CHAPTER – VII

CONCLUSION AND SUGGESTIONS
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CHAPTER VII

CONCLUSION AND SUGGESTIONS

1.0 Introduction:

After independence, the multidimensional expansion of educational facilities has been one of the major characteristics in the field of higher education. The result is that today we are experiencing a big canvas viz. about 300 universities, 11,600 colleges and over 9.1 million students. Our country has emerged as a nation with second largest system of higher education in the world. The number of students going for higher education will grow in future. In 2010 it is estimated that around 10.9 million students will be enrolled in the institutes for higher education. But at the same time this quantitative expansion in the field of higher education has not been able to maintain quality. There has been steady erosion in quality, which has resulted in producing sub-standard graduates. Majority of higher educational institutions are churning out a large number of half-baked students and unemployable youths. Some of our graduates and postgraduates are not only unemployed but are also unable to compete with others in job market. There is less familiarity with modern techniques and these are therefore not acceptable to the society. The situation in respect of such graduates is very worse. Not many institutions can be compared with some of the well-known institutions in the world. Only IITs and IISCs and some of the selected departments of state universities has the reputation all over the world. Many of the top students in engineering, technology and medicine go abroad resulting in brain drain. Thus higher education has been expanding obviously fielding
pressure, totally unconnected and without any proportion to the manpower needs of the community. The net result is the massive of an unabsorbable number of graduates from non-professional facilities of higher education. Some of the universities in the state had achieved a great degree of distinction because of the far sightedness of Vice-Chancellors who used to be the academic leader of any university. The credibility of any university depends upon high quality of teachers, efficient administration, research and academic oriented students etc, and above all non-interference from others belonging to different walks of life. Unfortunately such an atmosphere is lacking now. The present system of higher education is not flexible. Several colleges follow rules and procedures introduced long ago. No significant changes have taken place in the education system though considerable developments are noticeable in other walks of life. The rules of admission, selection of courses, evaluation of students, course structure, time table, class-size, methods of teaching and service conditions of teaching and non-teaching staff are not being changed in university and colleges to meet changing needs of society. This has resulted in bottlenecks at every stage to improvement, modernization, creativity and innovation. The present research is centered on the status of higher education and simultaneously the study of Higher Educational Administration is undertaken.

2.0 Research Methodology:

In order to have a systematic research study, application of research methods was essential. Therefore the data required for the work has been collected from primary as well as secondary sources available in Government Institutions and other organizations. Primary data has been
collected through direct interview method, structural interview schedule and also through questionnaire. Secondary data has been collected from sources such as information from office records, libraries, Government Publications, Journals, Magazines, Newspapers and reports. Information is also collected by visiting different higher educational institutions in the region. For this purpose a questionnaire is prepared to collect information from institutions, their heads and concerned administrative officials. Apart from the data collected by means of questionnaire, supplementary information has also been collected at national, state and area levels from secondary sources like government publications, legislative documents, codes, rules and regulations, ordinances, state plans, budgets and statistical publications, interview and discussions with officers holding different hierarchical positions at various levels as well as heads and teachers of higher education institutions. The data has also been collected from select literature on higher educational system, its administration and planning by various agencies. In support of this study, opinions of some eminent educationists have also been recorded.

3.0 Chapter Scheme:

The study has been well planned and divided into seven chapters. The chapter scheme is as given below.

3.1 Introduction and Need for Research
3.2 Educational Planning: Historical Perspective
3.3 Study of Organisation and Method for Higher Education in Maharashtra
3.4 Existing Higher Educational Policies and Planning
3.5 Administrative Set Up, Problems and New Challenges
3.6 Case Studies

3.7 Conclusion and Suggestions:

4.0 Findings and Conclusions:

Findings: In our country, at present, there are about 300 universities and deemed to be universities including 18 medical universities, about 40 agricultural universities and about 11,000 colleges of which about 4683 are in rural areas. In Maharashtra there are 9 traditional affiliating universities offering arts, science, commerce and professional education, 12 Deemed universities – 6 each in Mumbai and Pune, 4 Agricultural Universities at Akola, Rahuri, Dapoli and Parbhani, One Animal and Fisheries Sciences university at Nagpur, One Health Sciences university at Nasik, One Technological (campus) University at Lonere, One Sanskrit Vidyapeeth at Ramtek and One Maharashtra Open University at Nasik. The number of degree level institutions attached to all these universities offering general and professional degree courses are approximately 2000, with an enrollment of about 10 lakhs. Thus education has been given required importance in the state. But education does not mean acquisition of knowledge or experience rather it means the development of habits, attitudes and skills, which helps a man to lead a full and worthwhile life. It is very much essential to ensure that the use of recent scientific and technological developments should be in the good of human beings and not for destruction. But it is far bitter truth that man is going towards destruction through recent scientific and technological developments.

In the context of major economic and technological changes and with knowledge occupying the center stage in human development, the system
of higher education should equip its product with adequate skills, values and attitudes that enable full participation in the emerging social, economic and cultural environment, leading to the creation of a knowledge society. But in our country it is not so. Govt. of Maharashtra realized the importance of quality assurance in the context of global competition in higher education and decided to accelerate the process of assessment and accreditation in the state. A Govt. resolution was passed in this respect and a central controlling committee was formed under the chairmanship of Education Minister for Higher and Technical Education. The committee included all Vice-Chancellors of universities, Secretary, Higher and Technical Education, Director of Higher Education, a few educationists and principals. In addition a working group under the chairmanship of Dr. Janardhan Waghmare was formed for the improvement of quality in higher education and for accelerating the process of assessment and accreditation. Govt. also set up a Quality Assurance cell (QAC) to co-ordinate work of different committees formed for this purpose and also to act as a link between these committees and UGC, NAAC and the State Govt. The QAC was established on 8th January 2002. Internal Quality Assurance Cell (IQAC) were also established in some of the higher educational institutions. At global level, our country has the third largest system of higher education with varying standards. It has the third largest scientific manpower comparable to the most highly trained manpower in the world. Obviously these are the products of present system of higher education in our country. Our country is now recognized at international level as a nation which provides value added trained human power. The medical school in New Delhi is counted as the best in the world and the technical graduates
of Indian Institute of Information technology, Bangalore are as good as any in the world. In United States of America, today 38% doctors, 36% Scientists in NASA and 34% Microsoft professionals are Indians. At state level, Maharashtra is also not far behind. National Assessment and Accreditation Council (NAAC) has accredited about 2021 institutions all over the country till 2004. Among them about 812 institutions i.e. about 40% of the total number of accredited institutions are belonging to Maharashtra State. Maharashtra has the largest number of accredited universities i.e. 15 out of total 30 including 12 deemed universities and 797 colleges in our country. Seventy six percent of its eligible colleges and almost 100 percent of its eligible universities are accredited by NAAC. But today in the age of globalization, academic problem has assumed new shapes. We must have a wider conception of the duties and responsibilities of universities. Universities have to provide leadership in politics and administration, professions, industry and commerce. They have to meet the increasing demand for every type of higher education, literary and scientific, technical and professional. They must enable the country to attain, in as short a time as possible, freedom from want, disease and ignorance, by the application and development of scientific and technical knowledge. Our country is rich in natural resources and her peoples have intelligence and energy and are emerging with renewed life and vigour. It is for the universities to create knowledge and train minds who would bring together the two-material resources and human energies. If our living standards are to be raised, radical change of spirit is necessary. The problem of higher education is the problem of quality, equality, and of matching the preparation with the needs of economy. The development of higher education is facing challenge of quantity versus
quality. Higher Educational Administrative system is not in a satisfactory state because of following reasons:

(i) Lack of perfect educational planning.
(ii) Over politicization of educational & institutional management.
(iii) Uncontrolled and unplanned expansion.
(iv) Inadequate inputs in terms of money, materials and talent.
(v) Falling standards in large proportion of institutions.
(vi) Weakening of student’s motivation.
(vii) Increase of educated unemployment.
(viii) Weakening of discipline.
(ix) Lack of relevance and significance and
(x) Undue political interference by subjecting universities to political and partisan pressures and lack of a national consensus in dealing with such situation.

Administrative weaknesses can be stated as below:
Higher education system is suffering from over-crowding, inadequate staffing, deteriorating standards and quality, poor physical facilities, insufficient equipments and declining public budgets. The student’s participation in educational process is far below expectations. Their faith in degree certificate is fragile. Most of them are addicted to guides, bazaar notes and other means of passing examinations. They are reluctant to undertake any kind of library work, self study, group discussion, seminars and the internal examinations, the credit of which is not counted in university results. Principals already know the facts regarding them and mere attendance of such students. The practice of collecting capitation fee in the name of donation contributes to large-scale commercialization of education, which is not conducive to the
maintenance of educational standards. All directions relating to educational matters flow from Education Department of the Govt. Higher educational institutions have to teach only that material which is prescribed or recommended by the university and Education Department. This hinders teacher’s initiative. Drop out and failure rate of students is very high. Higher education is not getting that much priority, which it deserves. Colleges are confined themselves to teaching only and do very little research. The total volume of work to be done, the academic calendar and the timetable of a working day cannot go together. It is very difficult to manage total volume of work assigned to a college or the Principal by a number of controlling agencies within the framework of 180 teaching days. It includes matters from celebrations of birth and death anniversaries, to the compliance of various Govt. circulars. Multiplicity of control is the major obstacle in improving the quality of higher education. A Principal has to serve many masters at a time. Contrasting rules, regulations and approaches present a serious challenge to college administration. Self–conflicting and contradictory rules, regulations, statutes and circulars of State Govt. and the universities along with ever-increasing number of sophisticated government resolutions have yielded neither quality nor smooth administration of our higher education. The autonomy of our universities and colleges is already grabbed by political elements, trade unionism and government officialdom. Higher education is in deep financial strain, with sky reaching costs and increasing needs on one hand and shrinking budgetary resources on the other. The share of higher education in total planned resources increased from 0.71% in the first five-year plan to 1.24% in the fourth five-year plan. But ever since, it has declined continuously to 0.53% in the seventh five year plan and further down to 0.35% in the
eight five year plan though the actual expenditure has increased by more than 100 times from Rs. 140 million in the first five year plan to Rs. 15,000 million in the eight five year plan. Thus although higher education is characterized by massive public investment, this investment is still regarded as much below the optimum. Out of 812 institutions assessed, 15 are universities and 797 are colleges. In spite of several initiatives taken by the Govt., Chancellor and the University Grants Commission (UGC) for promoting autonomy for the colleges, only two colleges have been granted autonomy. Also number of government colleges in the state is only 25, which again is negligible as compared to private colleges. Out of these 25 govt. colleges, only 12 have been accredited.

INSTITUTIONS ACCREDITED UNDER THE NEW GRADING SCHEME

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>190</td>
</tr>
<tr>
<td>B+</td>
<td>178</td>
</tr>
<tr>
<td>B++</td>
<td>120</td>
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<tr>
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<td>C+</td>
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<tr>
<td>C++</td>
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<tr>
<td>A+</td>
<td>10</td>
</tr>
<tr>
<td>A++</td>
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</tr>
</tbody>
</table>

(Source: State wise Analysis of Accreditation Reports, Maharashtra)
From the above graph it is quite clear that the number of institutions graded as B is highest (190), followed by institutions graded B+(178). The total number of institutions in the range of average scores of 70 to 80 is 385, which is almost 47% of the total number of institutions. Only one university is awarded A++ grade by NAAC i.e. Indira Gandhi Institution of Development and Research, Mumbai, which is a deemed university not traditional one. Only 8 institute i.e. 5 professional colleges of education, one law college and two non professional colleges are placed in A+ category. Thus it is clear that a lot more is to be done to upgrade the status of higher educational institutions. There is much scope for improving the quality of higher education system.

Conclusion:

While concluding the study it is revealed that following observations need more attention:

1) The unit cost of higher education is much higher and the social rate of return is much lower.
2) The dropouts and failures of students are much higher.
3) The curriculum of conventional arts, science and commerce programmes is not periodically updated and modernized.
4) Some of the institutions are lacking minimum required teaching / non-teaching staff.
5) There is reduction in number of permanent teachers and increase in the number of contractual clock hour basis teaching staff.
6) There is no provision of continuous evaluation as regular feature.
7) There is absence of dedicated staff and students striving for excellence.
8) Self-financing, job oriented and need based courses are not introduced which may ensure higher rate of employment.
9) Some of the higher educational institutions are not having even minimum required infrastructure and library / laboratory facilities.
10) There is absence of encouragement and allround support by managements to higher educational institutions.
11) There is no interaction with industry, no provision of in plant training and lack of entrepreneurial awareness.
12) Curriculum is far lagging behind, compared to the changing circumstances.
13) Academic calendar and the detailed teaching plan are not being implemented in most of the colleges.
14) There is no participation of teachers in administration and management.
15) Colleges have almost no role in designing the curriculum.
16) There is no provision for enhancing the quality of entire examination system.
17) Mismanagement of financial resources.
18) Actual practice on campus and its reflection in the self study report (SSR) of most of the colleges are not identical.
19) Due to higher premium on degrees, everyone wants to join the queue for university education.

In general, it is observed that, most of the higher educational institutions do not have clarity about their vision, mission and goal. Most of the colleges have not established Internal Quality Assurance Cell for monitoring teaching, learning and evaluation programmes. There is no encouragement of professional development programmes for teaching
and administrative staff. There is no use of multimedia facilities such as audio/video cassettes/CDs and computer aided learning. Colleges have almost no role in designing curriculum. There are no placement activities, career guidance, workshops and vocational training. Also there is absence of effective leadership and good human relationship contributing to effective teamwork. State govt. does not allow one full time post for full time work. The work of 20 periods of a subject should be given to three clock hour basis (CHB) teachers (7+7+6) as per Director of Higher Education of the state. When one full timer is appointed, State Govt., Directorate of Education does not sanction salary grant of full time teacher. About the concept of autonomy, majority of Principals do not have any legal information in their hands in the form of written documents that gives them rules, regulations by which the scheme is to be implemented. Majority of the colleges are reluctant to submit their SSRs just because they cannot afford expenses of NAAC fees and the peer-team visit. The most serious challenge is financial. Most of the colleges in the state are not given usual non-salary grants regularly. Neither Govt. nor universities undertake revision of the fee-structure. The condition is such that the proliferation of universities and colleges has been haphazard and without thoughtful planning, with the result that many of the universities and colleges lack essential infrastructure facilities. There is a marked incompatibility between education and employment. Wastage in the system in terms of failures, dropouts and low passes is quite high. Examination reforms have been miserably slow. Academic activities are at low and in a fairly large number of campuses, academic year often gets disrupted. The existing system of higher education continues to encourage memorization and curb creativity. Forms for university examinations are get filled by students at a very early stage i.e. in the
midst of the academic session. Therefore how the required attendance can be get fulfilled?

There are teachers and students who attend university or college only for two to three lectures i.e. for only about 100 to 150 minutes a day. While there are conscientious teachers who keep their lectures update by reading and research. There are quite a number of others who deliver same lectures prepared years previously, year after year. It is these later category who give a bad name to the profession of a university / college teacher and lead to the criticism that university teaching is a soft job. Students enrolled to higher education institutions are also not punctual in attending lectures. According to such students college campus is only for time-pass like a garden. Very less students of our universities receive purposeful education in colleges. Rest of all students receive purposeless education. Their education has no definite purpose of direction. They are not aware of any plan for their future life nor do they know whether the education they receive prepares them for their practical life or not. Education has continued to be regarded as the means of obtaining service under government or private sector. There is no option left for them and they make a compromise with their fate by accepting a career of mere office clerk. Others most unfortunate are forced to hunt for employment without any marked success. The level of depression in youth generation is rising day by day. Educational system has not sought to bring about all round development of individual’s personality. The system of examination results only in one-sided development of student’s mind instead of the development of their general intelligence. Present day students study merely to succeed in examinations and pass the examination only to secure some source of earning livelihood. They are
not having required respect for lecturers. Generally it is observed that educational institutions function in isolation from the community as well as from one another. More emphasis is laid on formal education neglecting non-formal education. There are very few institutions, which are of good quality. But access to such institutions is selective and is generally availed of by the top social groups. This dualism leads to undesirable social segregation. It is the upper and middle class who have been benefited by this system. The problems of limited resources and weak political power have arrested healthy growth of higher education. Teachers/lectures have no freedom to voice their views in matters connected with educational administration or with teaching problems. Various factors affecting development of higher education are as follows:

(i) Politicization in recruitments and policy-making.
(ii) Poor quality of intake regarding staff & students.
(iii) Communication gap between universities and colleges.
(iv) Unsystematic growth in education and administrative standard.
(v) Managerial inefficiency.
(vi) Over crowded classrooms.
(vii) Wastage in instructional hours.
(viii) Inadequate student services.
(ix) Inadequate material resources and human energies.
(x) Non accountability of higher educational institutions towards society.
(xi) Inadequate stress on non-formal channels of communication.
(xii) Inefficiency in teaching, &
(xiii) Absence of student-teacher relativity.
University / Institutional Level:

Following weaknesses are observed during data collection regarding higher education at university/college level: viz.

(i) Infrastructural facilities such as buildings, well equipped laboratories/library, teaching and non-teaching staff are inadequate.

(ii) As a result of increase in number of colleges, the region has to face the problem of underemployment and unemployment. Thus there is a mismatch between education and employment.

(iii) Academic activities and academic calendars are disrupted resulting in the dilution of standards.

(iv) Examinations are postponed quite frequently as a result of which results are delayed, effective teaching days are reduced and the students are at loss.

(v) Minimum number of effective teaching days i.e. 180 days is followed at very few institutions of higher learning.

(vi) Delayed sessions, crowded classes, ill equipped laboratories and libraries yield disgruntled teachers, students and employees.

(vii) The general decline of standards in all fields, limited financial resources and delay in introducing recent vocational and job oriented courses leave a major impact on university and colleges.

(viii) Admissions for different courses are made very late, so much so that it take place even in the month of January. Therefore how there can be justice for complete teaching?
Many teachers have less time to teach. Syllabus is often skipped. Old notes, which were once used by the teachers themselves, are still followed.

The dropouts and failures accounts above 65% of the students enrolled, representing sheer wastage of human and material resources.

In an article entitled, “Education: A Development View” in Hindustan Times dated 22 March 1986 Manmohan Singh observed, “So much has been said, suggested and recommended that when it comes to implementation, the budgetary constraints make a mincemeat of our educational aspirations. We have to be perhaps ruthlessly realistic about our economic and budgetary constraints. There is no point in trying to apply one cubic inch of butter to a square mile of bread. Such an attempt would imply a realignment of priorities in educational investment and discarding a part of the bandwagon.”

5.0 Suggestions:

Training for leadership in professions and in public life is one of the central aim of higher education, which it is difficult to realize. It is rightly said by President Truman that, “Our national policies must be administered by men of broad experience, mature outlook and sound judgment. But there is a critical shortage of such men- men who possess the capacity to deal with affairs of state. We have been much less successful in obtaining persons with broad understanding and an aptitude for management. We need men who can turn a group of specialists into a working team and can combine imagination and practicability into a sound public programme. The enormous size of funds that are poured in
for development of effective higher education can be rightly put to use if there is an appropriate planning, control and management of education system. Planners at the apex level must take into account this view in the right context and must emphasize on applying different principles of business administration to the administration of educational institutions like universities. Educational administration has to solve problems related to staffing, classifications, curriculum, syllabi, timetable, evaluation, promotion, discipline, rewards and punishments, supervision and organization of activities. It is that part of administration which is responsible for the development and expansion of different education systems. It is the function of educational administration to make educational system useful and capable according to the needs of people and also to enable them to take maximum advantage from those systems. Main function of educational administration is to regulate education system and to channelize it for public good and utility. On the other hand Educational Planning is the application of regional systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. It must direct and co-ordinate different components of educational system towards the achievement of predetermined targets. Planning involves anticipating future problems and events and selecting the course of action to handle unforeseen or anticipated problems and events. There are several logical steps, which must be involved in planning process viz.

(i) Assessing the situation and identifying the gray areas
(ii) Firming up the sequence of steps that are to be taken.
(iii) Assigning responsibility
(iv) Defining the sequence of action to be taken and
(v) Progress evaluation.

A good planning exercise helps to define objectives properly. Networking various actions avoids wasteful expenditure, saves time and enable optimal usage of the organizational structure. The basic aim of managing is to achieve certain objectives and goals. The manager must be sure of the objectives he has to accomplish. Drafting a precise and complete statement would make the objective more clear and well understood by all concerned who have to direct their activities towards attainment of the goal. Performing certain fundamental management functions that can be grouped under five basic heads attains the desired result.

Controlling  
Planning

Management Process

Motivating  
Organizing

Staffing

The real test of any policy is in its implementation, which in turn depends on two major operators viz-political leadership and administrative authorities. Success of any quality assurance initiative is greatly dependent on the managerial factor. It is essential that the top management be totally committed to the concept, be able to visualize
future actions in their totality, and design appropriate procedures. Therefore the mission of any institution should be clearly defined, its long-term and short-term objectives be precisely identified, the strategies for achieving these be carefully planned, the financial requirements of different programmes be assessed, adequate budgetary controls be exercised and interpersonal relationships be maintained at an optimum level. Self-evaluation is usually the starting point with main objective being to identify areas of weakness. In every organization there is considerable dormant potential in its personnel, which should be given an opportunity to express itself. Higher education is something that protects and strengthens human endeavor for a more healthy and lasting civilized existence in the globe. Therefore it is important to analyze higher education policy, administration, structure and operation. We have to reorganize our priorities and focus on our strategies so as to address challenges of Knowledge Revolution. Higher education needs to be remodelled to suit needs of our fast growing, globalised, developing nation, aiming to become a developed country in shortest possible time. Factors which are required to achieve useful and quality education are existence of a passive and non-vibrant environment, absence of flexible and open approach, highly personalized and non-professional ways of dealing with organization of university administration. Quality of any university is measured by the academic climate prevailing there, qualifications of its faculty members, performance of its students in jobs and national competitions and the overall contribution it makes to the welfare of society. Quality can be assured by making everybody in the system accountable and responsible to everyone else. Everybody should become a watchdog on the quality of the system. The students and administrators should monitor the quality of learning. Govt. should give
funds but insists that no money is wasted and all students and teachers should put their maximum efforts in the system. Student’s reaction surveys are essential. Accreditation of departments by peers is essential. All substandard institutions must be asked to close down. Financial support from government to higher education sector is bound to reduce in coming years. Therefore optimum utilization of existing human resources/expertise will have to be achieved for betterment of quality in education especially in view of financial crises. Regarding this, mobility of students and teachers can play a significant role. Colleges having pools of expertise can help those having no expertise available or inadequate faculty. The students will also be benefitted by taking advantage of utilizing expertise in/from other colleges. On the quality of education, a Policy perspective (1985) entitled ‘Challenges of Education’, it is said that, “It is difficult to define quality, particularly with reference to educational process. However it could be stated that a quality conscious system could produce people who have the attributes of functional and social relevance, mental ability and physical dexterity, efficacy and reliability.”

After Independence there was an over emphasis on achievement of targets in enrolment and expenditure. But now there is a need to take more comprehensive view and evolve a broader pattern of goals, especially those relating to qualitative improvement. Uptill now our resources have been thinly spread over a very vast area of education leading to considerable wastage. It has now become necessary to concentrate on a few crucial areas. Programmes, which need more non-financial efforts and resources, should be given greater emphasis. There
are various challenges we have to reckon with, if we wish to enter into the global competition of quality assurance of higher education. Conscious, collective and sustained efforts are required to rectify the wrongs. A more comprehensives educational programme is necessary to meet the challenges of fast moving and primarily urban and industrially oriented society.

For strengthening higher education, following steps would be very helpful.

(i) In order to meet recent requirements, higher educational institutions should make efforts to give a human and modern face of transparent administration.

(ii) Higher educational institutions should have healthy interaction and linkage with industries so that they can provide knowledge in latest areas of work, new methods, sharing of information, generation of funds and dimensions for research activities.

(iii) Training should be arranged on large scale for administrative staff from time to time.

(iv) In plan formulations, involvement of functionaries at different levels of administration and of people at grass root level is essential both for sound planning and effective implementation.

(v) Eligible higher educational institutions should be granted autonomy in order to reduce administrative burden of universities.

(vi) Higher educational institutions should look for continuous assessment and improvement of infrastructure and potentials accordingly.

(vii) Every higher educational institution should have well equipped laboratory and library with computer and internet facilities. The
facility of E-SAT service should also be made available. Emphasis should be laid on maximum use of available equipments. Library work, tutorials, seminars, group discussions etc. should be arranged for promoting self-study.

(viii) For upgradation of knowledge, various inter-disciplinary fields and short term courses should be arranged in specific areas. Vocational and area specific job oriented courses should be introduced as per the needs of the region.

(ix) Syllabus should be framed in such a way that it may deal with latest knowledge requirements of the market. More emphasis should be given on practical and practical applications. Courses of studies should be restructured as per requirements. Strengthening of teaching, learning by adopting group discussions, brain storming sessions, seminars and workshops should be arranged from time to time. The academic calendar, teaching plan and stay of teachers in campus should be increased for proper guidance to students.

(x) Instead of searching for jobs, student’s mind should be developed for entrepreneurial activities.

(xi) Lastly the university management/administration should be structured on the principle of self-governance, based on participation, decentralization, autonomy and accountability. Various constituents of university namely faculties, departments, colleges etc. should have academic freedom to achieve excellence.
The development of higher education is facing challenge of quantity versus quality. Therefore a strategy has to be evolved to arrive at an acceptable balance between the two. An adequate realization of this objective requires concerted efforts; careful educational planning, efficient administration, co-ordination of resources and constant visits. This calls for identification of modern relevance and excellence in higher education.
Questions Set For Questionnaire

Q. Whether the Status of higher education is satisfactory or not?
Q. Whether there is any need for reform in higher education?
Q. Whether the present administrative set-up for Higher Education is efficient?
Q. Whether there is any need for reform in present administrative system for Higher Education?
Q. Whether Higher Education is keeping pace with changing circumstances or not?
Q. Whether administrative officers of any university should be educationists or not?
Q. Whether Vice-Chancellor should be appointed by Governor or through election?
Q. Whether administration of Higher Education is well geared up for facing the challenge of global competition?
Q. Whether the governance of university is efficient or not?
Q. Whether university should depend upon Govt. for financial assistance or not?
Q. Whether accreditation of all affiliated colleges through NAAC should be made compulsory or not?
Q. Whether appointment of teaching and non-teaching staff is fair or not?
Q. Whether examinations are conducted fairly or not?
Q. Whether examination date for every academic year should be fixed or not?
Q. Whether date for declaration of results should be fixed or not?
Q. Whether political leaders should interfere in governance of affiliated colleges or not?
Q. Whether the organization of educational administration should consist of teachers and educationists?
Q. Whether the quality of Higher education has really improved through NAAC accreditation or not?
Q. Whether there is any need for change in service conditions of teachers?
Q. Whether there is any need for change in teaching methods or not?
Q. Whether planning regarding Higher Education is efficient or not?
Q. Whether planning of Higher Education system is realistic or not?
Q. Whether planning should be done at university level or not?
Q. Whether principal of any higher educational institution should have power for its efficient functioning?
Q. Whether infrastructural facilities provided by the university / college are adequate or not?
Q. Whether college / university library is well equipped or not?
Q. Whether college / university laboratory is well equipped with modern equipments or not?
Q. Whether academic activities such as the course syllabus, effective teaching days etc are achieved or not?
Q. Whether internal assessment of colleges is necessary or not?
Q. Whether admission in higher educational institutions should be strictly on merit basis or not?
Q. Whether date of admissions to colleges should be fixed or not?
Q. Whether there should be limitations to the class size or not?
Q. Whether there is any need for change in curriculum?
Q. Whether teaching staff in colleges / university is adequate or not?
Q. Whether non-teaching staff in colleges is adequate or not?
Q. Whether material available in the college/university library or laboratory is easily assessable to students or not?
Q. Whether there is any condition for teaching or non-teaching staff punctuality?
Q. Whether lectures in college / university are regular or not?
Q. Whether the subjects are popularly taught or not?
Q. Whether sufficient hostel facilities are provided by university / college or not?