

A Proposed Model for Management of Higher Education Institutions

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Abstract: *The paper proposes a model for management of higher education institutions. Higher education system is crucial to support the knowledge economy and reap the benefits of demographic dividend. The paper draws upon the primary data from survey of teachers in private and public universities and review of literature. The data was analyzed using descriptive tools. The job satisfaction, assessment methodology, culture, industry academia interface was analyzed. It is recommended that a 360 degree approach can enhance the significance of the higher education and transform India into a hub of higher education and research.*

Keywords: Management, Demographic Dividend, Universities, 360 Degree Approach, Teachers

1. Introduction

Indian higher education system is undergoing a phase of slow transformation. The previous decade has witnessed rapid growth in private sector institutions. The private institutions now account for 59% of all enrollments in higher education (Kapoor, 2013). In spite of rapid growth in number of institutions, the outcomes in terms of research, employability of graduates is a cause of concern. Only one Indian multidisciplinary university ranks among the top 400 universities in world as ranked by Times Higher Education. Panjab University was ranked in 226-250 category in 2013-14, and 276-300 category for 2014-15 (Gohain 2014). According to national employability report 2013, it is found that 47% graduates are not employable in any sector of the knowledge economy (Aspiring Minds, 2013). On the other hand higher education system is facing acute shortage of faculties. It is expected that by 2020 India will have a shortage of 1.38 million faculties (Technopak, 2012). The enrolment ratio of 19% is also lower as compared to world average of 26%. Indian government has kept a target of 30% enrolment by 2020 (TOI, 2013). According to committee on corporate sector participation in higher education headed by Mr. N R Narayana Murthy, the country needs additional 26 million seats in the next decade. Mr. Murthy further commented that "The existing higher education system in India lags in comparison to global standards and is inadequate to meet the demand" (Business Standard, 2012)

2. Literature Review

Kainth and Kaur (2010) argued that despite several plans and programs, teachers are dissatisfied. The dissatisfaction is reflecting in falling standard of higher education. Rasheed et al (2010) found that teachers are the most neglected in Indian higher education. Ololube, 2006 argued that intrinsic factors are significant for teacher commitment. Nature of work, autonomy, participation in decision making is important for teacher job satisfaction.

Manikutty et al.2007 argued that in societies with high power distance, learning tends to be surface rather than deep learning. Hofstede defined power distance as "the extent to

which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally" (Hofstede, 2013). Prasad et al. 2007 argued that Indian higher education examination system is such that a student with scanty preparation done just before the examination is able to pass the exams with good marks. Anand 2011 cited observations of a student that 3-4 days of cramming is sufficient to pass exams. Anand 2011 also cited examples of students who wrote their mobile number in answer scripts and later the faculty called on their mobile number asking for money, the student passed after paying Rs. 10000 each for four students. AICTE-CII survey of industry linked technical institutes show that only 1% technical institutes are involved in consultancy work. It was also found that most of the colleges fared poorly in terms of faculty providing training for industry (Ramya 2013).

3. Objectives

1. To study the motivation, culture, academic outcomes, industry interface in Indian higher education in private and public universities
2. To propose a model for management of higher education institutions

4. Research Methodology

The study employs primary data from survey and secondary data from published sources. The survey is done through a questionnaire. The respondents were faculties teaching in private and public universities in north India. The faculties were asked to give their opinion on intrinsic, extrinsic factors of motivation, culture, academic outcomes, and industry interface on a 5 point likert scale. The likert scales varied from 1 for strongly disagree, to 5 for strongly agree. The data was analyzed using descriptive analysis. The secondary data and literature was analyzed separately and accordingly proposed model was framed.

5. Findings & Discussion

The findings are summarized in table 1. The findings suggest that faculties in private universities are motivated by

intrinsic factors, whereas teachers in public universities are influenced more by extrinsic factors. Faculties were moderately satisfied. Faculties in both types of universities were not satisfied with the assessment methods and student projects. High power distance was found between teachers and management, students and teachers. High power distance suppresses the questioning attitude required to develop critical thinking and innovation. Faculties in both types of universities were willing to participate in industry academia interface but they were not satisfied with collaboration for research. It shows that an opportunity exists for the industry and academia to collaborate and benefit from each other's expertise.

Table 1: Comparison of Private and Public Universities

Particulars	University	
	Private	Public
Motivation of Faculties		
Intrinsic Factors of Job Satisfaction	3.76	3.56
Extrinsic Factors of Job Satisfaction	3.24	3.79
Academic Outcome of Students		
Assessment Methodology	2.859	2.8819
Project work of Students	2.8718	2.8264
Culture		
Power Distance Between Faculty and Management	4.0897	4.0486
Power Distance Between Faculty and Students	4.0705	3.9722
Industry Academia Interface		
Willingness of Faculties to Participate in Industry Academia Interface	4.0321	4.0208
Collaboration with Industry for Research	2.8013	2.8819

Source: Survey Data

6. Recommendations

The corporate sector has learned to compete with the globalization, now it is the time for higher education system to transform itself. Just allowing more institutions to enter into higher education sector will not solve the problems. But a 360 degree approach is required for the revival of the higher education system. The 360 degree assessment as shown in figure 1 should include satisfaction of faculties, students, industry, and research, community and international ranking. The manpower shortage should be resolved by attracting young talented students, industry experts in teaching. The working environment and growth opportunities should be comparable with industry. Institutions need to develop alternative revenue sources and diversify into short term certificate courses, contract research, training and executive education, and continuing education for public servants and corporate executives, management consultancy to industry. Create opportunities for faculties to earn royalties or fees on sharing basis for short term certificate courses, management development programmes.

The appraisal of faculties should include student feedback, peer observation, industry feedback of quality of students, industry interface in addition to publication in journals. The student assessment should include critical thinking and innovation, and the assessment should be done in a continuous basis with short term real life projects or research based assignments.

The shortage of teachers is a cause of concern for higher education system. The shortage is due to poor status of

teachers in society and lack of decent salary and growth opportunities. Teaching has become the career of last resort for majority of students. In case of failure to get a decent job in industry, students prefer to join teaching as a career of last resort. The higher education system cannot revive unless we attract young talented students in teaching. The working environment in academics should be made employee friendly in line with the industry. The institutions should provide profit sharing models for faculties in projects initiated by faculties and supported by the institutions. The regulatory agencies should remove license raj of affiliating universities. Establish small universities with maximum of 50 colleges. The power distance between students and teachers should be reduced and a culture of critical thinking and challenging the status quo should be encouraged.

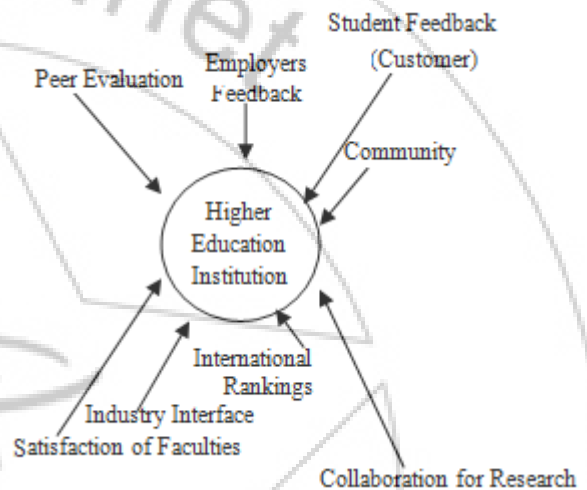


Figure 1: 360 Degree Model of Management of Higher Education Institutions

Source: Conceptualized by Researcher

The academic institutions should reform their traditional role of knowledge dissemination to wealth creation through skill enhancement, collaborative research, and management consultancy to industry, government agencies and multilateral agencies from different countries. A vibrant higher education system is the need of hour for the country having a young demographic profile. Higher education can equip them with the knowledge, skills and attitude to transform India into an economic superpower and a hub for higher education and research.

7. Acknowledgement

The author acknowledges the support of Punjab Technical University, Kapurthala, Punjab, India for the research work.

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