

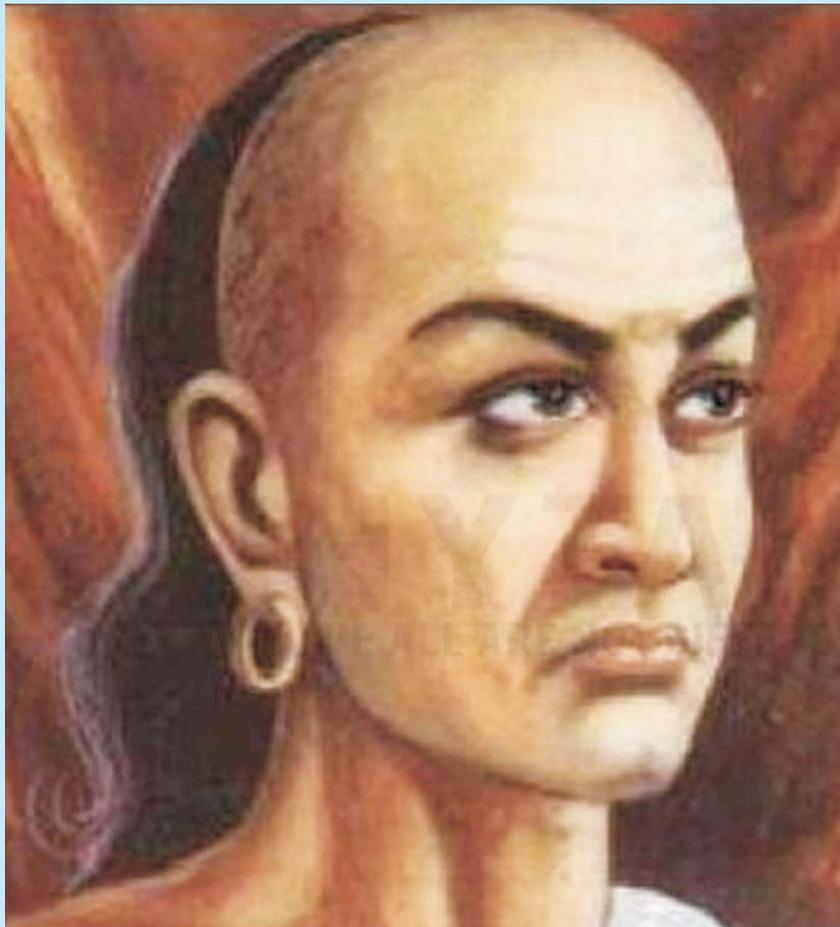
ISSN 2348-084X

COLLEGE POST

the higher education journal

VOL. 16, No. 2

April-June, 2016



Chanakya - Kautilya 350-283 BCE -A Teacher, Thinker and Author- who changed the course of history

"Let not a single day pass without your learning a verse, half a verse, or a fourth of it, or even one letter of it; nor without attending to charity, study and other pious activity."

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EDITORIAL

APEX COURT ON EDUCATION POLICY AND PRACTICE - RECENT CASE OF NEET



Apex court of India had has dealt with several of education policy and practice matters. Most discussed one, in mid seventies and early eighties, was Merit seat and Paid seat in medical colleges in India. This was the period when private medical colleges started in the country. Acceptance of concept of full cost recovery from students in the form of paid seat gave shift to earlier policy of state and philanthropist support for higher education. There was no concept of cost recovery from students. With the Supreme Court judgement the policy of full cost recovery from students became legal, of course in the manner as directed by Supreme Court in its judgement. Once legality of full cost recovery from students - the receiver of education - was established, it paved the way for private Medical, Engineering, Architecture, Pharmacy, Management colleges. This development was later followed by Private Universities and Deemed to be Universities based on full cost + recovery from the students in the form of fees. In fact in UGC a formula was worked out to

avoid the possibility of charging of exorbitant fee by "Deemed to be Universities" as they fall under the purview of UGC. Incidentally it may be mentioned that the Parliament has not yet legislated on private participation or full cost + recovery from students. Private Universities Act (bill) initiated in the Parliament in 1995 was sent to standing committee and later on it lapsed. Recent efforts to pass several bills in the parliament- these are four in numbers- have also lapsed.

The Apex Court also dealt with a case of starting of several private self financing universities by Chhatisgarh State under its first Private Universities Act in the country. But this act was struck down by Apex Court on account of legal validity of this Act as the act gave power of legislature to executive. Followed by this many state governments became careful and enacted Private Universities Bill following the guidelines of the Apex Court. With the necessary changes in provisions of the private universities Act several state governments passed the private Universities Acts and sanctioned private Universities in their state. Today there are more than 239 institutions of higher education in 22 states under the provision of Private Universities Acts. This is in spite of the fact that the Parliament has not yet made up its mind on this key issue.

The Apex Court also dealt with the issue of Autonomy of minority managed institutions with regard to following the state policy on admission with a concept of promoting education among - language or religious minority population. This gave legal status to the

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Editor

G.D. Sharma

Co-editor

Baldev Mahajan

practice of protective discrimination by the institutions run by specific minority community or language belonging.

With regard to protective discrimination, the Apex court also gave its ruling much before the above cited cases on reservation of seats for students belonging to SC/ST population.

Yet, there is another case of "Deemed to be Universities vs GOI, where the apex court will give its final order, after the necessary work done by UGC and NAAC. This case arose out of over zealotness of MHRD to usurp the role and functions of UGC by setting up a Committee to oversee the quality of Deemed to be Universities sanctioned by MHRD on the recommendation of UGC. This case, in fact arose from the fact that several of self financing - full cost + recovery institutions were recommended by UGC and approved by the MHRD in a very short period. There were some statements in press about the quality of such institutions. MHRD, under the same political regime under which a large numbers of institutions were approved as "Deemed Universities" thought it proper to constitute a committee not for newly approved institutions, but for all the Deemed to be Universities. This Committee graded all Deemed to be Universities and recommended closure of a few and review of another few after a period. It may be mentioned that causing the general quality review or regulating the quality is within the domain of UGC and National Accreditation and Assessment Council (NAAC). UGC also set up a Committee to do review of the quality of these institutions. It was possible that both committee recommendations may vary. And it did happen. We have a system of autonomous institutions under the provisions of the Constitution namely, UGC under the Parliament Act, yet we have executive which can overrule the Act, Hence it resulted in the sense of injustice or the violation of constitutional provisions among the affected institutions and stake holders. Accordingly they approached the Apex Court. Apex Court is set to give its verdict. We also hope Apex court will also settle, implicitly or explicitly. domain of work of MHRD and autonomous body set up under the Act of Parliament.

There may be several other cases, wherein wisdom of Supreme Court has been solicited by the complainant. There is a sense of injustice taking place in the minds of complainants from the policy and practices of executive also absence of appropriate legislation by appropriate legislative bodies. There are certain issues which have direct bearing on constitutional and referral aspect of policy and practice of executive, yet there are aspect of convenience and facilitation to certain section of stake holders in the education system.

...contd. on page 14

ICF ANNOUNCES 22ND ANNUAL CONFERENCE

22nd Annual Conference of ICF is scheduled to be held from 5-7th September, 2016 at Mahila PG Mahavidyalaya, Jodhpur Rajasthan with the support of colleges in the region and under the auspices of JNV University Jodhpur, Rajasthan. Dr. R.P. Singh, Hon. VC of JNV University, Jodhpur has vigorously encouraged development of affiliated colleges of the University. He has also done so while being Vice Chancellor of Choudhary Charan Singh University, Meerut. He set up team in the university to ensure effective steps for holding the 22nd Annual Conference of ICF. The theme of 22nd Annual Conference of ICF has been chosen keeping in view larger role colleges are called for to perform in bridging the gap between Urban and Rural India. The theme and sub-themes are as follows:

"Higher Education for Bridging the Gap between Rural and Urban India"

Sub-themes: Role of Higher Education in:

- i) Improving knowledge and skills among students to contribute to rural development;
- ii) Improving Quality of Primary and Secondary Education; and
- iii) Carrying out problem solving research for development of rural areas.

First Announcement to this effect has already been sent to members of ICF, Director, Higher Education, Dean CDC, VCs of affiliating universities and other eminent persons. Second announcement is likely to be sent by the host college. Honourable Governor of State and Chancellor of Universities in Rajasthan said to have given his consent to bless the conference in the inauguration. For details visit www.seededu.org

College Post wishes the conference a great success and hopes to publish eminent persons paper in its future issues.

ELECTION OF ICF EXECUTIVE COMMITTEE

After the completion of term of two years of office bearer of ICF state level executive committee, the election for constitution on new ICF state level committee has been announced. Ballot papers have been sent to all the members. Election results are likely to be announced in the first week of August, 2016. For details visit www.seededu.org

INTERNATIONAL DIPLOMA IN EDUCATIONAL LEADERSHIP- HIGHER EDUCATION

Seed-Centre for Higher Education Studies and Training (CHEST) announces mix mode based International Diploma in educational Leadership in Higher Education - 4th Batch. A group of Principals leading colleges have already completed their International Diploma in Educational Leadership and have been awarded diploma in the two convocations held at India International Centre. Third batch group of principals are likely to complete their work and the fourth batch will start soon with revised

contents and methodology of delivery. For details see www.seededu.org

UPDATE OF NEW EDUCATION POLICY 2016 - DRAFT

TSR Subramaniam Committee has submitted its report of recommendations on New Education Policy. Method of developing new education policy as reported in earlier issue of College Post has been elaborate. Government of India attempted to involve people from Panchayat level to state and national level. It identified nearly 32 themes on which opinion /view of people and experts were solicited. What have been key findings of this wider consultation and these specific themes is not known. We hope such a consultation might have generated very rich data/information for use by experts, scholars to gauge the view and opinion of people and responses of experts on selected themes. In fact these could be a good back up material for framing this new education policy. College Post has been writing about framing new education policy since 1995, when Indian opened up to world market in goods and services. Since 1986 to 1996 was almost a decade of operation of 1986 policy. It was very opportune time to review it, particularly in the context of liberalization and structural reforms. Alas it did not happen. Three decades passed, the policy remain static, but practice changed significantly with the advent of liberalization and introduction of full cost recovery institutions in the form of self financing institutions of higher education and several thousand of self financing full cost recovery higher and school level institutions. Things moved at very snail space. An attempt was made at the fag end of last parliament session. But as Parliament elections were announced, things did not move. With new government in position things started. Some highlights of recommendations of the committee are in press and details are yet not known. However, some controversy of making report public did appear in press. In our view, whereas government which constituted the committee has full right to decide to make it public or not, but authors of report who interacted with larger audience owe to them to make it public, so as to assure that their views are taken note of. Therefore, in a way they have moral obligation to ensure that their findings are made public in our largest democracy of the world. Now the selected portion of the report has been made public for seeking inputs on the policy.

CONFLICT OF VISIONS BETWEEN MHRD AND PMO

There is a conflict of vision between the MHRD and PMO on the autonomy of institutions of higher education. In the view of PMO institution of higher education needs to be given more autonomy in the governance of higher education, whereas MHRD views there is a need of MHRD involvement in governance of IIMs on the lines of IITs, particularly with regard to framing of rules for internal governance. We hope with new Minister in position, this conflict will be resolved in favour of autonomy of institutions as favoured by PMO.

INSTITUTIONAL AUTONOMY AND LEADERSHIP IN A STAGE OF MASSIFICATION OF HIGHER EDUCATION IN INDIA

N. V. VARGHESE*

This article analyzes the massive expansion of higher education in India and its implications for regulating and governing the system. The paper argues for selecting credible leaders and orienting them to make them effective in leading higher education institutions with a vision and commitment

1. Introduction

Traditionally the state enjoyed a virtual monopoly in the development of higher education in many regions in the world. Public funding and government control characterized the structure of governance of institutions of higher education. It was even common in some countries for the President or the Prime Minister to become chancellor of a major national university. Liberal public funding and student subsidies ensured the smooth functioning of the state controlled model of governance. However, that model came under strain when social demand for higher education outstripped the fiscal capacity of the state to finance it. The common policy response to the increasing social demand and inability of the state to fund an expanding higher education system was to seek alternative strategies to finance higher education.

The two most important measures among the alternative strategies that influenced the changes in higher education from the 1980s on have been the privatization of public institutions and the emergence of private higher education institutions (Varghese, 2009). Privatization measures reduced state control of public institutions even when their ownership remained with the state. The private sector, on the other hand, does not rely on state funding support. The private sector, in fact, represents an alternative to the state-supported model of higher education development. With the expansion of the private sector, the state lost its monopoly in decision making and this resulted in a moving away from a state-controlled to a state-supervision model of governance (Neave, 1988) which encouraged market logic in higher education decision making.

It was even common in some countries for the President or the Prime Minister to become chancellor of a major national university. Liberal public funding and student subsidies ensured the smooth functioning of the state controlled model of governance.

The permeation of market forces in higher education also demanded new regulatory frameworks and governance structures to manage institutions. Governments passed new laws, granted autonomy to public institutions and introduced accountability measures to govern and manage higher education institutions effectively in the changed context. Autonomy permitted institutions to set priorities, evolve strategies, develop study programmes and courses, recruit staff, diversify funding sources and decide on internal resource allocation criteria. These changes demanded an effective institutional leader to take initiatives and negotiate successfully with the stakeholders.

This article analyzes the massive expansion of higher education in India and its implications for regulating and governing the system. The paper argues for selecting credible leaders and orienting them to make them effective in leading higher education institutions with a vision and commitment. The following section discusses the expansion and diversification of the higher education sector in India. Section 3 discusses the nature of regulatory bodies operating in higher education followed by a discussion on the governance and management issues in section 4. Section 5 describes autonomy and institutional management in India, whereas section 6 is devoted to a discussion on the need for identifying credible institutional leaders and orienting them so that they can be more effective in the Indian context.

2. Massification and diversification of the higher education sector

Higher education in India has been expanding in the past decades and the rate of expansion accelerated in the decade of the 2000s. Between 1951 and 2014 the number of universities and institutions of national importance increased from 27 to 757; colleges from 578 to 38.1 thousand and students from around 200 thousand to 33.3 millions (NIEPA, 2005; MHRD, 2015). An examination of annual average rates of growth of enrolment in the sector will reveal that it was 4.6 per

* The views expressed in this paper are of the author and they should not necessarily be attributed to the organization where he is employed. This is a revised version of the paper initially published in *Leadership and Governance in Higher Education*, (RAAB, Berlin) No. 1, 2015; pp.1-21.

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cent in the 1980s, 7.2 per cent in the 1990s and 10.8 per cent during the period between 2001 and 2014. This shows that the rate of growth of the sector accelerated in the 2000s.

In absolute terms, enrolment increased from 8.8 million in 2001-02 to 33.3 million in 2014-15. This implied an addition of around 1.9 million students annually to the sector making it the highest expansion for any decade. At this rate of expansion of higher education India accounts for nearly one-fourth of the global expansion of higher education experienced in the 2000s. With around 33.43 million students, 1.4 million teachers and 38 thousand institutions in 2014-15 (MHRD, 2015), the higher education sector in India is not only large but also the second largest in the world after China.

If one analyses the gross enrolment ratios (GER), one finds that the country experienced a very slow growing GER till the turn of this century and a very fast growth in GER in the 2000s. For example in the decade of 1990s the GER increased from 5.9 per cent in 1990 to 8.1 per cent in 2000. In the next decade (2000 -2010) the GER increased from 8.1 per cent to 19.4 per cent and further to 23.6 per cent in 2014. The accelerated expansion of the sector in the 2000s helped the country to enter into a stage of massification of higher education (Varghese, 2015) as per the classification by Martin Trow (2006).

This impressive expansion of the sector was accompanied by the diversification of the sector. The diversification of institutional arrangements that provide higher education has undoubtedly hastened the process of expansion of the sector. In the 2000s the private sector emerged as an important partner in higher education development in India. The number of private institutions proliferated; so did student enrollment in private institutions. In 2014-15 the private institutions accounted for more than 60 per cent of the enrolments in higher education in India.

The other aspect of diversification of provision is the expansion of the technology mediated segment of higher education. India established its first Open University, the Indira Gandhi National Open University (IGNOU), in 1985. Following this initiative at the national level, many state governments established open universities. The open universities offer various academic programmes that lead to certificates, diplomas and degrees. The open learning system contributes to the massification of the sector and accounts for around 10-12 per cent of the total enrolment in higher education.

Another dimension of the technology mediated higher education is the offer of and enrolment in Massive Open Online Courses (MOOCs). The advent of Open

Educational Resources (OER) facilitated provision of digitized materials free of cost and open to all. The MIT Open Courseware project of 2002 and the Open learn programme of the U.K. Open University in 2006 offered free access to their courses online and popularized OER. According to ICEF Monitor, the MOOCs in 2015 enrolled almost 35 million students in 4,200 courses offered by more than 500 universities. Coursera accounts for nearly 36 per cent of enrollment followed by edX which enrolls more than 18 per cent of students.

MOOC courses are very popular in India and it accounts for the second largest enrolment. MOOC providers are also entering into partnership with Indian higher education institutions making these courses accessible and available to students. The Indian Institutes of Technology (IITs) of Bombay and Delhi are offering courses relying on MOOCs platforms. The University Grants Commission of India is developing

norms to help universities offer MOOCs. The Ministry of Human Resource Development (MHRD) launched an Indian focused MOOC platform known as 'Swayam'- Study Webs of Active-learning for Young Aspiring Minds in 2014. This platform offers courses and is operating in collaboration with higher education institutions in India and abroad.

It is not only that the expansion of the higher education sector in all its modes has been massive and impressive but also that the expansionary trends will, by

all indications, continue at the same rate in the future. The population projections for India show that the country will add substantially to its stock of population in the coming years reaching a peak of 1.72 billion in 2060 (James 2011; UN 2011). According to these estimates India will overtake China in the size of population by 2020 (UN, 2009). India will remain a young country with the average age of an Indian at 29 years, compared to 37 for China and 48 for Japan in 2020 (Chua, 2012). India will not only have one of the youngest populations in the world in the 2020s but it will also have the largest tertiary education age-group population. All these estimations accompanied by the prospects of increasing enrolments at the school level give a clear indication on the possibility of continued expansion of the higher education sector in India.

There are concerns about the effect of massification on equity in access and quality of the outcomes of the system. India experiences a pattern of increasing inequalities in access while the system is expanding. Similarly, there is a fear that the education imparted in many institutions is of questionable quality. Therefore, the major challenge for India will be how to manage the

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massification of the sector to ensure equity and quality. The role of the regulatory bodies and governance structures becomes very important in this context.

3. Managing massification: the role of the regulatory bodies

Although education in India is a state (provincial) subject as per the constitution, the central government plays an important role in regulating the sector, as all regulatory bodies in higher education are the national level. India has a long history of regulations in higher education. The first regulatory body in higher education in India was the Medical Council of India (MCI) established in 1934. MCI had the authority to lay down norms and standards, recognize or derecognize courses and institutions. The higher education Commission - namely the University Education Commission-, established by the Indian government in 1948, favoured a position of less interference from government and

more autonomy to universities. The universities were supposed to be self-regulating entities, expected to voluntarily adhere to standards determined by the regulatory bodies.

India established two important regulatory bodies at the national level in the mid 1950s - the University Grants Commission (UGC) and the All India Council of Technical Education (AICTE). While the former (UGC) was a regulatory body responsible for general higher education, the latter (AICTE) was responsible for technical education. These two bodies helped shift the regulatory authority to the national agencies to facilitate centralized regulation (Carnoy and Dossani, 2011). The University Grants Commission (UGC) was established in 1956 as a statutory body by the parliament for the coordination and determination of standards in universities. Unlike the MCI, the UGC did not have the powers for prior approval for setting up of a university and power to withdraw recognition of a university degree

TABLE 1: Regulatory and Statutory Bodies in Higher Education

<i>Name of the Bodies</i>	<i>Expected functions</i>
University Grants Commission	Co-ordination, determination and maintenance of standards in higher education. Release of grants to individual institutions
All India Council for Technical Education	Proper planning & co-ordinated development of technical education system throughout the country.
Distance Education Council	Promotion of Open University and Distance Education systems in the educational pattern of the country and for coordination and determination of standards of teaching, evaluation & research in such system
Indian Council of Agricultural Research	Co-ordination of agricultural research and development programmes and develop linkages at national and international levels with related organizations to enhance the quality of life of the farming community
Bar Council of India	Co-ordination, determination and maintenance of standards in legal education and profession
National Council for Teacher Education	Achieving planned and co-ordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in teacher education and for matters connected therewith.
Rehabilitation Council of India	Standardization and regulation of training of personnel and professionals in the field of Rehabilitation and Special Education.
Medical Council of India	Establishment of standards in medical education and to define medical qualifications in India and abroad
Pharmacy Council of India	Prescription, regulation and maintenance of minimum educational standards for the training of pharmacists uniformly in the country.
Indian Nursing Council	Regulation and maintenance of uniform standards of training for Nurses, Midwives, Auxiliary Nurse- Midwives and Health Visitors
Dental Council of India	Regulation of the Dental Education, Dental Profession, Dental ethics in the country and recommend to the Government of India to accord permission to start a Dental College, start higher courses and increase of seats.
Central Council of Homeopathy	Maintenance of the Central Register of Homoeopathy.
Central Council of Indian Medicine	Maintenance of the Central Register of Indian Medicine

Source: MHRD 2005

and this made UGC more of a recommendatory body (Singh, 2004).

India has a multiplicity of regulatory bodies. There exist at least 13 regulatory bodies in the higher education sector in India (Table 1). The number of regulatory bodies is also a reflection of the number of Ministries involved in the provision of higher education in India. For example, medical education is under the Ministry of Health, legal education is under the Ministry of Law and Justice, Agriculture education is under the Ministry of Agriculture etc. Each of the Ministries has its own separate regulatory body leading to a multiplicity of regulatory bodies in higher education in the country. While the central regulator for higher general and technical education remains with the Ministry of Human Resource Development (MHRD) that for professional education rests with the respective Ministries.

The National Policy on Education (1986) suggested the idea of establishment of a national apex body for bringing about greater co-ordination and integration in the planning and development of higher education and research. This was followed up in the subsequent recommendations of the National Knowledge Commission (NKC) in 2006 and the Yash Pal Committee in 2009. The Yash Pal Committee recommended setting up an apex body - the National Council for Higher Education and Research (NCHER) - to regulate the higher education sector. However, for various reasons, this body is yet to be established.

The establishment of private universities added another dimension to the regulatory processes and mechanisms in India. The Indian higher education system was characterized by public institutions, public funding and management. From the mid-1970s onwards, many private unaided colleges came into existence. The capitation fee colleges, unlike the grants-in-aid colleges, were mostly for-profit private institutions, offering courses in the subject areas of engineering, medicine, and management (Agarwal, 2007). In the 1980s self-financing colleges and for-profit institutions proliferated in India. In the decade of 2000s private universities were established by several state governments (Varghese, 2014). Between 2002 and 2013, 201 private universities were established in India. In other words, private institutions - and enrolments in these institutions - increased to the extent that made them a major partner in the expansion of higher education in India.

The fast and unplanned expansion of the private institutions questioned the effectiveness of the role

played by the regulatory bodies. It has come to public notice that many private higher education institutions have very poor infrastructure and insufficiently qualified faculty members, while levying exorbitant fees from students. Doubts have been raised about the processes and the criteria based on which approval was granted to too many private institutions (Joshi, 2011). It was found that these processes were not transparent and that many of the institutions operated without basic amenities to provide meaningful curriculum transaction and quality of education.

The UGC appointed committee - the Tandon Committee (UGC, 2009) - found that some of the private deemed to be universities did not have the infrastructural facilities to provide quality education and recommended the closing down of 41 such institutions. In some other instances a Court of Justice has played the role of a regulatory body. For instance, in a court case in 2005 (Yaspal and others vs. the State of Chhattisgarh) the

Supreme Court ruled all colleges established by the Chhattisgarh state as null and void since they did not follow the regulations stipulated by the UGC in 2003 (UGC, 2003). This judgment implied closing down 117 private universities established by the state between 2002 and 2005.

The higher education sector, no doubt, needs regulation to ensure planned and coordinated development, quality of education, equity and social justice (Ayyar, 2013). The areas which require closer examination and regulation are: granting permission to open an institution, permission to operate, intake of students and introduction of courses, monitoring an institution's overall

performance including issues related to governance and management and levels of student learning. To achieve these objectives the country needs administrative and academic regulations and their effective implementation even when institutions are granted autonomy.

With a view to assure quality, India in the 1990s established accreditation agencies such as the National Assessment and Accreditation Council (NAAC) for universities and colleges and the National Board of Accreditation (NBA) for technical education. Since accreditation is voluntary a majority of Indian institutions of higher education are yet to approach the accreditation agencies although the agencies have been in existence for more than two decades. In order to deal with this unwillingness on behalf of institutions, UGC has recently made accreditation a precondition in order to release funds from 2015 onwards.

It seems there are two issues to be addressed in

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the context of regulation of higher education in India. The first pertains to whether or not the existing regulations are sufficient. The government is very often criticized for lack of adequate regulatory measures to facilitate growth and expansion of the higher education sector. There is a need to look into the adequacy of the existing regulatory measures with a view to developing a foolproof regulatory mechanism. The second issue pertains to the enforcement of the existing regulations. There are instances which may indicate that there is a lack of incentives for effectively enforcing the existing regulations.

4. Governance and management of a massified higher education system

The three important players influencing management decisions in higher education are the state, the market, and society at large. Therefore, changes in governance imply changes in the ways the relationship between the state, the market and the civil society are perceived and structured. India, like many other countries, is experiencing a change in the governance structure and management practices in higher education.

The governance changes in Indian higher education are similar to the global experiences elaborated in the initial part of the paper. At independence higher education was the almost exclusive domain of the public authorities. Public institutions and government funding were the salient features of higher education development during this period. The most commonly found governance pattern in India used to be the state-controlled model. The government played an important role in planning, funding and managing higher education institutions. In a sense, expansion of higher education was dependent on public policy support and financial support from the government.

The fiscal crisis of the 1980s reduced the capacity of the governments to finance an expanding system of higher education. A reduced funding support from the government compelled many public institutions to diversify sources of funding. It also reduced the authority enjoyed by the government in matters related to governance and management of institutions of higher education. The establishment of self-financing public and private institutions necessitated decisions to be taken at the institutional level. The proliferation and diversification of providers and the multiplication of modes of delivery resulted in moving away from a state-

controlled to a state-supervision model of governance (Neave, 1988) which encouraged market logic in higher education decision making.

The entry of the market in the higher education sector has changed the governance structure and management practices at the institutional level. Many countries embraced the market oriented new management framework - New Public Management (Dent, 2007). Public universities adopted corporate models and became entrepreneurial (Clark, 1998) entities and managerial in their approach to plan and implement academic and non-academic activities at the institutional level (Varghese, 2009). Some institutions followed a shared governance structure focusing on negotiations, the role of external stakeholders, the participation of all groups (Sporn, 1999). Others followed a corporate governance structure emphasizing on the entrepreneurial character of universities and their strategic planning efforts linking universities, markets,

and society. The new managerialism is part of corporate governance and has become the key principle for steering the higher education systems of many countries. The developing countries are moving in that direction. Universities became autonomous, while government interventions and administrative controls were replaced by incentive systems and accountability measures to steer institutions towards achieving their missions.

Resource mobilization from non-government sources has become one of the important considerations in the governance of institutions in a market-friendly approach to managing institutions. Governments passed new laws, granted autonomy to public institutions, created buffer bodies, introduced performance monitoring and

established external quality assurance mechanisms to help govern higher education institutions effectively in the changed context. The universities in India became more autonomous, less reliant on public funding. Very often the autonomy of higher education institutions is seen as a convenient mediating position between governments and markets.

In India the Department of Higher Education of the Ministry of Human Resource Development (MHRD) plays an important role in the governance of higher education at the national level. The MHRD implements policy decisions through various regulatory bodies. The regulatory bodies are also national entities and most of them are physically located in the capital city. The UGC and AICTE are under the direct supervision of the MHRD

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while others are under other ministries. The MHRD, the UGC and the Planning Commission are the three important bodies taking decision on the future of higher education in India.

There have been efforts to give more powers to the level of the states to govern and manage higher education. The setting up of State Higher Education Councils (SHECs) in each state in India has been a major step to encourage initiatives of the states in higher education. The National Policy on Education (NPE) of 1986 recommended the establishment of SHECs to strengthen state level planning and coordination of higher education. In 1988 the UGC issued guidelines for the constitution of SHECs. According to the UGC guidelines SHECs are entrusted with planning and coordination, academic, advisory and administrative functions in higher education.

Progress in the setting up of SHECs has been very slow. The first SHEC in India was set up 1988, the second in 1992, the third in 1994 etc. At present there are only eight SHECs which are operational (CPRHE, 2014). However, there is a move by many state governments to set up SHECs since funding under the centrally sponsored scheme of RUSA (National higher education mission) will be provided only if SHECs are set up and higher education development plans are prepared for the whole state. The SHECs are emerging as key bodies to plan higher education development in the states, to ensure quality and to facilitate flow of funds.

In terms of governance structure every state has a Ministry of education or higher education responsible for policy decisions in the sector. Every state also has a Directorate of higher education which implements policy decisions. The SHECs are new entities and their relationship with Ministries of higher education, Directorates of higher education and universities is not always clear.

The CPRHE (2014) carried out an analysis of the activities carried out by the existing SHECs. The study (CPRHE, 2014) found that planning and coordination functions include initiatives to improve the standard of higher education, to advise state governments on various issues relating to the development of higher education in the state, to monitor and release grants in aid from state governments to universities and colleges, to promote cooperation and coordination of higher education institutions among themselves, to explore the scope for interaction with industry and other related establishments, to propose guidelines for establishment of new institutions and to suggest ways to the sector to augment resources.

Academic functions include promotion of innovations and restructuring of courses, improvement of standards of examinations, promotion of programmes of academic cooperation, interactions between colleges

and university departments, and academic staff training. Advisory functions include determining block maintenance grants, laying down the basis for such grants, setting up of a state research board etc.

It can be argued that despite the initial difficulties, the SHECs will play an important role in planning and coordinating higher education activities in the states. To accomplish these responsibilities, there is a need to reinforce professional capacities of the SHEC staff. Therefore, recruitment of staff and staff development programmes for those who are recruited are crucial for SHECs to emerge and remain an influential professional body in matters pertaining to planning, managing and coordinating activities of higher education in the states.

The changes in the governance structure and management practices become clearer when one studies the institutions. The institutions have become more autonomous and autonomy also has implied a higher degree of accountability.

5. Autonomy and Institutional management

There have been many attempts to define autonomy. According to Anderson and Johnson, autonomy is the freedom of an institution to run its own affairs without control from any level of government (Anderson & Johnson, 1998). Autonomy for an institution of higher education implies no control from any level of government (Anderson institutions have its own leaders; to employ and dismiss staff; determine enrolment size ...' (Saint, 2009). 'Autonomy is the prerogative and the ability of an institution to act by its own choices in pursuit of its mission and goals (Pandey, 2011, p.79).

Autonomy can be substantive or procedural. Substantive autonomy pertains to academic and research areas and procedural autonomy refers to non-academic areas (Raza, 2010). Substantive autonomy involves freedom to design curricula and research policy, to determine student admission policies, staff recruitment criteria and criteria for the awarding of degrees. Procedural autonomy implies freedom to prepare and administer budget and financial administration, appoint non-academic staff, and procure and enter into contract with others outside the institution.

In India the universities were seen as autonomous entities from the beginning. The first Commission on education in independent India (Radhakrishnan Commission) of 1948 emphasized the importance of autonomy to the universities and argued for freeing them from interference from government. The Commission felt that higher education institutions should be seen as self-governing organizations to ensure academic excellence. The Education Commission of 1964-66 (Kothari Commission) also underlined the importance of institutional autonomy. Similarly, the UGC Committee on university governance in 1968 also reaffirmed the

need for university autonomy. The Gnamam Committee report asked for greater autonomy of universities from the government and participation of teachers and students in managing the universities. The government appointed a Central Advisory Board on Education (CABE) Committee on university autonomy (MHRD, 2005) which also upheld the importance of autonomy for institutions of higher education.

While all universities enjoyed autonomy in theory, the exercising of autonomy varied among institutions. Institutional autonomy operated relatively well in select institutions such as IITs and Indian Institutes of Management (IIMs) (Anandakrishnan, 2010). It seems that the prestige enjoyed by these institutions, their collaborations with foreign institutions, their highly qualified professoriate and the high degree of professional and academic standards maintained by these institutions, helped them exercise autonomy in a more meaningful manner than other institutions.

The central universities also enjoy a fair degree of autonomy. However, this is not the case with state universities and affiliated colleges. There is a feeling that they are over-regulated and controlled by the government. In many instances though, even in the state universities, the head of an institution has made a difference in exercising autonomy and mobilizing resources. Therefore, the selection of a vice chancellor of a university is a very important step influencing the management of the institution. In many states the appointment of the Vice chancellor is made by the Chancellor or the state government.

Autonomy has three types of implications for higher education institutions, namely, on governance, accountability measures, and internal management and re-organization of activities. A review of reforms in higher education in Asia (Varghese and Martin, 2014) showed that governing bodies, boards of directors, and boards of trustees have become important and influential parts of the decision - making process in the universities.

A typical governance structure in a university consists of an elected Senate, a syndicate consisting of representatives from teachers and government officials, and a non-elected academic council.

The Chancellor of the university is the chairman of the university council or court. The Chancellor nominates members of the Council, presides over the Council meetings and convocations to award degrees, appoints the Vice Chancellor, and Pro-Vice Chancellors . The Vice Chancellor needs to mediate between the above-mentioned bodies, teacher unions, employees unions and student representatives to facilitate the smooth

functioning of the university.

India has an affiliation system whereby several colleges are affiliated to a public university. Most of the colleges have their own Governing Body/Board of Governors. These bodies are influential in deciding the direction of change in the management of college affairs.

Granting of autonomy is also accompanied by efforts towards increasing accountability measures. Accountability is the academic, administrative and financial responsibility with defined goals for each constituent member of the academic community, namely teachers, students, administrative staff and all others, aiming towards providing quality education for the betterment of the society (MHRD, 2005).

While the existence of block grants, strategic plans, external quality assurance, academic freedom, and independent governing bodies are signs of institutional autonomy, performance contracts, performance based funding, competitive funding, payment for results, and

external quality assurance processes are indications of improved accountability measures. It is generally believed that there is a need for increasing accountability measures and ensuring transparency in matters related to governance and management.

The degree of autonomy exercised varies from one institution to another even when the rules governing them are the same. What makes the difference? It seems that the head of an institution makes a difference in the exercise of institutional autonomy. Effective

autonomy cannot descend as a "gift" from above; it has to be earned (Prakash, 2011). Institutional leadership is an important factor to earn and effectively exercise autonomy. The head of the colleges in many government institutions is appointed based on the seniority rather than through a selection process.

The heads of institutions at university level (Vice Chancellors) are selected by committees specifically constituted for that purpose. How far the selection process is transparent and objective is a debatable issue in India. There seems to be a general agreement to introduce objective, criteria - based selection of heads of institutions in all types of higher education institutions and orient the selected heads to issues related to planning and management of institutions.

6. Institutional leadership and training

Some argue that the granting of autonomy and devolution of powers to institutions has also involved a transfer of 'risk' - certainly reputational 'risk' and a financial risk (Scott 2012). The reputational risk comes because universities can no longer shelter behind

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decisions taken by the Ministries. Further, in many countries the public universities enjoy a higher prestige and academic credibility than non-public institutions. In many instances teachers and students are happy to maintain the public sector image and character of the university (Varghese, 2009). The financial risk results from a move from government funding, which is certain, towards diversified sources of funding, which are uncertain. More often than not the amount of resources mobilized from non-governmental sources depends on the institutional leadership

The most common and regular source of non-government funding is student-based cost recovery measures, especially student fees. Many universities are not only engaged in cost recovery but also in income generating activities. Some universities succeed very well in conducting income generating activities while others do not. Although these sources of income can be potentially seen as alternatives to public funding, the uncertainty regarding regular flow of income from these sources continue. A strong leadership is essential to mobilize resources from non-traditional sources without compromising the academic engagements and academic standards of the university. In other words, the risks involved and the uncertainties surrounding autonomy constitute the best case for arguing for a stronger institutional leadership and better governance.

The public universities are familiar with negotiating with the public authorities. With autonomy the non-state actors in the decision making are on the increase. The negotiation skills required to interact with the market managers is different from those skills needed to negotiate with public sector authorities. For example, public authorities may still be happy with an input orientation in resource decisions while the market sector needs an output and outcome basis for decisions.

The scale of operation of the universities has increased; the partnership has widened and the sources of funding have diversified. The universities now have to exercise higher level negotiating skills to influence the stakeholders, to lobby politicians and other key figures of influence; to develop effective marketing and public relations strategies; to establish and sustain partnerships and collaborations with other universities and organizations. A key responsibility of university leadership is to provide a governance structure and management process which is cost-effective and meets the considerations of equity in provision and quality in outcomes.

How do our institutional leaders manage

institutions? One of the recent surveys (Gohain, 2013) among the esteemed leaders of the academic community about leadership in higher education in India found that the higher education sector in India is facing severe shortage of effective leaders. Nearly 92 per cent of the respondents said that the sector is facing shortage of capable leaders. In their view this shortage is expected to continue. Nearly 81 per cent of those who responded pointed out to a serious gap between the existing pool of leaders and the requirements that need to be met as regards the 12th Five Year Plan targets and India Vision 2020.

What are the important qualities one is looking for in an academic leader? The participants' response (Gohain, 2013) indicated the following qualities as important for a transformational leader: a) a futuristic approach; b) an understanding of the higher education ecosystem; c) an exceptional academic record and a strong research orientation; d) a strong administrative ability and relationship orientation. Many also felt that high professional integrity, ethical standards, international experience and ability to change were some of the other requisite qualities of a transformational leader. Even if such an extensive list of requisites of the highest rank -which is a common outcome of studies - would probably take a superhuman to satisfy, it does show how extremely demanding and multifaceted the role of institution leaders has become.

In any case, the fact remains that there is shortage. Why does the sector fail to attract good leaders? Many experts and

academics in the study felt that the selection process for leaders needs to change and become more broadly based and freed from political interference. The qualifications and competency of the individuals to perform the job effectively need to be given due importance and weight. A prospective vice-chancellor should be asked how he/she plans to raise resources, innovate curriculum, partner with industry, make teachers more accountable and improve administration (Misra, 2010). Making the qualifications and credentials of the prospective candidates public is a way to ensure more transparency in the selection process.

Leadership training

Leadership at the institutional level is challenged to find an appropriate balance between academic priorities and demands placed on it by policy makers and stakeholders. The quality of leadership is emerging as the missing link in governance reforms. Experience shows that it is not only the process of selection but

For a transformational leader: a) a futuristic approach; b) an understanding of the higher education ecosystem; c) an exceptional academic record and a strong research orientation; d) a strong administrative ability and relationship orientation.

also the training and the orientation after the selection that are important. There is a need to develop programmes that will reinforce capacity of those in leadership so that they can deal with the new situation. The main challenge is how to develop a leadership that is pro-active, facilitates institutional transformation and involves all stakeholders.

Some of the examples in the developing countries may be useful for India. The African region established the African Leadership Centre (ALC) in Kenya in June 2010 as a joint initiative of King's College London and the University of Nairobi. Similarly, the Higher Education Leadership Programme (HELP) of Africa is another initiative which receives support from the Carnegie Endowment Fund. The International Institute for Educational Planning (IIEP), Paris, has been organizing training programmes on strategic planning and resource management for higher education leaders in Africa and in South East Asia for more than a decade.

Leadership training programmes for college heads or principals are common in India. NIEPA (now NUEPA) has been organizing such training programmes for a long time. Other organizations are also involved in organizing similar programmes. However, orientation programmes to newly selected institutional heads are not very common in India. The Indian Institute of Technology-Kanpur and the Indian Institute of Management-Kozhikode, recently tied up with Yale University to provide training in higher education leadership. It is envisaged that Kanpur and Kozhikhode will also serve as centres for higher education leadership training in India. An exchange programme to help establish working partnerships between higher education leaders is also under way with universities in the UK, as part of the UK-India Education and Research Initiative (UKIERI).

Another cooperation aiming at providing leadership training is the one with the Academic Leadership Academy (ALA) of the Penn State College of Education. The ALA provides hands-on administrative knowledge and skills to academic administrators mainly from across the United States, but also international. In 2011, Indian participants started attending the ALA through the Obama-Singh Knowledge Initiative of the 21st Century, with support by the World Bank. In 2014, the World Bank provided 16 scholarships for Indians to attend the ALA conference. An important and appealing feature of the ALA is the emphasis placed on networking so that participants can support and help each other to overcome challenges when back in their posts.

Training programmes are very useful in professionalizing institutional leadership. The need for such training programmes is recognized by decision makers in India. A recently held meeting (13 November 2014) of the Ministerial level delegation between India

and the UK under the UKIERI programme initiated the development of the programme Leadership Foundation for Higher Education with support from the UGC and leading Indian universities.

7. Concluding observations

The discussions in this article indicate that the actual practice of institutional autonomy varies even when similar provisions for autonomy exist in the legislation. Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), apparently exercise autonomy to a larger degree, due to a number of factors mostly related to overall quality. The governing bodies, no doubt, play an important role in shaping the management practices followed in these institutions; but they also play a critical role in selecting heads of institutions. As it is, the selection of heads of institutions in many of the public universities reflects political intervention as in many cases the selection committee members are nominated based on their explicit or implicit political affiliations. These members and their political affiliations influence the selection process and the final selection of the institutional leader. It is only natural that, the institutional leaders selected through such a process will not be able to exercise autonomy to its full extent. It is then quite important that the process followed when selecting the head of an institution become more transparent and the selection be based to a larger extent on the academic credibility and administrative competencies of the individuals. The selection process as such and the criteria for the selection of the heads of institutions seem to be a critical factor as regards the degree of autonomy and the quality of leadership.

An effective leader should also be competent in managing the institution. Even when the leader is a renowned academic he/she may need an orientation to administration and financial management issues. India does not have institutional arrangements to provide training to new institutional leaders. Unfortunately, the mechanisms to facilitate leadership development programmes are still at their initial stages of development in India. India needs to accord higher priority and larger investment in leadership development programmes in the coming years.

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JNU - THEN AND NOW

By an eminent emeritus Professor of JNU *

The paper raises the issue of interdisciplinary approach and departmentalism approach of organization of academic programmes and activities. It highlights unique model of academic freedom and equal participation of students and teachers in accumulation and creation of knowledge, strengthening academic values and ethos.

A grand unique experiment was launched in 1969-70 when a special centre of multi-faculty, multi-discipline and non-disciplinary was established in Delhi which is popularly known as JNU in India and abroad and during its about four decades of existence this great institution of higher learning, has earned great critical appreciation from global academic community.

A few distinctive features of academic programmes of JNU may be mentioned to substantiate the argument that it was unlike all other central and state government universities of the country and hence it was an 'exceptional' experiment in higher education. First, JNU's academic programmes are conducted by the School of Social Sciences, School of International Studies, School of Languages and Literature, School of Life Sciences, School of Environmental Sciences, School of Physical Sciences, School of Computer and System Sciences, School of Bio-Technology and School of Informative Sciences. All these schools are multi-disciplinary and the course content of every school of centre which is prepared by its own teaching faculty has a multi-disciplinary flavor which is based on the premise that knowledge cannot be a preserve of a narrow and restricted course-content around a particular M.A. or M.Phil programme. Second, every programme of study revolves around the individual member of the teaching faculty who is free to frame his course, define its contents, provide a reading list and bibliography and finally 'evaluate' student's performance at the end of an academic semester. Unlike all the other "Old", a traditional and conservative university of India, JNU rejects the "external" system of syllabus for teaching and evaluation at the end of an annual academic performance system. The old and Traditional university system of India was based on complete "distrust" of their own teachers and preferred 'external' evaluation system, JNU has successfully operated an "internal" system of educational programmes and the responsibilities of these programmes is with autonomous' teacher-in-charge'.

The essential academic ethics and culture of JNU which was created with great efforts during the last four decades was built around the values of academic freedoms because the pursuit of knowledge is a "collective enterprise" where teachers and students are jointly and collectively engaged in scrutinizing the givens of particular disciplines.

Third, JNU not only provided teachers freedoms, students of the university were treated as equal partners and shareholders in the pursuit of knowledge. Dialogue, discussion, debate and dissent are essential features of classrooms and students accumulate knowledge in a free atmosphere of class room discussions and also outside while interacting with other students in Hostels, and crowded Library.

The essential academic ethics and culture of JNU which was created with great efforts during the last four decades was built around the values of academic freedoms because the pursuit of knowledge is a "collective enterprise" where teachers and students are jointly and collectively engaged in scrutinizing the givens of particular disciplines. All new students, who enter JNU,

feel that something unusual is happening here, because it is for the first time in his educational career he is "treated as an adult and a thinking human being".

A new student starts feeling that he is expected to find answers to questions which are uppermost in his mind because in his earlier education student got limited material given to him by his teachers with the role goal of success in examination. This is not the case of JNU. A student is made to think for himself and find answers in the classrooms and outside in the sprawling campus, where free wind is blowing.

Human beings create their own institutions and if their weaknesses are not rectified, institutions decline, decay and become ritualized. Educational

institutions become stagnant and teaching faculty develops a sense of 'fatigue' or 'we have achieved everything' and this is the sign that educational institution has slipped into a coma. JNU cannot be an exception to this general rule of 'fatigue' and its revival depends on initiatives by the academic community which is expected to take surgical approach to correct and rectify its 'Weaknesses' in teaching programmes. JNU's reputation depends on academic achievements and competence of the teaching faculty because, if academic community is not keeping itself fully informed with the latest researches and developments in areas of knowledge pursued by the teachers, students of such out-of-date teachers suffer a lot because they have not been exposed to new areas of knowledge, because their

* In the larger interest of free and frank discussion of the issues raised in the paper and to avoid personal reference, the name of the author is not mentioned.

teachers have themselves lost interest in latest researches. Moreover, inter-disciplinary approach can succeed if teaching faculty member is solidly grounded in his own 'discipline and is feeling dissatisfied intellectually. Only a competent discipline based teacher feels the need to cross boundaries of his discipline to find answers to questions which are disturbing him intellectually.

First challenge before JNU in 2016 is to revive the sprint of learning among teaching faculty that inter-disciplinary or cross-disciplinary focus of JNU is not a fashion but an intellectual need because many questions cannot be answered within the scope of a particular discipline.

Departmentalism has destroyed many old universities which had great reputation because teachers remained confined to their narrow field of study and their products were also equipped with limited knowledge. Finally, knowledge in the 21st century has global dimensions and many new scientific theoretical and applied areas of knowledge are getting transmitted, if teaching faculty is ready to keep itself update with new areas of knowledge at the international level. Challenge before JNU is to establish its academic relevance for the 21st century and the academic community of JNU should be prepared to accept such a challenge or like other Indian Universities become a thing of the past.

continued from page 1

Let us take the case of National Eligibility Entrance Test. In the first place, it may not be inappropriate to mention that why and how this shift has taken place. Admission to institutions of higher education was done by respective universities and colleges till late seventies and early eighties. Scarcity of supply of professional education by the state gave rise to private initiative in higher professional education say, Engineering, Medical and other professional programmes of studies. Once private initiative with full cost recovery or may be capitation fee charges institutions came, issue of merit and paid seat as also capitation fee charges came to be questioned, owing to feelings/perception of injustice or violation of constitutional provisions. This gave rise of common admission test for admissions first as a response to merit i.e. low fees charge and paid seat -full cost fee charge seats in the institutions of higher education. Since many of the professional institutions for providing PG diploma in Management came to be established under the provisions AICTE Act the need for common admission test also arose and it later became a practice. Today, we have over supply of Management Institutions and Management Education Departments. We are also having over supply of Engineering Education institutions, as several thousand seats are lying vacant and there is undercutting of price than the capitation fee or over charging fee by the institutions. There is a lack of demand by students, barring for a few centrally sponsored low cost fee charging institutions, where there is rush for seats. This is owing to perceived quality and better employment possibilities after graduating from institutions namely, IITs and IIMs. Where, students rush for admission in hoards, wherein a new industry for preparation of students for admission has come up. It is not that they were not there in early eighties, but trend has become colossal and in early 1990s it has assumed a behemoth level by springing a township namely, Kota for admissions in these Technical and Medical education institutions, where a large amount of family funds is flowing and of course a good number of dejected and depressed students also come out of this industry. Some of them also commit suicide. In our view this is bound to happen, when we centralize the admission process and have common admission test, which invariably favours those who can afford and those who are second and third generation students also having English language advantage. We had conducted a study in early eighties on coaching institutions on behalf Department of Science and Technology, GOI and the study revealed that those having above 90 percent marks in their secondary and higher secondary

examination stood a chance of admission in these institutions, but a large number of persons with just 60 percent marks also joined these coaching institutions and invested a lot of parents' funds. But those with higher achievement joined coaching just to see what it is? But they prepared themselves for the test. The centralized admission and hope to get into perceived high end institutions made scores of students to forgo proper studies, so as to prepare for admission test. Those who pass through such preparation, do we think they are most suited for such studies. In fact all tests make students mugged and least thinker or applier of knowledge. Such persons can be best for serving the masters. Exceptions are apart. But exceptions make the basis of marketing, In fact best service to education system, particularly higher education system, would be to avoid any kind of centralization in admission, allow diversification and give autonomy to institutions of higher education. Let every institutions admit the students and let every institution to establish its uniqueness in admission, studies and examination system. This one straight jacket fit is dangerous for education, people and the nation. There are several sides of this phenomena - one is helping students to avoid appearance in several tests, other is to allow diversification, autonomy to institutions. This also gives chance to those in region and studied in regional language to participate in professional education. These are invariably poor, rural and lower end of middle class population. There is also the constitutional question of federalism - education being in concurrent list, where state and central governments have equal say. Therefore, one finds many state governments almost voiced their view, except Delhi, to bring an Ordinance to allow them to conduct such test. It may be only for this year. Central Government did so. Apex Court did not stay the ordinance, but admitted it for further examination.

In our view centralize system of examination takes away the power / say of State Governments. In fact it also takes away the power vested through the Acts to respective Universities to conduct their own admission process. The plea is often made that this is done on the ground that it will help students. The question may be asked -which group of students? As also which group of coaching industry such centralization would serve? In our view centralization v/s decentralization needs a fresh debate in our country, as the tendency is to move towards centralization. There may be some aberrations and media hype on such aberrations, but question should be asked why these aberrations are there? Are they not part of our Indian body political system? If these are than we should address these questions first. The rest will follow.

G D Sharma

FACTORS AND FORCES THAT INFLUENCED THE CHANGES AND DEVELOPMENT OF HIGHER EDUCATION IN INDIA

DR. G.D. SHARMA*

This part deals with NEP, Growth of institutions and ground level forces influencing diversification of higher education.

New Education Policy

In the year 1983 National Commission on Teachers in higher and school education was constitute to assess and suggest the attracting talented persons in teaching profession, affording respectable position of teachers in society keeping in view their social and economic status[6]. The Commission was headed by Professor Chattopadhyaya and higher education part was handled by Professor Rais Ahmed and technical secretariat was placed in NIEPA, now NUEPA. The report was considered at the Pay Committee on higher education. At the same time an exercise was under taken to assess the challenges of Education. Discussion on challenges of education was held through length and breath of the country. NUEPA was involved in these discussions and provided support to Ministry of Human Resources Development. Followed by a National Policy on Education[7] was announced. In the area of higher education two specific aspects were highlighted - one was relevance of higher education and other was quality and equity in higher education. First time programme of action for implementation of policy was drawn. In the area of higher education the programme of action along with other things suggested for setting up autonomous colleges so that colleges can link their programmes of

studies with societal needs. Programme of action also envisaged for making programmes of studies relevant to societal needs and taking steps to improve quality through recruitment and retention of talented teachers, professional development programme for teachers through Academic Staff Colleges. Setting up of a coordinating council of higher education in every state. It was named at State Council of Higher Education. It also envisaged a setting up National Council of higher Education - an inter-ministry body to coordinate

First time programme of action for implementation of policy was drawn. In the area of higher education the programme of action along with other things suggested for setting up autonomous colleges so that colleges can link their programmes of studies with societal needs.

development of higher education with Prime Minister at its Chairman. The University Grants Commission through its schemes for Autonomous Colleges, State Council of Higher Education and Academic Staff Colleges provided financial support for helping changes to take places. These policy initiative were also discussed in Central Advisory Board of Education. Education being in concurrent list view points of state government seriously matters in implementation of policy. Whereas, concept of Academic Staff Colleges were welcome and implemented with 100% support by Gol through UGC.

Autonomous Colleges

The concept of autonomous colleges - which was a major structure change in colonial system of higher education wherein colleges were affiliated to universities which in fact led to prototype development of higher education on colonial historical lines, except for some changes here and there. It may be mentioned that concept of Autonomous Colleges was implemented in Madras University by Malcolm Adisasaya then VC of the university. It was experimented in 14 colleges affiliated to Madras University. NIEPA now NUEPA with the support of UGC organized a study visit

of two dozen college principals drawn from various states to assess and study this experiment. Followed by this a report was submitted the report. The report formed part of policy and Programme of Action input and input for Guide lines for implementation of autonomous colleges[8]. This was during 9th Five year Plan. The concept was resisted by many states. West Bengal then rules by CPM government resisted in CABE meeting to implement. Many states, through agreed in principle, but were not very enthusiastic to change. Some of the Acts of Universities were not facilitating some other found it that if colleges became autonomous their authority would be affected. There were lot apprehension among teachers and Delhi University Teachers Association opposed it. The concept though started very enthusiastically but some of the university policies on admission for PG courses

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discounted the performance of students of autonomous colleges. Yet many state implemented the concept with the support of UGC. Rajasthan declared five of their government eminent colleges as autonomous. However, owing restrictive governmental system and when next government came into power it withdrew the policy and these colleges were reverted back. It may be mentioned that Principals of these colleges had deep commitment to make the concept a success and they put their best but the rigid and restrictive system, misguided public opinion did not allow the concept to succeed in Rajasthan. Many others states changed their policy and implemented the concept. As on 2012 there are 414 autonomous Colleges spread over 19 states (see Table 1)

**Table 1: Autonomous Colleges - state-wise
(as on 31.03.2012)**

Sl.	Name of the State	No. of Autonomous Colleges
1	Andhra Pradesh	72
2	Bihar	1
3	Chhattisgarh	10
4	Gujarat	1
5	Himachal Pradesh	5
6	Jammu & Kashmir	2
7	Jharkhadn	5
8	Karnataka	49
9	Madhya Pradesh	35
10	Maharashtra	23
11	Nagaland	1
12	Odisha	39
13	Punducherry	2
14	Punjab	1
15	Rajasthan	4
16	Tamil Nadu	145
17	Uttarakhand	3
18	Uttar Pradesh	10
19	West Bengal	6
	Total	414

Source: UGC, New Delhi, Annual Report, 2011-12.

This was one of the positive policy making education socially relevant, offering opportunities to colleges to be creative and innovative. Many colleges in south part of India took advantage of this concept and made their college education vibrant and relevant to the needs of society and students. Some of them acquired university status subsequently. Yet a large part of system of affiliated colleges enrolling 80 percent of students remained the same. Historical forces, institutional rigidity, bureaucratic structure, fear that colleges may be made to fend for themselves financially, possible loss of associational strength and fear among the students that they may be discriminated

in PG studies, did not allow this diversification to succeed, although it was in the interest of students, teachers and the creating quality human resources to man the development of nation state.

State Councils of Higher Education

This policy change was to facilitate coordination of development of higher education with in states of India. This was patterned on the lines that an autonomous council at the state level would be able to coordinate the implementation of policy between UGC and state institutions of higher education. Only one state namely, Andhra Pradesh started the State Council of Higher Education, as suggested by UGC guidelines[9]. In other state there was strong tussle between department and the proposed council. In order reduce this tussle Tamil Nadu Government decided that Minister of Education to chair the council and academic person may be deputy chairman and effectively work as chairman. This reform is being dealt in a separate chapter in this book. Here it may be pertinent to mention that a well thought out reform enabling diversification of higher education can be thwarted owing conflict of vision about the role of this organization and possible impact it may have on the system. It would reduce direct intervention in the institutions by the state government which manned by well entrenched bureaucracy and headed by politician whose natural interest to seek power through control. This concept except for a few states could not succeed much. Now with Rashtriya Uchchta Shiksha Abhiyan[10] this concept is sought to be revised and implementation in some form.

National Council of Higher Education

Though well conceived concept could not take practical shape nor even a single discussion meeting was held at inter ministry or states level to see that concept of coordinated implementation of policy and programme of action is pushed forward. Hence both the Apex and sub-apex level organization which could have helped implementation of policy and diversification of higher could not take ground. Why such positive policy and programme of action do not succeed is a matter of deeper analysis. We may attempt at the end of this paper.

Change/Diversification through Ground Level Forces

Mean while, the ground level forces had their own push factor and these forced the system to find its own way to respond to these forces. Under the advice of experts in Manpower Planning, India restricted growth of professional education namely, engineering, medicine, architecture and so on. There was pressure of demand from students for engineering, medical and other

professional education. Government could not expand engineering, Medicine and other professional education as the cost of educating an engineering and professional graduates was high. Expansion was mainly in general arts, commerce and science education, where the cost was low. The expansion of prototype of education was mainly patterned on colonial system of education including the content, delivery and certification system. This caused severe graduate unemployment (GD Sharma, Graduate Un-employment in India[11]. The paper revealed that there was a gap between type of graduates produced by the system and capacity of economy to absorb the same. This could have been solved by structural changes in either education system or economy.

Merit and Full Cost Paid Professional Education

Educational entrepreneurs saw this gap. Accordingly some of them, to begin with Andhra Pradesh, Karnataka attempted to set up full cost fee engineering education. The concept of full fee paying students and merit students were introduced. Those who could not qualify through merit test they were given full cost seats. This gave rise to sort of two types of students studying in a engineering and medical colleges. One usual fee cost meritorious students and other full cost paying students. Some quota of seats for full cost paying students in these institutions was fixed. Since demand used to be very high there used to be court cases for merit or full cost paying seats in the colleges. Hence diversification in higher educational institutions started taking place with full cost paying students and merit students paying usual fee. This led to growth of a large number of engineering colleges in south part of India. Students from various parts of India thronged to south-particularly Andhra Pradesh and Karnataka for engineering and medical education. The process of growth in engineering and professional colleges through self financing institutions were further facilitated and regulated by All India Council of Technical Education. It is pertinent to discuss the development here.

All India Council of Technical Education

In engineering and other professional education there were several diploma granting institutions. All India Technical Education council, located in ministry of education, GoI, was coordinating and recognizing these institutions. Observing developments in engineering education in private and self financing institutions, Government of India passed and an Act named as All India Council of Technical Education[12] to coordinate and regulate the development of professional education namely, engineering, management, architecture, pharmacy, fine arts. The establishment of AICTE, 1988 facilitated the expansion of full cost recovery/self

financing engineering and diploma granting management education. The change was from paid and merit seats to full cost recovery institutions of engineering, management and other professional education.

National Council for Teacher Education (NCTE)

To coordinate the development of Teacher education colleges on the pattern of AICTE and after recommendations given National Policy on Education and programme of Action the National Teacher Education Council was set up in the year-1995[13] the rough act of Parliament. Prior to this this council worked as an advisory body set in the National Council of Education, Research and Training, New Delhi. Most of the teacher education colleges were affiliated to universities. In order to coordinate the development in teacher education this apex level organization was created by Government of India. This coordinated both degree and diploma awarding teacher education institutions. There was not separate university for teacher education institutions. There are B.Ed. and M.Ed. offering education colleges or university department. First Teacher Education University was set up in Tamil Nadu in the year 2009 it was named as Tamil Nadu Teacher Education, University and Chennai. Gujarat State government has also set up an Indian Institute of Teacher Education at Gandhi Nagar in the year 2013 through its legislative Act. This is second Teacher Education University in India.

Law Education Universities and Bar Council of India

Mostly law education of 3 year degree programme was offered by Law Departments and law education colleges affiliated to universities in respective state. In the year 1987 first national law India university was set up at Bangalore by Legislative Council of Karnataka Government. This offered 5 year integrated law degree programmes and Post Graduate programme of 2 years until recently, when one year LLM programme has been introduced. During the period 2001-10 eleven more National Law Universities were set up in India. List of National Law universities is given as Annexure-10. Besides, several law education programme offering private universities have come up after 2010. Coordination of law education programme is done by Bar Council of India. The council was set up under the provisions of Indian Advocates Act, 1961 enacted by Parliament of India[14].

Open University and Distance Education

In order to meet the aspirations of working students many traditional universities offer distance and correspondence education programme to students. First Open University was started by Andhra

Government under state university Act passed by legislative council in the year-1982 founded by Professor G. Ram Reddy. Who was also first Vice Chancellor of Indira Gandhi National Open University (IGNOU) set up by Act of Parliament in the 1985[15] just before announcement of NPE, 1986. The IGNOU was also made coordinating body through its Distance Education Council (DEC) to coordinate the

development distance education programmes in India. Recently DEC has been taken out from IGNOU and given University Grants Commission for coordination of Distance Education Programmes in India. It was viewed the IGNOU being university can not judge and coordinate other universities offering such programme. Followed by IGNOU many state government set up Open Universities in their states.

.....to be continued in next issue

contd. from page 32

Part VIII of the Report contains three chapters and deal with questions on governance and management of higher Education. The chapter by Vaidyanathan Ayyar (Chapter 16) is an exposition of the historical evolution of system of regulation of H.E. in India with a brief description of: how it balances the responsibilities and rights of the state. His view is: regulation has to ensure that all its objectives of access, equity and quality are met successfully. However, this became little tricky, with emergence of self financed Institutions in response to structural reforms. The challenges of H.E. Sector, argues Ananda Krishan in Chapter 17 of the report, can be managed, if we take State Councils of Higher Education as a starting point. According to him SCHE under RUSA will not only plan and evaluate, but will also channelize resources to the institutions from the state budget. The Chapter (18) by Sudhanshu

Bhushan in this group deals with institutional autonomy. The central theme of his chapter is based on the philosophy of deliberative democracy as an appropriate method of decision making. Rupa Chanda in Chapter 19, the last chapter of the report, brings out that the student's mobility and cross border presence of H.E has grown at a rapid pace since the beginning of the 21st century.

Dr. N.V. Varghese and Dr. Garima Malik have successfully pieced together in introductory chapter the framework of report by highlighting the main trends in H.E. in developing countries like India. Their effort in persuading several experts to contribute their understanding on the subject is commendable.

The Report under review is an excellent reading for researchers, students, policy makers.

S.C. Sharma,

Former Principal, RLA College, DU, New Delhi

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ACADEMIC PERFORMANCE INDICATORS (API): CAN IT RAISE THE STANDARD OF INDIAN HIGHER EDUCATION

DR. SAUMEN CHATTOPADHYAY AND DIPENDRA NATH DAS*

This paper intends to critically assess the very rationale behind the API which seeks to measure the teachers' performance and what implications does this measure have for the teaching-learning process and generation of knowledge at the colleges and the universities, and how it would affect the academic ambience that prevails in the colleges and the universities.

The teachers' union of University of Delhi (DUTA) were on strike in the month of May-June 2016 to protest against the recently published, the third amended version (henceforth Regulations 2016) of the Academic Performance Indicator (API) for career advancement scheme (CAS) as well as for the direct recruitment of the teachers for all levels of the teaching positions in the colleges and universities (GoI, 2016). In the wake of the implementation of the Sixth Pay Commission recommendation, the University Grants Commission (UGC) brought out its first version in 2010, which was further amended in 2013 (GoI, 2013). Regulations, 2013 evoked strong criticisms and generated widespread discontent among the teachers. The University Grants Commission (UGC) solicited suggestions from the universities and had several rounds of meetings with the teachers' unions and solicited their feedback and suggestions for possible modifications. However, despite modifying the Regulations 2013, the DUTA launched a strike which has been called off with assurance from Ministry of HRD and UGC to reconsider the workload aspects. The API is still resented by teachers. It is therefore, important to examine -why this is so.

When the publicly funded higher education system is being hauled up for failing to deliver quality education and produce quality research, it is an imperative that we take stock of the amended version in the light of some of the criticisms being leveled against this amended version of the API in comparison to what it proposed in the earlier version, i.e., Regulations, 2013.

Categorising University Output

The general convention world over has been to categorise university output in terms of (i) teaching-learning, evaluation and related academic activities,

(ii) the outreach activities and (iii) contributions to the field of knowledge generation and its dissemination. In accordance with this, Category I (GoI, 2016) deals with teaching, learning and evaluation related activities, Category II focuses on professional development, co-curricular activities and extension activities, and Category III deals with research and contributions to the field of knowledge. Though in absence of a conventional text book type higher education market and pricing of outputs like that of the students and publications, valuation of these categories of academic activities and research

output is a very difficult and contestable exercise. However, the need for such an exercise remains in order to ensure objectivity in assessment of the teachers for fixing their accountability, regulate the entry of the teachers, and put in place a system of reward and punishments. University ranking has gained immense popularity and usefulness both nationally and internationally. Quantifying university's performance is also carried out in ranking and quality assurance mechanism. Despite criticisms the ranking system is subjected to, it is a useful exercise for the students and the teachers to help them take decisions and a signal to the policy makers to decide on the directions of higher education reform.

API is a typical neoliberal governance reform

Why there is a need for quantitatively assessing the performance of the teachers remains a very basic question we need to address before we begin. In absence of a proper market which could make the universities accountable to the consumers, basically the students and in absence of a well-defined input-output relationship which we can say, educational production function, given the quality of inputs, production of quality of output as mentioned under the above three categories are never guaranteed (Chattopadhyay, 2012). Ideally, the teachers who assume the central place in an academic institution are after all optimizing agents who

University ranking has gained immense popularity and usefulness both nationally and internationally. Quantifying university's performance is also carried out in ranking and quality assurance mechanism. Despite criticisms the ranking system is subjected to, it is a useful exercise for the students and the teachers to help them take decisions and a signal to the policy makers to decide on the directions of higher education reform.

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should remain motivated enough to deliver quality service in both teaching and research. But the problem lies with this very crucial element called motivation, passion and commitment for determining the quality of teaching and research.

The problem of lack motivation and therefore realization of potential to deliver quality arises in the presence of input based funding, i.e., the teachers are paid directly by the government, as the economists would argue. The neoliberals who advocate policy prescriptions based economic principles that the teachers are homo economicus, i.e., self-interest driven calculating individuals whose performances are not easily quantifiable and observable. Hence, the teachers may not give their best and their potentials would remain under-utilised much to the detriment of the performance of the universities. Hence there arises a need for measuring their performance objectively to hold them accountable and regulate their promotions and induction into the higher education system as teachers. Measurement of performances would therefore serve two purposes. One, the system would be fair, and objective and not susceptible to malpractices and two, it would be possible to incentivize and motivate the teachers to deliver more and of better quality with commitment. API is based on this approach to neoliberal governance reform which is often called new public management system (NPM) being introduced into the higher education system world over.

What API ends up doing is to nurture a culture of performativity which keep the teachers on their toes to make them perform (Ball 2015). There are basically two components of API, accounting and audit. Various academic activities are differently quantified and aggregated to compute an index. The weighting of various activities indicate how the policy makers value those activities independent of the individual and the institution.

As Marginson (ibid.) summarises succinctly. "Using input-output modelling, the complex, heterogeneous work of education institutions could be standardised on a common scale, creating measures of 'total' output....an educational institution or educational system could be tracked, monitored, structured, deconstructed and reconstructed from a fixed central pivot" (Marginson 1997/1999: 214).

The fact that the functioning of these academic institutions are complex with an element of non-transparency because it deals with human minds, the levels of motivations and commitment to realize their full potentials with no well-defined input and output relation and difficulty in attaining technical efficiency, make the

problem of monitoring and assessment of performance rather difficult (Chattopadhyay, 2012).

Advocacy for a single template in the API system with inadequate scope for exercising autonomy both at the individual level and institutional level implicitly disregards diversity that exist among the universities, amongst the various disciplines and the individual teachers (Das and Chattopadhyay, 2014).

Quantifying teaching-learning

Category I deals with teaching-learning and evaluation related activities which also include students' assessment of the teachers. The teachers are required to earn a minimum of eighty points from Category I during the assessment period for the various levels of the teaching positions. For each point, the teacher needs to document her engagement in 10 hours of academic activities. This means scoring 80 points require 800 hours of service during the academic year in the colleges and the universities. Though API is recorded in terms of scores or points, there is only one activity that the teachers are mandatorily required to undertake in terms of hours, that is direct teaching measured in hours to be spent in the class room. The assistant, associate and the professor have to put in 18, 16 and 14 hours of direct teaching per week (Table 1). In addition, the teachers at all levels are required to devote 6 hours of tutorials, practical's, etc., which means

5 hours nearly to be spent in the college on any working day by an assistant professor for these activities. This is in addition to the activities required to be complied with for Category II and Category III and for the remaining items of category I. However, if 5 Ph.D research students are associated with the teacher which is feasible in the university system, 2 hours of less teaching is allowed for.

For assistant professor, the minimum points required to be scored is 80 from Category I, 50 points from Category II and 20 points from category III but 90 minimum from category II and III combined. If one goes by the hours of teaching required and the points earned in relation to that, we see that for 36 weeks, 24 hours per week, the assistant professor will earn 86 points whereas the maximum score permitted is 60 points. The mismatch between the hours to be spent mandatorily and maximum points allowed to be earned remain unexplained in the notifications.

While each sub-category of the three categories specifies maximum score, the teacher is required to earn minimum number of points under all the three categories. This means, while earning the minimum points for each of the categories, the teacher is required to keep in mind

API is based on this approach to neoliberal governance reform which is often called new public management system (NPM) being introduced into the higher education system world over.

Table 1
API: Direct Teaching work load and weightage to be given to different levels of Teachers

	<i>Direct teaching hours per week</i>	<i>Weightage</i>
Assistant Professor	18+6*	100
Associate Professor	16+6*	90
Professor	14+6*	80

Source: Gol, 2016. Page 36.

Table 2
Category I: Teaching, Learning and Evaluation Related Activities

<i>Maximum score</i>	<i>Different levels of teaching</i>			<i>Actual score</i>
<i>Nature of activity</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>	
a. Lectures-classroom teaching (including lectures in excess of UGC norms)	60	50	45	Actual hours spent per academic year /10
b. Examination duties (question paper setting, invigilation, evaluation of answer scripts) as per allotment	20	15	10	
c. Innovative teaching learning methodologies, updating of subject contents/courses, etc.	10	15	15	
d. Students feedback	10	10	10	
				Outstanding 10, very good 8, good 6, Average 4, Below average 0

Source: Gol, 2016. Page 37.

Note 1: 18/16/14 hours per week include the lectures/practicals/project supervision. Two hours of practicals/project supervision be treated as equivalent to one hour of lecture. Those teachers who supervise the research of five or more PhD students at a time, be allowed a reduction of two hours per week in direct teaching.

6 hours per week include the hours spent on tutorials remedial classes, seminars, administration, innovation and updating of course contents.

Hours spent on examination duties such as invigilation, question paper setting, valuation of answer scripts and tabulation of results are over and above the prescribed direct teaching hours and are an integral part of overall teaching workload of 40 hours per week.

Lectures allocation to add up to the UGC norm for particular category of teacher. University may prescribe minimum cut off, say, 75%, below which no scores may be assigned in these sub-categories.

that exceeding the maximum score allowed for a sub-category would not be adding to the API and hence it would not be rewarding at all.

Banking of time as a measure of teachers performance is problematic

Focusing on time as a unit of measurement is conceptually problematic and would have undesirable effects on the teachers in their teaching and research guidance.

Excessive focus on time dilutes the importance of motivation and passion that a teacher needs to have and nurture as external surveillance crowds intrinsic motivation out which undermine creativity in teaching

and research (Frey, 1998). As the teachers would become more and more concerned about time to be spent in the assigned activities, less and less of passionate engagement will be forthcoming from the teachers which would lead to decline in quality. The most important factor which has led to the poor quality of teaching and research in the Indian context is the subversion of the process by taking recourse to malpractices. Focusing on time will accentuate this tendency.

It is quite perplexing as to how the teaching hours to be spent in the classroom be specified by the UGC which depends only to an extent on the discretion of the teachers. As the number of classes allotted to the

teachers depends on the number of students and the teachers, the courses being offered, whether the courses the teacher teaches are compulsory and optional. It seems unfair to impose on the teachers something over which the teachers have no full control. Spending 5 hours per day is in line with the UGC's approach and it is very bureaucratic in nature. Not all the colleges have proper infrastructure for the teachers to spend time meaningfully. A minimum cut of 75 percent as allowed by the UGC below which no scores may be assigned is inadequate to deal the diverse teaching loads in the colleges and the universities across the disciplines.

Category II specifies three kinds of activities for which a maximum score 15 is allowed. These are, (a) student related co-curricular, extension and field based activities, (b) contribution to corporate life and management of the department and institution through participation in academic and administrative committees and responsibilities, (c) professional developmental activities (such as participation in seminars, conferences, short term training courses, industrial experiences, talks and lectures, etc.).

Quantifying knowledge generation and knowledge dissemination

This is possibly the most important of the university output in the era of knowledge economy against the backdrop of the growing importance of global university ranking and quality assurance mechanism. As shown in the table reproduced from the Gazette of India (GoI, 2016), that the teacher has to earn points from research publications, projects and consultancies, research guidance and participation in the seminars and conferences. Table 3 shows the minimum requirements in terms of points. Though no distinction is made between colleges and universities, if one looks at the differences in infrastructure and opportunities, the college teachers and the university teachers are not equally placed.

For the college teacher, minimum three publications are required to get promoted to associate from the post of Assistant Professor to Associate Professor within a span of 12 years. However, with Ph.D, the requirement is just one and with M.Phil it is only 2 papers. This implies that those who are trained to be capable are required to produce less. In a lighter vein, this concession has to be construed more like a gentle push for doing Ph.D and relax thereafter. Does it mean that given the heavy load of teaching and evaluation as prescribed in Category I, the teachers, realistically speaking, would feel so drained out that this lowering of expectations is actually expecting realistically. If this is indeed so, there arises a lack of synchrony between the very role of the higher education system should play, i.e., to produce knowledge against the backdrop of the imperatives of national and global level ranking and quality assurance agencies which gives

more weightage to the category III or to comply with the heavy load of teaching and evaluation. While both are equally important in the context of a developing country like India, the issue is adopting a balanced approach which seems to be not the case in Regulations, 2016 which is clearly prioritises teaching and evaluation and leaving less room for independent research.

Reducing the weightage for publications possibly because true objectives credible knowledge generation are not being fulfilled, increasing number of cases of abuse and raising points for research guidance tends to reiterate that the teachers should better focus on their mandatory responsibilities like teaching and research guidance and less on research. In case of publication of book by an international publisher, the prescribed score is reduced to 30 from 50 and for book published by national level publisher is 20 instead of 25 earlier. Since the implementations of Regulations 2013, it has been realized that proliferation of journals with ISSN and ISBN numbers and shooting up of the publications of edited books based on papers presented at the seminar or even by the participants of the Refresher course, that compliance with the required scoring of points is not after all something difficult and quality is not ensured by the quantity of publications. This gradual consolidation of the entire mechanism of publishing of journals and books has made mockery of the very objective of API system. Now as the table indicates, the journals are to be recognized by the UGC to preempt claiming of points by the teachers by publishing in these journals of very little credibility. To gauge quality of such publications the concept of impact factor has been invoked which is not really applicable for the humanities and social sciences. In social sciences in particular, social science research is conducted under various theoretical paradigms with wide variation in the research methodologies on issues ranging from the local to the national and to the global level. Journals and publishers have their own objectives and preferences and concern for quality. Impact factor loses much of its significance in social sciences.

Earlier points awarded for international publications were substantially higher than that of national level journals. However the distinction between national and international journals has got blurred with the proliferation of journals of low credibility which are available online. The very objective of quality of an international journal has ceased to be meaningful and relevant. In the process of curbing abuse of the API system of scoring, incentives for international publications have now to come from the teachers' own intrinsic motivation. Added to this is the minimum one has to earn for category III. Table 4 gives the details of the points to be earned from the sub-categories.

Though the controversial and undesirable capping in terms of weightages of various activities under

Table 3

Comparison of Scores in Category-III in Amended Regulations of 2013 and 2016 by Stages/Pay and Designations						
Stage	Stage-I	Stage-II	Stage-III	Stage-IV	Stage V	Stage-VI
AGP (In Rupees)	6000	7000	8000	9000	10000	12000
Designation	Assistant Professor			Associate Professor	Professor	
2010 and 2013						
Category-III API for promotion to higher stage in College		5/Year (20 Assessment Period)	10/Year (50 Assessment Period)	15/Year (45 Assessment Period)	20/Year (60 Assessment Period)	Not Applicable
Category-III API for promotion to higher stage in University		10/Year (40 Assessment Period)	20/Year (100 Assessment Period)	30/Year (90 Assessment Period)	40/Year (120 Assessment Period)	50/Year (500 Assessment Period)
2016						
Category-III API for promotion to higher stage in both College and University		20 Assessment Period	50 Assessment Period	75 Assessment Period	100 Assessment Period	400 Assessment Period
Maximum score from Lectures/paper presentations for both College and University**		4	10	15	20	80
Category-II&III API for promotion to higher stage in both College and University		90 Assessment Period	120 Assessment Period	150 Assessment Period	180 Assessment Period	600 Assessment Period

Source: Compiled from UGC Regulations (Gol June 2013 and May 2016).

****The maximum score in assessment periods of different stages for lecture/paper presentations are computed based on the prescribed Regulation 2016 as it suggests that "the score under this sub-category shall be restricted to 20 percent of the minimum fixed for category-III for any assessment period".**

category III in the Regulations 2013 has now been dispensed with, putting a limit only on the scores earned from invited lectures / paper presentations tantamounts to some sort of capping or restrictions on earning points. The score under this sub-category shall be restricted to 20 percent of the minimum fixed for category-III for any assessment period. Therefore only 4 points can be earned from Stage-I to II, 10 points from Stage-II to III, 15 from Stage-III to IV (Associate Professor) and 20 from Stage-IV to V (Professor) from invited lectures and paper presentations. Since presenting papers in seminars and conferences can be one of the major sources of earning points for Assistant Professors in colleges / universities, apparently the Regulations 2016 wants to put a cap on this, forcing the teacher thereby to earn points from publications, projects and research guidance. This can be a bit stifling for the college teachers who have limited

scope and access for sponsored projects, consultancy, research supervision and regular research publications. Given the time load imposed under Category I, more flexibility under this category could have been extended to the college teachers.

In Category-III Regulation 2016 does not distinguish between college and university teachers as it was in 2010 and continued to 2013 (Table-5). As per the Regulations 2010 and 2013 expectations were much more for the university teachers than the college teachers. The university teachers have less burden of direct teaching, equipped with better infrastructure, and continue to get inputs for research from teaching and research guidance. The Regulations 2013 for the assessment period of college teachers between Stage-I to Stage-II and Stage-II to Stage-III have now been lowered for the university teachers also. For the university teachers, recent

Table 4

Category III: Research and Academic Contributions				
Category	Activity	Sciences/Engineering/Agriculture/ Medical/Veterinary sciences	Faculties of languages/ humanities / Arts/Social sciences / library/ physical education/ management	Maximum score for University/ college teacher
III (A)	Research papers published in:	Refereed journals* Other reputed journals*	Refereed journals* Other reputed journals*	15 per publication 10 per publication
III (B)	Publications other than journal articles (books, chapters in books)	Text/reference books by international publishers* Subject books by national level publishers as identified by the UGC or state central govt. publications Subject books by other local publishers as identified by the UGC Chapters in books published by national international level publishers	Text/reference books by international publishers* Subject books by national level publishers as identified by the UGC or state central govt. publications Subject books by other local publishers as identified by the UGC Chapters in books published by national international level publishers	30 per book for single author 20 per book for single author 15 per book for single author International-10 per chapter , National 5 per chapter
Research Projects				
III C (i)	Sponsored projects	Major projects with grants aboveRs. 30 lakhs	Major projects with grants aboveRs5 lakhs	20 per project
		Major projects with grants aboveRs5 lakhs upto Rs 30 lakhs	Major projects with grants aboveRs 3 lakhs upto Rs 5 lakh	15 per project
		Minorprojects with grants aboveRs 1 lakh upto 5 lakhs	Minorprojects with grants aboveRs 1 lakhs upto Rs 3 lakhs	10 per project
III C (ii)	Consultancy projects	Amount mobilized with a minimum of Rs 10.00 lakh	Amount mobilized with a minimum of Rs 2.0 lakhs	10 for every Rs 10.0 lakhs and Rs 2.0 lakhs respectively
III C (iii)	Projects outcome/outputs	Patent /technology transfer /product/process	Major policy document of central/state govt. bodies prepared	30 for each international /20 for each national level output or patent or major policy document
III D	Research Guidance			
	M Phil	Degree awarded	Degree awarded	5 per candidate
	Ph.D	Degree awarded	Degree awarded	15 per candidate
	Ph.D	Thesis submitted	Thesis submitted	10 per candidate
III E	Fellowships, Awards and invited lectures delivered in conferences / seminars			
III (E) (i)	International award/fellowship		International award/fellowship	15 per award/ fellowship
	National Award/Fellowship		National Award/Fellowship	10 per award/ fellowship
	State/university level award		State/university level award	5 per award
III (E) (ii)	Invited lectures/ papers	International	International	7 per lecture/ 5 per paper presented
		National	National	5 per lecture/ 3 per paper presented
		State/university level	State/university level	3 per lecture/ 2 per paper presented
	The Score under this sub-category shall be restricted to 20% of the minimum fixed for Category III for any assessment period.			
III (F)	Development of e-learning delivery process/material			10 per module
Source: Gol, 2016. Page 38-39. Notes: *as notified by the UGC.				

Table 5

Comparison of Scores in Category-III in Amended Regulations of 2013 and 2016 by Stages/Pay and Designations.						
Stage	Stage -I	Stage-II	Stage-III	Stage-IV	Stage V	Stage-VI
AGP (In Rupees)	6000	7000	8000	9000	10000	12000
Designation	Assistant Professor			Associate Professor	Professor	
2010 and 2013						
Category-III API for promotion to higher stage in College		5/Year (20 Assessment Period)	10/Year (50 Assessment Period)	15/Year (45 Assessment Period)	20/Year (60 Assessment Period)	Not Applicable
Category-III API for promotion to higher stage in University		10/Year (40 Assessment Period)	20/Year (100 Assessment Period)	30/Year (90 Assessment Period)	40/Year (120 Assessment Period)	50/Year (500 Assessment Period)
2016						
Category-III API for promotion to higher stage in both College and University		20 Assessment Period	50 Assessment Period	75 Assessment Period	100 Assessment Period	400 Assessment Period
Maximum score from Lectures/paper presentations for both College and University		4	10	15	20	80
Category-II&III API for promotion to higher stage in both College and University		90 Assessment Period	120 Assessment Period	150 Assessment Period	180 Assessment Period	600 Assessment Period

Source: Compiled from UGC Regulations (Gol June 2013 and May 2016).

regulation has reduced the prescribed score for the assessment period (i.e., stage III to Stage IV) to become Associate Professor and stage V, Professor.

Writing a paper, submission of it and getting feedback from the reviewers and finally seeing the light of the day when the journal is published does not follow a regular pattern which can vary with respect to the journals, authors and many other factors. Regulations 2016 gives the flexibility to the teachers to furnish their research output for their assessment period rather than what was earlier stipulated, per year.

Discouraging interdisciplinary research

Research at the frontiers of knowledge both in hard sciences and social sciences is unlikely to be located within a particular discipline. More and more research are now collaborative in nature both across the disciplines as well as the regions. Regulation 2016 like Regulations 2010 and Regulations 2013, also tends to discourage joint research publications by prescribing differential division of scores between first/principal/ corresponding author and other co-author(s). Instead of withdrawing this particular arbitrary division of scores among authors of joint publications, Regulations 2016 adds to the irrationality and complications prescribing 70 percent of the total score to the first/ principal/ corresponding author and remaining 30 percent equally to other authors. Earlier this division was 60 percent and

40 percent. It indicates that there is an element of mistrust between the policy makers and the teachers and the Regulations are so framed so as to curb malpractices as well as curtail good practices. This approach is rather bureaucratic in nature reflective of a lack of broad-mindedness which is inimical to interdisciplinary/ multidisciplinary/ large research projects.

Reassigning of points, reprioritization of research activities

Now there are more points to be scored from research guidance. This is justified given that mentoring and guidance are time consuming exercises as diversity among the research scholars in terms of socio-economic background and their capabilities have witnessed steady increase. Scores for one awarded PhD and MPhil have been increased to 15 and 5 from 10 and 3 respectively while submission of PhD thesis earns 10 points increased from 7. In the case of invited lectures and paper presentations, there is a reduction in prescribed scores. Instead of 10 points now one can earn only 5 from one international paper presentation and 3 from nation level paper presentation instead of 7.5. Same way, for delivery of one invited international lecture has been reduced to 7 from 10 while score for nation level lectures remains the same, i.e., 5. Rather than disincentivising participation in the international and national seminars, an encouraging and favourable attitude is expected from

the policy makers. This is also an outcome of a realization that seminars and conferences are being organized in large numbers opening up opportunities for the young teachers to collect points so badly needed to comply with the category III requirements. New items for scoring have been added - international (15 points) and national level (10 points) award/fellowship and development of e-learning delivery process/material (10 per module).

NPM and education for virtue

NPM undermines trust, academic freedom and self-regulation by contract and surveillance. In the process, NPM de-professionalises teaching and accountability, performance and control gain prominence as guiding factors for institutionalizing governance reform (Olssen et al 2004). The question is whether measuring performance for the purpose of screening and promotion is a sure way to reform university governance and ensure realization of potential through competition as well as central control. There are indications that participation in the seminars need not lead to commensurate improvement in the quality of teaching and research unless commitment and motivation are imbued into what the teachers and the students do. Devoid of motivation and commitment, a governance mechanism based on contract and competition, questions the very objective of education and a university and their roles in inculcating values. If the teachers behave more like professional workers and students as consumers, there will surely be adverse repercussions on the academic ambience of the institutions and fostering of citizenry with social concern and social values. The preponderance of efficiency and productivity would relegate values and morality from the domain of thinking and approach to life and society in general.

Concluding remarks

Though API covers all the possible activities of teachers, the overall structure restricts the freedom of the teachers in terms of compliance despite minimum cut offs a university can enforce. Over reliance on time as a unit of measurement is conceptually not tenable as quality entails passion and commitment going beyond this ritualistic compliance infused with unfair and malpractices. The signals that emanate from Category III are neither conducive for good quality nor optimizing the number of publications. This paper sought to argue that while API which is a typical neoliberal type governance reform, has gained currency in the Indian context as presumed by the policy makers that the freedom and autonomy bestowed on the faculty did not ensure delivery of good quality teaching and research. There has to be an objective approach to ensure accountability from the teachers. We argued that while API may have led to better compliance and production

of more publications, it is doubtful whether there has been any significant improvement on the ground level in terms of quality as evident from the mushrooming of journals and edited volumes based seminar papers. Without passion and dedication, it is very difficult to ensure quality teaching and quality research. A conducive academic ambience and academic culture can only contribute to enhance quality of teaching, research and innovations. API will not be able to arrest the perceived overall decline in the higher education system.

Alienation of the teachers through such NPM is the last blow that the higher education is in need of before it collapses.

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College Post is introducing a new column on Researches in Education. The column will report research in education - just started, in progress, completed in the field of education, economics, sociology, psychology, politics of education and the Science of education at M.Phil, Ph.D. levels and research projects in the above areas. Column will report researches being conducted in Universities, Colleges, institutes of Higher Education and Research carried out by NGO and industry. The column will have the following reporting style.

Enlisted/ Enrolled/Just Begin - last 2 years

Title of the Research, subject Areas , single/ inter/multi disciplinary/, Name of scholar, Name of Guide (in the case of M.Phi. Ph.D Research)., in the case of research project- name of Researcher(s) Joint / Single Name of the Institute/Department/University/College , Focus area of research, empirical/ theoretical /both, likely year of completion. The write up should not be more than 100 words.

Ongoing Research - last 3 years

Report would cover above aspects and a brief description of research and likely impact of research on completion on the society at large and global impact, if any. This should not be more than 200 words.

Research Completed - last 3 years

Report will cover above aspects and main findings. It may bring out impact of findings on society at large with in India and its likely global impact, if possible. This should not be more than 300 words.

*All Colleges, Universities, Institutes of Higher Education are requested to send their briefs on the above lines so as to reach out to larger audience namely, scholars, teachers, policy makers and public leaders. This reporting will greatly help scholars and persons to source the authentic research for further studies by scholars and by policy making persons within and outside India. Readers are requested to send their briefs as also suggestion to strengthen this column.**

This first reporting of research carries, two Ph.D. studies completed. These are as follows:

***Note:**

1. Scholar(s)/ researcher(s) may share information that researchers would like to make it public. The confidential part, formulae and aspects which have IPR implications, should not be shared.
2. College Post is circulated among Colleges, Universities, Deptt. of Higher Education, Eminent persons, Members of Parliamentary Standing Committee on Education, Principal Secretary Education in state government, international organizations and others. College Post is also uploaded on the website www.seededu.org for continuous use by scholars and readers.

Research Completed

Title: Education and information for empowering women through public libraries with a special reference to Andhra Pradesh. Researcher: Rani, B. A. Guide(s): Kamaiah, P. University: Sri Krishnadevaraya University, Anantpur, Completion on Date: 31/12/2004 URI: <http://hdl.handle.net/10603/70332>, Departments: Department of Library & Information Science

Main Findings

The study reveals that total libraries functioning in the state are 4479. Among them 21 are womens libraries and 99 are mobile libraries. This shows a poor representation of library facilities provided exclusively for women under ZGS in A.R Further 9 districts do not have women libraries and 6 districts do not have mobile libraries. Therefore the public libraries in A.P. do not take care to provide separate services for women-users even in urban society. 2. It is found from the study that 33.43% are women - members using the public libraries in A.P. i.e. out of 7,98,000 members, 2,67,550 are women - users. Further study also reveals that women enrollment is being increased by 3.28% in 2000-2001 and 3.69% in 2001-2002. This is a healthy atmosphere that women users are coming forward to utilize the public library services in A.R -347- 3. The ZGS are not maintaining separate statistics for women visitors, books issued; books consulted by women etc. 4. The pathetic situation observed is that out of 1433 libraries only 924 (64.48%) are managed by qualified librarians whereas 509 (35.52%) are managed by unqualified staff. This situation clearly depicts the negligence of library authorities to provide at least qualified librarians to look after the public libraries in A.P. Further women librarians are also working very less in ZGS. For instance there are only five women secretaries out of 23 districts in A.P. There is a need for evolving Policy on Public Libraries with clear focus on reaching out to the desired persons namely, women, senior citizens, children and so on. (Source: UGC-Inflibnet- Shodhganga)

Title: Education and political consciousness in Kerala with special reference to Malabar 1900 to 1950 AD Researcher: Sudheerkumar P, Guide(s): K.N. Ganesh, Submit Date: 3-Jul-2014 University: University of Calicut, Calicut URI: <http://hdl.handle.net/10603/20216> Departments: Department of History

Main Findings

Asan Pallikkoodams were the centres of traditional education in Kerala. These schools were the major source of imparting education to the people. The children were given basic education at home. Then they were taken to the Asan school for further studies. Only small

elite groups were conspicuous beneficiaries from this system of education and the majority was still out of this circle. Many of these Asan schools were later converted into modern schools. Apart from these schools, there were Missionary schools as well.

This new type of school system was a centre where 'modern' subjects like science, mathematics and history were taught. This education was obviously sufficient to create advocates, teachers and other professionals, though they were only a minority among the masses. At the same time the majority of the people were not part of this class.

Those who reached England or cities like Madras for higher studies were the first to be attracted towards political activities. Their wide knowledge of the bitter struggle that had been going on in many parts of the world against the colonial exploitation attracted them towards the political movement. These groups provided Malabar with leaders who pioneered the National Movement there. Among them included A.K.Pillai, K.Kelappan, K.P.Kesavamenon and Mohammed Abdurahiman. Only the persons belonging to the emerging middle class became political activists in the early stage of the National Movement.

The schools were strictly ruled by managers and bureaucrats who had brawny links with the colonial administration. They came to be the inevitable component of the system. The loyalty to the King was an important lesson that these schools imparted. The political activities were not at all tolerated. Those who had any distant link with politics were harassed and expelled from the schools. The school became a centre where knowledge of the textbooks was imparted by force. All other activities were not at all part of the school life.

The education system under the colonial regime was liberating only in the field of literacy, which on the other hand, indirectly prompted the growth of radical political influence later. Those who changed the society with their revolutionary ideals were not at all the supporters of the colonial mode of education. The spread of mass education in Kerala in the early decades of the 20th century was a process in which Sreenarayana Guru, Ayyankali, Vagbhatananda, the S.N.D.P etc. played a vital role. The literate class were able to attain language skills, dialogical methods etc. They could write poetry, conduct speeches and hold discourses, write articles on various subjects of their interest etc. It is true that there were literary clubs in some schools but their role in generating social or political consciousness also was very limited. These activities were taken place mostly outside the school environment and created an open space for discussions, which paved the way for founding organizations like the CSP, -. CPI etc. The school had no role in this process rather than providing the knowledge of letters. In this

context it is rather weak to argue that the education system unleashed the spirit of political consciousness. The question of how they became politically conscious despite their educational backwardness is rather pertinent. As there had been open spaces for getting information regarding the -. Political and other issues, the illiterate masses were much attracted towards the movement. Public meetings, Jathas, public speeches, dramas, public reading of newspapers etc. were some of them. The common people accrued energy and confidence from these forces to face the new realities. Thus they became the vanguards of the National Movement, Peasant Struggles and the Working Class Movement. The role of literacy and education ended with the creation of a public space for the members of the society to express their feelings, anxieties, ideas etc. freely. General politicization of the people of Malabar was done in this public space. If the public space had not arrived, no politicization would have occurred. (Source: UGC-Inflibnet-Shodhganga)

Ph.D. completed (list)

Title: Determinants of Demand for Higher Education in India with special reference to Tamil Nadu, Researcher: A. Jagan, Guide: Professor Sudhanshu Bhusan, Date /Year completion: 2015 National University of Educational, Planning and Administration, New Delhi, Department : Higher and Professional Education. Source:(NUEPA, New Delhi)

Title: An Economic Analysis of Demand for Higher Education in India: A Study of Engineering Education in Delhi, Researcher: Mr. Pradeep Kumar Chaudhary, Guide: Professor JBJ Tilak. Date /Year of completion 2013, University: National University of Educational Planning and Administration, New Delhi, Department: Department of Finance, Source:(NUEPA , New Delhi)

On Going

Ph.D. Research

Title: The Status and Impact of Smart Classes on Achievement in Schools of Delhi : A Study, Researcher: Ms. Reshma Wadhvani, Guide: Professor Jessy Abraham. University: Jamia Millia Islamia, Department: IASE, Department of Education.

Title: A Study of Exploring the Potential of Social Networking Sites in Teacher Education, Researcher: Ms. Alka Singh, Guide: Dr. Bharti Sharma. University: Jamia Millia Islamia, Department: IASE, Department of Education.

Title: Development of Programmed Learning Material on the Topic Matter in Chemistry and Evaluate its Effectiveness at Secondary Level, Researcher: Mr. Faiz Altaf, Guide: Professor Jessy Abraham. University: Jamia Millia Islamia, Department: IASE, Department of Education.

College Post is introducing another new column of Education News Analysis. This column would cover news on policy, practice, development taking place in Universities, Colleges and departments of education at the central and state level. Object of this column is to apprise the readers about various developments in school, higher education and research and innovations. You are welcome to send your write up in not more than 200 words. - Editor College Post.

The first column brings out a brief analysis of formation of education policy and recommendations of TSR Committee on New Education Policy:

Framing of Education Policy in the Past

The first Education Policy was framed as early as 1968 based on detailed report prepared by Education Commission, headed by Dr. D. S. Kothari - a noted educationist along with other members including some of the foreign experts. The Commission titled its report Education and Development. Prior to this as soon as India become independent it set up of University Education Commission (1948), headed by another noted educationist Sarvepally Dr. Radhakrishnan who later on occupied the position of President of India. There was another Commission on School Education headed by Ramaswami Mudaliar (1956). These Commission in fact helped setting key institutions in these two sectors, namely higher education- The University Grants Commission, and in School Education - National Council of Education Research and Training. Both these institutions were set up at the national level. Again after nearly 20 years two commissions on teachers were set up one for school education and other for higher education duly headed by Dr. Chattopadhyaya for over all education and section on higher education was headed by Dr. Rais Ahmed with Professor Kireet Joshi Member secretary to the Commission. All of them were noted educationists. Followed by a detailed paper was prepared on challenges of education and circulated by all over India and responses were obtained from various stake holders. Analysis and background notes and reports were prepared by NIEPA. The New Education Policy was finally piloted by Dr. Narsimha Rao, Minister HRD in Congress Party government headed by Rajiv Gandhi. In fact Rajiv Gandhi was present when Teachers Commission and draft recommendations were presented by the expert group in Vigyan Bhawan. The 1986 policy also had provision for programme of action which was finalized in 1987 and attempt was made to implement it. It gave rise to an attempt to give autonomy to Colleges, set-up Academic Staff Colleges for professional development of teachers in Higher Education and the Institution of State Council of Higher Education for coordination of development of higher education at the state level and with the national level body namely UGC. It also suggested an inter-ministerial level Committee on higher education headed by Prime

Minister of India. Policy of professional development teachers was implemented through setting up of Academic Staff Colleges in different universities in India (now named as UGC HRD Centre) and Subject refreshers programmes in various centres of advanced study in universities of India. The policy of Autonomous colleges was opposed by many states in CABE meeting. Only a few states brought changes and implemented the concept of autonomous colleges. State Council of Higher Education was implemented only in a few states. South Indian states, namely Andhra Pradesh and Tamil Nadu took the lead in implementation. The rest were very slow. Now under RUSA the concept seems to revive. Here also there was tussle between academic chairman of the SCHE and Political Leader as chairman of the Council. Former settled with academic and later compromised by putting political leader as Chairman. Inter-Ministerial Committee to oversee the problems and development of higher education never saw the light of the day. There are other aspects like, equity, quality, relevance in higher education attempted to be implemented through revision of curriculum, setting up of centres of advanced studies and policy of protective discrimination in the form of reservations. This was pursued seriously, yet with lot of critical comments of the lack of fulfilment. New dimension of quota for other section of society stated to be deprived were added. Yet another aspect of supporting minority community and physically challenged were added at that time as a part of policy of protective discrimination.

No quantitative or qualitative study was carried out on behalf of MHRD/ UGC periodically to review what has been the impact of policy on academic, infrastructure, human resource development, connect or disconnect with education and development and on other aspects pertaining to implementation of policy. We hold periodically CABE meeting which reflect on various issues considered important by state and centre. Often finance issues occupy higher place rather than what has been the impact of higher education on youth, society and economy and our positioning in comity of nations. Advanced societies depend on analytical studies and data bases to determine their future course of action, whereas developing societies depend on news paper reports and anecdotal reference. This approach, in fact, is bereft of any kind of deeper analysis.

Since 1986 three political parties had chance to govern at the Centre, namely, Janta, BJP and Congress at various points of time. With initiation of process of liberalization when Dr. Narsimha Rao was the Prime Minister in 1990, there was a need to look into implementation of policy, briefly BJP government attempted rework on education policy in 1992 with the help of noted educationist and education thinker Professor Ramamurthy, but no new education policy was announced. In fact two decades of Prime Ministership Dr. Manmohan Singh, there was an urgent

need to address changes in education in view of liberalization and economic reforms, but government at the centre remain silent on the issue of assessing the achievement and formulating new education policy in the context of liberalization and signing of WTO agreement by GOI. At the end of second term of his Prime Ministership, an attempt was made by then HRD Minister Dr. Pallam Raju, to initiate dialogue and set-up a Commission to initiate the process of formulating New Education Policy, alas before anything could happen elections were announced and Congress party lost and lost its chance to shape future of youth of India. In between lot of ideas were generated with setting up of Knowledge Commission headed by Sam Pitroda- a technocrat and another Committee on Reform and Rejuvenation of Higher Education headed by Professor Yaspal- a noted educationist. However, no Education Policy was attempted following these Commissions. Some attempts were made to frame policy through bringing out spate of legislative measures by then education minister Shri Kapil Sibal- a noted lawyer, but these also lapsed with the lapse of term of parliament.

New government of Bhartiya Janta Party under the Prime Ministership of Shri Narendra Modi announced formulation of new education policy within a year or so. Hence the exercise was initiated to consult people from all walks of life from Panchayat, Zila Parishad to state level and on selected issues numbering 32 with experts and relevant persons. It is stated that nearly 29,000 suggestions have been received by MHRD. One hopes these consultations might have provided with rich data/information and opinions on various aspects and these can form very good material to understand the mood of India at large, provided these suggestions are classified and reports are made available. Followed by this a Committee Headed by Shri TSR Subramaniam -a noted bureaucrat with addition of three more noted bureaucrats and one noted academic was constituted to draft recommendation for the New Education Policy. In the formation of committee this time shift was in favours of bureaucrats from academic. This hints at preference of bureaucrat over academics by BJP government headed by Shri Narendra Modi than previous all the three parties' governments. The committee has submitted its recommendations to MHRD.

The Key points emerging from leaks in various press reports on TSR Subramaniam Committee on higher education are as follows:

Affiliated College- there should not more than 100 colleges affiliated to a university. Where there are more new universities should be set up to distribute the number of affiliated colleges. There is not much statement on Autonomous Colleges which was key point in previous policy and programme of action. Though not succeeded much, yet importance of the concept

cannot be denied. This is only one concept which attempts to undermines the legacy of colonial rule and give opportunity and freedom to academics to think, formulate programme of studies, evaluate students and award grades and own the failure and success of their work. This concept has helped some of south Indian states colleges to carry out academic changes, carry out research and helped development of quality human resources. Whereas affiliated colleges conceptually produces prototype of youth with no diversification or challenge to academic community.

Appointment of Vice Chancellor - The committee recommends the constitution of a professional body to be set up outside government to make a panel of experts for the position of Vice Chancellors in Central and State Universities. The committee expressed serious concern about political interference and appointment of VCs on political considerations over the academic merit. The concern shown is very valid. But structure of governance of Central Universities, National Institutes of Importance namely IITs and governance of state universities through their various acts do not appear to help this idea to be easily implementable. In fact issue should be addressed at the level it originates i.e., at the political level. There is always tussle between professionalism vs power of government. There is also tussle between centralism vs decentralism. These, therefore, needs to be addressed by intellectuals and politicians together in the larger interest of India.

Indian Education Service- This is often repeated recommendation by many in the political and administrative circles. This issue was also raised when Shri K.C. Pant was education minister and at the time of formulation of 1986 NEP. TSR Subramaniam Committee also seems to have made this recommendation. There are two schools of thoughts -one believes that education is a subject better left to educationist and education by its very definition has to engage on larger societal concern and should be free from governments. Others believe that it should be better controlled and managed through bureaucrats. Larger social and academic concern envisages autonomy of persons engaged in education. Whereas services by definition have to follow the political orders. Let us not forget a large proportion of freedom fighters came from academic circles and not from civil services because of larger social and academic concerns. What is needed is that a professional, like in Department of Science and Technology, should occupy key positions in state and central ministries of education and not vice versa. This recommendation, in our view, is an antipathy to the definition and philosophy of education. We should be progressing from colonial outlook to modern professionalism outlook.

Now that report has been made public, we will bring full paper on this report in the next issue.

Impact of Brexit on Higher Education UK

The Independent Reported that:

"On Monday, the heads of 103 universities had issued an impassioned open letter expressing how they were "gravely concerned" about the impact of a Leave vote on their universities and students, cautioning voters that the power of their universities on local communities and economy "should not be underestimated."

The signatories added: "Every year, universities generate over £73 billion for the UK economy - £3.7bn of which is generated by students from EU countries, while supporting nearly 380,000 jobs. Strong universities benefit the British people - creating employable graduates and cutting-edge research discoveries that improve lives."

Students, too, it seemed were on the side of Remain, and referendum results have shown some 75 per cent of 18 to 24-year-olds voted Remain, compared to around 40 per cent of over 65s.

But how are reactions faring now that the arguably surprising results have been announced?

Universities UK

Universities UK (UUK), the higher education action group which is "the voice of universities," expressed its disappointment considering the group had vigorously campaigned for the union to remain."

However, Brexit has voted for leave EU 60vs40. London- financial and political capital voted to remain. *Courtesy: Independent*

Is publishing Industry In UK discriminating ?

An Interview with Sunny Singh- a Varnashi Born -1969 scholar and creative writer in UK by John Elmes in THE. We bring some excerpts of Interview on two areas:



Source: Walter White

Sunny Singh is an internationally acclaimed author-academic. Her bibliography includes numerous fiction and non-fiction works. She is a senior lecturer in English and creative writing at London Metropolitan University

with research interests that include gender, sexuality and armed conflict. Her most recent novel, Hotel Arcadia, has received critical acclaim in the UK and beyond. She recently launched the £1,000 Jhalak Prize for Book of the Year by a Writer of Colour.

Q. Do you think there is still latent or even overt discrimination in the book world?,

A. Often discussions about discrimination are limited to individual morality, as if being racist, sexist, homophobic or suchlike were only a case of moral shortcoming. But these are structural issues, and an industry populated by a very narrow demographic is likely to perpetuate a narrow view of the world. The publishing industry has wonderful individuals, but collectively it tends to perpetuate implicit biases of various kinds that in turn become exclusionary, conservative and, yes in practice, discriminatory.

Q. What do you think is the perception of creative writing courses within the academy?

A. After 10 years in higher education, I don't think that much of the academy quite gets creative writing courses. This is in part due to a lack of understanding of creative writing as a subject area, partially due to a systemic devaluation of humanities and arts as a whole and not only in academia, and partly because often the courses themselves and their practitioners are not quite able to explain what we do. And that is a shame.

For more visit: WWW. THE March 17, 2016

Courtesy: THE 23 rd June, 2016

Focus on students' satisfaction to build university brand

John Elmes reports in THE 23rd June, 2016

The news report by John Elmes states that "Eleftherios Alamanos, one of the co-authors and lecturer in marketing at Newcastle University, told Times Higher Education that while universities' dedication to "degree quality and quality of staff" were essential, they should zone in on the individual student's experience to enhance their attachment to the brand.

The Scholar states that "The thing universities are missing and tend to get wrong is building on this personal connection. They focus too much on keeping the students satisfied [in some areas], for example by focusing on degree quality and staff - which is absolutely important, don't get me wrong - but our argument is, if they put efforts into building the personal connection, the results will be even better."

The paper concludes that "Universities' positioning strategies may be focusing too much on building prestige, whereas strategies aimed at improving student satisfaction could have more positive effects on brand equity,"

Courtesy: THE 23rd June, 2016

EXCELLENT NARRATIVE ON DIVERSIFICATION OF HIGHER EDUCATION

Indian Higher Education Report 2015, Edited by NV Varghese and Garima Malik, Published by Routledge, India PP 494, Price Rs. 1295.

The Report, consist of 19 chapters including an introduction. It covers as many as nine issues that are arranged in various sections. In the section on Higher Education Policy, the chapter by Shukhdev Thorat is quite absorbing. He provides very long narrative beginning 1948 and ending with the Govt. of India's responses through 11th and 12th plan. More interesting is his admission that in spite of expansion, the problem of low enrolment, disparity in access between poor and non poor and between social groups still exists. The second chapter in this section by A. Mathew, brings out the issue of irrelevance of the curriculum, contents and its poor quality of delivery. He states that this prepared ground for a holistic approach, which was adopted in New Educational Policy 1986, POA (1992), and subsequent reports of NKC (2006) Yashpal Committee and so on.

The three chapters of part-II concerns the analysis of quantitative expansion of H.E. by P. Duraisamy, social group disparities by Goverdhan Wankhede and gender representation by Karuna Chanana. Duraisamy highlights the massive expansion in enrolment and institutions since 1995-96 and the increased participation by the private sector in H.E. The expansion, he notes is still short on targeted requirements of GER and the colleges providing H.E. The other disturbing trends noted by the author relate to low levels of accreditation and unbalanced regional growth not only in terms of numbers, but also in disciplines and social groups. The other two chapters in this section have dealt specifically only with disparities in social group and gender representation respectively. Karuna Chanana's identification of push and pull factors which themselves are dependent on stages of Economic development appeals to the common sense. Both authors bring out clearly that it is possible to improve upon these disparities with participative democratic governance model of H.E. institutions.

Quality of H.E. in India has always been an essential component of H.E. Policy. In this Report it is assessed in Part-III in two chapters. Chapter- 7 by Jaganath Patil and Lalitha Pillai and in Chapter 8 by V.K Krishna and Swapan Kumar Patra. The former assess the EQA system and finds that in spite of the pioneering work done in establishing EQA in the past two and a half decades, we have yet not created a National Quality Assurance framework. The other chapter in the Report has assessed Quality in terms of

knowledge creation through innovations from universities. Their findings that there is a total disconnect between teaching and Research and Research and Innovations in the large segment of universities are disturbing, but are a statements of facts.

Both the chapters GD Sharma on diversification and BP Sanjay on distance and technology based education are discussed in Part IV of the Report and provide lucid narration of the system's response to the emerging socio-political situation in the country at that point in time. The central point of Sharma's contribution, however, is that the diversification has not adequately met the requirements of the production sector and calls into question the relevance of programmes of studies offered in the system of higher education. Similarly the other contributor (Chapter 10) narrates well the growth of IT application in education, but he is highly critical of the on-line courses, his concern is that this movement is based on the set of very shaky assumptions. In his view MOOC will not help improve GER.

Why university graduates are not employable is the subject of Chapter 11 (Part V of the Report). The author tells the reader that the rapid growth in school education necessitated unchecked entry to general collegiate education and this became a major cause of unemployability of tertiary level graduates. Such explanations are simplistic, as in reviewer's view, it signifies a structural problem of linkage between economy and education. In Chapter 12, Binod Kadaria while agreeing that international migration of labour force is not new, what is troubling is the recent trends in migration of highly educated, skilled and experienced, including tertiary level students (one way migration) due to the problem of unemployment in the country.

Part VI of the Report on financing of H.E. in India. Tilak observes, even if we assume that cuts in public expenditure on H. E. are because of the slow growth of the economy in the 1990's, the sharp fall in the targeted expenditure of GDP during the 11th and 12th Plan period are symptomatic of, though slow, but continuous State withdrawal from higher education in response to the SAR gagged by Washington Consensus. S. Chattopadhyay provides detailed information on funding using different modes and raises the question on efficacy of PPP mode of financing of H.E.

Asha Gupta in Chapter 15, Part VII of the Report assesses the emerging trends in private higher education in India. Dr. Gupta has revealed that currently 50% of about 35 million higher education enrollments are in the private sector and over time it may further grow. She feels, due to problems associated with private sector, the objective of inclusion and excellence is unlikely to be met.
.....see page 18

SEED PUBLICATIONS

The list of Publications and Research Studies is given below:

- **Issues in Development of Colleges - Governance and Other Aspects -**
Collection of papers presented in Annual Conference of ICF.
- **Issues in Development of Colleges - Quality and Resources Aspects -**
Collection of papers presented in Annual Conference of ICF.
- **Classroom Processes in Primary Schools of EFA Districts, Saharanpur (U.P.) -**
Research Study sponsored by SIEMAT, Allahabad, UP
- **Classroom Processes in Primary Schools of EFA Districts, Sitapur (U.P.) -**
Research Study sponsored by SIEMAT, Allahabad, UP
- **Classroom Processes in Primary Schools of Non-EFA Districts, Bahraich (U.P.) -**
Research Study sponsored by SIEMAT, Allahabad, UP
- **Coaching Institutions for Admission to IIT, Engineering and Medical Courses -**
Research Study sponsored by Department of Science and Technology, Government of India, New Delhi.
- **Decent Jobs-India Study**, sponsored by Global Policy Network, Washington, USA.

Research Reports

- **Quality Assurance in Management and Engineering Institutions in India.** A Report of Seminar held IIC, New Delhi, Funded by GJVJ Raju Foundation, AP
- **Trade In Education Services under WTO: GATS Regime**, Report of 4 seminars sponsored by All India Council of Technical Education, GOI, New Delhi.
- Micro Finance to women members of SHGs for income generation for livelihood funded by Dewan Foundation through **DEEPALAYA in Delhi and Haryana.**
- Micro Finance to women members of SHGs for income generation for livelihood funded by Dewan Foundation through **SRIJAN in Rajasthan and Madhya Pradesh.**
- Micro Finance to HIV affected women Members of SHGS for income generation for livelihood funded by Dewan Foundation through **St. Paul Trust, Samalkot, Andhra Pradesh.**
- Micro Finance to women members of SHGs for income generation for livelihood funded by Dewan Foundation through **IBTDA, Alwar, Rajasthan.**
- Micro Finance to HIV and Leprosy affected women members of SHGs for income generation for livelihood by Dewan Foundation through **FUTURE BRIGHT TRUST, Vjaynagaram, Andhra Pradesh.** Micro Finance to members of self help groups in Jharkand for income generation for Livelihood by Dewan Foundation through **Pradan, New Delhi and Jharkhand.**
- **Handbook of Quality Assurance in Higher Education -** sponsored by Ed.Cil., GOI, Noida under its CSR activities.
- **Study of Education of Challenged Children in Schools-** sponsored by Ed.Cil, GOI, Noida under its CSR activities.
- **Copyright in Education -** study sponsored by Ed.Cil., GOI, Noida, under its CSR activities.
- **College Post -** the Higher Education Journal - a quarterly publication.

Research Studies Completed/Research Papers, 2014-15

SEED carried/carrying out the following studies:

- (1) Micro Finance for Income Generation for Livelihood: A comparative Study of Non-Profit making NGOs, SBLP and for Profit MFIs - (ICSSR, GoI, Sponsored project).
Study entitled Micro Finance for Income Generation for Livelihood: A comparative Study of Non-Profit making NGOs, SBLP and for Profit MFIs sponsored by Indian Council of Social Science Research was completed during this year. Review by expert of ICSSR was very encouraging. To quote:
"The study makes an important point that poverty is a complex phenomenon and all poor household cannot be treated as homogeneous group. Micro-finance can be successful in cases where households have some assets and marketing skills. The support s the revolving fund support model of MFIs." ----- The analysis has been carried out in a systematic manner and presented in a clear style"
- (2) Monograph on Foreign Direct Investment - Creative or Disruptive External Economic Intervention - © SEED authored by Dr. G. D. Sharma.
A report of FDI entitled FDI- An External Economic Intervention was completed this year and presentation of the same was made to students and teachers of Management in G.D. Goenka University. The report was also sent to relevant experts for their use.
- (3) Diversification of Higher Education paper has been prepared by the President, SEED and has also been submitted to Higher Education Policy and Research Centre of NUEPA. The paper is being published as chapter in the Book being brought out by NUEPA.

College Post

The issue of College Post was brought out in the month of April- June, 2014. Next issue is in process.

Commemorative Volume

Publication of colleges post for the last 20 years is progress. Articles have been sorted out and first draft of the volume is ready. It is hoped we would be able finish it in couple of months.

seed...

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