

A Critical Study of Qualification and Performance of Faculty in Higher Educational Institutions towards Delivering Value of Education

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2. Introduction

Education system of a country plays very important role in its economic growth and development. Education system comprises different levels, structures and types of education. International growth experience of the past has shown that human capital is as important as physical capital for development. Higher education in general and professional and technical education in particular plays pivotal role in the preparation of human resources, which are later gets converted into human capital. In this light, government of India also included education in the list of high priority areas of its planned development programs. At the time of independence, there were only 40 universities and 42 institutes of higher technical and professional education.

Main Words: Value Education, Components of Value Education, Spiritual Values, Universal Values, Moral Values, Cultural Values, Social Values

Modern technical education started in India in 1847 at Roorkee and the number reached only to 42 institutes of higher and technical education till 1947. This means that 42 institutes were established in 100 years; approximately 0.42 institutes were established every year. Relative to population and geographical area of India, the growth of institutes was highly inadequate. This sluggish development may be explained by nominal economic growth and very little industrialization. After independence, phenomenal growth has been witnessed as there was demand for higher educated professionals and technocrats for economic development. The biggest problem, which confronted the Indian government, was expansion of education in general and converting the British system of education of elites into a system of education of the masses (Prakash,1976). Only 0.01%

population at the time of independence has access to higher education including technical education and only 5% of population was having access to school education which was negligible. Both central and state governments made consistent efforts for expansion of education through investment and the objective of expansion has been realized to some extent but at the cost of quality, which is a major concern across the layers and types of education system.

Expansion of education was in priority list of government of India. Despite continuous shifting of target dates of universal elementary education, finally government achieved the goal in 2011-12. Along with school education, higher education also expanded exponentially after 1970s. However, till the end of 1970's, higher technical and professional education lagged behind the growth of the rest of the

system. Since 1980's, rate of expansion accelerated. Major concern with the quantitative expansion of higher technical and professional education pushed quality behind curtains. Quality being an attribute, it cannot be defined accurately for purposes of its precise measurement. However, in a broad and approximate sense, it can be defined as the quantity, nature and type of learning imparted to students and the extent to which they absorb the same. Students absorb and carry their learning forward beyond the place of learning; hence, they represent the outcomes of the educational process. Rashmi Arora (Arora, 2010) has stated that human resource development basically takes place at the household level initially. Right from the day of conception to the bearing and rearing of children lot of investment is made in the children's up liftment and growth of human resource by the family. This may give an idea about the foundation on which human resources have developed and accumulated over time. Off course, the quantum of investment will vary among the households and between the years. Investments, and human resources, grow with the growth of income both at micro and macro level. That is why; Gery Becker postulated that marriage is a contract between the spouses to bear and rear children to accumulate human resources.

3. Literature Review

Hageman (2010) estimated that £88 million were spent by Britons in 1888 in the child rearing and bearing. This includes both public and private investments. The £88 million of 1888 will amount to billions today. This may give an idea about the foundation on which human resources are developed and accumulated. Off course, the quantum of investment will vary among the households and between the years according to income. In a heuristic and holistic sense, output of educational processes may be defined as "Difference between the stock of knowledge

with which learner leave the institution on the completion of particular programme and the stock of knowledge with which she/he entered the programme institution. However, this concept is difficult to administer empirically which requires information about the stock of knowledge both at entry and exit time of learner's growth. The basic purpose behind attaining education is to acquire and accumulate human capital, which can be used in future production to fulfill wants and generate income over a period of time.

Ricardo (Ricardo, 2014) considered difference in earnings as the rent for the acquired abilities and skills and not as gifts of nature given to human beings. Education develops direct and indirect components of individuals, knowledge and skills through training and developing skills and knowledge which are the reward in the form of human capital accumulated by the individuals.

According to Marshall (Groenewegen, 2012), "Good education, even if it is of little use in the production of wealth, confers great benefits upon its recipient". Education no doubt plays pivotal role in the development of human capital but besides education, health, child bearing and rearing and migration also contribute to human capital accumulation. Accumulation of human capital plays a crucial role in organizational decision making also. Human capital concept attracted many researchers and many researchers took it as their topic of research. In the Presidential address to American Economic Association, Theodore W.Schultz (Schultz, 1959) stated that "Economics of education is a discipline in its own right". The period after this can be called as "Renaissance of Educational Research" as many researchers took education as important topic to study and worked on mathematical and econometric models analysis of education and its development. Prakash and Balakrishnan (2005) reported that human capital plays a

pertinent role in growth. They analyzed that the growth of productivity in 5 sectors of economy was due to education. Out of 5, growth of productivity in four sectors was accounted by human capital. Sectors used in the study included primary, secondary and tertiary sectors, but in the manufacturing, construction and like sectors, growth may also be propelled by the advancement in technology, leading to enhancement in productivity. However, authors supported their view that human capital is pivotal and plays crucial role in growth, as development and exploitation of technology is also done by humans. Using structural approach, they decomposed productivity growth into its human capital and technology components.

Objective (S) /Need of Study

The main objectives of the study are as follows:

- To study the current status of higher professional and technical institutions in terms of faculty, enrollments and infrastructure
- To study the Determination of the divergence between the faculty requirements and the strength of regular faculty on the one hand, and sanctioned number of seats and actual enrollments programme
- To study the relationship between the qualifications and performance of the faculty which will be reflected by the performance of institution itself?

Need of the Study:

The aim of this study is to the India's demographic dividend will be realized only through investment in Human Resource Development in general and education in particular. The way the modern and advance technology is moving, it is the investment in professional and technical education that hold the key to realize the potential of demographic dividend of India. But education is not a matter of number or quantity alone. The quality of education also matters. Ming Cheng tried to

explain the perception about quality in education from the point of faculty and students. Quality and good teaching are abstract terms and evaluated on the basis of ideology and beliefs. As far as quality of education is concerned it depends on different factors. A life skill education programme will have to be proven worthy of the resources allocated to it. Several studies were conducted to find out the extent of life skills present among the adolescents as well as among teachers, but all are superficial in nature. A study which intends to develop the different aspects of life skills through the preparation and implementation of life skill education programme is not seen so far. Evidence- based studies are available in plenty in the West and in North America whereas we do not have many studies to show case the benefit of Life Skill Training (LST). Even though LST programmes were started sufficiently early in India, evaluation of the training or impact studies were not done in a great extent. In an effort to bridge the gap of evidence based studies, the present study 'Effectiveness of Life Skills Education Programmes for adolescents' was conducted.

Hypothesis

The hypotheses generated for the present study are as follows.

H1: The regulatory authority before granting recognition and affiliation ensures that the institution has good infrastructure and faculty to be in a position to attract students and service the program effectively with requisite quality/standard. Hence, new institutions are also average.

H2: Middle aged institutions, having reached average professional level, are in a position to compete successfully with the best in business. Consequently, their current status is satisfactory on all counts.

H3: Despite them having reached the average level, the middle aged institutions suffer from several handicaps and imperfections on more

than one count which compromise standard of learning and teaching.

H4: Indian institutes are competing with the world class foreign institutions both in India and abroad. Therefore, most of the institutions in this category strive to move forward to attain excellence for which they have to improve in several areas.

Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. The study highlights the methodology and process used to conduct the present research, the objectives and the procedures of the study. When appropriately conducted, research reduces any kind of ambiguity and brings clarity to the result and thus becomes helpful for the study to plan its goals and objectives accordingly. The selection of a method and the specific design within that method appropriate to investigate a research problem will depend upon the nature of the problem and the kind of data that the problem entails. The details of the method adopted, variables for the study tools used, sample selected, procedures adopted for the administration of the tools and statistical techniques used for the analysis of the data are described under appropriate heads. A life skill education programme will have to be proven worthy of the resources allocated to it. Several studies were conducted to find out the extent of life skills present among the adolescents as well as among teachers, but all are superficial in nature. A study which intends to develop the different aspects of life skills through the preparation and implementation of life skill education programme is not seen so far.

Research Type

The type of analysis defines the essence of the data in the study. Given the nature of the data, the work currently under way has a qualitative cum quantitative aspect, but is mainly

quantitative in aspect, as most findings of this analysis are focused on quantified measures. Researchers have carried out lot of studies on quality education to determine the shortcomings of education system and to find the probable remedies. However, quality concept has not been stabilized. Even after several researches, there is no consensus about the concept of quality. The basic difficulty is identification of quality and its measurement. However, so far practically very little study has been done on the quality of teaching in higher technical institutes.

Sample Design

In certain cases of science, analyzing the entire universe is almost impossible; the only alternative was to use sampling. The current research has the same character. The procedure for deciding the sample of the analysis is sampling. Teachers play a pivotal role in dissemination of knowledge and it depends upon knowledge absorbed by them. The knowledge of individual teachers, their attitudes and aptitude for upgrading their knowledge, ability to make apparently difficult contents look simple and their careful and sincere way of performing the task of teaching are crucial for high quality teaching inputs. This depends upon the knowledge possessed, curiosity and ability to upgrade their knowledge continuously through reading current developments in knowledge and new knowledge generated by them through research. Obviously, the stock of knowledge possessed at the time of entry into the profession, the amount of additional knowledge gathered and absorbed and the amount of knowledge transmitted in the classroom situation are important.

Data Collection

Data collection is the systematic way to collect and measure data from sources to get complete and precise data for research activities. It allows scientists and analysts to collect key factors as the information they collect. In contrast with the approaches in terms of subject matter, the value

of maintaining the right and truthful sequence remains the same. Current data collection is essential for preserving the credibility of research and for ensuring excellent outcomes and their findings. This study will be secondary research methods.

Secondary Data

Secondary data are the data collected by an individual rather than the user. A researcher who is not associated with the analysis / recherche study collects secondary information for a different purpose, and in the past at quite different times such data are readily accessible and cost effective in comparison to primary data.

Sources of secondary data collection are as follows:

- Government department's journals,
- Educational records,
- Magazines,
- Journals, books,
- Newspapers and
- The information which is collected originally for other research purpose.

Tools Used for the Study

The instruments employed for the collection of data are of vital importance in a scientific study. The particular research tools depend upon the design of the study and it is also based on the objectives proposed for the study. Like that of carpenter, a researcher has to select and use appropriate tools in collecting data for the study. The tools and materials used in the study are

- Materials and Modules based on life skill education
- Awareness test
- Attitude scale
- Situations test (Identify the skills)
- Skill Application test
- Skill Development test

The tools were prepared after deep review of the related literature and in consultation with the experts and specialists of the concerned

content areas population scientists, reproductive health specialists, psychologists, biologists and teachers.

Statistical Techniques Adopted

Since the aim of the study is to test the effectiveness of life skills education programmes for adolescents of the higher secondary school students, it becomes necessary whether there is any significant difference between the means of the posttests scores of the students in the experimental and control groups. From this the pretests and posttests scores of the students in both the groups were subjected to following statistical techniques

- Percentage analysis
- Standard deviation
- 't' test
- Test of Association
- Analysis of covariance
- Fishers Exact test
- Chi square test

Importance of Value Education

Value Education is a process of increasing the overall character of a student, it also includes character development, personality development and spiritual development, it develops a sensible person with strong character and values. It is an action that can take place in human society, during which the people are helped by others, who may be older. The purpose of values-based education is to make the student work with the right attitude and standards to face the outside world. Some people may think that personality is a natural character of a child and can never be developed; however, this is not correct.

- It gives the students a progressive way for their future and also helps them to know the real purpose of their life.
- This makes it clear to them, the best way to live a life that can be helpful to individuals as well as people around.
- Value education helps students to become more responsive and practical.

- This helps them to better recognize the perception of life and lead a positive life as a responsible resident.
- It also helps in developing a strong relationship with family and friends.
- It changes the personality and character of the students.
- Value education changes a positive opinion about life in the student's mind.
- In the current political climate, you can claim that it is more important than ever.
- Values education is teaching and learning about the ideals that society considers important.
- The objective of the students is not only to recognize the values but also to reflect them in their behavior and attitudes.

Scope of Value Education

To contribute to society through good residence and trust.

Moral education, personality education, ethics and philosophy have tried to do similar things.

In the United States, character education defines 6 character education programs in schools which aim to teach important values, such as friendliness, fairness, and social justice, and to influence the behavior and attitudes of students.

Components of Value Education

The intrinsic value of good behavior, empathy and cooperation. Interaction with the environment that includes living and non-living beings.

- National History and Heritage
- Constitutional right
- Community Development
- National integration

Need for Value Education

Moral awareness must be recognized to bend the progress of science and technology towards the pleasure of manhood. Common values must be rediscovered to unite the human with the over-failure of traditional values.

Objectives of Value Education:

Educative ego and growth towards a sustainable lifestyle. Our cultural heritage, constitutional rights, national integration, public development and increasing accountability to the environment about our national history. Creating and improving awareness of values and their importance and role. To know about many living and non-living organisms and their interactions with the environment.

Value Education in Schools:

Value education in school is important because it teaches about the world around us and prepares us with the tools that will be needed for future success. In the classroom, students also learn valuable lessons, such as social skills, behavior, work ethic and gaining a sense of personal achievement.

Value of Education in Our Life:

In this competitive world, we all know the importance of education in our lives, it plays an important role in shaping our life and personality.

Education is very important to get a good position and a job in society, it not only improves our personality but also makes us mentally, spiritually, intellectually advanced.

Early in life, a child dreams of becoming a doctor, lawyer, IAS officer. Parents also want to see their child as a doctor, lawyer or high-level officer. This can only be possible when the child gets a proper education.

Therefore it can be concluded that education is very important in our life and all of us need to earn it to get success in our life.

Type of Values Education

Personal Values:

Personal values mean whatever a person needs in a social relationship. Some of the personal values are beauty, morality, confidence, self-motivation, regularity, ambition, courage, vision, imagination etc.

Social Values:

A person cannot live in the world without communicating with others. People want social

values like love, affection, friendship, noble groups, reference groups, impurity, hospitality, bravery, service, justice, freedom, patience, forgiveness, coordination, sympathy, tolerance, etc. Social values are more important for a healthy and good environment for every organization.

Moral Values:

Ethical values, value others and them selves respect the authority of others, keep promises, avoid unnecessary problems with others, avoid cheating and dishonesty, thanking others and making them work Encourage.

Spiritual Values:

The ultimate moral value is called spiritual value. Spiritual values are purity, meditation, yoga, discipline, control, clarity and devotion to God, etc.

Spiritual value education highlights the principles of self-discipline. Self-discipline

satisfaction, lack of needs, general greed and freedom from seriousness.

Universal Values:

It is universal values that specify the sense of the human condition. It is through universal values that we associate ourselves with humanity and the universe.

Universal values can be experienced as life, joy, brotherhood, love, sympathy, service, heaven, truth and eternity.

Cultural Values: Cultural values are concerned with right and wrong, good and bad, customs and behavior. Cultural values are reflected in language, ethics, social hierarchy, aesthetics, education, law, economics, philosophy and social organizations of all kinds. After classifying the values, we should determine which of the above values is the most meaningful. Universal values are our foundation if we enjoy a prosperous, deep, full life.

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