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# **19<sup>th</sup> NATIONAL CONFERENCE of INDIAN COLLEGES FORUM**

**31 JANUARY, 1 AND 2 FEBRUARY 2013**

*In Collaboration with*

**MES KEVEEYAM COLLEGE VALANCHERY  
& SISTER INSTITUTIONS, KERALA**



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### **ABOUT Indian Colleges Forum (ICF)**

The Society for Education and Economic Development (SEED), since its inception on 7<sup>th</sup> August 1992, has been functioning with the avowed vision that the key to development lies in identifying the sources and resources of development and formulating strategies for its achievement. The Indian Colleges Forum (ICF) was set up to bring the colleges of India on a single platform to deliberate on the issues of development of collegiate education in the country so that a large number of students studying in colleges can benefit from these deliberations and contribute to the development of society at large. The ICF has become a common forum for colleges in India to influence the formulation and implementation of policies relating to higher education scenario in India, to protect the interests of persons engaged in promotion of quality education and to work for the achievement of academic excellence and social relevance.

### **ABOUT MUSLIM EDUCATIONAL SOCIETY**

The last four decades have witnessed a remarkable transformation in the educational status of Muslims in Kerala, supposedly the most backward in education. The driving force behind this effort has been THE MUSLIM EDUCATIONAL SOCIETY (REGD.) - M.E.S, the biggest educational agency of the Muslim community in India having thousands of life members and hundreds of institutions. The movement started under the great leadership of late Dr P.K. Abdul Ghafoor in 1964 at Calicut was supported by a large number of professionals and businessmen and in a short span of time, it spread to all Districts, Taluks and even at the Panchayats in Kerala, other parts of India and abroad. As on today it is the largest Muslim service organisation in the country with strength of more than 9,000 life members. It not only has Units in each and every District in Kerala, but also has spread to the neighbouring states like Tamilnadu. It has also well established units in the Middle East countries like Saudi Arabia, Qatar, Oman, Dubai, Abu Dhabi, Kuwait, etc. and still the organisation is growing fast, extending its services further to reach every nook and corner of the state. A number of colleges are run by MES in various districts of Kerala and they include 7 Aided Post Graduate Colleges, 6 self-financing colleges affiliated to the University of Calicut / MG University.

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## ORGANISING COMMITTEE

Patrons

**Shri. P. K Abdu Rabb**

(Hon. Minister of Education, Govt. of Kerala)

**Shri. E T Mohammed Basheer MP**

**Shri. Abdusamad samadani MLA**

**Dr. KT Jaleel MLA**

**Dr. Fazal Gafoor (President, MES Kerala)**

**Shri. K. V. Mohammed**

Chairman

**Prof. P O J Labba**

(General Secretary, MES Kerala)

Vice Chairman

**Dr. N.M. Mujeeb Rahman**

(Secretary & Correspondent,  
MES Keveeyam College, Valanchery)

General Convenor

**Dr .Hussain.K Randathani**

(Principal, MES Keveeyam College, Valanchery)

Joint Convenors

**Dr. M. Usman** (Principal, Amal College)

**Prof. C K Hassan**

(HOD Commerce, MES College Valanchery)

Coordinator

**Dr. B K Tyagi** (Secretary, ICF)

Venue Coordinator

**Prof. Abdussalam**

(Principal, MES College of Engineering,  
Kuttippuram)

## FOREWARD

The 19<sup>th</sup> National Conference of Indian Colleges Forum (ICF) was organized in collaboration with MES Keveeyam College, Valanchery and sister institutions in Kerala. The theme of 19<sup>th</sup> National Conference was *New Policy and Planning Strategies for Development of Colleges in India*.

The conference aimed at chalking out new strategies for development of higher education so as to develop comparable quality human resources with diversified areas of knowledge and skill, and revisiting our National Policy on Education and introducing structural reforms to strengthen colleges in India. These views were deliberated upon in the conference so as to make recommendations to relevant authorities for carrying out necessary changes and to develop new policy and planning strategies to meet future challenges with reasonable resources, and innovative thinking approach.

The conference was being held at MES College of Engineering Kuttippuram on 31 January, 1 and 2 February. Principals and Management representatives of colleges from various parts of India attended the conference.

We are thankful to all those who extended their cooperation for the smooth conduct of the conference. We are grateful to Mr. P K Abdurabb (Hon. Minister of Education, Kerala) who in spite of his busy schedule find time to patronage the conference and inspired us with his inaugural address. We are thankful to Mr. E T Mohammed Basheer (Member of Parliament) for his active involvement in the organization of the conference and also for his presidential address in the inaugural function. We are also thankful to Sri. MP Abdusamad Samadani (MLA) and Dr. KT Jaleel (MLA) for rendering their felicitation to the conference.

We are grateful to Prof (Dr). Fasal Gafoor (President, MES Kerala), Prof. P O J Labba (General Secretary, MES Kerala) and all office bearers of Muslim Educational Society for extending their support in successfully organizing the conference.

We are also thankful to all the teaching and non teaching staff of MES Keveeyam College, Valanchery who wholeheartedly worked as a team day and night for making the conference a grand success.

**Prof. G D. Sharma**  
**President, ICF**

**Dr. Hussain K Randathani**  
**Principal, MES Keveeyam College, Valanchery**

## SCHEDULE

**31 January, 2013**

**9.30 - 10.00AM:**

*Registration*

**10.00 – 11.00AM:**

*Inaugural Session*

Prayer :

College choir

Welcome Address :

Dr.Hussain, K. Randathani  
(General Convener, Organizing Committee)

**Introductory Speech :**

**Prof. G.D. Sharma**  
(President, Indian Colleges Forum, New Delhi)

**Presidential Address: Sri. E.T. Mohamed Basheer M.P.**

**Inaugural Speech:**

**Sri. P.K.Abdul Rabb**  
(Hon.Minister for Education, Kerala State)

**Key Note Address :**

**Dr. P.A. Fazal Gafoor**  
(President, Muslim Educational Society)

**Special Address:**

**Sri.M.P. Abdul Samad Samadani M.LA**  
**Dr.K.T.Jaleel MLA**  
**Dr.M.Abdul Salam** (Vice Chancellor, University of Calicut)  
**Dr.P.C.Aniyankunju** (President, Kerala Principals' Council)

Vote of Thanks:

Prof (Dr.).VH .Abdul Salam,  
(Chairman:, Venue Coordination Committee)

**11.30 - 12.00 Noon: Tea Break**

**12.00-1-30PM: Academic Session 1**

**Topic: Policy and Planning Strategies for Development of Colleges**

**Chair:** Prof.V.N Rajashekar Pillai (Former Vice-Chancellor IGNOU)

Key Note Address: Prof. G.D.Sharma, President, ICF

- Delegate Speakers:
1. Dr.Sandip Paul
  2. Dr.M Usman- Secretary, Kerala Principals' Council.  
(Reforms in affiliation System and the Development of the Colleges)
  3. Prof. E.P.Imbichikoya- Principal, Farook College, Calicut

**1.30-2.30: Lunch**

**2.30-4.00PM: Academic Session 2:**

**Topic: Reforms in Regulatory approach and systems: Beyond present initiatives- pending bills in Parliament**

**Chair : Dr. S.C. Sharma** (Vice President, SEED, New Delhi)

Delegate Speakers :

1. Dr.M.Prakash – Diffusion of ICT towards improving the higher education infrastructure
2. Dr. Sr.Theressa- Principal,St.Theresa's College, Ernakulam-Yashpal Committee Report and issues in the Regulation of the Colleges
3. O.P.Abdurahman- Principal, MES College, Mampad

**4.00 – 4.15 PM Tea**

**4.15 – 5.30 PM: Academic Session 3:**

**Topic: New System of Governance: From control to quality Assurance System**

**Chair Dr. B.K Tyagi, ICF Delhi**

Delegate Speakers:

- 1.Prof. E.P.Imbichikoya- Principal, Farook College
2. Dr.Muhammed Basheer.K- Principal Sullamussalam College, Arecode
3. Dr.Biju.A- Principal, MES College, Marampally

**6.30PM: Cultural Programme and Dinner**

**DAY 2: 1 FEBRUARY, 2013**

**9.30-11.00 AM: Academic Session 4**

**Topic: National Qualification Framework – reforms in curriculum, teaching learning process and system of evaluation**

**Chair : Prof. K Raveendra Nath (Pro Vice Chancellor, University of Calicut**  
**Co-Chair Dr. Nalini Bhatt, Delhi**

Key Note speaker: **Dr.G.D.Sharma, President, ICF**

Delegate Speakers:

1. Dr.Ajims P.Muhammad- Principal, MES Asmabi College, Kodungallur
2. Dr. P.A. Fathima- Principal, MES College, Ponnani
3. Dr. Atima- Principal, KNV, Jalandhar

**11.00 – 11.30AM: Tea and formation of groups for discussion and recommendations**

**11.30 to 1.30PM Group Work**

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Group work on:

1. New System of governance of colleges – from control to quality assurance system
2. New Policy initiatives to strengthen colleges and giving degree granted status to deserving colleges
3. Reforms in curriculum, system of evaluation and qualification framework

Delegate Member/conveners of groups.

Prof. P.A. Yakub  
Dr.K.Abdu Rahiman ,  
Dr.Raju George  
Dr.Sr.Karuna  
Prof. Abdu Rasheed  
Dr. Jenson. P.O  
Prof.P.Muraleedharan.  
Prof.Gladys.P.Issac.  
Dr. S.C. Sharma  
Dr. B.K. Tyagi  
Dr. M.S. Rawat  
Dr. Prabhakara  
Dr. M. Prakash

**1.30 – 2.30PM: Lunch**

**2.30-3.30PM: Business Session of ICF**

**3.30 – 5.00PM: Valedictory Session**

Prayer : College Choir

Welcome : Prof. Major.K.Ibraine

Presidential Address : Dr.G.D.Sharma.....

**Valedictory Address: Sri.E.T.Muhammed Basheer (MP)**



Address: Prof. P.O.J.Labba, General Secretary, MES

Address: Prof.(Dr). P.N. Muhammed, Director, AM U Campus, Malappuram

Memento presentation to MESKVM College; Valanchery

Evaluation by delegates

Vote of Thanks : Dr.B.K Tyagi, Secretary, Indian Colleges Forum, New Delhi

**5.00 – 5.10PM: Group Photo**

**6.30 PM : Cultural Programmes and Dinner**

### ***DAY 3: 2 FEBRUARY, 2013***

9.30 AM onwards: Sight seeing and visit to places of cultural, social and historical importance.

## REPORT OF ACTIVITIES OF DAY 1

The 19<sup>th</sup> national conference of Indian Colleges Forum commenced on 31<sup>st</sup> January 2013, at MES Engineering College, Kuttippuram. The programme organized by the Society for Education and Economic Development (SEED) in collaboration with MES Keveeyam College, Valanchery, and sister institutions, was inaugurated by Hon. Minister for Education, Govt. Of Kerala, Mr. P K Abdu Rabb. Former Minister for Education, Govt. Of Kerala and Member of Parliament, Mr. E.T Mohammed Basheer rendered the presidential address. Mr. MP Abdul Samad Samadani, MLA, Dr. K.T Jaleel, MLA; Dr. Fasal Gafoor, President, MES Kerala; Prof.G.D Sharma, President of Indian Colleges Forum; Dr. P.C Aniyam Kunju, President, Kerala Principal's Council; Dr. Hussain Randathani, Principal, MES Keveeyam College, Valanchery; Prof. Abdul Salam, Principal, MES College of Engineering Kuttippuram were among the dignitaries who attended the inaugural session. Principals of colleges from various parts of India attended the conference.

After the inaugural function, the first academic session started. The topic was *Policy and Planning Strategies for Development of Colleges*. Prof. GD Sharma rendered the key-note address. He pointed out about the need for new policy initiatives. New policies should be initiated to revamp, restructure and strengthen colleges in the country. When much attention is given to universities, the colleges go unnoticed. Several steps for restructuring collegiate education were discussed in the session. Dr. Sandip Paul, O.P Sharma, K CS College, Jammu-Kashmir, M S Rawath, Delhi College of Arts and Commerce were among others who took part in the discussion.

After the academic sessions, various art forms of Kerala tradition were presented for the delegates. The highlight of the programme was *Kathakali*, the traditional dance-drama of Kerala, performed by Induja, student of MES Keveeyam College, Valanchery. Kalarippayattu, the traditional Kerala Martial Arts was the next important item. Jithesh, final year student, MES Keveeyam College was one of the major performers. College team presented *Oppana* and *Vattappattu*. The cultural programme was presented to introduce the delegates to the various art forms of Kerala. All facilities for the delegates were arranged by the college in and around the premises of MES Engineering College, Kuttippuram.

## **REPORT OF ACTIVITIES OF DAY 2**

The second day (February 1, 2013) of the 19<sup>th</sup> National Conference of Indian Colleges Forum started at 9.30 with academic session. The Topic was “*National Qualification Framework reforms in curriculum, teaching learning process and system of evaluation*” The session was chaired by Dr. G D Sharma, President, Indian Colleges Forum. The delegate speakers were Dr. P K Yakoob, Dr. Prakash, OP Abdurrahman, Principal, MES Mampad College, and Dr. Usman, Principal, Amal College, Nilambur.

The session discussed in detail the various methodologies that can be employed to enhance the effectiveness of the existing teaching and learning process by means of revamping the curriculum and system of evaluation. The objective s of the moving in these directions was for the development of higher education so as to develop comparable quality human resources with diversified areas of knowledge and skill. The topic of the next academic session was *Reforms in Regulatory approach and systems: Beyond Present Initiatives—Pending Bills in Parliament*. The session was chaired by Dr. S C Sharma, Vice President SEED, New Delhi. Revisiting our national policy on education and examining the pending bills in the parliament was the main focus of the session.

The third session of the day dealt with New System of Governance: From Control to Quality Assurance System. Dr. B K Tyagi, ICF, New Delhi chaired the session. Prof. P K Yaqook, Member NAAC Peer Team, Dr. Muhammed Basheer, Principal, Sullamussalam College, Areacode; Dr. Biju A, Principal, MES College, Marampally were the deligates speakers.

The valedictory session was chaired by Prof. G D Sharma, President ICF. Prof. P O J Labba (General Secretary, MES) delivered the valedictory address and presented certificates to the delegates.

The Cultural Programmes of the day started at 6:30 PM. The programs arranged for the day included the stage presentation of Folk Songs of Kerala. The performance was conducted by a team called *Mukham Village Theatre*. The presentation depicted Theyyam, Thiruvilayattom, various folk songs which portrayed the life and customs of the farming society of Kerala in ancient periods. The performance was not only limited to the stage, but also spread among the audience, proving that art form have no language barriers. The second day’s programmes were concluded with the dinner.

### **REPORT OF ACTIVITIES OF DAY 3**

The third and final day of the Conference (February 2, 2013) was for sightseeing and visit to places of cultural, social and historical importance. The tour was to visit Calicut and Wayanad. The trip started at 6.30 to Calicut. After spending an hour at the famous Calicut beach, the team proceeded to Wayanad via Thamarassery pass. The destination was the famous Pookkode lake in Wayanad district. The last destination was Kappad beach in Calicut district, which is historically important as the landing place Vasco da Gama on his first visit to India.

## **ABSTRACTS OF LECTURES**

### **Revolutionary Changes In Higher Education- The Privatized Model**

*Prof. Sandeep Paul*

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India's economic growth in recent years is mainly due to the growth of the service sector. The service sector requires skilled employees. Therefore in the labour market of the country the demand for skilled workers has gone up. As a natural consequence therefore in the higher education sector preference has shifted from traditional knowledge based education to skill based education. Instead of the conventional subjects like literature, history, philosophy, economics etc. skill oriented subjects like engineering , medical, management, bio- technology etc. are still gaining increasing popularity. New branches or disciplines in management, engineering and medical studies are being evolved and added to the curricula in every academic year. To enhance the supply of skilled employees the governments both at the centre as well as at the states have opened up for private sector. Accordingly the country in the last two decades has experienced phenomenal growth of privately owned, managed and administered business schools and engineering colleges not only in the urban areas but in the rural areas as well. The author enumerates the relative advantages and limitations of these private B- Schools and Colleges over their counterparts in the public sector and also examines their role in enhancing employability of the candidates and thereby reducing unemployment.

## **From Regulatory Control to Quality Assurance of Higher Education – Changed Agenda under 12<sup>th</sup> Five Year Plan**

*Dr. M.S. RAWAT*

Principal, DCAC, University of Delhi

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### **I. Introduction**

In recent years the Government of India has undertaken various measures to overhaul higher education system. However, the progress has been slow. There are obvious reasons including the standoff in the Parliament whereby the reforms in regulatory approaches and systems have unduly delayed. The net outcome is that forward movement on reforming higher education is working under uncertainty and confusion. Designing an effective and competitive higher education policy is lacking because of the vested interests and complex system in existence at present. The changing circumstances at national and global level have not been responded to by the Indian Higher Education system. Prof. D.S. Kothari, the Chairman of the Education Commission 1966, has printed out that “the single most important thing needed now is to get out of rigidity on the present system. In a rapidly changing world, one thing is certain: Yesterday education system will not meet today’s and even less so, the need of tomorrow.” Challenges in the higher educational sector still need to be chased with open eyes and get out of the rigid system. The role of market factors need not be ignored in the best interests of the stakeholders.

### **II. Challenges Faced and the Focus under Five Year Plans**

**Changed Agenda:** Government of India attempts to develop the higher education through its Five Year Plans. A bird’s eye view would entertain us what we achieved and what not under Five Year Plan periods. It would be better to understand as to what main challenges have been faced so far by Indian higher education system. The continuing challenges so far faced by Indian higher education system have been mainly on three fronts as shown below:

<b>Expansion</b>	
➤ Total no. of universities/institutions	659
➤ Colleges	33023
➤ Others diploma granting institution	12748
<b>Total No.</b>	<b>46430</b>

**YET – GER below average**

India’s Gross Enrollment Ratio (GER) = 15% Comparably is very low as compared to world’s average = 27%

Souce: UGC Report Higher Education in India at Glance - 2012



<b>Equity</b>	
➤ Increased intake capacity of Central institutions by 27% (OBC)	<b><u>YET – Disparity persists</u></b>
➤ Merit-cum-means scholarship increased	<b><u>Gender Disparity</u></b> is 15.2 % for females against 19 % for males.
➤ Loans for higher studies increased	
➤ Model colleges in low GER areas	<b><u>Urban-Rural disparity</u></b> 30 % in urban areas 11.1 % rural areas
	<b><u>Communities: Disparities</u></b> 14.8 % OBCs 11.6 % for SCs 7.4 % for STs 9.6 % for Muslims



<b>Quality/Excellence</b>	
➤ <u>Faculty</u> age increased	<b><u>YET : Ranking not achieved</u></b>
➤ <u>Curriculum</u> , semester systems introduced	
➤ <u>Infrastructure</u> – ICT enhanced, broadband connectivity	
➤ Research Development facilities fellowship scholarship increased	
	<u>Faculty</u> shortage is about 40 %.
	<u>Low accreditation</u> – 62 % of universities and 90 % of college are graded as average or below average.
	<u>Citation</u> – Half of the world average.

Let us look at the Five Year Plans in regard to funding, enrolment growth and the thrust areas:

### Higher Education under Five Year Plans

Plan & Period	Planned expenditure on higher education in INR billion	Annual enrollment growth	Focus/Thrust Areas
➤ Seventh Five Year Plan (1985-1990)	12.0	6.2 %	<ul style="list-style-type: none"> <li>- Restructuring courses at First degree level to increase employ ability</li> <li>- Enhancing research centre and facilities</li> </ul>
➤ Eight Five Year Plan (1992-1997)	10.6	5.4	<ul style="list-style-type: none"> <li>- Start new specialized courses and depts..</li> <li>- Establishing more labs, workshops at postgraduate level</li> </ul>
➤ Ninth Five year Plan (1997-2002)	25.0	5.6 %	<ul style="list-style-type: none"> <li>- Focus on professional courses for career development</li> <li>- Academia- industry linkage to enhance revenue</li> <li>- Socially backward classes educational needs</li> </ul>
➤ Tenth Five Year Plan (2002-2007)	96.0	6.6 %	<ul style="list-style-type: none"> <li>- Distance education &amp; research institutions focused.</li> <li>- Quality, evaluation &amp; accreditation of higher education</li> <li>- Use of ICT</li> </ul>
➤ Eleventh Five Year Plan (2007-2012)	849.4	9.3 %	<ul style="list-style-type: none"> <li>- Expansion</li> <li>- Quality assurance</li> <li>- Infrastructural development</li> <li>- Research promotion</li> <li>- Inclusiveness of H.E.</li> <li>- Six bills introduced</li> </ul>
➤ Twelfth Five Year Plan (2012-2017)	1107.0	To be observed	Strategic framework to enhance quality and excellence

The Government has planned to the development of higher education through its five year plans. The planned expenditure of INR 1107 billion on higher education during XII Five Year Plan is 1.3 times higher than the planned expenditure in XI Plan.



### **III. Enhancing Quality and Excellence in Higher Education – The Changed Agenda**

12<sup>th</sup> Five year Plan has to address many challenges as discussed earlier in this paper. Government has proposed many initiatives to be undertaken. There has been a shift from control to quality assurance. Emphasis on quality of higher education has been focused through a strategic framework. However, expansion and equity will not be overlooked but simultaneously aimed at “Access will be coupled with equity and inclusion by bridging regional imbalances and disparities across disciplines and shall address spatial, economic, social and technological needs of the country. The initiatives will be capped with enhancing inputs for quality and excellence in all spheres of higher education – student intake, faculty enrichment, curricular and evaluation reforms, revamping governance structures, greater emphasis on research and innovation by creating efficient regulatory framework.”

Efforts to promote excellence needs improvement of the quality of higher education supported by teaching learning systems and institutional development to redefine the relevant knowledge. “Higher education in India suffers from quality deficit in all respects very few Indian institutions have global recognition in terms of being centres of excellence in their fields. The biggest challenge of excellence lies in improving the quality of teaching-learning in a majority of non-elite universities and colleges which continue to admit but fail to do justice to an overwhelming proportion of our talented students”. The strategic framework for enhancing quality and excellence in higher education has been planned as under:

<b>Strategic Framework of initiative to enhance quality and excellence of Higher Education</b>	<b>Faculty</b>	<p>➔ <b>Shortage of faculty to Overcome by:</b></p> <ul style="list-style-type: none"> <li>➤ Creating pool of retired experts</li> <li>➤ To double the faculty</li> </ul> <p>➔ <b>Training and Development by:</b></p> <ul style="list-style-type: none"> <li>➤ Creation of “National Mission on Teachers and Teaching”</li> <li>➤ Around 40-50 annual workshops to be conducted.</li> <li>➤ To establish 50 teaching &amp; learning centres in the country.</li> <li>➤ Internship for 3-6 months in foreign institutions.</li> <li>➤ To fund doctoral students to study in international institutions.</li> <li>➤ New Qualitative content and methodology will be introduced in Academic Staff Colleges (ASC’s) to bring a change.</li> <li>➤ Inter-institutional collaborations for research and innovations be made.</li> </ul> <p style="text-align: center;">↓</p>
	<b>Accreditation</b>	<ul style="list-style-type: none"> <li>➤ Accreditation will be made mandatory for all higher education institutions.</li> <li>➤ Setting up of “National Accreditation Regulatory Authority” (NARA). Bill for the same is pending for last two years.</li> <li>➤ Existing bodies (NAAC and NBA) capacities will be enhanced.</li> <li>➤ Foreign institutions accreditation will be encouraged.</li> <li>➤ Benchmarks for accreditation will be in process.</li> </ul> <p style="text-align: center;">↓</p>
	<b>Revamping examination system and degree courses</b>	<ul style="list-style-type: none"> <li>➤ All universities will be encouraged to shifting from annual examination system to semester system.</li> <li>➤ Choice based credit system (CBCS) to be introduced</li> <li>➤ Continous evaluation</li> <li>➤ Regular revision of curricula to be updated</li> <li>➤ Four-year degree courses in place of three years.</li> </ul> <p style="text-align: center;">↓</p>

<b>Strategic Framework of initiative to enhance quality and excellence of Higher Education</b>	<b>Promotion of Autonomous colleges</b>	<ul style="list-style-type: none"> <li>➤ To achieve target of 500 autonomous additional college apart from 362 college till date.</li> <li>➤ Upgrading the existing autonomous colleges with 10 years performance.</li> <li>➤ Allow as "Degree Awarding Colleges" as per the UGC norms.</li> </ul> <p style="text-align: center;">↓</p>
	<b>Framework of University</b>	<ul style="list-style-type: none"> <li>➤ Establishing Meta universities to encourage</li> <li>➤ Inter-University collaborations networks</li> <li>➤ Using Massively Open Online Courses (MOOC's)</li> <li>➤ Allowing access to content, teaching and research support to members of network.</li> </ul> <p style="text-align: center;">↓</p>
	<b>Use of ICT</b>	<ul style="list-style-type: none"> <li>➤ National Mission to use of ICT to be enhanced</li> <li>➤ Digital Infrastructure initiatives to be taken by upgrading broadband connectivity of universities and colleges</li> <li>➤ Building computer labs with increased availability of laptops and devices</li> <li>➤ Smart class rooms with video connections</li> <li>➤ Content: Developing virtual labs</li> <li>➤ Establishing single National Level consortium for open access</li> <li>➤ Computerise examinations wings</li> <li>➤ Online linkage of all affiliating universities and colleges</li> <li>➤ Automation of libraries</li> <li>➤ Online data collection</li> <li>➤ Technical Education Quality Improvement Programmes (TEQIP) be launched for eco-system through state technological universities</li> </ul> <p style="text-align: center;">↓</p>
	<b>Internationalization of Higher education</b>	<ul style="list-style-type: none"> <li>➤ Faculty-student exchange programmes</li> <li>➤ Institutional collaborations for teaching &amp; research</li> <li>➤ Globally compatible academic credit system</li> <li>➤ India International Centre to be created to support Internationalisation of education</li> </ul> <p style="text-align: center;">↓</p>

## **Higher Education: Problems, Perspective and Prospects**

*Dr M.Prakash*

Principal, Seshadripuram College, Bangalore

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Education in India is provided by the public sector as well as the private sector, with funding coming from 3 levels: central, State, Local. The 86<sup>th</sup> Amendment Act, 2002 provide for education as a fundamental right.

There is indeed, a multitude of interconnected problems that India faces in its higher education system. There are some specific issues and challenges in higher education.

### **Quality and Quantity in Education.**

Indian higher education faces major challenges in both Qualitative & Quantitative terms. In the “report to the Nation 2006” of National knowledge commission which concludes “a quiet crisis in higher education in India that runs deep, and that it has to do with both the quantity and quality of higher education in India”. Reflecting the findings of confidential report by the NAAC, the Indian Prime Minister, Manmohan Singh, expressed his concern over the fact that 68% of Country’s Universities and over 50% of its faculties do not have appropriate qualifications.

### **Staffing**

One of the pre-requisites for the success of higher education is highly capable pool of scholars who can provide academic leadership in teaching and research. Many more facilities needed to satisfy growing needs. But existing faculty are not up to international standards of higher education. The incentives given to teaching faculty is not attractive in majority of Institutions of higher learning. So the best talented people do not prefer teaching.

### **Outdated examination system**

The existing system of higher education relates to most of memorial abilities of the students. It can't focus on his creative and thinking abilities of students. It do not lest abilities needed to face work related responsibilities.

### **Bureaucracy and Education**

Multiple controls and regulations exercised by State Government, Statutory bodies like UGC, AICTE, and University administration and local bodies. There are so many interfering legal bodies which is curtailing the possibility of self regulation for the institutions higher learning.

### **Commercialization of Education**

Highly commercialized education in country is adversely affecting the meritorious students who are poor. This system can perish intellectual wealth of country. The rush for short cuts to achieve economic prosperity has pushed on moral values into background. The Government of India through extensive privatization, commercialization and deregulation has been encouraging this process.

### **Academic reforms in Universities**

The reservation policy and entry of private players and foreign institutions, public private partnership, Fragmentation of central affiliating Universities by creating autonomous colleges and cluster of colleges, outsourcing and ad-hoc appointments of teaching and non-teaching posts etc. has caused academic and administrative disruption.

### **Relevance of curriculum**

Most institutions offer outdated, inflexible structures only conceptual in Nature. The abilities, skills required for practical life situation is missing in the curriculum. There is no scope for getting knowledge acquisition from different sources. The courses are inflexible and there is no choice based subjects to study.

### **Poor Employability**

Poor research and industry interface is one of major factor attributed to poor employability. The Universities have failed to promote development related research and industry user-sector relationship. The skills training which is required to crack the hurdles of employment is not tough in majority of universities.

### **Issues of affordability, accessibility.**

The rising prices and fees threaten to make higher education inaccessible to many people.

### **Poor Governance and inadequate infrastructure.**

The prevalence of a certain level of infrastructure and better management and implementation existing schemes for better education is required. But many institutions and Universities lack in both governance and infrastructure.

### **Strategies and Schemes during 11<sup>th</sup> plan for Universities and College (2007-2012)**

- **Model Colleges for educationally backward district.**

Prime Minister Dr. Manmohan Singh has announced the setting up of model colleges in 374 educationally backward districts.

- **Strengthening of State University sector – catch up grant to uncovered State Universities and Colleges.**

The UGC has evolved a scheme to provide one time catch up grant to uncovered State Universities to improve academic infrastructure and make eligible for UGC grants.

- **Regulation for Deemed Universities.**

The award of Deemed Universities status to educational institutions will be governed by “UGC (Institutions Deemed to be Universities) Regulation, 2010. In practice there is discrimination for sanctions given to private universities.

- **Quality Assessment cell in Universities and Colleges**

Universities are now required to setup in-house quality assessment cell, which has to prepare annual report on quality status.

- **Mandatory Assessment and Accreditation**

The assessment by NAAC so far has been Voluntary or optional. The UGC now made accreditation compulsory for all institutions of higher education. But only NAAC is not sufficient to accredit all institutions in whole country. Where as in countries like American universities developed independent accreditation organizations to vouch for the quality of the degrees they offer.

Education continuous to outpace, the supply due to growing population of young people, gains in school education, growing middle class and their aspirations. The technological advances and shift in demography provide India with a window of opportunity to productively engage its human resource.

Many steps have been taken to augment supply, improve quality and to fix the problems. The National knowledge commission was set up to examine higher education sector. From the Sadler commission (1917-19), University education commission headed by Radhakrishnan (1949), Kothari commission (1964-66), till National policy on education (1986), many efforts were taken to improve the overall education systems in India.

### **Prospects of Higher Education**

- Re-orientation of curriculum suitable to practical world situations is the need of the hour. Project based curriculum, curriculum education for democracy which focus on students learning issues facing democratic societies, curriculum education for social justice which focus on issues involved in equal treatment and opportunities to all can be implemented.  
(8)
- Teaching quality improvement through the use of appropriate and continuous performance assessment and evaluation strategies, apart from educational qualifications, continuous updating of information by teachers should be there as a policy in every institutions of higher learning.

- Adequacy of funds to provide resources should be made available by central and State Governments. A compulsory or philanthropic contribution from corporate sector will help the educational institutions to improve its physical infrastructure and lesser the burden on students.
- Realistic, simple and practically implementable academic reforms are required to bring about a change in higher education.
- All the recommendation and policies fail because of improper implementation and lack of monitoring. Stricter steps need to be taken so that each level proper monitoring becomes possible.
- Accountability and reach ability of funds to the required institutions should be strictly monitored.
- Learning across borders is indeed of the hour. Foreign Universities tie ups and collaborations should be encouraged.
- Block grants against a plan should become the norm with the Universities being competent according to priorities.
- Individuals coming out from higher education system should have a strong value system so that they can make fruitful contribution to society along with financial security. A compulsory Ethical Values Education System should be made practically available at the higher educational level.
- Excessive regulation and political interference is detrimental to higher education. Simple regulations and political non- interference policy should be there to encourage students both national and international, to get the higher education.
- The universities should develop independent accreditation organizations to vouch for the quality of the degrees they offer on criteria such as academic quality—the quality of their libraries, the publishing records of their faculty, and the degrees which their faculty holds.
- There should be proper check at the time of providing sanctions to private or deemed to be universities.



- some new techniques in teaching learning process such as flipped classrooms, virtual conference, social learning, self directed learning, self publishing, content marketing etc can be used which makes the students to understand the concept better and help them to think more creative.

**DIFFUSION OF ICT TOWARDS IMPROVING THE HIGHER  
EDUCATION INFRASTRUCTURE**

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*Real education consists in drawing the best out of yourself. What better book can there be than the book of humanity? - M.K. GANDHI*

A quality education ushers in a lifetime of opportunity, which helps build a strong and diverse citizenry to work and live in an increasingly competitive world. Higher education provides the competencies that are required in different spheres of human activity. Knowledge is the driving force in the rapidly changing globalized economy and society. Therefore, in this study an attempt is made to examine the severe inadequacies of India's education infrastructure and the role of ICT with the hope that the change catalysts will seriously examine the issue and generate competent and enlightened delivery of higher education in India.

## **New System of Governance: From Control to Quality Assurance System**

**Dr.Yaqoob P K,**

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### **Introduction:**

In India the Higher Education (HE) with respect to National as well as State level, is undergoing a Paradigm shift. Since the whole world is passing through innovative reforms in HE the repercussions are inevitably reflected in our country too. Universalisation of HE has become the order of the day witnessing a phenomenal shift in its priorities which responds to the rapidly changing requirements in job markets within the country and abroad.

In India we need sustainable development in HE both qualitative and quantitative. The Gross Enrolment Rate (GER) and qualitative development seems to be less in developing countries comparing to advanced countries. Increase in access to HE is a problem to be tackled with. The argument of achieving quality against quantity has become baseless since the outcome from a large quantum of enrolment would be much more fruitful and diversified than a few with quality. National average of students in College is less than 450 and that of University is less than 3500. Hence, UGC is recommending the increase in GER in Colleges and Universities offering financial assistance and support for infrastructural developments so as to increase their intake capacity by 50% in 5 years and 100% in 10 years.

Ours is a fast developing country where the upcoming students are potentially rich to get education at par with international standard. At the same time even the foreign educational institutions are well set to start their off shoots in our country. In such a situation our educational institutions cannot lag behind their international counter parts in terms of academic excellence and quality.

Demographic Diversity of students and faculty is another important requirement for healthy environment of learning. It should be the policy of the Govt. that at least 20% of Student community should be from all over India and 10% of faculty members from outside the State.

Ensuring equity in HE is another important area to be looked into. Policy makers should ensure equal opportunity to all sections of people by focusing on the following.

- Empowerment of women
- To bridge the rural and urban divide
- Ensuring the rights of marginalized sections like SC/ST, OBC and minorities.
- Empowering the physically challenged.

Quality can only be achieved through the development of infra-structure like laboratories, library, student amenities, ICT oriented class rooms etc: Curriculum updating and innovative system of teaching and learning and evaluation are also relevant to contemporary requirements. Optimum utilization of infra-structure through shift system and sharing of resources in Cluster Colleges, developments in co-curricular and extracurricular activities, introduction of integrated courses etc: are some of the areas to be looked into and strengthened.

A uniform adoption of Choice Based Credit Semester System (CBCS) in all Degrees as well as PG programs is an essential pre-requisite for curriculum up gradation. The flexibility of inter-disciplinary learning through CBCS is a breakthrough in HE for quality enhancement. The traditional compartmentalization of education as Engineering, Science, Humanities, Social Sciences and Commerce etc: has been broken to a great extend.

Accreditation and ranking is another area to be looked into. The national accreditation agencies like NAAC has done good efforts in this direction. It has created greater awareness of quality enhancement and triggered many quality sustenance measures among Universities and Colleges in India. There developed a quality culture and quality consciousness among institutions throughout the Nation by active steps taken through the process of assessment and accreditation but the same is not sufficient enough. Even though the target of NAAC is to accredit 2000 Colleges and 450 universities, it has hardly achieved 15% of target in Colleges and 5% of Universities.

The upheavals taken place in recent past are associated with chaos and confusion resulting to the disorientation of the system to a great extend. A comprehensive reorientation and reconceptualisation of education at par with global scenario has become an inevitable task in front of the planners so as to achieve enhancement of quality and research in HE. It is true that in the last two decades almost all our educational institutions are well aware of this fact and are constantly involved in the process of meeting this challenge.

This paper is basically focusing on Policy and Planning strategies in HE with special reference to Kerala. Kerala State Higher Education Council (KSHEC) has made holistic recommendations for reforms in HE not only to bring corrective measures to the existing system but also for fundamental and structural changes that would enhance quality of teaching and research in HE.

### **Recent trends in Kerala**

During the last two decades Kerala witnessed steady decline in the growth of public education both in Government and Quasi-Govt. Sectors. Due to inevitable budget cut and financial stringency there implemented the policy of 'appointment ban' and resultant stoppage of new courses in Govt. and aided colleges which led to a stagnation in the growth of such institutions. At the same time encouragements had been given by the Govt. to start self-financing colleges both Professional and non-professional as well. Consequently there happened a phenomenal increase in private investments particularly in professional education to meet the growth and sustenance of highly demanding Indian industry as well as facilitation of skilled work force for off shore jobs. This resulted in a steady decline in demand for science courses in Arts and Science Colleges.

Over Commercialization of education by private management especially in self financing professional education is another trend in Kerala. The fees charged in such institutions becomes unaffordable to lower strata students. Lack of reservation, fee concessions and scholarships and non-implementation of admission norms of the University and Govt. etc: adversely affected the equity and justice in HE.

More over offering HE through distance learning is very high in Kerala. In certain courses more than seven multiples of regular students are registered through distance mode and degrees are awarded without discrimination. This caused over burden to Universities in Kerala. To solve this problem State Govt. is planning to establish a Kerala State University for Distance Education. Private students can register in this 'Open University' for the programs other than those of Science subjects. The conduct of examination, valuation, release of results, issue of certificates etc: will be done separately by the said University.

Priority should also be given to those areas which do not have sufficient access to College education. In Kerala the districts like Malappuram, Palakkad, Wynadu, kasaragod and Idukki are identified for establishment of new educational institutions. Establishment of at least 10 Model Women's Colleges and one Women's University are also considered by the Govt. All existing women's colleges in the State would be brought under the fold of this University as its campuses. This would ensure effectiveness in women's education and their empowerment.

Proposal is also pending for the establishment of at least two Community Colleges in the State with complete hostel facilities which offer vocational degree, diploma and Certificate programs to equip students with potential of job placements in India and abroad.

The method of introducing "Twinning Program" is also under consideration. Under this program instead of conducting contact classes in approved centers, continuous coaching is offered in regular affiliated colleges in evening hours and weekends by using the permanent faculty of such institutions. This system is intended to enhance quality of education and success rate in distance mode.

Introduction of “Cluster College” is another recommendation of the KSHEC. Since Universities are over loaded with conduct of exam, evaluation and release of results: the same responsibilities are entrusted with cluster of colleges ultimately forming ‘Cluster College Autonomy’. College cluster is proposed to form in two models – a) clustering based on categories like aided, unaided, Govt. Colleges etc: and b) mixed clusters comprising all categories. The Cluster Autonomy of Colleges can mobilize special grants from UGC and such campuses can develop uniformity in curriculum, mobility of students, sharing of resources like laboratories, research facilities, library and net work resources, sports facilities etc: Cluster Autonomy may also avoid evils of single autonomy like corruption, favoritism, non-transparency in evaluation frame work etc: It may bring out healthy competition between colleges within the Cluster and inter-cluster Universities which ultimately lead to quality enhancement in manifold dimensions.

Initiatives have been taken by the State Govt. to set up a state level accreditation agency viz: Kerala State Assessment and Accreditation Council (KSAAC). It is proposed to accredit the institutions separately for General Education, Management, Engineering, colleges for Education and other professional colleges. Discipline - wise accreditation is also proposed especially in Universities. Eg:- Depts like Life Sciences, Physical Sciences, Chemical Sciences, Mathematics, Social Sciences etc: Five types of grading based on nine criteria are recommended by KSHEC as O’ Grade for Excellent Colleges, ‘A’ for Very good, ‘B’ for Good, ‘C’ for Satisfactory and ‘D’ for Non- accredited colleges. Eleven Criteria for assessment are fixed, of them 07 are compulsory, remaining four are optional in which two can be selected as per the requirement of the College making the total as nine.

**Seven criteria which are compulsory:**

1. Quality Standard of Teachers
2. Teaching and Learning Standard
3. Curricular aspects (to consider innovative courses other than conventional)
4. Research and Consultancy
5. Infrastructure and Learning Resources
6. Student Support Programs
7. Governance and Leadership -

**Optional** (two are selected as per the requirements of the College)

1. Extension Activities and Extra Curricular contributions
2. Internationalization
3. Student Placements and Employment Potentials
4. Innovative Programs

A State wide common entrance test is also proposed for professional courses and the rank list should be prepared based on the marks in entrance test cum +2 exam. Both merit and payment seats should be allotted from CET list. NRI seats alone are allowed to be filled in by the Management. In order to prevent unfair practices, nepotism, favoritism etc: and to ensure high standard teachers it is also recommended that appointment of Teachers shall be made by PSC. Moreover, faculty selection committee in Self-financing colleges should have representatives nominated by PSC and KSHEC. Uniform Act and Academic Calendar applicable to all Universities in Kerala is another proposal.

State should explore the possibility of establishing specialized Research centers like CDS and CPDS. Separate Universities for medical education, Engineering, Law, Teacher Education etc. is another proposal. Universities and Colleges should be encouraged to introduce 5 year integrated programs with a provision of lateral exit in the end of 3/4years with Bachelors/ Honors Degree. Universities in Kerala shall be encouraged to introduce integrated Masters Degree and PhD programs.

In conclusion it is observed that the KSHEC has taken up seriously w.r.t. the problems, prospects and lacuna existing in the field of HE. They have gone through the matter in detail and prepared a holistic report and submitted. The Govt. has considered the recommendations and already implemented a few and the remaining are taken up for granted. We hope that, if properly implemented the system would undergo marvelous changes within a few years resulting to qualitative and quantitative improvements in HE sector of Kerala.





**Events in pictures.....**

**Inaugural Ceremony**

Hon. Education Minister, P.K. Abdurabb Inaugurating the function



Prof. G D Sharma's Introductory speech

E T Mohammed Basheer MP Presiding over the function



MES President, Dr. Fasal Gafoor



Dr. Hussain K Randathani's Welcome address



Felicitation by Mr. Abdusamad Samadani MLA



Felicitation by Dr. KT Jaleel MLA





MES General Secretary, Prof. P O J Labba's valedictory address

Certificate distribution



Presentation of memento to host institution



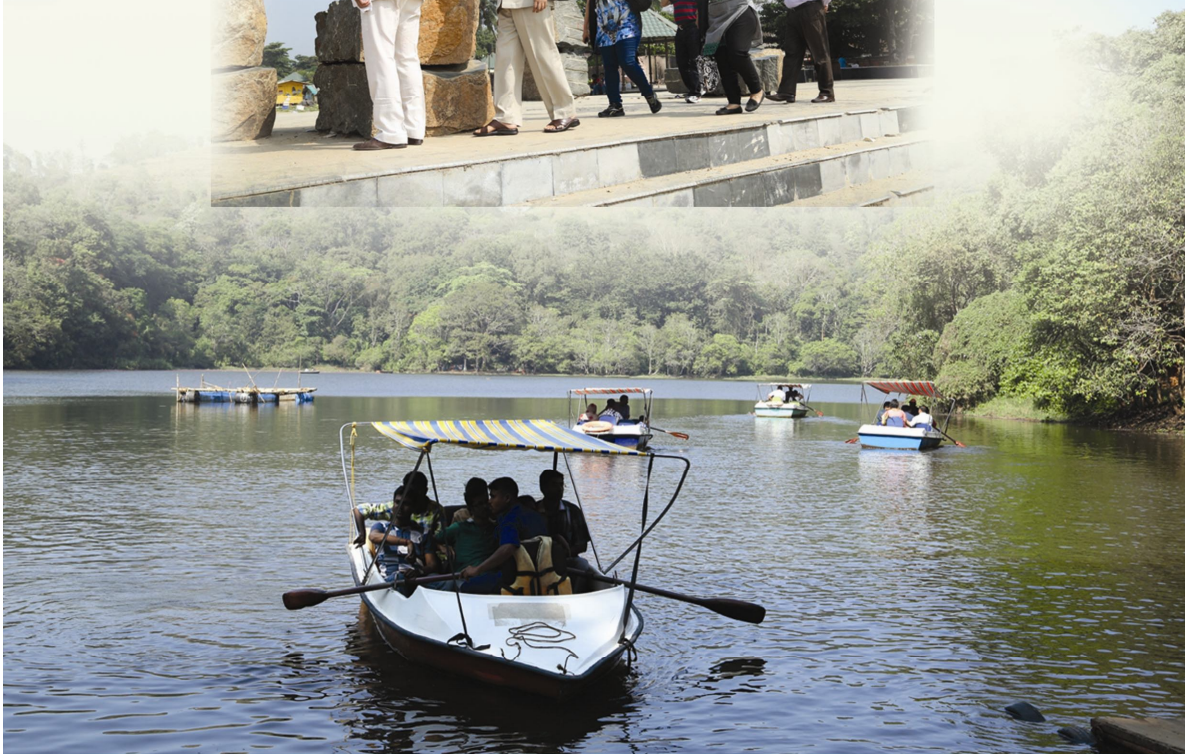
Group photo



Cultural Programmes



# Tour





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