Chapter 5
Qualitative Assessment of Views and Opinions of Educationists on Quality-Quantity Management
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5.1 Introduction:

The qualitative analysis presented in this Chapter is based on the views and opinions of the eminent educationists in India interviewed by the Researcher as a major part of his research work. The educationists chosen for interviews possess rich experience of working at various levels in the field of Indian higher education in one or more capacities as Policy Planners, Executors and Policy Implementers in UGC, NAAC, universities and colleges of high repute. It was also seen that the educationists selected for interview came from various Disciplines of Higher Education like Science, Humanities, Social Sciences, Inter-Disciplinary Studies, Commerce and Management.

The Research Design chosen for the exploratory research and discussed in detail in Chapter 3 on ‘Research Methodology’ is based on ‘Experience Survey’ Method because this particular method involves gathering the ‘primary’ data based on the ‘experiences’ of the respondents through the interviews conducted with the help of a Questionnaire (1, Kothari, p36). On ‘Experience Survey’, Dr.Kothari makes following observations in his book (p36):

“For such a survey, people who are competent and contribute new ideas may be carefully selected as respondents to ensure different types of experiences....The Researcher must prepare the interview schedule for systematic questioning of the information...Generally the ‘experience collecting interview’ is likely to be long. Hence, it is desirable to send a copy of the Questionnaire to the respondents well in advance. This will give opportunity to the respondents for doing some advance thinking over the various issues so that they may be able to contribute effectively.”

Researcher would like to mention here that all the things mentioned above were duly taken care of in the selection of the respondents, formulation of the Questionnaire and the conduct of interviews. Each interview lasted for a
reasonably long period of about 90 minutes. The textual version of each interview comprised of normally 10-20 pages.

The Questionnaire (Appendix 7) was formulated to cover all the issues related to the research study. Suitable questions were also included in the Questionnaire keeping in mind the two hypotheses to be tested.

The contents of the interviews formed the ‘primary’ data for the qualitative analysis. It was compiled in the form of the texts of interviews of the eminent educationists. The information in the form of facts, figures and opinions of experts gathered through the ‘review of literature’ has been used as the ‘secondary’ data in support of the findings of the qualitative analysis of the views and opinions of educationists.

The Chapter has been divided into some Sections in order to discuss some important issues connected with the Management of Quality and Quantity in Indian Higher Education System. The views and opinions of the educationists from the select list are presented taking appropriate extracts of their interviews on each of these issues. Qualitative analysis of the same has been done on each of the issues and the findings of the analysis and the recommendation/suggestions are given at appropriate places. A complete summary of the findings of research and the recommendations is presented separately in the next and concluding Chapter of the Thesis.

It is obvious that reference will often be made to the eminent educationists in the qualitative analysis of their views presented in this chapter. This will be done by quoting their names only without reference to their designation or authority. It is, therefore, necessary to give brief information about all the eminent educationists for the knowledge and benefit of the readers.

1) Dr. Ram Takwale,
   - Former Vice Chancellor, (IGNOU), New Delhi
   - Former Chairman, Executive Council of NAAC, Bangalore
   - Former Vice Chancellor of Savitribai Phule Pune University
   - Founder Vice Chancellor, YCMOU (Nashik)

2) Dr. Arun Nigavekar,
   - Former Chairman, University Grants Commission, New Delhi
   - Founder Director, NAAC, Bangalore
   - Former Vice Chancellor, Savitribai Phule Pune University
3) Dr. K.B. Powar,
   - Former Secretary General, Association of Indian Universities (AIU), New Delhi
   - Former Vice Chancellor, Shivaji University, Kolhapur

4) Dr. S.B. Nimse,
   - Vice Chancellor of University of Lucknow, Uttar Pradesh
   - President, Indian Science Congress (2015)
   - Former Vice Chancellor, SRTM University, Nanded (Maharashtra).

5) Dr. S.K. Pandey,
   - Vice Chancellor, Pandit Ravi Shankar University, Raipur, Chhattisgarh

6) Dr. Uttamrao Bhoite,
   - Former Vice Chancellor, Bharati Vidyapeeth Deemed University, Pune
   - Former Vice Chancellor, YCMOU, Nashik (Maharashtra)

7) Dr. S.F. Patil,
   - Former Vice Chancellor, North Maharashtra University, Jalgaon (Maharashtra)
   - Former Vice Chancellor, Bharati Vidyapeeth Deemed University, Pune

8) Dr. R.S. Mali,
   - Former Vice Chancellor, North Maharashtra University, Jalgaon (Maharashtra)

9) Dr. Desh Bandhu,
   - Principal, S.D. College, Ambala Cantonment (Haryana State).

10) Dr. M.R. Kurup,
    - Former Principal, Vaze College, Mulund (Mumbai),
    - Former President, Federation of Maharashtra State College Principals.

11) Prof. V.R. Shirgurkar,
    - Former Principal, College of Arts and Science, Margao, Goa
    - Chairman of the Association of College Principals in India.

12) Dr. P.B. Vidyasagar,
    - Vice Chancellor, SRTM University, Nanded (Maharashtra).
    - Former Director, Board of Colleges and University Development (BCUD), Pune University
13) Dr. Bhushan Patwardhan,
   ▪ Former Vice Chancellor, Symbiosis International University, Pune
   ▪ Director, School of Health Science, Pune University.
14) Dr. M.M. Anadar,
   ▪ Principal, Ness Wadia College of Commerce, Pune
15) Dr. N.D. Wani,
   ▪ Director, Higher Education, Jammu

5.2 Qualitative Analysis of the Views and Opinions of Eminent Educationists:

The major issues on which the Researcher gathered the views and opinions of the educationists are:

1. Quantitative Growth    2. Education Quality    3. Value Education
4. Affiliating System    5. Employability of Graduates

Researcher got wealth of information with regard to the quantitative growth through the responses of educationists during the interviews. Let us now take the issues one by one to carry out the qualitative analysis. Our approach for the analysis is as under:

   a) For each issue, the views and opinions of the educationists from the list are presented, taking one educationist at a time to have clarity of views of each one. In order to get a spectrum of different views we have tried to include appropriate extracts of interviews of as many educationists as possible for every issue under consideration.

   b) At the end of the discussion on every issue, Researcher has made analysis of the views and opinions of the educationists interviewed to identify the findings of research.

   c) Comprehensive Summary of the findings of research and recommendations are presented in the concluding Chapter 6 on Findings of Research.

1. Quantitative Growth:

Researcher had put in following questions in the Questionnaire on the quantitative growth of higher education since India’s independence.
**Question 1**: Sir, you have witnessed rapid quantitative growth of higher education in India since India’s independence. In your opinion, what are the important phases and major highlights in this long period of quantitative growth of higher education?

**Question 2**: Was the quantitative growth steady in the initial period and became fast in the last two decades of the 20th century? If so, what were the main reasons for the same? Was it a composite effect of the New Economic Policy of the Government of India which came in 1991, privatization of higher education through the new culture of non-aided Courses, Divisions, and Colleges and so on?

It is to be noted that majority of the respondent educationists have divided the post-independence period of higher education growth in 2 to 4 important phases. In the discussion below, Researcher would like to analyse the responses of the educationists which highlight the important features of the quantitative growth. Dr.Bhoite had to say the following in response to the question.

- **Dr. Uttamrao Bhoite:**

Dr. Bhoite attributes the quantitative growth to a combination of various forces. He says:

“I do not think that 1991 Economic policy has any major consequences resulting into the fast growth of higher education. The reasons for the rapid growth of higher education are numerous.......After Independence, there emerged many opportunities of earning bread and butter for those who had education. Naturally, there was sustained demand for facilities and opportunities for higher education. The governments of various States were under pressure to provide educational opportunities to the people of all strata. A new social environment also emerged in which competition became a way of life. People also developed desire and quest for better life. For this, education at least at graduation level was necessary. Consequently, there was continuous growth in the field of higher education.”

The views expressed above by Dr.Bhoite about the higher education development in India after Independence are in accordance with observations made in The **UNESCO Report- 2009** on the global development.
The UNESCO Conference - 2009 attributes the *Mass Expansion of Higher Education* to various factors such as: *Rapid rise in the world population, Increase in the demand for qualified youth in the ever-growing industrial sector, rise in the standard of living of people and their aspirations for higher education.*

Dr.Bhoite has mentioned some of these factors though in different words and in the Indian context. On the various Phases of the quantitative growth, Dr.Bhoite observes,

“*It is rather difficult to distinctly mark out the phases of the higher growth. However, an attempt can be made. It needs to be noted that after India’s independence, the policy makers at the national level were very much aware of the role that higher education can play in the overall development of the country. In the sector of economic development, large manpower trained in various fields was needed. Naturally, there was a need to expand the avenues of higher education and, in particular, the professional education. The democratic form of the central government that we have adopted after independence needed enlightened citizenry for its stability. Therefore, it was necessary to spread education among all the strata of society and to create awareness in the minds of people about the democratic government, their rights and obligations, the problems of the society and the solutions for them etc. In this context also, spread of education across the country was needed.*”

In the above, Dr.Bhoite points out efforts on the part of the government to establish the colleges for professional education for supply of trained manpower to the industry sector for the national and social development of the country. This observation highlights the change in the ‘focus of education’ as per the social and national requirements as pointed out in the World Bank Report, 1994 on “Higher Education: The Lessons of Experience” which says–

“*Higher Education is of paramount importance for the economic and social development. Institutions of higher education have the responsibility of equipping the individuals with advanced knowledge and skills required for positions of responsibility in government, business and the professions.*”
On the Phases of higher education development in India, Dr. Bhoite continues further in his interview as under:

“i) Since many centuries before India’s independence, India had cherished a rich tradition of liberal education, which continued even after independence for a long time. It is always easier and less expensive to start Arts, Science and Commerce colleges. So disproportionately a large number of Arts, Science & Commerce colleges were established in the first phase of the growth of higher education and the same vigour continued till almost the end of 20th century. It is estimated that 80-85% of colleges in India belong to this category.

ii) The policy makers were aware that large work force trained in science and technology would be very much needed for the rapid economic development of India. So, efforts were made to establish colleges in engineering and other fields of technology. The demand from the society for such professional education was ever increasing. However, the state/central government could not cope up with the increasing financial demand because of inadequacy of its own resources. So in the early phase after independence, very few Institutions imparting technical education could be started in India. The institutions like IITs and IIMs were established in some cities by the Government of India. But it must be remembered that huge financial assistance from other countries was secured for their establishment.

iii) India had a very long and well-nourished tradition of private initiative in higher education. So the policy of giving encouragement to the private education providers particularly in the field of professional education was adopted by the various state governments in India. In this context, the example of Maharashtra can be cited. The State of Maharashtra came in existence in 1960. However till 1983; Maharashtra Government could establish very few engineering and medical colleges in the State. In 1983, Maharashtra Government, following the footsteps of the States of Karnataka and Tamil Nadu, adopted the policy of starting what is termed as non-aided or what is called as self-financed colleges. Consequently, there has been tremendous expansion of higher professional education sector in India, although not in all the states but mainly in four States viz. Andhra Pradesh, Tamil Nadu, Maharashtra and Karnataka through private initiatives.
iv) Although with this expansion, the number of colleges as well as universities increased substantially, the general enrolment ratio still remained stable at a low level of socio-economic strata of society. A strong need was felt to establish more universities to increase the access to higher education. The Knowledge Commission constituted under the Chairmanship of Dr. Sam Pitroda recommended that India needed at least 1500 more universities. It was well beyond the capacity of both the State Governments and the Central Government to establish so many additional universities. Therefore, the Governments adopted the policy of encouraging private initiatives in the establishment of new Universities also. The provision of establishing ‘Deemed to be Universities’ u/s 3 of the UGC Act came very handy during the last two decades or so. As a result, there was astonishing increase in the number of Deemed to be Universities in the country. Presently, this number is as large as 125. Despite this, there has been a strong demand for additional universities. There were many private education providers ready to establish such universities. So during the last ten years or so, a large number of private universities have come into existence in different States with fiat of State Legislatures in that behalf. The statistics shows that this numerical expansion of the educational Institutions such as Universities and Colleges is still going on in a big way.”

Dr. Bhoite has presented above the comprehensive analysis of the higher education development in India from various components such as need for professional education, limitations of the government in the funding of higher education, circumstances that led to privatization of higher education, role of the government in providing Access and Equity in higher education etc.

In this context, it is worthwhile to refer to the ‘secondary’ data relating to the growth of higher education in the post-independence period. Table 5.1 below depicts the growth pattern of the conventional colleges since India’s independence till the turn of the century (4, Powar).
Table 5.1

<table>
<thead>
<tr>
<th></th>
<th>Conventional Colleges</th>
<th>Total No. Colleges</th>
<th>% of Conven. Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>459</td>
<td>591</td>
<td>77.6 %</td>
</tr>
<tr>
<td>1967</td>
<td>3218</td>
<td>4052</td>
<td>79.4 %</td>
</tr>
<tr>
<td>1987</td>
<td>4151</td>
<td>5698</td>
<td>72.8 %</td>
</tr>
<tr>
<td>2006</td>
<td>11,698</td>
<td>16,982</td>
<td>68.9 %</td>
</tr>
</tbody>
</table>

From the above, it is seen that the number of conventional (Arts, Science and Commerce) colleges has remained generally between 75 - 80 % of the total number of colleges in the country. It supports the estimate of around 80% conventional colleges by Dr.Bhoite. Nonetheless, a large majority of the colleges are still the conventional colleges.

The rise in the number of colleges (conventional and total) is also shown below in Fig 5.1.

Fig 5.1 Rise in the number of colleges since Independence

It is seen from Fig. 5.1 that there has been a steady rise in the total number of colleges as well as the number of conventional colleges since India’s independence. The percentage-wise change pattern of the conventional colleges has slowed down from the 1970-80 decade as seen from Fig 5.2. It is due to the rise in the growth rate of professional colleges in the subsequent decades.
Researcher’s Analysis:

Analysis of the views of Dr. Bhoite brings out following important points:

1. There has been steady growth of higher education till 1980.
2. The growth rate increased after 1980 due to privatization and many other factors.
3. The higher education growth became fast after the beginning of the new Century.

The secondary data supports the above observations.

- Dr. Takwale:

Dr. Takwale, one of the top educationists in the country, has divided the entire period of higher education growth into three major phases:

i) Phase 1: From 1950 to 1980
ii) Phase 2: 1980-1995
iii) Phase 3: From 1995 to date.

On the quantitative growth in Phase 1, he says:
“The first phase (1950-1980) of the growth was mainly regarding the spread of higher education from urban areas viz. the major cities like Pune, Mumbai to rural areas in case of Maharashtra. The remarkable thing about this growth was the efforts of the state governments in providing greater and greater access to higher education to the aspiring youth from lower strata of socio-economic background...... Now the doors of higher education became open for those coming from socially and economically backward families also. This was a result of the State and Central Government policies to financially support the weaker sections of the society. The notable thing about the higher education growth was the continuous process of reaching the ‘unreachable’.”

Dr.Takwale refers to Phase 1 as the period of **Quantity Expansion**.

This observation by Dr.Takwale is supported by the statistical data depicted in Table 5.1 and shown in the form of Fig.5.1 given above.

The Second Phase (1980-1995) of the quantitative growth is described in the following words by Dr.Takwale:

“The major highlight of the **Second Phase (1980-1995)** of the growth was the quantitative growth of the privately funded professional colleges in the various streams like engineering, architecture, medical, pharmacy and so on. Since the State Governments did not have enough funds, the permission to such colleges was given on ‘No Government Grant Basis.” He further observes that there was diversification of Courses and quantitative expansion at a rate much greater than that in the first phase.”

It is seen that the Second Phase of growth was marked with the beginning of the era of **privatization of higher education** with the ‘Non-Grant’ Colleges, Courses and the Information and Communication Technology (ICT) era.

On the **Third Phase** from 1995 onwards, Dr.Takwale says –

“A **new solution** was found to meet the high demand of quantitative growth through *Distance Education Institutes* and *Open Universities.*” Quality Movement was launched by NAAC among all colleges and universities in India in the last decade of the 20\(^{th}\) Century and continued thereafter. The ICT revolution spread in various parts of India during the third Phase.”
Dr. Takwale describes the Third Phase as the Period of ‘Quality Drive – Quantity Expansion’.

Dr. Takwale thinks that the growth was steady in the initial decades after independence. He describes this period in the following words:

“In the initial decades of the education development after India’s independence, providing education was considered as a noble social service. Many Education Societies were established by some great visionaries before and after independence with this philosophy. Still the education was class-based to a great extent. It was available mainly to those coming from socially upper castes and rich families.”

Dr. Takwale describes the transition in the higher education growth over the period of last more than 65 years as from ‘class education’ to ‘mass education’.

Analysis:

We may briefly summarize the views and opinions of Dr. Takwale as under:

**Phase 1 (1950-80):** There has been steady growth of higher education. The central government and the state governments provided the financial support to colleges and universities to take higher education to masses including the socially and economically weaker sections of society.

**Phase 2 (1980 to 1995):** There was a beginning of privatization of higher education through the new concept of non-aided institutes and courses. The non-aided institutes were mainly the professional colleges. The rapid rise in the number of non-aided professional colleges is seen from Figure. 5.3 (4, Powar, p 127). This was the period of serious public concern about the decline in education quality which resulted in the establishment of NAAC in 1994. ‘Open Education’ took off during this phase with the opening of Dr. B.R. Ambedkar Open University at Hyderabad in 1982. It was followed by the establishment of Indira Gandhi National Open University (IGNOU) at New Delhi in 1985.

**Phase 3 (from 1995 onwards):** This is the current phase marked with the spread of Quality Movement, Rapid Quantity Expansion, Open Education and ICT Revolution.
Dr. Patil:

The views on the quantitative growth by Dr. Patil are more or less the same as that of Dr. Takwale. However, he observes that the growth rate is significantly high after the year 2000. Dr. Patil has supplemented his views by providing the information graphically (Fig. 5.4). He says,

“In the initial period after India’s independence, the quantitative growth of Higher Education was slow and steady. However, it is clear from the data depicted in the above mentioned figure that the rate of growth of education is very high particularly after the year 2000. During the two decades from 1980 to 2000, the no. of universities and colleges has grown from 133 to 256 and 4732 to 12806 respectively. However, these numbers rose from 256 to 564 and 12806 to 33,023 during just one decade from 2000 to 2010. The main reason for the massive growth is the privatization of higher education.”
1. It is observed from the above table that the percentage rise in the number of colleges has been much higher as compared to that in case of universities.

2. The growth rise both in case of universities and colleges seems to be high in the initial decades after India’s independence. But it is to be noted that the number of colleges and universities was very small at the time of independence. So, the government took special efforts in
the early post-independence period to establish new colleges and universities to make the doors of higher education open to the aspiring youth of India.

3. The rise in the number of universities and colleges has been very high after the turn of the new Century.

Summary Analysis:

1. Steady growth from India’s Independence till 1980.


- Dr. Mali:

Dr. Mali has described the higher education growth since independence in the following words:

“The growth of higher education was more or less steady till about 1980, when the privatization of higher education took off in a big way as I said earlier. From 1980 onwards, the rate of growth really increased and it was more so in case of professional colleges. With the increasing demand for MBAs in the industries, new Management Institutes were also started to cater to the growing need of the graduates and post-graduates in management science. The new economic policy of the central government certainly had the effect on the fast industrialization and, therefore, on higher education growth in India.

However, when the professional colleges started growing in number, not many new conventional colleges (Arts, Science and Commerce) were started because government-aided colleges were available to the students.

During the decade 1980-90, new subjects like computer science, electronics, microbiology, biotechnology made entry into the undergraduate and post-graduate programs in the science stream of the conventional colleges. However, these courses were run on ‘non-grant’ basis as the state governments did not take the responsibility of additional burden of any kind on higher education. However, the colleges also did not have much difficulty in starting and running these courses because they already had the basic infrastructure. They only had to make financial investments for the
laboratory equipment relating to the concerned subjects and the establishment of good computer laboratories. These courses were also in great demand even though the fees for the courses were reasonably high. Thus the new culture of non-aided courses, on aided divisions etc. came into the conventional colleges also. Such non-aided courses in government-aided conventional colleges became the source of good income to the Managements of these colleges for improvement and maintenance of the infrastructural facilities.”

Dr Mali has divided the entire period of higher education growth in India since Independence into just two Phases: i) Phase 1- 1947 to 1980 and ii) Phase 2 - 1980 onwards.

On the growth in Phase 1, he says:

“It may be said that during the first phase of the higher education growth, the government support and the social support greatly helped in spreading the higher education in rural India.

The views by Dr.Mali about the social support to higher education are similar to those by Dr.Takwale. On the social support, he adds -

“Another notable thing of this period was that the colleges also received generous support from the society at large. The support came from the well-wishers, past students etc. who gave donations for construction of classrooms, hostels etc. as well as for the endowment scholarships for socially and economically backward students. On the whole, there was love and support for education from all sections of the society.”

Researcher’s Analysis:

1. The views expressed by Dr.Mali are on lines with those of other educationists discussed earlier except the fact that Dr.Mali divides the entire period into just two phases.

2. He makes a specific reference to diversification of Courses from the decade 1980 onwards. This was because of the birth of new courses in science and technology at the global level. Our academic community took a due note of the same with suitable actions of introducing these courses. The review of literature done in Chapter 3 has highlighted
these changes in the curriculum in different countries as per the national needs.

3. Dr. Mali has also made a significant observation regarding the change in the approach of society towards higher education with regard to financial support to the higher education institutes. The social support steadily decreased with the privatization of higher education with the non-aided courses being run on high-fee structure.

- **Dr. Nimse:**

Dr. Nimse divides the period of quantitative growth into 4 Phases:

i) From 1947 to 1960

ii) From 1960 to 1980

iii) From 1980 to 2000 and finally

iv) From 2000 onwards.

He describes the growth in the following words:

“i) At the time of India’s independence, there were only 20 universities and around 100000 students taking higher education in India. The growth of higher education was steady up to 1960 and it picked up in the next two decades i.e. till 1980. The quantitative growth was mainly in the number of conventional colleges giving undergraduate and post-graduate education in Arts, Science and Commerce. Even though most of the colleges were run by private education societies, they were funded by the state governments for salary and non-salary grants.

ii) The privatization of higher education took place rapidly after 1980 with the staring of non-aided colleges and courses. This was due to the major change in the policy of the state governments. The permission to the so-called self-financed colleges and courses was given liberally by the state governments because they did not want to take any additional financial burden on their budgets arising out of the rapid growth of higher education.

iii) The higher education growth from 1980 onwards was prominent in case of professional colleges in engineering, architecture, medicine, pharmacy etc. There was a quantum jump in the quantitative growth after 1991 when the New Economic Policy by the Government of India came in to force. The
financial investments by private societies increased rapidly as higher education became a viable enterprise.

iv) It is also significant that the higher education growth has taken place in all parts of India. Of course, it is not uniform in all states. Some of the states like Maharashtra, Karnataka have higher growth rate. There are also different kinds of disparities in the higher education growth. For example, it is predominantly more in urban areas than in rural areas.

v) The net enrolment of youth in India for higher education is currently over two crore per annum and we are world number 2 in this regard, next to China.

The Gross Enrolment Ratio (GER) in India has jumped from 12% to 18% since the beginning of the 12th Five Year Plan (2012-17). So considering the revised GER target of India and the actual growth pattern, India is set to achieve the GER of 30% by 2020 and to become world number 1 very soon as regards the enrolment in higher education.”

Researcher’s Analysis:

The views of Dr. Nimse on the quantitative growth may be summarized as under:

1. Phase 1 (From 1947 to 1960): Establishment of mainly conventional colleges in Arts, Science and Commerce. The State governments provided the funding for salary and non-salary grants. The Growth was steady.

2. Phase 2 (From 1960 to 1980): i) Beginning of withdrawal of state governments from the funding of higher education and the new era of privatization of higher education through the non-grant colleges and Courses ii) Increase in the quantitative growth rate particularly because of professional education due to privatization.

3. Phase 3 (1980 to 2000): i) Greater momentum to quantitative growth due to the new economic policy and increase in the participation by private sector in professional education. Higher Education became a profit-making business iii) Rapid rise in the quantitative growth of higher education. Growth was not uniform in different states. There was substantial increase in GER due to special efforts of the state
governments and the central government. But disparities of various kinds still persist in the Indian higher education system.

Dr. Nimse has also mentioned in his interview that ‘agriculture education’ is being severely neglected in India even though our national economy still dominated by agriculture.

Another important point which is significantly different from many other respondents is that Dr. Nimse suggests that – The colleges in rural areas which lack in good infrastructure and financial resources need to be given special attention in the form of financial assistance by UGC and other Bodies because there is no dearth of talented students in the colleges in rural areas. In his opinion, this step will help in reducing the gap of academic standards between the colleges in urban areas and rural areas which is otherwise at present.

- Dr. Desh Bandhu:

Dr. Desh Bandhu describes the quantitative growth as under:

“Till 1980, growth of institutions of higher learning was relatively steady and it picked up in the 1990s onwards. This was mainly because of two things:

i) Increased demand for higher education

ii) Participation of the private sector, particularly in technical and professional education.

a) Up till 1980, the growth of higher education was largely confined to liberal education in Arts, Science and Commerce. The State Governments supported higher education by setting up State Universities and Colleges. Not only this, they also took over the responsibility of funding the colleges set up by private education societies. The funding for such colleges were for salary and non-salary grants. These institutions were known as grant-in-aid (GIA) institutions or private aided institutions. In such institutions, the private societies took the major financial burden of the capital costs incurred on buildings the classrooms, laboratories, laboratory equipment, library etc. However, public subsidies through the government grants were provided to them to meet the recurring salary and non-salary expenses and occasionally
for some capital works. Thus the running costs of even the private colleges were essentially borne through the government funding. Naturally, the public funding was accompanied with considerable amount of regulation of private institutions by the respective State Governments.

b) Over a period of time, private aided institutions became a mirror image of the government-run institutions. This had serious repercussions on the future of higher education in India. During this period, this de facto nationalization of private higher education not only killed community-led private initiatives in higher education, but gave a serious blow to the standard of education in the private colleges. Many of these colleges had over the years set high academic standards for themselves.

c) The growing demand for higher education resulted in rapid growth in the enrolment as its relevance in business and industry was felt by people and also due to the affordability of the cost of higher education by the families from the middle income group also. Increased demand for higher education laid considerable stress on the financial resources of the State Governments which resulted in the increase of private participation in higher education. The State Governments had no choice but to accept the private participation in higher education.

The reforms in early 90s saw the middle class population larger, younger and richer. Also, the country supported development of business and industry sectors by adopting the new economic policy in 1991. Education was seen not only as a status symbol but also as a means to get ahead of others. Privatization of higher education has been the natural outcome of several policy changes such as liberalization, privatization etc. after 1991. All these things set a pace for accelerated growth of higher education by the private sector in the country.”

- **Researcher’s Analysis:**

The views of Dr. Desh Bandhu may be summed up as under:

The growth period is divided mainly in two Phases: i) Phase 1 from India’s Independence till 1980 and ii) Phase 2 from 1980 onwards.

1. Till 1980, the growth was mainly confined to Arts, Science and Commerce colleges. The private colleges were funded by the State Governments for
salary and non-salary grants and capital expenses were born by the private education societies.

2. There was rapid growth after 1980. The growth was accelerated due to liberal economic policy which came in 1991, rise in demand for professional education.

**Findings of Research on Quantitative Growth:**

On the basis of the analysis of the primary data of the views and opinions of the respondent educationists given above as well as those of others from the list and the secondary data, Researcher would like to summarise below his findings on the aspect of quantitative growth since Independence:

1. **Steady growth from 1950 to 1980.**

During the above period, growth was limited to the conventional colleges (Arts, Science and Commerce). This period is marked with special efforts of the state governments taking higher education to the students from socially and economically weaker sections of society, rural areas etc.

2. **Rapid growth from 1980 to 2000.**

There was consistent rise the growth of ‘non- aided’ professional colleges in engineering, architecture, medicine, dental science, management education etc. from 1980 or so to meet the growing demand on account of onset of economic development, industry demand, increase in population, higher education as necessity for employment. The growth was unplanned and uncontrolled since India’s independence. But Higher Education became viable enterprise because of the strong entry of private partners in higher education through non-aided colleges and courses from the 1980-90 decade.

We are all aware that private universities are also being set up in different parts of the country after the recommendations of the National Knowledge Commission Report by Dr Sam Pitroda. The increasing share of private higher education institutes in Indian Higher Education is given below. The data for making Table 5.3 given below has been taken from the FICCI Higher Education Summit 2012 Report (6, FICCI Higher Education Summit 2012)
Table 5.3 Percentage Share of Private HEIs

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Share of Private Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>42.6%</td>
</tr>
<tr>
<td>2007</td>
<td>61.8%</td>
</tr>
<tr>
<td>2012</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

3. Quantum Rise in Higher Education Growth from 2000 onwards:

There was a quantum rise in the higher education growth from the year 2000. The rise in the number of students over the entire period from India’s independence is much higher than the corresponding rise in the number of universities, colleges and teachers. There was significant improvement in infrastructure after 1980, but the number of teachers has been far less than the requirement, which is referred to as understaffing.

Private Education Providers became prominent partners in higher education growth. The current situation is such that private higher education sector has become a dictating force because of the inability and unwillingness of the state governments to financially support the higher education.

Open Education also made its entry into the domain of higher education during the 1980-90 decade. Its popularity is continuously on the rise because of the flexibility in taking education (Table 5.4). The share of open education currently is estimated at more than 15% of the total enrolment of students in higher education in India as per the figures given in the FICCI Higher Education Summit Report 2012 (6, FICCI Report).

Table 5.4 Growth in student number in Open Education in India

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>170000</td>
<td>590000</td>
<td>1380000</td>
<td>2740000</td>
<td>4200000</td>
</tr>
</tbody>
</table>
2. Education Quality:

Study and Analysis of the Views of Educationists:

Let us now move on to the next important issue viz. Education Quality for the qualitative analysis of the views and opinions of educationists. Researcher had included a few questions on education quality, its measurement by NAAC methodology, Improvement in the NAAC itself and finally ways of improvement in education quality. The factors which have direct influence on education quality are: Affiliating System of universities, Autonomy, Infrastructure, Funding by the state governments and the central government through the National Funding Bodies etc.

Researcher would like to take into consideration the views of respondent educationists on the impact of these factors on the education quality. We are all aware that there was no formal mechanism for the assessment of education quality till the establishment of NAAC in 1994. So, the judgement on education quality prior to NAAC establishment in 1994 was mainly ‘perception-based’. The academia used to assess the quality of education on the basis of their own perception on the standard of teaching and research, infrastructure facilities in the institutes, qualification of teachers etc.
Naturally, the views and opinions on education quality by the respondent educationists expressed in their interviews are also based on their own ‘experiences’ and ‘perceptions’ about the education quality of higher education institutes in the country during the pre-NAAC period.

Following question was asked regarding whether the quality of education in the higher education institutes in India has fallen since India’s independence:

**Question:** Do you think that the quality of education suffered heavily in the process of the unplanned growth of higher education in India in the post-independence decades before the establishment of NAAC in 1994? If so, what were the reasons for the decline in the education quality?

Let us see what the respondent educationists have to say in the matter. Researcher has given below the relevant ‘extracts’ of the educationists from the list covering the wide range of their views. At the end of response of each educationist, Researcher has presented a brief summary of the reasons in support of the views expressed. It may be stated here that some educationists have opined that there has been a decline in the education quality over the years. Some educationists do not think so. Researcher felt that it would better to make a Summary Analysis at the end of the presentation of views of different educationists on ‘Education Quality’. This has greatly helped in getting the findings of research on this issue.

It is to be remembered that the primary data obtained through interviews is our main basis to identify the findings of research with respect to any issue under consideration. Secondary data has been referred wherever it was found necessary.

- Dr. Kurup:

Dr. Kurup has put up his views in the following words:

“Quality of education suffered both in the government- aided and un-aided sector for want of close supervision, control and accountability. Affiliating universities became non-playing captains when the number of colleges were increasing rapidly. No one was serious about high quality of education till NAAC came in to being. Earlier efforts by UGC through its Recommendations and Regulations remained in the books, as most them were not accepted by
many State Governments, like Maharashtra, ostensibly due to financial implications.

Higher education being in the concurrent list of the central government and the state governments, acceptance and implementation of any central government Regulations and initiatives is **not** mandatory on the state governments.”

**Summary of Views:**

Dr.Kurup has clearly stated that the *education quality has deteriorated* over the long period of higher education growth since independence. He has attributed various reasons for the decline in education quality. The reasons that he has attributed to the decline in education quality are:

1. Present Affiliating System
2. Absence of Accountability
3. Non-Compliance of UGC Regulations and Recommendations
4. Apathy towards Education Quality
5. No coordination between the Central Bodies and the State Bodies for higher education development.

**Dr.Vidyasagar:**

Dr.Vidyasagar is of the opinion that the education quality has declined over the years. He elaborates the reasons for the same in the following words:

“There are many reasons for the decline of education quality. I will mention a few of them.

i) Major reason is the lack of adequate infrastructure and quality human resource. The dubious paying patterns of salary do not attract qualified persons with high talent and competence in to the teaching profession.

ii) Before the establishment of NAAC, no serious efforts were made to identify the key performance factors of quality and to have a monitoring agency for assessment and promotion of education quality.”
Summary of Views:
The key factors that Dr. Vidyasagar has identified for the fall in education quality are:

1. Poor infrastructure
2. Poor quality of teachers
3. Poor salary structure
4. Lack of mechanism for monitoring the education quality till the establishment of NAAC in 1994.

Prin. Shirgurkar:
Prin. Shirgurkar also believes that education quality has suffered heavily in the process of quantitative growth. But he says that the quantitative growth cannot be the sole reason for the deterioration of education quality. He has given various reasons for the same. He elaborates on the decline in education quality in the following words:

“The fall in education quality was mainly because of the decline in the level of commitment and dedication to the profession by the community of teachers in India. The blame also goes on the Heads and the Managements of the institutes….. The degradation in the social value system and the gross neglect of the importance of high quality education also has contributed to the fall in the quality of education in the period before the establishment of NAAC in 1994.”

Summary of Views:
Main reasons in the decline of education quality in Pre-NAAC period:

1. Lack of Commitment and dedication among teachers
2. Degradation in the social value system
3. Gross neglect of the importance of education quality

Dr. Bhoite:
Dr. Bhoite does not think that the education quality has declined over the years since Independence. In fact, he is of the opinion that Quality of education was never so high in India. He says:
“I will not say that the quality of education has suffered heavily in the process of unplanned growth. The quality of higher education in India has never been very high. ….. In the earlier generations, those who excelled in different spheres were educated abroad. ….. In Indian society, we never insisted on quality or tried seriously to promote it. Like other things in life, quality has been always treated as an entity which need not be or cannot be improved.”

He says that Indian Society by nature is not serious about the improvement of education quality.

**Summary of Views:**

1. Quality of education was never high.
2. Indian society by nature is careless about quality
3. Situation with regard to education quality is unlikely to improve.

**Dr. Patwardhan:**

Dr. Patwardhan firmly believes that the education quality has declined as a result of the quantitative growth of higher education in India. He advocates the implementation of the National Knowledge Commission (NKC) Report by Dr. Sam Pitroda for improvement of the educational standards in India. He puts his views in the following words:

“According to Dr. Sam Pitroda, Chairman, National Knowledge Commission (NKC), there is a need to integrate technology into education. Teachers should cease to be merely the points of delivery of education and should become mainly the mentors to students. …..

India is currently facing a huge jobs-skills shortage. There is an urgent need for relevant vocational training. There is a need to give a migration path to higher education to the youth pursuing vocational education through ITIs and Diploma Courses.

Dr. Sam Pitroda also affirms that institutional reforms are the key to educational innovations and in this regard greater autonomy to universities assumes greater significance. Universities urgently need to produce graduates and post-graduates possessing creativeness to effectively manage
and flourish India’s economy. For this we need a large number of dedicated and brilliant teachers who are in short supply right now.

There is also a need to rationalize the incentive structures for teachers. In the future, we will need to foster innovation by aggressively pursuing both institutional reforms as well as an engagement with relevant technologies. ...

Our present education failed to address satisfactorily the various issues such as those mentioned above. As a result, the education quality was a serious casualty in the process of higher education growth.”

**Summary of Views:**

**Education quality has declined.**

1. Use of ICT in education.

2. Teachers should become Mentors to their students rather than just agents of knowledge transformers.

3. Lack of dedicated and talented teachers


5. Greater Autonomy to the universities and colleges.

○ **Dr. Takwale:**

Dr. Takwale has clearly stated that the quality of education in India has suffered heavily with the quantitative growth. But he puts the major blame on the present structure of Indian higher education system. This is clear from the following extract of his interview. He says:

“Quality of education depends upon the System or the Model of Higher Education. In the traditional system, quality of education is bound to suffer with the increase in the quantity. There are also physical and financial limitations on the increase in the infrastructure in a particular college. Ultimately, the pressure of numbers adversely affects the quality of education in the traditional colleges or the universities.”

Dr. Takwale is of the opinion that we cannot expect high standard of quality in the present British Model of Higher Education being practiced in India since the British Rule. He says:
“There is NO way out really in the traditional system. The solution to the problem of quality-quantity lies in the new form of education i.e. ‘Open Education’ started in our country in the 1980-90 decade .”

Dr. Takwale is of the strong opinion that we must throw away the present system of education and design a completely new Model of Higher Education which will promote mass personalization of higher education through ‘open’ education using Information and Communication Technology (ICT). His sole answer to the problem is promotion of ‘Open Education’.

**Summary of Views and Opinions:**

**Quality of Education has gone down.**

1. Quality of education depends upon the Model of Higher Education System.

2. Radical restructuring of higher education system is necessary.

3. ‘Mass Personalization’ of education through Open Education system.

4. Traditional Education System has become obsolete and radical reconstruction is needed.

○ **Dr. Pandey:**

Dr. Pandey also believes that quality of education has gone down since India’s Independence as a result of quantitative growth. The fall in quality continues even after the establishment of NAAC in 1994 when the quantitative growth has accelerated further in the mad rush for achieving the target of 30% GER by 2020 or so. He says,

“Yes, it is quite true that there is a decline in education quality! But unfortunately it has not much to do with the establishment of NAAC. Education quality continues to decline even today. Reasons are many, but primarily due to proliferation of institutions and lack of honesty in the profession.”

**Summary:**

Dr. Pandey believes that the education quality has fallen over the years and will continue to do so in spite of the efforts by NAAC.
Dr. Nimse:

Dr. Nimse admits that the education quality has suffered heavily in the process of quantitative growth of higher education. He puts his views in the following words:

“The quality of education has definitely suffered heavily in the process of unplanned growth of higher education. There are many reasons for the fall in the quality. For example, decline in the financial support of the state governments, shortage of duly qualified staff, lack of autonomy to the Principals and the teachers in their working etc.”

In his interview, Dr. Nimse has put the major blame on the present affiliating system. In his opinion, the neglect of colleges in rural areas has also affected the overall quality of education among the higher education institutes in India.

Summary of Views:

Quality of Education has suffered.

1. Decline in the financial support by the state governments.

2. Shortage of duly qualified staff.

3. Lack of Autonomy to higher education institutes in India.

Dr. Patil:

Dr. Patil believes that education quality has suffered in the process of higher education growth. He says:

“Yes, I do think that the quality of education has suffered due to the unplanned growth of higher education. I am also of the opinion that the decline in education quality has continued even after the establishment of NAAC in 1994.”
Summary of Views:

Dr. Patil has cited following factors responsible for the fall in education quality:

1) Quality of students
2) Mind-set of teachers towards education.
3) Non-availability of duly qualified faculty.
4) No interaction with the industries.
5) High student-teacher ratio.
6) Lack of strong motivation for academic research.

- Dr. Andar:

Admitting that the education quality has suffered in the growth of higher education in India, Dr. Andar says,

“It is very true that the quality of education declined during the unplanned and uncontrolled growth of higher education. The large growth in the number of Institutions, both Universities and Colleges, resulted in a burgeoning student population who were taught and examined in the classical old-fashioned way, without corresponding improvement in the syllabi and structure of the courses taught. This produced... and still continues to produce.... a huge gap between what the students learn during their ‘education’ and what kind of skills are required in the job market.”

Summary of Views:

1. Traditional old system of education.
2. Out-dated syllabi.
3. Absence of job-skills training.

- Dr. Mali:

Dr. Mali agrees that education quality has declined in the process of quantitative growth. He has given various reasons for the same. Some are mentioned below:

i) There was a rapid fall in the dedication and commitment of teachers towards their profession.
ii) There was a shortage of duly qualified staff in the newly started professional colleges, because demand and supply could not match.

iii) The quality of basic infrastructure in many colleges was very poor.

iv) The government and social support to the educational institutes came down significantly with the privatization of higher education.

v) The ‘student-teacher’ ratio is a very important factor affecting the education quality. This ratio is very high in the conventional as well as professional colleges. One cannot expect the quality of education high when the student-teacher ratio is high.

vi) No external agency like NAAC can bring high quality in education without the ‘intrinsic will’ among all those connected with education.

vii) The syllabi are most often out-dated and not in tune with the industry requirement.

**Summary of Views:**

1. Rapid fall in dedication and Commitment by teachers.
2. Shortage of duly qualified staff.
3. Poor infrastructure.
4. Fall in the state government support and social support to the institutes.
5. Undesirably high ‘student-teacher’ ratio.

- **Dr. Nigavekar:**

Dr. Nigavekar in his interview said that there was a continuous fall in the education quality of higher education institutes in India since Independence. He referred to the 1980-90 decade as the period of ‘Quality Crisis’ in India. As the Founder Director of NAAC, he really laid down a strong foundation for the formal mechanism in the form of NAAC for the academic assessment and accreditation of higher education institutes in India. This was possible only because of his deep thinking on what we really mean by education quality and how can it be measured in a quantitative manner.
o Dr. Powar:

Dr. Powar also expressed in his interview that there has been a continuous decline in education quality since India’s Independence due to the rise in numbers of all kinds like number of students, number of colleges, number of universities etc. But he said that there are many other factors which are responsible for the fall in education quality which have been cited by other educationists and given above. But he further says,

“Quality of Education in its true sense cannot be measured by the present NAAC Methodology even though you bring in further improvements in the same unless you address the basic issues, act upon the same at the national level. Presently the institutes are engaged only in improving their numerical ‘score’ and ‘Grades’ by cosmetic type of treatments with respect to the various criteria of assessment of education quality. This kind of approach is not going to help in improving the intrinsic quality of education which is felt, rather than seen, through the academic ambience of the institutes.”

Summary of Findings of Research on ‘Education Quality’:

Let us first discuss the outcome of the views and opinions of the respondents on the perception that the education quality has declined in the process of the quantitative growth of higher education in India since independence. Compilation of view and opinions on the ‘decline in education quality’ is presented below:

Total No. of Respondents: 15

The opinion poll results on the decline in education quality since independence are presented below.

Agree: (13)

Do Not Agree: (1)

Can’t Say: (1)
Results:
Agree: 86.7 %       Do Not Agree: 6.6 %       Can’t Say: 6.6%

From the above, we may draw the conclusion that-

“Fall in education quality is a consequence of quantitative growth of higher education, particularly when the growth is unplanned and uncontrolled.”

Analysis and Findings on ‘Education Quality’:

The numbers of all kinds like the number of students, colleges, universities play adversely affect the education quality. This has been the case since India’s independence. It is worthwhile to record the observations of Dr.Radhakrishnan Committee Report (1948). The Report observes,

“The universities have fallen short in many respects.....This is no cause for complacency. The marked deterioration of standards in teaching, examinations and increasing dissatisfaction with the conduct of University administration......are the matters of great concern.”

Dr.Radhakrishnan Committee had expressed its concern about the fall in quality of higher education at the time of India’s independence even though the number of colleges and universities was small at that time. It is a general feeling among the people that education quality was very good at the time of India’s independence and for a few decades thereafter. This is the feeling particularly among the senior citizens who had their education during the pre-independence period or the post-independence period of the next 10-20 years. The perception may be true to some extent in the comparative terms. But Dr.Radhakrishnan Committee Report clearly states that the education quality was not satisfactory during the decades of India’s independence also.

Kothari Commission Report (1966-68) on Education Quality talks about the falling standards in education quality during the period of 20 years after the implementation of Dr.Radhakrishnan Committee as is evident from the following observations in the Report:

“The overall state of higher education in India in the 70’s was disappointing for variety of reasons even after the adaption of Dr. Radhakrishnan Committee Report in 1948 by the central government. The main reasons are: lack of enthusiasm and initiatives among the people concerned, failure of
universities in giving academic leadership, complacency on account of past history. As a result, the Committee felt that the universities have become only the examining bodies.”

The Thyagarajan Committee Report appointed by the Government of India a few years ago points out at the fall of education quality during the past few decades. The Report in its Executive Summary says,

“According to the seven goals and issues identified under the XI Plan, the University Grants Commission took up the issue of “Reforms relating to the Affiliating System” in view of the nation-wide consensus that the affiliating system of colleges with universities in India has become a major burden, impacting significantly on the education quality and innovation outputs of the university system.”

From the above discussion, conclusion may be drawn that the education quality has been the victim of the continuous quantitative growth of higher education system. However, it must be stated that India cannot afford to slow down the pace of the quantitative growth of higher education system in India in view of the high GER targets set for the coming 2-3 decades by the national policy planners on higher education. So, what needs to be done is the execution of the growth in a ‘planned manner’ ensuring high quality of education through constant improvement in the same.

Factors Responsible for the Decline in ‘Education Quality’:

The analysis of the views and opinions of the educationists has certainly helped in identifying the causes of the decline in quality. Researcher has compiled them together. The analysis brings out that the main factors which affect education quality in the quantitative growth are:

1. Present Affiliating System (200)
2. Absence of Accountability.
4. Apathy towards Education Quality.
5. Lack of Coordination between the Central and State Bodies on Higher Education.
6. Poor Infrastructure in most of the colleges and universities.
7. Shortage of duly qualified teachers as required as per the norms of UGC and other Bodies.


10. Lack of Commitment and Dedication among teachers.


12. Lack of Autonomy to the universities and colleges.

13. Sharp Decline in the funding to the government -aided higher education institutes.


15. High ‘Student-Teacher’ ratio in colleges.

16. Loss of effective academic control of parent universities on the affiliated colleges.

17. Continuation with the age-old British Model of Higher Education.

18. Out-Dated Curricula.

19. Absence of ‘job-skills’ training.

3. Value Education:

Value Education is important part of overall education to be imparted, in some form or other, to students engaged in higher education. Therefore, a question was added in the Questionnaire to get the views and opinions of the educationists on this aspect. The question is reproduced below for ready reference.

**Question:** ‘Value education’ is very important in education system at any level. It is a must to build up good citizens of the country for a peaceful and prosperous society. Sir, do you think that this is being done satisfactorily at present, directly or indirectly? What further can be done in this regard?
For the purpose of analysis, Researcher has followed the same as for the earlier issues. It was felt to compile the various opinions of the educationists by identifying the same one by one. Therefore, summary of views, presented below, of each educationist is given at the respective places and analysis is done at the end.

- **Dr. Takwale:**

“The traditional system of education is highly structured and content based. The system involves mainly giving the subject knowledge to the students. It does not encourage group working, exchange of ideas, thoughts among the students. There is hardly any ‘value education’ in this system.

Working in a group indirectly develops good human values among all the members of the group. The structure of Open Education System is such that it encourages the learners located at different places to work in groups involving discussions, sharing of thoughts and sharing resource material, helping each other and so on. The Open Education System thus promotes value education by promoting group cooperative and collaborative education in a big way in addition to giving high quality subject knowledge.”

**Summary of Views:**

1. Present traditional education system hardly gives any value education.

2. We must adopt ‘Open Education’ which automatically promotes value education through working in groups and with local community for their projects.

- **Dr. Kurup:**

Dr. Kurup is not happy with the present state of affairs with regard to ‘Value Education’. He puts his views as under:

“I think that the situation in higher education institutes as regards imparting the good values to the students is quite unsatisfactory. The major problem is: We only preach and not practice. Value education should really start from home, school and onwards.”
Views:

Value education in formal manner is not necessary. It needs to be given through the principle of “Preach what you practice”

- **Dr. Bhoite:**

Unlike many others, Dr. Bhoite does not believe in the necessity of value education at the higher education level. He is of the opinion that the values keep on changing with time and that value education in formal manner may have adverse effect on the youth of the new generation. He expresses his views in the following words:

“Value education is a component of the content of education. In the earlier Societies, educational Institutions were expected to indoctrinate moral values in the minds of students as a part of their personality development. However, it cannot be fitted in the present day system of higher education. Moreover, there is no unanimity among the educationists with regard to what constitutes value education. Furthermore, students taking higher education are old enough to have their basic personality structures whole formed. So they will not be willing to accept anything regarding value education through formal discourse.

Therefore, it is better to set aside using higher education as a vehicle of value education. Besides, the minds of the collegiate youth are heavily bombarded with so many things happening outside which seriously violate the basic values and still are accepted by society. So any attempt to give them value education would ultimately culminate into creating confusion in their minds.”

**Summary of Views:**

1. Formal value education cannot be fitted into the present system of higher education.
2. Value System keeps on changing with times and it is continuously affected by things that happen around.

- **Dr. Patwardhan:**

Dr. Patwardhan feels that value education should be intelligently integrated into the subject curricula. He says,
“Value education is a must to build good citizens of the country. Education should not be limited only to imparting the subject knowledge and the job-skills. We need modules on ‘value education’. I think that these modules should be integrated in all the subjects of the courses of study instead of giving value education as a separate course.”

Summary of Views:

Value education is necessary but it should be integrated in the curricula of various subjects.

- Dr. Nimse:

In his interview, Dr. Nimse says the following on ‘Value Education’:

“Value Education does not mean classroom education on good moral values. It is to be imparted through the work experience by participation in Community Projects related to the welfare of the society around. It is a common practice in most of the advanced countries to give such projects to the students as a part of their Course work. Students automatically pick up good values because of the understanding of the social issues and problems while doing their Projects.

Value education must also involve making the students aware about the rich tradition and culture of our society, India’s freedom struggle, contribution of great national and social leaders in India and so on. This can be done through NSS, NCC and such other activities related to the personality development of students.”

Summary of Views:

1. Value education should be imparted through Community Projects rather than through separate Course.
2. Present practice of giving moral education through NSS, NCC and such other activities.

- Dr. Desh Bandhu:

Dr. Desh Bandhu is of the firm opinion that value education is a must. In his interview, he also elaborates as to how it can be imparted. He says,
“Value Education is very important for any society for healthy economic growth of the nation and peace loving and harmonious society.

The following steps will help in imparting good values among the students during their collegiate studies.

1. Including the modules on social, moral and cultural values in the curriculum itself for deeper and practical understanding of values and their relevance in the day-to-day life.

2. Conducting special Orientation Programs for the teachers in Value Based Education.

3. Inviting the parents and others for the celebration of national and religious festivals at the institutions.”

Summary of Views:

1. Value education is necessary.
2. It should be given in formal form.
3. Special programs should be arranged.

○ Prin. Shirgurkar:

Prin. Shirgurkar expresses his views on ‘Value Education’ in the following words:

“Good values cannot be given to the students simply through the ‘value education’ classes. They need to be practiced by those who preach them and this must come from top to bottom. If good values are to be imparted to the students, it is necessary that the principals, teachers, people in the Management etc. follow good values in their own conduct and actions. At present, there is a lot to be desired in this regard in the collegiate institutes. There are unhealthy practices in admissions, examinations, appointments, promotions etc. How can good values be given to the students if teachers and others at the top level do not follow them in practice? “

Summary of Views:

Value education should not be given in a formal manner. It should be through the principle of “Preach what you practice”.

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Dr. Mali puts his views as under:

“Value education cannot be imparted to the students through the lessons in the classrooms. It can be done more by practicing than preaching.

Good values must be practiced by the principals, managements, teachers and all others connected with education. Value education must also begin at home first. The parents also have to practice good values in their life. Therefore, it is necessary that the malpractices in admission, examination etc. in our higher education system are curbed down through stringent measures. Corruption of various kinds also needs to be dealt with seriously.

If we successfully handle these problems; there will be no need of value education classes for students.”

Summary of Views:

1. Teachers, Managements, parents and others concerned must observe good values themselves.
2. Malpractices in academic matters should be strictly curbed with appropriate measures.

Summary of Findings on ‘Value Education’:

Researcher would like to present below the brief summary of the views and opinions on ‘Value Education’ of the respondents and the consensus of their opinions as the findings of research. General observations are as under:

The analysis shows that majority of the educationists feel that value education needs to be imparted to the students engaged in higher education particularly at the undergraduate level.

1. Majority feel that it should be imparted through activities like NSS, NCC, Community Projects involving group working and interaction with local community.
2. Principle of “Preach what you practice” needs to be followed. It should be followed by all: teachers, Principals, Managements etc.
3. All kinds of malpractices in admissions, evaluation etc. should be strictly curbed down.
4. Some respondents feel that value education needs to be given in a formal manner by including modules on the same in the curriculum.

4. **Affiliating System:**

System of Affiliating Universities has greatly affected the quality of education because of heavy burden on the parent universities because of the large number of colleges affiliated to these universities. Many universities have more than 500 affiliated colleges under their jurisdiction. Researcher had included following question in the Questionnaire to get the views of the respondent educationists on affiliating system of colleges and suggestions with regard to this important issue. We are aware about the Thyagarajan Committee Report in which it is recommended that no new university should have more than 100 affiliated colleges and the present large universities should be accordingly split up into smaller universities.

The question which was put up before the respondents is given below:

**Question:**

“There is a debate these days at various levels of educational forums regarding the system of affiliated colleges in the universities. It is also suggested that the affiliation system be abolished altogether. Please give your valued opinion on this important issue.”

○ **Dr. Kurup:**

Dr.Kurup responded to the question as under:

“The Affiliating system of higher education will not only remain but will continue to dominate the Indian scenario for quite some time despite its innumerable disadvantages.

i. There are good affiliating universities and affiliated colleges; there are poor deemed universities and autonomous colleges.

ii. There are also good large universities and good large colleges; there are poor small universities and poor small colleges.

iii. There are efficiently managed aided and unaided institutions; there are also poorly managed aided and unaided institutions.
The ground reality is that majority of colleges are ill-equipped to be ‘stand-alone’. Mergers and networking or clustering of the non-viable colleges might improve institutional viability.

Some of the causes of inefficiency of the affiliated colleges are:

i. Poor curriculum, de-motivated managements, teachers and students.
ii. Lack of adequate financial allocation in the state- aided sector, team work, and professionalism, proactive leadership at all levels.
iii. No mechanism for timely monitoring, control and accountability in academic activities in the institutes.

We need to resolve these issues to improve the quality and relevance of higher education in India.

Affiliation cannot be reformed without reforming the institutions managing the higher education system.

i) UGC, universities and colleges in India in that order need, therefore, to be strengthened. UGC should become more effective, efficient, transparent and fully decentralized. There is a need to improve the response system of UGC.

ii) Working of the Regional Offices of the UGC should be streamlined and empowered to make them highly efficient.

iii) The concepts of corporate governance and social responsibility need to be brought in the functioning of UGC, universities, colleges and other higher education institutes. Effective measures should be taken for strengthening the leadership at all levels of higher education.

iv) Extensive use of ICT in academics and administration should be made mandatory for higher education institutes in India. Focus should be on the e-resources and e-learning.

v) There is an urgent need to update the conventional courses.

vi) It is necessary to streamline the self-financing (un-aided) sector of higher education in India.”
Summary of Views:

Affiliating System will have to be continued with further improvements and other measures as suggested by Dr. Kurup. Due note of his suggestions is taken care of in the Summary Recommendations.

- **Dr. Pandey:**

Dr. Pandey expresses his opinion on affiliating system in the following words:

“Like any other policy matter, the process of affiliation in the Indian universities has undergone evolution over the years. It does provide some checks on the quality of education in affiliated colleges though may not be error free always. Therefore, the affiliation system must prevail lest the growth of educational institutes goes in uncontrolled manner and constant efforts may be made to improve the same by getting rid of the drawbacks.”

Summary of Views:

1. Affiliation system is required for control on colleges.
2. Efforts for improvement of the present affiliating system are necessary.

- **Dr. Bhoite:**

On the Affiliating System, Dr. Bhoite says:

“Affiliated Colleges are burden on the University. The burden is so heavy that the Universities are not able to do the normal function which they are supposed to do. As is usually said, our Universities have become only examining bodies. Much of their time and energy is consumed in conducting examination. Likewise, in the affiliating system, the teachers in affiliated colleges do not enjoy any academic autonomy. They have to teach the syllabi which is framed by some authorities in the University. The students are taught by their teachers in the respective colleges and are examined by teachers from somewhere else.

So, affiliating system is becoming incongruent. However, at least at present, there is no substitute for affiliating system. The UGC had constituted two Committees to examine this issue and suggest alternatives to the affiliating system. But the Committees could not come out with any practicable suggestions.
There is another alternative and that is of giving total autonomy to the colleges. The autonomy is with regard to framing the syllabi, conducting the examination and awarding the degrees. But this autonomy is very much likely to be misused at the colleges. Our experiences with private Universities and the autonomous Colleges are not very satisfactory. We conceive very good ideas but distort them as soon as we get an opportunity.”

**Summary of Views:**

1. Affiliating system is a serious failure particularly with regard to universities with large number of affiliated college. But the system will have to be continued till viable alternative is evolved.
2. ‘Autonomy’ is a good option. But it has not picked up among the colleges in India. It is also found that autonomy is not effectively practiced.

**Dr. Vidyasagar:**

Dr.Vidyasagar feels that affiliating system is inevitable under the circumstances but the affiliated colleges need to be financially strengthened by the respective state governments. He says,

“Abolition of affiliation system is all right but then how would you sustain the affiliating universities financially?

The state governments are not in a position to provide the development funds to the universities. Without the substantial finances, which come from the affiliated colleges, the universities will starve of the sustaining funds and eventually die of starvation. Because, major financial savings of the universities come from the examination fees, share of the tuition fees and affiliation fees received from the affiliated colleges etc. Unless other sources of income are generated, universities cannot sustain themselves. If the universities start more courses of study then research which is the main activity of the universities would be seriously hampered. I, therefore, strongly feel that abolition of the affiliating system will strengthen neither the universities nor the colleges, unless and until independent financial resources are made available to the universities to make them financially viable. However, the colleges with high academic standing and striving for
excellence in education quality be encouraged and helped by the parent universities to become ‘autonomous’.”

Summary of Views:

1. Affiliating system should continue.
2. Colleges should be encouraged to become ‘autonomous’ by helping them in various ways to raise their academic standards.

o Dr. Patwardhan:

Dr. Patwardhan thinks that the present affiliating system be abolished since it has become obsolete and we must come out with a new Model of higher education system. He puts his views as under:

“Present affiliation system is ‘out-dated’. We must accordingly develop a new structure of higher education system. The present system of giving meaningless degrees with no new knowledge or useful skills should be stopped. We have created large infrastructure of under graduate colleges in India in the past few decades. This huge infrastructure should be utilized effectively and to the maximum possible extent by adopting to new e-technologies in higher education. Teachers also need to introspect and see the winds of changes in the new forms of imparting education. They must constantly update themselves with new educational technologies and knowledge in the frontline areas with Life Long Learning (L3) approach. Their role should now be that of tutors and mentors to their students.”

Summary of Views:

1. Affiliating system be abolished.
2. New System of Higher Education is necessary which uses e-technology in education.

o Dr. Nimse:

Dr. Nimse is not happy with the present system of affiliating universities. But we have to still continue with the same with possible improvements. He makes specific suggestions in his interview. He says,

"1. I am not in favour of abolishing the affiliating system altogether. We are aware that Thyagarajan Committee appointed by the Central Government
has recommended that there should not be more than 100 affiliated colleges per university. I feel that this kind of line mark is mechanical. The number of affiliated colleges per university should depend up on the regional requirement. However, I do feel that this number should not be too large also.

2. The colleges which have already achieved the academic competence and fulfil the UGC eligibility conditions for autonomy should be encouraged by the parent university to become autonomous. The colleges which are affiliated and making sincere efforts for quality improvement be given academic inputs, guidance and support by the university to raise their academic standards so that such colleges can eventually get the UGC status of autonomous college.

3. In every university, there are some colleges which I consider as the colleges beyond repairs. Such colleges do not make any efforts for quality improvement. Most of these colleges receive the grants of the state governments for salary and non-salary expenses. So there is no any financial burden on the Managements of such colleges. Services of teaching and non-teaching staff are also protected. Above all, these colleges do not show any willingness to improve their academic standard. The state funding to such colleges is a sheer waste of public money. Therefore, such non-viable and non-performing colleges should be disaffiliated by the concerned universities.”

Summary of Views:

1. Affiliating system should be continued.
2. Thyagarajan Committee Report suggests that there should not be more than 100 colleges affiliated to any university. It is not financially viable. But this number can be 200.
3. Non-performing colleges be permanently disaffiliated. Because continuation of such colleges is a great financial loss of the state and other public funds.

Dr. Patil:

Dr. Patil strongly feels that many of the universities are ‘over-burdened’ with large number of colleges affiliated to them. He puts his views as under:
“It is urgent and necessary to free the universities from the burden of holding large number of examinations and evaluations. As far as possible the colleges which are more than 10 years old must be brought under ‘Autonomous’ status so that they can manage their own academic planning and examinations. This automatically reduces the burden of affiliated colleges on the universities. I, therefore, strongly feel that there should not be more than 200 colleges affiliated to a university.”

**Summary of Views:**

Dr. Patil makes a suggestion that the upper-most limit on number of affiliated colleges be 200 as against 100 suggested by Thyagarajan Committee.

- **Dr. Andar:**

  Dr. Andar advocates grant of autonomy to the deserving and eligible colleges. He strongly expresses his displeasure with the running of affiliated colleges at present which in his opinion have become ‘teaching factories’ producing the unemployable graduates and post-graduates in large number every year. He says,

  “I believe it is time to rethink seriously on affiliation issues. Autonomy, both academic and financial is the need of the hour. Unless and until we seriously take up this aspect and that too soon enough; our institutions will continue to remain ‘teaching factories’ which churn out thousands of so-called graduates and post graduates whose knowledge and education is at a large variance from what employers really expect and need and possessing poor soft-skills and confidence level.”

**Summary of Views:**

1. The earlier our education system is free from affiliating system, the better it is for our students.
2. Autonomy should be promoted.

- **Prin. Shirgurkar:**

  Principal Shirgurkar has following to say on the issue of affiliating system.

  “I think that the system of affiliated colleges cannot be abolished altogether even if we wish to do so. This is because there are no good options available. The number of affiliated colleges can go down rapidly if majority of the
colleges in India go in for the autonomy and they get the same. But it must be remembered that the colleges aspiring for autonomous status must also fulfil the norms for grant of autonomy. If we look at the statistical figures, it is seen that the rate of colleges becoming autonomous is very slow. . . . . . . . I think the affiliating system will continue for at least another 20-30 years for want of viable practical alternatives.”

Summary of Views:

1. Affiliating system cannot be abolished at present
2. The recommendation in the Thyagarajan Committee Report of not more than 100 affiliated colleges per university is practically not possible in view of huge financial investments involved in splitting the universities.
3. The present affiliating system will continue for another 20-30 years at least.

Dr. Mali:

Dr. Mali feels that affiliating system is necessary. But what needs to be done is the strict implementation of the affiliating conditions by the parent universities and promoting autonomy through encouragement and financial support to the academically competent colleges. He says the following,

“I personally feel that in the giant system of higher education in India, the affiliating system of colleges is necessary. It is suggested by some academicians that maximum number of colleges should become autonomous. But it is to be remembered that for a college to become autonomous, it must satisfy the UGC norms for grant of autonomy. However, majority of the colleges in India are not academically well prepared to become Autonomous.

It is to be remembered that the parent university has a control on the functioning of the colleges affiliated to it. No new college gets permanent affiliation on the day it is born. Initially, new colleges are given only temporary affiliation. There is a constant check on such colleges regarding the development of infrastructure, laboratory facilities, appointment of qualified teaching and non-teaching staff and so on. These colleges get permanent affiliation only on fulfilment of conditions of permanent affiliation and after certain number of years. . . . . . . . . . . . With large number of
affiliated colleges, there are various difficulties at the university level, particularly in the smooth conduct of large number of examinations. But abolition of affiliating system is not going to solve the problems. I feel that the way out is improving the affiliating system by removing its drawbacks.

It is suggested that all colleges which are accredited with ‘A’ Grade be granted the Autonomous status by UGC.”

**Summary of Views:**

1. The present affiliating system should continue.
2. The affiliating system should be improved with suitable measures.
3. The concept of ‘Autonomous Colleges’ should be promoted.
4. Colleges accredited with ‘A’ Grade should be granted Autonomous status.

**Summary Analysis and Findings of Research:**

Taking into consideration different views of respondent educationists, the analysis of the views has been done to get the findings. The findings are:

1. A large majority of the respondent educationists think that the affiliating system has to be continued till the concept of autonomy get promoted in a big way among the colleges. Dr.Takwale says that the affiliating system will continue for some time but will soon lose its relevance and eventually extinguish as a natural consequence with the advent of ‘Open Education’ on a massive scale.
2. The number of affiliating colleges should be restricted to certain optimum and practically viable number in each university. It could be maximum of 200 colleges.
3. Autonomy should be promoted as desired by UGC to the extent of minimum 10% of the colleges in the country.
4. Non-performing colleges be should be permanently disaffiliated.
5. Colleges with ‘A’ Grade should be granted ‘Autonomy’ with the UGC Regulation in that behalf.

It must be noted here that Researcher observed unanimity among all that the affiliating system has been a serious failure.
5. Employability of Graduates:

It is often said that our present education system imparts only theoretical knowledge and our graduates lack in ‘problem solving ability’ and ‘job-skills’. As a result, they are found to be unfit for recruitment in the industry. If at all some of them get employment, they need to be given training before they actually start their work in the organization. Various Surveys show that the employability of our professional graduates in engineering, architecture, pharmacy etc. is just about 25% and that of graduates in conventional streams (Arts, Science and Commerce) is around 8%.

In view of the above general observations, Researcher wanted to get the views and suggestions from the respondent educationists on this subject. Following question was posed to them to get their views.

Question:

*Sir, India produces a large human resource of graduates, post-graduates in science, technology, humanities and other fields of education every year. But the % of employable graduates and postgraduates is far from being satisfactory. What are the reasons for the same and what can be done to improve the situation?*

- **Dr. Kurup:**

Dr. Kurup responded to the question expressing his views as under:

“Our education is more theoretical and lecture-oriented. This must change to the learning which is highly interactive and with emphasis on ‘hands-on’ experience through practical experiments related to the theory taught in the classrooms. Focus should be on learning and not on traditional teaching. There must be greater use of technology in all facets of institutional activities. DIY concepts should be introduced with exams reforms. Learning is to be made the responsibility of the students and major role of teachers should as guide, mentor, tutor etc.”

**Summary of Views:**

1. Teachers should play the role of guide, tutor and mentor.
2. Focus on giving ‘hands on’ experience to the students through ‘Do It Yourself (DIY) approach.
Dr. Vidyasagar:

Dr. Vidyasagar stressed the need of training the students in job-skills, personality development, and soft skills. He says,

“Formal education needs to be supported with the job-skills education. Communication, attitude and personality development are the key factors. Attention should be given on these factors for all round development of students along with acquiring the subject knowledge.”

Summary of Views:

The curriculum should include Job-Skills training and development of soft skills.

Dr. Nimse:

“As I said earlier, the employability of our graduates and postgraduates in the conventional colleges is very poor, hardly 8% or so. Secondly, more than 85% students engaged in higher education belong to the Arts, Science and Commerce streams. Thus the bulk of the unemployed youth comes from the conventional graduates. The total number of unemployed youth keeps on swelling every year. They are highly frustrated being jobless. The situation can become explosive in the years to come.

As I mentioned earlier, minimum 30% component be related to vocational education in all the undergraduate programs. The vocational component should be relevant to the stream of education. Students must be given opportunities for development of hands-on skills through practical training, visits to industries, NGOs, IT Parks, Banks etc. Guest Lectures by eminent personalities from various fields should be organized to give the students the benefit of professional experience of visiting experts and opportunity to interact with them.

If the measures suggested above and such others are taken both at the graduate as well as postgraduate level, the employability of our graduates and postgraduates will certainly increase substantially.”
Summary of Views:

1. Curriculum should have minimum 30% component of vocational education.
2. Students should be given ‘hands-on’ Skills experience and practical training by increasing ‘industry-academia’ interaction with measures like industrial visits, NGOs, IT Parks etc.
3. Increasing unemployment among the young graduates can become explosive if the situation continues.

Dr. Patil:

Dr. Patil admits that the percentage of graduates and post-graduates produced by our education system is poor on account of various factors, which he elaborates. He also suggests measures to increase the employability of passing out graduates. He replied to the question of unemployability in the following words -

“It is true that percentage of employable graduates and post graduates is far from being satisfactory. There is unemployment on one hand and at the same time there is a lack of experts on the other hand.

The reasons for unemployability of graduates and post-graduates are many such as lack of development of practical skills, problem solving abilities, soft skills, team work and general professional skills. The academic programs are also not multi-disciplinary in nature. To increase the employability, various steps need to be taken. I would like to mention a few.

i) Train the faculty in practical aspects of the subjects taught.

ii) Prepare the curriculum which is skill oriented. The industry-institute collaborations must include activities like joint research, faculty training in the industry, guest lectures by industry experts, industry visits by students etc.

iii) Finishing School concept be introduced and implemented in each institute.

iv) Every institute should identify various types of job-skills required by the industries around and give job-skills training to the undergraduate and post-graduate students.”
Summary of Views:

1. Job Skills Training, Development of Problem Solving Ability and Soft Skills
2. Multi-Disciplinary Approach should be adopted.
3. Industry-Academia Interaction, organization of Guest Lectures of industry experts and industry visits.
4. Concept of Finishing Schools should be introduced in the higher education system.

Dr. Desh Bandhu:

Dr. Desh Bandhu in his interview spoke about the various reasons for the poor percentage of our graduates in getting the employment in public or private sector organizations. He has suggested number of measures to improve the employability. The relevant extract of his interview is reproduced below.

“Employability of our graduates and post-graduates is perhaps the biggest challenge before the Higher Education System in India today. Day after day, we are churning out professionals and postgraduates by thousands but there is hardly any ‘value-addition’ to develop their practical skills and personality traits. As a result, when it comes to their placement in various organizations in the private or public sectors, they fail miserably to live up to the even optimum level of expectations of the prospective employers. There are several factors which are responsible for this situation. I personally feel that our conventional as well as professional graduates lack the following skills:

a) English Communication Skills

b) Soft Skills like:
   - Presentation Skills
   - Inter-personal Skills
   - Team Management Skills
   - Self-Motivation
   - Assertiveness Skills
c) Exposure to contemporary job-scenario

Whether we like it or not, we cannot deny and undermine the paramount importance of the English Language as the contact and professional lingua-franca of the world. Hence, it is essential that our students are well versed in English Communication skills. Students should be encouraged to indulge in group dynamics, hands-on experiments and field assignments. Another reason for the dismal percentage of employable graduates and post-graduates in our country is the lack of exposure of ‘hands-on’ training during their studies. The fresher feels lost in the work place after getting employed or does not get employment at all.”

Summary of Views:

Students need to be given training for the development of English Communication Skills, other Soft Skills and hands-on skills.

- Dr. Andar:

Dr. Andar highlights the importance of bridging the big gap between what the students learn and what is required by the industry. He says the following:

“Most importantly, syllabi and courses need to be changed constantly as per the demand of the industry and business world. The gap between what the student has learned in his collegiate education and what he needs to know when he is on the ‘shop floor’ needs to be bridged significantly. Further personality development, soft-skills and other attitudinal grooming need a lot of attention from the stakeholders of higher education. In this respect, major responsibility lies with the principals and the teachers in the colleges.”

Summary of Views:

Dr. Andar feels that attention should be paid on the following:

1. Periodic Curriculum Revision
2. Job-skills development
3. Soft skills development
4. Personality Development
Prin. Shirgurkar:

Prin. Shirgurkar suggests a number of measures for improving the employability of the passing out graduates in the colleges. He says,

“Colleges should concentrate their efforts on increasing the employability of their graduates and thus reduce this gap. This can be done in various ways.

1. Design the curricula to make the courses which are industry relevant in addition to the emphasis on giving the theoretical knowledge.
2. Attempts should be made to develop the problem solving ability of students.
3. The courses of study should include industry-oriented projects at the second or third year level of undergraduate studies, particularly in science and commerce streams.
4. Industry-academia interaction should be increased as much as possible and thereby help the students to get ‘on the job’ training.

There is a lack of such things at present but for few exceptions. If the measures like those suggested above are taken, the employability of our graduates will certainly increase significantly.”

Summary of Views:

Suggestions given by Principal Shirgurkar are summarized below.

1. Industry-relevant courses
2. Development of problem solving ability
3. Industry projects to students
4. ‘On the job training’ in industries.

Summary Analysis and Findings of Research of Views and Opinions of educationists:

Summary Analysis of the views and recommendations of the respondents on employability of graduates is presented below.

1. ‘Do It Yourself (DIY)’ should be adopted with job-skills training.
2. Attention should be paid on soft skills and personality development.
3. Curricula should include 30% component of vocational education.
4. Multi-Disciplinary Approach should be followed in the curriculum design.
5. Concept of ‘Finishing Schools’ should be introduced and implemented during the graduation year.
6. Efforts should be made to give ‘On the Job Training’ in the neighboring industries to the students.
7. Industry- Relevant Courses should be introduced and students should be assigned ‘industrial projects’ during the last year of their graduation and post-graduation as a part of their studies.

5.3 Testing of Hypotheses:

In this Section, Researcher would like to discuss and present the results of the Hypotheses Testing. The testing of the two hypotheses has been done with the help of qualitative analysis of the views and opinions of eminent educationists in the country. It was decided to use ‘Perception Study’ Method for the Hypotheses Testing by qualitative analysis of the primary data generated through the interviews of the eminent educationists. Interviews of eminent educationists chosen as a ‘sample’ from the population of educationists in India were taken using a Questionnaire containing a set of questions related to the topic of research. In order to enable the testing of the hypotheses, suitably worded questions were embedded into the Questionnaire to get the opinions of the educationists on each hypothesis, in favour of the hypothesis or otherwise.

With this background, let us take the first hypothesis which states:

**Hypothesis 1:**

*The quality of education decreases with the quantitative growth in higher education.*

The Researcher obtained views and opinions of the educationists on the above hypothesis using the following question in the Questionnaire:

**Question:** *Sir, do you think that the quality of education suffered heavily in the process of the ‘unplanned’ growth of higher education in India in the post-independence decades before the establishment of NAAC in 1994? If so, what were the reasons for the decline in the education quality?*
From the comparative study of the responses of the educationists, it is observed that –

1. Out of the 15 educationists interviewed, 13 educationists have clearly given their opinions *in favour* of Hypothesis 1.

2. One educationist has stated that the quality of education has never been high ever since the Independence. This means that he does not agree that the education quality has declined over the years in the process of quantitative growth.

3. One educationist did not give his opinion explicitly on the issues raised in the question.

The results may be summarized as under:

Total No. of Respondents: 15

- *In favor* of Hypothesis 1: (13)
- Opinion *Against* the Hypothesis 1: (1)
- *Neutral* : (1)

The count with regard to Hypothesis 1 is:

*Agree*: 13 (86.7 %)

*Do Not Agree*: 1 (6.6 %)

*Can’t Say*: 1 (6.6%)

We, therefore, conclude that:

**Hypothesis 1 is ‘accepted’**.

From the above, we draw the conclusion that-

“*Fall in education quality is a consequence of quantitative growth of higher education, particularly when the growth is unplanned and uncontrolled.*”

This means that the education quality is bound to decrease with the ‘unplanned’ quantitative growth in higher education. This further means that education quality can be improved if the quantitative growth is brought about with a systematic planning and execution, ensuring that the education quality is not adversely affected in the process.
Let us now move on to the testing of Hypothesis 2. It states that –

**Hypothesis 2:**

*The list of criteria used at present for academic assessment and accreditation is inadequate and needs amendments.*

The question in the Questionnaire with the help of which Researcher sought the opinions of the respondent educationists is as under:

**Question No.8:**

*The NAAC has periodically made significant changes in its Methodology of academic assessment and accreditation of higher education institutes in India.*

*Please give the background for making these periodic changes? Has the new methodology now become objective to a large extent?*

**Question No.9:**

*Please suggest ways for further improvement of the NAAC methodology of quality assessment?*

The observations after the comparative qualitative analysis of the responses to the above questions by the educationists are as under:

1. Out of the 15 educationists, 13 have expressed their opinion that the present NAAC methodology of quality assessment and accreditation has improved the ‘objectivity’ of the accreditation process.
2. All the educationists are happy with the present methodology. However, one educationist says that the assessment of quality depends upon the Model of Higher Education. He is of the firm opinion that entirely New Model of Higher Education has to be first evolved. The present NAAC Model is highly static in nature and for quality assessment. Periodic changes made by NAAC have not brought about any dynamism into the NAAC Methodology.
3. One of the educationists feels that the present NAAC Methodology is *static* in nature. According to him, there are some shortcomings in the method particularly with respect to the criteria used and the weightages given. He feels that there is no criterion which takes into the efforts of
the institutes for i) Capacity Building of their students ii) To meet the local and national needs. He is also of the opinion that the weightage for the criterion on ‘Innovative Practices’ is less. In his opinion, a new ‘dynamic’ model needs to be evolved.

4. The majority of the respondents have expressed that with the inclusion of the Key Aspects within each of the criteria for fine tuning of the quality assessment has made the assessment more ‘objective’.

5. The overall opinion of the respondents is that ‘subjectivity’ in the assessment is still there to some extent. Three educationists have categorically stated that the ‘subjectivity’ element in the NAAC assessment has become more serious than before because of the falling standards of Members of the Peer Teams on visit to the educational institutes. Prin. Shirgurkar says puts this observation in the following words: “What is achieved through good theoretical framework of revised NAAC Methodology has been lost due to poor quality of Peer Members.”

6. Dr. Mali also has expressed his concern for poor quality of the Peer Members and suggested some ways to improve the ‘Quality of Peer Members’.

We thus find that large majority of the educationists are happy with the present NAAC Methodology of quality assessment, though they have a few minor suggestions to make. This means that the present list of criteria used for NAAC assessment and accreditation is adequate and needs no amendments, as per the opinion of majority of the respondents.

To conclude, we can say that –

**Hypothesis 2 is rejected.**

To conclude on the outcome regarding Hypothesis No. 2, we can say that –

“The list of criteria used at present is adequate and covers the aspects related to education quality and that there is NO need to amend the list of 7 criteria of assessment and accreditation used at present by NAAC.”

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Chapter 5

Reference List

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