

An Economic Analysis of Collegiate Education in Uttar Pradesh India

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Abstract: - *Uttar Pradesh The heart of India, A land of epics, Lord Rama, Lord Krishna, Gautam Buddha and Lord Mahavira, Holy rivers, Ancient cities and pilgrimage is Uttar Pradesh. Uttar Pradesh is driver of the nation's economy with its network of expressways, industrial corridors, international airports, centers of educational and medical excellence, and an exporter of indigenous products. Since inciant time (the state has been the center of cultural and intellectual brilliance. 'Higher education' means all learning programmers which lead to qualifications meeting some standards set by the university and higher education authority. Higher education based on the economic imperatives created by global competition, technological change and the challenge of the knowledge, individual responsibility with self-improvement and employability, flexibility of institutions along with individuals. Adult participation constitutes only one of the many issues surrounding the access to higher education. The important issue is to create opportunity to achieve better qualifications leading to improved employment prospects for financial well-being in the economy. The Vocational Education & Skill Development expansion of capacity, improvement of quality and facilitation of non-privileged youth to pursue the technical and employment-based education and training through ITIs and UP Skill Development Mission's programs. Skill Development program through a viable technical and vocational training eco-system has become one of the flagship programs of Government of Uttar Pradesh with an overarching independent Skill Mission to bring transformational upliftment of human being through up-skilling of youth.*

The Center of Excellence scheme is being implemented in all the state universities. The main objective of this scheme is to develop selected departments/departments of universities as centers of excellence so that that department can develop and function in its best form. Under this, educational quality is to be established in the identified thrust areas so that research findings/products can be used/consumed for the development of society and nation. Discovery, encouragement and nurturing of new Generic Areas, contact with research institutes of universities etc. and the assistance received from them is to be used for research work of universities.

It is a universally accepted truth that in this era of knowledge-science and globalization, the most decisive role in the formation of a powerful and all-round developed. Generally, higher education is shaped by the techniques of learning, analysis, research and application, through which to create a generation enriched with knowledge and science, who are endowed with the highest human values such as equality, harmony, welfare on secularism, scientific outlook and humanity etc. be containing For the fulfillment of these objectives, it is necessary and inevitable that the youth of the society should be made a socially useful creature of high order through education and training.

In the age of information technology, the whole world is rapidly taking the form of a globalized village. These changing circumstances have created many challenges before the human society. Our society is also not untouched by these challenges. In the present scenario of globalization, unprecedented changes are taking place in values and beliefs in every sphere of our social and national life. Changes in traditional values and beliefs have had an impact on education and especially on higher education. Education is the foundation of investment in the formation of human personality, and the building and development of society and nation through the individual. It is a universally accepted truth that in this era of knowledge-science and globalization, the most decisive role in the formation of a powerful and all-round developed. The goal of IQAC is to develop standards regarding the various activities of educational institutions and ensure as a core function. Its main goal has also been to disseminate information related to its quality and organize debates, workshops and seminars etc. from time to time for the enhancement of quality of education. To make the quality of education more successful U.G.C. And this cell also ensures to transmit to NAAC. All the higher educational institutions of the state have made an alert, sustainable and motivated development system, To make higher education accessible to all sections of the society, To exchange research work and establish network at national and international level. To ensure the relevance of academic courses and research work. To ensure the quality of education and to maintain the credibility of the evaluation process towards the students, parents, professors, personnel and society in higher education for the promotion of higher education, To be fully utilized by incorporating new modes of teaching in higher education, Equal opportunities and competence in academic programs for different sections of the society, To adapt and integrate modern methods of teaching and learning. For the reliability of evaluation processes, To ensure the adequacy, maintenance and functioning of the support structure and services, For networking and research sharing with other institutions in India and abroad. Developing standards and ensuring their use in relation to the various activities of educational institutions through IQAC. Dissemination of quality information, To organize debates, workshops, seminars etc. for the promotion of quality of education Recording and monitoring the quality standards of educational institutions, To act as the nodal agency for educational institutions for activities related to promotion of quality.

Statement of the Problem

Collegiate education is major chunk of higher education in India. The study is to examine the role of collegiate education in higher education. Collegiate education comes under general education where large number students enrolled for their basic degree. It excludes engineering, medical, pharmacy, nursing, agriculture colleges and universities. Education including

higher education is in concurrent list of Indian constitution. Every state in the Indian Union has collegiate education department functioning under the ministry of higher education to administer degree colleges of arts, science, commerce and management. The gross enrolment ratio in higher education is low and therefore, the state has set the goal of increasing GER ratio to 22% by 2020 with the assistance of MHRD through RUSA scheme. Right from the independence, the department of collegiate education has been functioning to impart general education for all section of students who are deprived of higher education. As a result of this, the state government have taken a lot effort to establish general degree colleges under collegiate education department. This college are functioning under the category of private, aided and government colleges. The academic part of these colleges is supervised by state universities whereas the administration with financial part is managed by the government through the collegiate education department and MHRD through UGC/ RUSA.

Over the years, the number of colleges has increased with more students' enrolment putting pressure on the department of collegiate education. The education system has undergone thorough changes since 1991 due to new economic policy in Uttar Pradesh. The higher education particularly has to cope up with the international standards to achieve its goals. There are hardly a few studies related to the subject particularly the role of collegiate education in general education hence the study on "An Economic Analysis of Collegiate Education in Uttar Pradesh" is undertaken.

Specific Objectives of the Study

1. To study the role of collegiate education in imparting general education
2. To analyze the link between general education and human development
3. To examine the role of collegiate education in providing opportunities for general education to SC/ST and depressed classes.
4. To analyze the best practices adopted in collegiate education promoting higher education.
5. To suggest policy measures to improve the standards of collegiate education.

Hypothesis of the Study

1. There collegiate education contributed for human development through higher education.
2. Collegiate education has created opportunities for to SC/ST and deprived classes
3. Collegiate education has contributed to general education with an increase in gross enrolment ratio.
4. The policies of collegiate education has influence on general education
5. The best practices introduced has improved the quality of general education.

Methodology

The study is An Economic Analysis of Collegiate Education in Uttar Pradesh to pioneering work to examine the role of collegiate education through analysis of teachers, administrators and students based on the available literature on general education. There is no adequate research regarding regional study on general education. The study is descriptive in nature and analytical to examine the role of collegiate education in promoting general education in Uttar Pradesh.

Sources of Data

The present research work is based on secondary data. Secondary data is collected from the various govt. publications, department of collegiate education, government of Uttar Pradesh and Ministry of education, govt. of Uttar Pradesh and census.

Tools for Data Analysis

For opinion analysis, questionnaire are administered to the identified stake holders to elicit their opinion about the role of collegiate education in higher education. The simple mathematical and statistical tools are used in result analysis.

Limitations of the Study

The present study considers Uttar Pradesh. The result of this student is also confined to the study period. The situation of collegiate education is different in different states and therefore the conclusion is restricted to higher education in Uttar Pradesh state.

Uttar Pradesh is the leading state in education with a wide range of schools and colleges and professional institutions evolved over many years. It is also home to many leading science and technology institutions of the country. The state is globally acclaimed for its achievements in the Information Technology and Bio Technology. Uttar Pradesh as the hub of innovation and manufacturing reached the heights of higher education and empowering young students with quality enhancement in higher. The education system in Uttar Pradesh more dynamic and its role is significant in creating work force for the knowledge economy.

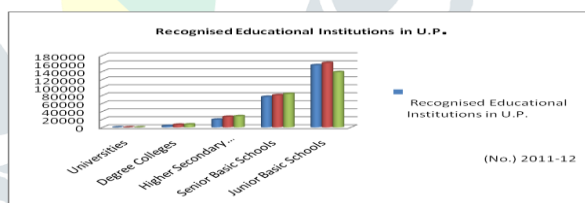
Recently, contributions to society have increasingly been demanded of higher education institutions. This means the higher education institutions need to have activities to ensure that accumulated knowledge is circulated directly back to society and that they do not become 'ivory towers'. The development of information technology in recent years has led to the movement of people, goods, money and information. The information society has ceased borders accessing information network to get information and share newly created things with many people. The information revolution has provided rapid access to knowledge and spurred the creation of new knowledge. The development of information technology has diversified the forms of higher education and improved the quality with a wider target of students. The information technology gap within and among

countries is causing a new gap in higher education. Multinational corporations are in a dominant position and the economies of developing countries have affected by trends in the globalized economy. Because of the declining costs of moving and the rise of the information society, globalization of the labour market is also progressing. While this contributes to human resources exchanges necessary for the development of higher education connecting to the deepening of brain drain. There is a relative increase in the schooling of a country’s citizens, the middle class starts to demand a higher level of education in order to secure success in the society. In response to this kind of increasing demand, at a global level, the scene of higher education has changed from the elite style to mass higher education. This movement towards mass education can be seen as a worldwide trend. However, the movement is not uniform within urban and rural areas of the same countries, between the wealthy and the poor, males and females, and among different

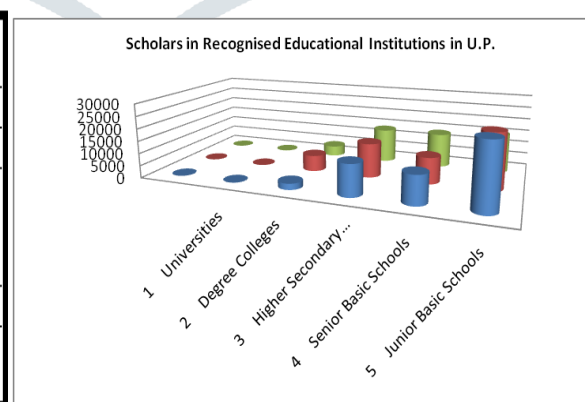
Role of Higher Education

- The role of higher education in reforming the social system and cultivating social cohesion is also need of the hour. This may be accomplished through the production of the common asset of new knowledge including the spread of democratic values and respect for multiculturalism, the promotion of political participation, the strengthening of civil society and promotion of democratic governance.
- Higher education is a tool for developing the human resources necessary for economic development. At the same time, it is a means to achieve self-realization for individuals. People can improve their income and quality of life through increasing knowledge or skills and the expand on their own choices available in life, including those related to work life. In addition, lifelong education, which constantly renews individual knowledge and skills, needs to be guaranteed throughout the lifetime to respond to individual learning needs. Therefore, one should guarantee opportunities for higher education equally based on individuals’ hopes and abilities.
- Education has long been seen as a crucial tool for national development, with various education initiatives designed to work towards eliminating poverty, increasing the health of a population or enhancing local economies among others. These changes are expanding the nature of tertiary education at all levels to include personal skill development, new ways of thinking, and practical job preparation in addition to subject-specific knowledge and skills.
- Higher education is valuable for the individual and beneficial to an economy and society, but not everyone is ready for higher education. Several indicators provide information on dimensions of quality in higher education. Public expenditure on education represents a higher proportion of GDP in rich countries, where the EFA goals are already achieved, than in poorer ones. The coverage of under-resourced systems in poor countries needs to be expanded and improved in the context of higher education. Spending has increased over the past decade in many developing countries, notably in East Asia and the Pacific and in Latin America and the Caribbean. Pupil/teacher ratios remain higher than is desirable in many countries of sub-Saharan Africa and South- West Asia. In many low-income countries, teachers do not meet even the minimum standards for entry into teaching and many have not fully mastered the curriculum. Data on higher education from national and international test scores show that low achievement is widespread in most of the developing countries

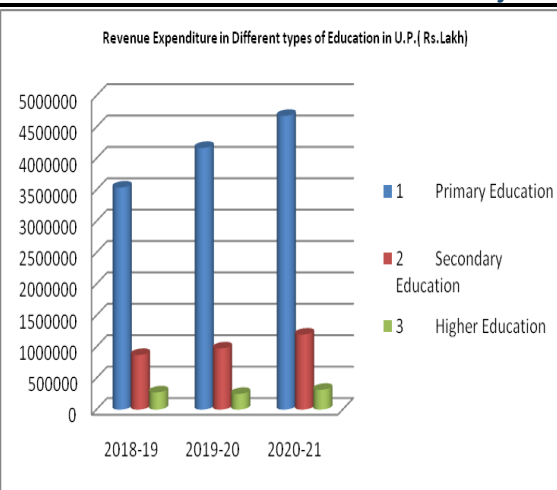
Recognised Educational Institutions in U.P. (No.)			
	2011-12	2018-19	2019-20
Universities	30	45	45
Degree Colleges	3553	6681	7391
Higher Secondary Schools	19430	26434	27959
Senior Basic Schools	76398	80624	83859
Junior Basic Schools	155619	161366	138185



Scholars in Recognised Educational Institutions in U.P. (thousand)			
Institution	2011-12	2018-19	2019-20
1 Universities	2	3	4
2 Degree Colleges	17	25	83
3 Higher Secondary Schools	2473	6469	4184
4 Senior Basic Schools	12785	13769	13676
5 Junior Basic Schools	11517	10614	13818
	26199	22787	15663



Revenue Expenditure in Different types of Education in U.P.(Rs.Lakh)			
Items	2018-19 Actual estimates	2019-20 Revised estimates	2020-21 Budget estimates
	1	2	3
1 Primary Education	3538020	4168532	4678546
	-74.68	-76.32	-74.66
2 Secondary Education	870441	974837	1195027
	-18.37	-17.85	-19.07
3 Higher Education	274601	250739	315407
	-5.8	-4.59	-5.03
4 Other (Including Technical Education, Educational research & Training)			
	54666	68148	77403
	-1.15	-1.25	-1.24
Total	4737728	5462256	6266383
	-100	-100	-100



The higher education institutions in China were expected to diversify their revenue sources and, therefore, they were allowed to have affiliated enterprises. Higher education in China received an increased financial allocation from the government along with an increased support from alternative sources. With massive expansion in enrolment, the average funding per student was not allowed to be reduced. Through a national legislation in 2002, China proactively involved the private sector to contribute and invest in higher education. That has paved way for a very rapid growth of higher education in China. With a view to nurture excellence, a selective approach in public funding was adopted. In 1993, special financial allocations were provided for China's top 100 institutions to upgrade them to international standards. In the year 1998, an even higher-level funding was provided to nine top universities to make them world class. In 2003 in an integrated package for reforms in higher education, the government in Australia decided to increase funding support for higher education and significantly enhance provision for subsidised loans and scholarships for students. The higher education reform package in Australia includes areas as diverse as teaching, workplace productivity, governance, student financing, research, cross-sectoral collaboration and quality.

India has the advantage of demographic dividend and endowed with huge young population. The proportion of working population to total population is increasing which results in a sharp increase in the country's savings rate. India can find productive job opportunities for working population creating an opportunity to unleash human capital for social and economic development. China and other countries of South East Asia face the phenomenon of ageing population and India is an exception to this rule. Therefore, it might be India's opportunity to leapfrog in the race for social and economic development. India's youth can be an asset only if there is an investment in their capabilities. A knowledge-driven generation will be an asset, if denied this investment, it would become a social and economic liability. Hence, there must be an investment in building the knowledge base of coming generations. There is a need for value-based higher education system in India. There are more than 819 Universities and many more R & D units, general degree colleges, professional colleges and institutions in India. On an average, more than, 315 million students in general degree college, 1.5 M million engineers and 22850 Ph.D. scholars completing their course in higher education every year in India. With such a vast pool of qualified manpower, India must have the ambition to become a large base for human capital resource centre of the world.

The National Knowledge Commission's (NKC) recommendations insist to tap India's enormous reservoir of knowledge to mobilize national talent and create an empowered generation with access to tremendous possibilities. With 550 million below the age of 25, India's demographic dividend is a greatest asset.

Higher education in the present study is taken only for graduated courses such as B.A, B.Sc B.Com, BBM, BCA and related courses including few post graduate courses. The recent rise of a knowledge-based society; social, economic and information globalization; increased demand for higher education; and changes in the political and social environment of developing countries are all deeply connected and are having a significant influence on higher education in India.

In the latter half of the 20th century, change is seen in economic growth leading to mass production in industry based on the established technology from hard and soft innovation to create economic value in the society. In the past, material and human capital like abundant natural resources and cheap and abundant labour were the source of economic growth in India. The application of science and technology in production and use of inventions have now become drivers for economic growth in India. Higher education institutions must maintain their status to create knowledge and establish connections with society.

The noble laureate Amartya Sen analysed the crisis in Indian education while delivering his Lal Bahadur Shastri Memorial Lecture at Hyderabad. The grave failures in policy making in the field of education requires the analysis of the characteristics of the economic and social forces operating in India and responses for public policy. He emphasised that due to the Government's tendency to formulate educational policies based on public pressure, often wrong policies are pursued. Even today, the education policies particularly on higher education seek to achieve arbitrarily set goals that are either elusive or pursued half-heartedly. The public policies on higher education are not based on long-term concerns. These policies do not carefully weigh the trade off between seemingly contradictory goals and ignore the fact that the markets are now the main arbitrators of resource allocation. The role of the government is to create an open environment and more demanding standards of transparency and accountability so that the markets function efficiently. The government has to strike a delicate balance between growth and an equitable and inclusive development in higher education. The policy has to take into consideration the forces of globalisation and the prevailing socio-economic realities of our country. There is a strong correlation between endowment of skilled labour and its ability to

generate higher levels of gross domestic product (GDP) per worker through the higher education.

In contrast to the development in the above countries, India is still sailing in the glory of her success in Information Technology sector. This is because of the sizeable number of English speaking graduates with their good analytical skills that came in handy in modern economy and success of a few institutions in promoting merit among Indian students.

With the opening of the Indian economy, the entrepreneurial spirit of the Indians was unleashed. The new breed of entrepreneurs saw a big opportunity in meeting a huge unmet demand for job-oriented education and training. This resulted in a huge expansion of private higher education and training sector in the country. However, instead of embracing the growth of private higher education, the public policy has been apologetic about it. Higher education system that will differentiate a dynamic economy from a marginalised one in the global knowledge-based economy. Technological changes and demographic dividend provide India a unique opportunity to mobilise its human resources to become a leader in both the rapidly expanding sectors of services and highly skilled manufacturing. The higher education sector holds the key to harnessing the full potential of India's most important resources-- the human resources.

When knowledge is subjected to economic forces, it necessarily becomes subject to political forces. Today, education must fulfil the realization of the needs and ideals of the society. Government must transform itself into an agency of society from its role as an instrument of power. These ideals, thus, become the aims of higher education.

Higher education institutions are an important part of society. The institutions are societies unto themselves, but they are also part of the larger society. On the other hand, higher education institutions without some distance from society at large would run a serious risk of losing their capacity to reason in terms of principle, to take a long term view somewhat detached from the immediate issues of the day and to identify sustainable solutions to the most serious and long term challenges facing our society.

Today, there is a feeling that the formal aspect of student representation has largely been settled, a feeling that even if the formal right to representation has been secured, students' actual use of that right is far from satisfactory. While previous generations of students fought for representation, there is an impression that the current student generation does not make much use of the rights gained. However, it would be helpful to know whether this impression is in fact substantiated by facts and, if so, why present day students are to a large extent disconnected at least from institutional governance and perhaps even from institutional life through higher education.

Students also see themselves as members of a community, as participants. Most students have utilitarian reasons for taking higher education. Students should have clear expectations of higher education institutions – expectations that are not always met – but they should also see themselves as a part of the institution. If we believe that higher education has a role in developing the democratic culture without which democratic institutions cannot function. Therefore, students must be encouraged to participate, and they must feel that their participation has an impact. Purposes of higher education in India have four important dimensions: Preparation for the job market, Preparation for life as active citizens in a democratic society, Personal development and, Development and maintenance of an advanced knowledge base.

Higher Education opportunities Abroad

Going abroad for higher education has long been the most cherished goal for students in India. Students have, traditionally, been travelling across seven seas in search of specialised higher education. In case of students lacking sufficient funds for higher education, they are encouraged to go abroad only for highly specialised courses using scholarships and fellowships available for them.

Indian higher education, despite its limitations, is widely recognised and respected across the globe. Most of the Indian universities are represented in most of the universities of the world in terms of both the faculty as well as students. The Indian faculty in foreign universities is generally well respected for their teaching and research abilities. The Indian students abroad are rated at par with the best students of the world. Besides, the Indian higher education has the comparative cost advantage over the other countries offering higher education of comparable quality. The Indian universities have not been able to capitalise on the opportunities of offering their educational programs to the world population for the reasons stated below:

- The universities in India may not have realised the importance of offering their products and services to foreign students.
- The inherent limitations of the system may also be holding the universities back or making their attempts to reach out to foreign students less successful.
- Quite often the restriction of territorial jurisdiction of individual universities is seen as a barrier in their effort to go international.
- Sometimes the limitations could be as basic as the lack of appropriate information about the Indian campuses to the foreign students.

Indian universities and colleges may offer courses on culture, religion, music etc that are in great demand in the students from such countries. This will require certain policy initiatives at the part of the government as well as at the end of individual universities and colleges.

Higher Education, as a means of achieving economic development, has become a respectable and challenging issue for research. This has heightened the interest on education reflecting a system preoccupied with economic growth and social improvement. Individuals are interested in taking higher education partly because they can earn more and get better jobs. For many, higher education can be a source of social mobility. India is interested in raising the average level of higher education in

their population because they think that doing so will improve productivity, increase economic growth, raise the quality of jobs in the economy and reduce poverty and inequality. Some of the earliest work on the economics of education stressed the major effect of higher education to improve the production capacity of the people. Human capital theory holds that investment in improving human resources via education, results in improved productivity and that both the costs of the investments and the benefits of improved productivity can be used to calculate an economic rate of return.

Findings:

- The higher education system in Uttar Pradesh is facing many challenges such as financing and management, access, equity, relevance and reorientation of policies. The programs of higher education lay emphasis on values, ethics and quality of higher education with the assessment of institutions and their accreditation by NAAC. These issues are of vital importance for the state, since higher education is the most powerful tool to build a knowledge-based society in Uttar Pradesh.
- Most universities in Uttar Pradesh rely heavily on the affiliation fees they receive from affiliated colleges functioning under collegiate education department. The affiliation fee is a source of income and this hampers new courses and dilutes the quality of education. Except a few institutions, most affiliated institutions depend heavily upon the University for administrative and examination-related matters. This amounts to an unnecessary burden on the university as it is reduced to an administrative and examination conducting body rather than an institution focused on promoting teaching, research and faculty development of associated colleges.
- In addition to the quality of infrastructure, teaching and learning, there is also an element of intra-University deference within the state. There is no planning for the development of institutions of higher education. Apart from complexities of access and equity there is a need for holistic planning in higher education focusing on the state as the basic unit. This planning should be done by an autonomous body, which can raise and allocate funds to explore options of revenue generation through research, consulting, industry partnerships etc.
- The State Universities are already provided some funds from the central government through the University Grants Commission. Universities and colleges to depend on their own resources.
- The UGC mandate allows funding only to a limited number of institutions that are coming under section 12(b) and 2(f). As of March 2012, this excluded about 33% of the universities and 51% of the colleges in the country. UGC is also not allowed to channelize funds through the state government. UGC as a regulator should be actively involved in planning for new institutions but the present system does not permit it to do so hence the proposal for HEERA. Thus states often complain about being unaware of the development funds that come to the state institutions from the centre. This makes planning and funding of higher education is very difficult for the states. A solution has to be worked out for funding of large number of institutions at the state level. The constitution of higher education council is an attempt in this regard.
- Funding will be available to private, government-aided institutions also, subject to their meeting certain pre-conditions, for permitted activities based on pre-determined norms and parameters prescribed the RUSA. In Uttar Pradesh, prior to the constitution of Higher Education Council the Uttar Pradesh, there was State Inter University Board to discuss the issues of higher education and it consisted of the Vice Chancellors of all the Universities in the State, secretaries of higher education and the directors of technical education, medical education, pre university education as its member and the minister for higher education was the chairman of the board. The board meets as often as necessary but at least once in three months. The functions of the board includes the development of academic activities considering the matters affecting students such as admission, mobility, and examinations. It examines financial and administrative problems of university acting as a co-ordinating agency.
- Higher education needs to be viewed as a long-term social investment for the economic growth and cultural and social cohesion apart from equity and justice. This scheme facilitates research-based knowledge and develops a critical mass of skilled and educated personnel in Uttar Pradesh. Within this philosophical paradigm, some of the issues pertaining to the higher education system have been identified that need to be squarely addressed for the balanced development of higher education in Uttar Pradesh.
- Many institutions in higher education face acute shortage of experienced and qualified faculty. This hampers curricular development, research initiatives and management of institutions in higher education particularly general education. Universities departments and constituent colleges do not suffer from this shortage.
- Again, many affiliated colleges are privately owned and have limited incentives to employ qualified faculty by offering higher salaries and better service conditions. Many private colleges are now employing teachers on contract basis and paying them meager salaries. This defeats the goals of quality enhancement and skill in colleges. It is interesting to note that the trend of appointing teachers for a short term and not a "tenure" term is also observed in many universities and colleges in Uttar Pradesh.
- The main problem in most institutions is quality education. There is very little discussion within institutions on improving research output and raising the level of teaching and learning in colleges. In applying for an accreditation process, the institutions are forced to undergo certain processes of self-assessment that throws light on the various aspects of quality in colleges. Usually, the very process of application energizes the institution and faculty members and thus orienting them towards producing better quality output in college education.

- The enrolment in higher education particularly general education is increasing. But it is found that two-third of our universities and 90 per cent of our colleges are rated below average on quality parameters.
- It is also observed that higher education comprises of general education, medical education, engineering, pharmacy, agriculture sciences etc. There is free access to general education all over the state unlike other higher education institutions. Those who are denied seats in technical and medical education institutions can easily join general education. The colleges under collegiate education transforms the young students in to personalities of different patterns but not trained and skilled personalities. This is a dangerous situation for human capital formation in the state. This problem should be seriously addressed with suitable policy measures in the state.
- There are different types of colleges in general education. They are private colleges, aided colleges, autonomous colleges and government degree colleges, fine arts college, Sanskrit colleges, law colleges etc. It is very difficult to manage all these colleges through the collegiate education department. Therefore, the government should consider higher education as merit -3 good and bring all colleges under grant in aid and uniform administration.
- The service condition of staff in private college is not good. There is resource crunch and most of the private colleges lack academic ambience with poor quality of teaching.
- The students in private college are not happy. They are deprived of many facilities from the government. More over, they incur expenditure in different ways for their low quality education. This is not good from the point of view of human capital formation and nation building.
- The examination system is not appreciated by the student. The appointment of part time and stop gap teacher in valuation work is not transparent and they are not accountable to the system. The skill component is weak in general education. That is why, the graduates of general education are not employable. This is the reason for frustration among students in general education.
- Higher education is widely recognized as a public good or at least as a quasi- public good as it promotes human capital formation apart from increasing economic, social and cultural values. Today Higher education cannot be a non-priority area anymore and higher education institutions cannot be treated as if they are a part of non- essential sector.
- A comprehensive university reform program needs to be designed and implemented jointly by central and state governments for promoting strategic planning. Such a program should address the issues at all levels covering spatial, academic and infrastructure. It is, therefore, imperative for each university to prepare a comprehensive plan for general education.

POLICY IMPLICATIONS

In Uttar Pradesh, higher education particularly general education is at cross road. The subject of higher education is in concurrent list. The state and union government have to realize the importance their role in promoting higher education and its role in human capital formation and nation build. The development of higher education need huge investment on the part of government. Keeping this mind, the following policy implications are made.

- In the colleges of collegiate education, ambience may be created for academic autonomy to design of curriculum with a focus on innovation. This is for experimentation and transforming teaching and learning into a fascinating and rewarding experience for teachers and students apart from developing new courses for meeting local, state, national and global situations.
- Undertaking innovations for periodic revision of curriculum making the process of revision simple, less cumbersome and less time consuming in colleges. The colleges should be allowed to design own procedure for selection of research fellows with potential for research and enable them to utilize their talents for quality research.
- Research endeavor in colleges should not suffer for want of funds. The government should make provision for research contingency for young researchers in colleges. The faculty members should be made accountable for carrying out research on acceptable standards evidenced by publication in reputed journals.
- The choice based credit system should be implemented in all colleges of collegiate education. It is suggested to adopt choice-based credit courses along with semester system. The examination system in the colleges should reformulated with transferency and accountability. The uniform pattern of course structure and centralized examination system are also suggested.
- The colleges of collegiate education should have IQAC to continuously monitor the performance of the institution on objective and pre-defined parameters and making the output performance data public to ensure transparency and accountability. This internal quality assurance cell develop data base about the physical and academic activities including research of the college. This is for the information of students and other stake holders.
- The performance appraisal of teachers with adequate weight should appraised and make them accountable in college. The teacher should be encouraged to participate in national and international seminars, workshops, conferences. The provision of academic audit in colleges is suggested to improve the quality of general education.
- In colleges of higher education, sound continuous evaluation of students under CBCS should be made. This system is students centric and increase the involvement of students in academic activities.
- There are different colleges affiliated to different state universities without synchronization of academic calendars and

course structure. This hampers the mobility of students between colleges located in different districts of the state.

- The colleges of collegiate education should attract international students and enter make collaboration with their counterparts. This is possible with rich
- The physical and academic infrastructure in the college with some degree of autonomy should be developed. This would help the colleges to attract more students during the admission drive.
- The research publications by the faculty on reputed national and international journals may be considered to improve the quality of general education. The faculty should be allowed to draw royalty income derived from royalty and transferring their inventions to industry. They should also be encouraged to take up paid consulting work for companies or positions in advisory boards.
- It is advised to have to incubation centre in the colleges with the assistance of university grants commission and any such ideas generated through incubation centre can be commercialized or sold to the corporate sector to generate their own funds.
- At present, many universities in Utter Pradesh are not allowing the undergraduate teachers to guide for research programs. It is only allowed for university teachers of postgraduate departments. This is to initiate research and develop research culture among the teaching faculties and students of college education.
- The colleges should function efficiently become Centre of Excellence. The UGC has been providing substantial financial support to colleges through its different Schemes. The Schemes include, “colleges with Potential for Excellence (UPE)” launched in the IX-Plan period.
- The government of Utter Pradesh is opening the new colleges in remote areas. This decision is taken after consulting the Council for Higher Education. Such colleges be then affiliated to Universities on the basis of approval obtained from the State Council for Higher Education. The condition of new colleges is not good due to poor physical infrastructure. The state should address this problem immediately to create good atmosphere in the colleges
- There is not much freedom for the colleges to develop the curriculum even in autonomous colleges because of rigid regulations.
- The students and faculty exchange programmes should be introduced in the college. This is good to encourage staff and students in their academic matters and make them competitive in the dynamic society.
- The data base in collegiate education department is not developed. The patterns relating to general education can be analyzed for policy decisions using such data base.
- The colleges need good governance to ensure quality education. The staff both teaching and non teaching are not accountable for quality education in colleges. Therefore, provision should be made for periodic academic audit of teachers and performance evaluation of non teaching staff in the college education system.
- The State government must consider setting up a separate body, under the aegis of the Utter Pradesh State Higher Education Council (KSHEC) that can facilitate colleges. This is to promote attractive international students. This body can also assist students from Utter Pradesh traveling abroad for studies.
- The colleges affiliated to different universities in the State should work together with common academic calendar. This will allow students and faculty to plan research projects, internships and skills related courses during the vacation period.
- The Colleges need to engage deeply with their local communities through NSS and NCC programs. This can promote national integration and harmony with local a community which is good for college development.
- The administration should be streamlined between private, aided and government colleges. This is must to achieve the goal of higher education and transform the young students in to professionals of high quality in the state.
- It is also strongly suggested to run colleges with permanent teaching and non teaching staff. The part time staff are not accountable to quality education and the department can't initiate action against them when act irresponsibly in the college. The recruitment for staff as per the UGC norms should be completed in college education.
- There is urgent need to examine the demographic dividend in Utter Pradesh by appointing an expert committee for policy decisions. The terms of reference should include general education where the enrollment ratio is very high apart from other streams of higher education in the state.

Future Research

The study of higher education particularly general education is a gigantic task. Because, higher education includes many programs from general degree education to medical education in the state. It is very difficult to get seats for medical and engineering courses. As a result, the students prefer to join general degree courses in different streams. Their opportunity to get admission in colleges of collegiate education is more. The present study while examining opinion analysis of different stake holders as service users and the problem of collegiate education department as service provider identifies the following issues to initiate future research in general education of Utter Pradesh state.

- The issues of merger and acquisition of colleges functioning under collegiate education to create vibrant general education system in the state.
- The Cost – Benefit analysis of collegiate education to examine the viability of general education

- The requirement analysis of general education under collegiate education from the point of view of parents, students and employers
- Employability of students of general education in private and public sector including government.
- The course structure and mobility of students between colleges affiliated to different universities.

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