Chapter – VI

Summary, Conclusions,
Educational Implications and
Suggestions for Further
Research
Chapter 6

Summary, Conclusions, Educational Implications and Suggestions for Further Research

6.1 Summary

The educational system, especially the higher education plays a vital role in the economic development of a nation. Higher education has formed a continuum basis for the progress of human society. Education being a multipurpose process not only inculcates social, economic and cultural awareness in humanity but is also an important medium for grasping and promoting life enhancing values among human beings. It awakens the potential among people so that they are able to recognize the truth, beauty and goodness. History has established beyond doubt, the crucial role played by human resources in the development of nations and education has been universally recognized as one of the basic requirements for human development.

Higher and better quality of life is one of the outstanding, visible and explicit
human expectations globally. Even developed and advanced nations find the need for improvement and betterment of the quality of their citizens. If one wants a better future of the masses, one must offer them good quality education. Education denotes victory of knowledge over ignorance that of reason over superstitions and of light over darkness. It gives impetus to social maturity and helps in awareness of the world. Education refines sensitivities and perceptions that contribute to individual growth and development, social cohesion and national spirit.

Modern era is characterized by transition, change, development leading to uncertainty and instability on all fronts. The old notions have become obsolete, the new ones are in the process of making many of which take a long time to fully develop and stabilize, with the result a new type of commotion is rampant all around. In this delicate situation, the safest course would be to integrate both the lines of thinking and evolve a system of education best suited to the nation—both indigenous as well as progressive. The main objective of education is to deepen man's understanding of the universe and of himself in body, mind and spirit, to disseminate this understanding throughout society and to apply it in the service of mankind. Dissemination of learning, incessant search for new knowledge, increasing effort to plumb the meaning of life are the vital tasks of higher education. It also supplies a wide range of increasingly sophisticated and ever changing variety of manpower needed in industry, agriculture, administration and services.

**Function of Higher Education**

The main function of higher education is to enhance the individual's understanding of the universe and of himself in body, mind and spirit, to disseminate this understanding throughout the society and to apply it in the service of mankind. Universities are the dwelling places of ideas and expect higher standards of conduct and integrity from all their members. There is the pursuit of truth and excellence in all its diversity. It is primarily the universities that unite all the traditional functions associated with the advancement and transmission of knowledge, research, innovation, teaching, training and continuing education. To these one can add another function that has been growing important in recent years is interna-
6.1 Summary

Expansion of Higher Education in India

Higher education has given ample proof of its viability over the centuries and of its ability to change and progress in society. Owing to the scope and pace of change in society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individual, communities and nations. Higher education itself is confronted with formidable challenges and must proceed to the most radical change. The education is expanding globally. More people are investing more of their time and money in education now than in the past. Although, all levels of education have experienced expansion, the rate of growth has perhaps been greatest at higher educational level.

In 1947, there were only 20 universities. In 1950, the country had just 25 university level institutions and up to the end of 1994-95 the total number of universities and institutions deemed to be universities and institutes of higher learning was 219, showing a ten-fold increase. This figure has gone up to 467 in 2009, nearly 18 fold increase compared to the institutes available in 1950. During 2010-11, there were 611 universities and university level institutions, 43 central universities, 289 state universities, 130 deemed to be Universities, 94 private universities, 50 institutions of national importance and 5 institutions established under the legislative act. During the year 2010-11, as many as one central university, 9 state universities, 20 State Private universities were included in the UGC list of universities and 4 universities were declared fit to receive central assistance under section 12B of the UGC act, 1956. The growth of degree colleges during the period has been even larger nearly 30-times. The number of colleges has increased to 33023. On an average the country has approximately five colleges for every two development blocks. Out of these 7178 colleges are recognized by the UGC under section 2(f) of the UGC act and 5936 colleges are eligible to receive development grants under section 12(B) of UGC act. In 2010-11, there were nearly 8.17 lakhs faculty teachers in universities and colleges. On an average student-teacher ratio is 22:1.
The census of India 2001 estimated 160.9 lakhs of students undergoing degree and equivalent programmes, The National Sample Survey Organization in 2003-04, 161 lakhs and Selected Educational Statistics in 2005, 104 lakhs. According to Selected Educational Statistics in 2008-09, 136 lakhs of students whereas in 2010-11, 169.75 lakhs of students were enrolled in institutions of higher education. The current gross enrollment ratio (GER) in India stands at 18% which is quite low compared to world average of 23.2%. The GER for other developing nations stands at 36.5% and 45% for developed countries. India has planned to raise the GER from current level to 30% by the year 2020.

**Promotion of Excellence and Equity in Higher Education**

Education determines the development of a nation. The quality of manpower in any country ultimately determines sustainable well-being of its people. Creation of social opportunities for all sections of society is a reflection of the progress of that society. The department of higher education has been taking a large number of new initiative in order to meet the needs of human resource development and the challenges of a global world.

Several initiatives has been taken by the UGC to maintain standards of teaching, research and examinations. One of the initiatives is revision of the pay scales of teachers, financial assistance for the development of the university, faculty improvement programmes and providing essential amenities for students. Another important initiatives is to provide opportunities for higher education. Not only UGC but several private universities have also taken similar initiatives for improving the educational standards in the country. The UGC has a policy under which a college declared autonomous by its affiliating university is fully accountable for the quality of education it imparts. Such a college is responsible for setting its own examination papers, conducting examinations and awarding the degree. Up to November 1995, there were 119 such colleges functioning over the various states of India.

In the field of higher education, the quest of excellence without losing sight of equity, is a major concerns. With this in view, the department has been engaged in a dialogue with various sections of society, to formulate a policy for equal partici-
The department is making efforts to promote a culture of accreditation and quality assurance among institutions of higher and technical educations. The issue of a revised fee structure for higher education is also being considered in the light of a need for cost recoveries for quality education. Efforts have been made to expand the system of distance education. The setting up of an exclusive education channel on door-darshan and slots for education at Radio stations will further expand the outreach of the distance mode.

The UGC has started using a new set of criteria to allocate funding to higher education institutions based on their performance. It includes the quality of research, results, student-teacher ratio, sports and cultural achievements. The UGC will also keep an eye to see whether universities stick to the academic calendar and administer examinations on time or not. To achieve excellence in teaching and research and for holistic development, the UGC has been assisting the Universities which are identified and granted the status of University with Potential for Excellence.

**Higher Education in Himachal Pradesh**

The first ever educational survey was conducted in Himachal Pradesh during 1955 which assessed the educational needs of all areas and spelled out a policy of opening primary, middle and high schools meeting the requirements of local terrain and convenience of the students.

There was only one college functioning in the territory of Mandi prior to 1951 in which B.Sc classes started during the first five year plan. Another college was started at Bilaspur in 1952 as an intermediate college. The only degree college functioning in the district had 49 students on roll which decreased to 44 in 1955-56 and sharply dropped to 19 in 1956-57.

In district Bilaspur the intermediate college was upgraded to degree standard in 1958. With regards to college of education in district Sirmour up to March, 1963 there was no government college, although a private college existed at Nahan and was named as Guru Ram Rai Education Mission, Dehradun in March, 1955. A college upto degree classes was established in April 1958 which was then affiliated to the Panjab University as a co-educational institution by 1960.
Thus, there was one college in Chamba district. A teacher’s training college was started at Auhar in 1953 which was shifted to Solan during 1957-58. This college was affiliated to Panjab university. Two government colleges at Solan and Rampur Bushhar were started in 1959. The college of agriculture was established in 1962 at Solan which was also affiliated to Panjab University.

A college of education was opened at Dharamshala in 1956. Although, a degree college was established at Dharamshala in 1926, another government evening college was also opened in 1968. As for Lahul-Spiti was concerned, there was nothing worth at the name of higher education. A few students keen to have higher education had to come to Kullu, Shimla, Dharamshala, Chandigarh and Jalandhar. In Kullu district there was only one degree college during 1967. Shimla, which was once the summer capital of British India and later the capital of Punjab for few years had reasonably good infrastructure of higher education at the time of its merger with Himachal Pradesh in November, 1966. A govt. medical college came up in 1966 while a govt. degree college for boys was opened at Sanjouli in 1969.

The growth of educational institutions has been gradual at all levels during the period 1950-51 to 1966-67 while the number of institutions registered a phenomenal increase with the reorganization of Punjab and merger of Punjab Hill areas with Himachal Pradesh. The growth of teachers in educational institutions has been comparable with the increase in the number of institutions at all levels. The number of teachers in colleges of general education increased from 11 in 1950-51 to 311 in 1966-67 at the time of reorganization of Punjab. The increase in enrolment has been spectacular during 1950-51 to 1970-71 specially at college level the number of students increased from 200 in 1950-51 to 4800 in 1966-67 at the time of merger of Punjab hill areas in Himachal. It raised upto 10800 in 1970-71, registered a record increase of 6000 in just four years. The Himachal Pradesh university named after Himachal Pradesh was founded on 22nd July, 1970. The university is located at summer hill Shimla.
6.1 Summary

6.1.1 Statement of the problem

“A STUDY OF DISPARITIES IN GROWTH AND DEVELOPMENT OF HIGHER EDUCATION IN HIMACHAL PRADESH”

6.1.2 Operational Definitions of the key Terms

1. **Growth**: Growth constitutes quantitative increase in those aspects of educational set up (Higher Education) which are related to infrastructure of teaching learning process, i.e., increase in number of institutions, teacher-student ratio, teaching-learning aids and use of advanced technology etc. In the present study growth refers to student enrolments, increase in number of teachers and teacher/student ratio.

2. **Development**: It refers to qualitative as well as quantitative improvement in learning outcomes, which constitutes students intellect, skills, mind, body, spirit and all harmonious development. In the present study development refers to the improvements in the system of higher education.

3. **Higher Education**: Higher education is an organized degree giving institutions helping in the spread of the knowledge. It is autonomous in nature and national in scope. It is also defined as a corporation or society, which devotes itself to a search after knowledge for the sake of its intrinsic values.

6.1.3 Objectives of the Study

A study of disparities in growth and development of higher education in Himachal Pradesh was studied on the basis of following objectives.

1. To study the inter-district disparities in Himachal Pradesh in terms of:
   - Growth and development of higher education institutions (Colleges and Universities)
• Enrolment of students
• Number of teachers
• Student-teacher ratio

2. To find out the opinions of higher education students regarding the present status of higher education in Himachal Pradesh in relation to planning/administration, infrastructural facilities, examinations, courses of study, student’s issues and co-curricular activities.

3. To examine the view points of college and university teachers regarding the present status of higher education in Himachal Pradesh in relation to planning/administration, infrastructural facilities, examinations, teacher’s issues and budget.

4. To find out the main problem areas of the existing system of higher education in Himachal Pradesh on the basis of the analysis of above objectives.

5. To give suggestions based on the historical study and opinions of higher education students and teachers for bringing out modifications in the system of higher education at all levels in the state of Himachal Pradesh.

6.1.4 Delimitations of the Study

1. The present study was delimited to the analysis of higher education system in 5 out of the 12 districts of the state of Himachal Pradesh.

2. The sample of the study was restricted to three hundred students studying in 14 colleges and 11 university departments.

3. The second sample comprised of 150 college teachers selected from 15 colleges and 50 university teachers selected from 17 departments.
4. The study did not go deep into the financial, administrative, academic and other details related to the functioning of the higher education system in Himachal Pradesh because of paucity of time and resources.

6.1.5 Research Methodology

Research methodology helps to proceed directly without confusion with the concomitant events. This part of the proposal outlines the entire research plan. It describes just what must be done, how it will be done, what data will be needed, which data gathering devices will be employed, how sources of data will be selected and how the data will be analysed and conclusions will be reached. Taking into consideration the above facts, it is essential in a research work to explain the procedures and techniques employed, tools used, methods of selecting samples, administration of tools, collection of data and organization of data.

The aim of the present research work was to study the "Inter-District disparities in Growth and Development of Higher Education in Himachal Pradesh." The present chapter discusses methodology of the study, sample, tools and statistical techniques used.

For the purpose of present study historical and descriptive survey methods were employed in which different descriptive elements have been involved to analyse the perceptions about the growth and development of higher education in Himachal Pradesh, as held by the university and college teachers and the students of higher education. Distinctively advantageous, this method of study was helpful for discussion on various phenomena pertaining to the development and changes that have come in the higher education system in Himachal Pradesh.

Historical method was used to study the inter-district disparities in growth and development of higher education in Himachal Pradesh. This was done through the study of the primary and secondary sources of data which included the published and unpublished data on the progress of higher education available in State Archives, Himachal Pradesh Administration, Periodical Reports, Resolutions and Educational Surveys of the Central Government, the Government of

Descriptive survey is a method of collecting and analyzing data obtained from a large number of respondents representing a specific population collected through highly structured and detailed questionnaire or interviews. This method is very common in research. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It is an organized attempt to analyze, interpret and report the present status of a social institution, group, area, programme etc.

Descriptive survey method was used for assessing the present status and functioning of higher education in the state of Himachal Pradesh. For this purpose the opinions of university, college teachers and higher education students from the 5 selected districts of the State of Himachal Pradesh were sought through two separate questionnaires.

6.1.6 Sampling

In research, it is impossible to study the whole population for which the problem is investigated, hence, every research has to resort to sampling. The concept of sampling has been introduced with a view to make the research findings economical and accurate. A sample is the representative portion of the population selected for observation and analysis.

In the present study purposive and incidental sampling techniques were used for selecting different categories of sample. The study included 200 university and college teachers i.e. 50 university and 150 college level teachers and 300 students selected from five districts of Himachal Pradesh.
Out of the total 12 districts in Himachal Pradesh, five were selected through purposive sampling technique, which is a technique of selecting a particular group or category from the population to constitute the sample. In this technique, sample is selected in accordance with some purposive principle. The five districts namely Hamirpur, Una, Kangra, Solan and Shimla were chosen. Out of these five districts, two (Shimla and Solan) of them are located in upper region and rest three are in lower region of Himachal Pradesh. These districts include best colleges with maximum enrolments of the students. Hence, it was convenient to collect data from these institutions.

6.1.7 Research Tools and Techniques

In order to apply the statistical methods to any type of enquiry it is essential that data is collected as statistical analysis is not possible in the absence of quantitative data. Data is in fact the fundamental of statistics. A careful study of the techniques of collection of data and their presentation in proper form is absolutely necessary and fundamental.

Questionnaire is one of the most commonly used technique of data collection particularly in social sciences. It is very flexible and versatile tool for getting both quantitative and qualitative information. It is usually a list of planned written questions related to a particular topic with space provided for indicating the response to each item intended for submission to a number of persons at a time for reply. It is often used in normative, survey studies and in the measurement of attitudes and opinions. In order to collect the required data for the study, two questionnaires were used. These were prepared locally in English language, one for the students and other for the college and university teachers.

6.1.8 Procedure for Data Collection

To obtain the accurate data, the investigator preferred to contact each respondent personally. Moreover, students needed to be personally explained the intent and
purpose of the questionnaires. Although, this procedure of collection of data led to many difficulties and was quite time consuming, yet the data obtained can be claimed to have a greater degree of accuracy and precision. The process of data collection from the teachers and students did not start at the same time. The researcher first collected data from the college students and teachers in the month March to June 2011. From the University teachers and students, the data was collected in the months of August to November. He personally visited university/college teachers and students in all the five districts. Data collection took about 4 to 5 months in all.

The investigator knew about the difficulties one has to experience while collecting the data and was quite aware about the problem of poor response from the very beginning. Hence, he took all possible steps to get maximum response. Most of the teachers had to be approached many times for getting the questionnaires filled from them. Therefore, it was the most difficult part of data collection and it took a long time. As per the defined sample, the investigator collected the data from 300 higher education students and 50 university and 150 colleges teachers.

6.1.9 Statistical Techniques

The nature of data in the present research work was such that each item had to be analysed and discussed separately. In accordance with the objectives of the study, advanced level statistical techniques were not needed for analyzing any of the research tools. Thus, the statistical techniques used were the calculation of frequencies and percentage of response for each item in two questionnaires.

6.2 Conclusions

Major conclusions based on the study of inter-district disparities in the growth and development of higher education in Himachal Pradesh and the opinions of higher education students and college/university teachers have been given below:
6.2 Conclusions

6.2.1 Inter district disparity in Higher Education

The state of Himachal Pradesh comprises of twelve districts. Out of these twelve districts, Hamirpur being the smallest in area enjoys the status of high literacy rate. During the year 2002-03, the institutes in Shimla witnessed the maximum student enrollment of 14480. This was followed by Mandi and Hamirpur with 12712 and 8183 enrollments, respectively. The minimum enrollment (150 students) was noticed for Lahaul-Spiti while Kinnaur observed a little higher (311 students) enrollment during the same year. During the year 2002-03, the Teacher-Students ratio of Hamirpur and Mandi district was, respectively, 1:53 and 1:71. Whereas for districts Kinnaur and Lahaul-Spiti the ratio was 1:19 and 1:17, respectively. It appears that districts Kinnaur and Lahaul-Spiti were better performers in terms of teacher-student ratio. However, the actual reason could be due to lesser student enrollment as compared to the student enrollment in Hamirpur and Mandi. Further, Lahaul-Spiti being the largest district of the state, has only one government institute for higher education. Kinnaur also has only one government institute since 1998. On the other hand, the number of institutes has increased from four (1998) to five (2010) in Hamirpur and from six to nine in Mandi. Out of all districts, Kangra has witnessed significant growth in student enrollment from 13212 (2005-06) to 20446 (2010-11). Not only the students but also the number of teachers have almost doubled during these years in Kangra. This has resulted in improved teacher-student ratio in Kangra.

Contrary to the expectations, district Shimla has witnessed reduced student enrollment (12858) during the year 2009-10 compared to the year 2002-03 (14480) enrollments. However, the teacher-student ratio has not changed much over these years.

Inter-district disparities in terms of student enrolment and teacher-students ratio were analyzed. These factors are strongly related to available resources for higher education, awareness among the people, financial status of the people and geographical location of the institutes. Some of the districts have observed reduction in enrolment which could be due to opening of new professional colleges,
universities within the state and neighboring states. Due to which the students mi-
grate to these institutes in search of professional courses and better job prospectus. 
There is a disparity in higher education system of Himachal Pradesh. This dispari-
ity may be in terms of number of institutions, enrolment of students in different 
institutions and number of teachers in various institutions.

6.2.2 Opinions of Students Regarding the Present Status of Higher 
Education in Himachal Pradesh

Planning/Administration

The existing system of higher education in Himachal Pradesh was considered 
unsatisfactory by an overwhelming majority of the students (86.3%). They felt 
that the number of colleges in the state were not sufficient to fulfill the demand. 
The students were of the opinion that at least one college should be there in ev-
ery district, and the number of girl colleges should be more (69%). Only one 
Academic University was also not considered enough for the entire state of Hi-
machal Pradesh which was the views of almost four-fifth of the student respon-
dents (85%).

The standard of Higher Education in the state was not considered to be at par 
with national level by quite a large number of the students (84%). The students 
wanted that the colleges should be given autonomy for raising the standard of ed-
ucation (80.7%). About half of the students (48%) reported that government is 
taking interest and playing satisfactory role in the development of Higher educa-
tion in Himachal Pradesh.

Fifty percent of the students reported that colleges and university of Himachal 
Pradesh had duly constituted administrative, academic and financial bodies. How-
ever, majority of the students (83.3%) felt that the functioning of these bodies 
needed improvements.

The administrators of higher education, at different levels were not profes-
sionally trained, was reported by (67.3%) of the respondents.
6.2 Conclusions

**Infrastructural Facilities**

The infrastructural facilities in the university, more so in the colleges were found to be severely lacking and inadequate. The majority opinion about various facilities were:

- The education and research facilities were considered unsatisfactory by 63 percent of the students.

- Infrastructural and maintenance of higher education institutions were not of national standard (61%).

- The practical Laboratories were neither well equipped nor well maintained (78.3%).

- Lack of health care Center in the colleges and university campus (88%).

- Severe water/electricity services (78%).

- Sanitation arrangements were inadequate and poorly maintained (79.3%).

- No provision of Photostat and typing facilities at subsidized rate (79.7%).

- Insufficient hostels accommodation available to boys and girls (79.3%).

- Unsatisfactory hostel facilities like mess, canteen, rooms, sanitation, magazines, newspapers, common-rooms etc. (82%).

- Unsatisfactory student welfare services in colleges/university (72.7%).

The libraries and facilities available in them, particularly in college libraries, were found unsatisfactory by quite a large number of students (61%). They were also not satisfied with the quantity and quality of text-books available in the college libraries particularly.

The sports facilities available in the college/university of Himachal Pradesh were inadequate, was the opinion of almost two-third of the responding students (65%).
Examinations

All students in the sample responded that both internal and external examinations were used for evaluation purposes in higher education system of the state. The students reported that in some courses periodic evaluation were held for promotion of students (51.7%), whereas in some institutions promotion in higher education is based on single examination system (63%). Majority of the students (80%) did not mind internal evaluation, however for the rest (20%) it was a wastage of time.

As per 60.7 percent of the students the examination system adopted by the university was not reliable but the remaining 39.3 percent did not feel that way. However most of the students (79%) opined that the examination system needed modifications. Majority of the students (87%) opined that private candidates should be allowed to appear in periodic examinations.

As responded by the students (55%), the teachers set the question papers from within the syllabus and they also used new techniques of question framing. However, 45 percent students were not satisfied with the standard of question papers.

Use of unfair means was quite common among the higher education students, was the opinion of large number of respondents (81.7%). The students were satisfied with the marking of their answer sheets (80%) and the opportunity of re-evaluation system exists in the university was the opinion of 75.7 percent respondents.

Courses of Study

The curriculum of various courses was as per the national standards, was the opinion of 61 percent students whereas 39 percent students disagreed with this statement. Majority (86.3%) students were in favour of updating the syllabus of higher education courses, both at graduate and post graduate level from time to time. Most of them (73.7%) felt that subject experts should prepare these syllabi.

Although 58.7 percent of the respondents considered that the existing centre of IGNOU is sufficient for fulfilling the requirements of students, whereas 79
percent of the students was also satisfied with the distance education department of Himachal Pradesh University.

There is a huge scope for improvement in the functioning of the adult and continuing education department was the view of majority of students (91%).

There should be a common entrance test for admission to higher education was the opinion of majority of the students (83%).

59.7 percent students believed that new up-coming courses were started in colleges and university departments of Himachal Pradesh. The student’s opinion was almost equally divided on the diversity of courses available in higher education institution. However, quite a large number of them (73.7%) opined that the professional and academic courses offered by these institutions were not at all enough for fulfilling the manpower requirements of the state.

**Students’ Issues**

The student/teacher relationships in the higher education institution was not very satisfactory was the view of 51 percent students negative response. Most of the respondents (74%) were not satisfied with the teaching style of their teachers.

A duly constituted students association in the higher education institution was the opinion of majority of the students (89%) and such associations exists in the university and most of the colleges of Himachal Pradesh. The students opinion about the functioning of these organizations was equally divided i.e. 50 percent positive and 50 percent negative response, meaning thereby that some of the organizations were not working for the genuine causes of students. Ragging in higher education institutions should be banned was the opinion of quite a large number of the responding students (90.7%).

Taking private tuitions was found very common amongst higher education students (70.7%). Reasons could vary because it was fashionable to compelling circumstances.

More than half of the respondents (56%) opined that higher education students in Himachal Pradesh were involved in political activities and acts of vio-
Playing at least one game daily by all the students was considered necessary as it would make use of their surplus energy and would also do good to them (80.3%).

Four-fifth of the respondents (83.7%) were in favour of providing free education at graduate and post graduate levels to the needy and excellent meritorious students.

Students study sincerely with full concentration of mind was the opinion of 68 percent respondents.

Co-curricular Activities

Curricular and co-curricular activities both were considered important for the overall development of students and these activities motivate the students accordingly was the opinion of majority of the respondents about (90%). These activities were not properly planned and conducted, which required attention by the concerned institutions (66%). (69%) of the students believed that the debates and declamations contests in higher education institutions were organised. Literary societies existed in less than half of the institutions (39% positive response). The students association were taking interest for organizing functions and cultural programmes, was the majority opinion (77.3%).

The events which were organized are listed below:

(i) Sports/competitions (91%).

(ii) Music concerts/competitions (80%).

(iii) Youth festivals (77%).
6.2 Conclusions

6.2.3 Opinions of Teachers Regarding the Present Status of Higher Education in Himachal Pradesh

Planning/Administration

Higher education should be made available to all according to their interests and needs, as it was necessary for raising the standard of living of people, was the opinion of almost two-third of the respondents. The existing system of higher education in Himachal Pradesh was considered unsatisfactory and not up to national standards by an overwhelming majority of college/university teachers (79%).

Although the existing number of colleges in the state were considered to be sufficient by two-third of the respondents, yet almost the colleges and university teachers in this sample (95%) wished that there should be at least one college in each district. Demand for opening more girl colleges came from only 41 percent teachers. Only one academic university in the entire state of Himachal Pradesh was considered insufficient by 60 percent of respondents. The standard of higher education in the state was not considered to be at par with the national level by quite a large number of teachers (74.5%).

About 59 percent college and university teachers were of the opinion that development grants by UGC should be linked with autonomy of the colleges, but they felt that at present, administrative autonomy was lacking in most of the colleges and university as well (64%).

Higher education helps in facing the challenges of 21st century was the opinion of 65 percent teachers, whereas majority of them feel that state government were not taking interest in the development of higher education in Himachal Pradesh. There is need to build linkages between higher education and industries (85%).

As per almost half (52%) respondents, most of the colleges and university departments did not have duly constituted administrative, academic and financial bodies. Institutions in which such bodies existed, their functioning was not at all satisfactory (72% negative response).
The role of Himachal Pradesh government in administration of higher education was also considered unsatisfactory (69%). Moreover, the administrators at various levels, were not reported to be professionally trained (79%). Even the people of Himachal Pradesh were taking sufficient interest in the development of higher education, was the opinion of 64 percent teachers.

**Infrastructural Facilities**

The higher education institutions were found to be severely lacking in most of the infrastructural facilities. The findings were:

- Dissatisfaction with educational and research facilities (89%).
- Infrastructure and maintenance was not at all satisfactory (87%).
- Dissatisfaction with libraries and quality/quantity of text books, journals, references etc (82%).
- Dissatisfaction with practical laboratories, neither the equipments were adequate nor the maintenance was proper (91%).
- Problem of water and electricity services (87%).
- Poor sanitary services (89%).
- Insufficient hostel accommodation (81%).
- Poor facilities and services in the hostels (85%).
- Lack of students welfare services (81%).
- Shortage of sports facilities (71%).

Some of the services/facilities were satisfactory. Majority of the teachers (83%) wanted to have the facilities of market, bank, post-office and parks inside or near the campus of colleges/university.
6.2 Conclusions

It was found that most of the teachers (96%) were quite happy with the health care center inside the campus. Photostat and typing services at subsidized rates were available in about half of the institutions (54%).

Examinations

Examination system adopted in higher education institutions is both internal and external examinations (100%). In some colleges/university departments periodic evaluation were held (47%), while in some system single examination was followed (74%). Holding internal examinations was not considered wastage of time by majority of the respondents (76%). The reliability of examination system was doubtful according to one third (37%) of the respondents, majority opinion was that change is needed in the prevalent examination system (71%).

An overwhelming majority of the teachers (95%) were in favour of allowing private candidates to appear in periodic examinations.

Majority of the respondents (81.5%) believed that the question papers for various examinations were set from within the prescribed syllabus. New techniques of framing questions were used by majority of the paper setters, leaving aside a few exceptions (73%).

Normally teachers do not use help-books while preparing question papers was the opinion of 60.5 percent teachers. However majority opinion (73%) was that the teachers did not provide help to students in examinations. Majority 90 percent of the students did not use unfair means in examinations, however, exceptions are always there.

The students were satisfied with the marking of their answer sheets (61.5%) and there was the opportunity of Re-evaluation in higher education system as reported by 88 percent respondents.
Teachers’ Issues

In higher education system, the classification of teachers as Assistant professor, Associate professor & Professor was considered right by all the respondents (100%). Promotion from one grade to the other should be solely on the basis of merit, was the opinion of quite a large number of teachers (76%). There were proper qualified teachers, 63 percent in different courses and the orientation programmes for new teachers were there in higher education, was the opinion of only 36 percent respondents. The teachers should be trained for teaching and should be highly paid for raising their status in the society, was the opinion of an overwhelming majority of the respondents (97%).

Majority opinion (81%) was in favour of the extension of retirement age to 62, in case of the university teachers. Working hours of the teachers were to the satisfaction of quite a large number of respondents (67.5%). They also wanted to be provided with adequate residential accommodation. About half of the respondents (51%) reported lack of job satisfaction. Most of the respondents (81%) wanted a ban on private coaching by the in-service teachers.

Teaching and Research facilities were not sufficient in the higher level institutions of the state as reported by majority of the respondents (89%). Most of the higher education institutions had duly constituted teachers associations (71%). However the functioning of these associations needed improvements, as they were merely acting as pressure groups, without doing any concrete work (57%). There should be sufficient representation of teachers in the colleges/university bodies was the opinion of majority of the teachers (91%). The university and mostly college teachers in Himachal Pradesh were facing certain problems like as:

- Frequent transfers (42%).
- Time table adjustments (43%).
- Overcrowded classes (66%).
- Association of certain teachers with political parties and trade unions (32%).
6.2 Conclusions

Budget

Higher education system in Himachal Pradesh facing serious financial difficulties, was the opinion of an overwhelming majority of respondents (86%). Financial allocation for higher education in the budget was inadequate (81%), leading to acute financial shortages confronted by the colleges and university. Lack of control over expenditure and misuse of funds was further adding to their miseries. Need was to generate other resources, which were available as per two-third of the respondents, but were not mobilized. The state government should give more financial aid to the higher education institutions, was the majority opinion (82.5%). The 93 percent teachers also suggested that U.G.C should take steps to resolve the problems of colleges/university of Himachal Pradesh.

6.2.4 Major Problem Areas

One of the objectives was to identify the main problem areas of the existing higher educational system in Himachal Pradesh. The state has a literacy rate of 83.80% which is above the national literacy rate (74.40%). There has been an unprecedented rise in the number of educational institutions and GER in the state in past few years. Still, there are certain challenges related to the access, quality and equity that require attention of the state or central government. However, the overall problems are not very different from those existing in other parts of the country. On the basis of present study suggestions from students and college/university teachers, the following problems have been surfaced.

Most of the administrators, at various levels of higher education system were reported to be professionally untrained. Quite a few colleges and university departments do not have duly constituted administrative, academic, financial bodies and wherever they exist, are not functioning properly. Unplanned and exponential rise in private colleges and universities has led to deterioration in quality of higher education. Despite the tremendous growth in number of institutions, the quality of education is still not up to the standards. These new institutes are un-
evenly distributed in the state. Before establishing an institute a proper survey of the area and planning is lacking. It is justified to say that most of these institutes acts like educational shops. The administrative autonomy is lacking in most of the colleges.

State has one university for general education and other three in agriculture, horticulture and technical areas, respectively. Only one state government funded university is not enough for increasing enrolments and diversity of courses. Professional and technical courses offered are very less and obsolete to fulfil the upcoming manpower demand. The choice of subjects even in arts, Science and Social Sciences is very limited and whatever courses offered are rarely updated. These factors sometimes force the students to go outside the state for higher studies.

Higher education institutions, particularly private colleges are severely lacking in faculties and facilities like buildings, equipments, research, library services, laboratories, hostels, sports etc. are all very inadequate in quantity and are poorly maintained. This requires immediate attention of the concerned authorities as they severely affect the quality of higher education in the state. Sports and co-curricular activities are taken with less interests and these are not properly planned and executed. Most of the colleges in the state are under financial crisis. Financial support for higher education is limited from U.G.C as well as from state government. Due to this, universities or colleges are finding problems in smooth functioning of the departments. The major problems are ad-hoc or contractual appointments of the teachers. Lack of proper control over expenditure and misuse of funds are adding to their miseries.

The reliability of the examination system in colleges is quite doubtful. Mass copying, use of unfair means are regularly reported. Even in some cases the teachers help students in examinations. These things create frustration and indiscipline among students. Taking private tuitions by the teachers is another problem affecting the teaching standard in institutes. Teachers do not concentrate on teaching in the regular classes and encourage students to take private coaching.

Another major problem is the involvement of the teachers and students in po-
6.3 Educational Implications

The following educational implications if incorporated by the higher education system of the state, would help in improving the educational system in Himachal Pradesh.

1. Sincere, focused and continuous efforts by the state government are needed for bringing the requisite improvements in the planning and administration of higher education system, like:

   - Concrete, constructive, clear-cut, definite policies and their implementation strategies are needed.
   - Strict administrative control, free from any kind of political or government interference is a must.
   - Administrative bodies of colleges should develop linkage with higher education department and industry. There should be a placement cell in the institutes to assist students in getting jobs.
   - There should be a transparent system in functioning of the educational institutes. All financial activities of the universities should be made public to avoid corruption and illegal use of the money acquired through fees.
- More administrative autonomy should be provided to the better performing colleges.

- Administrators at different levels should be given short term pre-service professional training, followed by frequent in-service training programmes.

2. A committee of experts should be constituted to examine all matters related to infrastructural facilities. Such committee will identify the shortcomings in these institutes and recommend appropriate measure in generating resources/infrastructure. A few suggestions are listed below:

- Better road-connectivity is pre-requisite for successful running of such type of institution.

- The facilities of market, post-office, bank and health center should be within the institute.

- Regular checks should be made to improve the standards and quality of education.

- State government and U.G.C. should provide adequate funding for development of infrastructure such as roads, buildings, libraries, laboratories, hostels facilities.

3. The examination system needs modifications, as its reliability was not upto the mark. Although external as well as internal systems of examinations exist on paper and is followed by some institutions, it should be strictly followed in all the institutions.

   - Use of unfair means must be checked and strict instructions should be given to the institutions who indulge in such practices.

   - There should be periodic evaluation during the academic year.

   - Evaluation system should be transparent.

   - Examination pattern should be in accordance with the national standard.
- Examination centers must be checked by the higher authorities, particularly in the colleges.
- Private candidates should be allowed to appear in public examinations.
- University academic calendar should be strictly followed by the colleges.
- Re-evaluation system is required in all the courses.

4. Most of the private universities are situated in the neighboring areas of Punjab and Haryana. To make higher education accessible to all, new institutes should also be opened in remote areas of the state.

5. Most of the private institutes display tall claims in the advertisement. Many private education institutions are established and operated not for the main purpose of providing education but to make a profit, taking advantage of inadequate legal basis for the regulation and control of non-government education institutions. These private institutes charge hefty amount of money as a fees and do not pay full salary to their teaching staff. Such teaching shops should not be permitted to flourish to dupe ignorant students who get misled by tall claims made in the advertisements put up by these unscrupulous institutes.

6. State has got two institutes of national importance in the area of science and engineering. Centers of excellence should be established in certain selected areas such as information technology, in energy sector, i.e., taping solar power, hydro-power generation. Such centers should receive liberal financial support from the state government.

7. Regarding courses of study, the following suggestions are made:

   - Today computer education has become a basic necessity. Computer education should be made compulsory for all the students irrespective of their department.

   - A continuous improvement in professional, technical and other courses according to the industrial requirement is necessary.
- All course should be examination oriented
- Vocational courses with hand-on training should be introduced.

8. A few students involve themselves in acts of rowdism and violence. Such students should be dealt with patience and proper guidance should be provided to them. For this purpose guidance and counseling bureau should be opened in each institute so that their surplus energy can be channelized in proper direction. But, if that doesn’t work then strict disciplinary action should be taken against them.

9. Researcher has found it difficult to obtain the data from various government agencies for the purpose of research. The reason was that such statistics on various aspects of education are not either available or not even compiled which are needed to analyze situations requiring corrective measures. Other constraints include the lack of accurate and reliable data on education, poor sharing and availability of such information, weak coordination of data collection initiatives and lack of analytical skills for policy formulation and evaluation. All such kind of information should be in the public domain.

10. Co-curricular activities should form an essential component of college/university education. An equal participation from teacher’s and student will help to improve the relations.

11. Student/teacher relationships require improvement in various aspects. A teacher plays an important role in motivating the students and helping them to fix and focus on their goals. Healthy relationships are necessary for smooth functioning of the system. Teacher’s should take care of their students, listen their grievances, pay attention to their problems then guide and help them accordingly.

12. For improving the standard of education it is essential to update the teaching/research skills of the teachers. Following measures are proposed to implement this:
Recruitment of teaching positions should be strictly on merit. To ensure the quality in the higher education sector, regular selections should be made through open competition on all India bases. Only U.G.C qualified or those who have gone through other national level tests should be appointed as faculty.

Contractual, ad-hoc, part-time appointments should be abolished.

There must be a provision for teacher's training and short term summer training at regular basis. They must be equipped with new teaching methods, such as use of technology in the classrooms. Such type of training will enable teachers to keep themselves in touch with the latest developments in their respective fields.

Another important step for improving the teacher's quality would be to make research compulsory for college teachers. A direct consequence of this will be on the improvement in the teacher's quality.

No political influence should be there in appointments and transfers of teachers.

Government must continue its efforts toward revamping education content and creating conditions for quality education. It is expected that the government efforts will focus on mechanisms for assuring the quality of education through attestation, accreditation, monitoring and testing.

13. With the mushrooming of private universities/institutes in the state, strict monitoring of the financial activities of such institutes is important. All such institutes should be free from political interference to avoid the misuse of the resources (money and/or infrastructure) created within such institutes. It is essential to ensure proper utilization of money for the purpose it is meant for. The private or state owned universities should not be allowed to use their resources for political activities.

14. The state universities and its affiliated colleges continuously face financial crisis. Lack of financial resources severely hamper the infrastructure devel-
opment and quality of education. State government and UGC should provide liberal funding to these institutes of higher learning to make higher education socially inclusive. Further, the institutes themselves should generate their own funds from other resources like research grants, donations from local philanthropists and developing linkage with industries and professional bodies etc.

15. The state of Himachal Pradesh is termed as fruit bowl of India. The lack of fruit processing units and transport infrastructure force the fruit grower to sell their produce at lower prices. The only state owned fruit processing unit runs through losses every year. Proper marketing strategy and quality measure may help to make it a profit running company. Further, quality of the products has to be in line with international products. For this purpose, the state government should step forward to invest heavily on food processing technology. This will help not only the fruit grower and generate additional job opportunities but also the state government will generate additional revenue.

16. Trends emerging in other parts of the country in the field of education require close monitoring and emphasis should be laid on supporting initiatives of private education sector. Government must evolve mechanisms to encourage private investment in education by providing level playing field to investors and allowing them respectable margins of return over their capital investment. Government should also participate in the functioning of the private universities to keep a check on the quality of the education system.

6.4 Suggestions for Further Research

The present research work has made an advancement in the study of development of higher education in Himachal Pradesh. For this purpose a group of teachers and students was chosen and their views were analyzed. A few more suggestions for further understanding of such developments are as below:
6.4 Suggestions for Further Research

1. In the past few years many private players have entered into the business of higher education in Himachal Pradesh. But, most of the universities or institutes have been established in the peripheral locations with Punjab, Haryana and Chandigarh. All such unplanned decision by the state government have faced a lot of criticism by the public as well as other social organizations. State government has defended its decision on the name of providing higher education to the youth of the states at their steps. The big question to be assessed is that to which extent such universities have helped in serving the purpose of the state. Apart from that it will also be interesting to investigate the educational standards in such institutes.

2. A comparative studies of the higher education system in private and government funded institutes can be conducted. A comparison must be made on various aspects of higher education such as quality of teaching and research, infrastructure, tie-up with industries and institutes abroad. Further, the impact of higher education system on the socio-economic life in the state can be investigated.

3. Role of the council of cultural revolution on the higher education system of the state can also be studied.

4. Replicative studies can be conducted by taking larger samples of teachers and students, chosen from all the twelve districts of Himachal Pradesh.

5. A study may be conducted to investigate the employment conditions, job satisfaction of teachers and administrators of higher education system in Himachal Pradesh.

6. Further an investigation to find out the requirements of higher education system, sources of income, expenditure, financial liabilities of colleges and university, areas of deficiency, possibility of generating other resources, control of funds etc can be studied.
Thus, it can be concluded that it will be more interesting to see how the higher educational system brings socio-economic changes in the state where most of the people survive on agriculture income. It will be a great transformation in the life of people to whom higher education was an elusive dream. A stronger commitment from the state government is required to provide financial support to the economically weaker section of the society.