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REVIEW OF LITERATURE

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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

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CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

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MANPOWER PLANNING IN HIGHER EDUCATION: A CASE STUDY IN DAKSHINA KANNADA DISTRICT IN KARNATAKA

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ABSTRACT

Higher education plays an important role in supporting a nation's R & D efforts. It provides skilled human resources for the R & D system. It is often the lead player in public research arena. Academic research through universities forms an important component of the technological base of a country. The purpose of this paper is to evaluate the manpower planning in higher education in India. In this study entitled "manpower planning in higher education", an attempt is made to study the prevailing quality and nature of manpower in higher education. The study covers faculty in both private and Government Colleges / Universities in Dakshina kannada district only.

KEYWORDS
higher education, manpower planning, strategy.

INTRODUCTION

Emphasis on higher education in India can be understood by the number of universities currently present in India and the quality of education they provide. Today, there are a total of 568 universities in India out of which 41 are central universities, 285 state universities, 130 Deemed universities, and 113 private universities. The Ministry of human resource development (MHRD) is responsible for supervising the functioning of all the universities in India through its chief regulatory body - University Grant Commission (UGC). The other government organizations whose contribution for the upliftment of Indian educational scenario is worth mentioning are All India Council for Technical Education (AICTE) and the National Assessment and Accreditation Council (NAAC).

ACADEMIC STRUCTURE

Higher education in India covers all post-secondary education beyond class twelve in different subject areas including all professional streams such as engineering and technology, medical, agriculture etc. It comprises three levels of qualifications - Bachelor's or undergraduate degree programmes, Master's or post graduate degree programmes and the pre-doctoral and doctoral programmes [Master of Philosophy (M.Phil.) and Doctor of Philosophy (PhD)]. Normally, a bachelor's programme in India requires three years of education after twelve years of school education. In some places honours and special courses are also available. These are not necessarily longer in duration but indicate a greater depth of study. The bachelor's degree in professional field of study in Agriculture, Dentistry, Engineering, Pharmacy, Technology and Veterinary medicine generally takes four years, while for Architecture and Medicine, a bachelor's degree takes five and five and a half years respectively. There are other bachelor's degrees in education, journalism and librarianship that are treated as second degrees. A bachelor's degree in law can either be taken as an integrated degree programme lasting five years or a three-year programme as a second degree. The growth of higher education in India can be divided into three phases. The first phase was from 1947 to 1980 followed by second phase from 1980 to 2000. The third phase is from the year 2000 onwards. The three phases are discussed below.

GROWTH OF HIGHER EDUCATION TILL 1980

Till about 1980 the growth of higher education was largely confined to arts, science and commerce. The government not only supported higher education by setting up universities and colleges, but also took over the responsibility of running the institutions set up through private sector. These came to be known as grant-in-aid (GIA) institutions or private aided institutions. In such institutions, though the private sector financed a major part of the capital costs, public subsidies were provided to them to meet a part of the recurrent costs and occasionally for some capital works. Public funding was accompanied with considerable regulation of private institutions by the government (World Bank, 2003). Over the years, several private institutions have set high academic standards for themselves. With government regulations, their autonomy was compromised and standards went down. In effect, this led to the de facto nationalization of private higher education and gave serious blow to the community-led private initiatives in higher education in the country.

GROWTH OF HIGHER EDUCATION FROM 1980 TO 2000

In the 1980s, there was an unprecedented demand for quality higher education relevant to the needs of business and industry, putting considerable stress on governmental resources. Also, there was a substantial increase in the population in the middle and higher income groups, which could afford to pay higher tuition fees. This made the non-subsidized higher education a viable enterprise. Faced with such a situation, the state was left with no alternative but to allow the entry of private enterprise in the area of higher education. Economic reforms in early 1990s saw the middle class grow bigger, younger and richer. These reforms also saw a rise in entrepreneurship in the country. The rising demand of higher education from the growing middle classes and the growing culture of entrepreneurship together accelerated the pace of growth of private higher education in the country. During this period, very few universities and colleges were set up by the government sector and fewer still were also brought within the ambit of government funding. In a way, this period was marked the near withdrawal of the government from taking over of additional responsibility for higher education in the country.

GROWTH OF HIGHER EDUCATION FROM 2000 ONWARDS

Till the late 1990s, the expansion of higher education largely took place through affiliated colleges. By then, many promoters of private unaided colleges began to realize that the regulatory mechanisms of the affiliating university and state governments were inhibiting their growth and did not allow them to fully exploit their market potential. The promoters were not able to make money from their educational enterprises. Such institutions explored the possibilities of wriggling out of the control of the state governments and the affiliating universities. Some of the institutions took the deemed to be university route to get the degree granting powers. Though, universities in the country are either set up by an Act of Parliament or State Legislature, however, certain institutions are also given the status of a deemed to be university in terms of section 3 of the UGC Act, 1956. Earlier this provision was used sparingly to declare premier institutions offering programmes at advanced level in a particular field or specialization as a deemed to be university to enable it to award degrees. Indian Institute of Science at Bangalore and Indian Agricultural Research Institute at Delhi were the first two institutions to be declared as deemed to be universities in 1958 for education and research at advanced level in the field of basic sciences and agriculture respectively.

DISTANCE EDUCATION PROVIDERS

Over the last five years, there has been sudden jump in the number of deemed. In the early years, this privilege was extended only to the government / government aided institutions. Manipal Academy for Higher Education (MAHE) – a pioneer in private higher education became the first totally self-financed

institution to be declared as a deemed to be university in 1976. After 2000, when the provision for conferring the deemed to be university status to a de novo institution was introduced, there was sudden spurt in the growth of deemed to be universities in the private sector. Between 2000 and 2005, 26 private-sponsored institutions got the deemed university status. Though the deemed to be universities do not have affiliating powers, many of them have a number of campuses spread throughout the country. In this way, the new entities were able to wriggle out of the oversight mechanism of the affiliating universities. They were also able to overcome the service area restrictions associated with an affiliating university. This intensified the competition in higher education in the country. Meanwhile, many state governments realized that education was on the concurrent list o f the Constitution and that they could establish private universities through legislation. By early 2005, seven private universities set up in different states were recognized by the UGC.

EMERGENCE OF NEW TYPES OF PROVIDERS

The post-1980 period saw the emergence of new types of providers of higher education in India. During this period, the private institutions proliferated, the distance education programmes gained wider acceptance, the public universities and colleges started self-financing programmes, and foreign institutions started offering programmes either by themselves or in partnership with Indian institutions and the non-university sector grew rapid.

PRIVATE INSTITUTIONS

In the post-1980 period, a few institutions were set up by religious and charitable trusts of repute for philanthropic purposes. Most other higher education institutions were set up by individuals or family groups. These were not financially dependent on the government and came to be known as private unaided institutions. According to Altbach (2005b) such family-style higher education institutions are a part of a worldwide trend. In such institutions, the family members remain directly involved in the administration, governance, financial control and direct and / or indirect ownership of the institution. These are *de jure* not-for-profit institutions; however, most of such institutions in India exhibit several characteristics of the private-for-profit institutions as elsewhere in the world. Such institutions are often referred to as self-financing institutions. For the sake of convenience, we shall call these as '*private*' institutions as distinct from '*public*' institutions that would include both government as well as private aided institutions.

Distance education in India had its genesis in the early 1960s. It started as correspondence education -- a supplementary method of education to meet the growing demand for higher education. Since then it has expanded rapidly, particularly over the last two decades. The emergence of distance education has been a major development over the last two decades. There are diverse types of providers offering a variety of programmes. The regulatory bodies have little control over them. They operate in different ways and sometimes at cross purposes with each other. The growth has been haphazard and the quality is both unsatisfactory and uneven (NIEPA, 2006). Also, there is an anomaly of the major provider - IGNOU being the regulator. The regulator for distance education – the Distance Education Commission (DEC) is a part of IGNOU. This results in conflict of interest with IGNOU getting a preferential treatment over the other distance education providers from the regulator. Nowadays, the boundaries between distance education and on-campus education are in a continuous process of convergence, and it is likely that the future interrelations between them will be marked both by a growing competition and a growing cooperation (Sarah, 1999).

SELF-FINANCING COURSES IN PUBLIC INSTITUTIONS

Since the 1990s, there has been an acute resource constraint in public financing of the higher institutions. This had put a brake on the expansion of the public university system. Enterprising public institutions had no option but to start self-financing courses to meet the student demand. Higher education institutions charge the students tuition fees not only to cover the operating costs, but even generate surplus from self-financing courses. The courses were obviously offered in subjects having a demand in the market, such as engineering and technology, medicine, teacher education at the undergraduate level, computer applications and management at the postgraduate level. The fee structure in conventional courses in public institutions continues to be low. The revenue from fees is often adjusted from government grants. As a result, the revenues from self-financing courses along with distance education courses form the main source of revenue for most public universities and colleges.

FOREIGN EDUCATION PROVIDERS

There is a craze for foreign education evident from the trend of a large number of Indian students going abroad for studies. Sensing a huge unmet demand for professional education, a number of small operations have sprung up in different parts of the country. As per a study conducted by NIEPA, 131 foreign education providers were identified tobe operating in India in 2005 enrolling around a few thousand students in the country. The study found that the majority of the foreign education providers offer vocational or technical programmes. These were mainly from the USA or the UK. These were twinning arrangements or programme-based collaborations. There is no major foreign education provider operating in India through its offshore campus or branch campus. Vast majority of students enrolled in programmes offered by foreign providers were financed from personal funding sources. A little more than a quarter also took education loans. The fee levels were usually very high (Bhushan, 2006). Though, in terms of its size and impact, the foreign education provision is small in the country, yet necessity to regulate foreign providers and due to serious concerns about its quality, there has been focus on foreign providers for over a decade now.

NON-UNIVERSITY SECTOR

The post-1980s saw the growth of the non-university sector to meet the immediate demand of skills from a growing economy. There was rapid expansion of polytechnics and industrial training institutes for the training of supervisors in industrial setting training of workers in various skills, respectively. The capacity addition in these two categories of institutions was largely through private sector. In addition, private for-profit training providers emerged to meet the growing demand for usable training.

ANALYSIS OF GROWTH PATTERN

At the time of India's independence, the capacity of higher education system in India was small. It catered to a small elite group only. With the expansion of higher education, we now have a system that caters to a much larger number. The expansion has also democratized higher education. A large number of students from the lower socioeconomic strata constitute a sizeable proportion of the total enrolments in the country comprising about thirty to forty per cent of the enrolments. The enrolment of women students has seen a consistent upward trend from 10 percent in 1950/51 to 40 percent in 2003/04. Though participation of women students and students from scheduled castes, scheduled tribes, and the minorities is rising over the years, it is uneven across disciplines. Their participation in technical and professional programmes is pretty low (NIEPA, 2006). Despite the enrolment in higher education for the country as a whole increasing over the years, it varies widely across different states in India. These differences are not only linked to variation in government expenditure on higher education, but also to the per capita income, percentage of people below poverty line and the extent of urbanization in different states. Generally, states with a higher enrolment in universities and colleges are those with higher ratio of urban population and a lower percentage of population below poverty line. (Anandakrishnan 2004).

OBJECTIVES

Higher education plays an important role in supporting a nation's R & D efforts. It provides skilled human resources for the R & D system. It is often the lead player in public research arena. Academic research through universities forms an important component of the technological base of a country. With this background the purpose of this paper is to evaluate the manpower planning in higher education in India. The specific objectives are:

1. To evaluate the strength and weakness of manpower planning among the college teachers.

2. To high light the existing practices of manpower planning (motivation, training, and encouragement) in higher education.
3. To reveal the manpower planning strategies prevailing in higher education system.
4. To find out level of satisfaction among the faculties in delivering services.
5. To diagnose the manpower problems existing in higher education institution and finally to suggest measures to improve manpower planning in higher education.

HYPOTHESIS

1. Faculty in private colleges is better qualified.
2. Private institutions are encouraging their faculty for academic improvement.

METHODOLOGY

In this study an attempt is made to analyze the manpower planning in higher education institutions. Considering, various variables such as proportion of permanent/ temporary teachers, teacher/ student ratio qualification and extra training and other academic achievement of the teachers (publications, conferences and workshops etc.).

The study is empirical as well as analytical in nature. A comprehensive and structured questionnaire is used to collect the primary data and information from the sample. Samples of 150, faculty members from different college/ university of Dakshina Kannada are selected for the study.

SCOPE OF THE STUDY

In this study entitled "manpower planning in higher education", an attempt is made to study the prevailing quality and nature of manpower in higher education. The study covers faculties in both private and Government College / University in Dakshina kannada district only.

RESULTS AND DISCUSSION

I.GENERAL INFORMATION: An attempt is being made to analyze the data collected through questionnaire. Table No 1 provides information about the demographic characteristics of the sample. The table shows that majority (47.0 per cent) of the respondent belong to the age group of 36-45, followed by the respondent in the age group of 46-55(33.0 per cent). This shows our sample consist of senior as well very senior faculties more.

TABLE-1: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Age in years	Number of respondents	Percentage
25-35	30	20.0
36-45	70	47.0
46-55	50	33.0
Total	150	100

Source: Field Survey

It is clear from just 20.0 percent belong to the age group 25-35 who is young and newly joined teacher.

TABLE-2: SEX OF THE RESPONDENTS

Sex of the respondents	Number of respondents	Percentage
Male	90	60.0
Female	60	40.0

Source: Field Survey

Table-2 shows that 60.0 per cent of the respondents are male and 40.0 per cent of the respondents are female. This shows that in higher education still participation of women is less.

EDUCATIONAL QUALIFICATION is an important variable influencing manpower planning. In educational institutions teachers are involved in dissemination of knowledge to the younger generation. They should be highly qualified with updated knowledge which is nothing but involving themselves in research activities. Therefore in addition to minimum qualification to be a teacher, the added qualification he/ she acquire by involving in research work is important. In the present study the educational qualification and research activities of the faculty members are indicated in table.No-3.

TABLE-3: EDUCATION LEVEL OF THE RESPONDENTS

Education	Number of the respondents	Percentage
Post graduates	120	80.0
PhD/research	30	20.0

Source: Field Survey

80.0 percent of the sample faculties are having minimum qualification i.e. Post graduation, only 20.0 per cent respondents have done higher studies (PhD) and some of them are involved in post PhD research works. This shows that majority of teacher in higher education are not involved in research which is very important in bringing quality improvement.

II. EMPLOYMENT CONDITIONS

Manpower utilization in many profession depends on the working conditions, the nature of the job i.e. permanent/temporary, teaching experience, attachment to the institution, nature of the institution and number of teaching hours in a week extra.

TABLE-4: NATURE OF THE JOB OF THE SAMPLE TEACHERS

Nature of the job	Number of respondents	percentage
Permanent	80	53.0
Temporary	70	47.0

Source: Field Survey

Table-4 shows that 53.0 percent of sampled faculties have job which is permanent in nature. And 47.0 per cent of the sample is working on temporary basis.

In recent years share of private sector in higher education is increasing. In Dashina Kannada district under Mangalore University there are 190 degree college providing degree in arts, commerce and science. Of which 5 are autonomous, 34 are government run degree colleges, 150 are private colleges of which around 20 are aided colleges and remaining unaided colleges.

TABLE- 5: NATURE OF THE INSTITUTION WHERE SAMPLE TEACHERS' WORKS

Institution	Number of respondents	Percentage
Government college	50	33.0
Private college	100	67.0

Source: Field Survey

Table-5 shows that majority of the respondents i.e. 67.0 percent are working in unaided private college whereas 33.0 per cent are in engaged in government job.

TABLE-6: PROFESSIONAL EXPERIENCE

Years of experience	Number of respondents	Percentage
0-5	56	37.0
5-10	40	27.0
10-15	34	23.0
15-20	10	6.0
Above 20	10	6.0

Source: Field Survey

From table- 6 it is clear that round 50.0 percent of the respondents have work experience of 5-15 years, and 37.0 per cent of the respondents work experience is less than 5 years. 46.7 percent of them have more than 5 year experience in present institutions.

TABLE-7: SERVICE IN THE PRESENT INSTITUTION BY SAMPLE TEACHERS

Service in present institution	Number of respondents	Percentage
0-5	70	46.7
5-10	30	20.0
10-15	40	26.7
15-20	6	4.0
Above 20	4	2.7
Total	150	100

Source: Field Survey

Table-7 shows that 46.7 per cent of the sample faculty was having less than 5 year services in the present institutions. This is because faculties turn over in private unaided college is very high. 26.0 per cent of the sample were having service between 10-15 years in the present institution, followed by 20.0 per cent sample having service between 5-10 years. Only 4.0 per were having up to 15 years and just 2.7 per cent were having above 20 years of services.

TABLE-8: COURSES OFFERED IN YOUR INSTITUTION

Courses offered	Respondents	Percentage
Graduate	90	60.0
Post-graduate	60	40.0
Total	150	100

Source: Field Survey

The above table-8 shows that 60.0 percent of the institutions are offering graduate courses in arts, commerce, management and science and only 40.0 percent of the institution have post graduate courses.

III. MANPOWER STRENGTH

Manpower strength is mainly determined by academic achievements and job satisfaction. Teachers being involved in education industry there is need for involving in academic achievement which will help them to improve their knowledge and update themselves. There is lot of scope for the faculties to achieve academically by participating in seminars, conference, workshops and publications etc. The sample faculties in the study area have involved themselves in the academic activities to improve their qualification and details of which is given in table -9.

TABLE-9: ACADEMIC INFORMATION OF THE RESPONDENTS

Options	Attended	Not attended	Total
Orientation/refresher courses	60/10 (40.0)/ (6.7)	80 (53.0)	150 (100.0)
Seminar/conferences/workshops	20/40/20 (13.0)/(26.7)/(13.0)	70 (46.7)	150 (100.0)
Publication	70(46.7)	80(53.0)	150(100.0)
Other academic achievement	10(6.7)	140(93.3)	150(100.0)

Source: Field Survey

The table-9 shows that only 47.0 per cent of the respondents have attended orientation/refresher courses. Around 52.0 per cent of the respondents have attendee seminar/conferences/workshops and very few i.e. 46.7 per cent of them have some publication and just 6.7 per cent have other academic achievement.

TABLE-10: NUMBER OF HOURS ENGAGED WEEKLY

No of hours	Respondents	Percentage
0-15	80	53.3
16-25	20	13.3
26-35	30	20.0
36-45	20	13.3

Source: Field Survey

Table -10: shows that majority of the faculties i.e. 53.3 per cent are engaging 15 hours teaching weekly. Around 20.0 percent of the respondents are engaging 30 hours and around 13.3 per cent are teaching 20 hours weekly. Those who are engaging more than 16 hours are either science faculties.

IV JOB SATISFACTION

It is very important that faculties should have job satisfaction otherwise by simply over burdening them we may not able to get better results and retain their interest in job.

TABLE -11: SHOWS THE LEVEL OF JOB SATISFACTION OF THE SAMPLE TEACHERS

Variables	Very much 3	Much 2	Somewhat 1	Not at all 0	Average Scores
Job satisfaction	120 (80.0)	30(20.0)	-	-	2.8
Salary increment	-	60(40.0)	40 (27.0)	50(33.0)	1.06
Working condition	-	80(53.3)	50(33.3)	20(13.3)	1.4
Curricular	-	80(53.0)	70(47.0)	-	1.53
Work other than teaching	-	-	30(20.0)	120(80.0)	0.2
Students response	120(80.0)	30(20.0)	-	-	2.8

Source: Field Survey

To capture the Job satisfactions among the faculties Likert Five point range technique is used and opinion survey of the member respondents on various parameters of job satisfaction were collected in a range of five level score (very much, much, somewhat and not at all) the scores assigned by the sample members for different variable are analyzed using the following formula.

Formula used: $\frac{x_1s_1+x_2s_2+x_3s_3+x_4s_4}{N}$

Where x1, x2, and x3 … are visible variables responses and s1, s2, and s3 …are response scores and N is total number of respondents.

Table -11 shows that majority of the respondents i.e. 80.0 percent have are very much satisfied with their job and another 20.0 also experience job satisfaction much.

Regarding salary increment just 40.0 per cent of the respondents are satisfied much, 27.0 per cent said somewhat and 33.0 per cent are not at all. It means regarding salary increments faculties responses are not satisfactory.

53.3 per cent of respondents are much satisfied with their working conditions, around 33.3 per cent said somewhat and 13.3 per cent said that they are not at all satisfied with working condition.

As far as Curriculum is concerned 53.0 per cent of the sample respondents are much satisfied and 47.0 per cent are not at all satisfied with the existing curricular activities.

In private educational institutions faculties have to help in other activities other than teaching. Only 20.0 per cent are satisfied somewhat with extra work, remaining 80.0 per cent are not at all satisfied. 80.0 per cent of the respondents are satisfied very much, and 20.0 per cent are satisfied much with students' satisfaction.

TABLE -12: ENCOURAGEMENT AND SUPPORT BY THE INSTITUTION FOR THE FACULTY

Management encouragement to academic activities	Very much 3	Much 2	Some what 1	Not at all 0	Average Scores
Conference/publication	30(20.0)	40(27.0)	50(33.0)	30(20.0)	1.46
Regular training/workshop	10(6.7)	20(13.3)	120(80.0)		1.27
Extracurricular activities		40(27.0)	50(33.0)	60(40.0)	0.87
Sponsorship for higher education	02(1.3)	08(5.3)	-	140(93.3)	0.14

Source: Field Survey

For improving the condition of manpower in higher education management encouragement, support is necessary. Our finding shows that 20.0 per cent of respondents said that they are very much encouraged by their management to attend conferences, 27.0 said that they get much encouragement, 33.0 per cent of respondents said they get some what support and 20.0 per cent of respondent said that they don't get any support at all. Very few sample faculties i.e. 20.0 per cent said that regular training /workshop for faculty improvement are conducted by institution and around 80.0 per cent said that not regularly conducted. Only 6.0 per cent of sample respondent could get encouragement from their institutions for pursuing higher education. Thus it's clear that majority of the institutions providing higher education are neither encouraging faculties for higher education/research which is necessary for overall quality improvement nor encouraging faculty improvement programmes.

FINDINGS

From present study it is clear that Majority of the faculties in private college are just P G holder .there is no much en couragement from the management of institutions for faculties for research as result their knowledge is very limited. Even faculties teaching PG courses are having a post graduate degree only. This disproves our first hypothesis (H1) that faculty in private college is better qualified. As we know Teachers being involved in education industry there is need for involving in academic achievement which will help them to improve their knowledge and update themselves. There is lot of scope for the faculties to achieve academically by participating in seminars, conference, workshops and publications etc. But our observation tells that in unaided private college there is no provision for the faculties either to improve their knowledge nor any encouragement for those have involved in research because they are paid consolidated salary just considering basic qualification i.e. P.G degree even NET/SLET which is necessary condition for faculties in degree and post graduation courses is not considered. As a result Faculties are not motivated for higher qualification. In some institution even though management encourages participation in academic activities due to the heavy work load burden of teaching and extracurricular activities teacher are left with no time for their personal academic growth. Private colleges are affiliated to universities, as we know every year universities renew their affiliation after their LIC committees visit. During these visits rarely they see beyond infrastructure and their affiliation fees. Even if they notice and give warning it does not serve any purpose because, these universities committees are toothless. So our second hypothesis (H2) that private institution encourages faculty improvement disproves.

SUGGESTIONS

The deterioration of quality is most glaring in general, and at the undergraduate level in affiliated colleges in particular. Conventional postgraduate education is also facing crisis and performs extended "babysitting" function because of lack of job opportunities for the graduates. Within one academic year, a good teacher can move a typical student up at least four percentiles in overall distribution (equal to a change of 0.12 standard deviation of student achievement). It is clear that having a series of good teachers can dramatically affect the achievement of any student. In fact, they erase the deficits associated with poor preparation at the previous levels. In spite of strong empirical evidence and also commonly held belief that teacher quality is most critical in student achievement, there is a crisis of teacher quality the world over. This is perhaps the weakest link in the education systems worldwide. Hiring good teachers is not easy. Teaching ability is also not loosely related to training or experience. Unfortunately, the prevailing salary structures also do not target particularly high quality teachers.

Existing evidence suggests that improvement in teacher quality is more likely to come from selecting and retaining better teachers. The strategy to attract and retain good teachers is not easy. First, the academic profession has suffered a serious downgrading. Teachers no more earn the same kind of high esteem in society as they used to get a few decades ago. In those times, teachers used to be revered by the society. Even though the economic rewards are inadequate, this has sufficiently compensated and attracted people of a high intellect to academic profession. Second, with the advent of knowledge-led economy, students who are better prepared academically have other lucrative alternatives now. Academically, the bright students opt for professional courses at the first degree level itself, with fewer students moving on to post-graduation and doctoral level – a qualification required for academic profession. The total enrolment at the post-graduate and doctoral level in India is less than ten per cent. As a consequence of bright students not opting for post-graduate and doctoral education, the

overall standards of these degrees in the country are abysmally low. This call for interventions to improve the standards of post-graduate and doctoral education in the country on one hand and re-look at the salary structure and career opportunities of teachers on the other.

Teachers and their associations have often blamed inadequate salaries and unattractive service conditions for the deterioration in the status of academic profession. The pay revisions in recent years have given relief to faculties in public sector but these recommendations are rarely implemented by affiliate colleges and deemed institutions. Universities providing affiliation are either overlooking the issue or turning blind eye to it. As a result qualified people working under private colleges are de motivated and demoralized and losing interest in academic Excellency. The ad hoc appointees and part-time teachers out-number the permanent academic staff in many higher education institutions. The ad hoc appointees, being temporary with little possibility of permanent absorption, have no incentive to perform. Permanent appointments being few and far in between are subject to intense pressure that is not always fair.

Just by privatization of education and by creating autonomous college and deemed universities we can't expect improvement in quality of higher education, unless we implement all quality assurances criteria along with condition of faculties in these institutions. Universities who are having affiliating power should assure that qualified teacher should be paid as far UGC pay scale and should try to stop exploitation of qualified teacher at the hands of private institutions. For this UGC should empower universities with power to disaffiliate private institution who are not implementing conditions of qualification for the appointment of faculties.

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