Are We Keynesian Fools: A Study of Govt. Colleges in UTTARAKHAND

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Abstract

Imparting higher education means not only make the youth wage worthy but also image worthy. General Higher Education (GHE) meant to impart skills , broadening their minds , making them worth to understand the meta physical, physical and social universe-so that in the long term some of them emerge not only as bread earners but also as path breakers to make the society jump at higher and higher standards of living. To meet the above objectives decent climate for higher education is inevitable. Higher education should not get converted into agriculture where smaller and smaller farms only adding cost to the sector without any significant contribution to the production. The paper throws light on supply -side bottlenecks based on Williamson, s Utility maximization model.

Keywords: Kink, Delusion, Sick , Melancholy, Interior

1. Introduction

We talk about inclusive growth , employment oriented growth , growth with trickle down approach all aim to percolate distributive benefits of growth & development to the wider and weaker sections of the society.

But what after achieving all these ? Can we imagine that we would reach a point from where no drift will take place -or all the economic agents will move in a self - sustainable path? No certainly not--that's why the issue of sustainable development gathers its momentum particularly in the case of higher education- which is a women pre-dominant community service amongst all. When they step in the effective workforce, it becomes necessary to bring in qualitative changes in the nature of work successively as has been depicted through **Chart : 1**
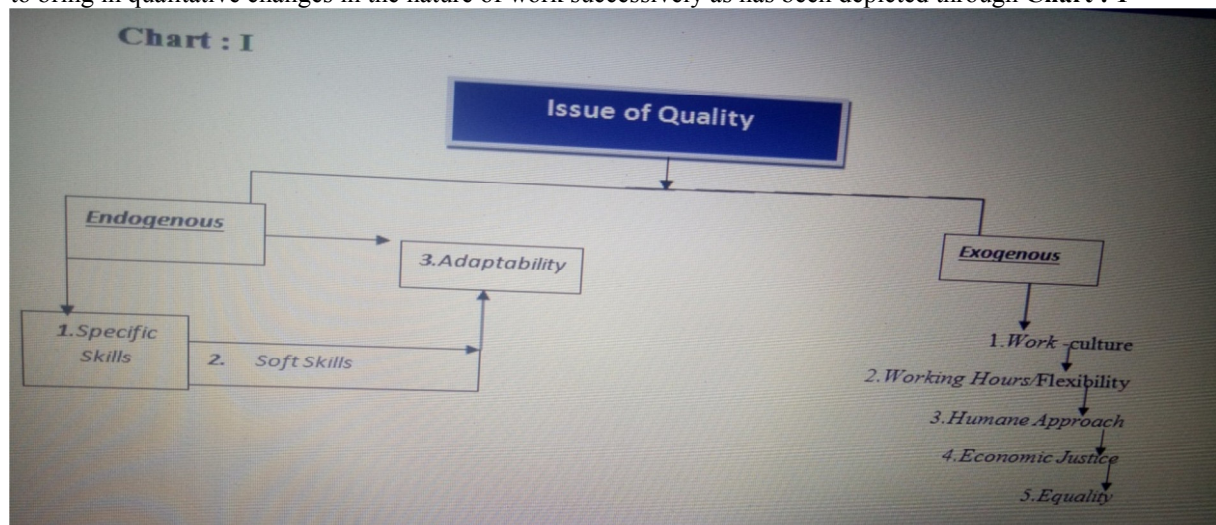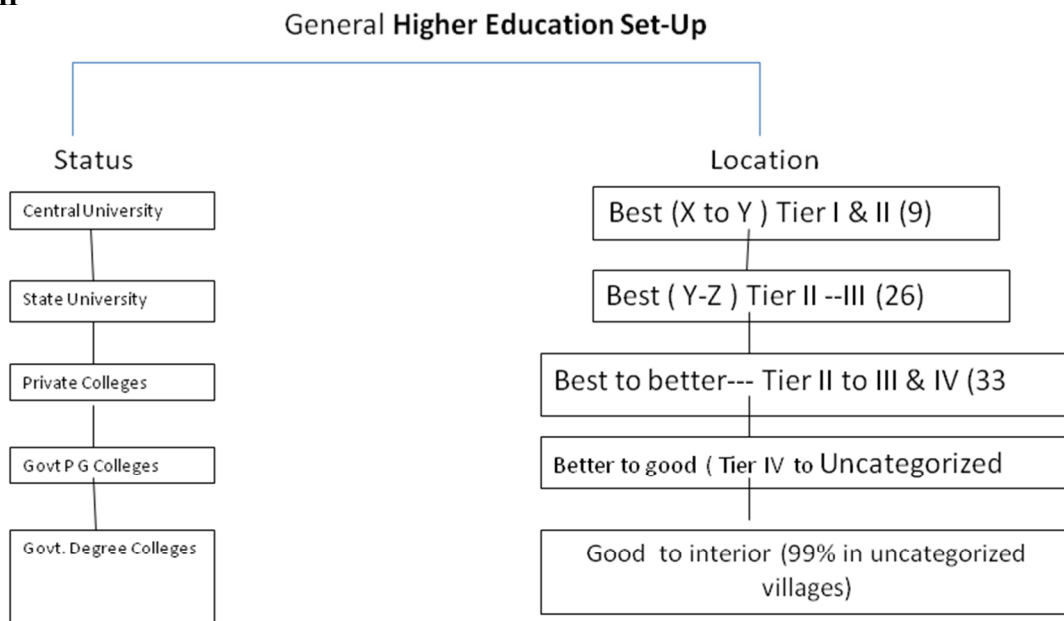

Chart : I

But something is missing in the above Chart (1) because policies which are set at the national level are conducive enough to achieve the stated objectives---- but since all the policies basically emanate from directive principles described in the constitution of India ----which kept everything in mind except **geographical atrocities** (tropical -sub tropical & temperate---climatic as well as territorial) within the state/ states. This is a major obstacle in imparting quality higher education that women found most suitable community service to work in. So the analysis focuses upon that behind **regional disparities** --there is one more crucial aspect i.e. spatial unevenness that creates strong backwash effects in assuring quality of higher education.

Section II

Higher education: **the commanding height** of the nation's economic development ; has the following (Chart II) hierarchical structure in **our country**:-

Chart : II

General **Higher Education Set-Up**

Status

Central University

State University

Private Colleges

Govt P G Colleges

Govt. Degree Colleges

Location

Best (X to Y) Tier I & II (9)

Best (Y-Z) Tier II --III (26)

Best to better--- Tier II to III & IV (33

Better to good (Tier IV to Uncategorized

Good to interior (99% in uncategorized villages)

When the issue of participation in these institutions (**Chart II**) comes then one has to meet the same qualification standards ; **at the entry level** -set by the apex body **(University Grants Commission; UGC)**--for the same pay structure.

What makes difference here is candidates quality of knowledge , level of knowledge about the prevailing opportunities and **quality of assessors** in judging the applicant's candidature within the directive principles for the selection process.

Now candidates who were applicants in the top three structure are placed once for all at the best to better places. Vacancies in the bottom two institutions do not occur place wise neither any choice is asked at the entry time. A merit list is prepared and candidates are posted according to the vacant seats available .

Equilibrium attained by those, who are posted at the **better -off places** out of the vacant seats, --suddenly breaks down--- due to the **transfer policy** -- at this juncture only **medical** grounds are considered without any thought process about the **merit** of the institution and the individual as well : *seemingly practicing Rawls theory of justice (Sen -2010) where **NEETI and NYAYA** are woven together.*

 Had all the Govt. colleges been situated at better off (category B) places --transfer policy would have been hailed to eradicate red-tapism , filling the blank approach etc. or as an incentive or disincentive measure. But alas! where 50% are women employees transfer acts as major deterrent to qualitative development of higher education and consequently of the nation because geographical adverse heterogeneity not only fails in attracting the best talents but also distracts the existing ones from giving their best. Thus putting a downward pressure on smooth flow of well enlightened , rationale, thoughtful & broad minded youth to serve the nation in future . Herein lies the crux of the issue of human resource management of which women comprise a large part.

Section : III

Dis-Equilibrium in Govt. Higher Education

(A Keynesian Solution to the Williamson's Utility Maximization Problem)

Supply $_t$ = Demand $_t$

where : t = teachers

Problem : S $_t$ < D $_t$

Demand Side (UGC)

UGC offers a uniform minimum pay structure to hire talented pool of human resources to meet-national educational needs**.**

Supply- Side Bottlenecks (Teachers)

1. Higher Distance from Better -Off places ,
2. Lack of Urbanization,
3. Lack of Basic Infrastructure (Means of Transportation , Infant Education, Health (mental & physical- - print media),
4. Climatic Hazards (Earth- Quakes, Rainy Season, Land Slides, Steep River Falls in the mid way , Fire in Forests ,Frequent blockage of Journey for hours in the Hilly way where except travelers no one is found),
5. Water -Crisis --only one hour supply ,

6. Spatial Oddness (Longer hours to climb-up towards the college ,Lack of Homogeneity among the colleges),
7. Above all utter Absence of Accommodation Facilities.

Figure: 1

Interplay of Classical & Keynesian Theory

Salary(Wage) Determination
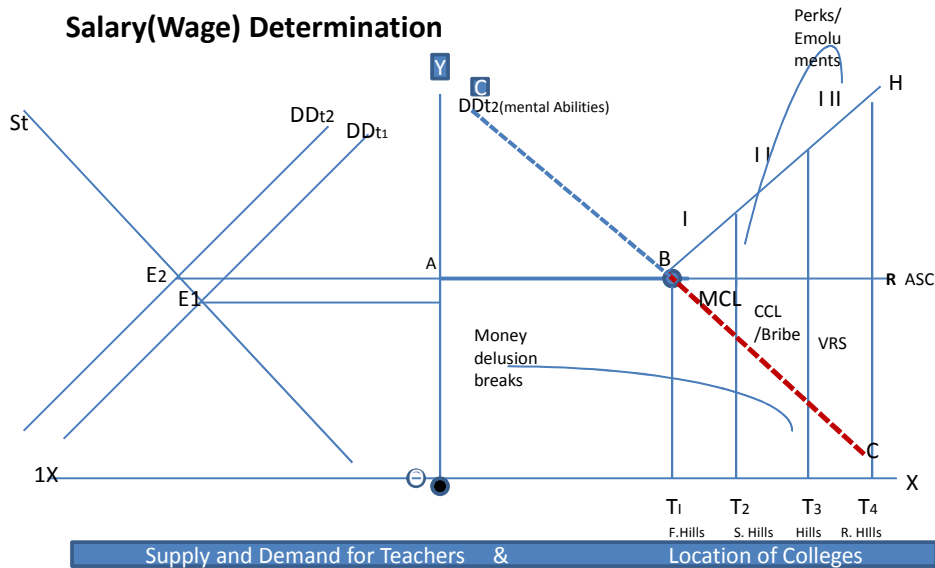
DD $_t$---Demand Curve for Teachers

S $_t$-------Supply Curve of Teachers

ASC--Aggregate Supply Curve

MCL---Medical Leave

CCL----Child Care Leave and Bribe

VRS---Voluntary Retirement Scheme

 F. Hills (Foot Hills) , S. Hills--Semi-Hills , R. Hills----Remote Hills

(Long -Term Solution)

Solution to this problem lies in interplay of Classical and Keynesian theory of employment. Classical theory suggests general increase in real wages (salary) i.e. from E_1 to E_2 to attract talented human pool and Keynes suggests raising of autonomous investment -in order to avoid frictional gap within the employment. Because state economy faces a elastic aggregate supply curve (A R) till point B -after reaching to this point (B) supply curve becomes kinked BC for relatively interior places (**See *Figure: 1) .***

Figure:2
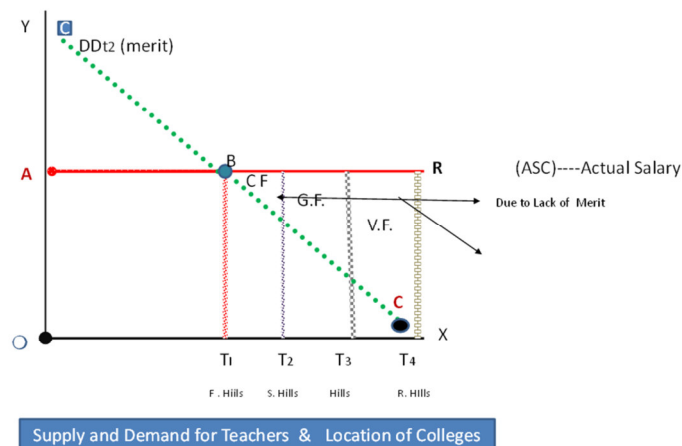
C .F.---- Contract Faculty (Fixed honorarium)

G.F.---Guest Faculty (on Lecture Basis)

V.F.----Visiting Faculty (Fixed Higher honorarium)

Suppose UGC as an employer fixes the uniform minimum pay structure to hire the talented pool of teachers according to the educational needs at OA. Supply curve ASF is a perfectly elastic curve since none of the educational authorities can affect this at its own given the presence of teachers organizations . DDt$_2$ curve shows the maximum expected salary at various levels of mental abilities--equilibrium reaches when O T$_1$ candidates offers their services at the given pay structure AR. As soon as competition among politicians increases- colleges start being opened - up in relatively less abundant areas i.e. from semi hills to remotest hills to cater the learning needs of sparsely inhabited population without any feasibility criterion. Demand for teachers increases . Since requisite merit levels were not found among the applicants-- they instead of remaining unemployed willingly offered their services at relatively lower honorarium irrespective of the posting places. These slab of teachers was put in various categories as Contract Faculty T$_1$T$_2$, Guest Faculty T$_2$T$_3$ and Visiting Faculty T$_3$ T$_4$ ˍfacing different service norms and conditions. (See *Figure: 2*)

Figure: 3

Supply and Demand for Teachers & Location of Colleges
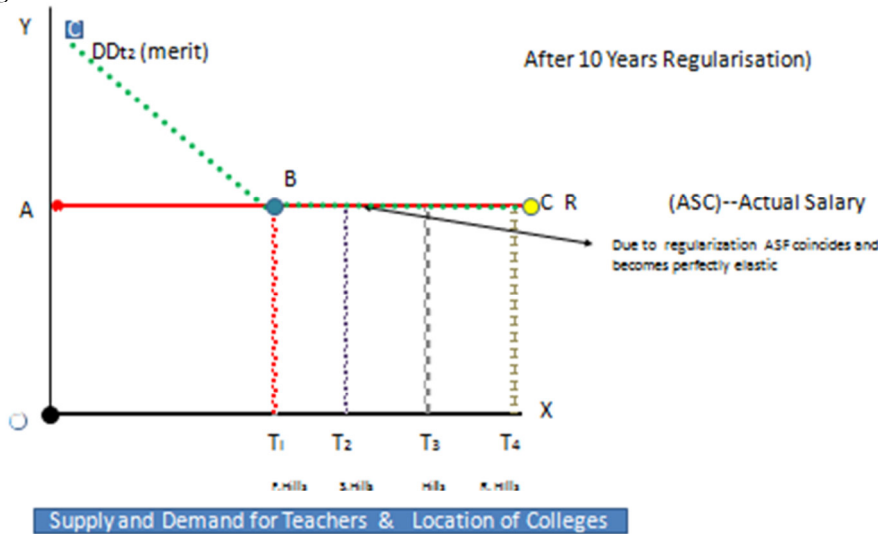
As the time goes on -instead of forcing them to acquire required compatibility by enhancing their academic worth -they are regularized; after political decision came in their favor: on the basis of number of years of past services (say 10) .Now ,they become part of regular supply curve and general working conditions i.e. their supply curves BC coincides with the general supply curve AR and becomes perfectly elastic ABCR *(See Figure 3)*

Figure 4:

Supply and Demand for Teachers & Location of Colleges
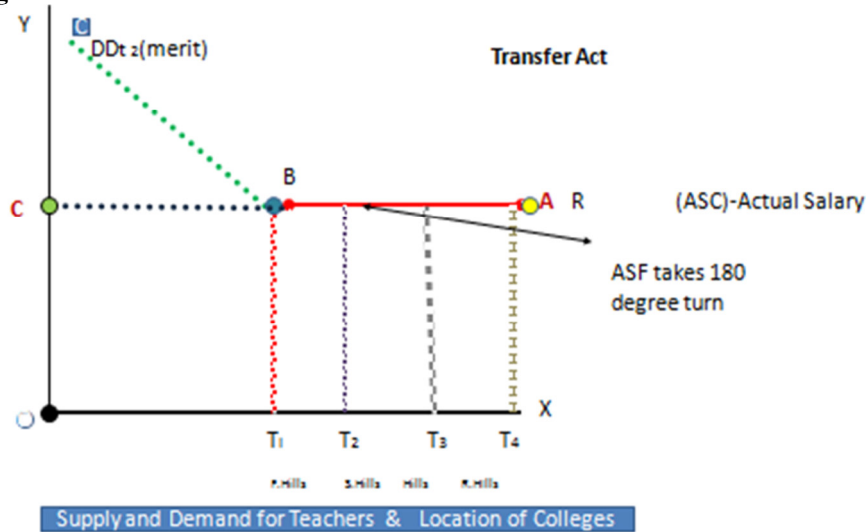
So as long as they were not regularized Govt. was mute on transfers , but after it supply curve takes a 180 degree turn (C B A R) and those teachers who were working in foot hills or plain areas were forced to change their places i.e., from F.Hills towards R.Hills ;due to Transfer Act and those who were working on B C part were moved to enjoy the facilities of foothills.(See *Figure 4*)

Figure 5:

Supply and Demand for Teachers & Location of Colleges
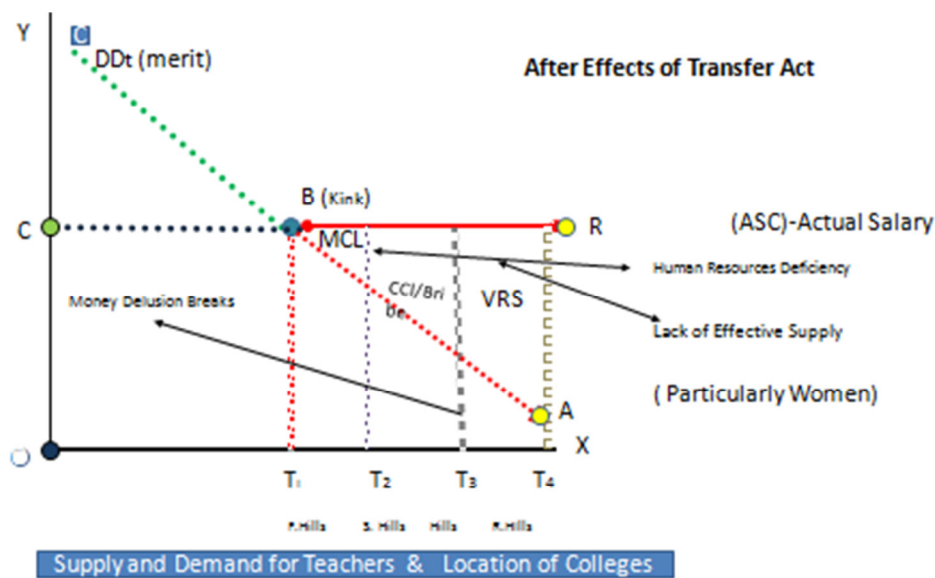
All of sudden after quite a long years of service (15 to 20) and at higher ranks when they(teachers who came with proper selection process at the entry level) face such situation; supply curve becomes kinked. *Because Williamsons utility maximizing behavior starts working here. They want to enjoy status , amenities , prestige , standard of living all are directly related to their posting places* **.** So they start devoting more time to forced leisure resultant decrease in effective supply of teaching hours / months/years and experienced human resources; in case they opt for MCL ,Bribe and VRS: particularly women the ancillary bread earners in the family. So if this has to be checked the state has to follow rising part of supply curve for interior places after the point of *kink (B).* Since here the suppliers (teachers)are highly educated they easily come out of the *'Money Delusion'* **.** They start comparing the insignificant changes in money obtained even at higher posts and the magnitude of dis-utilities occurred to them due to geographical disparities i.e. forced departure from better of places to interior ones as has been exhibited in the **above diagram i.e., from OT_1 to $T_1 T_2$, from $T_1 T_2$ to $T_2 T_3$ and then to $T_3 T_4$.(See Figure: 5)**

Figure 6:

Location of Colleges and Supply of Teachers
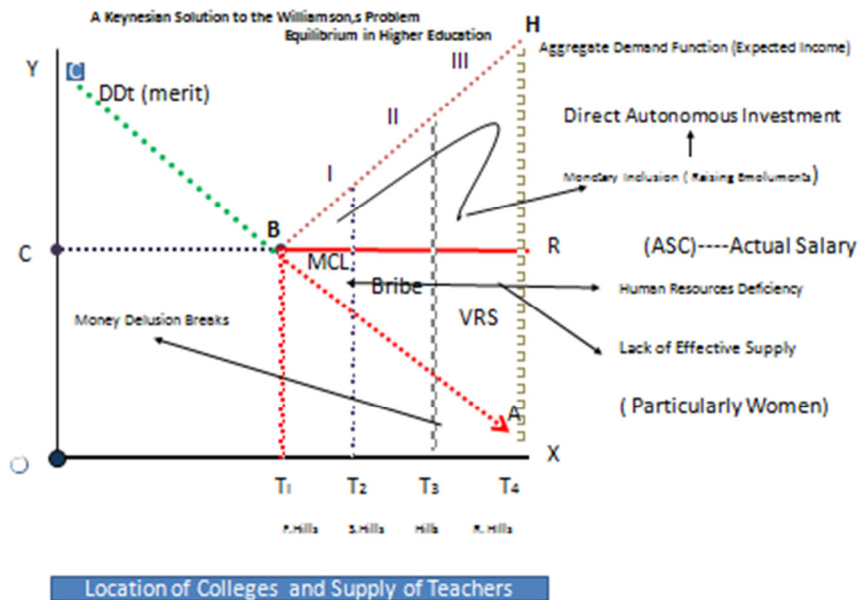
After reaching to the point of kink(B) , a policy of ; -- ascending spatial effective up-scaling in emoluments from I , II, III (See **Figure 6** & **Box 1**:Compensating all the said dis-utilities) is suggested : horizontally (geographically) as well as vertically(academic post) ; to create a strong spread effect for lagging regions. Because if frictional underemployment is not tackled in near term then undernourishment of mental faculties of coming as well as of present generations will pose a serious threat to future sustainable economic development. This economic burden has to be borne by the State itself--because *the State 'too' ask for Special Category Status from the Centre to meet their extraordinary efforts for economic development----the same goes within the state*

or states for proper allocation and utilization of human resources. (See Figure: 6)

At present what is happening is there that on the basis of cost of living HRA(House rent allowance) is cut and 40 percent of Grade Pay instead of 50 percent is being paid ----*who will like to move* **?** **increasing intangible hardships** **and** *reducing wages . Are we Keynesian Fools* .

Box :1
Rate of Emoluments
(Approach : Williamson's Utility Maximization Model)
Teachers' Utility = f (Job Hierarchy , Pay , Location)

Semi Hills : 25 percent of the (Basic Pay)*Transportation* Cost+ Dearness Allowance + House Rent Allowance
(within the 100 Kilometer from the foot hills)

Hills: 40 percent of the (Basic Pay) *Transportation* Cost+ Dearness Allowance + House Rent Allowance
(from 101 K.M to 200 Kilometer from the foot hills)

Remote Hills : 50 percent of the (Basic Pay) *Transportation* + Cost+ Dearness Allowance + House Rent Allowance

(from 201 Kilometer and above from the foot hills)

Section IV
Figure:7
Excess Installation of Capacity (Fixed versus Variable)

Minima & Maxima of students in a college of Uttarakahand

Figure:8*

Number of Colleges and
Students' Average Strength
(District wise)
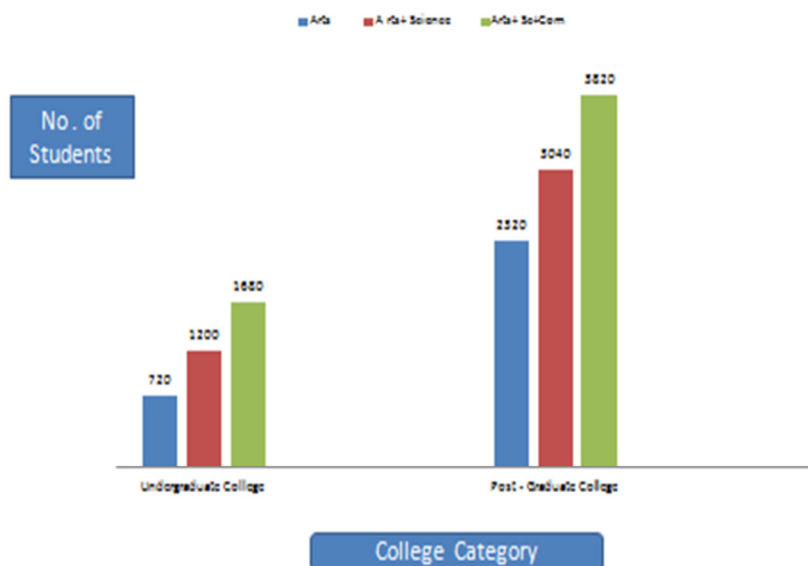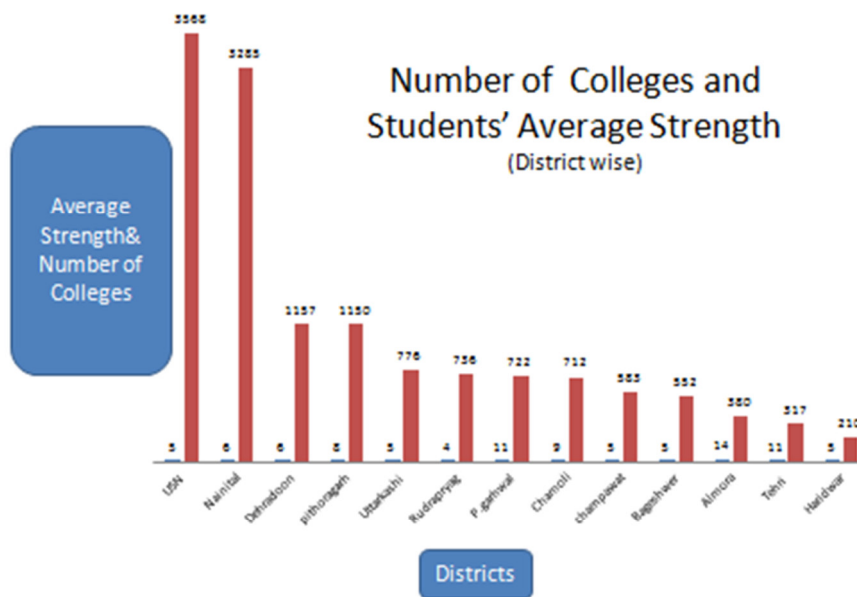
*P.Garhwal------Pauri Garhwal)

Above figure(8)clearly exhibits that except NAINITAL and UDHAM SINGH NAGAR(USN) districts none have the requisite student body to run large colleges i.e. up-to P.G. (Figure 7); Dehradoon and Pithoragarh can attract colleges-up-to U.G. level in all three faculties. All other end up with either or two faculties looking at the average strength .

(Arts ,Science ,Commerce).

Figure:8

Colleges -less than or equal to 80 **students**-mostly
opened till 2014 (completed 3 Academic years)

Chronically Sick
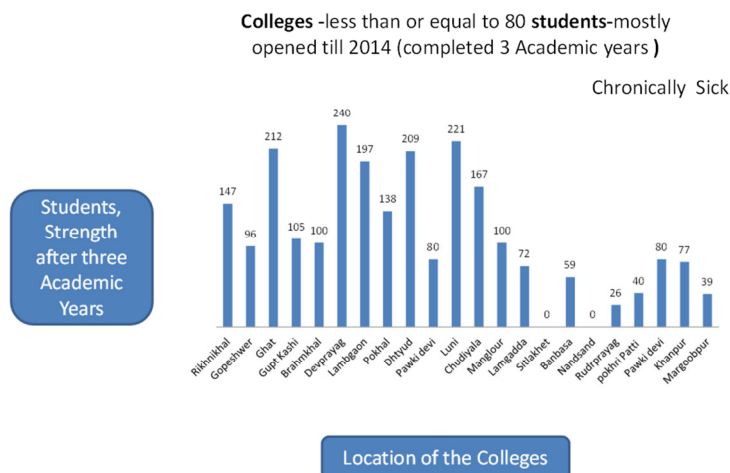
Section: V

Thinly spread Govt. higher education structure- is increasing unit cost of education & and putting burden on State exchequer. Improper mix of fixed and variable factors of production (Building /Teachers/and raw material(students) too) giving a "melancholy' of course not monopoly underutilization of capacity not only in the colleges established in the recent years but of as late as 37 years.

Box : 2 Underutilization of Capacity

Looking at students' college ratio only two districts (Nanital and Udham Singh Nagar are upto the mark and optimally utilizing the land other infrastructural resources.
All other districts with respect to students' college ratio hardly compatible to the status of post-graduate college even with one or two faculty (Arts , Science ,Commerce**)**

Here are glimpses of colleges (from Figure: 10 to 22) situated in thirteen districts of the state namely Nanital (see Figure :10**) , Almora (see Figure: 11) , Bageshwer (see Figure: 12 ***),Pithoragarh (see Figure: 13),Champawat (see Figure: 14), Udham Singh NAGAR (see Figure: 15), Chamoli (see Figure: 16), Pauri Garhwal(see Figure: 17) , Rudraprayag (see Figure :18) , Uttarakashi (see Figure:19) , Tehri (see Figure :20) ,

Haridwar (see Figure:21) , and Dehradoon(see Figure: 22) : in which Almora and Pauri Garhwal districts are exhibiting highest concentration of petty colleges . In all these figures bar diagrams are displaying number of colleges and students strength within each district and pie-diagrams are exhibiting percentage distribution of students across the colleges.

Figure 10**
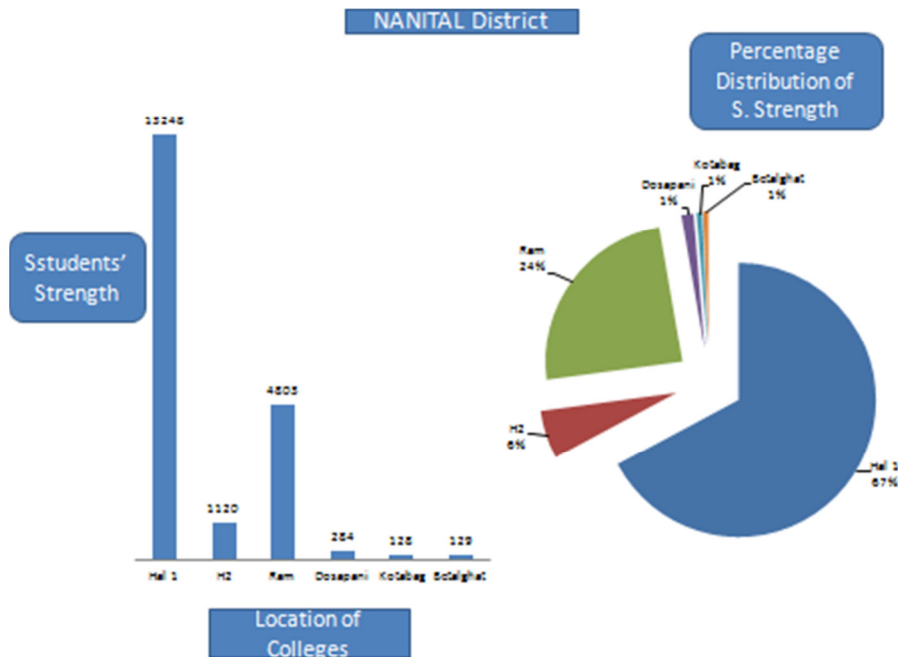
**a. Hal ₁-----Haldwani M.B.P.G. College,
 b. H₂-------- Haldwani Mahila College
 c. Ram----Ram Nagar

Figure 11
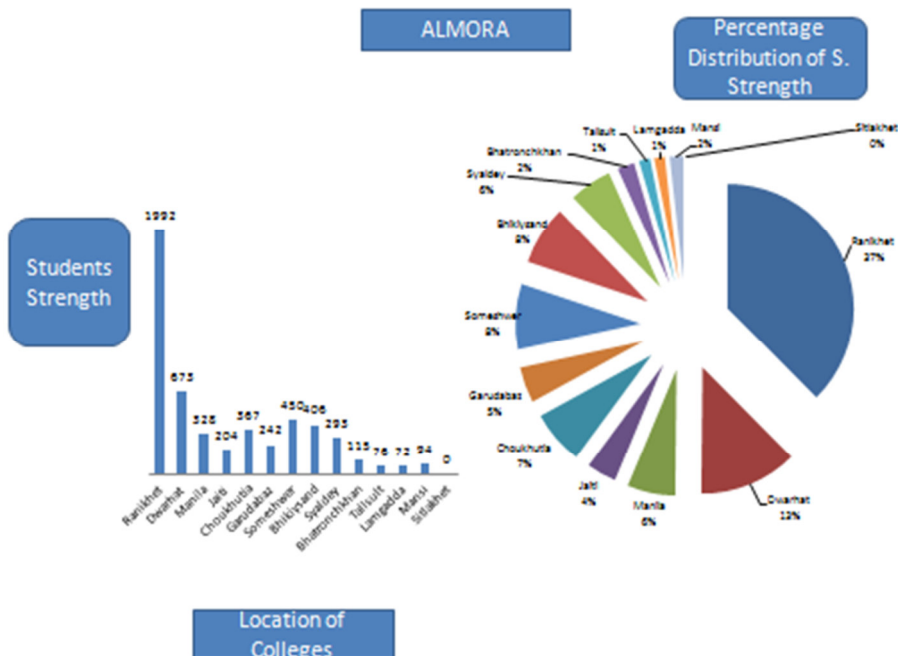
Figure 12***
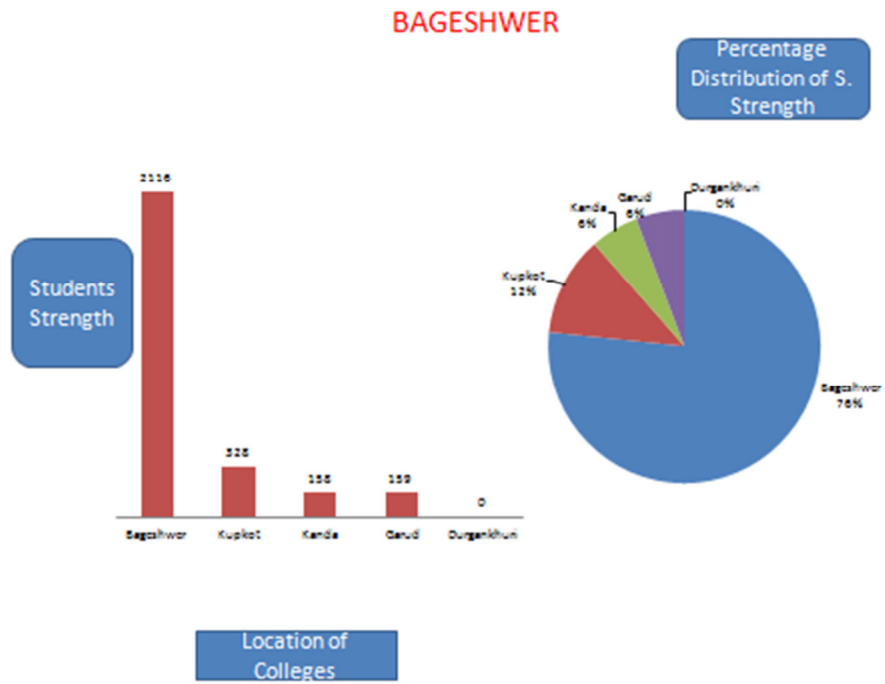
***Durgankhuri : at present (2018) strength has positive number.

Figure: 13
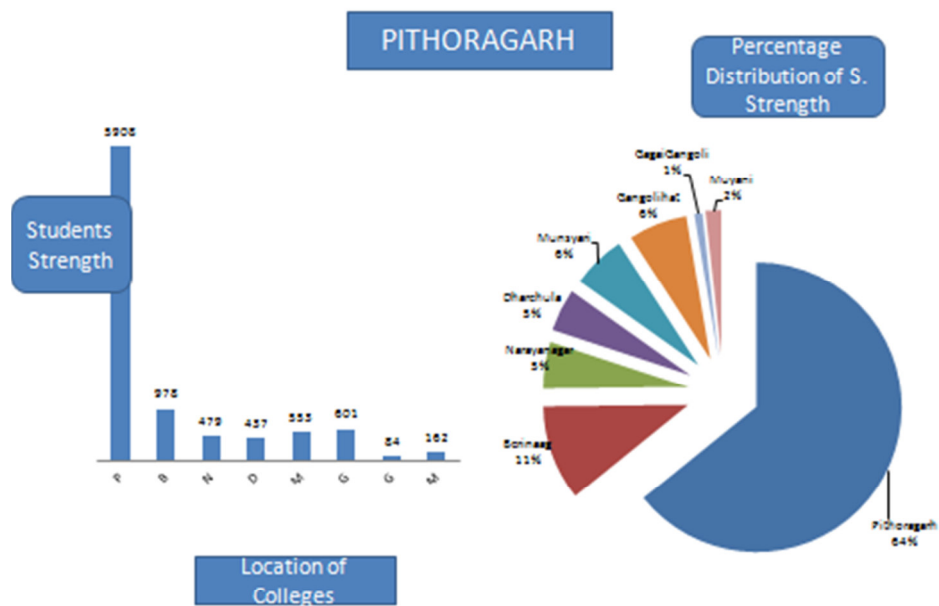
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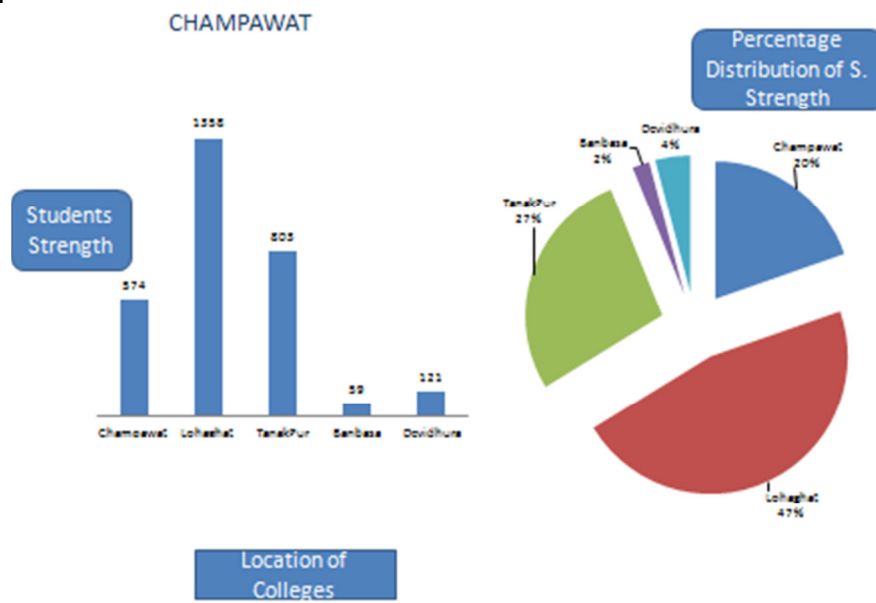
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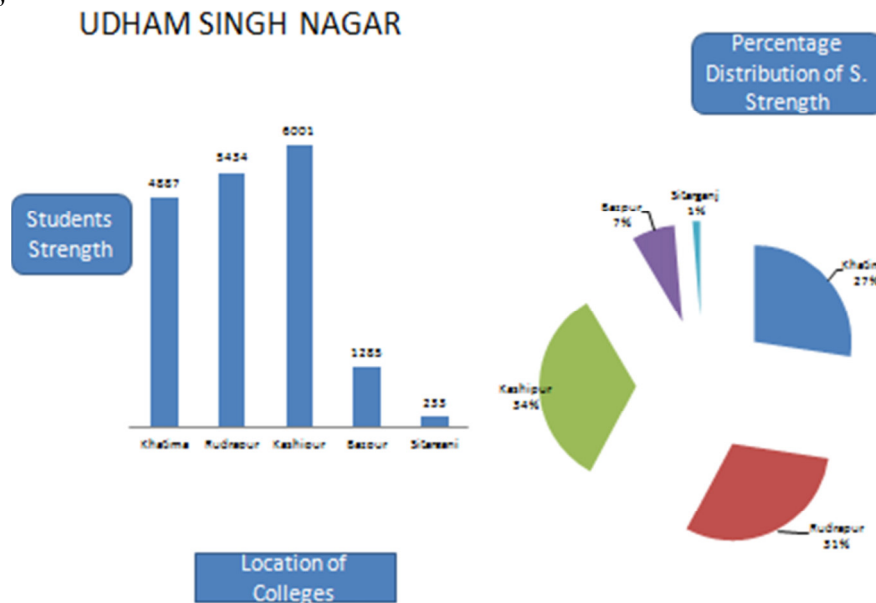
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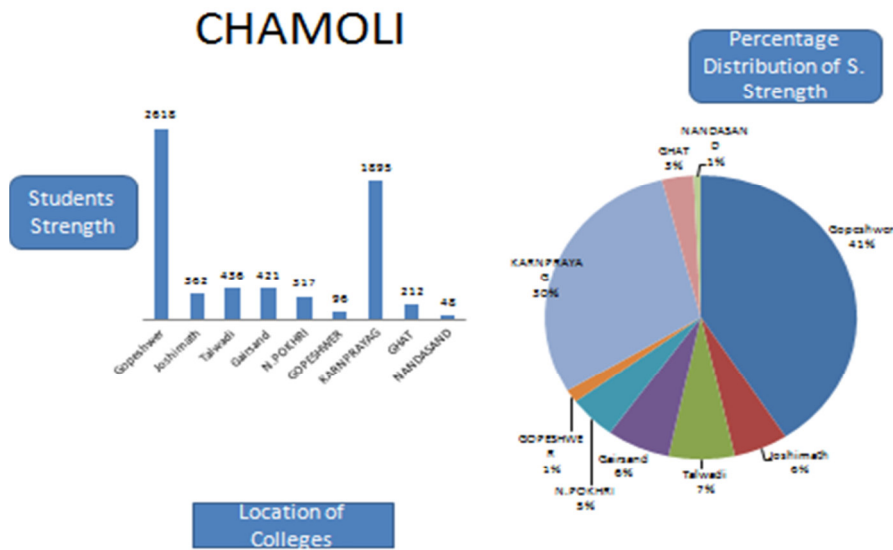
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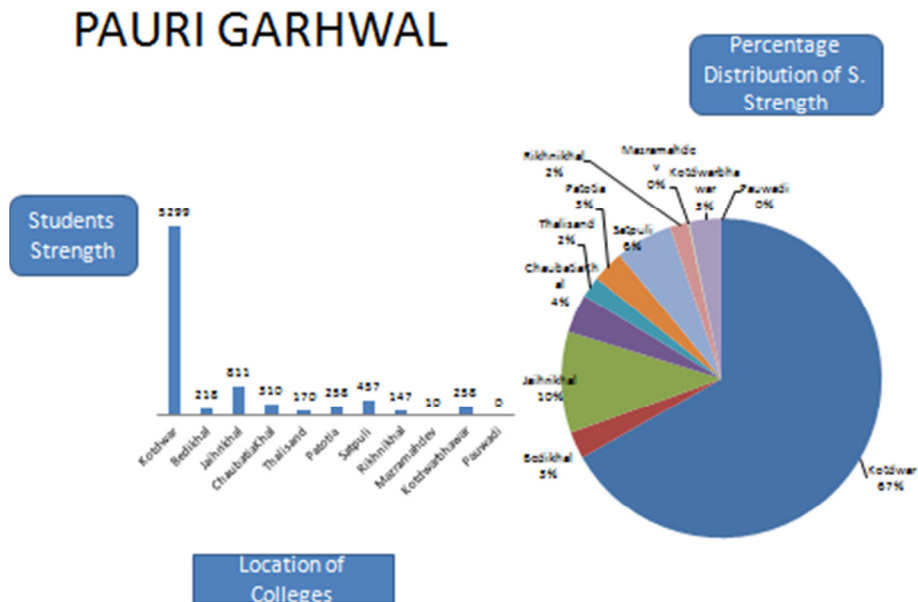
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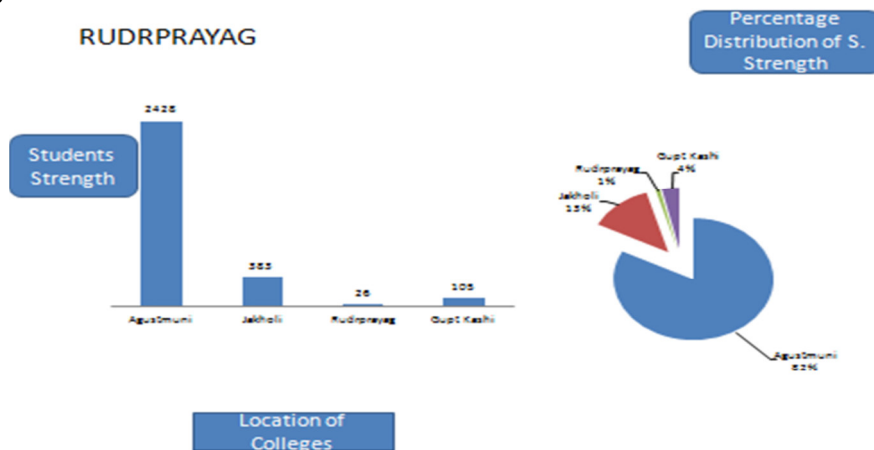
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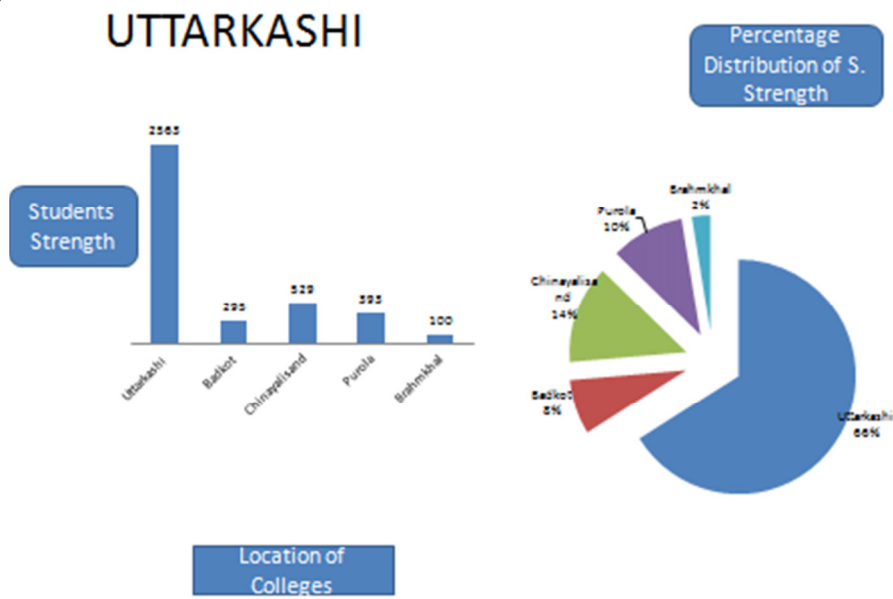
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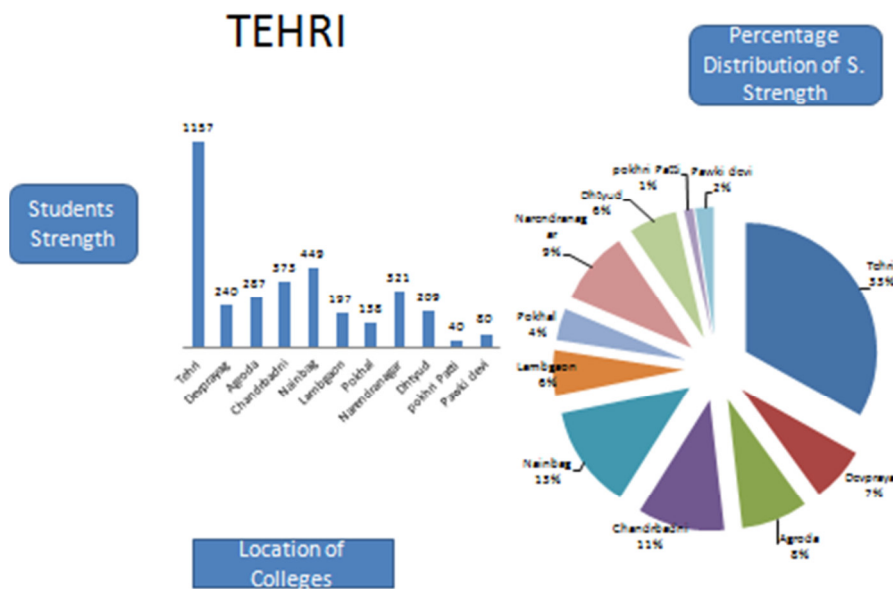
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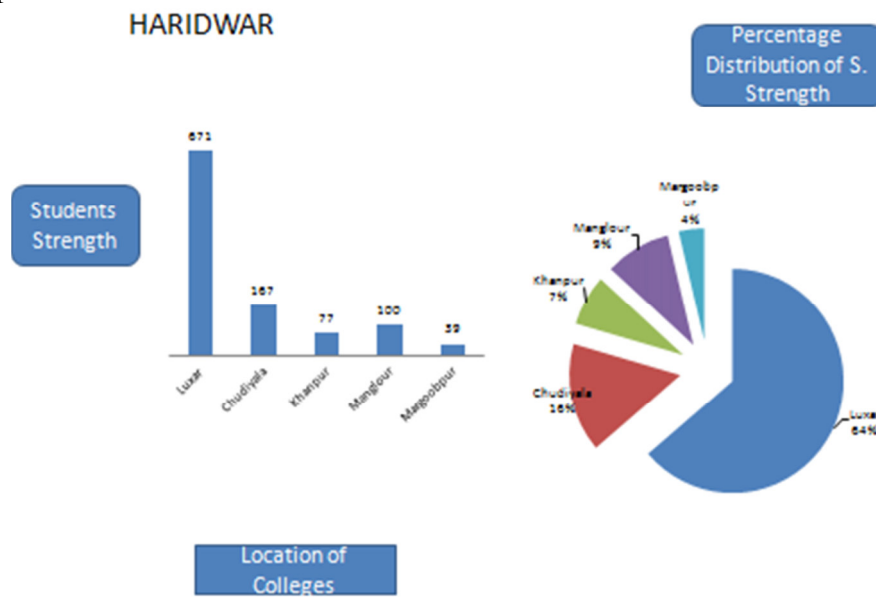
Figure: 22
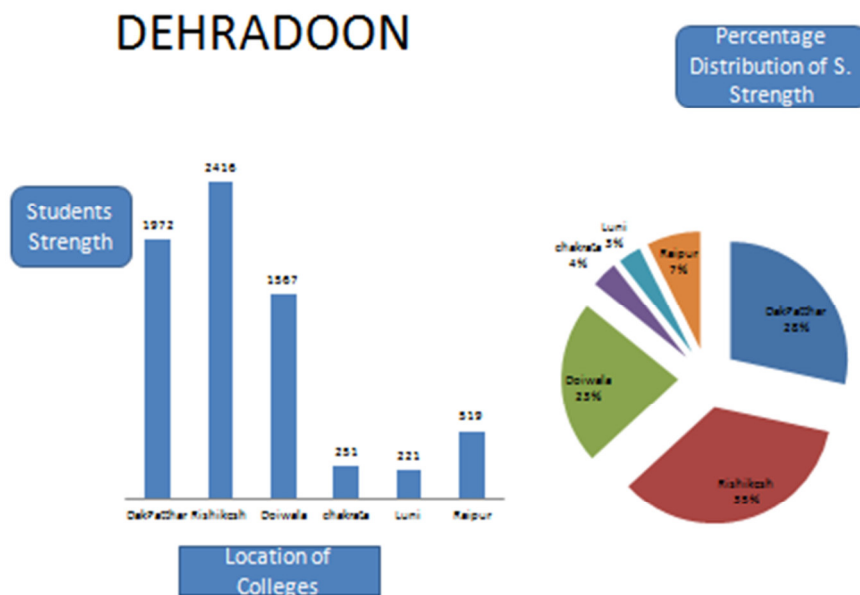
Section VI

Conclusion

Therefore**:** either fill the Aggregate Demand -Supply mis-match (ADF>ASF) by raising wages in the form of perks & emoluments (as is explained by **figure 6 and in box 1**).

<div align="center">**or**</div>

*equate the aggregate demand & supply at the point of **kink** (B where ADF=ASF : **See Figure 1**) by merging all the scattered & unviable colleges with viable & healthy colleges located in better off places as has been described in* **section V.**

So either there should be one college at each district headquarter or create only four Govt. learning centers in Uttarakhand like Taxhila and Nalanda in ancient India i.e. Nainital , Udham Singh Nagar , Dehradoon And Haridwar . Provide expanded hostel , transportation and distance learning facilities to the outside students instead of opening colleges in the country-side . In this way a huge chunk of not only scarce financial resources but human esteem ,too ,could be saved to prepare a nation - class if not world class infrastructure to disseminate , impart , innovate new dimensions in teaching-learning , and narrowing the gap between country and the state . For the exposure of students as well as of teachers - closure of unviable colleges becomes inevitable.

Higher education should not get converted into agriculture where smaller and marginal farms only adding cost to the sector without any tangible contribution to the production.

Appendix:

Table:1 (Figure : 7)

Minimum & maximum Students Requirement in Each Section						
	Arts		*Science*		*Commerce*	
	Subjects Combination		Groups		Groups	
	Combo 1 (3Subjects)	Combo of 3(3*3)	PCM	ZBC	Account	Manage
UG (B.A.I)	80	240	80	80	80	80
(B.A.II)	80	240	80	80	80	80
(B.A.III)	80	240	80	80	80	80
	240	720	240	240	240	240
TOTAL (a)	240	720	480		480	
PG (M.A. I)	800		120		150	
(M.A.II)	800		120		150	
TOTAL (b)	1600		240		300	
G T (a+b)	**2320**		**720**		**780**	
	Undergraduate College		Post - Graduate College			
Arts	720		2320			
A rts+ Science	1200		3040			
Arts+ Sc+Com	1680		3820			

2.List of (Better -off) Sugam and (Interior) Durgam locations of colleges of UTTARAKHAND.(Please click at the link below)

Classification of Better and Interior Places

3. List of Number of posts in different colleges.(Please click the link below)

Sanctioned Post in Different colleges of UTTARAKAHND

4.

5.

6.

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