CHAPTER I
INTRODUCTION

1.1 INTRODUCTION

The destiny of the nation is being shaped in her classrooms.

The foremost problem facing the management of human resources in any form of organisation appears to be job – satisfaction, morale and motivation. This in large measure depends on the quality of personnel who are not only qualified and trained but are also satisfied, motivated and dedicated to the job assigned, because, it is an acknowledged fact that the performance of a satisfied person is superior to that a person with frustrated person.¹

1.2 ROLE OF TEACHERS IN HIGHER EDUCATION:

Education is considered a valuable and pilfer proof asset. It is of permanent importance in an individual and also in the nation’s progress and prosperity. In short, it forms the basic for the development of the nation. Providing education to the citizens is one of the prime duty of the Government. Hence both the central and state Governments have separate portfolios for education in their ministeries and make sufficient provisions in their budgets for people.

A teacher’s job is noble and comprehensive that it cannot be performed by anybody else. A teacher is a guide and source of reference for the entire business of education. A teacher is primarily a moral person who has learned to
live with the necessity of feelings and one who has come to terms with the limitations of the human behaviour. Only one who is well adjusted to the realities of social life and one who has mastered himself is able to guide others. A teacher is a master of science of humanity. Science of humanity, means, an understanding of human nature, its process of development, its passions, its inclination and its potentialities.

In his relationship with students, the teacher lets the student find himself out. The development of a student depends on the teacher’s influence on the student. An ideal teacher is a culture carrier and a guide. He gives leadership in learning and understanding.

According to the report of the education commission, “of all the different factors which influence the quality of education and its contribution to natural development, the quality, competence and characters of a teacher are undoubtedly the most significant”

In ancient times, teachers were respected even by kings, due to their high qualities of head and heart. Our history offers an excellent record of teachers to us. Shivaji was shaped by his teacher. Gandhiji and Vinoba Bhave owed their greatness to their teachers Similarly. Alexander the great vouched for his teacher Aristotle, a great philosopher.
1.3 ROLE OF GOVERNMENT IN HIGHER EDUCATION:

Realizing the importance of education, the Union Government is implementing, “Sarva Shiksha Abhiyan” (Education for all) to avoid drop outs in schools and re-admit those who left the schools in the middle. The Government of Tamil Nadu on its part has two separate berths in its ministry, one for school education and another for Higher Education. The goal is to promote national prosperity through the spread of education.

Not only the Union Government is spending large amounts for providing and developing educational facilities, but also the State Government. It is the State Government’s concern to implement the educational schemes in the state.

The state government provides free education upto college level and it owns and runs many institutions to provide higher education. It also provides necessary funds to private educational institutions as grants in aid. In fact, all necessary recurring expenses are provided by the state government to such aided colleges.

However the State Government is not in a position to provide higher education to all aspirants. Moreover, the courses offered in the Government Institutions are conventional and out dated. Due to socio – economic and technological changes, people want innovative and job-oriented courses to keep pace with the employment market and international trends in the education field.
Establishing and running an educational institution for imparting Higher Education either in arts and science or in technology, requires a lot of capital and recurring expenditure. Hence the government has permitted private organisations. Any private organisation, who volunteers to open colleges should do so out of their own sources. In this context, the Government of Tamil Nadu has implemented the policy of permitting the private sector to start educational institutions to meet the growing needs of society. Any private Registered Trust or Society registered under the Societies Registration Act, is permitted to run educational institutions. Only if they fulfill the norms and other regulations specified by the Government of Tamil Nadu.

**DISTRICTWISE NUMBER OF COLLEGES, STUDENT STRENGTH AND TEACHING STAFF STRENGTH (BOTH GOVT., AIDED AND SELF FINANCING COLLEGES)**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the District</th>
<th>Number of Colleges</th>
<th>Students Strength</th>
<th>Teaching Staff Strength</th>
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<tr>
<td>01.</td>
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<tr>
<td>02.</td>
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<td>Tiruvannamalai</td>
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<td>06.</td>
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<td>08.</td>
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<td>Population</td>
<td>Cr.</td>
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<td>Trichy</td>
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<td>16.</td>
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<td>Theni</td>
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<td>Thanjavur</td>
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<td>25.</td>
<td>Sivagangai</td>
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<td>Tirunelveli</td>
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<tr>
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<td><strong>Total</strong></td>
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<td><strong>325621</strong></td>
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</table>
1.4 ROLE OF UGC IN HIGHER EDUCATION

The UGC Act was passed by our Parliament for the promotion and development of Higher Education in the year 1956 on the model of the University Grants Committee of the United Kingdom. Our UGC has powers to grant money and fix standards for higher education in India. The state of higher education in our country was re-examined by the Education Commission 1964-66 popularly known as Kothari Commission. The Kothari Commission recommended that UGC should periodically assess the financial needs of state universities, and that should form the basis for providing grants to them. This commission had also recommended that all efforts to be made to place the finances of state universities on a sound footing and that the UGC itself should be able to give both development and maintenance grants to them. The Gajendragadker Committee 1969 recommended role of UGC in advising the state government for the fixation of amount of financial assistance to Indian universities.

Thus, our UGC is a statutory organisation established by an act of parliament in the year 1956 for fixing standards in teaching, examination and research in college and university education system. This is a national body for the coordination, determination and maintenance of standards of university and college education in our country. The UGC serves as a vital link between the Union and State Governments and the institution of higher education in our country. In addition to its role of giving financial help to our universities and
colleges, the UGC also advises Central and State Governments on the steps necessary for the improvement of college and university education in India. It also frames regulations such as those on the minimum standards of qualifications of teachers, on the advice of subject specialists and academicians with whom it contracts in connection with the formula action, monitoring and evaluation of teaching and research programmes.

UGC shall, in consultation with the relevant universities, take all such steps as it may think fit for the promotion and co-ordination of college and university education and for the maintenance of standards in teaching, examination and research. Schemes and programmes for improvement are implemented by the UGC for increasing excellence and enhancing standards for institutions of higher education system in India.

The UGC shall consist of one Chairman, one Vice-Chairman and ten members appointed by central government. Thus, UGC has 12 members in total. The Chairman and Vice-Chairman of UGC shall be chosen among such persons who are not officers of the central government or any state governments of our country. The ten members of UGC will be chosen in the following way:

(i) Two members shall be taken among the officers of the Central Government of India.

(ii) Not less than four members shall be taken among teachers of universities of our country.
(iii) The remaining members shall be taken among following:

(a) Who have best knowledge or experience relating to agriculture, commerce, industry or forestry,

(b) Who are members of the engineering, legal, medical or other learned professional bodies of India.

(c) Who are Vice-Chancellor of Indian Universities, or who are not being teachers of universities, are educationists of repute or have higher academic distinctions in their life.

The Chairman and Vice-Chairman of UGC hold their posts on a full-time basis. The executive head of UGC is the Secretary. The Secretary of UGC heads its secretariat with over 65 officers and other supporting staff. This commission of higher education is also helped by the subject experts from different universities, colleges, institutions and national laboratories for evaluation, monitoring and formulation of commission’s programmes for higher education.

Registered Office of UGC: The registered office of UGC is situated at Bahadur Shah Zaffar Marg, New Delhi – 110002.
UGC Regional Offices:

In accordance to National Policy of 1986 on Higher Education, the UGC decentralised its working system by opening seven regional offices catering to the states under it. The major objectives of setting up these regional offices of UGC were to bring about decentralisation and to ensure that a large number of colleges situated in whole of the country, will have better opportunities of response to their needs and problems by way of easier access to UGC office. The following schemes relating to higher education have been implemented through the regional offices of UGC:

1. Award of Teacher Fellowship to college teachers for doing M.Phil or Ph.D., Degrees.
2. Autonomous college of India.
3. College Science Improvements Programme and College Humanities and Social Sciences Improvement Programme in India.
4. Construction of Women’s Hostel in every Indian university.
5. Centenary financial help to Indian universities and colleges.
6. Development of such colleges who are affiliated to State Universitites in India.
7. Financial help for Day Care Centre in our country.
8. Financial help to such Teachers who are Visually Handicapped (Blind).

10. Revival of old and reputed Colleges (50 to 75 years old) of the country.

11. Setting up of College Development Councils in the country.

12. Seminar, Symposia or Conference etc. for colleges and universities.

13. Teachers living in border area of our country.

**Funds of UGC:**

In our country UGC is only one of the patterns in the higher education and research field. This commission receives grant in aid from central government of India under two important heads, viz. Non-Plan and Plan. The Non-Plan grants is essentially meant to fulfil needs of maintenance cost of Central Universities, some deemed to be universities, Colleges of Delhi and for continuance of some ongoing schemes of UGC for example JRF or RA etc., in both central and state universities of the country.

The Plan Grant is used for general development of every university for obtaining infrastructural facilities. Here infrastructure means construction of new buildings, purchase of equipment for laboratories, expansion of library and for academic and administrative needs of universities. The money of plan grant are also used for such schemes which relates to improvement of quality of teaching, research, examination, corporate life, etc.
The central government gives money to the UGC in every financial year for the performance of its activities smoothly. The second important source of finance of UGC is money received from state governments or any authority or person.

**Functions of UGC:**

1. The most important function of UGC is to promote and co-ordinate university and college education in India. For this purpose, the commission can fix the standards of teaching, examination and research in Indian universities.

2. The UGC can make an inquiry into the financial needs of universities and colleges in the country.

3. The UGC can allocate and disburse funds to universities and colleges of India.

4. For giving funds, the commission can give weightage to development of that university or college, its financial needs, the standard attained by it and national purpose for which that university or college has served in the past.

5. The UGC can allocate and disburse financial funds to deemed universities of India for maintenance in special cases, for development and for any other purpose of higher education.

6. The UGC can establish institutions for providing common facilities, services, and programmes for a group of Indian universities or for the Indian universities in general.
7. The UGC can advise any university for improvement of its education standard.

8. The UGC can advise Central or State Governments for allocation of any financial grants to Indian universities.

9. The UGC can advise any authority for establishment of a new university or expansion of any activities of old universities of the country.

10. The UGC can advise Central Government, our State Governments or Indian universities on any matter if referred to it for its advice.

11. Our UGC can collect any information on such matters relating to higher education in India or abroad and make these information available to any body if it think fit so.

12. The UGC can ask any university to furnish such informations which are related to financial position or the studies in different branches of subject in that Indian university.

13. UGC can ask any Indian university to furnish information relating to the teaching and examination system of such university.

14. The UGC can perform any other function which is necessary for discharging the above functions.
**Powers of UGC:**

1. The UGC has power to take decision about nature of any course of study for obtaining any qualification from any university in the country.

2. The UGC has power to take decision about types of activities in which, persons obtaining a specific qualification are likely to be engaged on the basis on those qualifications.

3. This UGC has power to fix minimum standards, in which a person possessing a specific qualification should be able to maintain his work so that, no person gets admission to that course of study by reason of power of money and thereby prevents a more meritorious person from getting admission in that course.

4. In view of the UGC, it is necessary in the public interest to fix amount of fees that may be charged from students for securing admission in any course of study. The UGC has powers to decide the amount of fees that can be charged by the universities or colleges for such courses. The UGC also has rights to decide different scale of fees for different universities, different classes of colleges or for different areas of our country.

5. No Indian college or university can charge any fees in respect to any matters other than a matter approved by UGC for any students in connections with his admission in such course of study.
6. When such fact comes to notice of the UGC that an Indian college or university situated in the country has accepted directly or indirectly any payment other than by way of fees of any donation or gift whether in cash or in mode from any student, this commission has right to pass an order prohibiting such college from presenting any student of such course of study to any university for award of concerned degree.

7. UGC has right to pass an order for termination of affiliation of any college in the country if such colleges are not obeying the rules and orders of UGC.

8. When affiliation of any college is terminated, the UGC shall take all such actions for safeguarding the interest of students of that college in the terminated course.

9. Any Indian university or college cannot receive any financial grant from central or state governments without the approval of the UGC.

10. For assessing the financial need of an university, UGC has power to conduct an inspection of such university through its committee.

11. The UGC shall inform to that university about the date of inspection and than, such university shall be liable to cooperate to such UGC Inspection Team.

12. If Supreme Court gives orders to UGC, it can conduct examination for such university. (See Appendix II).
13. The UGC shall inform to such university about the inspection report of UGC team and after receiving the opinion of that university, it can recommend for action of the UGC Team.

14. If an University, situated in India, fails to obey any recommendation of inspection team of UGC in a reasonable time, it has the right to cancel its financial grants.

15. The UGC has right to prepare a budget each year for next year in prescribed forms, showing the estimated receipts and expenditures. One copy of this budget shall be sent to the Central Government.

16. The UGC has right to prepare and maintained each such financial books of accounts and other books in such form and in such manner as prescribed by Controller and Auditor General of India.

17. The UGC has right to prepare and produce in such form as prescribed for this purpose its annual reports and statements after close of the year to Controller and Auditor General of India.

18. The financial and other related accounts of UGC shall be audited by Controller and Auditor General of India every year.

19. The UGC has rights to prepare its annual report in prescribed forms once in a year showing detailed account of its activities for the previous year and copy of this report and audit report of CAC shall be sent to the central government. This report will be laid before both the houses of the parliament.
20. Our central government can give direction to UGC on National Policy of Education.

21. Our Central Government has the power to formulate rules for UGC for the following purposes:

(i) About procedure of retirement of members of UGC.

(ii) About disqualifications of members of UGC.

(iii) About terms and conditions of services of members of UGC.

(iv) About terms and conditions of services of employees of UGC.

(v) About additional functions of UGC.

(vi) The prescribed forms of returns and information which are provided by universities in respect to their financial position and standards of teaching and examinations to UGC.

(vii) About inspection methods and procedure of universities by UGC Team.

(viii) About forms and procedure for preparing budgets and other reports by UGC.

(ix) About system and manner in which accounts and other related books are maintained and prepared by UGC.

(x) About procedure and form in which annual returns and other documents are to be submitted by the UGC to the central government.

(xi) Other informations and documents which is required by our Central Government.
22. The UGC has the right to make rules and regulation relating to following:

(i) Different meeting of UGC and rules & procedure for conducting such meeting.

(ii) Deciding the manner and purpose for which the person may be associated to UGC.

(iii) Deciding the terms and conditions of service of the officers and employees of UGC.

(iv) Specify names of institutions or colleges or universities which may be recognised by UGC.

(v) Deciding about qualifications of persons who can be appointed to the teaching staff of the university, college and institution.

(vi) Deciding the minimum standard of instruction for awarding any degree by any university in India.

(vii) Deciding the maintenance of standard, facilities and coordinates of universities, colleges and institutions of our country.

(viii) To regulate the establishment of institutions and colleges, or universities relating to common facilities, services and programmes.

(ix) To decide such activities in respect to fees, that may be charged from students and scales of fees for college, university and institution.
(x) To decide the system of inquiry about the fee, other payments, donation or gift received by university, college or institution in cash or other modes from students.

23. The UGC may delegate its power of general superintendence and direction to its Chairman, Vice-Chairman, with regard to the expenditure of maintenance of office and internal administration of UGC.

1.5 DIRECTORATE OF COLLEGIATE EDUCATION

The Directorate of Collegiate Education was formed in 1965 with a view to bring about an overall improvement and expansion in Collegiate Education in Tamil Nadu. Prior to 1965, Collegiate Education was an integral part of the DPI. There were only 24 Arts and Science Colleges during the year 1947 and at the time of formation of this Department. There were 92 Arts and Science College, and 18 Colleges of Education. At present, 347 (96-97) Colleges are under the control of the Director of Collegiate Education. The break up details are as under:
### DEPARTMENT OF COLLEGIATE EDUCATION
#### 1. STATISTICS OF HIGHER EDUCATION COLLEGE

<table>
<thead>
<tr>
<th></th>
<th>Govt.</th>
<th>Aided Colleges</th>
<th>Unaided Colleges</th>
<th>Total</th>
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<td>Arts and Science Colleges</td>
<td>58</td>
<td>132</td>
<td>114</td>
<td>304</td>
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<tr>
<td>OTHER COLLEGES</td>
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<td>4</td>
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<td>02. Oriental</td>
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<td>15</td>
</tr>
<tr>
<td>03. School of Social Work</td>
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<td>-</td>
<td>2</td>
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<tr>
<td>04. College of Education</td>
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<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>160</strong></td>
<td><strong>122</strong></td>
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### DEPARTMENT OF COLLEGIATE EDUCATION
#### (ii) STAFF POSITION IN COLLEGES

**A) NUMBER OF TEACHING STAFF**

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<td>i)</td>
<td>Govt. Colleges</td>
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<td>4685</td>
<td>4687</td>
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<td>ii)</td>
<td>Aided Colleges</td>
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<td>11246</td>
<td>11261</td>
<td>11265</td>
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<td>iii)</td>
<td>Un-aided Pvt. and Self-financing Colleges</td>
<td>549</td>
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<td><strong>17861</strong></td>
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</table>
ADMINISTRATIVE SET UP:

The administrative and financial control of these colleges vests with the Director of Collegiate Education. From the year 1992, the Department is headed by an IAS Officer. Now senior-most principals are also appointed as Director of Collegiate Education. He is assisted by the following Officers and supporting staff.

1. Joint Director (Planning and Development)
2. Joint Director (Finance)
3. Chief Accounts Officer
4. Deputy Director (Administration)
5. Law Officer
6. Senior Accounts Officer
7. Assistant Director
8. Personal Assistant to Director
9. Special Officer for scholarships
10. Supporting staff (25 sections)

The Government colleges are directly administered by the Director of Collegiate Education through the Principals of the respective colleges, and the Aided Colleges are administered through 6 Regional Joint Directors. The annual block grants are released by the Department to Chennai, Madurai Kamaraj and Annamalai Universities.
Other Universities receive maintenance grants though this Department. The Chennai Institute of Development Studies also gets an annual net deficit grant through this department.

The supervisory and monitoring functions of the Government colleges are performed by this Directorate. The aided colleges receive grants from the Government through Regional Joint Directors. The payment of grants consists of 100% salary grant, minus the tuition fees collected from the students and non-salary grant of 80% of the total expenditure on approved items subject to certain ceilings.

The Directorate has introduced a direct payment of salary scheme for the staff in aided colleges from 1.4.1980, Regional Offices have been formed to oversee the implementation of this scheme.

The problem focus:

Are the present day teachers slowly drifting away from the high ideals and praise worthy practices set by our ancient teachers? Are they after material gains? Have they forgotten the examples of great teachers? Have they forgotten that they belong to a noble profession, which demands dedicated service in the cause of the youth and of the country?
Higher Education:

Higher Education between 1950 and 1975. In 1950-51 average annual salary of college teachers was Rs.2,700.

The college teachers did not have any part in the formulation of the syllabus. From 1975, the growth of Indian higher education was quantitative and not qualitative. Growth of higher education seem to be fruitless.

Ills of Higher Education:

B.Ed. is not necessary for college teachers. In every other profession, the prospective candidate is expected to have undergone some training in that profession, before being considered for employment. The college teachers has to pass the test conducted by the State Govt (SLET) or by the central Government (UGC/NET or CSIR). Motives of the teachers seem to have changed from internal motives to external motives.

The right recruitment process should be followed by the universities for selection of teachers in colleges.

Most teachers seem to stop learning after becoming teachers. There is a problem of non-accountability concerning teachers. Where a particular caste or religions group start the colleges, those belong to respective group are recruited even if they were to be under achievers. A large number of teachers seem to be quite pleased with quiet life. The teachers are neither motivated nor motivate others.
Role of Self Financing Educational Institution

At present, the self – financing educational institutions play a vital role in providing higher education. Since they provide quality and innovative education on par with international standards, they are welcomed and accepted by the society. This is evident, when one finds foreign students coming to India for pursuing higher education. As a result, self-financing colleges gained greater momentum in the late nineties.

Imparting value, need and quality – based education is the main motto of the self-financing institutions. The courses offered in these institutions are of the latest kind. They readily provide employment on handsome salary, moreover, it is provided beyond doubt that these educational institutions maintain greater quality standards Thus, these institutional discharge their social responsibility by providing good and quality education to their wards. Besides this, persons with credit and distinction in their academic line get ready jobs and are offered a reasonable salary.

Apart from these direct employment opportunities, many people get indirect employment also. The government of Tamil Nadu encouraged private trusts to come forward to open educational institutions. The burning problems of unemployment and under employment are solved through these institutions.
**Importance of the study:**

Teaching profession was considered a noble profession and it teaching seems to be gradually losing its states. The spirit of professionalism seems to be gradually disappearing, consequently, the education in every direction seems to be badly affected.

The Education Commission, “was extremely unhappy over the existing conditions of teaching and evaluation in higher education.”

Kapur pointed out, “Students all over the world have dominated better teaching and their evaluations, have bright to light many of the deficiencies in college teaching.”

The Kothari Commission Report describes the situation in many colleges as follows. “In many of the colleges and universities a majority of the teachers teach mechanically and listlessly.”

Conditions continue to be more or less same today. Besides, the Trend Reports on higher education in the second survey of education of such states that “Studies or College and university teachers are rule”

All the above mentioned points imply that there is a definite case and tremendous scope for improving the quality of teachers and their teaching in higher education. This research is an attempt in this area.
A little more than half a century has passed since the Government initiated a planned development of higher education in the country with the establishment of University Grants Commission in 1953.

The policy for the development of higher education has been mainly governed by the ‘National policy on Education’ of 1986 (as modified in 1992) and its Program of Action, 1992. The 1986 policy and Action Plan of 1992 were based on the two landmark reports namely, the ‘University Education Commission Report’ of 1948-49 (popularly known as Radhakrishnan Commission), and the “Education Commission Report” of 1964-66, (popularly known as Kothari Commission). These two reports, in fact, laid down the basic framework for the National Policy of 1986 for higher education in the country.

The Radhakrishnan Commission on University Education had set up goals for development of higher education. While articulating these goals, the Commission put it in following words:

“The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values”.

The National Policy on Higher Education 1986 translated the vision of Radhakrishnan Commission and Kothari Commission in five main goals for higher education, as enumerated below; which include Greater Access, Equal Access or Equity, Quality and Excellence, Relevance and Value Based Education.

a) Greater Access requires an enhancement in the education institutional capacity to provide opportunities to all who deserve and desire higher education.

b) Equity involves fair access to the poor and the socially disadvantaged groups.

c) Quality and Excellence involve provision of education by accepted standard so that students receive available knowledge of the highest standard and help them to enhance their human resource capabilities.

d) Relevance involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and

e) Value Based Education involves inculcating basic moral values among the youth.

The Action Plan of 1992 included schemes and programmes which were directed towards expansion of intake capacity in general, and that of the disadvantaged groups such as the poor, SC, ST, minorities, girls, the physically challenged persons, and those in the educationally backward regions, in
particular. The Schemes/Programmes were designed to improve the quality through strengthening academic and physical infrastructure, to promote excellence in those institutions which have exhibited potential for excellence, and to develop curriculum to inculcate right values among the youth.

The University Grants Commission came into existence in 1953 and the UGC Act came into force in 1956 with the objective of promotion and coordination of university education and for determination and maintenance of standards of teaching, examination and research in universities. As per its mandate UGC has been taking steps, through various schemes, to promote quality education having regard to the concerns of Access, Equity Quality, Excellence, Relevance and Value based education.

The Indira Gandhi National Open University (IGNOU) established by an Act of Parliament in 1985 promotes Open University and Distance Education System in the country. It has widened the access to higher education by providing opportunities to large segments of the population by adopting integrated multimedia instructions. The reach of IGNOU has increased substantially by the use of Gyan Darshan, an educational TV channel and Gyan Vani, FM radio Channels.

Significant contributions in the field of higher education have also been made by research councils like the Indian Council of Social Science Research (ICSSR), the Indian Council of Historical Research (ICHR), the Indian Institute of Advanced Studies (IIAS), the Indian Council of Philosophical Research
(ICPR) and the National Council of Rural Institutes (NCRI). These Research Councils, which function outside the university system, promote research and creativity in important areas like social sciences, history, philosophy and interdisciplinary areas.

THRUST AREAS OF HIGHER EDUCATION DURING 5TH TO 10TH FIVE YEAR PLANS

Analysis of the past Five Year Plans indicates that, there have been continuous efforts to strengthen the base by developing infrastructure, improving the quality through several programmes and schemes, introducing reforms in content and evaluation and encouraging generation of knowledge through research. The focus of fifth five-year plan was on Infrastructure Development, the sixth plan onwards the focus shifted to Consolidation and Quality Improvement. The Seventh Plan laid emphasis on Research and Academic developments. It was from this plan onward that the development centers of excellence and area study programmes got special attention. From the Eighth Plan onward, the need for Differential Funding was recognized. Under the plan, it was envisaged that the developing departments would be provided necessary funds to bring up their facilities and activities to an optimum level for their teaching and general research programmes. The Ninth Plan aimed at gearing the system of higher education to meet the challenges arising out of the major social, economic and technological changes. The focus of Tenth Plan was aimed at
quality and relevance of higher education, research and development, management in financing and the use of the new information and communication technologies. The Tenth Plan provided the basis for higher education in the 21st century.

Table 1 – Plans and Thrust Areas

<table>
<thead>
<tr>
<th>Plans</th>
<th>Thrust Areas</th>
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| Fifth   | ▪ Construction of academic buildings, library, staff quarters, teachers’ hostel, students’ hostel, study homes, non-resident students’ center.  
          ▪ Purchase of books, journals, equipments.  
          ▪ Appointment of additional teaching staff, technical supporting staff etc. |
| Sixth   | ▪ Improvement of standards;  
          ▪ Regulation of admission;  
          ▪ Restructuring of courses for practical orientation and greater relevance;  
          ▪ Centralization of instrumentation and repair facilities;  
          ▪ Make extension as an integral part of education;  
          (low priority was given to expansion of educational facilities by way of new universities, centres for postgraduate studies, new department and to construction/extension of buildings involving brick and mortar). |
| Seventh | ▪ Creation of research and other centralized facilities at selected centers for the benefit of a group of institutions in the region/country. |
| Eighth | Strengthening of existing postgraduate departments in terms of laboratories, workshops and library services;  
| | Opening of new specialized courses and departments, in case of developed, with an inter-disciplinary approach, provided they could be sustained by existing facilities.  
| | In case of developing universities, new departments and courses only if the need is justified;  
| | Viability of courses, departments etc, so that those courses that have lost their relevance or are outdated could be dispensed with and teachers in such subjects could be retrained. |
| Ninth | **Relevance and Quality of Education:**  
| | Career development by encouraging the relevant courses with professional focus;  
| | Modification in traditional courses to make them application oriented; |

- Encouragement of academic mobility and cross-fertilization of ideas with a view to inculcate the feeling of national integration by providing special assistance for faculty housing/complex and hostels.
- Restructuring courses at first degree level so that they become relevant to the local needs and environment and increase the area of employability of graduates;
- Prioritisation of programs intended to achieve the national objectives;
- Development of Centres of Excellence;
- Optimisation of use of the existing facilities in the universities/colleges specially physical facilities.
Encouragement to universities to develop basic theoretical understanding of discipline to ensure that the theory and practice are blended and integrated;

- Focus on hands on experience; and

- Addressing the public concerns about downslide in the quality of education by focusing on the quality of education rather than on quantitative expansion.

**Access and Equity:**

- Paying special attention to institutions of higher education in backward areas, hill areas and border areas in order to remove regional imbalances;

- Addressing the higher education needs of under-represented social groups including the SC/STs, women, handicapped and the minorities, and

- Focus not only on quantitative expansion but also on qualitative development of institutions of higher education in the areas catering to the above groups.

**University and Social Change:**

- Encouragement to universities to develop a greater emphasis on non-degree programs in order to meet the expectations arising out of changes that are taking place in the society;

- These activities to be made responsibility of every department; while the departments of adult and continuing education would be the focal point for social change function and

- Major thrust to be given to program for the development of women studies and centre for women studies shall be essentially inter-disciplinary.
<table>
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<th>Management of Education:</th>
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<tr>
<td>▪ Support for streaming the university management system;</td>
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<tr>
<td>▪ Assistance for academic, administrative and financial decentralization;</td>
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<tr>
<td>▪ Autonomy of the Departments;</td>
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<tr>
<td>▪ Autonomy of the affiliated colleges &amp; institutions;</td>
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<tr>
<td>▪ Developing in-house training facilities for non-teaching staff, rationalization of posts; increasing use of information technology in management; and</td>
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<tr>
<td>▪ Establishment of College Development Council, Workshops for college Principals, and improvement in backward and forward linkages.</td>
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<th>Resource Mobilization:</th>
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<tr>
<td>▪ Focus on planning for internal and external resource mobilization;</td>
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<td>▪ Differential fee structure;</td>
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<tr>
<td>▪ Enhancement in fees for foreign studies; and</td>
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<tr>
<td>▪ Generation of revenue through increased university-industry linkages.</td>
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**Thrust Areas in the 10th Five Year Plan**

**GENERAL:**

To achieve a profound transformation of higher education in order that it becomes an effective promoter of sustainable human development and at the same time, improves its relevance with closer links with the world of work and achieve quality in its teaching, research, business and community extension functions including life long learning.
SPECIFIC:

To contribute to the transformation through improvement of the conceptions, methodology and practices related to:

- The relevance of higher education.
- Quality, evaluation and accreditation.
- Research and development.
- Outreach activities in business and community and life long learning.
- The knowledge and use of the new information and communication technology.
- Management and financing.
- Export of higher education, and reorientation of international cooperation.
- Strengthening of open and distance education system.
- Strengthening of research institutions.
- Mobilization of resources.

Proposals / Recommendations for 11th Five Year Plan

A Working Group on Higher Education was set up by the Planning Commission under the Chairmanship of the Secretary (HE), vide order no.M-12015/2/2005-Edn. Subsequently, it was decided to constitute seven Sub-Working Groups on the following sectors of higher education:
1. Central Universities
2. Deemed to be Universities
3. State Universities
4. Colleges
5. Distance Education
6. Quality of Higher Education
7. Research

**Challenges in 11\textsuperscript{th} Plan:**

A renewal of higher education in the 11\textsuperscript{th} Five Year Plan is proposed to make able to face the challenges of the twenty first century, to ensure its intellectual independence, to educate and train responsible citizens and qualified specialists, without whom the country cannot progress economically as well as politically. Thus, the development of higher education in 11\textsuperscript{th} plan is among the highest priorities of our central government. The higher education system is changing radically in diversity of programmes, in its structure, in its curricula and it is adopting itself to maximum utilisation of information and communication technology. Our UGC will give more emphasis in the 11\textsuperscript{th} plan period in improvement of academic and physical infrastructure of higher education system. With the help of improved convergence of communication and computer technology UGC will try to increase speed and quality of higher education in the 11\textsuperscript{th} plan period.
The globalisation has a great impact on our higher education system, because of world-wide shrinking space, and shrinking communication revolution. Unfortunately in India, the benefits of globalisation have been received only by few families having enlightened family background, strong academic commitment and better financial position. In the 11th plan period, UGC will try to give the advantages of globalisation to all segment of society through better higher education facilities to every Indian. For this purpose following steps will be taken in the 11th Five Year Plan:

1. It will try to give best teaching and training facilities to every Indian youth in all disciplines and in all subjects.
2. It will try to increase quality of higher education and train each human power in all disciplines to sustain and enhance national contribution of youth in the country.
3. In 11th plan period, UGC proposes to increase such educational institutions in higher educational areas where one lack and improvise the existing institutions for innovative academic and operative governance. The UGC will try to use advanced new information and communication technologies for creating virtual academic structure to increase the quality in teaching and research.
4. In 11\textsuperscript{th} plan marginalisation of poor will be reduced, through credit base and open-choice approach beginning even at undergraduate level of education.

5. Higher education system will be planned in such a way to give more autonomy to colleges to award degrees. Thus, dominance of affiliating system will reduce and process of authority with responsibility will increase in higher education system in India.

6. It will try to develop a healthy competition among public education system, foreign university and private institutions of education.

7. The need for strengthening of research in the universities is increasing in 11\textsuperscript{th} plan period. UGC will support basic as well as utility oriented disciplinary and interdisciplinary research during 11\textsuperscript{th} plan period. Big support is given for developing excellence and good balance will be maintained between basic and applied research portfolios.

8. In 11\textsuperscript{th} plan period, defence and security strategies, economics and world trade, Humanities and social science and allied subjects will be given more importance in higher education in an organised way.

9. In 11\textsuperscript{th} plan, adult and continuing education will be further widened through reorganising it a link between business and
society in the country. The scope of adult and continuing education will include skills, health, environment, physical fitness values, good citizenship and such factors which will lead one to be a good citizen.

10. Special programmes of higher education for SC/ST, minority, women, and physically handicapped person will be developed in 11th plan by the UGC.

11. To develop and increase quality of teaching and learning experience, will be put to use new information systems.

12. To develop more open and flexible higher education system with “Cafeteria approach”.

13. To change curricula of every subject for each examination to reflect the need for national economy with international benchmark.

14. To increase innovations in laboratory teaching in higher education system in the country.

15. To develop creativity of teachers, research fellows, students and external experts to increase multimedia teaching material in higher education system.

16. To increase electronic communication network in the colleges and universities for sharing academic views of teachers and students.
17. To increase opportunities for better finance for innovative and creative educational institutions in the country.

18. To increase opportunities for mobilising finance in higher education system.

19. To develop a mechanism for better efforts to teach students by expert teachers in universities and colleges.

20. To examine and develop methods of charging tuition and other fees structure for every course, without burdening the students.

21. To develop independent financial support system in the higher education system for venture capital for academic initiatives and student education loan.

22. To increase advanced information and communication technology for better quality of teaching and research in higher education system.

23. To develop such undergraduate education system which will increase employment opportunity in the society.

24. To identify and give more financial support to those universities and colleges which have potential to produce better results both in undergraduate and post graduate levels. For this purpose the UGC will ask universities and colleges before every five year plan, the last plans preference and the next plans needs.
25. To develop such a framework which combines the strengths of scientific laboratories, private initiatives and universities to run advance institutions for undergraduate and postgraduate science teaching in the country.

26. To give encouragement to Research and Development institutions and industries for symbiotic Research and Development Programmes in higher education system.

27. To increase investments in basic and utility-oriented research and promote interdisciplinary research work in every discipline of higher education.

28. To increase study of higher education abroad for foreign students.

29. To develop a suitable link with international educational and research institutes for enriching the students and teachers in the country.

30. To develop understanding for social change and increase perception for human values with the help of outreach activities in our higher education system.

31. To develop the role of universities in severing Indian society through interdisciplinary and transdisciplinary approach.

32. To develop better opportunities for faculty in the universities and colleges for devoting extra time for research and for the development of institutions and industries.
33. To develop a system of cross flow of teachers and scientists through exchange programmes between universities and diverse research laboratories at national and international stage.

34. To increase quality consciousness and judge performance of educational institutions in the country.

35. To increase sports and personality development activities among teachers and students in the country.

**Inter-University Resources for Betterment of Quality:**

**Inter-University Centres:**

The UGC has been setting up autonomous centres since 1984 in the country. The first Inter-university Centre was established to give common facilities for research, and for different services and programmes. Since heavy investment in infrastructure and input is beyond the reach of the individual university of our country to have expensive research facilities. The UGC has started INFLIBNET programme from 1993-94 under which the libraries of the different universities are connected with each other so that they can access information through computer networking system. The following inter-university centres were established during the Five year Plans.

**Inter-University Centres:**

i. Nuclear Science Centre in the year 1984 in Delhi.

ii. Inter-University Centre for Astronomy and Astro-Physics in the year at Pune.
iii. Inter Universities Consortium for DAE facilities in Indore in the year 1989.


v. Information and Library Network (INCLIBNET) established in a project made in 1991 and incorporated as a Society in 1996 in Ahmedabad.

National Facilities:

In addition to the above Inter University Centres, UGC has also set up following national facilities attached to some Indian Universities.

1. Western Regional Instrumentation Centre in Mumbai in the year 1978.
3. Crystal Growth Centre at Anna University in the year 1990.
5. Inter-University Centre for Humanities and Social Sciences at Indian Institute of Advance Study at Shimla in the year 1991.
8. Information Centre at S.N.D.T. Women’s University in Bombay in the year 1986.


Above Inter-University Centres and the national facilities provide service to all Indian universities with respect to research, library networking and audio-visual communication to improve the quality of learning, teaching and research in the country.

**National Assessment and Accreditation Council (NAAC):**

UGC has established the above council for evaluating the performance of the colleges and universities and courses conducted by Indian universities, in order to increase and improve the quality and standard of the higher education. The office of this council was established in Bangalore and the accreditation, at present, is done on the choice of that college or university.

The mushroom increase of “Fake” Universities, Vishwavidyalayas, Vidyapeeths has been a matter of much concern to the UGC, which is entrusted with the responsibility of maintenance and coordination of standards in higher education system in the country. UGC has the right to confer or grant ‘degree’ only to an university, established or incorporated by or under a Central Act, a Provincial Act or a State Act or an institution deemed to be university under Section 3 of the UGC Act.
Section 23 of this Act provides that: “No institution, whether a corporate body or not, other than a university established or incorporated by or under a Central Act, a Provincial Act or a State Act shall be entitled to have the word “University” associated with its name in any manner whatsoever”.

Provided that nothing in this section shall, for a period of two years from the commencement of UGC Act, apply to an institution which, immediately before such commencement, has the word “University” associated with its name.

Thus the institutions, registered under the Societies Registration Act, 1860, are not empowered either to associate the word “University or Vidyapeeth” etc. with the name of their institution or to award degrees.

The Parliamentary Standing Committee of India recommended the creation of some mechanism to curb the activities of such unauthorised educational institutions. Accordingly, the Government of India, Ministry of Human Resource Development advised the UGC to create a special Cell to deal with this problem relating to the existence or functioning of Fake Universities in the country, in order to save innocent aspiring students of the country from being duped by the self-styled institutions claiming themselves to be universities.

1. Our UGC and the Association of Indian Universities (AIU) keep a strong watch on the existence of fake universities in India and their activities. The working of fake universities in India is brought to the notice of UGC by members of public, students and their parents or any other agency. Then by UGC relevant provisions of the UGC Act are
brought to the notice of the promoters or office bearers of such self-styled or fake universities. These institutions are also asked by UGC to stop from using the word “University” and also to stop awarding degrees or diplomas. The concerned State Governments are requested by the UGC to make enquiries about the existence or functioning of such fake universities in their states. In addition, to the above steps, the UGC gives wide publicity to the list of fake universities every year cautioning students and parents about such fake institutions.

According to the official record of the UGC, there are 18 fake universities included in the list of Fake Universities of UGC. There may be many more fake educational institutions in the country, information about which is not available with the UGC. In addition to these 18 institutions identified, the Bhartiya Shiksha Parishad, Lucknow, which was earlier included in the list of fake universities has not been included in this list at present because this institution has secured an interim stay from the Lower Court at Lucknow. The Court has restrained the UGC from calling or treating the institution as ‘fake’ due to pending decision on the Writ Petition filed by the Institution. The UGC has already initiated strong action for the vacation of this interim stay. Till a final decision is taken by the Court, the name of this educational institution has been excluded from the list of the fake universities by UGC.
2. UGC has a Special Cell, known as “Malpractices Cell” to deal with matters relating to the existence or functioning of fake universities in the country. This Cell collects information through print-media and disseminates information about fake universities working in India. This Cell also liaises with different agencies of the Central Government and the State Governments and takes such steps as are treated necessary for checking the working of fake educational institutions. The Central Government has also made request to State Governments and Union Territory Administrations to keep a strict watch and to prosecute such educational institutions for violating UGC Act, 1956, and other laws of our country.

3. At the beginning of each academic session, UGC issues a Press Release in all national news papers advising the aspiring students, wards and the public at large, not to pursue Higher Education or Courses with such self-styled fake universities or Vishwavidyalayas which are functioning Unauthorised in different parts of the country.

4. The Hon’ble Minister for Human Resource Development of Government of India has also written a letter to all the Chief Ministers of the States in September 1998, requesting them to keep a strict watch over the educational institutions for the purpose of identifying which organisation violates the provisions of the law and prosecute the offenders under the provision of the UGC Act and other laws of the
country including the Indian Penal Code. The Chief Ministers have also been requested to issue suitable instructions to the Registrars of Societies of their state that they should consult UGC when an application is forwarded to them from an Institution for registration under the title University, Vishwavidyalaya and Vishwavidyapeeth or on the regional synonym with the object of conferring degrees to Indian students.

5. For stopping the activities of the fake universities in the country, our UGC has proposed comprehensive changes in the UGC Act, which include suggestions about the expression to the word University ‘Vishwavidyalaya’ Vidyapeeth etc. in various regional languages and also providing strong punishment under Section 24 of the UGC Act.

(iii) TEACHERS’ COMPETENCE AND MOTIVATION

- Restructuring of NET / SET with greater emphasis on recruitment of adequate and good quality teachers.
- Revamping ASCs and upgrading teachers capabilities through short and long term courses.
- Expansion of research programmes / projects and incentivizing research faculty through funded projects / research.
(iv) MISCELLANEOUS

- UGC in consultation with stakeholders arrives at an optimum size of universities and the number of college affiliations.
- Setting up of a new Inter-university Centre on higher education to undertake specialized research for policy formulation.

Quantitative Expansion

Quantitative expansion in enrolment will be achieved through: expansion of existing institutions, both government and private; creation of new government (Central and States) funded universities and colleges; facilitating / removing barriers in creation of new universities and colleges; special programmes for targeted expansion in CU; support to State universities and colleges, and additional assistance to under-funded institutions; the implementation of recommendations of the Oversight Committee (OSC), would be subject to final order of the Supreme court. Focus on access and affordability in SCs, STs, OBCs, and minority concentration districts and implementation of the recommendations of the Sachar Committee with respect to educational development of the Muslim community.
Inclusive Education

The objective of inclusiveness will be achieved through the following:

- Reduction of regional imbalances;
- Support to institutions located in border, hilly, remote, small towns, and educationally backward areas;
- Support to institutions with larger student population of SCs, STs, OBCs, minorities, and physically challenged;
- Support to the SCs, STs, OBCs, minorities, physically challenged, and girl students with special scholarships / fellowships, hostel facilities, remedial coaching, and other measures;
- Setting up of an ‘Equal Opportunity Office’ in all universities to bring all schemes relating to this group under one umbrella for effective implementation.

Quality Improvement

Quality improvement in higher education may be brought about through restructuring academic programmes to ensure their relevance to modern market demands. Domestic and global linkages with employers and external advisory resource support groups and tracer studies; greater emphasis on recruitment of adequate and good quality teachers; complete revamping of teaching / learning methods by shifting from traditional repetitive experiments to open-ended design-oriented work for encouraging invention and innovation; compulsory interactive seminar – tutorials, broadening the content of Science and
engineering programmes to strengthen fundamental concepts, improving learning opportunities and conditions by updating text books and learning material; and improving self-directed learning with modern aids and development of IT network.

New CU

30 CU will be set up including 16 on the basis of one CU in each of the 16 uncovered States such as Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh, J & K, Jharkhand, Karnataka, Kerala, MP, Orissa, Punjab, Rajasthan, Tamil Nadu, and Uttarakhand. The Indira Gandhi National Tribal University will be set up as a CU. In addition, it is proposed to establish 14 new CU aiming at world class standards. These universities will be set up under a single umbrella Central legislation and will be subject to the State providing land free of cost and signing a Memorandum of Understanding (MoU) for a minimum set of educational reforms in its university system whereby the new institutions serve as benchmarks of excellence for other universities and colleges.

The proposed 14 World Class Universities (WCU) need to be carefully planned to have various schools including medical and engineering. Their establishment should be implemented in a creative mode, by setting up an autonomous project team comprising eminent people for each of the proposed WCU, who would design and implement the project creatively. The location of these institutions should be determined by competitively evaluating alternative
offers of land by State. The location decision should balance the desire for achieving a greater geographical spread and the potential synergies arising from co-location with the existing reputed institutions and laboratories (e.g., Indian Council of Scientific and Industrial Research [ICSIR] laboratories). The setting up of WCU will take time, especially to come up to full strength. But locations and initiation of work should get top priority during the Eleventh Plan so as to enable India to become a global knowledge hub and set benchmark for Central and other universities.

Supporting State Universities and Colleges

About 8800 affiliated colleges of State universities, mainly undergraduate colleges, are technically under the purview of UGC but do not get assistance as they do not meet the minimum eligibility norms in terms of physical facilities and human resources. During the Eleventh Plan, about 6000 colleges and 150 universities will be strengthened to enable these institutions to fulfill the criteria for UGC assistance. Each college and university will be provided Rs. 2.0 crore and Rs. 10 crore, respectively, based on DPR. But there must be corresponding funds from States plus willingness to raise funds internally.

Although assistance is provided by UGC to about 160 State universities and 5625 colleges through development grants, due to the budgetary constraints the funding is low and insufficient affecting the quality of interventions. During the Eleventh Plan, these colleges and universities will be provided one-time
assistance at the rate of Rs 1.0 crore and Rs. 5.0 crore, again based on DPR. This support will be subject to the matching commitments on funding and reforms from the Centre, States, and institutions.

Correcting Regional Imbalances:

Establishing 370 New Degree Colleges

States like Bihar, MP and Orissa have low GER. To ensure better access with equity, a new CSS will be launched with a Central-State funding pattern of 1:2 (1:1 for Special Category States) for increasing intake capacity in the existing institutions of starting new institutions. Further, 370 new degree colleges will be established in districts with low GER based on careful selection.

Initiatives for Inclusive Education In States

Focus on the disadvantaged sections (SCs, STs, OBCs, and minorities) holds the key to achieving the GER of 15% for the Plan. Financial assistance will be provided to the States on the basis of specific projects submitted for these social groups. Girl’s hostels will be constructed in districts with low female GER and high concentration of SCs, STs, OBCs and minorities. About 2000 hostels with a unit cost of Rs. 1.0 crore will be provided during the Eleventh Plan subject to the recurrent expenditure being borne by the States/beneficiaries and hostels being managed by the respective institutions.
REFORMS IN APEX REGULATORY INSTITUTIONS OF HIGHER EDUCATION

The government has created an elaborate institutional arrangement by establishing the UGC as an umbrella organization for coordination and maintenance of standards of higher education, as also other professional statutory councils for regulating professional and technical education and determining their quality and standards. These include AICTE, Medical Council of India (MCI), Bar council of India, NCTE, etc. These institutions have played an important role in laying down a strong foundation for higher, professional, and technical education and expanding its base throughout the country. However, major structural changes have taken place during the last 25 years or so in the domestic education system. The growing linkages and involvement with the international education providers, the context of higher, professional, and technical education has undergone a paradigm shift.

It is, therefore, imperative to review the changing role that these organizations are expected to perform in the context of global changes, with a view to enabling them to reach out, regulate and maintain standards, and meet the challenges of diversification to enhance access and maintain the quality and standards of higher, professional, and technical education. This would help create and expand the relevant knowledge base from the point of view of the expanding individual entitlements and increasing the capacity of the economy to take full advantage of the domestic and global opportunities.
A high – level committee will be set up to suggest a specific reforms agenda in this context. Similar exercises will have to be carried out with respect to State level institutional arrangements.

NATIONAL MISSION IN EDUCATION THROUGH ICT

A National Mission in Education through ICT will be launched to increase ICT coverage in all the 378 universities and 18064 colleges. The Mission will focus on digitization and networking of all educational institutions, developing low cost and power consuming access devices, and making available bandwidth for educational purposes. MHRD-Department of Information Technology (DIT)-Department of Tele Communications (DoT) collaborative efforts are needed to ensure fully electronic universities and digital campuses. Advanced computational facilities will be provided in select institutions.

The outputs envisaged from these efforts include:

- Availability of e-books in English language for most of the subjects.
- EDUSAT teaching hub at each of the CU.
- 2000 broadband Internet nodes at each of the 200 Central Institutions.
- One Satellite Interactive terminal for providing network connectivity in 18000 colleges.
- Each department of 378 universities and each of the 18064 colleges to be networked through broadband Internet modes of adequate bandwidth.
• Digitization of large volume of video contents of Teaching Learning Materials generated overtime.

• Spreading Digital Literacy.

National Knowledge Network and Connected Digital Campuses for plunging into knowledge cyberspace:

• The move from the old economy to a knowledge economy is characterized by collaborations and sharing of knowledge. These days, the R & D activities are becoming multi – disciplinary and moving onto collaborative mode amongst researchers spread across countries. The Eleventh Plan must, therefore, aim at creating a world – class ambience by establishing a dynamically configurable national multi-gigabit network connecting all education institutions, R & D institutions, hospitals, libraries, or agricultural institutions.

• A provision of Rs.5000 crore has been made in the Eleventh five Year Plan for ‘Education Mission through ICT.’ This would adequately take care of the recommendations of the ‘Oversight Committee on Reservations in Higher Education Institutions’ for harnessing ICT and creating digital campuses to cope with the challenges of the age of networked intelligence, as well as the recommendation of the National Knowledge Commission for networking 1000 institutions in the first phase.
• The Integrated National Knowledge Network shall be designed to support Overlay Networks, Dedicated Networks to create country wide classrooms, and empower campuses through campus wide network. The entire network will seamlessly integrate with global science at multiple gigabits per second speed. In the first phase 1000 institutions would be brought under this network.

• A suitably structured Empowered committee consisting of stakeholders will also be required to co-ordinate activities of creation and implementation of the content, applications, and establishment of network. The Empowered Committee shall be assisted by a technical Advisory committee.

• The National Knowledge Network will enable our institutions of higher learning to have digital campuses, video-conference classrooms, and wireless hot-spots campus wide. Students of all professional / science programmes should be encouraged to have their own laptops / desktop computers, with hostels providing wi-fi connectivity.

1.7 JOB – SATISFACTION

The word job satisfaction refers to the persons feeling of satisfaction of the job. This feeling acts as a motivating factor and does not mean just self satisfaction, happiness, self contentment of an individual but it deals with the satisfaction of the individual on job.
Job – satisfaction refers to an employee’s general attitude towards his job, job satisfaction is a result of motivation and achievement of an employee about the job and the organisation.

**Definitions of job satisfaction:**

According to Hoppock statement, any combination of psychological and environmental circumstances that cause a person truthfully to say “I am satisfied with my job.” Here he gives such emphasis on the environment or the surrounding, where a person works must be congenial and safe. He must also get the psychological satisfaction like getting recognition, belongingness, job security etc., physiological satisfaction like working place must be suitable for person’s health.

**LOCKE** defines job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience facilitating the achievement of one’s job values.

**HERTZBERG** found that five factors stood as determinants of satisfaction (i) achievement (ii) recognition for work (iii) responsibility (iv) advancement (v) work itself.

Dissatisfiers were dissatisfied, regarding supervision, company policy, administration, interpersonal relations and working conditions. These dissatisfies were named hygiene factors while the satisfier factors were called motivators.
THEORIES OF JOB SATISFACTION:

1. Fulfillment Theory:

   According to this theory, job satisfaction is measured in terms of rewards which an employee receives when his performance is assessed. It measures the extent of the satisfaction an employee receives in the work he is possessing. There is a direct and positive relationship between job satisfaction and the actual satisfaction of the expected needs. The level of satisfaction and the strength of the extent of individual’s desire in a particular area must be found out.

2. Discrepancy Theory:

   This theory, explains the importance of getting actual expectation of an employee about his job. It argues that satisfaction is the function of what a person actually receives from his job situation and what he thinks that he should receive or what he expects to receive.

   When this is measured, if the result of the actual satisfaction derived is less than expected satisfaction it results in dissatisfaction. This theory has divided the opinion of an employee about the job into three (i) Satisfaction (ii) Dissatisfaction and (iii) Over satisfaction.

3. Equity Theory:

   A person’s satisfaction is determined by his perceived equity. The perceived equity is determined by his input – output balance.
Input – output balance is the perceived ratio of what a person receives from his job and about his contribution to the job. It claims the requirement from both the sides, that is from the job as well as from the employee. This theory stressed rewards causes feelings of unfair treatment over reward leads to feelings of guilt and discomfort.

4. Two Factor theory:

This theory was developed by Hertz berg, Mausner, Peterson and capewell. They identified certain factors as satisfiers and dissatisfiers.

Factors such as achievement, recognition, responsibility etc are satisfiers. The presence of these factors cause satisfaction but at the same time the absence of these factors does not result in dissatisfaction.

Factors such as supervision, salary, working, conditions, etc are dissatisfiers. The absence of these factors would cause dissatisfaction but the presence does not create satisfaction among the employees.

5. Equity – discrepancy Theory:

This is a combination of equity and discrepancy theories. Lawlet has adopted the difference approach of the competency theory rather than the ratio approach of equity theory. From equity theory the concept of comparision has been selected to serve as an intervening variable. Under this theory satisfaction is defined as the difference between the outcomes that one perceives and actually receives from the outcomes that one feels he should receive in comparison with others.
When the individual feels that what he actually received is equal to what he perceives he should receive, there is satisfaction.

This model reveals that a person’s perception of what he should receive is influenced by the inputs and outputs of others. If his inputs are similar to those of reference groups but his outcomes are less, he is likely to be dissatisfied.

Lawler suggest that those individuals are likely to be more satisfied who perceive:

(a) their inputs are low.
(b) their jobs are less demanding.
(c) their reference groups have less favourable input – output balance.
(d) they are receiving a high outcome level and
(e) their reference groups are receiving less outputs.

6. Social Reference Group Theory:

Reference group defines the way an individual looks at the world. According to this theory, job satisfaction occurs when the job meets the interest desires and requirements of a person’s reference group.

The social reference theory is similar to the need fulfillment theory except that it takes into account not the desires, needs and interests of the given individual but rather the point of view and opinions of the groups to which the individual looks for guidance. This theory is an incomplete explanation to the extent that same people are independent of group opinion and group pressure.
7. Stogdill’s Theory:

‘Output’ of an organisation are group integration production and morale. Satisfaction of individual expectation results in group cohesiveness but is not necessarily related to production. Morale and production will only be related to satisfaction when the conditions are similar.

Thus any organisation consists basically of a structure of group linked together by overlapping membership into a pyramid through which work flows. So the basic unit is the face – to - face work group. People regularly interact and work together with their supervisor.

Examples are:-

Head of the department, the principal, teachers, librarian, library aids and other non-teaching staff of the colleges. The principal and staff numbers share work in co-ordination for effective functioning of the college. This will lead to better performance by teacher and give them greater job-satisfaction which are the essential attributes for a good organisational climate.

**JOB SATISFACTION DEPENDS ON FOLLOWING FACTORS:**

1. Personal factors:

It includes worker’s sex, education, age, marital status and their personal characteristics, family background, socio – economic background etc.
2. Factors inherent in the job:

These factors have been studied and found to be important and in the selection of employees. They wouldn’t like to be guided by their co-workers or Supervisors. They would like to plan what they have to do.

These factors include the work itself, conditions, influence of internal and external environment on the job which are uncontrolled by the management.

3. Certain factors could be controlled by the management:

They are the nature of supervision, job security, kind of workgroup, wage rate, promotional opportunities, transfer policy, Duration of work and sense of responsibilities. These factors could be controlled by the management, the nature and way of supervision could be altered. If all these factors are managed in a positive manner by the management, it would motivate the workers and provide a sense of job satisfaction.

Determinants of job satisfaction:

Job satisfaction is determined by two variables, suggested by Abraham A. Korman.

(i) organisational variables

(ii) personal variables
(i) organisational variables:

(a) Occupational level:

The higher the level of the job, the greater the satisfaction of the individual. People in higher level jobs are given more preference and most of their needs are satisfied. People in lower level jobs are given less preference and they find it difficult to satisfy their needs.

(b) Job content:

The job content must be varied to avoid the repetitiveness. Repetitiveness causes boredom among the workers.

(c) Considerate leadership:

Any human being would like to be treated with consideration. This considerate leadership results in higher job satisfaction than in non-considerate leadership.

(d) Pay and promotional opportunities:

Any individual will be much satisfied if his payment is upto the satisfactory level and there is scope for promotion.

(e) Interaction and the work group:

Interaction is most satisfying. Because.

(i) It results in cognition.

(ii) Permits the ready calculability of the other’s behaviour and constitutes a validation of one’s self.
(iii) It results in being accepted by others.
(iv) It facilitates the achievement of goals.

(ii) Personal variables

(a) Age:

There is a relationship between age and job satisfaction. An individual aspires for better and more prestigious jobs in later years of his life.

(b) Educational level:

There is a negative relationship between the educational level and job satisfaction. If the educational level is high, the expectations of workers would also be high. It also plays a vital role in the measurement of job-satisfaction.

c) Marital Status:

The general impression is that married employees and employees having more dependences tend to be more dissatisfied due to their great responsibilities. But such employees may be more satisfied because they value their jobs more than unmarried workers.

d) Experience:

Job satisfaction tends to increase with increasing years of experience. But it may decrease after twenty years of experience.

(e) Sex:

Women are less satisfied than men due to fewer job opportunities.
1.8 MORALE

Definitions of Morale:

Morale reflects the attitudes and sentiments of organisational members towards the organization and its objectives and policies. Morale is the total satisfaction a person derives from his job, his work group, his boss, his organization and his environment.

According to W.H. Wallney, Morale has been defined “as an attitude of mind which conditions have well or have badly duties are performed.”

According to Edwin. P. Flippo, “Moral is mental condition or attitude of individuals and groups which determines their willingness to co-operate”.

Good morale is evidenced by employee’s enthusiasm, voluntary conformance with regulations and orders and a willingness to co-operate with others in the accomplishment of organisation’s objectives.

Poor morale is evidenced by cases of in subordination, discouragement and dislike to job, company and associates.

Teacher’s Morale

The teacher has to play a multiple and diversified role in keeping up with the expectations, the ambitions and the needs of his several associate groups, such as the management, the principal or his colleagues, his pupils and the community at large, lack of adequate recognition, unjustified criticisms, unsatisfactory and disgusting mode of treatment, expectation of results without proper reward, indiscipline, aided and abetted by pupils, his colleagues by the
head of the institution or by outside elements, exposure of innocuous shortcomings in the presence of others, failure to recognize the basic environmental and individual needs, frequent absenteeism from work and the like are the main factors that signify “Teacher’s Morale”.

Morale is an intriguing variable and it is well known that the pupils will respond according to their general emotional state of readiness. Morale is both an individual as well as a group phenomenon.

Morale is the sum total of the satisfaction which an individual or a group of members experiences because of his / her association and involvement in an organisation.

It is a state of motivational drives, which the individual or group of members experiences, and the confidence in his or their ability to achieve goals and to cope up with the future challenges.

Morale is the consensus exhibited by a group of persons in pursuit of the goals of the group.

Thus morale may range from a passive complacency to that of an active eager desire for achieving the ultimate aim or objectives. The morale is an outcome of institutional and organisational factors. The immediate teaching and the ambient environments and the personality depression due to unwanted criticisms and unnecessary interferences in the work of the teachers by the management, the principal, the parents and the like also affect the morale of the teacher.
Thus physical, social, environmental factors, lack of recognition and the policy of not being rewarded commensurately and inadequate provision of amenities could reasonably be classified as the potential factors affecting the teacher’s morale.

A high level of morale among the teachers is an indication of the high quality of education, good discipline, voluntary submission to rules, regulations and orders, strong organisational stamina or a high degree of employee initiative in the development of the organisation.

A low level of morale signifies the presence of mental unrest, discontented lack of enthusiasm to work and frequent absenteeism and a general apathy towards the work they are entrusted with. The mental tension on the part of the teachers not only hampers the progress of the students community but also leads to the ill-health of the workforce, strikes and uncivilized exhibitions of discontentment, constant bikering and insighting, disloyalty to the organisation and the leadership, dislike of job and even violation of the rules and the orders.

**Dimensions of Teacher Morale**

Teacher moral components has been identified by Mehta, A.V. (1997) in eight dimensions. They are (i) Teacher welfare (ii) security (iii) conditions of work (iv) interpersonal relations (v) job satisfaction (vi) Administration (vii) need satisfaction and (viii) Cohesion.
(i) Teacher Welfare:-

It concerns the teacher and his progress, paying attention to facilities, provision of flexible leave, professional development and provision for free education for their words and timely facilities for leisure time pursuit, refreshment and relaxation.

(ii) Security:

The security dimension comprises basically of all those elements which cause a threat to his job. Further, it includes regular and honest payment of salaries, tribunal in case of dispute with the management, fear of victimization in any form. Actually they should enjoy permanent tenure.

(iii) Conditions of work:

This dimension refers to the conditions of the work they are required to work. It includes regular work timings, easy availability of casual leave and involvement of teachers in school work including a role in academic planning and decision making. All these conditions of work provides the teachers psychologically satisfying them in their profession.

(iv) Interpersonal relations:

The college is a second home. A college like all other educational organisations is a social system. Teachers and principals are colleagues engaged in a common task, achieving a common goal. There should be interpersonal relations. The principal is the head of the academic family the
college family. Interpersonal relations among staff should be such that the families of staff members visit one another freely and without reservation in natural course.

Teachers should open out their ears to hear to their colleagues, including the principal. The establishment of such rapports makes each member feel free to express his views even if they are contrary to the views of the principal or their colleagues.

(v) Job satisfaction:

It refers to doing job in the best possible manner. This would need internal autonomy for teachers and freedom of speech, and experimentation. This would be the acid test for his job satisfaction. It is not merely more pay that brings job satisfaction to teachers, but congenial condition of work and better human relations which becomes a source of internal happiness.

vi. Administration:

The teacher morale goes up or falls down depending upon how it is administered, Centralised authority and strict supervision and control, lessens teacher morale, whether staff members openly or Not, they desire their participation in decision making process. In this respect, regular staff meeting, provide the best form of expression, discussion and consultation. The administrator should recognise merits and facilitate the work of talented teachers by protecting them from avoidable administrative hurdles. No teacher should
have grounds to say that Principal’s attitude is that of an administrator, which would naturally irritate him. Administration should strive more to facilitate teacher’s work rather than relish in controlling it.

vii) Need satisfaction:

It includes the satisfaction of both social needs and psychological needs. Staff teachers need recreation, moments relaxation, occasions of informality and opportunities for free mixing. They welcome opportunities to work together, to play out together and to execute things together with students. They celebrate events of facilitations and rejoining together in company. The four basic needs of an individual recognition, security, affection and adventure are satisfied and even when they are not fully satisfied, honest efforts are made to satisfy them. This maintains and raises teacher morale.

viii) Cohesion:

Cohesion refers to purposeful unity or agreement among the principal and staff members. The school becomes a team, the members of the school organisation operate as members of the same family. They manifest harmony, concord and symphony. Teachers take tea together during recess. Fellow feeling characterises in their behaviour.
**Importance of teacher Morale:**

The role of morale was recognized in early times in the military, where four elements of battle efficiency was recognised and they are the number of men, arms regimentation and morale of these four.

Nepoleon is said to have attached maximum weightage to morale in winning the battle.

With the industrial revolutions and growth of large scale industrial organisation. The role of morale has received its recognition as a strong driving force. Even though highly intangible and difficult to quantify, morale is a powerful force in an organisation.

Workers and groups with high morale are over productive than workers and groups with low morale.

**Morale Determination:**

The moral of the teachers can be measured with reference to the following factors.

1. Gender
2. Educational Qualification
3. Designation of a teacher
4. Teaching Experience
5. Nature of the college Management.
6. Locality (Region)
7. Age
8. Size of the family of the teacher.
9. Job Discrimination Index
10. Job involvement
11. Family involvement
12. Life satisfaction.

Factors Affecting the Teacher Morale:-

1. Satisfaction with teaching
2. Service conditions
3. Fringe benefits
4. Teaching loud
5. Recognition
6. Personal characteristics.
7. Vocational activities.
8. Likely change of duties.
9. Academic improvement
10. Sharing of responsibilities.
11. College facilities (Physical)
12. College facilities (Academic)
13. Relation with pupils
15. Rapport with head master.
16. Relations with non-teaching employees.
17. Relations with parents of students.

18. Classroom management.


20. Participation in college programmes.

**Morale: - Socio - Economic Factors:**

The following are the socio economic factors which have a bearing as the morale.

1. **Age:**

   Age is a very important factor, which influences the attitudes of employees towards job and organisation. There are different age groups that exist in the organisation due to the management’s recruitment policies.

2. **Marital Status:**

   The marital status of an employee is a significant factor in moulding his mental climate which may influence the morale level of the employee.

3. **Education:**

   The educational qualification of employees naturally are different in different organisation based on the recruitment policies of the management. The higher educational qualifications very often help in the proper understanding of the job, leading to better performance.
4. **Family type:**

Besides the size of the family, the type of the family of the respondents influences his attitude. The joint family system and the nuclear family system are the two types which are sure to influence the attitudes of the employees to their job.

5. **Family size:**

The size of the family is another important factor which influences the attitude of the employees to their jobs and ultimately their morale.

6. **Salary:**

Salary is traditionally a powerful monetary incentive to motivate the employee and influence the level of his morale. The higher the salary, the higher the morale and vice-versa.

7. **Period of Service:**

Just like variations in age, the period of service of the respondents also vary. The perception level of the respondents relating to various jobs varies due to different period of service. Hence the study of the experience of the respondents is important.

8. **Spouse’s status:**

Spouse status also influences the morale of the employees. The educational status of the spouse affects the mental condition of the employees.
9. Residential Accommodation:

Accommodation specifically refers to the convenience of the residential accommodation. This may have a bearing on the employees’ morale. The rental house system is generally unwelcome to the employees, as it lacks facilities.

10. Mode of Transportation:

Transportation is another important factor that influences the attitude of the employees. The larger the distance, the deeper is the resentment. If the transportation is comfortable it saves time and energy daily.

Approaches to Morale:

i) Classical Approach:

It emphasises on the satisfaction of basic needs of the employees if the basic needs of the employees are satisfied their morale will be high.

(ii) Psychological Approach:

It suggests that not only the basic needs of the people but psychological needs also influence the morale of the people, psychological needs are main motives of morale.

(iii) Social Approach:

It supports that morale is a social phenomenon which pulls the men to live in society or groups in pursuit of a common goal.

Morale is closely connected with motivation and willingness to work. Job satisfaction is the measuring rod for morale. If an employee is satisfied with
his job, his morale is said to be high and in case he is dissatisfied, his morale is low. Motivation induces people to work to their satisfaction in a manner most beneficial to the organisation.

Motivation is infirmately connected with the morale. Good motivation leads to high morale, poor morale is the manifestation of a weak or defective motivation process. Morale is a state of mental health which is closely related to motivation. Morale is related to the state of mental health which is closely related to loyalty, egoism, enthusiasm. etc., Morale is an identification of group interest and that of the interest of the enterprise, fellow workers and the requirements of the job. Morale is the subjective feeling of the employees. If a group shows an attitude of satisfaction, its morale will be high.

1.9 MOTIVATION

Definitions of Motivation

Motivation, organisational climate and morale are interdependent and overlapping concepts and without one, the others cannot be achieved.

Among all the three factors, motivation has an added importance. A motivated employee alone can perceive his organisational climate in a positive way and work with a high degree of zeal, vigour and morale. Understanding the basic premises for motivation becomes a prerequisite for the present study.

The motivation as a concept, is extremely important for the understanding of the individual and the institutional behaviour. Motivation is a common concept and includes all factors of production that initiate, direct and organise
the behaviour of the individual and determines the intensity, the propensity and
the persistence of his behaviour. It is a very complex concept influenced greatly
by the social, institutional and individual factors. According to Scott, “Motivation means a process of stimulating people to action to accomplish
desired goals.”

As against this “maslow has defined it in the following terms. “Motivation refers to the way in which urges, drives, desires, aspirations,
strivings, needs which direct, control and plan the behaviour of human beings.”

The following could be understood as the characteristics of motivation.

a) Motivation is an Internal Feeling:

Motivation is a psychological phenomenon which gets generated within
an individual person. Needs are feelings in the mind of a person that he lacks
certain things associated with motivation, such feelings would affect the
behaviour of the person.

b) Each individual in the organisation is a self–contained and inseparable unit
and all his needs are interrelated, these affect the behaviour of the individual in a
number of ways. Moreover, the feeling of needs or wants is a continuous
process such needs create a continuous change in the behaviour of the human
beings.

c) Motivation is the product of anticipated values from an action and the
perceived probability is that these values will be achieved by proper action. The
anticipated value is called ‘valence’ and it is defined as the strength of a person’s
preference for one act in preference to that of others. The perceived probability is called ‘expectancy’ and it is defined as the strength or belief that a particular act will result in a particular outcome.

**Importance of Motivation:**

Motivation is one of the most important facts that determines organisational efficiency. All organisational facilities will go to waste if there are no motivated people in the organisation to utilize these facilities effectively and fully.

Each principal in a college must motivate his teacher to develop the right type of behaviour in them. Diagnosing human behaviour and analysing as to why people behave in a particular way, is of primary importance in motivating the individual irrespective of the nature of the organisation, as the individual is the basic component of any type of organisation. These ideas may be summed up as follows:-

**1. High performance Level:**

Motivated employees achieve higher levels of performance when compared to the other unmotivated employers. A high level of performance is important for any organisation and motivation is the most important requirement for high level of performance.
2. Low Employee turnover and Absenteeism:

A motivated employee remains in the organisation for a long period and his absenteeism becomes quite negligible. A low level of employee turnover as well as a high level of absenteeism may create many problems in an organisation such as making proper arrangements for recruitment and training. Training a large number of new personnel and making them work as a team may take a number of years. In a competitive environment this may become a difficult task. The non-performance of this task effectively and efficiently may result in the loss of reputation for the organisation as a whole.

3. Acceptance is an organisational change:

Organisations come into existence in a society due to constant changes in the society, such as changes in the technology, changes in the value system and the like. An organisation has to incorporate these changes in its structure to enable it to cope up with the requirements of the changes that take place over a period of time. When these changes get introduced in an organisation, there is a tendency on the part of the employees to resist these changes. However they must be properly motivated to accept, introduce and implement these changes to enable the organisation to proceed in the right patch towards progress and development.
Thus, motivation is a very important factor in the process. The basic objective of studying the organisational behaviour is related to observing, comprehending, analysing, predicting and influencing human behaviour in the organisation.  

**Motivation of Teachers:**

Various researchers have made attempts to analyse the pattern of the motivation of the teachers. Arora had made a differentiation between the effective and the ineffective teachers on the basis of a six dimensional approach, namely, personal, professional, academic, pupil teacher relationships, classroom behaviour and interaction with the principal and the fellow teachers. The higher scores obtained by a teacher in all these six aspects of motivation would reveal that he was more effective as a teacher.

In the past, teachers did not have, opportunities for their professional and career development, a proper economic and social status, an initiative for innovation and creative work, a suitable orientation in concept, techniques and value systems to enable to play their role effectively and fulfill their responsibilities.

In the context of developing the motivation of the teachers the following factors deserve our special attention.

1. Organising specially desired orientation programmes in teaching methodologies, pedagogy educational psychology and the like for all the new teacher entrants.
2. Organising refresher courses for teachers already in service at least once in five years.

3. Organising orientation programmes by using the internal human resources from the universities and by bringing together a member of colleges for conducting the programmes.

4. Encouraging the teachers to participate in seminars, symposia and the like.

Factors that influence motivation:

1. Achievement
2. Recognition
3. Responsibility
4. Desire for Advancement
5. Growth
6. The nature of the work itself.

Motivation is an intrinsic force activising and directing the behaviour of an individual or of human beings in the realization of their goals. It gets reflected in the feeling of readiness or willingness to do the assigned work. Motivation is the predisposition of an individual to act in a specified goal directed activity.

The concept of motivation has been subject to varied interpretation as its measurement is a complex phenomenon. An approach to measure motivation is an attempt to cater to the needs of an individual as required at a particular given point of time.
Motivational Techniques:

The management of an organisation generally resorts to financial as well as non-financial motivation techniques to motivate its employees.

Financial Motivations:

Such a type of motivation is connected directly or indirectly with money, rewards, wages and salaries, involvement in the business, profit sharing, leave with pay, medical reimbursement facilities and the like may be included under this type of motivation.

At the first glance, money would appear to be one of the lower level basic needs, a need that could be quickly complied with. But in reality this may not be. The reason is that merely a medium of exchange. It is more than a vehicle through which one can satisfy his other higher order needs.

When a person buys a car, he is doing something, more than just spending his money, in buying the car, he is buying at least in his own eyes, prestige, recognition and a visible symbol of his achievements. He uses money to satisfy some of his higher order needs such as self-actualisation, ego and social needs. Besides the safety and physiological needs. For this reason, money is sometimes regarded as the most esteemed need and hence, the most reliable motivator. But as Gillerman has said,” Money is so subtle and instrument that the ultimate effect of money itself is not easier to identify than is an egg in an omlette.”
Besides money, there are other motivators, which deal with the personal development of the employees and their relation to their environment in which they have to work. This is corroborated by the observations of experts. Yoder observes:

“Theories of joint goals and identification have attracted wide attention. They have encouraged participative management and consultative supervision.

They have been highlighted in proposals for management by objectives. The common these is that workers who help set their individual and group goals are strongly motivated to achieve them.”

Argyris has said that a motivational system should be based on personality characteristics of the individuals as they grow from childhood to maturity. The management should therefore, provide a work climate in which everyone has a chance to grow and mature as an individual and as a member of a group. The basic assumption being that men can be self-directed and creative at work, if properly motivated.

**Non-Financial Motivators:**

These motivators are not connected with monetary rewards. In the words of Dubin, “non – financial incentives are the psychic rewards or the rewards of enhanced position, that can be secured in the work organisation.”

Some of the most commonly used non-financial motivations are:-

1. Appraisal, praise and prestige

2. status and provide
3. competition
4. Delegation of Authority
5. Participation
6. Job Security
7. Job Enlargement
8. Job Rotation
9. Job Loading
10. Job Enrichment
11. The Reinforcement
12. Quality of work life.

Theories of Motivation:

Content Theories:

1. Maslow’s hierarchy of needs.
2. Hertzberg’s two factor theory.
3. Theory ‘X’ and Theory ‘Y’.
5. Clayton Alderfer’s ERG theory

Process Theories:

1. Vroom’s expectancy mode.
2. Porter – Lawler’s model.
3. Adam’s equity theory.
1. Content Theories

These attempt to determine what motivates people at work. It identifies the needs/ drives that people have and how these needs/drives are prioritised. They are concerned with types of incentives or goals.

1. Maslow’s need Hierarchy Theory. (1943)

Maslow examines the question why people work in terms of their need satisfaction or need deprivation. His theory postulates that human needs can be organized into hierarchy of prepotency with the physiological needs of the bottom and self actualisation at the top.

He presents five need, categories.

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<td>Esteem needs</td>
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<td>(Strength, achievement, adequacy, recognition, appreciation and reputation)</td>
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<td>Social needs</td>
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<td>(Love, affection and belongingness)</td>
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<tr>
<td>Physiological needs</td>
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<td>(Hunger, thirst, sex and sleep)</td>
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Physiological needs:

Refer to basic needs when these needs are satisfied, the higher order needs emerge, which dominate a person’s behaviour.

Safety needs:

These refer to needs like freedom from physical harm, need for orderly life and economic security.

Social needs:

Social needs emerge when the psychological and safety needs are satisfied. They refer to love, affection and belongingness.

Esteem needs:

These can be classified into 2 categories i) needs referring to strength, achievement, adequacy and ii) needs relate to such things as recognition, appreciation and reputation need for Self-Actualisation:

This need becomes everything that one is capable of becoming.

Criticism:

i) There are little evidence to support Maslav’s theory that human needs form a hierarchy.

ii) This model doesn’t handle the problem of linkage between individual need satisfaction and the achievement of organisational objective.
2. Hertzberg’s two factor theory of Motivation:

This theory of motivation hygiene was proposed by psychologist Fredrick Hertzberg. According to Hertzberg, the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Intrinsic factors such as, achievement, recognition, the work itself, responsibility, advancement and growth seems to be related to job-satisfaction. Motivators on the other hand, when they were dissatisfied, tended to cite extrinsic factors such as company policy and administration, Supervision, interpersonal relations and working conditions such as Hygiene Factors.

Hertzberg concluded that job satisfiers are related to job content and job dissatisfaction were related to job context.


a) Need for a achievement (Ach):

The drive to excel, to achieve in relation to a set of standards, to strive to succeed.

b) Need for power:

The need to make others behave in a way that they would not like to behave otherwise.

c) Need for Affiliation:

The desire for friendly and close interpersonal relationships.

According to Mc. Celland, people can be classified into 2 groups: (i) one small and ii) The other large.
Those falling in the small group are challenged by opportunities and the other is not so challenged by opportunities.

**Findings:**

1. High achievers are successful as entrepreneurs because managing their own business gives the satisfaction of personal achievement.
2. People with high achievement may or may not be good managers because in large companies, managing is a question of making others achieve their targets rather than personal goal achievement.
3. People with high power need are successful as managers because the desire for power drives them to work.
4. Employees can be successfully trained for high achievement where the jobs actually require high achievers.

Mc. Greger (1960) makes two sets of opposite assumptions. These assumptions reflect the basic contradiction in human nature. Theory ‘X’ states that the role of managers is to control human and organisations is to control human behaviour to attain organisation goals.

Theory ‘Y’ indicates that the goals of the organisation could be attained if it provides opportunities for self – actualisation.

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Theory ‘X’</th>
<th>Theory ‘Y’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work is inherently distasteful to most people.</td>
<td>Work is as natural as a game if the conditions are favourable.</td>
<td></td>
</tr>
<tr>
<td>2. Most people are not ambitious.</td>
<td>Most people have little desire for responsibility and prefer to be directed.</td>
<td></td>
</tr>
<tr>
<td>Self- control is important in achieving organisational goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Most people have little creativity in solving organisational problems.</td>
<td>The capacity for creativity in solving organisational problems is widely distributed among people.</td>
<td>Motivations occurs at the social esteem and self-actualization levels as well as physiological and security levels.</td>
</tr>
<tr>
<td>4. Motivation occurs only at the psychological and safety levels.</td>
<td></td>
<td>People can be self directed and creative at work if properly motivated.</td>
</tr>
<tr>
<td>5. Most people have to be closely controlled and after co-erced to achieve organisational goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Theory x assumes that most people dislike work and it is a product of the nature of the organisation, management, philosophy, policies and practices.

In order to manage people, Mr. Gregor suggested his Theory ‘y’.

i. Management is responsible for organisation of the elements of productive enterprise in the interest of economic ends.

ii. People are not passive as a result of experience in organisation.

iii. The motivation, the potential for development, the capacity for assuming responsibility are present in people. It is the responsibility of the management to make it possible for people to recognise and develop these characteristics.

iv. The essential task of management is to arrange organisational conditions and methods of operation so that people can achieve their goals by directing their own efforts towards organisational objectives.

5. Clayton Alderfer’s ‘ERG’ theory:

Alderfer of Yale university has reworked Maslow’s hierarchy of needs.

Alderfer identified three groups of core needs.

1. Existence needs – E

2. Relatedness needs – R

3. Growth needs – G

The existence needs are concerned with survival needs ie physiological and safety needs of Maslow.
The Relatedness needs stresses the importance of love need and esteem need of Maslow.

The Growth needs are concerned with esteem and self – actualisation needs.

According to Alderfer, more than one need may be operative at the same time. If a higher level need is not satisfied, the desire to satisfy a lower-level need increases. All the three need categories work at the same time.

II. Process Theories:

These theories attempt to explain the process of motivation ie How an individual work behaviour is initiated, energised, directed, sustained and stopped. They may refer to cognitive and non-cognitive variables.

1. Victor H. Vroom’s Expectancy Model:

Vroom explained that a person’s motivation towards an action at a particular time is determined by the anticipated values of all the outcomes, positive and negative of the action, multiplied by the strength of the action, multiplied by the strength of a person’s expectation that the action will lead to the outcome sought.

The motivated relationship is expressed in the formula.

Valence X Expectancy = Motivation.
In order to motivate a person to work one can do only two things.

(i) One can increase the positive value of the outcomes through such means as better communication about the outcomes, values and actually increasing them.

(ii) One can increase his expectancy that the work will really lead him to the desired outcome i.e. it will strengthen the connection between the work and the outcome.
2. Porter – Lawler Model of Motivation:

a) Effort: It refers to the amount of energy extended by an employer on a given task.

b) Performance: It is determined by the amount of effort and the ability and role perception of the individual.

c) Rewards: performance is seen as leading to intrinsic and extrinsic rewards.

d) Satisfaction: if actual rewards meet or exceed perceived equitable rewards, he will be satisfied.
### Importance of porter-lawler model to the manager

a) Matches the ability of the individual to the requirement of the job.

b) Explains the role of employees.

c) Explains the expected level of performance to the employees.

d) Makes sure that rewards are valued by the employee.

### 3. Equity Theory:

Stacy Adams propounded the equity theory. Inequity is the injustice perceived by a person when he compares his outcomes with the ratio of another person’s outcomes to input and finds that they are not equal.

\[
\frac{\text{Persons outcomes}}{\text{Persons' inputs}} = \frac{\text{other’s outcomes}}{\text{other’s inputs}}
\]

If there is inequity can occur.

a) The person can alter inputs efforts. An under-paid worker may reduce the effort and overpaid workers may increase the effort.

b) The person might try to change the rewards of his company through unions (or) individually.

c) Sometimes the person might quit the job.

d) The person may try to reduce the inputs of the other person.

e) He might altogether change the level comparisons.
4. Skinner’s theory of Operant Conditioning:

According to prof. B.F. skinner,” it is a theory of learning ie how to make an animal or human being learn about what may be regarded as positive behaviour, that is the desirable behaviour. It is based on the idea that behaviour depends on its consequences.

The process consists in the strengthening of a stimulus relationship by reinforcing the positive or desired response ie by rewarding if in some or other form and that too fairly early, so that the animal or human being can see the connection between the positive behaviour and the reward.

Rewards in response to good work or positive behaviour would reinforce or strengthen such behaviour. Similarly, the withdrawal of such stimulus or rewards when the response is negative would discourage the formation of such unproductive and undesirable behaviour.

1.10 NEED FOR THE STUDY:

Nowadays more number of colleges are arising up over nights. The quality of welfare measures and scale of pay rendered to the teachers employed in these colleges vary a lot. In most of the self-financing colleges, the teachers cannot have job-satisfaction due to the pressure given by the management. The welfare measures enjoyed by these teachers also are very limited compared to the Government and Government-Aided college teachers.
There is a fear among the aided college teachers about cutting of finance from the Government which is another cause of job-satisfaction.

Hence it can be stated strongly and firmly that study on, “Job-satisfaction morale and motivation of college teachers in Tiruchirappalli District” is an important matter for study which will enable the researcher to find out the various aspects linked with college teachers.

1.11 PROFILE OF THE STUDY AREA

BHRATHIDASAN UNIVERSITY

History:

Bharathidasan University, named after the revolutionary Tamil poet, Bharathidasan, was established by the Government of Tamil Nadu in 1982, through Bharathidasan University Act 1981. The University is one among those recognized by the University Grants Commission for receiving grants as per section 12B of UGC Act. It is a member of the Association of Indian Universities and the Association of Common Wealth Universities.

The university has been nationally accredited with ‘A’ Grade by the National Assessment and Accreditation Council (NAAC).

The university carries out teaching research and extension activities through its schools and Departments. The university has jurisdiction over Eight Districts including Tiruchirappalli, Karur, Perambalur, Ariyalur, Thanjavur, Nagappattinam, Tiruvarur and Pudukkottai. The colleges located in those
districts are affiliated to this university. The composition of the affiliated colleges is as follows: 75 Arts and Sciences, 3 colleges of Fine arts and 2 colleges of Education 1 UNI Faculty Institutes and 23 Approved institutions, 8 Autonomous colleges.

**Campuses:**

Palkalaiperur campus: The university campus (Palkalaiperur Campus) is located in an area of 1000 acres of land situated in 16 kms. away from Tiruchirappalli Junction on Trichy – Pudukkottai National Highway. It is linked by Tiruchirappalli International Airport at 9 kms. and Railway Junction and Central Busstand at 18 kms.

The campus constitutes Central Library and Departments viz., Tamil, English, Economics, Commerce, Sociology, Social work, Physical Education, Geology, Physics, Chemistry, Mathematics, Computer science, Plantscience, Microbiology, besides Centre for History, Centre of Non-linear Dynamics, Centre for conduct Cartinery Education, Computer centre, Informatics Centre (INTERNET), Centre for Bharathidasan studies, Centre for Periyar studies, Centre for Canadian studies, Yoga Centre, Centre for Youth Development and studies, Centre for Distance Education, Business Development cell and workshop. The school of Excellence in the campus includes school of life sciences which comprises Department of Viz Plant science, Animal science and Bio-Technology.
School of Engineering and Technology (SET) Campus:

Bharathidasan University has taken a giant leap by launching of B.Tech Courses in information Technology (SET). The school introduced B.Tech courses in information Technology, Bio-Technology, Petrochemical Technology and Pharmaceutical Engineering and Technology. A tract of land with an extend of 500 acres house Academic Complexes, Laboratories, Computer Centre, Hostels, Gymnasia. The university has drawn plans to start Need based high-tech programmes in the emerging areas with necessary facilities for advanced level of teaching, research and training.

Khajamalai Campus:

The university has a down-town campus at Khajamalai in an area of 52 acres. The Academic staff college, Community College, school of Energy, Department of Educational Technology, Students Service Centre, Centre for Remote sensing and P.G. Hostels for students are housed in this campus.

Bharathidasan Institute of Management:

The Bharathidasan Institute of Management (BIM) is the school of Excellence established by the university in 1984 and is located at BHEL, premises Thiruverumbur, Tiruchirappalli. MBA Programme offered by BIM is of national repute. BIM was chosen by DRDO to impart Technology Management skills to its scientists. BIM has been achieving 100% placement since its inception. Its Alumin, are occupying coverted positions in large
National and Multi-National companies. There has been improvement in quality, thanks to the systematic implementation of various welfare schemes in recent times.

The district is well connected by rail with other important cities outside the district. A well-built railway system connects various centres within the district. The district is also well connected by road with other important cities outside the district. The Tiruchirappalli junction which stands in the name of the town is also the headquarters of the district and is one of the biggest railway junctions in South India. It connects Erode, Chennai, Madurai, Thanjavur and Rameswaram by a broad-gauge line. The town has an Airport situated at a distance of about seven kilometres from the town.

**Temples of Higher Education:**

Bharathidasan University named after the revolutionary Tamil Poet Bharathidasan was established by the Government of Tamil Nadu in 1982 through the Bharathidasan University Act 1981. It is situated in Tiruchirappalli, a city of rich cultural heritage with a host of reputed Educational Institutions. The university started functioning on February 4, 1982. The university campus (Palkalaiperur campus) is located in a sprawling area of 1000 acres situated 16 kms. away from Tiruchirappalli on Tiruchy – Pudukkottai highway. The campus includes University Library, various teaching departments, Computer Centre, Yoga centre and Physical education, etc. In addition, the university has
a downtown campus known as Khajamalai Campus on a 52 acres site where the Academic staff college, Community College, School of Energy, Men’s Hostel etc are located.

Table – 1

Number of Higher Education Institutions in the Tiruchirappalli District as on 30.05.2009

<table>
<thead>
<tr>
<th>Higher Education Institutions</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science Colleges</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Educational Colleges</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Agricultural Colleges</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Law Colleges</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Medical Colleges</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Training Institutes</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Engineering Colleges</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Nursing Colleges</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Pharmacy Colleges</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physiotherapy Colleges</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Co-operative Training Institute</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Catering Colleges</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Industrial Training Institutes</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table – 1 reveals that among the higher education institutions, 22 percent of the educational institutions are Arts and Science Colleges in the Tiruchirappalli District. There is only one Law College in the district. There are 12 Engineering Colleges and 7 Polytechnics functioning in the Tiruchirappalli District. There are 4 educational colleges and 21 Teacher Training institutes functioning in the Tiruchirappalli District. There are 2 Medical Colleges (including one Ayurvedic Medical College), one Pharmacy College, 5 Nursing Colleges and 2 Physiotherapy Colleges are functioning in the District. There are 11 Catering Colleges, 11 Industrial Training Institutes and one Co-operative Training Institutes in the district. There are only two Agricultural Colleges situated in the district.
Table – 2

Number of Higher Education Teachers in the Tiruchirappalli District as on 30.05.2009

<table>
<thead>
<tr>
<th>Higher Education Institutions</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Arts and Science Colleges</td>
<td>1140</td>
</tr>
<tr>
<td>Educational Colleges</td>
<td>20</td>
</tr>
<tr>
<td>Agricultural Colleges</td>
<td>83</td>
</tr>
<tr>
<td>Law Colleges</td>
<td>10</td>
</tr>
<tr>
<td>Medical Colleges</td>
<td>75</td>
</tr>
<tr>
<td>Teacher Training Institutes</td>
<td>118</td>
</tr>
<tr>
<td>Engineering Colleges</td>
<td>621</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>91</td>
</tr>
<tr>
<td>Nursing Colleges</td>
<td>-</td>
</tr>
<tr>
<td>Pharmacy Colleges</td>
<td>25</td>
</tr>
<tr>
<td>Physiotherapy Colleges</td>
<td>4</td>
</tr>
<tr>
<td>Co-operative Training Institute</td>
<td>10</td>
</tr>
<tr>
<td>Catering Colleges</td>
<td>57</td>
</tr>
<tr>
<td>Industrial Training Institutes</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2394</strong></td>
</tr>
</tbody>
</table>
Table – 2 reveals that 50 percent of the teachers are working in the Arts and Science Colleges. 37 percent of the teachers are working in the Engineering Colleges. A small proportion of the teachers are working in the Physiotherapy Colleges.

0.3 percent of the teachers are working in the Law Colleges. 4 percent of the teachers are working in the Teacher Training Institutes. There was a vast difference between the number of male teachers and the number of female teachers in the Arts Colleges.

**STUDY AREA:**

The choice of the study Area: The area chosen for this purpose is Trichy District. The following are the reasons:

(i) R. Venkatraman, A.P.J. Abdual Kalam, V.K.R.V. Rao all hail from Trichy District. There are 100 years old Educational Institutions in Trichy.

(ii) In Trichy Dt, 3 Govt colleges, 8 Aided colleges, 10 Self –financing colleges, (Arts & science), number of Primary, High & Higher Secondary Schools are present.

(iii) Geographically, Trichy is located, at the centre of the Tamil Nadu.

(iv) Familiarity of the researcher with Trichy.

This researcher confines its study in Arts and Science Colleges, situated within the jurisdiction of Bharathidasan University of Tiruchirappalli District. The following colleges have been taken for study.
List of Arts and Science Colleges in Tiruchirappali District.

1. Government Colleges:

1. Periyar E.V.R. College, Trichy.

2. Govt Arts College, Trichy (Tiruverumbur)

3. Govt Arts (Anna) College, Musiri, Trichy (D.t.)

2. Aided Colleges:

a) Nehru Memorial college, Puthanmpatti, Trichy Dt

b) Jamal Mohammed College, Trichy

c) St. Joseph’s College, Trichy

d) Bishop Heber College, Trichy

e) Seethalakshmi Ramasamy College, Trichy.

f) National College, Trichy

h) Holy Cross College, Trichy

h) Urmudhanalakshmi College, Trichy

3) Self – financing Colleges:

a) Imayam College, Kannanur, Thuraiyur

b) Kurinji College, Manapparai

c) Chettinadu College, Trichy

d) Christuraj College, Trichy

e) Chidambaram Pillai College, Manachanallur

f) M.I.E.T. College, Guntur, Trichy

g) Srimathi Indiragandhi College, Trichy
h) Aiman College for women, Trichy
i) Cauvery college for women Trichy
j) J.J. College of Arts & Science Trichy.

1.12 Operational Definitions:

Concepts and Definitions:

Higher Education Teacher:

The word “Higher Education Teacher denotes a person who is employed in the teaching profession in a higher education institution. In this context, the higher education teachers include the college teachers, teaching various subjects and the special teachers such as The Physical Director, the Librarian, The Vice-Principal and the Principal.

The College Teachers:

a) Subject Teachers

1. Lecturers
2. Senior Lecturers
3. Selection Grade Lecturers
4. Readers
5. Professors
6. Professor and Head of the Department

b). The Special Teacher,

a). The Physical Directors.
b). The Vice Principals and
c). The Principals.

d). The Librarians.

**1.13 PLAN OF THE THESIS:**

The presentation of the thesis is divided into five chapters and the chapter scheme has been designed as follows.

Chapter I. – ‘INTRODUCTION’ – explains the role of teachers’ in higher education, the role of government in higher education, role of UGC, role of Collegiate Education, Higher education policy, Scope and objectives of the study.

Chapter II – ‘REVIEW OF LITERATURE’ presents a brief review of similar studies that have already been conducted and completed.

Chapter III ‘ DATA AND METHODOLOGY’ – discusses the sources and methods of the collection of data required for the study. It also describes the study area, the sample design and the tools of analysis.

Chapter IV ‘DATA ANALYSIS AND INTERPRETATION’ – An Evaluation ‘ Described the factors determining job satisfaction, morale and motivation and the measures to promote the job satisfaction, morale and motivation level of the teachers.

The Fifth chapter – ‘SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSIONS’ provides a summary of the various findings of the study and includes certain conclusions drawn from the findings of the study.