CHAPTER-III

CONCEPTUAL FRAMEWORK AND PROFILE OF
HIGHER EDUCATION

“CHANGE IS THE LAW OF LIFE AND THOSE WHO LOOK ONLY TO
THE PAST (OR) PRESENT ARE CERTAIN TO MISS THE FUTURE.”

- JOHN. F. KENNEDY.

INTRODUCTION

In today’s competitive scenario, traditional practices are no longer applicable. New technological developments and creative knowledge replaces the traditional methods. An organisation must change its policies and practices in order to meet the competitive environment. Change Management in Colleges and Universities are inevitable due to rapid increase in competition, greater Government scrutiny, rapid spread of communications and information technology, student’s right movement with regard to quality education. To achieve high performance in an increasingly dynamic and global environment, educational institutions must create capability and efficiency to have competitive advantage. Effective change management make the students engage in productive learning and engage the faculty updating their knowledge which leads to effective performance of teaching. The overall themes of change management are the integration of all institutional functions, adherence to broad organisation goals and responsiveness to the environment.

3.1 CHANGE MANAGEMENT

Change Management deals with an approach to transform organisations, teams and individuals to a desired future state. Change Management is a complex operation which shifts according to each individual organisation’s nature. Proper
execution of change in an organisation is a difficult task. Managing change within the organisation will help one to implement change with better results in the long run. A strategic planning approach is essential to have effective change management in organisations.

3.2 ELEMENTS OF CHANGE MANAGEMENT

There are various elements that influence the change management. The key elements are;

- Communication
- Technology
- Organisational Culture
- Adaptability
- Knowledge Upgradation
- Leadership Qualities
- Compensation
- Commitment

3.2.1 COMMUNICATION

Communication is the act of transmitting data from one situation to some other. In Educational Institutions, management should encourage a two way stream of information between teachers and management with regard to any alterations in the institution. There must be a transparent communication prevailing in all institutions. Alterations may take place with respect to governing body changes, changes in academic work, and changes in management policies. Any modification must be passed directly to the teaching faculty so that they can able to evaluate the modifications. There will be a resistance which might change the behaviour of the faculty. Thus, it is the duty of the management to explain the positive face of the changes which leads to the maturation of the staff as well as the institution. If the
modifications are not properly passed along, it might lessen the job involvement and being loyal to the institution. All the workers need to communicate in order to do their performance better. Teachers should be better communicators to their students (Detlef, 2000)

While communicating, the management must consider the following: holding regular meetings; using language the teachers can understand; keeping discussions focused, relevant, timely and systematic; using open-ended questions to pull out ideas from teachers. The management must ensure that communication reaches every faculty. The necessity of communication efficiency within education represents a goal towards highlighting the quality of the educational activity. The entire process of organisation must be based upon effective communication, feedback and data interchange. Higher education communication strategies emphasize on quality, performance assurance and knowledge (Magdalena and Jason, 2009). A sound communication and good faculty relationship require constant nurturing and set expectations and consequences. Thus, effective communication between management and staff is imperative for establishing a positive work culture. Transparency in communication is required in all educational institutions which increases the trust of the faculty to the management.

3.2.2 TECHNOLOGY

Deceased are the days when pupils need to pile into the large auditorium just to hear a speech. Pre-recorded videos can be heard by students anytime, anywhere and as many times as they require. This stands for that classroom time can instead be utilized to augment the speech content, whether through discussion, group exercise, quiz. Likewise, since online programs provide faculty with learner analytics, faculty now has even greater data on who is learning, what they are learning and how. The implementation of new technology is often central to achieve all the organisation’s goals.
Impact of Technology in Teaching Performance

Technology can be effectively applied in the professional practice of teachers and the application of technology in teaching higher education multiple its development. In this age of digitization, being capable to effectively use technology should be high on the list of what teachers at all stages of our education should recognize and be able to act in any institutional transaction. There are strong grounds that if used appropriately for specific uses in specific settings, technology can be an efficient instrument in supporting teaching and scholars. In a technology based systemic change, planning, organizing, leading and monitoring is the main strategic elements for the management in successful implementation of the new learning technologies (Simin and Sufean, 2011).

Technology in teaching offers various benefits like smart class rooms and power point teachings that increased the skills of teachers; technologies in teaching motivate the students; the technological perspectives in setting the syllabus are useful for the students; the network between Faculty, Head of the Departments and Principals pave the way for the smooth relationships; Internet and e-mail facilities to faculty are useful to update their knowledge; the faculty are able to store, retrieve and process information about the students through technology. The communication among the stakeholders, students, instructors and management become conducive through technology. The technological augmentation makes the teaching successful at all time. Elderly people are generally immune in changing and implementation of new technologies as they may face bigger challenges in functional conditions. Training and practical experience is likely to call for longer than with younger employees. They should be motivated and convinced properly (Fu, 2009). The advent of new technology requires both new technological skills and knowledge. Therefore, the decision makers should be adequately fitted with modern administrative technique that will enable them face and cope with the challenges of efficient usage of technological resources for the purpose of accomplishing educational goals. Technological knowledge can assist teachers to instruct efficiently and students learn more effectively. Through the use of the ICT and the internet, the teaching faculty can increase the knowledge and performance. Thus, to
enhance and strengthen the quality of our education, it is the need of the hour to digitize the teaching and learning methodologies.

3.2.3 Organisational Culture

It determines the way employees complete their tasks and interact with each other in an organisation. Institutional culture binds the workplace together. In times of change, the biggest challenge for any institution may be to change its culture, as the employees are already accustomed to a certain style of managing things.

Determinants of Organisational Culture in Educational Institutions

Strong organizational culture in an educational Institution comprises of good leadership qualities of the faculty; innovations in teaching; work as a team for students' development; the culture of the college is planned by the management to benefit both pupils and faculty; Discipline and Punctuality are vital to identify the culture of the college. “Organizations aiming to increase work engagement can focus and pay attention to teachers, perceptions of organizational culture, wherein the aspects formality, rationality, achievement orientation, participation and collaboration, communication, professional orientation and teacher autonomy are cultural aspects needed the most care. Smooth student teacher relationship, staff relationship among them is a function of a culture; encourage the pupils to take part in several extracurricular activities, growing creativity among the students; employability curriculum is a constituent of a culture.” (Arifin, 2014)

Organizational Culture is considered to be a factor that will furnish a substantial influence on academic improvement in higher education atmosphere. The organizational culture in higher education focused on academic activities, access to learning resources, the adequacy and accuracy of reading resources, student participation in curricular activities including research as good as co-curricular and extra-curricular activities, and so on (Ainissyifa, 2013).

Strong organizational cultures indicate that faculties are like minded and hold similar feelings and ethical values. When these beliefs and ethical values align
with institutional objectives, they can turn out to be efficient in ramping up teams. The bonds that the teams build help them avoid disputes and focus on job completion. Strong Institutional cultures ease communication of roles and responsibilities of all people. Employees know what is required of them, how management assesses their performance and what patterns of rewards are available. Managing Organisational Culture is important to effectively enhance the performance of teaching faculty.

3.2.4 Adaptability

Adaptability is one of the teachers` personality traits. An adjustment is an instructional interaction where teachers adjust their teaching in response to pupil needs and adaptations promote student engagement, processing and development. As classrooms are dynamic, adaptations are sometimes more suitable. Teachers develop adaptability through experience and consciousness and experienced teachers are more likely to demonstrate adaptability compared to new entrants. Effective teachers are adaptable in providing variety in their teaching activities, aiming to match their teaching and learning environment to the needs of the learner.

Kim s. Cameron (1984) pointed out in article titled “Organizational Adaptation and Higher Education” the ways in which reforms, innovations and adaptations can and have happened successfully. **Adaptability in the Educational Institution may take place in the following ways:**

**Adaptation to teach employability skills**

In olden days, if the educational Institution admits the students, make them study, provide them degree and after a graduation, they can easily take the tasks because of less competition. Merely, the days have passed. Because of mushroom growth of transnational companies and globalization scenario, competition emerges. Every employer is expected that the employee should have employability skills. Thus, it is the responsibility of the Management, Principal and Staff to provide employability skills for the benefit of the pupils. Changing the teaching method
according to the requirement of employability skills is very much needed. One of the major strategies that can be adapted in Pakistan is to provide basic training of research to graduate students. Having research and evaluation as a part of the teacher education program can save a lot of effort and resources (Afshan Huma, 2013).

Adapting the govt. policies

To provide education to all the pupils, various Government policies like reservation policies, educational loans, scholarships are implemented by the Government. It is the responsibility of the management and faculty to adapt to the Government policies in order to enlighten the students.

Adapting with the students interaction

The instructor must have six common categories of attributes; teaching knowledge; professional attitude; classroom performance; rapport building; student motivating and personality. The instructors must be accommodated to the environment of teaching various soft skills to the students like communication skills, creative thinking skills, the ability to face the changing situations, interpersonal skills, problem solving skills and so along. Effective rapport requires that teachers are friendly and respectful, connected with students and trust worth. The employees must encourage the teaching faculty who can adapt to changing circumstances and environment.

3.2.5 Knowledge Upgradation

To construct a strong and prosperous India, it is high time policy makers and implementers planned towards total quality training. Teaching of quality education is only in the hands of teachers. In parliamentary law to offer quality instruction, knowledge upgradation is very essential for the teachers. Enlightened, emancipated and empowered teachers lead communities and countries in their march towards better and higher quality of liveliness. “Everybody’s practice should be subject to analysis and thoughtfulness. Ask yourselves- whether the knowledge that is
developed by those tasks is knowledge you would fight against a definition of what students would be required to know in a changing economy”(Corben, 2006).

The teachers should acquire knowledge not only based on classroom but also expect to receive greater inputs from outside the institutions in close tandem with social, cultural and economic imperatives that are directly linked to the education system. It would greatly bring down the isolation of the teaching system in practical terms, would liberate the teachers and would run to greater innovativeness, self-confidence on their share. The instructors have to regularly bring new thoughts and concepts in the curricula and at the same time learn to discard what becomes redundant.

“The suitable college environment is really influential in the process of knowledge sharing, because a proper knowledge is constantly created and shared at the right environment. Time is required for changes in norms, values, and attitudes of knowledge culture in an establishment. Creating programs for involving teachers in educating and learning will result in creating interest and desire for learning new knowledge and sharing it. By developing smart classes in colleges, it seems teachers will need to learn new content for better and more applicable training to students. Creative and committed teachers should be sustained and rewarded properly in an outstanding location”(Famoorzadeh and Jafari, 2014).

The capabilities and competencies of the teacher need to be highlighted are; acquiring the intrinsic and extrinsic values of professional competency, professional commitment and professional ethics, creating and reconstructing knowledge, selecting, organising and issuing learning resources, effectively transacting curriculum, using media and appropriate instructional technologies. Teachers are called the nation builders. So, the knowledge upgradation by the faculty has assumed special significance. They should bring out a transformation in teacher preparation strategies as well as behavioural challenges in students.

The policies should be designed by the management in such a way that to develop in teachers the requisite potential and capabilities. Thus, the management
should encourage and give the opportunity to teachers to attend Orientation programmes, Refresher courses, Workshops, Seminars, etc. organised by various universities and colleges. This will help in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment towards their profession. It is necessary for the teaching faculty to learn new skills and develop new abilities.

3.2.6 Leadership Qualities

Teacher leaders assume a wide range of roles to support college and student success. Whether these roles are assigned formally (or) shared informally, they build the entire institutions capacity to improve. Teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. Three sets of leadership dimensions are, Defining the Mission of the Institution, Managing the Instructional Program and Promoting a Positive Learning Climate (Hallinger’s research model, 2000). Teacher leaders are those aspiring to lead institutional reforms; Teacher leaders are those teachers who lead within and beyond the classroom; leader influence others towards improved educational practice. Leadership is not something bestowed upon a teacher to rise above one’s role but should be considered as a necessary step in fulfilling that role in the classroom as a model learner, effective teacher participate in continuous institutional improvement.

“The principal as instructional leader has taken us only so far in the quest for continuous improvement. The central role that a principal plays in all the programmes of a college and the impact that the principal has on the tone and ethos which are conducive to teaching and learning is crucial in the process of building a sound culture of learning and teaching. The teachers mould and ultimately control much of the learning and intellectual development of the young people in their charge” (Fullan, 2002). Teacher leaders place their students learning as their primary goal and work within their own class rooms.

Teacher leaders collaborate with other educators to extend their own learning, shared vision and values. The four roles of teacher leader are improving
student achievement; extending their own learning; collaborating for institutional improvement and supporting shared vision and values, dedication and experience. Teacher leadership need not be restricted to years in service, it can be developed and nurtured in all teachers.

3.2.7 Compensation

An institutional policy makers develop an agenda for the new decade, faculty compensation to be given due importance. Both external and internal factors determine faculty compensation especially in self-financing higher educational institutions. The modern higher education environment forces each institution to be cognizant of its role as an economic, social and cultural agent for the stakeholders it serves. The level and the structure of the faculty compensation system affect the success of the institution to achieve its mission. An ideal faculty compensation system includes the value, vision, mission and goals of the organisation so that the objectives are clear to all the participants. Faculty must believe the compensation system to be administered in a fair and objective manner (Chaffee and Sherr L.A, 1992). Compensation play a major role in effective performance of teachers.

Specific internal factors that determine faculty compensation are length of service to the institution, service in administrative positions, professional service, effective teaching and guidance. The faculty compensation system in an organisation must be properly planned, widely discussed and supported before being implemented. Apart from the strategic planning tool, the another important tool also to be taken into consideration, i.e. faculty compensation tool (Hearn J.C, 1999).

3.2.8 Commitment

Commitment is defined as a high level of attachment to an organization. Commitment to the workplace is being perceived as a hallmark of organizational success. Commitment creates an emotional bond between the teacher and the institution. The characteristics of professionalization are related to teacher commitment. Four aspects of professionalization in association with commitment
are: the reported amounts of teacher classroom autonomy; the reported amounts of faculty policymaking decisions; assistance for new teachers and salaries of the teachers (SASS, 1991).

A three-component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the institution. The three components are: Affective commitment, Continuance commitment and Normative commitment. Affective commitment refers to employees’ emotional attachment in identification with and involvement in an institution. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability. Continuance commitment refers to an awareness of the costs associated with leaving the organisation. Continuance commitment can be regarded as loyal to the organization on the basis of economic benefits. Normative Commitment refers to the feeling of employees to remain with the organisation.

Commitment is an essential element of successful teaching. Committed teachers are concerned with the improvement of the students. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavour to fulfil their responsibilities to their students. The commitment towards their job and the institution make the teachers to achieve goals.

3.3 PERFORMANCE OF EMPLOYEES

Every organisation is established to achieve certain objectives. The efficiency of the organisation depends upon effective performance of employees. Through the talented and dedicated manpower, the firm can take the lead in the market. Every environmental factor like social, cultural, legal, political, economic, technology and competition gets changed very fast. Salary and packages, promotion, communication etc., are the factors which encourage the people to work sincerely and give their best output. The importance of performance of employees must be
understood by the management and sincere efforts must be put in that direction. A strategic and integrated approach in increasing the effectiveness of organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributions.

The potentials can be identified for higher responsibilities. The employee’s strengths can be considered in assigning the new jobs. The management would take the corrective action to overcome the weaknesses by guiding, coaching, counselling, training etc... By doing all these, the performance of employees would be higher. And once the performance of employee improves, the required resources are used effectively to give the output. The productivity automatically goes high. Thus, the growth of any type of organisation depends on the performance of employees.

3.4 PERFORMANCE OF COLLEGE TEACHERS

College teaching is a profession in which more dedication is required. People come to the profession with specific professional knowledge. As the teachers build the future nation, passionate approach to teaching, individual initiative for student achievement, knowledge upgradation is the need of the hour for teachers. Efficient teachers must know about the students, learning style of the students, the strengths and weaknesses of students as learners. Every education level gains its significance to the student success, receiving formal training before competing for employment. During their class of study, pupils develop their abilities and meet them with specific needs in the labour market, for this reason education during these years is of special importance. Teaching of quality education is in the hands of teachers. The public presentation of teachers plays significant function in educational establishments. The personal qualities, a college teacher possess may also prompt the students to read. Teacher behaviour appeared to be the ingredient that most powerfully influenced the students’ evaluation of teaching. Teacher caring encouraged student growth and learning and created a dependable environment for risk taking. Teachers out of classroom rapport with students is likewise a significant component in motivating students (Darr, 2007).
To do better in the classroom, the college teacher must have the following qualities: humour, knowledge of the subject, patience, enthusiasm, friendliness, respect towards students’ participation in activities, knowing the students’ names and interests, professionalism and openness to feedback. Public presentation of teachers consists of effective classroom management. Highly structured, easily-organized and outcome oriented teachers seemed to provide quality instruction (Mark L. Blazey, 2008). Though class structure and governing body are important, balancing the classroom environment with flexible and student empowerment could be just as significant. As the world is closely connected through technology, the competitions are high. It is the urge of every educational institution to produce the students with employability skills. Teachers are the pillars of the institution apart from students. Efficient and trained teachers are required to provide quality education. Behavioural aspects of the teachers also influence the performance of teachers. Thus, it is the foremost duty of every management to get effective performance from its teachers and also change its policies and procedures according to competitive environment.

3.5 RELATIONSHIP BETWEEN CHANGE MANAGEMENT AND PERFORMANCE

Globalised environment, cut throat competition has made change management experts to emphasize on the importance of establishing organisations readiness for change. Managing a change process is as important as change itself. Nothing remains still in the world, as change is the only thing that is constant. Change Managers should therefore successfully manage the human side of change in order to avoid resistance to change using the appropriate change strategies, thus enhancing overall performance of the organisation.

Fundamentally, organisational change emanates from two major sources, the external source and internal sources. The external sources could be as a result of improved technology pressure, interest groups from outside the organisation such as Government and competitors in the industry. The internal source of change could be from management and employees. Irrespective of the source, wherever change is obvious, the management should be ready to respond to change. Changes may be the
change of objectives and strategies of the organisation, change of technology, change of human resources, and change of organisation structure. Two-way communication with employees and their involvement in implementation has also been identified as a key enabler to change management (Little, 2014).

3.6 KURT LEWIN CHANGE MANAGEMENT MODEL

Kurt Lewin is recognised as the “founder of Social Psychology”. One of the cornerstone models for understanding organisational change was developed by Kurt Lewin in 1947 and it still holds true today. Lewin’s model is known as Unfreeze-Change-Refreeze, refers to the three-stage process of change. Lewin’s three stage model for change is depicted below:

3.1 Steps in Changing People-Kewin’s Model

Source: Kurt Lewin,”Frontiers of Group Dynamics”, Human Relations, 1947
Unfreezing

The unfreezing stage is probably one of the more important stages to understand in the world of change we live in today. This stage is about getting ready to change. It involves getting to a point of understanding that change is necessary and getting ready to move away from our current comfort zone.

Changing

Kurt Lewin was aware that change is not an event, but rather a process. Lewin called that process a transition. Transition is the inner movement people make in reaction to change. This stage is often the hardest as people are unsure (or) fearful. This is not an easy time as people are learning about the changes and need to be given time to understand and work with them. Transition is a process that occurs within each of us. There is no set time limit as each of us is different. Support is really important here and can be in the form of training, coaching and expecting mistakes as part of the process. Allowing people to develop their own solutions will help change process. It is really useful to keep communicating a clear picture of the desired change and the benefits.

Refreezing

Kurt Lewin refers to this stage as freeze although a lot of people refer to it as refreeze. As the name suggests this stage is about establishing stability once the changes have been made. The changes are accepted and become the new norm. People form new relationships and become comfortable with their routines. This can take time.

Lewin’s concern is about reinforcing the change and ensuring that the desired change is accepted and maintained in to the future. Without this people tend to go back to doing what they are used to doing. This is probably what Kurt Lewin meant by freezing. Supporting the desired change to make sure it continues and is not lost. Kurt Lewin model is useful to frame a process of change for a person that is
quite easy to understand. Many other modern change models are actually based on the Kurt Lewin model.

Implementation of change often results in periods of organisational tension because it involves moving from the known to the unknown and therefore risky, stressful and complex one. For change to succeed, the human aspect to change management must be successfully addressed to the concerned people in order to avoid resistance to change. The best tactics to be adapted in order to overcome resistance to change is communication and participation. Participative style of management can be followed such as training of employees on change during implementation to have quick and smooth implementation of the change. To improve performance, changes must be made to the organisational processes and system structures (Kotter, 2008). Managers should demonstrate strong leadership throughout the organisation by spreading leadership and decision making responsibilities in order to inspire and motivate employees to play an active role in implementing change thus improving the organisational performance. Dr.Olajide (2014) study on telecommunication industry recommended that the organisation should be ready to change, the participative strategy is recommended for change managers and the proactive measures in approach should be encouraged in managing change which will reduce the negative effect on organisational performance.

3.7 CHANGE MANAGEMENT IN HIGHER EDUCATIONAL INSTITUTIONS

Today, higher education is facing lot of challenges to compete in globally competitive market. Traditional practice of teaching to be replaced and the change management in higher education is the need of the hour. Increase in competition, collaboration with foreign universities, employability skills required by the industries, expectation of quality education by the students, rapid spread of communication and technology force the higher educational institutions to provide quality education. Effective performance of teaching is the primary need. If teachers
are going to help students to develop the skills and competencies of knowledge creation, teachers need experience themselves in building professional knowledge.

Effective change management make the students engage in productive learning and engage the faculty updating their knowledge which leads to effective performance of teaching. Higher education is currently facing a powerful combination of pressures for change. There must be a framework for managing change in a fair and consistent manner during organizational restructures. Thus, to achieve high performance in an increasingly dynamic and uncertain global environment, educational institutions must create a changing environment for competitive advantage. Changes may be required in institutional processes, strategic directions and in institutional design. While making changes, the management must ensure that the performance of teachers would be enhanced and there must be improvement in students learning.

3.8 PROFILE OF HIGHER EDUCATION

Education is the process of facilitating, learning, the acquisition of knowledge, skills, values, beliefs and habits. Education is the most powerful tool for social transformation. Entire world has found that the economic success of any country is directly determined by the quality of their education systems and the human capital which is expressed in terms of knowledge skills, creative abilities and moral qualities of every individual in society. For Indian Scenario, proper plan and strategies are the need of the hour to capitalize the opportunity of the present youth population into a valuable asset (Dr.P.V.Kumaraguru, 2016).

3.8.1 Evolution of the Indian Education System

The Vedic system was the first Education System introduced in India. The aim of the education is to have the self-realisation. Nalanda University was the world’s first university established in Takshila in 700 BC. Nalanda University had some 10,000 students and 2,000 teachers. Science, medicine, astronomy etc., are the subjects taught in Nalanda University. Mahatma Gandhiji, Ram Mohan Roy,
Gokhale, Madan Mohan Malaviya were the important leaders who worked for quality education. The University Education Commission (1948-49), the Secondary Education Commission (1952-53), the Education Commission (1964-66) , the National Commission on Teachers - I & II (1983-85) and the Resolution on National Policy on Education (1968) are the several commissions appointed by Government of India to formulate policies and programmes for quality education.

There was a transfer of education system from the State List to Concurrent List in 1976. Equal primacy was given to both the Central and State Governments in furthering the educational goals. The National Policy on Education was formulated in 1986 and various amendments have taken place in 1992. Major developments in education sector especially to achieve universal elementary education. The Right of Children to Free and Compulsory Education (RTE) Act 2009 implements free and compulsory education for all children in the age group of six to fourteen years as a fundamental right. Suresha and Mylarappa (2012) study concluded that in order to universalise elementary education, serious focus on elementary education and at the same time rather total neglect of higher education. A few countries could succeed in providing universal elementary education by ignoring higher education; giving an impression to the educational planners that universalisation of elementary education is possible only if one ignores higher education. The researcher has strongly argued that India has to enhance its priority for higher education.

Significant changes have taken place in the education sector. Private institutions are also emerging which leads to high competition in giving quality education. Higher educational institutions in India are of different types depending on their academic, administrative and financial systems. Significant changes have taken place in the education sector. The institutions may be funded publicly or privately. Learners today have access to more current knowledge through various sources (Pawan Agarwal, 2006). Today, in this scenario, there are very little clearly defined policy for promoting and regulating institutions and especially the private initiatives (Ananda Krishnan, 2004). The use of new information and communication technologies has developed a lot during the past few years. The new
technologies have brought about easy access to new pools of information and learning resources and new learning opportunities for learners. Introduction of new technologies in education sector for quality education is emerging today. Sudha Rao and Dr. Mithilesh (2005) insisted that the educational system must be modern, liberal and can adapt to the changing needs of the changing society, a changing economy and a changing world. The thrust of public policy for higher education in India has to be addressed in various challenges. Thus, the education policies must be framed and changed according to the requirements of current environment and situations.

3.8.2 Current Higher Education System in India

India has the largest number of higher education institutions in the world. India is the third largest country globally after China and USA in enrolling the students for higher education. The top 8 states in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Madhya Pradesh and Telangana. Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu. (Source: University Grants Commission Annual Report 2014) The higher education system of India requires and is poised for great, progressive transformation. Quality in Higher Education stands for preparing the graduates to be the real contributors of the society. The vision of the department of Higher Education is to realize India’s human resource potential to its fullest in the education sector, with equity and excellence. Ministry of Human Resource Development initiated an All India Survey of Higher Education to build a data base and to assess the overall picture of Higher Education in the Country.

Key results of All India Survey on Higher Education (AISHE) from 2012-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Universities</th>
<th>No. of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>667</td>
<td>35525</td>
</tr>
<tr>
<td>2013-14</td>
<td>723</td>
<td>36634</td>
</tr>
<tr>
<td>2014-15</td>
<td>760</td>
<td>38498</td>
</tr>
</tbody>
</table>

The survey shows that there is an increase in the number of colleges, which ranges around 2974 only from 2012-13 to 2014-15, which shows their that the Government take steps to increase higher educational institutions.

**Table 3.2 Gross Enrolment Ratio (GER) in Higher Education (18-23 years of age group) and students enrolment in UG & Research all over India from 2012-2015**

<table>
<thead>
<tr>
<th>Year</th>
<th>GER</th>
<th>Enrolment in UG</th>
<th>Enrolment in Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>30.2</td>
<td>79%</td>
<td>0.4%</td>
</tr>
<tr>
<td>2013-14</td>
<td>32.3</td>
<td>80%</td>
<td>0.4%</td>
</tr>
<tr>
<td>2014-15</td>
<td>34.2</td>
<td>81%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>


The Gross Enrolment Ratio (GER) in higher education in India is 30.2% in 2012-13, 32.3% in 2013-14, 34.2% in 2014-15 (only 4% is increased) even though we take Number of youngest population in our country which alarms the Government to take effective steps for more enrolment. Even though there is a decent jump in GER ratio, a large chunk of increase seems to have taken place only at the undergraduate level than the Research. The research should be encouraged in our country and the educational institutions must bring the policies to motivate the students engaged in research. In the areas of Research and Development, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources in such a way that participation projects of national importance could be made possible.

**Table 3.3 All India Growth of Students Enrolment in Higher Education 1984-85 to 2014-15**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolment</th>
<th>Increase over the preceding Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984-85</td>
<td>3404096</td>
<td>96447</td>
<td>2.9</td>
</tr>
<tr>
<td>1985-86</td>
<td>3605029</td>
<td>200933</td>
<td>5.9</td>
</tr>
<tr>
<td>1986-87</td>
<td>3757158</td>
<td>152129</td>
<td>4.2</td>
</tr>
<tr>
<td>1987-88</td>
<td>4020159</td>
<td>263001</td>
<td>7.0</td>
</tr>
<tr>
<td>1988-89</td>
<td>4285489</td>
<td>265330</td>
<td>6.6</td>
</tr>
<tr>
<td>1989-90</td>
<td>4602680</td>
<td>317191</td>
<td>7.4</td>
</tr>
<tr>
<td>Year</td>
<td>Total Enrolment</td>
<td>Increase over the preceding Year</td>
<td>Percentage</td>
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** Provisional Data (Estimated on the basis of ALL INDIA SURVEY ON HIGHER EDUCATION and back years Data of UGC)


The table shows that in 2012-13, the Growth in terms of percentage is 9.7%, but decreased to 6.6% in 2013-14, and again it jumped into 11.87% in 2014-15 which shows the positive improvement in the growth of students enrolment as there is a decent jump from 6.6% to 11.87%. The increased percentage proved that Government takes various steps and introduced various schemes to improve the higher education. This should be welcomed in order to compete with other countries in education sector.
## Table 3.4 State-wise Students Enrolment* in Universities & Colleges -2014-15

<table>
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<tr>
<th>S. No</th>
<th>State / UT</th>
<th>Total</th>
<th>Women</th>
<th>% of Women</th>
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<td>Women</td>
<td>% of Women</td>
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*Provisional Data


The table shows that Uttar Pradesh occupy the first place in student’s enrolment where as the second place is occupied by the State of Maharashtra and the third place occupied by TAMIL NADU. The less number of student’s enrolment is in Lakshadweep as it is the smallest Union Territories of India. Even though there is an improvement in student’s enrolment, the quality of our school and university education is mostly below global standards. Corruption in education also is one of the reasons for below standards. Education sector play an important role in economic development of our country, the Government should be very alert and take various steps to avoid corruption in education sector.

There are lot of challenges to be faced and the quality to be recharged in the whole Indian Higher Education System. Mehta Kapur (2004) study concluded that the existing laws regulating to higher education in India tend to promote adverse selection. It deters genuine investment in education, but encourages those who are adapting at manipulating the licence quota raj in the system. To overcome all the
problems in the education system and to provide quality education, the 12th Five Year Plan lays emphasis on the role of education and states that education is the most important level for social, economic and political transformation. Accordingly, recognising the importance of education in national development, the Twelfth Five Year Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education and on ensuring that educational opportunities are available to all segments of the society.

3.8.3 Quality Of Higher Education In India

The challenges faced by the Indian Higher Education system are; the quality of the faculty, privatization, the quality of the academic programs, admission of students, the quality of the research, the institutional administration-especially the leadership, infrastructure, technology usage, the kind of collaborations the institutions are able to establish, the stakeholder relationship, practicing ethics, values etc., without a robust policy framework, the quest of quality would remain incomplete. It is customary to consider quality from the view point of an institution or that of an accreditation agency. More significance is to see quality from the perspective of the end-user and in the case of higher education, the end-user is the student. Swami Vivekananda said, “Education can unlock all doors for a progress. A nation advances in proportion to education and intelligence spread among masses.” The quality of knowledge in a society depends upon the quality of education it provides. Quality makes the knowledge relevant in individual and social needs.

Aims of Quality in Higher Education

- To prepare the children of this great country to face the challenges in life with confidence, ethics, values, good citizenship and service mindedness to the society;
- To prepare the children with necessary knowledge and skills so that they are able to get employment, seek power, position etc., and earn necessary money to lead a comfortable life;
- To seek the truth in everything they come across;
His Excellency, the President of India Sri Pranab Mukherjee (15.03.2015) has said that our Universities need to redefine teaching methodology to make it more effective. "To make learning more effective, teaching pedagogy must be redefined, curricula up-dated regularly, an interdisciplinary approach adopted and evaluation mechanism reformed". Honourable President also said that there is a lacking of quality graduates and no Indian University featured in the top 200 list. He called for quality teachers to build up very bright future India.

To fulfil its responsibility towards higher education, the Ministry has taken various initiatives and reforms. Today, the higher education system in India has become one of the largest systems of its kind in the world. The Central Government is responsible for policy formulation and for co-ordination and determination of standards in higher education. Accordingly, to provide uniformity in higher and technical education all over the country and ensure quality as also take care of unserved areas, a number of Centrally Funded Educational Institutions (CFEIs) have been setup. Indeed, Higher Education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined. Further, to reform the State Higher Education system, a Centrally Sponsored Scheme (CSS)viz. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) has become operative on 1st April,2010. To overcome all the problems in the education system and to provide quality education, the Government take various steps to introduce New Education Policy in order to have reform in the education sector.

3.8.4 NAAC and Higher Education

The University Grants Commission (UGC) of India is a statutory organization set up by the Union Government by UGC Act 1956 which enshrines – "Coordination, Determination and Maintenance of Standards of University Education." It offers recognition to Universities in India, disburses funds to such recognised Universities and Colleges, serves as a critical connection between the Union and State Governments and Institutions of Higher Learning advises the
Central and State Governments on the steps necessary for improvement of University Education.

Laying up of NAAC by UGC has sent the right and positive signals for generating and raising consciousness of the pressing need of quality upgradation of colleges and universities. NAAC is an autonomous institution established by the UGC in 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. NAAC is a member of the International Network for Quality Assurance Agencies in Higher Education comprising of over 120 different national agencies engaged in Assessment, Accreditation and Academic Audit.

Criteria for Assessment by NAAC

Assessment of quality in education is done by NAAC on the basis of the following Criteria:

- Curricular Aspects
- Teaching learning and Evaluation
- Research consultancy and Extension.
- Infrastructure and learning Resources.
- Student support and progression.
- Organisation and management.
- Healthy Practices

Process for Assessment and Accreditation by NAAC

- Preparation of the self-study Report by the Institution/ department based the parameters defined by NAAC.
- Validation of self-study Report by a team of peers through an on-site visit, presentation of a detailed quality report to the institution.
- The final decision an assessment and accreditations by the Executive Committee of NAAC.
The accreditation process involves a preparation of a self-study report by the college and validation of this report by three to four members of a peer team consisting of Vice-chancellors, Principals, Deans and Senior teachers of the state. Based on the detailed criterion-wise evaluation considering several parameters and the key aspects, the percentage institutional scores will be arrived at. Institutions scoring above 55% will only be accredited.

In addition, an in-depth analysis of the colleges' strengths, weaknesses, opportunities and areas of concerns will be presented to the college and discussed with the College authorities. The accreditation status is valid for a period of five years.

NAAC is at present processing the assessment and accreditation of a large number of colleges from all over the country.

**New Initiatives by NAAC**

- Quality sustenance and promotion by sensitizing institutions to concepts such as credit transfer, student mobility, mutual recognition.
- Networking among accredited institutions in order to promote exchange of best practices.
- Formation of Quality circles for follow-up of accreditation outcomes.
- State-wise analysis of accreditation results for policy initiatives.
- Promoting the concept of lead colleges and cluster of colleges for quality initiatives.
- Project grants for accredited institutions for quality innovations.
- Financial support to accredited institutions for conducting seminars/conferences/workshops on quality issues in Higher Education.
- Developing international linkages for mutual recognitions.
- Collaborating with other national professional bodies for accreditation of specialized subjects.
- State-level coordination Committees for Accreditation.
• National Consultative Committees on Accreditation in different disciplines.
• Interaction with other agencies to develop a National Qualifications framework.
• Development of Date-base expertise and Infrastructure.
• Training programmes for quality promotion and excellence in Higher Education.
• NAAC-NCTE joint activity for self-appraisal and Accreditation of Teacher Education Institutions.
• Post-Accreditation Review and Quality Sustenance in Accredited Institutions.
• Accreditation and TQM in Collegiate Education

Thus, NAAC helps the institutions to know strengths, weaknesses, opportunities through an informed review, It Identifies internal areas of planning and resource allocations and enhances Collegiality on the campus. It Initiates institution into innovative and modern methods of pedagogy and given the institution a new sense of direction and identity. It provides the society with reliable information on the quality of education offered by the institution. Employers have access to information on standards in recruitment. It Promotes intra-institutional and inter-institutional interactions. Government takes lot of initiatives to make the States and Country prosperous on education.

3.8.5 Faculty Professionalism In Higher Education

High quality faculty professionalism is an inevitable pre-requisite for quality enhancement in higher education. - His Excellency the Vice-President, Hamid Ansari, (18-3-13) said that “Rebuild Skills of teachers. Depoliticise education”. MHRD is to declare Higher Education as a National Mission for the next decade and designate capable individuals to be in charge of each important item to oversee that changes for the better occur without much delay. Easing off faculty recruitment norms and offering incentives for attracting faculty would help to retain high-quality faculty. Adequate weightage should be given to industrial
experience while recruiting faculty to encourage industry professionals to take up faculty positions. Developing a mechanism to encourage industry professionals to take up part-time faculty assignments to gain practical exposure to industry practices would be great strategy.

Granting autonomy to best-in-class institutions to devise their own mechanisms to recruit faculty would draw more industry professionals to accept faculty position. All faculty members should get the job security and academic freedom to concentrate on research and individual knowledge enhancement after the completion of probationary period.

Dr. Selvaraj (2016) said that a system of rewarding the best performing faculty members by providing performance-linked monetary and non-monetary benefits could be devised to retain potential faculties who contribute to the quality enhancement process. Annual performance appraisals, explicit promotion standards, Performance-based remuneration system, Evaluation of faculty member’s performance through regular student feedback and peer review are certain ways to measure the faculty contribution. Increased involvement of faculty in designing curricula, and decisions relating to pedagogy and examinations would go a long way in boosting faculty morale.

Faculty development and exchange programs with top-end institutions would enhance the effectiveness of their teaching skills. A hub-and-spoke model for faculty development and exchange should be set up whereby the faculty members of institutions in a region can participate in development programs conducted by the best faculty in the top institutions in the region. The efficiency of the faculty should be strengthened to have a quality in student’s education.

In the pursuit of achieving excellence in quality of higher education, there’s dire need of incorporating changes in the curriculum and pedagogy of learning. Introduction of liberal arts approach and multi-disciplinary courses for students to get a holistic exposure holds the key for quality enhancement. Colleges should be
working on a liberal arts approach to education that focuses on development of various skills.

The “Case Study” method of teaching helps the students to apply their knowledge and skills in real-world settings. By adapting a project-based approach, practical application of concepts learnt in the classroom becomes possible. Integrating industry internships into the syllabus are very essential for sustaining quality education.

Courses on social sciences and general awareness must be introduced for societal development. Courses on social administration, public health and cultural and heritage development would create socially responsible citizens in the country. Higher Education provides people with an opportunity to reflect on the critical, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. Being at the apex of the educational pyramid, it plays a key role in producing quality teachers for the country’s education.

3.8.6 Faculty Improvement Through Change Management in Higher Education

Strong and innovative faculty improvement is one strategy which guarantees the quality and relevance of higher education in a changing world. This view is echoed by the World Bank (2003) in its paper, “Higher Education: the lessons of experience.” “A high quality and well-motivated teaching staff and a supportive professional culture are essential in building excellence.”

There must be a solid institutional policy to promote academic and pedagogical competence in order to serve the needs of all stakeholders concerned by training and research. Knowledge Upgradation plays an important role in faculty improvement. The management must change its policies to allow the faculty for paper presentation in National and International conferences, participation in various seminars, attending the orientation and refresher courses etc. The area of faculty
improvement must address the upgrading of knowledge in a discipline via adequate sabbatical arrangements, visiting professorships and academic networking facilities; the adaptation of this knowledge to the new demands of the labour market being faced by the students thus often necessitating curricular innovation.

According to Kearney, Mary-Louise (1993), it is vital to apply innovative teaching methods so as to reach all the students and to fully involve them in the learning process. The students of today offer a vast array of learner profiles, hence diversity of knowledge, culture, work experience and age are factors which must be taken into account by educators. Indeed, it is widely thought that this diversity has become the greatest challenge facing higher education teachers.

The area of faculty improvement may include leadership styles, familiarisation with major trends and issues related to higher education such as evaluation procedures and funding patterns; use of Information and Communication Technology (ICT), communication skills and the management of international cooperation. The management must change its procedures and practices to make the faculty to acquaint knowledge in all the areas. In a study entitled Institutional Management of Higher Education: Trends, Needs and Strategies for cooperation, undertaken for UNESCO by Guy Neave of the International Association of Universities (1992), it was suggested that this shift from sporadic academic exchanges to a full scale management operation proves to what extent the mobility issue has become part of the social and economic contribution of higher education to society. In order to survive and function well, higher education personnel must be confident, competent and proactive in three essential areas like fields of knowledge, the pedagogical process and managerial skills.

3.8.6 Role of Technology in Higher Education

We need technology in every classroom and in every student and teacher’s hand (Warlick, David, 2012). In the present education scenario, the conditions for teaching in higher education are being increasingly influenced by the use of technology and digital tools for pedagogical purpose. Technology can be effectively
utilised in the professional practice of teachers. Technology can be an effective tool in supporting teaching and learning. The technological developments place new challenges and demands on the tasks and responsibilities of the teacher and strongly influence the role of the teacher. The technological augmentation makes the teaching successful at all time.

There are lot of technological improvements in the educational field like smart class rooms, video conferencing facilities, web-based student services including e-learning, e-libraries, campus wide Wi-Fi and high speed network; high speed connectivity to external world. E-mail is an important educational medium. Through E-mail, easy communication is possible. Paperless environment is created. Through online forum, collaborative learning can be fostered; feedback from diverse culture is possible. Web is an important technology tool which is a resource centre. There are wide ranges of materials available. Video conference is supported by audio, chat and white board. Matters can be recorded and later be used for on demand lectures. Usage of Power Point Presentation is most popular in most of the educational institutions. It is very important to use effectively all these facilities by both the students and teachers which will recharge the quality in higher education.

By 2014 in Internet usage China stands first, second United States, third India. The Internet users in India are 243,198,922. Total country’s population in India is 1,267,401,849. Country’s share of world population is 17.50%. Country’s share of world Internet users is 8.33%. (Source: http://www.internetlive stats.com/internet-users/) This information communicate a consistent message to leaders and change agents that higher education must take full advantage of the emerging technological possibilities afforded by these advancements.

Indian higher education system has to undergo massive expansion as it has become the largest in the world in terms of enrolment over 70 million students. Such expansion is unimaginable without the extensive use of ICT (Information and Communications Technology) tools. India chooses the MOOCs (Massive Open Online Course) way. Online platforms and ICT tools help to take higher education to millions of deserving students in far-flung areas. The MOOCs model will make it
possible for the country to provide a quality education to the masses despite poor faculty student ratios. Technology will not only be instrumental in addressing the demand-supply gap for quality education, but would fundamentally change the nature of several educational processes. The model also acts as a great democratize, allowing students to learn at their own pace. The hybrid model (where part of the program is taught online and part in person) has become very famous. The model provides them with the flexibility to access course material as their schedule permits. Hence, technology has to become a backbone for enrichment in Indian higher education to solve for three of India’s pressing problems-access, equity and quality-assurance. No effective education without using technological advancements as the students expect more from the teachers. Thus, technology plays an important role in today’s education sector.

3.8.7 The National New Education Policy 2016

The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The Government of India aim for quality education, innovation and research, aiming to make Indian students a knowledge superpower and to eliminate the shortage of manpower in science, technology, academics and industry. The National Education Policy, 2016 provides a framework for the development of quality education in India. The NEP 2016 places an unprecedented focus on significantly improving the quality of education at all levels and on ensuring that educational opportunities are available to all segments of the society. The National Education Policy, 2016 envisions a credible education system capable of ensuring the students equipped with the knowledge, skills, attitudes and values.

3.8.8 Recommendations of Subramanian Committee on New Education Policy

T.S.R. Subramanian Committee (2016) entrusted with preparing a new education policy for India submitted the report to the government in May 2016 suggesting measures that the country must take to improve the sector that caters to over 300 million students in the country. An ambitious process of nationwide
consultations launched in May 2015 invited inputs from one and all, from Panchayats to national institutions. The inputs were studied, analysed and consolidated in the HRD ministry. The task of “Evolution of the New Education Policy” was entrusted to a five-member committee in November 2015. Its composition is four retired bureaucrats and only one academic member. The committee went ahead with its task with elan, getting full support from all well intentioned quarters. In about five months, it studied diverse inputs received and invited experts and organisations for interaction and presentations. It also undertook visits to the states for assessment of prevailing conditions. The committee, chaired by a former cabinet secretary, Mr T.S.R.Subramanian, submitted its 217 page report in May 2016 to the HRD Ministry. Subsequently, the ministry put up a 43 page document, "Some inputs for Draft National Education Policy 2016" on its web site and once again, sought suggestions, the deadline for which has been extended to August 2016. (Source: The Hindu Magazine, dated August 7, 2016)

The recommendations include;

- Establishment of Indian Education Service
- The Education outlay should be of at least 6% of GDP
- Joining of Centre and the States to frame the norms for TET
- Compulsory test for teachers
- Pre-School education for children
- Continuation of no detention policy until completion of class V
- Opening of National Level Test to every student after completion of class XII
- Extension of Mid-Day Meal program up to secondary school students.
- UGC Act must be allowed to lapse once a separate law is created for the management of higher education
- Allowing of Top 200 foreign universities to open campuses in India.

3.8.9 Themes in New Education Policy Regarding Higher Education
List of themes for consultation on Higher Education

- Governance reforms for quality
- Ranking of institutions and accreditations
- Improving the quality of regulation
- Pace setting roles of central institutions
- Improving State public universities
- Integrating skill development in higher education
- Promoting open and distance learning and online courses
- Opportunities for technology enabled learning
- Addressing regional disparity
- Bridging gender and social gaps
- Linking higher education to society
- Developing the best teachers
- Sustaining student support system
- Promote cultural integration through language
- Meaningful partnership with the private sector
- Financing higher education
- Internationalization of higher education
- Engagement with industry to link education to employability
- Promoting research and innovation
- New knowledge


Major concerns have emerged prominently. Those entrusted with finalisation of the policy documents must respond to the deterioration in the work culture in schools and institutions maintained through public funds. Revamping the kitty procedures to update the infrastructure, cutting red tape and restoring focus on the goals deserve priority consideration. A joyful learning environment is still a dream.
for most school children. They deserve curriculum load reduction and better models of comprehensive assessment. Non-availability of pre-school education vastly dilutes the goal of equality of opportunity. The issue of mother tongue as a medium needs professional handling. The seeds of skill orientation are to be sown from the initial stages. Poor or absentee institutional leadership results in enormous quality deterioration. The system of governance and management remains change-resistant and unresponsive.

The formulation and implementation of the new education policy can’t be delayed further. A pragmatic plan of action must respond to the procedures. Concerns of equality of access and success, learner attainments, skill acquisition, new pedagogy and ICT, employability, assessment, teacher preparation and recruitment, institutional development and networking, upgradation of research facilities, and exodus abroad of the talented. Every precaution should be in place to ensure that the system is energised to achieve the targets in time. Corruption corrodes initiatives and the education system suffers its onslaught at every stage. It must be confronted with determination. (J.S.Rajput, 2016)

3.9 HIGHER EDUCATION IN TAMIL NADU

“I envision that Institutions of Higher Education emerge as Centres of Innovation, Excellence and Development –that world-class education is offered to our youth in an allencompassing and inclusive system. The Higher Education sector in Tamil Nadu is moving at an accelerated pace to meet the demands of the century, in terms of Research and Development and many schemes have been implemented with this in view.”-Hon’ble Chief Minister’s Convocation Address delivered at the 155th Annual Convocation of the University of Madras.

There are 13 Universities under the aegis of Higher Education Department; 10 Government Engineering Colleges, 3 Government Aided Engineering Colleges and 546 Self Financing Engineering Colleges are affiliated to Anna University; 76 Government Arts and Science Colleges, 139 Government Aided Arts and Science
Colleges and 448 Self Financing Arts and Science Colleges are affiliated to various universities of Tamil Nadu. While 672 Colleges of Education are functioning in Tamil Nadu in affiliation with Tamil Nadu Teacher Education University, 41 Government and 34 Government Aided Polytechnic Colleges and 414 Self-financing Polytechnic Colleges are run by Directorate of Technical Education. All these institutions are functioning with the aim to bring the State to the topmost position in the Country. (Source: Policy Note 2014-15, Higher Education Department, Government of Tamil Nadu).

3.9.1 Frame Work for Effective Higher Education In Tamil Nadu

The frame work shall provide

- Smart Classrooms with Video Conferencing facilities.
- Foreign Language Laboratories.
- Entrepreneurship cum Skill Development Centres.
- Visiting Professors from foreign Universities.
- Curriculum Development Cells.
- University Business Collaboration Centres.
- Technical and Academic Writing Centres.
- Incubation and Technology Transfer Centres.
- Centres for Multimodal Material Production for differently abled.
- Post Graduate Centres of Excellence.
- Soft Skill Centres in 30 Colleges under 5 Universities.
- Post Graduate Extension Centres.
- Distribution of priceless Laptops.
- Digitalization and Networking of Libraries.

3.9.2 Collegiate Education

The Directorate of Collegiate Education was formed in the year 1965. Tamil Nadu enjoys the privilege of being one of the most developed States in the field of Higher Education. Presently, 76 Government Arts and Science Colleges, 139 Government Aided Arts and Science Colleges, 448 Self- financing Arts and Science
Colleges, 3 Government Aided Physical Education Colleges, 8 Self-financing Physical Education Colleges, 4 Government Aided Oriental Colleges, 2 Government Aided Schools of Social Work, 7 Government Colleges of Education, 14 Government Aided Colleges of Education, 651 Self-financing Colleges of Education and 37 University Constituent Colleges totalling 1389 colleges are functioning under the administrative control of the Directorate of Collegiate Education. New courses such as MCA/MBA/M.Sc. (I.T.) have been introduced in addition to the conventional courses which have been in existence for the past 4 decades. This will enhance the employability of students studying in arts and science colleges. (source: [http://cms.tn.gov.in/sites/default/files/documents/he](http://cms.tn.gov.in/sites/default/files/documents/he))

**Table 3.5 Number of Colleges in Tamilnadu State upto 2014-15**

<table>
<thead>
<tr>
<th>Type of colleges</th>
<th>Government Colleges</th>
<th>Government Aided</th>
<th>Self-Financing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science Colleges</td>
<td>76</td>
<td>139</td>
<td>448</td>
<td>663</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Oriental Colleges</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Colleges of Education</td>
<td>7</td>
<td>14</td>
<td>651</td>
<td>672</td>
</tr>
<tr>
<td>University Constituent Colleges</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>162</td>
<td>1107</td>
<td>1389</td>
</tr>
</tbody>
</table>


The table shows that there are 663 arts and science colleges all over Tamil Nadu. Self-Financing colleges occupy a lead role i.e., 448 which shows that in order to provide quality education and to enhance the student enrolment in higher education; the Government encourages the establishment of Self-Financing colleges also apart from Government and Government Aided colleges.
3.9.3 UNIVERSITIES IN TAMIL NADU

The following are the Universities functioning under the aegis of Higher Education Department:-

1. Anna University
2. Tamil Nadu Teachers Education University
3. Tamil Nadu Open University
4. Madras University
5. Madurai Kamaraj University
6. Bharathiar University
7. Bharathidasan University
8. Alagappa University
9. Mother Teresa Women’s University
10. Manonmaniam Sundaranar University
11. Periyar University
12. Thiruvalluvar University
13. Annamalai University

All the Universities are marching towards quality education. The research work is carried out by the researcher in Arts and Science Colleges which are affiliated to University of Madras only.

3.9.4 University of Madras

University of Madras was established on September 5, 1857. At present, the University has six campuses in Chennai - Chepauk, Marina, Guindy, Taramani, Chetpet and Maduravoyal (Field Lab). Consequent to Amendments to Madras University Act and formation of separate Universities, the University of Madras is leading in imparting Arts and Science education in higher education, with 73 teaching and research departments and 134 affiliated colleges including 48 affiliated research institutions. The University of Madras has continuously received high accreditation from the National Assessment and Accreditation Council (NAAC) and is recognized with ‘Potential for Excellence’ by the University Grants Commission. The University of Madras was the first to introduce the concept of autonomous
colleges within the University system enabling the Autonomous Colleges to design their own curriculum, syllabus and conduct of examinations. There are 21 autonomous colleges affiliated to the University of Madras. Established in 1981, the Institute of Distance Education offers 27 UG courses, 21 PG courses, 18 professional courses and 31 other courses. The Institute of Distance Education also offers M.Sc. (IT) and B.B.A. courses to the African students, through e-Network Pan African Project. The University of Madras hosts a number of national and international programmes and has attracted funding from reputed agencies for research.

Table 3.6 Index of Colleges affiliated to University of Madras 2014-2015

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHENNAI</td>
<td>6</td>
<td>3</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>KANCHEEPURAM</td>
<td>--</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>--</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>THIRUVALLUR</td>
<td>1</td>
<td>2</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
<td>8</td>
<td>13</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>92</td>
</tr>
</tbody>
</table>

Source: Unom.ac.in

Among 132 colleges, the research study has undertaken by the researcher in 78 (Chennai district-45, Kancheepuram district-19, Thiruvallur district-14) colleges which are affiliated to University of Madras belonging to Chennai, Kancheepuram and Thiruvallur districts situated in Chennai.

Conclusion

Change Management is inevitable in today’s competitive scenario. As we are topmost in having youth of our country, they should be properly educated and must have employable skills and social ethics for the development of our country and to fulfil the dream of our former President Dr.A.P.J.Abdul Kalam with regard to “Vision India 2020”. The quality in education depends upon effective education system of our country. In this globalisation era, it is the need
of the hour for our educational institutions to be innovative, creative and updated. Quality education depends upon the performance of the teachers. There are various factors involved in educational institution when framing the policies for quality enhancement. If the management brings various changes in educational institutions, they have great influence on performance of teachers. If the change management in educational institutions make a positive impact on performance of college teachers, then the higher educational institutions will be emerged as centres of Innovation, Excellence and Development and our Country will take a lead in education sector all over the world.