CHAPTER 6

TOTAL QUALITY MANAGEMENT IN
HIGHER EDUCATION IN KERALA

“Education is not the filling of a pail,
but the lighting of fire”

W.B. Yeasts

Totally, 1508 samples were drawn from college teachers in Kerala for the present study. Samples were selected at random from all districts in Kerala so that it covers the jurisdiction of all universities in the State. The total universe (the total number of college teachers in Kerala) is 9802 as per Table 5.5 in Chapter 5. Table 1 given below shows the breakup of samples drawn from various colleges under prominent managements in Kerala.

Table 6.1

<table>
<thead>
<tr>
<th>Management</th>
<th>CHRISTIAN</th>
<th>MES</th>
<th>S N</th>
<th>NSS</th>
<th>DEVASWOM</th>
<th>GOVT.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samples</td>
<td>494</td>
<td>167</td>
<td>222</td>
<td>222</td>
<td>103</td>
<td>300</td>
<td>1508</td>
</tr>
<tr>
<td>Per cent</td>
<td>32.75</td>
<td>11.07</td>
<td>14.72</td>
<td>14.72</td>
<td>6.83</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary.
Legends: MES – Muslim Education Society Colleges
SN – Sree Narayana Colleges
NSS – Nair Service Society Colleges

The samples were drawn from private aided colleges and government colleges. No un-aided private colleges happened to be in the random selection. For a better results the selection of samples were done from
colleges coming under the management of Sree Narayana Trusts, NSS, MES, Christian managements, Devaswom Board, and Government on an almost equal parity. To be clearer, the samples were selected on such a proportion that they resemble the total strength of teachers under each management in Kerala on an even level.

Figure 6.1

Percentage of Samples of College Teachers drawn from various Colleges in Kerala

The quality of higher education, to a great extent, depends up on the quality of teachers. The quality of teachers depends upon the qualification of teachers. On an average, 20.29 per cent of college teachers in Kerala possess Ph.D degree and the percentage of teachers having M.Phil degree is 30.37. Further, 5.90 per cent teachers have additional postgraduate degrees,
diplomas, B.Ed, M.Ed, LL.B and such. Around 43.43 per cent teachers have only the respective PG Degrees. The following table explains the percentage of college teachers holding Ph.D and M.Phil degrees in Kerala during the Academic Year 2006-07.

Table 6.2
Percentage of College Teachers with Ph. D, M.Phil, and Additional Degrees, 2006-07, Kerala.

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Samples selected</th>
<th>Ph.D</th>
<th>M.Phil</th>
<th>Additional Degrees</th>
<th>P.G Degree only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>1508</td>
<td>306</td>
<td>458</td>
<td>89</td>
<td>655</td>
</tr>
<tr>
<td>Percentage</td>
<td>100</td>
<td>20.29</td>
<td>30.37</td>
<td>5.90</td>
<td>43.43</td>
</tr>
</tbody>
</table>

Source: Primary.

Around 12 per cent of teachers are pursuing their research leading to Ph.D and almost 17 per cent teachers are doing for their M.Phil Degree. No doubt, there has been a ‘Quality Consciousness’ among teachers in higher education in the State.

Figure 6.2
Percentage of College Teachers with Ph. D, M.Phil, and Additional Degrees, 2006-07, Kerala
In a clearer and apparent view, only the teachers having Ph.D degree or at least with M.Phil degree are eligible to teach in colleges. Unfortunately in the highest literate state in the country, the higher education enjoys the service of less than 21 Per cent of ‘qualified’ teachers in a very strict count and on a sparse count, including M.Phil degrees, the number goes up to 50.66 per cent to a maximum. Around 50 per cent of teachers fraternity in higher education in the state doesn’t possess the minimum requirement as per UGC norms.

However, hundred percentages of teachers, being seniors and drawing salary on UGC Scale, have attended a minimum number of two refresher courses.¹

A finding which highlights ‘Extra Quality Consciousness’ among ladies teachers in Women’s Colleges is that about 22.94 per cent possess Ph.D degree while the state average remains 20.29 per cent. In case of M. Phil degree also teachers in women’s colleges, holding around 35.51 per cent, out stepping their counterparts outside with a rate of 30.37 per cent.

However, on a state average, men teachers supersede their female counterparts in Ph.D and M.Phil qualifications. Of the total Ph.D holders, approximately 54 per cent are men teachers and 46 per cent are ladies. Similarly, in case of M.Phil degree holders, approximately 53.1 per cent are gents and 46.9 per cent are ladies. In case of additional degrees like B.Ed., additional PG degrees LLB and such, the percentage on gender-wise is 57.16 per cent and 42.84 per cent between men and women. The percentages of men and women teachers
with postgraduate degree alone are 42.84 and 57.16 respectively. The following table depicts the percentages of qualification on gender wise.

Table 6.3

Percentages of qualification on gender wise.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ph.D</th>
<th>M.Phil</th>
<th>Other degrees</th>
<th>Postgraduation only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>10.96</td>
<td>16.13</td>
<td>3.37</td>
<td>18.61</td>
</tr>
<tr>
<td>Women</td>
<td>9.33</td>
<td>14.24</td>
<td>2.52</td>
<td>24.82</td>
</tr>
<tr>
<td>Total</td>
<td>20.29</td>
<td>30.37</td>
<td>5.90</td>
<td>43.43</td>
</tr>
</tbody>
</table>

It is also noticed that the rates of Ph. D and M.Phil degrees held by teachers in Christian management-run colleges are little higher compared to their counterparts under other managements.

The following table shows the rates of Ph.D and M.Phil degrees held by teachers under various managements:

Table 6.4

Percentage of Teachers holding Ph.D and M.Phil Degrees under various Managements in Kerala in 2006.

<table>
<thead>
<tr>
<th>Name of Degree</th>
<th>Name of Managements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Christian</td>
</tr>
<tr>
<td>Percentage of teachers holding Ph.D Degree</td>
<td>22.81</td>
</tr>
<tr>
<td>Percentage of teachers holding M.Phil Degree</td>
<td>34.92</td>
</tr>
</tbody>
</table>
The teachers working in colleges in the districts of Thirucvananthapuram, Ernakulam and Thrissur in the state rank first, second and third respectively with regard to the number of Ph.D and M.Phil Degrees. The District of Kasargod is the last in the list. The following table depicts the scenario:

Figure 6.3
Percentage of teachers holding Ph.D. degree, M.Phil degree (management-wise)

The following table shows the distribution of college teachers (district-wise) with Ph.D and M.Phil degrees.
### Table 6.5

Distribution of College Teachers (District-wise) with Ph.D and M.Phil.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Districts</th>
<th>Ph.D (per cent)</th>
<th>M.Phil (per cent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thiruvanathapuram</td>
<td>29.1</td>
<td>40.1</td>
</tr>
<tr>
<td>2</td>
<td>Ernakulam</td>
<td>27.3</td>
<td>38.9</td>
</tr>
<tr>
<td>3</td>
<td>Thrissur</td>
<td>26.4</td>
<td>37.7</td>
</tr>
<tr>
<td>4</td>
<td>Kottayam</td>
<td>23.2</td>
<td>36.0</td>
</tr>
<tr>
<td>5</td>
<td>Kollam</td>
<td>23.1</td>
<td>36.3</td>
</tr>
<tr>
<td>6</td>
<td>Kozhikkode</td>
<td>23.0</td>
<td>34.0</td>
</tr>
<tr>
<td>7</td>
<td>Malappuram</td>
<td>21.2</td>
<td>30.0</td>
</tr>
<tr>
<td>8</td>
<td>Alappuzha</td>
<td>20.0</td>
<td>29.0</td>
</tr>
<tr>
<td>9</td>
<td>Pathanamthitta</td>
<td>18.5</td>
<td>26.0</td>
</tr>
<tr>
<td>10</td>
<td>Kannur</td>
<td>18.0</td>
<td>27.5</td>
</tr>
<tr>
<td>11</td>
<td>Palakkad</td>
<td>16.9</td>
<td>23.0</td>
</tr>
<tr>
<td>12</td>
<td>Idukki</td>
<td>13.5</td>
<td>25.1</td>
</tr>
<tr>
<td>13</td>
<td>Wyanad</td>
<td>13.0</td>
<td>21.1</td>
</tr>
<tr>
<td>14</td>
<td>Kasargod</td>
<td>11.0</td>
<td>20.9</td>
</tr>
</tbody>
</table>

**Guest Faculty**

A finding which affects quality of higher education in Kerala seriously is the presence of guest faculty in higher educational institutions. Almost 20 per cent to 47 per cent of faculty belongs to guests. The inexperienced and under-qualified guest teachers fail miserably in performance.

The guest faculties do not have the minimum qualification prescribed by the UGC. In most of the cases they do not have qualified even the National Eligibility Test (NET). Even in FIP vacancies in many colleges there are guest faculties sans NET qualification. Around 12 per cent of guest
faculties have the NET qualification and the majority remains outside the purview of the minimum qualification. Since the bifurcation of pre degree courses from colleges in 1998, there have not been any appointments in colleges for a quite long period of time and the vacancies have been filled with guest faculties.

**Fine Faculty Makes Fine Students**

Henry Rosovsky, dean of arts and science, Harvard University, worked for 11 years feverishly on the mores of American colleges and universities with special consideration of each of the following constituents namely, students, alumni, the faculty, donors, trustees and the press. One of the important conclusions he made after the study was that “the faculty in any university or college is by far the most important constituent that determines its status. Rosovsky felt that every great university must make determined and sustained efforts to recruit the best academic brains in the country and try to keep them. Recruitment of faculty must be highly competitive and should not encourage in breeding. Further, the faculty must be on probation for long periods and tenure must be granted only after an exclusive external review and selection process”.  

A collection of 1000 samples of degree results of various disciplines from different colleges under various managements and universities in Kerala reveal that science students supersede commerce and arts students in their scores in degree examinations. The sequence of the degree of pass percentage is science : commerce : arts. The table given below shows the pass percentage (subject-wise).
Table 6.6

Discipline-wise pass percentage of graduates from colleges in Kerala in the year 2006

<table>
<thead>
<tr>
<th></th>
<th>Science</th>
<th>Commerce</th>
<th>Arts and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>98.17</td>
<td>81.39</td>
<td>67.77</td>
</tr>
<tr>
<td>Fail</td>
<td>1.83</td>
<td>18.61</td>
<td>22.23</td>
</tr>
<tr>
<td>including dropouts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary.

The samples (1000 numbers) collected from students passed degree examinations in 2006 reveal that 10 per cent of top students of mathematics scored 96-98 per cent, whereas that of science, commerce and arts scored 85-92, 80-87, 75-82 per cent marks respectively. Twenty per cent of upper middle students scored between 60-90, 60-80, 60-70, and 60 per cent marks respectively for mathematics, science, commerce and arts subjects. Twenty per cent of the lower middle class students scored at the range of 41-59, 40-59, 35-59, 35-59 per cent marks respectively for mathematics, science, commerce and arts subjects. The 50 per cent lower level students scored on an average at 40, 40, 35, and 35 per cent marks respectively for mathematics, science, commerce and arts subjects.

The above details, however show the conventional methods of giving marks for various subjects such as higher marks for mathematics and science groups and lower percentages to commerce and the lowest for the arts and
humanities, and therefore the analysis of the result fail to give a conclusion of quality of teaching in science, commerce, arts subjects. Nevertheless, there is common parlance that the science and mathematics students are more disciplined and qualified but there is no sound proof.

The analysis of 1200 samples of degree students drawn randomly from various subjects of various colleges under different management and universities show that the drop out ratio is minimum in science groups followed by mathematics, commerce and arts and humanities respectively. The following table shows the drop out ratio.

Table 6.7

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Science</th>
<th>Mathematics</th>
<th>Commerce</th>
<th>Arts and Humanities</th>
<th>Total sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>1200</td>
</tr>
<tr>
<td>Dropouts</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Percentage</td>
<td>1</td>
<td>2.33</td>
<td>3</td>
<td>7</td>
<td>3.33</td>
</tr>
</tbody>
</table>

Source: Primary.

This analysis is also not giving any conclusion regarding the quality of education. Instead it draws an opinion that the programmes of science and mathematics warrant very rigid and serious attempts, whereas that of arts and humanities are comparatively lucid and flexible.

The analysis of 400 samples of postgraduate students drawn from various disciplines from different arts, science and commerce colleges in Kerala show the following percentage of dropouts.
Table 6.8

Dropout ratio of students at postgraduate level 2004-05 to 2005-06

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Science</th>
<th>Mathematics</th>
<th>Commerce</th>
<th>Arts and Humanities</th>
<th>Total sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td>Dropouts</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>17</td>
<td>39</td>
</tr>
<tr>
<td>Percentage</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>17</td>
<td>9.75</td>
</tr>
</tbody>
</table>

Source: Primary

The main reason for the dropouts (91 per cent) is marriage of girl students and the balance of 9 per cent dropout is due to employment opportunities accepted by the students. This analysis also shows that the reasons for the dropouts are genuine and it has no connection or reason with the quality of higher education rendered by our arts and science colleges.

The faculty and their children

It is highly paradoxical and strange to see that only 2.7 per cent of teachers in arts and science colleges in Kerala admit their own children at their own institutions for degree/postgraduate programmes. The majority, say, 97.3 per cent teachers have sent their children to selected colleges and universities and for professional and management studies. It gives an impression that the guardians of education in arts and science colleges in Kerala strongly hold the opinion that the education system prevailing in their own institutions is either ‘quality less’ or they ‘under-write’ the merit of ordinary science-commerce-arts and humanities programmes.
1000 samples of students drawn random–500 boys and 500 girls – registered their views regarding the quality of higher education they get. 21 girls could not follow the meaning of ‘quality’ properly well and hence their responses held invalid. This itself is an example that they do not get proper education and what they do is passive wasting of the invaluable time. 39 were in favour of the present system, and the rest, the majority, 440 (88 per cent ) opined against the present status and clamored that while their counter parts in IIMs and IITs get such a grotesquely skewed pie, they get next to nothing. 93 per cent of the respondents from boys registered a negative response. They have clear conviction that what they get is a sub-standard service from our higher educational institutions. A few of them were bold enough to register that Accreditation and the allied attempts are “all show and little substance” ennui. The rest, 7 per cent , lack conviction and suffer from doubts as well as inhibitions.

Sports and games

Only less than one per cent (0.91 per cent ) takes part in sports and games and 97.99 per cent of this little mass consists of boys in mixed colleges. This highly skewed priority is basically due to the thrust of computer and inter-net facilities available at the institutions and secondly due to the lack of motivation and monitoring. Students out perform in computer.
NCC and NSS

Almost 99.91 per cent of government and aided colleges have NCC and NSS sub-units and 0.09 has kept their units under suspended animation for want of officers / care-takers from faculty. The activities of NCC sub-units are incomparably good and they outshine NSS sub-units and the reason is the difference in the style of administration backed by the defence forces of the country.

Reading habit

Out of 1000 samples of degree students (500 boys and 500 girls), about 93.97 per cent of girl students do not have extra-reading habits, even at the post-graduate level. They depend up on only their text books and course wares. Boys outshine girls in reading. Around 17.93 per cent of boys enjoy reading extra materials. It is shocking that an average P G student in Kerala does not read a daily and he/she drives a nail in the wall without a hammer. It is an indication of the boondoggle and retrogression, discarding fads, potions, and nostrums of the ‘quality movement’.

Campus politics

Around 69 per cent of boy-students directly involve in campus politics and 24 per cent participate indirectly. The rest, 7 per cent, do not like campus politics. The ratios of girl-students are approximately 15.61, 43.39, and 41 respectively.

Jacques Delors has talked of four pillars of learning: learning to know, learning to do, learning to be, learning to live together. (1) So far our higher educational system focused more on the first aspect of acquisition of knowledge, to a little extent on second aspect and totally neglected the
remaining two. The former Prime Minister, Shri Atal Behari Vajpayee, described this situation as “producing one-dimensional personalities”.

Now there is a revolution in higher education and it is becoming an internationally traded commodity. Because of Internet, education providers are increasing in large numbers. Global providers have emerged by setting up satellite campuses across the globe. Now education is becoming part of WTO and GATS. In this rat race, ethical and moral values have taken a back seat. This has defeated the basic purpose of education to a large extent.

Kerala society has developed various value systems like social values, cultural values, aesthetic values, cognitive values, religious values, and spiritual values. Our higher educational system must protect them. The
National Policy on Education – 1986 observed, “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to the need for readjustments in the curricula in order to make education a forceful tool for the cultivation of social and moral values”.\(^{(3)}\)

Identification and teaching of values need to include clarify of goals and objectives and their congruence with the vision and mission of the universities and institutions of higher learning.

**Colleges with Potential for Excellence (CPE).**

The UGC’s efforts to identify 1 per cent of India’s autonomous and affiliated colleges as “world class centres of excellence” have made great progress. The UGC has targeted only “1 per cent of the 16,100 colleges eligible for financial assistance from it”\(^{3}\).

Six colleges from Kerala have been awarded the CPE Status. They are:

- St. Berchman’s College, Changanassery
- CMS college, Kottayam
- Sacred Heart college, Thevara
- Mar Ivanio’s college, Thiruvananthapuram
- University college, Thiruvananthapuram
- Farook college, Feroke, Kozhikkode.\(^{4}\)

Each college with CPE status will be eligible for financial assistance, ranging Rs.35 lakhs to Rs.1 crore depending up on their status of autonomy, affiliation and accreditation,

The selection of colleges for CPE has exclusively been made on the basis of the strength of the research and academic proposals they submit
before the UGC. This Research Paper also recommends that the criterion for the selection must be “academic merit”. The other criteria like favoritism, religious sentimentalism, chauvinism, parochialism, or any such feeling must not creep into the selection process, if we wish to give high ranking to quality in higher education in the state.

**Teacher – Student Relationship**

Now-a-days there is a marked decline in teacher-taught relationship. The spirit of the ancient “Guru Kula” should be the guiding principle in this case although it is not cent percent practical these days. What is required is a father-son relationship.

The deteriorating Guru: The crisis of the professoriate

Universities world-wide are becoming marketized. Higher education is increasingly seen as a “private-good”- a commodity that should be subject to the logic of the market. These changes have had a profoundly negative impact on the academic profession. Working conditions and career paths of the academic profession are deteriorating. Universities often cannot attract “the best and the brightest” and may even have problems luring “he reasonably intelligent and above average”.

Without a strong, committed academic profession, higher education cannot provide effective teaching or top-quality research. In knowledge-based economies, universities must have academic staff that is well qualified, well-trained, and committed to academic work.
‘Academe’ was an honorable profession that, even if ill-paid, provided with high social status and a secure position. However, the academics now compare their salaries with the incomes of other professionals with similar qualifications.

The traditional employment security of the academic profession is being weakened. “In Britain, tenure was abolished as part of a major university reform aimed at making the entire academic system more competitive. In Germany, most new academic appointments do not permit promotion, forcing many academics to compete for new positions at other universities. In Central Europe and the countries of the former Soviet Union, the traditional academic profession has been greatly weakened by changes in working conditions, deteriorating salaries, and loss of status. It is common in developing countries for academic salaries to be so poor that even full-time professors must hold more than one job. In Latin America, traditional reliance on part-time teachers has prevented the emergence of an effective professoriate. In the United States, fewer than half of new academic appointments are tenure track and not full-time”.5

Everywhere, increased accountability has subjected academics to bureaucratic controls and has weakened academic autonomy. As universities have become more oriented to students’ interest and market demands, traditional academic values have been undermined. The rise of the private sector in higher education- the fastest growing segment world-wide – has meant further deterioration of the profession. A profession that thrived on autonomy and a certain detachment from direct competition now exposed to
the vicissitudes of the market. “Without an able and committed professoriate, universities will fail in their major mission – to provide high-quality teaching and engage in research”.6

Development in Higher Education in Kerala Quantity vs Quality

Higher education in Kerala has seen enormous growth during the last fifty years, particularly during the last one decade and the surge in its expansion continues to move forward. The number of institutions of higher learning and their direct beneficiaries has increased multifold during this period.

At the time of Independence, there was only one university (The University of Travancore established in 1937 under the Travancore University Act 1937 as the 16th University in India) and a few well managed Arts and Science Colleges both under the government ownership and Private managements. By the year 1950, there were around 54 arts and science colleges under the University of Travancore and the when the state of Kerala was formed in 1956, the number of colleges was around 71.7 At present there are seven universities and as many as 344 arts / science/ commerce colleges (aided only) in Kerala.8

The volume of expansion, no doubt very impressive, but if we look at the quality aspects of the output produced by this massive arrangement it comes out to be something below the expected standard and is not comparable with many other states in India even keeping apart the world
standard. Over the decades the quality of higher education seems to have failed to keep pace with the fast track expansion in its quality.

There is a general feeling that the situation in higher education is unsatisfactory in the State. The average standards have been falling. The process of higher education has warped, disoriented and become dysfunctional, producing a large number of unemployable young men and women. It is very well presumed that there is a strong relationship between the quality of our higher education and the employability of our university degree holders.

Quality in educational context refers to the achievement of desired learning at the level of mastery, and desired learning, in turn, refers to a variety of competencies in different areas of learning. It relates to what the learner has actually learned. In the ultimate analysis, quality resides within the learner himself/herself. What is outside is a set of measures that aid and promote in the acquisition of quality and act as pre-requisites. These include the curriculum, the textbooks, and other materials, media, teaching learning process, buildings, equipments, IT networks, institutional climate and the like. In the higher educational context in Kerala, the teachers use ‘Chalk and Blackboard’ on a large scale and they are their main teaching aids. In 99 percentages of cases, the teachers in arts/science/commerce colleges do not know how to use electric and electronic devises as teaching aids in classrooms. They still follow the age old pattern of ineffective and passive lecture, dictating the moth-eaten notes and return.
In most of the discussions on quality of education, ‘lack of dedication, motivation, commitment and competence in teachers invariably emerge as the dominant reasons responsible for poor quality. To help teachers perform their roles successfully, their orientation towards the profession and its values, skills in pedagogy, curriculum construction, communication skills, educational psychology, use of media, evaluation procedures, process of academic and scientific enquiry, and so on are the pre-requisites. Faculty development, therefore, would mean that process which is undertaken to bring about qualitative changes in the faculty to facilitate and improve the professional competence of the individual members in the faculty in fulfilling their obligations to achieve the goals and objectives of their institutions. There had been a strong absence and a great lacuna in this regard on higher educational front in Kerala for a quiet long period of time and the sad plight was prevailing till the introduction of UGC pay scales in the state in 1997.

Seminars, research projects, workshops, group discussions, extension lectures, publication of journals etc., were very rare phenomena in the higher educational sector in the state till very recently. Principals of colleges are very reluctant to send teachers for such programmes, claiming that it would be at the cost of regular lecture hours. Even now Principals are not so ready to spare the trenchers for orientation/refresher courses. They fail to visualize the staff development needs of their teachers. Releasing the faculty to allow it to take advantage of the professional development of opportunity made available is a very rare phenomenon in the state. Many-a-time the teachers’
organisations come for intimidation with principals on this count. The researcher himself was a prey of such a case.

A very sad finding is that a very microscopic minority of teachers say 0.07 per cent have authored books.

“Drawing Out’, and not Pouring In’

“True education”, Says Gandhiji, is that which draws out and stimulates the spiritual, intellectual and physical faculties of the students”. Any programme of education that puts exclusive emphasis on one of these four aspects of the human personality is against the basic principle of education. “By education I mean an all-round drawing out of the best in a student – body, mind and spirit”. Such a sacred exercise cannot be seen in higher educational scenario in Kerala. Reading and explaining the meaning is the prowess of a teacher in a college now-a-days.

The Rigidity and Un-Dynamism.

The Rigidity and Un-Dynamism are the two features which present everywhere in our higher education. The rigidity of access and restricted approach to learning, admission and examinations are the salient features of our higher education which turn as stumbling blocks in the pursuit of new vistas of education which have much direct and lasting impact on the social and economic living of the society.

The rigidity and low level of dynamism will be losing its impact on the educational system. It will be necessary to have more freedom and
autonomy of learning. The concept of inter-disciplinary exchange of ideas and learning will be a common practice.

**The Orthodoxy in Research.**

Another common feature visible in our higher education is the orthodoxy in research practices. The time barred and very old practices and usages in research mar the concept of research in modern sense. The stereotyped instructions and regulations of the government, UGC, university and other higher educational authorities; the procedures and the formalities the researcher has to follow; the physical, financial and moral tortures that the scholar has to suffer from; the mode and type of presentations of theses and the such are really the very orthodox methods of Victorian Era still we follow nothing but for marring the beauty and the very concept of research.

The Orthodoxy in research will be replaced by useful and fundamental enquiries that influence the human civilization. The marvels of modern communication, computers and various electronic media will influence the new age gurus. It is now essential that we must overcome the mental block that education is not required to be the best in the world. It is necessary that our planners and educationists must expedite the process of reforms and encourage the innovation. We have to wake up from the deep slumber of Rip-Van-Winkle age and discard the old, rusted and out of fashioned skills from research. the practices of research will be saved from the obsolete and outdated quagmire of inefficiency and orthodoxy.
Commercialisation of Higher Education.

In the context of globalization, higher education becomes a commodity subject to trade across continents. Thus “commodification” and “commercialisation” of higher education has taken place with the market forces of demand, supply and profitability determining its type, quality and the price to be paid for it.

The World Conference on higher education (UNESCO-1998), Paris, had stated that higher education was a ‘Public Good’ and public support for higher education and research was essential to ensure balanced achievements of educational and social mission. It further stated that each higher educational institution should define its “Vision and Mission Statements” in keeping with the present and future needs of society and provide access to quality education on the basis of human rights and democracy.

A higher education capable of providing for a sustainable and environmentally sound economic and social development is a basic right of people and hence no government can fight shy of contributing its mite to a system of higher education capable of providing good governance through its products.

Privatisation and Globalisation

The Internationalisation in the educational services sector so far witnessed in India is very different, both in concept and approach, to that envisaged under the Liberalisation-Privatisation-Globalisation (LPG) policies of the General Agreement on Trade in Services (GATS). India with
just seven per cent enrolment ratio in higher educational and an outlay of as little as just 3.8 per cent or even less than that of GNP has been a major exporter of trained man power to the developed nations. It is very interesting to note that more than 71 per cent of this export is met by two States – Kerala and Maharashtra and Kerala alone accounts for almost 70 per cent of it. This export or consumption abroad shocks back as brain-drain, aggravating the existing shortage of qualified human capital, thus driving down the quality of educational services in the state. In the long run this has precipitated the crisis of quality in higher education in Kerala.

Globalisation may be described as a process through which national economies are integrated by the free movement of goods, capital, labour and ideas. But this integration as it occurs tends to deliver high benefits to the predominantly rich and developed world. It increases the the ability of rich nations to compete for the best brains, the talented faculty and students, to retain them and focus on the problems of the North and not on the South (UNESCO – 1998). This phenomenon of “Drain-Train-Retain” of the best brains undermines the south’s ability to compete economically in an increasing competitive world, made so by globalisation. It is indeed a paradox of the “Poor Enriching the Rich”. It is the USA that a University, Stanford, integrating a whole series of new technologies with the best brains from India, particularly from Kerala, trained in the best India Institutes of higher education, could produce a phenomenal economic powerhouse, the “Silicon Valley”. In fine it is crystal clear that the globalisation has been
deteriorating the quality of higher education in the country especially in Kerala.

Higher education exists to serve the society and is not a commodity; yet actual developments indicate that education is being treated as a commodity in the form of services. It is not just a commodity but has been declined as a private/non-merit good as proposed by the World Bank in the mid-nineties with the objective of putting a cap on public investment on higher education. Thus the government of India duplicated this thinking in the discussion paper, “government Subsidies in “(1997) and defined higher education as a Non-merit Good suggesting the reduction of subsidy on non-merit good from 90 per cent to 25 per cent over a period of five years and thought to reduce the fiscal deficit. This drying up of government subsidy has very much affected the quality of higher education in India, and its ripples are very well present in the state of Kerala.

**Mushrooming of private institutions.**

Motivated by the liberalisation-globalisation-privatisation policies of the government has led to a mushrooming of private institutes of higher education, offering multiple vocational courses of dubious quality, some even offering degrees of foreign universities. This situation has brought to the fore two major concerns regarding public interest. First, that market forces alone will not deliver vital public goods. Markets are moved by profit and quick profit alone, thereby, neglecting both, the task of knowledge generation through the promotion of basic sciences, and quality education.
Second, markets will neither deliver educational access to all. The government must, therefore, step in as a guide, a facilitator, strategic partner, and regulator in order to protect the public interest.

Thus the critical issue of quality in the educational sector needs to be addressed on a priority basis, as higher education confers huge benefits on society as a whole. It would be narrow-minded and counter productive for a society to forego these benefits simply because they are not distributed equally and equitably.

**Access**

In the situation of Kerala, it is necessary to ensure that a much larger number of young people, and especially those belonging to the underprivileged classes or living in the rural areas get the benefit of higher education. In the process of socio-economic development, every section, especially the deprived groups should be involved through appropriate policies for their empowerment, and through its multifarious activities, higher education could rectify the imbalances – regional and group-wise, particularly through research and development activities that might be targeted at them. The record of performance of the state in this regard in not so rosy.

The rate of participation in India for higher education is 7 – 8 per cent and that of the State of Kerala is 12 – 13 per cent. If this ratio is to be raised to a respectable rate, say 20 per cent at the national level and 30 per cent at the state level by 2010, a great deal of efforts would be required to be made to democratize higher education, remove obsolescence, improve quality and
relevance of programmes and to adopt an effective approach for sustainable funding of higher education. In doing so a particular attention would be required to be paid to the issues pertaining to access and equity in the provision of services, which are either too neglected or ineffectively pursued.

**Investment in Higher Education in Kerala**

A plethora of literature on funding of higher education shows that the mechanism of financing adopted by the agencies of the centre and the state are flawed. The method of funding is not only inefficient and iniquitous but also suffer from providing options for augmenting additional resources from beneficiaries like industries and private enterprises. Of late the centre and the state governments have encouraged the establishment of self-financing technical and professional colleges which though desirable, largely serve the better-off sections of the society. Students from the poorer strata can hardly afford to pay from their own resources. The funding options from alternative resources such as loans at lenient terms, scholarships and grants are limited or non-existent. Lack of options to finance the education of students from different economic categories is the major hindrance in promoting quality higher education in Kerala.

**Relevance**

The relevance of higher education imparted at the higher educational institutions in the country and the State is highly questioned. The very old curriculum, the time-barred and obsolete syllabus, the irrelevant practices, and the outdated and wore and torn methodology of instructions etc., have paved the way for the poor quality of our higher education.
The classic example of the out-dated syllabus is the Second Generation Microprocessor (Microprocessor 8085) being taught in the University of Calicut and its affiliated colleges for the Fourth Semester paper – ‘Advanced Electronics’ – for the post graduate degree in Physics. The American Universities were teaching the subject in ninety-sixties and early seventies and they abandoned the subject in late seventies. Now the American Universities and their counterparts in European Countries and the advanced countries in Asia even teach the Fifth Generation Microprocessor, “Pentium – 4”. Till very recently the programme ‘Lotus’ was there for M.Com programme in all the Universities and colleges in Kerala. Still there are some topics like Issue of shares and their calls and the failures in paying call money and forfeiture and re-issue of such shares and so on are there in the syllabus for B.Com Degree in all our universities and colleges in Kerala, while such cases are long abandoned and unknown now in the advanced corporate world. Any number of such cases can be shown but for the constraint of space.

Higher educational institutions should clearly interpret their mission to adequately address the needs of the local, regional and international environment. This is an important step towards improving the relevance of their programmes.

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