Chapter 6

Findings of Research, Recommendations and Scope for Future Research
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and Scope for Future Research

6.1 Introduction:

This concluding Chapter of the thesis is devoted for presentation of the summary of the findings of research and to make suggestions and recommendations for effective Management of Quality and Quantity in the fast growing Higher Education Sector in India. These findings are primarily based on the qualitative analysis of the contents obtained through the interviews of eminent educationists of national and international repute who have been actively associated with the field of higher education in India in various capacities. These educationists have held top level positions as Vice Chancellors, Chairman or President in universities or National Bodies on Higher Education Development such as NAAC and UGC. They have played important role in one or more capacities as Policy Makers, Policy Executors and Policy Implementers in the progress of higher education in India. The contributions to the findings of research have also come from the comprehensive review and analysis of the literature related to the topic of research.

Researcher has carried out the qualitative analysis of the ‘primary’ data generated through the interviews of respondent educationists. The focus in the analysis was on certain important issues related to the quality and quantity in Indian higher education system. These issues are: quantitative growth, decline in the quality of education, affiliating system, employability of graduates, value education and accreditation of Open Education Provider Institutes. The findings of this analysis are presented in this Chapter. The findings on other related issues are also presented covering the opinions of respondent educations and the analysis of the secondary data obtained from literature survey.

The Chapter is divided into three main parts:

i) Findings of Research
ii) Suggestions and Recommendations
iii) Scope for Future Research
6.2 Findings of Research:

The findings of research comprise of two sections: 1. Research analysis related to quality-quantity management in Indian Higher Education System and 2. Testing of two Hypotheses

1. Research Analysis of Views of Respondent Educationists:

Comprehensive research covered the issues: quantitative growth of Indian higher education since independence, quality of education, value education, affiliating system and employability of graduates produced by Indian higher education system and consideration of accreditation of Open Education Provider institutes. Summary of the analysis is given below:

i) Analysis on ‘Quantitative Growth’:

There are three distinct phases of the quantitative growth.


This phase of the quantitative growth is from 1947 to 1980. This phase is marked with following important features. Some of these are given below.

a) Steady Growth in the number of colleges, universities, teachers and students.

b) Education quality was good as per the general ‘perception’ of the stakeholders.

c) Majority of the colleges (run by private managements as well as the state governments) and state universities were funded by the state governments.

d) Large majority of the colleges were in the conventional disciplines (Arts, Science and Commerce).

e) Spread of education into rural areas and among the socially and economically backward families.

f) Agriculture education got neglected as stated in the Radhakrishnan Committee Report.

This Phase may be divided into two sub-divisions: i) Period 1947-60 and Period 1960-80. The first period was just immediately after India’s independence and doors of higher education to the youth of the country by
their own government and to all sections of society. Even then higher education was available mainly to ‘elite’ class because of the social and economic divide in the society and relatively small number of HEIs available for taking education. Higher education received lot of social support because of which many colleges were started by the socio-political leaders in the respective regions by establishing private education societies. The growth of higher education picked after 1960 and larger number of students from socially and economically weaker sections of society started joining the main stream of higher education because of many provisions of easy ‘access’ to higher education to such students by way of Freeships given by the state governments and endowments by the generous well - wishers from the society.

*Phase 2: Quantitative Growth from 1980 to 2000.*

There were many developments during this period. Major highlights of the quantitative growth are:

1. This period saw the beginning of the era of ‘privatization’ of higher education through non-aided colleges, courses and universities.
2. The growth of higher education institutes was quite ‘unplanned and uncontrolled’ due to highly liberal policy of the state governments as regards the permission to open new HEIs.
3. There was onset and rapid growth of professional colleges in engineering, architecture, medicine, pharmacy, management education etc.
4. Earlier there were only limited number courses and streams for taking higher education. During the period 1980-2000, there was diversification of courses and streams in higher education.
5. There was marked change in the ‘focus’ of higher education. Higher education became necessity for employment and better standard of living. The national policy on economic development required large number of trained graduates due to the heavy demand from the rapidly growing industry sector.
6. There was also a growing dissatisfaction about the decline in education quality in India resulting establishment of NAAC in 1994. This set in motion the ‘Quality Movement’ in Higher Education initiated by NAAC.
7. Because of rapid growth, higher education in India moved from ‘Class Education to Mass Education’. There was sharp decline in the ability and the will of the state governments to provide the funding to the grant-in-colleges.
8. The era of ‘Open’ Education began in this period. Many Open Universities and Distance Education Centres were opened up.
9. There was increase in the international student mobility particularly movement of Indian students for higher education abroad.
10. The funding of the Government of India to colleges and universities increased substantially in this period because of the realization by the central government as the major driver for the national and social development.’
11. HEIs started using ICT on a greater scale in the teaching-learning processes.
12. There was marked improvement in the infrastructure facilities in the colleges and universities.

**Phase 3: Quantum Rise in the Quantitative growth from 2000:**

Important observations on the growth in Phase 3 are:

i) Private Partners in higher education became a dominant force in higher education.

ii) Rapid rise in the number of HEIs resulted in the tremendous shortage of duly qualified teachers in colleges and universities.

iii) Open Education spread rapidly in different parts of the country through the growing attraction because of the higher education became available to ‘Anyone, Anywhere and Anytime (A3)’.

iv) NAAC Movement spread all across the country with large number of higher education institutes getting accredited by NAAC.

v) There was rapid rise in GER of students in Indian higher education.

vi) The policies of the state governments became highly liberal as regards the permission to start new colleges and courses on non-grant basis.

vii) Education in Agriculture continues to get neglected.
**ii) Analysis on ‘Education Quality’:**

Quality of education has been the serious casualty in the rush for quantitative growth since India’s independence. Major factors identified in the research analysis for the fall in education quality are listed below:

1. Present Affiliating System (200)
2. Absence of Accountability
3. Non-Compliance of UGC Regulations and Recommendations by the higher education institutes.
4. Apathy among all concerned towards high quality of education.
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.
11. Lack of Autonomy to the universities and colleges.
12. Sharp Decline in the funding to the government-aided higher education institutes.
14. Lack of effective academic control of the parent universities on the affiliated colleges.
15. Out-Dated Curricula.
16. Absence of training in job-skills, personality development and soft skills.

**iii) Analysis on ‘Value Education’:**

Importance of ‘Value Education’ has been stressed by the various World Bodies as well as Higher Education Commissions appointed by the government of India from time to time. It has become all the more important because of the degradation of social, moral and ethical values in the society as a whole.
iv) \textit{Analysis on ‘Affiliating System’}: \\

Analysis of the views and opinions of respondent interviewee educationists and the literature review on development of Indian Higher Education System since independence reveals many things. Some important findings on the same are:

1. ‘The Affiliating System’ of universities in India has seriously failed.
2. It has adversely affected the education quality among the higher education institutes in India.
3. The universities with large number of affiliated colleges are heavily burdened with the academic administration involving admissions, examinations and such other works and they are not able to give academic leadership to colleges.

v) \textit{Analysis on ‘Employability’ of Graduates and Post-Graduates}: \\

It is true that a large majority of the passing out students possessing degrees in conventional and professional subjects are found to be unfit for jobs in the industries in public sector or private sector. Though there are slight variations in the percentage of unemployable graduates as per different Survey Organizations, fact remains that the percentage of employment is low. It is 25-30\% in case of professional graduates in engineering, architecture, management etc. and around 10\% in case of graduates in traditional subjects in Science, Arts and Commerce. There are many reasons for the same. There are many reasons for the same. Some of these are:

1. Out-dated syllabi, Lack of industry-relevant courses,
2. Theory-oriented knowledge
3. Lack of Problem Solving Ability
4. Lack of Communication Skills particularly in English language,
5. Lack of training in Soft Skills
6. No exposure to students in industrial projects but for few universities and colleges.
7. No provision in the curriculum structure for ‘job-skills’ training. There are of course a few exceptions.
8. Lack of ‘industry-academia interaction
9. Teachers with poor ability of solving problems based on theoretical knowledge and application to practical problems etc.
10. Concept of ‘Finishing Schools’ is not practiced in professional as well as conventional colleges.
11. Talks by industry experts or industry visits for students are not organized are found missing in most of the colleges

Findings on Hypotheses Testing:

The qualitative testing of the two hypotheses given below was done and the detail discussion on the same is presented in Chapter 5 on ‘Qualitative Assessment of Views and opinions of Select Educationists’. The results of the Hypotheses Testing are presented below in brief.

Hypothesis 1:

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

Qualitative analysis of the hypothesis using the interview contents of the respondent educationists has been given in Chapter 5. It was concluded that-

**Hypothesis 1 is ‘accepted’**.

The implication of this result is that:

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

Therefore, 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 done with a systematic planning and execution, ensuring that the education quality is not adversely affected in the process.

Hypothesis 2:

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

From the qualitative analysis done in Chapter 5, Researcher came to the conclusion that –
Hypothesis 2 is rejected.

This means that –

The list of the 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 seven criteria of assessment and accreditation used at present by NAAC.

6.3 Suggestions and Recommendations:

Suggestions and recommendations on various issues that Researcher would like to make are given below.

- **Recommendations on Quantitative Growth:**
  1. It was found earlier that the central government never acted seriously on the recommendations of the Commissions and Committees appointed from time to time. Thus there was partial action or no action at all on these Reports. The Committees had the freedom of making recommendations but were not empowered for actions on them. A new Committee was always appointed after a lapse of 10-20 years to study the problems of higher education and to recommendations to solve the same. It has always been like ‘reinventing the wheel’. The remedy for getting over this situation could be the any new Committee should have the representative from the HRD Ministry as a Member and the Committee should have power to steer the progress of higher education in India with 5-year budgetary provision. The Member on the Committee from the HRD ministry should be the Liaison Officer between the Committee and the central government.
  2. The central government should adopt well-defined policy on encouraging the private partners in higher education.
  3. Spread of ‘Open Education’ should be promoted through suitable policy decisions by the central government.
  4. Suitable measures for increase in ‘intake’ capacity in higher education institutes should be taken by appropriate decisions at the level of universities.
  5. The central government and the state governments should work in coordination with each other and the industry sector to identify the human resource requirement of qualified and trained graduates and
prepare the Higher Education Development Plan accordingly. There needs to be a Joint Coordination Committee of the representatives from the central government and the state governments for this purpose.

6. Large Scale efforts at national and state level to increase ‘access’ to higher education to remove the disparities of various kinds to be identified through scientific studies by making financial provisions for the same.

7. Norms of admissions to higher education in the entry year should be revised with relaxations to bring in the youth from weaker sections of society into the mainstream of higher education and thus increase the ‘access’.

8. Agriculture Education should be promoted because India’s economic development still depends largely upon agricultural production.

- **Recommendations on ‘Education Quality’**:

   The recommendations for improvement in education quality are summarized below.

   1. Curricula should be revised periodically taking into consideration the global developments, national and social requirements.
   2. New ‘Inter-Disciplinary Courses’ should be introduced as per changing needs.
   3. Students should be given training in job-skills, problem solving ability and soft skills.
   4. Innovative teaching practices should be used in teaching-learning processes.
   5. ‘Faculty Improvement Programs’ should be promoted through the substantial funding from the national Bodies and the parent universities. This should be done with a systematic planning for raising the academic standard of teaching and research of the faculty in HEIs in India.
   6. Special Grants for the development of infrastructure, library resources and use of ICT in education should be increased substantially.
7. Special efforts should be made by UGC and the universities for promotion of Autonomy and ‘Cluster Colleges’ Scheme among the collegiate institutes.

8. Vacant posts of teachers should be filled in the aided colleges and universities with budgetary provisions by the respective state governments.

9. There should not be any discrimination in the central funding to the higher education institutes under the central universities and state universities.

10. Open Education Provider Institutes also be brought under the purview of NAAC for the purpose of academic assessment and accreditation.

11. Colleges in rural areas should be given special attention through substantial assistance through central funding in order to raise their academic standing because there are many bright and talented students in rural colleges who cannot afford to join colleges in urban areas.

- **Recommendations on ‘Value Education’**:  

It is needless to stress the importance of ‘Value Education’ at all levels of the education system right from school education in early childhood to the collegiate education. There may be differences on the form in which it needs to be imparted, particularly at the undergraduate level. Researcher was very keen to get the views and opinions of eminent educationists on this issue through their interviews. The findings based on the qualitative analysis are presented below:

1. “Value Education should be the very basis of higher education in the undergraduate studies in all streams.

2. Value education in the formal form is not necessary at the post-graduate level of education. There is no need of giving ‘Value Education’ in the form of modules in the curriculum of undergraduate studies. It should rather be given through the activities like NSS, NCC, Social Welfare Programs, Community Projects, Sports and Cultural activities, Programs on national integration etc. Talks by social workers and short duration programs should also be organized.
3. Malpractices in all kinds of academic matters such as admissions, examinations etc. should be curbed down and dealt with strict measures by the Heads of Institutes. There should be complete transparency in all academic activities conducted in the HEIs.

4. Teachers, Heads of Institutes, Managements and others connected with the academic activities should strictly follow the principle of “Preach what you practice.”

- **Recommendations on the ‘Affiliating System of Universities’**:

A wide range of suggestions came from the interviewee educationists. Based on the analysis; Researcher would like to make the following recommendations on this issue.

1. The affiliating system should continue for another 20 years or so till other viable options such as Autonomous Colleges, Cluster Colleges etc. get developed.

2. Government of India should implement Thyagarajan Committee Report on Affiliating System with suitable modifications such as:
   i) The maximum number of colleges affiliated to new universities should be 200.
   ii) The big universities should be spilt into smaller universities with maximum of 200 affiliated colleges in each university.

3. Non-performing colleges should be permanently disaffiliated.

4. The norms and conditions of affiliation should be strictly implemented by the authorities of parent universities.

5. Colleges with ‘A’ Grade of NAAC should be granted the Autonomous status by UGC College by Regulation in that behalf removing all the hurdles in the process of Grant of Autonomy.

Researcher would like to mention here that the recommendations regarding the improvement in the employability of graduates and post-graduates are covered in the recommendations on ‘Education Quality’.

- **Recommendations on ‘Academic Assessment and Accreditation’**:

Trustworthy assessment of education quality of HEIs is as important as the quality of education itself. Based on the various suggestions from the interviewee educationists, review of literature and Researcher’s own thinking on the issue, following recommendations are made:
1. The present Administrative Structure of NAAC should be widened with empowered Regional Offices with maximum possible Autonomy of working and provision of human Resource and Finance in view of ever increasing number of HEIs in India.

2. The Process of Departmental Accreditation and Program Accreditation should be started by NAAC.

3. Quality Assessment and Accreditation of HEIs by other Academic Bodies and Professional Organizations may be considered. There are organizations like South Asia Quality Assurance System (SAQS), Association of College Principals in India etc.

4. Stream-wise academic assessment and Accreditation may also be considered as is done by Survey Organizations in case of colleges in India.

5. As suggested earlier, ‘Open Education Provider Institutes’ also be brought under the purview of NAAC for the purpose of academic assessment and accreditation.

6.4 Scope for Future Research:

After carrying out the research study on a very broad topic relating to a giant system of higher education in India, Researcher sincerely feels that there are number of areas in which research work can be undertaken in future. Some topics that Researcher would like to suggest are given below in brief:

1. *Quantitative Study and Analysis of the Indian Higher Education System using ‘statistical techniques’ of data analysis.*
   Present research work has been carried out using the ‘qualitative analysis’ method for analysis of the primary data generated through the interviews of select eminent educationists in the country. Naturally, the primary data was in ‘non-quantitative’ form. Secondary data in the form of quantitative figures obtained through the review of literature was used wherever required. Researcher feels that a detail research study can be carried out by analysis of a wide range of quantitative data using the standard statistical methods of the data analysis.

2. *Research Analysis of aided and non-aided HEIs in India with respect to various issues connected with higher education.*
We are aware that due to privatization of higher education, private education provider institutes have now become a major partner in the Indian Higher Education System. These institutes have certainly reduced the pressure on the state governments with regard to the increasing demand for higher education. There are still many questions relating to access, equity, financial administration and quality of education both in aided as well as non-aided higher education institutes in India. Comparative Research Study of these both kinds of institutes with respect the important issues would be a good research contribution to the subject.

3. **Comparative Study and Analysis of Quality Assessment Methods of Advanced Countries with reference to India’s NAAC Model with a view to suggest improvements in NAAC Methodology.**

In the present thesis, Researcher has discussed in brief the mechanism and the practices of assessment and accreditation of HEIS adopted by some of the leading countries in the world. Detail comparative research study of Quality Assurance Practices of other countries with the NAAC methodology will be of great utility in bringing about the improvisation and modification in the NAAC methodology of quality assessment.

4. **Research study for developing a model for academic assessment and accreditation of Open Education Provider Institutes:**

Present research study has clearly revealed the necessity of the assessment of quality of open education provided in the Distance Education Centres or such other institutes engaged in ‘Open Education’. One of the major findings of research is that such institutes should be brought under the purview of NAAC for quality assessment. At present, there is no national level mechanism for the quality assessment of these institutes. A research study on the development of a Model for quality assessment of these institutes will be a step forward in the Quality Movement in Indian Higher Education.

**Concluding Remarks:** With the presentation of the findings and the recommendations along with the scope for future research in the related areas, Researcher would like to conclude by saying that the serious efforts are required to be taken at the national, state and the university levels with
regard to the suggestions and recommendations made in this concluding chapter as well as elsewhere in the thesis to bring about the healthy growth of Indian Higher Education System with effective management of both quality and quantity in higher education.

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