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Performance Evaluation and Growth of Higher Education Sector in Punjab

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Introduction

Education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an honoured place in the society. A nation could develop in case its people make all-round progress believing in the individual dignity and value of human life.[1] Education has vital role to play in the life of an individual as well as the society. It is considered to have the potential to effect change in the system of social stratification. Education assumes special significance in the context of a quasi-traditional or transitional society like India where it has to face multifaceted developmental challenges like, "Education and social change, education and national development, education and human rights, education and social justice, education and international understanding, education and equality, education and societal and cultural progress the list could be prolonged indefinitely. Behind each statement has an ideology-about the role that education must play in building minds for the future".[2]
The importance of education for the development, particularly in our country has often been ignored. The nexus between development and education has not been discernible or has been vividly demonstrated in the past as the education was the prerogative of a few i.e. elite of the society. The Education Commission (1964-66) specifically observed, "in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people".[3]

The Commission also stressed that the development of human resources through education is an effective panacea for the problems of national development; such as self sufficiency in food, economic growth and full employment, social, political and national integration and political development. It further observed that development of physical resources is a means to an end and that of human resources is an end in itself. Moreover, education is an empowering phenomenon which equips the people to combat social injustice and exploitation, and which provides the necessary synergy for a structural socio-political transformation.[4]

As stated in the UNESCO report, education reproduces and even exacerbates and perpetuates the vices inherent in the society. However, in apparent contradiction to this educational world may well set the stage, with an interior revolution of its own, for a subsequent social revolution.[5]
The report further says that probably for the first time in the history of humanity, development of education on a worldwide scale is tending to precede economic development.[6]

This trend has emerged boldly and successfully in countries like Japan and United States. The developing countries are following a similar path.[7]

Harbinson and Myres observe that the wealth of country is based on its power to develop and effectively utilize the innate capacity of its people.[1] Their study in 75 countries reveals that there is a positive correlation between education and economic development.[1] It is well known that education provides the learners with a wide range of opportunities, better jobs, higher pay, higher standard of living and social mobility. The success of literacy campaigns suggest that some parts of the less developed world are attaining in 20 years what the industrial world took over 100 years to achieve.[8]

Significantly the educational administration is a social process that takes place within the context of social system. The pre-British Indian education system comprised of three types. This included:

i) Elementary education aiming at spread of literacy.
ii) Higher education through Colleges or equivalent to Colleges.
iii) Vocational and professional training.

The post independent period saw a significant change in India which included:

i) Elementary Education
ii) Secondary Education
iii) Higher Education
iv) Vocational Education
v) Technical Management and Information Education

Pivotal Role of Higher Education in India

India is well known for its large pool of technical manpower, a fair proportion of which finds employment in developed countries, especially in the West. India has recently witnessed a boom in BPO (Business Process Outsourcing) sector and in order to sustain this trend and to ensure to produce highly skilled manpower at an accelerated pace it is very important to enable our academicians to determine the fate of our nation in the wake of the knowledge sector boom. Under Ministry of Human Resource Development, the following statutory institutions regulate higher education in India:

a) UGC – established in the year 1956.
b) AICTE - came into existence in the year 1987.
c) NCTE - was created in the year 1994.

A lot many factors have substantially added to the 'New Education Scenario in India', these being largely the:

1. Internet and its role in Higher Education i.e. e-Education
2. Globalization of Higher Education.
3. Public Spending on Higher Education.
4. Research and Development.
5. Vocational and Training.
6. Knowledge based Economy.

Role of Higher Education in Punjab

The State of Punjab has not been able to make its mark in the area of higher education. There is a need to make higher education more affordable to students from middle and lower middle class. Most of the Colleges are facing financial crisis and several posts of Lecturers are lying vacant in the Government as well as Government Aided Colleges. There is again an urgent need to ensure 180 working days and to minimize holidays etc. In the recent past, the State has seen a tremendous growth with the opening of new colleges and other vocational institutions. Due to social and political pressures, the higher education system in Punjab has expanded faster in the last two decades in terms of institutions, enrolments and human resources as compared to the previous decades.

Objectives of the Present Study

The present study has been proposed with the following research objectives:

1) To study and analyze the structure and infrastructural facilities available in the colleges of education.
2) To analyze the level of job satisfactions among the teachers working in the colleges of education.
3) To evaluate and comprehend organizational climate of the colleges of education by the teachers working in them.
4) To comprehend the levels of satisfaction among the students studying in the colleges of education.

Research Methodology

For the purpose of the data collection both primary and secondary methods of data collection have been be used. For the purpose of primary data opinion has been sought from the stakeholders in the education colleges' viz., management/governing council of the institutions, teachers as well as the students. The sampling is based on stratified random sampling in order to select the colleges. At present there are 58 education colleges affiliated to the Panjab University, Chandigarh. Of these 58 colleges, 10 colleges receive grants-in-aid from the state government and 47 colleges are unaided which do not receive any grant-in-aid and are managed by the private management where as 1 college is directly run by the state. Another interview schedule will assess the occupation stress among the lectures. For the purpose of data collection a census of the aided colleges and the sample of like number of the unaided colleges has been selected.

As regards the collection of the primary data three separate interview schedules were prepared two for the teachers and one for the students. These interview schedules were e based on the 5 point Likert scale where each respondent would be asked to rate each statement on five point Scale i.e. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree and to each rating 5, 4, 3, 2, 1 score would be given, respectively.

For the purpose of collection of secondary data, various books, journals, newspapers have been used. Moreover, various publications, reports, statistical abstracts and education policies of the both the Central and the State Government have been referred. Various internet sites pertaining to educational organisations at the international, national and the state level have been searched

for relevant material. The secondary data wherever used will be supported by the reference from where it had been obtained.

Analysis and Results

In its size and diversity, India has the 3rd largest higher education system in the world, next only to China and the United States. In pre independence era, access to higher education was very limited.[1] From 1883 to 1961-62, spanning a period of about 80 years which included at one time intermediate stage, the numbers of colleges in India were extremely inadequate with a very low enrolment of students. Since independence, the country has seen growth in the number of colleges & Universities.

Table –(1)
Higher Education in India During pre independence and post independence period (Footnotes)

Particulars	1883	1928	1947	1961-62
No. Of Colleges	139	307	591	2,282
Enrolment of Students	16,088	90,677	2,28,881	11,77,245

Source : http://www.education.nic.in/cd50years/n/2j/3j/2J3J0201.htm p; 1of 4 Dated 31/8/2011 at 7.04 p.m

[2] In fact, the system of higher education before independence, India inherited from the British required to enhance human resources to that extent that it could be self reliant to bring about socio- economic development. Therefore, it was imperative to review the whole system and to bring desired changes. The first step in this direction was to establish Radha Krishnan Education Commission which submitted its first report in 1948-49 and subsequently in 1964-66, the Kothari Commission. These two basic reports were instrumental in framing the New Education Policy in 1986 and Programme of Action 1992. Infect, it was the result of the Govt. Policy of reviewing the growth and development of Higher Education through 5 year plans. These 5 year plans provided the basic tools to the Govt. to assess the progress and to take new initiatives. In the year 1950 the country had just 25 University- Level Institution. The country saw nearly 17-times increase in the number of Universities which went up to 417 in 2007. Similar growth of Degree colleges during the period was nearly 30 times when the number of colleges had gone up from 700 to 25951.

Table –(2)
Institutions of Higher Education and their Intake Capacity

Capacity Indicators	1950	1991	2004	2006	2009
No. of University Level institutions	25	117	320	367	467
No. of Colleges	700	7,346	16,885	18,064	25,951
No. of teachers (in thousands)	15	272	457	488	588
No. of students enrolled (in million)	0.1	4.9	9.95	11.2	13.6

Total university level institutions by 01.07.2010 add up to 534

Source : Higher Education In India (Strategies & Schemes during 11th plan period (2007-12) for universities & colleges.) UGC Report January 2011 Chapter1&2, Page1&3 respectively.

This shows that number of university level institutions increased more that 21 times during 1950 to 2010 and colleges 32 times during the same period.

[1]The university level institutions widely differ in terms of their structure and coverage. Broadly these could be a classified into 6 major groups : Central Universities (In the year 2009 numbering 40), State Universities (234), Deemed Universities (128), Institutions of National Importance , Established under Central Legislation (39), Institutions of National Importance, Established Under State Legislation (5), and Private Universities (21).

Table – 3 University-Level Institutions in India

Type	2002	2006	2007	2009	2010
Central universities	18	20	25	40	41
State Universities	178	217	231	234	257
Institutions Deemed to be Universities	52	102	102	128	130
Institutions of National Importance (by State Legislation)	5	5	5	5	5
Institutions of National Importance (by Central Legislation)	12	13	33	39	39
Private Universities	-	10	21	21	61
Total	265	367	367	467	533

[1] Source : Higher Education In India (Strategies & Schemes during 11th plan period (2007-12) for universities & colleges.) UGC Report January 2011 Chapter1&2, Page1&3 respectively
[2] **Source** : Higher Education In India (Strategies & Schemes during 11th plan period (2007-12) for universities & colleges.) UGC Report January 2011 Chapter -2 , Page:-3-4

Table -4 Distribution of state-wise Universities in State & union Territories (2009)

S.No.	State	No. of Universities				
		Total	Central	State	Deemed	Others*
1	Andhra Pradesh	33	3	21	7	2
2	Arunachal Pradesh	2	1	-	1	-
3	Assam	6	2	4	-	-
4	Bihar	17	1	13	2	1
5	Chhattisgarh	9	1	8	-	-
6	Goa	1	-	1	-	-
7	Gujarat	24	1	21	2	-
8	Haryana	12	1	6	5	-
9	Himachal Pradesh	5	1	4	-	-
10	J&K	8	1	6	-	1
11	Jharkhand	7	1	4	2	-
12	Karnataka	32	1	16	15	-
13	Kerala	10	1	7	2	-
14	Madhya Pradesh	17	2	13	2	-
15	Maharashtra	41	1	19	21	-
16	Manipur	2	2	-	-	-

17	Meghalaya	1	1	-	-	-
18	Mizoram	1	1	-	-	-
19	Nagaland	1	1	-	-	—
20	Orissa	13	1	10	2	-
21	Punjab	11	1	8	2	-
22	Rajasthan	28	1	19	8	-
23	Sikkim	3	1	2	-	-
24	Tamil Nadu	50	1	20	29	-
25	Tripura	2	1	1	-	-
26	Uttar Pradesh	38	4	23	10	1
27	Uttaranchal	14	1	9	4	-
28	West Bengal	20	1	18	1	-
29	NCT of Delhi	16	4	1	11	-
30	Chandigarh	2	-	1	1	-
31	Puducherry	2	1	-	1	-
Total		428	40	225	128	5

Source : Higher Education In India (Strategies & Schemes during 11th plan period (2007-12) for universities & colleges.) UGC Report January 2011 Chapter -2 , Page:-3-4.

[1]Disciplinary-orientation of the Universities in India is very wide. Available data in table-5 clearly shows that about 54% Universities were Multi-Disciplinary in character. Additional 6.3% Universities (Women University & Open Universities) were also Multi-Disciplinary where as the remaining were discipline specific.(Agriculture, Engineering, Law, Medical, etc).

Table -5 Central and State Universities and their Disciplinary-orientation

Type	Number	Percentage
General(Multi-Disciplinary)	126	54
Agricultural, veterinary and fishery	39	16.7
Technological	14	6
Language	11	5
Medical	9	4
Law	6	2.6
Women(Multi-Disciplinary)	5	1.3
Open	11	5
Others	16	5.7
Total	**237**	**100**

Source: Higher Education In India (Strategies & Schemes during 11th plan period (2007-12) for universities & colleges.) UGC Report January 2011 Chapter -2 , Page – **8**

Out of these, Agriculture and Medical Universities are supervised by the Ministries of Agriculture and of Health & Family Welfare respectively, and remaining all the Universities are under the purview of the UGC.

Universities Granting Affiliations ,Colleges (Including women Colleges)

The system of affiliation of colleges by Universities is dominant feature of higher education in India .Of course , there are 'unitary' Universities but dominant number is of affiliating Universities.[1] These Universities recognize the colleges which are located at District, Sub Divisional Towns or even sometimes distant places which could otherwise had remained unserved. In this venture state Universities have the largest contribution. Ofcourse, there are quite a few Central universities which have affiliating character. Over the years, the affiliated colleges had ensured access to Higher Education to the large population in our mother land. Nearly 85% of the students pursuing Higher Education in colleges , 6 Central Universities and 114 State Universities were affiliating in character and some of the Universities had as many as 607 affiliated colleges (Osmania University) and 890 with (Dr. Hari Shankar Gaur University) as reported in 2004. As pointed out earlier in table-2 the number of colleges in India had increased from about 700 , in the year 1950 , to 25951.The study further reveals that on an average country had approximately 5 colleges for every 2 development blocks.

Table 6 gives the data about the number of colleges included under section 2(f) and 12 B Of the UGC Act , 1956

Number of Colleges in India

Type	2005	2006	2009
Total No. of Colleges	17,625	18,064	25,951
Colleges Recognized Under Section 2(f)	5,589	6,109	7,176
of the UGC Act Colleges eligible to receive development grants under section 12B of the UGC Act	5,273	5,525	5,936

Source : Higher Education In India (Strategies & Schemes during 11th plan period (2007-12) for universities & colleges.) UGC Report January 2011 Chapter -2, Page: - 4.

Conclusion

The challenges being faced by higher education in India include catering to huge population, ensuring equitable distribution of knowledge sector boom as it has benefited only educated people and not a common man. The system needs to be developed for Technology Information Forecasting and assessment as well as finding enough funds for higher education. Moreover it requires improving tertiary education system but public funds are in short supply. Under the Millennium Development Goals (MGDs),India is committed to providing Universal Elementary Education (UEE). This is gigantic task which requires huge resources. However, it may not be possible for government to go for a substantial increase in budgetary funds for higher education. Sector funding is available and FDI (Foreign Direct Investment) in education has also started, albeit, indirectly. There is a need to consider these options very seriously and study international experiences and models to draw learning for the Indian case. In addition we need to develop a system of student loan financing as well as fiscal tax exemptions/credits in case of loans. In Singapore, China and the Gulf Countries institutions have been allowed these facilities and their higher education is flourishing.

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