

CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION SYSTEM IN INDIA

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PURPOSE
HIGHER Education (H.E.) today is one of the pillars of success for any Nation. So it becomes necessary to know the specific challenges and opportunities in the H.E. system of the country. This research paper, therefore, purports to finding out the specific sets of challenges and opportunities which are evident in the Indian H.E. system. This paper also seeks to know how the level of engagement in the faculty members of H.E. institutions should be improved.

Design/Methodology/Approach: *Secondary data was used to infer the current scenario of H.E. in India. Based on the data certain recommendations were based. Also a survey questionnaire was designed comprising of standardised scales of employee engagement, job performance, job involvement, job satisfaction, and intention to stay. Through an online and personal survey, data were collected from the faculty members of the University of Delhi (DU). The questionnaires were sent to 180 faculty members out of who 145 responded.*

Findings: *The main findings of the study were review based on the data available. It was found that the blueprints developed by the National Knowledge Commission (NKC), University Grant Commission (UGC) and others are very detailed and cover almost every aspect of Higher Education (H.E.) in India. However, it has been reviewed here that the plans so developed are not executed properly. Establishment of an audit body should be initiated to look after the implementation of strategies so planned. There has to be a need based assessment system which shall look into the actions undertaken by the authorities in order to revamp the H.E. system. The most important finding of the paper was the level of engagement reported by the faculty members of DU. The researcher employed Structural Equation Modelling (SEM) to develop a model of EE for the teaching fraternity in H.E..*

Research Limitations/Implications: *The researcher took into consideration the faculty members of DU. The level of engagement can be measured and assessed for the faculty members of other universities also to get a complete picture of the H.E. system prevailing in India.*

Practical Implications: *The results of this study would help the H.E. institutions in India to assess the engagement levels among their faculty members. This paper would also help the policy makers to develop requisite policies and most importantly implement those policies to uplift the state of H.E. in India.*

Originality/Value: *This study is a novel initiation to look into the human resource needs of the faculty members of H.E. institutions. This paper is probably among the very few papers which look*

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into the transition required for a faculty member viz. from a teacher to facilitator, from facilitator to coach, and mentor.

Key Words: *Higher Education (H.E.), Employee Engagement (EE), Spiritually Aligned Employee Engagement (SAEE) Scale.*

Introduction

The higher education system in India at present is at a transition stage. A stage where changes have taken place for good and more transformations in thoughts and processes are desired. Higher education system in any nation today seeks a relook. The world is being slowly but steadily turned into a global village. Synchronisation and harmony among the global universities across the globe can create sync throughout, wherein the nurturing of the young minds may be accustomed to the changes desired. Another aspect which is very important today is the concept of blended learning. It is just the next step to the previous idea of creating a harmonization of higher education across the globe. Students from all over the world will be benefitted from the expertise of the renowned academicians. The harmony may create a balance in learning and research thereafter.

For India however, the problem is deep-rooted and a higher education reform is the need of the hour. The National Knowledge Commission (NKC) Report, (2009) has been very apt and the Government has to lend a keen ear to the problems in hand. Fortunately the Indian Government has taken up many of the Commission's proposals. For example, India's Eleventh Five-Year Plan (2007-2012) for higher education had been crafted within the framework of NKC's policy recommendations. "The Eleventh Plan saw nine fold increase in the public spending on higher education which fuelled significant inclusive expansion in the public higher education sector. However, there has been no significant improvement in terms of quality of higher education delivery. The issues of skill gaps, skill shortages, and unemployable graduates still persist" (FICCI-E&Y, 2012). So we see that India's Higher Education sector has seen remarkable growth. In terms of the number of institutions in the higher education system, India holds the numero-uno position. India has shown tremendous growth in the number of institutions and enrolment; however it still faces the challenges on several counts such as inequitable and low access to higher education, dearth of competent faculty, deficient infrastructure, and most importantly inadequate research.

Another aspect of India's higher education woes is that problems are not taken care of at the grass-root level. The students are not engaged in the system. Right from their enrolment they face numerous problems which remain mostly unsaid. They do not get quality education because of the concept of rote learning being practiced. The syllabus remains orthodox which has little relevance in the present scenario. The revisions of the syllabuses are not done in a regular manner. The pedagogy of the whole education system seems to be flawed. The overall evaluation system encourages rote learning and there is little value addition. The teachers are not engaged enough to engage the students in return. This research paper is a quest to study the engagement of the faculty members of one of the premier Universities of India viz. the University of Delhi.

Higher Education Challenges and Opportunities: Literature Review

Curriculum Design/Alignment

The expectation of society is different nowadays. The authorities who decide upon the policies should take a note of the situation. To be competent and to be at par with global competitors, the H.E. institutions should provide interdisciplinary programs to the students to meet the 21st century's higher education demands (Rae, 2007). H.E. institutions require reorganizing courses, programs, and structures to suit the aspirations and needs of the students (Hanna, 2003). So H.E. Institutions require to redesign or align their curriculum to support today's students to fit globally (Hirsch and Weber, 1999). Bridges (2000) also state the importance of curriculum design in today's higher education.

Student Employability

Employability is a very important aspect of H.E. system. Students seek educational opportunities to enter the world of jobs (West, 1999). According to Bridges (2000) the real requirement today is to

take into serious consideration the student placement, and in this process inculcate the requisite skills and habits viz. original analytical thinking, communication skills, superior presentation skills, working in teams, and information technology. This will help in aligning the students with the industry. Therefore, H.E. Institutions should make their curriculum more practical and industry oriented instead of traditional methods being followed. Singh and Sharma (2008) have emphasized the emerging role the industry could play in the Indian context, in ushering collaboration with the education sector; they recommend that industry could play a vital role in increasing the growth prospects of educational institutions. They also emphasized the role of government, industry associations, R&D institutions, and universities in order to strengthen the interface between industry – R&D – academia.

Quality of Learning and Teaching

The way out to compete with smart people across the globe is to ensure smart learning and quality teaching. If the H.E. institutions co-ordinate with the industry and other H.E. institutions, then it can foster towards improved and required set of skills, learning, and teaching (Tiropanis et al., 2009). Therefore, the beneficiaries will be the students who will have more access and information about the latest developments across the industry and the teachers will be acquainted with the valid facets of their subjects (Hirsch and Weber, 1999; Hanna, 2003). Singh and Sahi (2012) validate the significant relationship between active experimentation learning style and preference for facilitator instruction approach, which could help the teachers to improve the quality of learning and teaching.

Quality of Research

The dire need for today's H.E. institutions is to strengthen their research capacity. In order to achieve this challenge H.E. Institutions require to initiate multiple disciplines (centres) under one roof. This would help integrating varied areas of expertise and building relationships among different teams along with industry experts to establish their research capacity. It has also been acknowledged that pruning and nurturing of high quality research is one of the most important tasks carved and for the H.E. institutions (Hirsch and Weber, 1999; Hanna, 2003).

Compete and Collaborating Globally in Research and Talent

There is a global competition for talent in top students, researchers, & lecturers. Institutions need to compete at a world-class level in teaching & research. H.E. institutions should set a bar for highest standard of research; this would lead to international recognition which could further bring in higher quality and higher standard of research (Hirsch and Weber, 1999).

Adopting Emerging Technology

A varied range of tools which aid H.E. are available these days, thanks to the revolutionary development of information technology (Fox, 1998; Hanna, 2003). The recent technological aids for H.E., offer mobility and access from anywhere and at anytime (Fox, 1998). Technologies like internet and its associated technologies can increase the capacity of an educator more quickly, easily and more scalable to help students make connections to content, context, and community – resulting in more powerful learning experience (West, 1999). Gupta, Singh, Malhotra, and Rastogi (2003) advocated the role of information Technology (IT) in teaching and education system, they further assert that the IT industry could play a direct role in IT education in particular and education in general. Developing direct linkages with IT industry would strengthen the quality education on one hand and also meet the needs of the IT industry on the other (Gupta et al., 2003).

Assessment

Assessment is a key process in Higher Education. According to Macdonald and Carroll (2006), the H.E. institutions in order to tackle the irregularities in assessment should create effective mechanisms. Assessment should be made student friendly, so that a student never suffers in the pretext of the errors committed by the evaluator or the assessor.

New Generation of Staff

The best-organized institution is worth nothing, if it does not have a qualified teaching staff; unqualified staffs means poor teaching and unimaginative research (Hirsch and Weber, 1999). As per Bridges

(2000), to teach the curriculum including employability skills successfully, universities need to develop the new capacities among their traditional teaching staff and new approaches to their teaching. H.E. institutions will need to develop faculty and staff dedicated to engaging a diversity of learners with more complex learning needs.

Integration of Knowledge Capital and Cross-Curricular Initiatives

To support better learning and teaching activities, integration of H.E. knowledge capital like research output, learning and teaching materials, etc., is essential (Tiropanis et al., 2009). Also cross-curricular activity in learning and teaching is essential to improve the standard of the H.E. institutions. According to Tiropanis et. al., (2009), cross-curricular activities in emerging areas by matching teachers to new programme and module definitely enhance the quality of learning and teaching in H.E. institutions. Hence, it becomes one of the most important target of today's demanding and diverse H.E. (Bridges, 2000).

Higher Education Governance and Management

Higher education institutions' governing bodies are responsible for ensuring the effective management of the institution and for planning its future development. They are ultimately responsible for all the affairs of the institutions. Generally, they are responsible for approving institutional mission and the strategic plan, financial solvency, resourcing policy, employment and Human Resource (HR) policy and strategy, estates policy, senior appointments and remuneration, audit, legal compliance, determining educational character and mission, and so on. They are facing challenges to effectively manage the institutions hence become one of the crucial challenges in H.E. (Hirsch and Weber, 1999). To cope with this challenge, institutions need better leadership who will be able to provide academic freedom to enable them to make collective decisions with the new requirements that is the necessity to make and implement important and often unpopular decisions in a timely manner (Hirsch and Weber, 1999; Hanna, 2003).

National Knowledge Commission Report (2009): An Overview

- 1 Establishing numerous universities and colleges to cater to the ever rising Indian population.
- 2 To reform the regulatory system of H.E. system in India. There is a proposal to establish an Independent Regulatory Authority for Higher Education (IRAHE). To redefine the role of the University Grants Commission (UGC), and to limit the role of the All India Council for Technical Education (AICTE), the Medical Council of India (MCI) and the Bar Council of India (BCI) into their respective professional associations. The entry and the regulatory functions being performed by these aforementioned shall be undertaken by the IRAHE.
- 3 To expand the public spending on education and to diversify the funding required for sourcing the H.E.
- 4 To establish 50 National universities.
- 5 Bring reformation in the existing universities and colleges functioning, which would include the revision of the curricula at least once in three years. Transition to credit system instead of marks system and scheme of internal assessment throughout the year instead of annual examinations being prominent among the reforms suggested.
- 6 Promoting the enhanced quality of H.E. learning is also emphasised. This includes refurbishing of the infrastructure currently available, stringent information disclosure practice for the colleges to disclose the exact financial position and the value of assets and liabilities, faculty positions, level of accreditation and so on.
- 7 Ensuring quality education for everyone who deserves it, so that financial constraint doesn't hamper the talented students. Need based admission policy have been emphasised. The introduction of all extensive and well-funded scholarship schemes should be introduced to cater to the requirements of the needy and deserving students.

The Eleventh and Twelfth Five Year Plan on H.E.: A Review

During the 11th Plan, provision was made for setting up of 16 new Central Universities and 374 Model Colleges in low Gross Enrolment Ratio (GER) districts. The Government of India (GOI) has provided for connected expansion with equity by implementing the recommendations which were forwarded by the Oversight Committee. Achieving the requisite quality and supporting timely reforms to bring excellence in H.E. were on the continued focus.

But considerable challenges remain: According to UGC Compilation (2012) “All adopted measures yielded results with a significant increase in enrolments and reduction in overall social group disparities. However, as this 12th FYP document states, considerable challenges still remain. Access to higher education is still less than the minimum international threshold levels, distribution of institutions is skewed; enrolment in public universities is largely concentrated in the conventional disciplines, whereas in the private self-financed institutions, the student enrolment is overwhelmingly in the market-driven disciplines.” The areas to be on prime importance in the 12th five year plan are curriculum reforms based on regular revisions, upgradation of the syllabus from time to time, introduction of the semester system in all the universities, need based quality enhancement; as majority of our higher education institutions perform poorly in the area of quality on a relatively global scale (UGC Compilation, 2012). UGC emphasizes on the consolidation and finest use of infrastructure which has already been created in the 11th plan through the triple objectives of access and expansion, quality and excellence, and equity and inclusion. The proposals to be implemented in the 12th plan are:

Achieving Higher Access through Expansion

- Increasing and enhancing access through mission mode national plan “*Rashtriya Uchch Shiksha Abhiyan (RUSA)*” which aims to achieve 25% GER by bringing forth the upgradation of Autonomous colleges, promoting evening universities & colleges for those who have little time in day to spare, increasing the intake capacity keeping in mind the requirements, advocating the concept of Cluster University, and Meta University.
- Promoting equity education for all and at all levels of entry.
- Reduction of regional, gender, and disciplinary imbalances.
- Equal opportunity cells
- Promoting the quality through performance, better human resource management, schemes to encourage higher quality research, etc.
- Capacity building and capability enhancement.
- Promoting public private partnership (PPP).
- Leadership Development Programme.
- Reforming the financing system.

State of Higher Education in India

The shortage of skilled man-power is a cause for concern in most streams of H.E. in India. Experts acknowledge that the present higher education system in India is not equipped to address this problem without some changes in the basic structure. The challenges today for the H.E. in India are:

1. Too less universities and colleges to sustain the huge population of India, more universities are needed to improve the gross enrolment ratio (GER): The most important challenge today for Indian H.E. sector is to establish many new universities and colleges.
2. The quality of H.E. in India is abysmal.
3. It is difficult for common people of India to assess the echelons of H.E. in India.
4. The structure of the governance in India is at a very poor state.
5. The H.E. in India is not governed and regulated in an independent manner.
6. The funding and investment in H.E. needs to be redefined.

7. Location hindrance: most of the premier institutes are located in big cities and already developed places. If the quest is to reach the deprived sections of the society and those who are marginalised, then the new H.E. institutions should be set up in remote places of India.
8. Entering of Foreign players: With the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 (The Hindu, 2012), the entry of the foreign universities will be very easy in the present domestic setup. More intense competitions from the quality players in the H.E. are envisaged.
9. Popularity of regular class teaching going down and correspondence studies becoming popular. It has been reported by IGNOU that there are 30 lakh students presently enrolled in it. Though, it is soothing to see such numbers in open learning environment, but the regular teaching is losing sheen is a point to ponder over.

On one hand, we see that new universities and colleges are being set up, and on the other hand colleges are being shut down for want of proper accreditation. So the paradox is quite evident then, there is no value addition.

Table 1: Number, Nature and Category of Institutions (As on August, 2011)

Type of Institutions	Number
Central Universities	43
State Universities	289
State Private Universities	94
Deemed to be Universities	129
Institutes of National Importance plus*Other Institutes	50
Institutions established under State Legislature Acts	5
Total	611
Total Colleges	31,323

Source: UGC Compilation, 2012.

As we see in the Table 1 the picture at the macro level becomes clear. The number of colleges operating in India is quite enormous. The future scope however hints towards many more colleges. Additionally India requires not only quantity but quality of H.E. institutions also. Despite having over 300 universities, not a single Indian university is listed in the top 100 universities of the world.

Table 2: Student Enrolment*: Level-wise: 2009-10

Sl. No.	Level	University Departments	Affiliated Colleges	Total	(% to Percentage in Affiliated Colleges)
1	Graduate	12,35,537	1,14,22,835	1,26,58,372	90.24 (86.55)
2	Post-Graduate	4,90,261	11,90,567	16,80,828 (11.49)	70.83
3	Research	97,669	20,330	1,17,999 (0.81)	17.23
4	Diploma/Certificate	95,366	72,425	1,67,791 (1.15)	43.16
5	Grand Total	19,18,833	1,27,06,157	1,46,24,990 (100.00)	86.88

* Provisional

Source: UGC Annual Report, 2009-10.

So the requirements point towards a paradigm shift in the management, regulation, funding, curriculum development, industry interface, student employability, quality education and research, faculty development, and so on. This research paper thereby aims to study the most important and critical aspect for ensuring the quality and excellence in H.E. institutions viz. the faculty. To sustain with the vision of the expansion drive in the H.E. system in India it is imperative to attract, engage, and thereby retain the best talents as faculty members. Through this paper, we would like to study this important aspect of the engagement of the faculty members and how this can help the H.E. system to rejuvenate itself with competent, talented, and engaged resource persons as faculty members. So the core issue is to engage the present faculty members and attract the new generation to take up this as a career to reinforce the expansion drive along with the vision to have a H.E. system which can compete with the global challenges.

Employee Engagement and Intrinsic Motivation: A Review

Kahn (1990) led the way in the engagement research and defined it as “the harnessing of organization members’ selves to their work roles” (p. 695). Such harnessing can be altered to suit one’s purpose – thereby a person can put to use variable levels of one’s physical, cognitive, and emotional energies to the work. In this context, we have employed Employee Engagement as a tool to measure the level of engagement in the employees of the organizations in general and faculty members in particular.

We have also taken into account the intrinsic motivation construct to measure the flow as envisaged by Csikszentmihalyi (1990). Ryan & Stiller (1991) envisage that Intrinsic Motivation has materialized as an essential phenomenon for the H.E. educators - a natural source of learning and achievement. High quality learning and creative zeal are the possible results of Intrinsic motivation (Ryan & Deci, 2000), and, therefore, it seems to come handy when the faculty members who are the pioneer of H.E. learning exhibit intrinsic motivation.

Objectives

1. To study the varied challenges in the higher education system in India.
2. To study the varied opportunities in the higher education system in India.
3. To study the level of employee engagement (EE) among the faculty members of the University of Delhi (DU).
4. To study the impact of employee engagement (EE) on the job performance of the faculty members of DU.
5. To study the impact of EE on the job involvement (JI) of the faculty members of DU.
6. To study the impact of EE on the job satisfaction (JS) of the faculty members of DU.
7. To study the relationship between EE and intention to stay (ITS) of the faculty members of DU.
8. To study the impact of EE on the intrinsic motivation (Flow) of the faculty members of DU.
9. To bring out a model of EE and assess whether the model addresses the problem of engagement of the faculty members of DU.

Hypotheses

H01: EE has no impact on the JP of the faculty members of DU.

H02: EE has no impact on the JI of the faculty members of DU.

H03: EE has no impact on the JS of the faculty members of DU.

H04: EE has no impact on the ITS of the faculty members of DU.

H05: EE has no impact on the intrinsic motivation (Flow) of the faculty members of DU.

Research Methodology

Sample for the Study

The research was conducted using survey methodology and the collection of the data was based on stratified random sampling. The University of Delhi (DU) was considered to study the level of engagement shown by the faculty members. Over the last seven decades, the university has grown into one of the largest universities in India. At present, there are 16 faculties, 86 academic departments, 77 colleges and 5 other recognised institutes spread all over the city, with 132435 regular students (UG: 114494, PG:17941) and 261169 students (UG:258831,PG:2338) in non-regular (Distance Mode) education programme (Delhi University, 2013). The study was conducted among the faculty members of the University of Delhi (DU). The standardised questionnaire was employed to measure the employees' engagement. Job performance was further classified into in role performance (IRP) and organization citizenship behaviour for individual and organization (OCBI and OCBO). Intention to stay (ITS) was measured by incorporating the continuance commitment scale.

Sample Composition

The questionnaire for faculty members of DU was addressed to them with the help of the head of department (HOD). The HOD selected the employees on the basis of their employee codes. To have a sound analysis of the data generated, they were first checked for discrepancies and then analysed. Out of the 180 questionnaire sent, we received 145 responses from the faculty members of DU. We considered 101 survey responses (145 less 44 incomplete). Six employees were in top level of the organisation concerned, 28 were in the middle level, and 67 were in the junior level. The levels in the organization were assessed on the basis of seniority, qualification, post, and the position of the employees.

Questionnaires: EE was measured by summing up 15 items (Cronbach's alpha = 0.902) taken from the Spiritually Aligned Employee Engagement (SAEE) scale developed by Kumar and Singh (2013). The items reflect three components of spirituality, meaningfulness, and alignment (SMAA).

Job Performance (JP) was measured on the scale developed by Williams and Anderson (1991). This is a twenty one item scale which has been used in our study to measure. In Role Performance (IRP), Organization Citizenship Behaviour for Individual (OCBI) and for organization (OCBO). The Cronbach's alpha for this performance scale came out to be 0.818.

Job Involvement (JI) Ten item variable scale of Job Involvement Questionnaire (JIQ), developed by Kanungo (1982), was used. These items were summated to have a job involvement score. The reliability (Cronbach's alpha) of this item scale on involvement comes out to be 0.869.

Job Satisfaction (JS) was measured through the four item scale given by Brayfield and Rothe (1951). Singh & Sharma (2011) in their research study focus on how having knowledge management in the organization which can ensure management success and consequently job satisfaction. The four items were summated to have job satisfaction score. The reliability (Cronbach's alpha) of this item scale on involvement comes out to be 0.759.

Intention to Stay (ITS): Organizations have recognized and approved the significance of human resource in an organization, therefore, they intend to retain and develop talented people (Singh, 1996; 2002). Singh (1996; 2002) additionally assert that it is not just the engaged employees who would like to stay in the organization and have a prolonged association, the organizations also make sincere efforts to retain their engaged employees. Singh and Kumar (2013) also assert the role of spiritual leadership to bring about an integration and alignment of the employees which could ward of the problems of attrition. We measured the perception of the employees regarding the **intention to stay (ITS)** through the continuance component model of commitment; revised version (Meyer and Allen, 2004; Meyer, Allen, and Smith, 1993). Two of the questions which were negatively phrased were reverse coded and then the five items were summated to get a Cronbach's alpha of 0.815.

Analysis and Interpretation

Normality of the Data: The normality test was conducted on the SAAE scale. In order to check the normalcy of the data set, the Kolmogorov-Smirnov test and Shapiro-Wilk Test were used. The results have been depicted in the Table 3.

Table 3: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SMAA	0.089	101	0.051	0.972	101	0.052

a. Lilliefors Significance Correction

The p value of the Kolmogorov-Smirnov test and the Shapiro-Wilk test should not be significant at 0.05 level, therefore, as we see in the table the data is normal.

Structural Equation Modelling: In order to test the underlying structure of the model, the researcher employed the structural equation modelling (SEM). The software used for testing SEM was AMOS 20.0 (Analysis of Moments Structure). The study purports to find out the level of employee engagement among the faculty members of DU. We further test the model to find out whether or not the engaged employees exhibit good JP, JI, JS, state of intrinsic motivation (flow), and ITS.

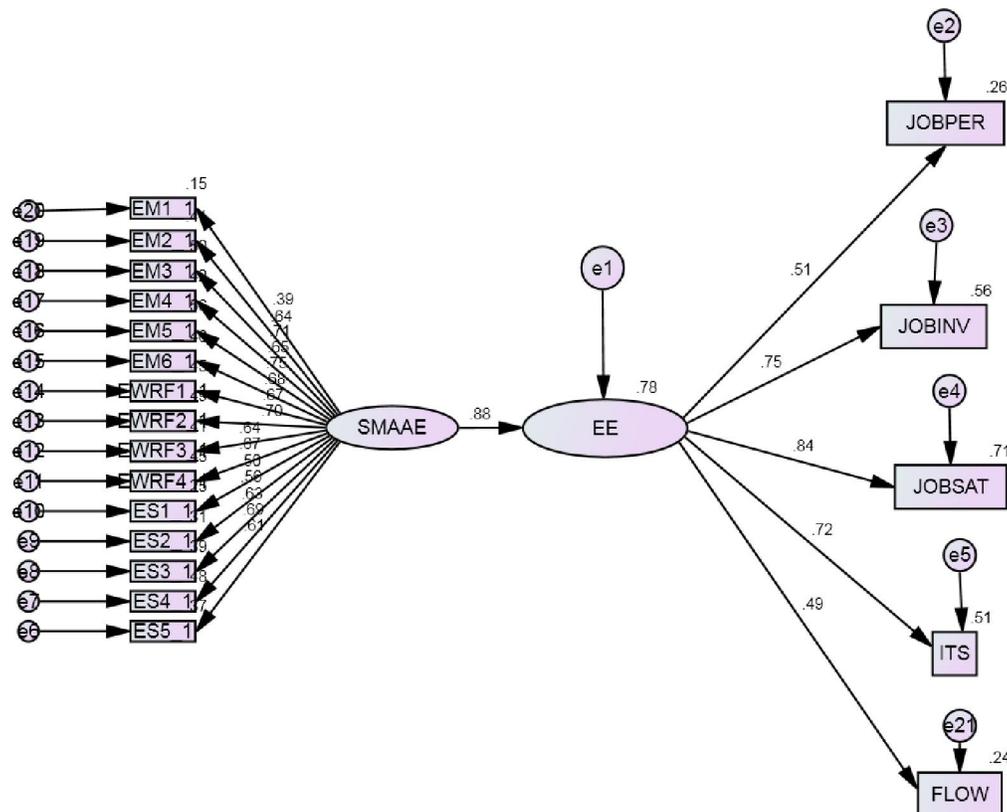


Figure 1

SMAAE = Spirituality, Meaningfulness, and Alignment, EE = Employee Engagement, JOBPER = Job Performance, JOBSAT = Job Satisfaction, JOBINV = Job Involvement, ITS = Intention to Stay.

The study purports to find out the level of employee engagement among the faculty members of DU. The study further test the model to find out whether or not the engaged employees exhibit good JP, JI, JS, state of intrinsic motivation (flow), and ITS. The model is shown in Figure 2. Fifteen items scale consisting of five items of spirituality, six items of meaningfulness, and four items on alignment was used to measure SAAE (Kumar and Singh, 2013). We see in the Figure 1, that the standardised regression beta in the EM1 is 0.38, which is less than 0.5. As envisaged by MacKenzie et al., (2005), this item needs to be deleted and, therefore, EM1 was removed and the model was tested again as shown in the Figure 2.

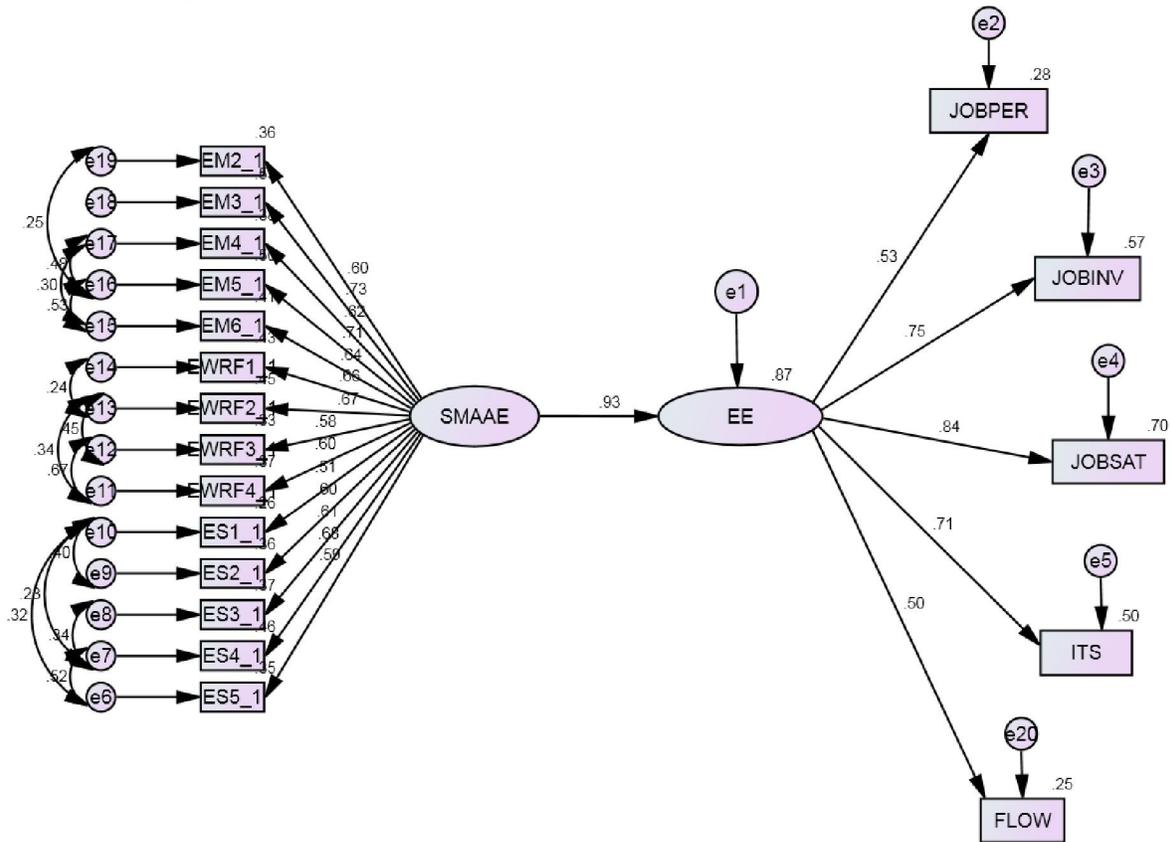


Figure 2

In order to improve the model fit, the researcher took into consideration the modification indices and consequently modified the model in conformity with the literature. The model fit in the previous model and the revised one is assimilated in Table 3.

Sl. No.	Indices	Standard (Moderate Fit)	Before Modification	After Modification
1	CMIN/df	< 3	3.087	1.877
2	GFI	>0.80	0.635	0.810
3	CFI	>0.80	0.689	0.891
4	IFI	>0.80	0.694	0.894
5	RMSEA	<0.10	0.144	0.094

Source: Iacobucci (2010).

As we see in the Table 3 the model fit has significantly improved after the modifications were done. Now the model shows a very good fit, therefore, the model as depicted in Figure 2 is accepted.

Table 4: Assessing the Hypotheses

		Estimate	S.E.	C.R.	P	Results
H₀₁	EE—>JOBPER	1.831	0.371	4.933	***	Reject H₀₁
H₀₂	EE—>JOBINV	2.041	0.293	6.961	***	Reject H₀₂
H₀₃	EE—>JOBSAT	0.760	0.099	7.671	***	Reject H₀₃
H₀₄	EE—>ITS				***	Reject H₀₄
H₀₅	EE—>FLOW	0.558	0.120	4.656	***	Reject H₀₅

As we see in the Figure 2 and Table 4 that EE has a positive significant impact to the extent of 28% on the JP of the faculty members of DU. Similarly, EE explains 57%, 70%, 50%, and 25% of the variations in JI, JS, ITS, and intrinsic motivation (flow). The relationship depicted here also shows positive and significant impact of EE on JI, JS, ITS, and intrinsic motivation (flow) at a significance level of 0.001.

Discussions and Recommendations

There is a total change of scenario in every aspect and H.E. system is not, therefore, an aberration. The thought thereby comes into mind that this change should be positive and of worth. The researcher has analysed through this study, about the present conditions prevailing in India today. It is quite evident that policy changes are being initiated at the right earnest, however what is essential today is that those policies should see the light of the day to be of any effect. Today, we talk about demographic dividend, so the first thing which comes into mind is the revamp of the H.E. system in a fulfilling manner. Though, the GER has increased manifolds, yet presently it is 17.87% which is among the lowest levels in the world. The UGC has initiated in the 12th five year plan, a massive student aid to increase the GER to 30% by 2020 (Express News Service, 2012). So the crux is that still the GER stands at an abysmal place for India, clearly depicting that the policy being formulated is not being transformed into reality or rather the policy formulated never sees the light of the day.

There are many resolves taken almost every day, but what is really important is to realise the resolves through continuous appraisal. The study clearly emphasises on some points which have already been recommended by the NKC and others that new institutions should grow at a faster pace in order to bear the growing population of India. It also seeks a complete overhaul in the spear of regulation and management of the H.E. system in India, further the need is to strengthen the existing infrastructure, to reform the system of funding and investment, to ensure high quality relevant research in an increased number, and very importantly raise the standard and quality of the faculty members to ensure quality engagement with the student and consequently an engaged H.E. system. With the help of the primary data collected, the research was in a position to look into the last aspect of ensuring the engagement of faculty members in one of the premier universities viz. the University of Delhi (DU). The results were an eye-opener, it reveals that a faculty member who finds meaningfulness in his work, experiences spirituality, and is aligned with the role fit he is offered, is an engaged faculty: who consequently demonstrates greater JP, JI, JS, ITS, and intrinsic motivation to work. So the basic trait for a faculty member is to inculcate the virtue of engagement with the work entrusted. When we talk about faculty engagement, in the same vein the researcher points towards the engagement of the student in the learning being offered, it is very obvious that a student will be interested towards the things being taught in the class only when the faculty member is able to harness his abilities into the work he is performing. Consequently, a faculty member can harness his self (Kahn, 1990) into the learning and teaching mode when he is engaged and is willing to go the extra mile in order to accomplish the goals

for his organization and thus for the system at large. So the challenges for the classroom teaching can be adhered by engaging the faculty and students. One more critical aspect here is the ability of the faculty to be able to inspire the students; the quest is whether the faculty members today are able to do this? The answer is tricky and is subjective in essence. Some teachers are able to inspire students some are not. So the teachers need to change their roles in a succinct manner from a teacher to a facilitator, and from a facilitator to coach and mentor ultimately. Another aspect of this is that we do not know to invest in people in this case the faculty members; there is a need to develop the human resource management techniques so that we could identify the real targets – the faculty members. When we say investment in people we mean engaging them, capturing their minds and hearts at each stage of their work lives and consequently retaining them in the organization itself to improve the cause of learning.

The problem of students not turning up in the classrooms for regular lectures stems from the same fact that they are not aligned and engaged with the things taught. The problem of rote learning surfaces here. The pedagogy, therefore, needs to be changed at the earliest to suit the requirements of the current environment, so that the student is able to relate it with the same. This can be done only when there is a system of continuous evaluation based on internal assessment throughout the year and not on the basis of an annual examination which tests only the retention and memorizing skills of the students. Continuity should not only be practiced for evaluation of the student but also for the development of curriculum which is again very critical and important. Curriculum should be based on the dynamics of the environment which is ever changing. There are few things which require revision almost annually and some learnings are almost always constant, the need is to know and recognise the same to aid in proper development of the curricula which again requires sincere efforts.

India today requires industry smart students. How can that be facilitated? The answer again points towards faculty development. There can be three recommendations for the same which are being followed by some H.E. Institutes in India. The need of the hour is to make this a blanket policy for all H.E. system in India.

1. To bring industry professionals to deliver lectures to the students or more appropriately provide students with the guidance and mentoring of industry people who are well versed in the system prevailing in the corporate echelons.
2. To provide training to the faculty members so that they become able to train the budding students in return.
3. To make industry training mandatory for the students right from graduation so that they may easily fit on to the tedious requirements of the industry, right from the onset.

The researcher has tested the level of engagement among the faculty members of DU. The results are quite encouraging, it says that spirituality, meaningfulness, and alignment together explain 87% of the variation in EE. EE in turn explains 28%, 57%, 70%, 50%, and 25% of JP, JI, JS, ITS, and Intrinsic motivation (Flow). The results clearly depict that it is not the physical infrastructure (though it is an important part of H.E. system) which delivers, it is the engaged faculty members that can deliver what is the need for the hour!

The review of almost all the recommendations given by the NKC Report (2009), UGC Annual Report (2009-10), Yashpal Committee (2009) suggest that the challenges being faced by the Indian H.E. system is well documented and good remedies have been also suggested. However, the researcher feels that there is a dire need to implement all the valid recommendations after due deliberations at the earliest. Further, it has to be ensured that the requisite step is being taken and that it does not succumb in the pipeline. The researcher also recommends that an audit agency/committee/department be formed in order to look into the works which are done by the H.E. regulatory bodies viz. UGC, AICTE, MCI, BCI in consonance with the IRAHE. This will ensure a watchdog to look into the irregularities faced by the H.E. institutions in India.

The H.E. system in India needs to look into the youth of the country. Capacity building is the requisite now. To achieve demographic dividend H.E. needs to be revolutionised. The GER should increase manifolds to match the international levels. Another recommendation is the development of human infrastructure; it is presently drawing attention the world over in every sphere. H.E. is also not an aberration here. Proper policy execution will ensure some kind of value addition in terms of human infrastructure. Quality of faculty members needs to be looked into. Proper training and screening should be done to get the best of the lot. Remunerations for the faculty members should be the best in the institutions in order to lure the bright members into this profession. The able faculty members in turn will surely inspire the students. This may take care of the problems being faced by the class room teaching nowadays.

The future of the H.E. system in India does not look bleak in totality. The need is to understand the real requirements; the problems should be sought at the grassroots level to begin with. Policy making for H.E. has been very sound, however, the time now demands action on the same with precision. The need today is also to have competent faculty members who are engaged in their work and have sound quality competence. India cannot afford to have below par faculty now as the world is now being transformed into a global village. The pedagogy, the regulations, the evaluation criteria, the curricula, the infrastructure all of them need to be revamped from time to time to list India among the quality players in H.E. system.

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