decade. Ibid.
13. During 1981-91 the number of colleges increased from 4722 to 7346 thus indicating a growth of 55.77 % colleges during this decade. Ibid., p. LX
14. During 1991-2001 the number of colleges increased from 7346 to 12806 thus indicating a growth of 74.33 % colleges during this decade. Ibid.
15. During 2001-11 the number of colleges increased from 12806 to 31324 thus indicating a growth of 144.60% colleges during this decade.
16. For detailed list of these universities, see official website of the University Grants Commission (ugc.ac.in).
17. For detailed information regarding Institutes of National Importance. See Ibid.
18. For further details in this regard, see Inclusive and Qualitative Expansion of Higher Education: Compilations Based on the Deliberations of the Working Group for higher Education in the 12th Five Year Plan (2012-17), University Grants Commission, November 2011, p. 13-19.
19. The data in this regard has been classified from the information provided by the U.G.C on its official website (ugc.ac.in).
20. For latest list of deemed universities in the country. See Ibid.

21. Unlike, public sector universities, Private universities are managed by private players and are self-financing institutions. These Universities are competent to award degrees as specified by UGC under Section 22 of the UGC Act with the approval of the statutory councils, wherever required through their main campus. Wherever the approval of the statutory council is not a pre-requisite to start a programme, the Universities are required to maintain the minimum standards regarding academic and physical infrastructure as laid down by the concerned statutory council. Moreover, Private Universities cannot affiliate an institution/college. They cannot establish off campus centre(s) beyond the territorial jurisdiction of the concerned State. However, they can establish off-campus centre(s) within the concerned State after their existence of five years and with the prior approval of the University Grants Commission. So far, UGC has not approved any off campus centre(s) of any Private University. Course(s) under distance mode can be started by the private university only after the prior approval of the UGC-AICTE and DEC joint Committee.

For more details, see official Website of the University Grants Commission (ugc.ac.in).

22. Sikkim Manipal University of Health, Medical and Technology Science was the first private university in India.
23. For data in this regard, see official website of the University Grants Commission (ugc.ac.in).
24. For more detail about state-wise information of private universities in India, see Ibid.
25. Directory of Colleges (2003-04), University Grants Commission, New Delhi, March 2007, LX. Also See Inclusive and Qualitative Expansion of Higher Education: Compilations Based on the Deliberations of the Working Group for higher Education in the 12th Five Year Plan (2012-17), op.cit., p.12. *Annual Report, 2011-12, M.H.R.D, Government of India, New Delhi, 2012, p.80.
26. For more details see Ibid.

27. Cited in *ibid.*, p. 70.
28. See *Ibid.*, pp. 15-16.
29. See Inclusive and Qualitative Expansion of Higher Education: Compilations Based on the Deliberations of the Working Group for higher Education in the 12th Five Year Plan (2012-17), *op.cit.*, pp. 44-47.
30. The estimate based on SES (Selected Education Statistics) indicates that the access to higher education measured in term of gross enrolment ratio increase from 0.7% in 1950-51 to 1.4% in 1960-61. By 2004 it reached to 12.4% and recently it has been calculated to be 18.8% (20.9% for males and 16.5 for females). For more details see Higher Education in India: Issues Related to Expansion, Inclusiveness, Quality and Finance, University Grants Commission, New Delhi, November 2008, pp. 3 & 61. Also see All India Survey on Higher Education, 200-11 (Provisional), Higher Education Department, Government of India, New Delhi, 2012, p. 7.
31. Report of the UGC Committee to Formulate Action Plan on Reforms of Affiliating System, *Report of 'The Committee to Advise on Renovation and Rejuvenation of Higher Education'*
32. For details see *Report of 'The Committee to Advise on Renovation and Rejuvenation of Higher Education' on official website of the University Grants Commission (ugc.ac.in)*
33. See Census of India . Series 17, Punjab, Part 11-A (New Delhi: Registrar General and Census Commissioner, India,1971), p.2 and 6.
34. See Statistical Abstract of Punjab 2012 (Chandigarh: Government of Punjab, 2012), pp. 66-67.
35. J.C.Anand," Punjab Politics : A Survey (1947-65)" in Iqbal Narain(ed.), State Politics in India (Meerut : Meenakshi Parkashan,1967) , p.1
36. For more details, see Census of India 2011, Provisional Population Totals: Punjab Data Sheet, Directorate of Census Operations, Punjab, Chandigarh, 2011.
37. For further details, see Census of India 2011, Provisional Population Totals, Office of the Registrar and Census Commissioner, India, 2011, xi.

38. For more details, see Census of India 2011, Rural-Urban Population Provisional Totals: Data Sheet, Director of Census Operations, Punjab, 2011.
39. See Census of India 2001, Office of the Registrar and Census Commissioner, India, New Delhi, 2004, p. 2.
40. See Census of India 2011: Primary Census Abstract, Schedule Castes, Tables A-8, Series-1 (New Delhi: Registrar General & Census Commissioner, India, 2011), p. LV.
41. See *Ibid.*
42. See Census of India 1971, Series-17, Punjab (New Delhi: Office of the Registrar and Census Commissioner, India)
43. For more details, see Census of India 2011, Provisional Population Totals: Punjab Data Sheet, *op.cit.*
44. For further details, see Census of India 2011, Provisional Population Totals, *op.cit.*
45. See Census of India 2001: Primary Census Abstract, Scheduled Castes, *op.cit.*

CHAPTER-6

SUMMARY, CONCLUSION AND SUGGESTIONS

Education is extremely important for the development of a nation. It is entirely unimaginable and totally inconceivable in the contemporary world to think of a society or a nation without education. It is the education which contributes immensely to the growth and development in every sphere of life. Higher education is considered to be the key factor in promoting and accelerating the process of national development. Higher education institutions, therefore, play an extremely significant role in providing knowledge and skills through the teaching and research programmes. Keeping in view this importance of higher education for individual and nation, the subject has become an important issue of investigation and research for the scholars. Therefore, the topic on Higher Education in Punjab: An Evaluative Study was selected by the researcher for Ph. D degree. The main objectives of the study were: (i) To study the main trends in the growth of higher education in the state of Punjab; (ii) To identify the main problems of higher education in the state of Punjab; and (iii) To study the perceptions and attitudes of university teachers towards various aspects of the higher education of Punjab. The main findings on the basis of data collected for the study may be summarized as under.

Summary of the Study

The present state of Punjab came in to existence as a result of the reorganization of Indian Punjab on the basis of linguistic reorganization in November 1966. The state has witnessed an impressive growth of higher education after its reorganization in 1966. The number of universities, at that time was three only and now it has increased to twenty .These include: one Central University, nine State Universities, eight Private Universities and two deemed universities. The number of colleges which at that time was 96 has now increased to 1042 in 2011, i.e. an increase of more than ten times over a period of 45 years. It may be mentioned here

that along with the government and the private players socio-religious organisations like the SGPC

and the DAV College Management Committee, the Arya Pratinidhi Sabhas, Dev Samaj, the Wakf Board and other social welfare organisations like Ramgarhia Educational Council and prominent Sants and Mahants in the state has played a very important role in the educational development of the state. The maximum growth has been of the engineering and technology colleges followed by medical and paramedical colleges and the teachers training colleges.

Despite this increase in the number of higher educational institutions in the state, 13 out of total 17 districts of Punjab have lower GER than the national average.

The pattern of growth of higher education in the state reveals that the development of higher education in the state from 1966 to 1971 was quite satisfactory (80.21%), but it remained very slow during the decade 1981 to 1991 (9.13% only). The reason for the slow development of higher education during the above mentioned period may be attributed mainly to the prevalence of militancy and violence in the state. However, the development of education picked up during 1991 to 2001 (47.58%) and has been very fast in the recent decade starting from 2001 (154.00%). The main reason for higher growth of affiliated colleges during the decades 1991-2001 and 2001-2010 may be attributed mainly to the increasing demand of higher education as a result of globalization and privatization.

A look at the total number of different categories of colleges in the table shows that even today the number of Arts, Science and Commerce colleges is the largest in comparison to the colleges of other streams. It may be due to the fact that in the previous years the number of these colleges was very large in comparison to other type of colleges.

The analysis of the data regarding growth rate of different categories of colleges during the period 1966-2010 reveals that while during the first fifteen years of creation of the new state of Punjab, the growth rate of arts, sciences and commerce colleges imparting traditional education remained higher in comparison to colleges of other streams, while the growth rate of arts, science and commerce colleges was (149.23%). It was 62.50% in case of medical and paramedical colleges, 25% in case of agriculture

and veterinary colleges, 12.50% in case of education colleges and no growth of engineering and technology colleges.

However, there was a reversal of this trend of growth after 1981. The growth rate of arts, science and commerce colleges became very slow in comparison to colleges of other streams. During 1981-1991, while the growth rate of arts, science and commerce colleges was 5.5% only, it was 33.33% in case of engineering and technology colleges, 42.86% in case of law colleges, 46.15% in case of medical and paramedical colleges and nil in case of teachers training colleges. The pattern of the growth of institutions of higher education during this period reveals that the state witnessed highest growth in the case of paramedical colleges and law colleges. The number of teachers training colleges remained the same. Not even a single teachers training college was opened during this period. During 1991-2001 while the growth rate of arts, science and commerce colleges was 19.88% only. It was 28.78% in the case of teachers training colleges, 70% in the case of law colleges, 142.11% in the case of medical and paramedical colleges and the highest 875% in the case of colleges of engineering and technology. The pattern of growth during this period reveals that maximum growth of higher education was in the streams of paramedical and medical science, and engineering and technology. During this period the development of teachers training colleges was also 27.78%. During the decade 2001-2010, the growth rate of arts, sciences, commerce, and home science colleges was 27.32% only. While, it was 40% in case of agriculture and veterinary colleges, 88.24% in the case of law colleges, 178.26% in the case of medical and paramedical colleges, 502.56% in the case of engineering and technology colleges, and the maximum 717.39% in the case of teachers training colleges.

One more noticeable trend in the growth of higher educational institutions in the state is that the share of private unaided educational institutions is increasing constantly. Presently, more than sixty percent of the general education colleges and about ninety percent of the professional colleges in the state are in the private sector. The trend may be continued in the future also. Though the emergence of the private sector has helped to expand capacity, it is characterized by some imbalances. Private

institutions have improved access in a few selected disciplines such as engineering, management, medicines, I.T etc. where students are willing to pay substantial fees.

The location-wise growth of affiliated colleges in the state reveals that the percentage of rural colleges in the state is continuously on the rise. Presently, about two-third of the professional colleges and almost an equal number of non-professional colleges are located in rural areas.

The growth of colleges is not stream-wise and district-wise uniform all over the state. While in some streams the number of colleges is in excess to the demand of the people of the state, in others it is very short of demand.

The study also reveals that despite the spectacular growth of higher education system in the state in terms on educational institutions, number of teachers and enrolment of students but the optimum use of this system is hindered due to various problems which have crept in system over a period of times. Unless these problems are tackled by the governments at the state as well as at the central level, our education system would continue to lag behind other states of the Indian union. The main problems being faced by our higher education system are many. The foremost challenge being faced by the higher education in the state is lower GER. While at the national level it is 12.4, in Punjab it is 11.1. It is also lower to seventeen states of India. These states are: Andhra Pradesh (14.19), Assam (15.28), Bihar (11.95), Goa (14.96), Haryana (12.83), Himachal Pradesh (16.12), Jammu & Kashmir (12.58), Jharkhand (14.76), Karnataka (12.04), Kerala (17.6), Maharashtra (17.33), Manipur (33.37), Meghalaya (14.97), Nagaland (24.55), Orissa (13.66), Uttar Pradesh (12.57), and Uttaranchal (17.81). The GER in Punjab is higher to only ten states i.e., Arunachal Pradesh (7.01), Chhattisgarh (8.91), Gujarat (8.94), Madhya Pradesh (8.92), Mizoram (9.0), Rajasthan (8.23), Sikkim (6.24), Tamilnadu (9.5), Tripura (6.24), and West Bengal (8.63). More importantly, 13 of the total seventeen districts which existed at the time of 2001 census in the country were declared educationally backward by the central government.

It is not only that there is low enrolment ratio of higher education in Punjab, but there is another problem that the growth of higher education system is not inclusive. The failure of the Indian state more than six decades after independence to ensure equal access to higher education among all socio-economic groups and across gender and region must surely rank among the more dismal and significant failures of the development project in the country. Although the enrolment rate in higher education in Punjab is little more than 11% ,there are significant inter group disparities in access to higher education. The data with regard to rural-urban ratio of higher education in Punjab indicates significant rural and urban disparities-GER being 6.6 percent and 19.4 per cent for the rural and urban areas- the GER in urban areas being nearly three times higher to rural areas. The inter-caste disparities are the most prominent. The GER among the SCs (4.4) was much lower compared with Non-SCs (13.8). Thus, the GER for SCs was three times less compared with the Non-SCs. The 11th Five Year Plan recognized the problem of multiple natures of disparities in enrolment rate and proposed policy measures to enhance their access to higher education. It brought the inclusiveness in higher education at the centre of our higher education policy. Inclusive education essentially requires an increased access to higher education to these multiple groups who suffers from lower access to higher education. The approach and strategy thus, formulates policies and schemes for the STs, the SCs, the OBCs, girls, minorities particularly the Muslims, physically challenged persons, semi-nomadic and de-notified and the poor.

The 11th Plan proposed number of measures for inclusive education. Firstly, the Plan proposes to support Universities and colleges located in 373 districts having lower GER and also envisage under the Prime Minister Dr. Manmohan Singh's initiative to open new colleges in these districts with matching contributions from the States. Secondly, it proposes special support to Universities and colleges located in rural, hilly, remote, tribal, and border areas. Further, about 90 districts concentrated with Muslim population have been identified for Central support. Thirdly, the Plan also proposes enhanced support to Universities and colleges with a high concentration of the student belonging to SC/ST/OBCs, and Muslim population. Fourthly, the plan focused on

developing schemes to improve language and competency through remedial coaching classes. Besides, the Plan specifically emphasizes on augmenting fellowship and opening up of hostels, particularly for women to enhance their access to higher education. Further, opening up of new Polytechnics in un-served districts, 500 new community Polytechnics, new 210 community colleges, and various other programmes of the UGC in the ongoing schemes will help to include the excluded social groups. The setting up of 30 Central Universities under initiative by Prime Minister Dr. Manmohan Singh has a strong component of inclusiveness in so far as it will offer affordable access with due share to the SC, ST, and OBCs. The implementation of the Oversight Committee's recommendations and the Sachar Committee recommendations will also facilitate enhanced access of the OBCs and the Muslims to institutions of higher education. Thus, inclusiveness has a definite strand of thought as well as action in the 11th Five Year Plan. An important aspect of inclusiveness is affordability. Without affordability, it is not possible to increase access and promote inclusiveness. Thus, affordability will have to be ensured through special measures. The 11th Five Year Plan makes provisions for the disbursement of scholarships for 2 per cent of the total students along with Education Loan Interest Subsidy through Higher Education Loan Guarantee Authority. Further, there are provisions for research fellowships for NET and non-NET qualified PhD students. No system in the society can work smoothly without finances. Finances are life line of institutions. Higher education system is not an exception in this regard. To keep the higher education system running lots of financial resources are required. Up to 1976, education (both school as well as higher) was responsibility of the state governments. However, in 1976 education was included in the concurrent list and became responsibility of the both centre and state governments. Of the two levels of government, the bulk of expenditure on education comes from the state governments, although the Centre shares a greater proportion of the expenditure on higher education. The share of the Central government in total expenditure declined from 24.7 (b) during 1970-71 to 1980-81 to 21.1 % during 1981-82 to 1991-92 % and further to 20.3 (c) during 1992-93 to 2003-04. The share of the government's development spending on

education can be estimated by its *plan* spending. There has been a steady decline in the percentage of plan spending to total spending by both Central and state governments –

from 23.2 during 1970-71 to 1980-81 to 19.2 during 1981-82 to 1991-92 and further to 16.6 during 1992-93 to 2003-04. As far as Central government is concerned, the share of higher education in its total expenditure on education was well over 40 percent between 1960-61 and 1985-86 but has been below 20 percent after 2000-01. The share of higher education in the states' spending on higher education has, however, fluctuated between 9 and 12 percent, reaching an average of 12.2 percent during 1982-1992. The share of higher education in total education expenditure of both Central and State governments rose to 14.2 percent during 1981-82 to 1991-92, but fell to 12.7 percent during 1992-93 to 2003-04. Thus by all accounts, the relative priority given to higher education declined after 1992-93.

As a result of the adoption of neo-liberal economic policies the governments are continuously withdrawing subsidies from social sectors. This trend is quite apparent in the field of education. Government is retreating from its responsibility of financing higher education. The government grants to universities and other institutions of higher learning are diminishing. This has created a financial mess in these institutions and that is bound to affect the nature of these institutions as well as the social distribution of higher education. In the presence of this financial crunch it is very difficult for them to survive and maintain quality. In the recent years, there has been very fast increase in the number of higher educational institutes in the state of Punjab. However, a look at the trend of growth reveals that this growth is not in accordance with the proper planning. While in certain streams, there is genuine need but the institutions are not opened, in other disciplines large number of institutes has opened and most of their seats remain vacant for want of students. For example, over the recent years many B.Ed, Engineering and Management colleges have been opened in the state without their genuine need. Many seats in most of the colleges remain vacant. The day is not too far when some of these colleges may close down. Realizing the mistake done in the past; the NCTE has already stopped giving affiliation to new educational colleges in many states including Punjab. Higher education in the state is given to the students by the 17 universities and different type of about 1000 colleges. The universities in the state are of four types- central, state, deemed and private. In addition to these

universities, the state has few institutes of national importance like Dr. Ambedkar National Institute of Technology (NIT). The colleges of state may broadly be divided into three categories- government, aided and self financing. Each of these institutions has its own problems and consequently of building proper infra structure. So far as government colleges are concerned most of them are neglected lot. They are getting regular infra structural and maintenance grants from the state government. Their teaching posts have not been filled from the past 20 years. In the absence of large number of regular faculty members they are running the show by appointing guest faculty on a mere salary of Rs.7000 per month out of their P.T.A funds. As regards government aided private colleges, their aided posts have not been revised from the last many years. They are also facing acute financial problems and meeting their very essential needs by running self financing courses. The self financing private colleges especially the professional one, are earning lot of money but are neither maintaining good infra structure nor keeping qualified teachers. Of course many of them have magnificent buildings. So far as universities of the state are concerned, they are facing severe financial crunch. In order to meet their expenses they are either charging heavy fees from the students or starting self financing courses. Only the central universities or institutes of national importance situated in the state seems to be comfortable in this regard. The back bone of any nation depends on its system of education. If the education is good it will provide better planners, producers, bureaucrats, judicial officers, scientists and doctors etc. No compromise on quality of education should be made by any civilised and progressive nation. The problem of sources, finances and quality teachers will always be there in any developing country like ours, but quantity and quality in education system need to be balanced. It has been observed that quantitative expansion of higher educational institutions in the state has resulted in qualitative deterioration of the system. Over the years the higher education system has become infected to many problems that have bearing on the deliverance of quality in colleges. There are many reasons for the poor quality of higher education in the state. One, the higher education or education in general has not remained priority of the state government. It is not ready to finance these institutions adequately for building and upgrading their infra structure. Two, large number of teaching posts in the government

colleges are lying vacant from the years together. Three, the regulatory bodies entrusted with the task of ensuring quality in these institutions are not performing task sincerely. The syllabuses for most of the courses in the universities are out dated and not according to the need of changing times. The practical training imparted in the professional institutes of higher learning is not up to the mark. It is because of this reason that despite getting highest degrees, most of our students remain unemployable. Now, the stage has arrived when the government must try to find some ways for innovative initiatives required for education planning. The accreditation by NAAC should be made obligatory for institutes of higher learning in the state. It may be satisfying to note that Punjab government had already formed a committee to give its suggestions for improvement of education in the state under the chairmanship of Dr. S.P.Singh, former Vice Chancellor of Guru Nanak Dev University, Amritsar. This committee has already submitted its recommendations to the Punjab government for implementation. School education is foundation of higher education in all societies. Without sound school system, we cannot think of good higher education system.

One of the major problem for higher education system in the state is weak school system in the state especially the rural areas where majority of our population resides. In rural areas the schools do not have adequate infrastructure. They do not have required number of teachers. If some of them have, they do not come to schools regularly. The students are very weak in studies. There is no proper arrangement for science stream in most of the rural schools. Most of the students of these areas opt for Punjabi medium. The dropout rate after post-elementary stage is very high.

The analysis of the views of University teachers regarding different aspects of Higher Education in the state leads us to the following conclusions:

A vast majority of the total respondents of this study believe that the Punjab Government lacks the capacity to meet the increased demand for higher education in the state. The sex-wise divisions of the respondents believe that the Punjab Government lacks the capacity to meet the increased demand for higher education in the state but more percentage of male teachers doubt the capacity of the government

to meet this demand as compared to female respondents. Out of three categories of teachers (Assistant Professors, Associate Professors and Professors) the percentage of respondents holding this view is highest in the category of Professors and lowest in the category of Associate Professors. Though an overwhelming majority of both the Science and Arts teachers feel that the Punjab Government lacks the capacity to meet the increased demand for Higher Education in the state but the percentage of Arts & Language teachers holding this view is higher than science teachers.

An overwhelming majority of the respondents of this study also feels that the government and government aided institutions of higher learning in the state lack adequate facilities for providing quality education in the state. Though majority of the respondents belonging to the categories of male and female respondents also hold this view, but more percentage of male respondents doubt the capacity of government institutions in this regard as compared to female respondents. There is not much difference in the views of different categories of teachers, but the percentage of Associate Professors holding this view is slightly lower than the respondents belonging to other two categories. Similarly there was also found to be no significant difference in the views of Science teachers and Arts & Science teachers in this regard.

The study reveals that the majority of the respondents consider private initiative in higher education inevitable for the growth of higher education in the state. There was found to be no significant difference in the views of male and female respondents on the issue. Similarly, there was found to be no significant difference in the views of Assistant Professors and Associate Professors on the issue but there was found to be difference in the views of Professor as a very large majority of them as compared to other two categories of teachers feel that private initiative in the field of higher education is inevitable for its future growth. Further, there was found to be no significant difference in the views of science teachers and Arts & Language teachers on the issue. As majority of both the categories of respondents favoured private initiative in the field of private initiative in the field of higher education for its future growth.

The study further reveals that a comfortable majority of the total respondents do not favour the opening of more private universities in the state of Punjab. There was found to be no difference of opinion in the views of male and female respondents in this regard. Further the study also indicates that all categories of teachers oppose the opening of more private universities in the state but the maximum opposition comes from the Associate Professors as an overwhelming majority of them is against this. There was also found to be no difference in the views of Science & Arts teachers on the issue as comfortable majority of the both category of teachers opposed the opening of more private universities in the state.

The study also indicates that a very large majority of the respondents do not agree with the view that higher education in the state should be provided to the students on full cost recovery basis. There was found to be almost no difference of opinion in the views of male and female teachers on the issue as an overwhelming majority of both the categories agreed with the majority view of respondents. There was also found to be no significant difference in the views of various categories of teachers on the issue as an overwhelming majority of Assistant Professors and Professors and out percent of Associate Professors agree with the view of the majority respondents on the issue. Further there was found to be almost no difference in the views of Science teachers & Arts & Language teachers on the issue as an overwhelming majority of both the categories of teachers agree with the view of majority respondents on the issue.

Further the study also reveals that a very large majority of the respondents want the Central and State Governments to bear the financial burden of higher education in the state. There was found to be no difference in the views of different categories of the teachers on the issue as an overwhelming majority of all the categories of teachers agreed with the views of majority respondents.

The study also indicates that an overwhelming majority of the respondents also feels that the main motive of private players investing in higher education is to earn profit. There was found to be no significant difference in the views of the different

categories of the teachers like male and female, Assistant Professors, Associate Professors and Professors and Science & Arts teachers on the issue as an overwhelming majority of the each category agreed to the views of majority respondents of the study.

The study further reveals that an overwhelming majority of the respondents are of the view that the government is not justified in reducing subsidies of higher education in the state. In fact most of them strongly feel that the government should fulfill its basic social objective of providing cheaper higher education. There was also not found to be any significant difference in the views of different categories of respondents on the issue as an overwhelming majority of all the categories of teachers agreed with the views of majority respondents.

The study also reveals that the opinion of respondents was divided on the issue of introducing self financing courses in the universities and colleges though the support for opening such courses is found to be more. There was found to be difference of opinion in the views of male and female respondents on the issue. While majority of the male respondents favour the policy of universities and government colleges in the state to introduce self financing courses, the majority of female respondents do not support this view. There was also found to be difference in the views of different category of teachers in this regard. While majority of the Assistant Professors and Associate Professors support the policy of introducing self financing courses in the public sector institutions, the majority of Professors do not support this point of view. There was also found to be difference in the views of teachers belonging to different streams. While majority of the Science teachers support this view, Arts & Language teachers do not support this view.

The study further reveals that an overwhelming majority of the respondents of this study do not approve the policy of Universities and government colleges in the state to appoint guest faculty and contract teachers instead of regular staff. There was found to be hardly any significant difference of opinion in the views of respondents belonging to different categories of respondents as the teachers belonging to all

categories of the respondents also overwhelmingly opposed this policy of the public sector institutions.

The study also reveals that a large majority of the respondents of this study do not approve the practice of appointing teachers on a low salary by the colleges and universities in the state of Punjab. The same trend was found in the views of all category of teachers as an overwhelming majority of the respondents belonging to different categories also do not approve the practice of appointing teachers on a very low salary by the colleges and universities in the state of Punjab.

The study further reveals that majority of the respondents of this study believe that distance education system has lowered the standard of higher education in the state. However, there was found to be a difference of opinion in the views of male and female respondents on the issue. While majority of the male respondents agree with the views expressed by majority of total respondents of the study, the majority of female respondents do not agree with this point of view. Similarly, there was found to be a difference of opinion in the views of three categories of faculty. While a solid majority of Associate Professors do not take the argument of distance education system lowering the standards, a majority of the Associate Professors believe that with distance education system the quality is compromised. However, a majority of the respondents belonging to Professor category also believe that distance education do not lower the quality of education . There was also found to be difference of opinion in the views of Science and Arts & Language teachers. While majority Science teachers believe that distance education lowers the standard of education, the majority of Arts & Language teachers think otherwise.

The study also reveals that while a very clear majority of the total respondents feel that only general education should be imparted through distance education mode , a sizeable section of the respondents also feel that even some technical courses may be taught through distance education mode . This is also the response of majority across all categories of respondents except the senior faculty which comprises the Professors category.

The study further shows that an overwhelming majority of the respondents of this study conform to the view that some of these privately managed institutions are performing very well and maintaining high standards but in some others no efforts are being undertaken to keep good standards. As a result of this they are bringing bad name to the privately run institutions. This view seem to prevail across all categories of respondents. As far as the role of regulatory bodies in maintaining educational standards is concerned, the majority of respondents consider their role to be only satisfactory. However, a sizeable section of the respondents feel that their role is not satisfactory in this regard.

It is noteworthy that majority of the total respondents are critical of the service conditions of the teachers working in privately managed institutions as they rate them poor. While there was found to be no significant difference in the views of male and female respondents and science and arts & language teachers on the issue, there was found to be significant difference in the views of Assistant Professors, Associate Professors and Professors on this issue. While an overwhelming percentage of Professors and majority of Assistant Professors described the service condition of teachers working in privately managed institutions as poor, the majority of Associate Professors expressed their satisfaction on their service conditions.

The study also reveals that majority of the respondents are of the view that the employment scope of students after getting higher education from the state of Punjab is not very bright but uncertain. There is difference of opinion in the views of male and female respondents on this issue. While a comfortable majority of the female respondents agrees with this contention of the total respondents, the number of male respondents who held the similar view is little more than forty percent. There is also a difference of opinion between different ranks of teachers on this issue. While majority of the Assistant Professors and Professors share the opinion of majority respondents, the number of Associate Professors who held the similar opinion is little more than one fourth of the total respondents. There is no significant difference in the views of Science and Arts teachers on this issue. Majority of the respondents of the both categories of

teachers held the same opinion as expressed by majority of the total respondents of this study.

The analysis of the responses of respondents further reveals that an overwhelming majority of the respondents of this study felt that privatization will certainly affect the opening of new degree colleges in which largely the subjects of social sciences and languages are taught. There was found to hardly any significant difference in the views of different categories of respondents on the issue in the sense that an overwhelming percentage of each category of respondents held the view that privatization of education will certainly affect the opening of new degree colleges in the state .

The study also reveals that though the opinion of the respondents is divided on the issue but a comfortable majority of the respondents feel that low GER in the state is mainly due to expensive education and the lack of employment opportunities for the educated youth. There was found to be no significant difference in the views of various categories of respondents on the issue as a comfortable majority of the respondents belonging to each categories agree with the majority view of respondents.

The study also reveals that opinion of the respondents is divided on the issue of reasons responsible for the lower GER among the rural, SC, BC and Minority students in the state. However, a dominant section of the respondents believe that it is due to the lack of adequate educational institutions in the areas having concentration of these sections in the state. While there was found to be a significant difference in the views of different ranks of teachers and teachers belonging to different streams, there was found to be no significant difference in the views of male and female teachers on the issue.

The analysis of views of the respondents also indicates that opinion of the respondents concerning measures which can be adopted for increasing the GER in the state is divided. However, a dominant section of the respondents which is less than majority feels that GER in the state can be improved by making the fee structure

affordable for poor classes. Moreover, there was found to be a difference of opinion in the views of respondents belonging to different categories.

The analysis of the views of respondents further indicates that a comfortable majority of the respondents of this study feel that though there have been many institutions of higher learning in the state and in some of these the seats have started remaining vacant, but still there is need of more institutions of higher learning in the state in certain specified areas and streams. There was found to be no significant difference in the views of male and female respondents on the issue as majority of the respondents belonging to both categories think on the lines of majority respondents. Though there was found to be difference of opinion between Assistant Professors, Associate Professors and Professors, but majority of all the three category of teacher believe that there is need of more institutions of higher learning in the state. Again, while majority of science teachers and Arts & Language teachers feel that there is need of more institutions of higher learning in the state but the percentage supporting this argument varies from one category to the other.

The analysis of responses of the respondents regarding quality of teaching in the colleges of the state indicates that opinion of the respondents on this issue is divided. Despite division of opinion of the respondents on the issue, a large majority of the respondents is satisfied with the quality of teaching in our colleges. However, no respondent of the study described the quality of teaching in the colleges as excellent and only a small fraction of the respondents believe it is poor.

Though there was found to be difference of opinion in the views of male and female respondents on the issue, but majority of the respondents belonging to both categories believe that it is satisfactory, good and better than other states. Like male and female respondents, though there was difference of opinion among Assistant Professors, Associate Professors and Professors on the issue, but an overwhelming majority of all the three categories believe that teaching in our colleges is generally satisfactory, good and better than other states. Similarly, there was found to be difference in the views of Science, Arts & Language teachers on this issue. While

majority of the Arts & Language teachers believe that teaching in the colleges of the state is satisfactory, the majority of science teachers do not agree with this view.

The analysis of data concerning views of respondents regarding quality of teaching and research in the universities of the state shows that an overwhelming majority of the respondents is convinced with the quality of teaching and research in the universities of Punjab. Only a microscopic section of the respondents say it is poor. There was found to be no significant difference in the views of different category of teachers in the sense that respondents belonging to all categories of teachers expressed satisfaction with the quality of teaching and research in the universities of the state.

The analysis of the data regarding the opinions of respondents about employability of students getting degrees from institution of higher learning in the state reveals that an overwhelming majority of the respondents belonging to all categories believe that students getting degrees from most of the institutions located in the state are not employable.

The analysis of data regarding the main reasons which are responsible for our students to be unemployable even after getting degrees reveals that opinion of the respondents is sharply divided. Despite this division, a comfortable majority of the respondents believe that this unemployability among educated youth is due to outdated syllabuses which are being taught in our universities and also due to lack of proper practical training to the students.

The study also reveals that an overwhelming majority of the respondents feel that there is a need of reforms in the examination system of higher system in the state. Again, though an overwhelming majority of the respondents belonging to all categories of respondents feel the need of change in the examination system, but there was found to be difference of opinion in the views of respondents belonging to different categories in the sense that the degree of support for need of such change varies from one category to the other.

The study also reveals that a little more than two third of the total respondents do not agree with the recommendation of Dr. S.P. Singh committee which was formed by the Punjab government to give its recommendations for improvement of higher education system in state that examination for college students should be conducted by a Higher education Board formed on the pattern of Punjab School Education Board for conducting school examinations. Though majority of the respondents belonging to all categories of respondents opposed the proposal of the committee, but there was found to be difference of opinion in the views of respondents belonging to different categories in the sense that the degree of opposition to this proposal varies from one category to the other.

The study also reveals that all the respondents of this study feel that our present curriculum needs to be changed in view of the changing requirements of the society. There was not found to be any difference in the views of respondents belonging to different categories of the teachers as cent percent of the respondents belonging to each category held the same opinion.

The analysis of data concerning responses of the respondents in this regard reveals that a little more than two third of the total respondents feel that the present system of affiliating different colleges to the universities is essential to maintain quality in the institutions of higher learning. There was found to be no significant difference in the views of male and female respondents and science teachers and Arts & Language teachers on the issue as a comfortable majority of respondents belonging to each of these categories supported the opinion expressed by majority of the respondents of this study. However, there was found to be a significant difference in the views of different ranks of teachers. While an absolute majority of the Assistant Professors and Associate Professors supported the view held by majority of the total respondents, the majority of Professors on the other hand did not support this point of view.

The analysis of data regarding opinion of respondents on the issue that whether the burden of affiliation of colleges has affected the quality of teaching and research in the universities of state reveals that though the opinion of respondents in this regard is

divided but a comfortable majority of the respondents of this study feels that the burden of affiliation of colleges has affected their activities of teaching and research to a great extent. The analysis of data in this regard also shows that there was found to be no significant difference in the views of different categories of the respondents in the sense that majority of the respondents belonging to each category feel that the burden of affiliation of colleges on the universities has affected their teaching and research activities to a great extent.

The analysis of views of respondents on the issue regarding the optimum number of colleges, which should be affiliated to a university shows that the views of the respondents on this issue are divided. Only little less than forty percent of the total respondents of this study endorsed the proposal of U.G.C committee that not more than 100 colleges should be affiliated to a university for their proper monitoring. There was found to be a significant difference in views of various categories of the respondents on this issue as the number of respondents supporting the recommendation of U.G.C committee varies from one category to the other.

The analysis of data further shows that an overwhelming majority of the respondents favour Central Government policy to grant autonomous status to the affiliating colleges having good infrastructure. However, a section of the respondents constituting about one fifth of the total respondents also do not favour this policy of the centre government. It is also worth mentioning that though comfortable majority of both male and female respondents favour this policy of centre government to grant autonomy to few colleges, but the extent of their support differs from one category to the other. Moreover, as evident from the analysis rate, there was found to be a difference in the views of Assistant Professors, Associate Professor and Professors on this issue. Similarly, there was also found to be significant difference in the views of respondents.

Suggestions for Improvement of Higher Education in the State

Higher education in the state can be improved, if the following suggestions by the decision makers of the state are kept in mind while formulating policies for its educational development :

5. Steps must be taken to improve GER in the state which is at present very low in comparison to other states of India.
6. The expansion of higher education should be carried out only in a planned manner keeping in view the needs of social setup and professional requirements of the society at State, National and International levels.
7. Further expansion of higher education must be taken up in areas which are short of educational facilities i.e. rural areas and the areas inhabited by minorities backward classes and schedule castes.
8. The new institutions should be allowed to function only when they fulfill all infrastructure requirements including the requirement of faculty.
9. The government should ensure that teachers in the colleges especially the private colleges are paid reasonably.
10. In the light of the policy of GATS, the standard of higher education be made comparable to the International standards.
11. The status of teachers should be so enhanced that it should attract the superior man-power in such a way that teachers should not pay attention to other occupation.
12. The standards of higher education should be so raised that it attract the students of other countries also.
13. To improve the employability of the youth, all courses in the state should be re-designed to add more practical aspects.

2. To make the Government colleges functional, the state government must fill the posts lying vacant in these colleges immediately.
3. In order to improve education in the private colleges the state should meet at least the salary component of teachers in privately managed colleges where large number of students study.
4. To improve the standard of research in the state, the regulatory agencies must ensure that duplication of research is properly checked.
5. To make the education more inclusive, the poor strata of the society should be provided education at affordable fees structure.
6. To avoid politicisation of the universities and to ensure academic environment on the universities campuses, the appointment of the Vice-Chancellor and the faculty should be made purely on academic merit.
7. In order to produce better students the examination system needs to be overhauled. As per recommendations of the UGC, the semester system combined with choice based credit system should be implemented throughout the state.

Scope for Future Research in the Area

After completing this study, it is being felt by the Investigator that there is a need to have similar studies on other states of India in the similar framework so that the policy makers are provided feedback to device policy with regard to different states of the country keeping in view their specific requirements.

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