COLLEGE POST

the higher education journal

Celebrating the 125th Birth Anniversary of Subhash Chandra Bose - The Super Hero of India

seed...

SEED-ICF WILL MISS YOU

Professor M.I. Savadatti, breathed his last on 23 June, 2021. Recipient of several awards, including the Karnataka Rajyotsava Award and Sir M. Visvesvaraya Lifetime Achievement Award, Prof Savadatti served as the Vice-Chancellor of Mangalore University for two terms. He was a member of the University Grants Commission (UGC), and the founder vice-chairman of Karnataka State Higher Education Council. He was a great friend and guide for the ICF and College Post. He addressed several ICF conferences as chief guest. ICF family would miss his guidance.

Professor M. Anandkrishnan, 93 years, died on 29th May, 2021. An eminent educationist, Padmashri Awardee and former Vice-Chancellor of Anna University, Chennai. He was chairman of IIT Council, Kanpur. He was a great friend and guide to SEED-ICF. He had addressed several ICF Annual Conferences. SEED-ICF family will miss his guidance.

Professor GJVG Raju, Former V.C. Nagarjun University expired last month. He was also Chairman of AP State Council of Higher Education, Hyderabad, Andhra Pradesh. He was life member of Society for Education and Economic Development. He contributed significantly to development of higher education in Andhra Pradesh. SEED-ICF would miss his guidance and support.

Dr. J.K Mahto expired on 28th May, 2021 due to Covid complications. He was a well-known educationist and promoter of education in Jharkhand. He had set up educational institutions for the benefit of rural students. He also hosted 24th ICF Conference at Jamshedpur. ICF family would miss his support and guidance.

CHALLENGES OF USE OF TECHNOLOGY IN EDUCATION

The news is that Apple Company has attained $2 trillion valuation, almost same as the Indian Economy. Though company has been in operation for the last 40 years, the valuation has jumped to above figure just in two years. The growth in other IT companies is also very high. This is likely to increase further owing to the impact of Covid-19 as also post availability of vaccines for the disease.

The surge for digitization of most of manual, cognitive based activities all over the world will further add to this growth. The digitization process is replacing many vocations and operations in business, government and education. The educational activities have a large scope as compared to many other activities. Technology will help in storage, retrieval, communication, creation of content, system of evaluation of students on digital platform. Education and research may also further enhance sophistication in use of technology in education.

Here the challenge would be of two folds. One is to develop a creative, critical mind of students with an urge for learning, experimentation and application of knowledge to solve problems. Urge to acquire, apply and to transfer the knowledge to others is basically an innate to individual being.

The urge for transferring the knowledge has been there with mankind over the millennium. First it was verbal, then in written form. The storage of knowledge in written form through books, reports and journals have been unique to mankind. Those who have acquired abilities to read, write and understand can learn on their own by retrieving the stored knowledge. The system of schooling and higher education was evolved to give reading, writing, understanding and analyzing abilities to students. This was done by teachers who had first acquired these abilities and acapacity to transfer the knowledge. This was done mainly through face to face teaching and learning, and evaluating abilities acquired by the learners. Instances of self- learning are also many.

With the advent of information and communication technology presently and in future, it is the new media, giving almost real-life feel - called virtual, will play great role in education and training of people. The technology is and will also play major role in conducting research in almost all the fields of knowledge.

It is, however, stored and retrieved through the new medium. With editorial support, more accurate or curetted knowledge can be stored and shared. With new technology- known as Artificial Intelligence- the retrieval process can be more intelligent and to suit the needs of learners.

However, it is not as dynamic as happens when a couple of eyes are looking at the teacher when he is addressing the students. Teacher creates something new as it emerges out of wave crossing the mind while addressing the students. Whether eyes remotely looking through screen will play the same role as eyes directly looking at the teacher, is a mute question. Besides, stimulating the urge to learn and transfer the knowledge, there will be a challenge to acquire the skills to do the task digitally. Communicating contents digitally requires step by step process of communication to ensure attentiveness of learners.

It may be mentioned that learner will have a choice to refer back the contents put in media. This will help them to learn better. But it may also make them to be less attentive. In that case his/her inquisitive eyes may also be slow on the screen. Absence of queries from students, teachers may not feel enthused.

All said and done, the stored knowledge, with technology and editorial support can be more accurate and curetted that is offered to students. That will make students to know and acquire the knowledge on their own and use the same in their vocation, profession and life. But the challenge would be to stimulate the urge for creation, application and transfer of knowledge to others. Let us hope over time a better blended form - media plus face to face system of education is developed to take advantage of technology and dynamic human intervention.

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Editor

G.D. Sharma

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WEBINARS IN COLLABORATION WITH ASSOCHAM, NEW DELHI:

SEED-ICF held four Webinars in collaboration with ASSOCHAM. Themes and dates of webinars were as follows:
1. Transforming Higher Education: Financial Aspects on 18.09.2020, 2. Role and Function of Regulatory and Standard Setting Bodies on 10.10.2020, 3. Technology in Higher Education Challenges of Implementation on 27.10.2020, 4. Transforming Higher Education: Structure and Processes on 27.10.2020. These webinars were well attended by the scholars, principals of colleges and experts in higher education.

ICF- KERALA CHAPTER WEBINAR

ICF-Kerala Chapter organized a National Webinar on New Education Policy -2020 - Problems and Prospects of Affiliated Colleges in collaboration with St. Teresas College (Autonomous), IQAC, Ernakulam, Kerala on 19th September, 2020. The Webinar was coordinated by Dr. M. Usman and Dr. G.D. Sharma was key note speaker. The Webinar was addressed by other eminent speakers also.

WOMEN'S COLLEGE, SILCHAR WEBINAR

Women's College, Silchar had organized a Webinar on Issues and Challenges of Higher Education in the light of NEP, 2020 on 8th September, 2020. Dr. G.D. Sharma was key note speaker in the webinars. Webinar was addressed also addressed by Dr. Sudhanshu Bhusan and other eminent speakers. The Webinar was coordinated by Dr. Manoj Paul, Principal of the College.

CITY COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION, KOLKATA

City College of Commerce and Business Administration organized a Webinar on New Education Policy, 2020 and Undergraduate General Degree Colleges on 11 February, 2021. Dr. G.D. Sharma was key note speaker. Other eminent persons also spoke in the Webinar. Webinar was coordinated by Dr. Sandeep Paul, Principal of the College.

ANNUAL CONFERENCE

This year ICF could not hold its Annual Conference. It was thought appropriate, not to risk the health of delegates. A webinar for the conference was not considered a good substitute.

SEED-ICF COLLABORATION WITH CLIMATE CHANGE RESEARCH INSTITUTE, DELHI

SEED-ICF also collaborated with Climate Change Research Institute, New Delhi headed by Dr. Malti Goel. In the two webinars organized by the CCRI Dr. G.D. Sharma addressed the students and teachers of schools and other experts. His address was on water resources and conservation in desert areas. Many eminent persons also spoke on climate change. The Webinar was coordinated by Dr. Malti Goel, Director, CCRI, Delhi

DIGITAL MODE EDUCATION

Pandemic has promoted teaching-learning process through digital mode. It is often stated as on-line teaching and learning. SEED-ICF has been pleading for blended learning for some time. Technology can help provide information and teacher can help explanation and response to queries of the students. But the greatest problem is availability and affordability of technology. Presently we largely depend on platform which are not Indian. Besides, accessibility of technology depends on availability of internet facilities, regularity of power supply and so on. India, therefore, has to adopt different strategy. SEED-ICF considers it important to make contents available off-line to students at home. Here also some time there is problem of availability of computers/ laptop at home of many students in rural areas colleges. Therefore, physical or face to face or access to library becomes essential. If this pandemic continues, we have to devise methods to provide educational resources and teacher interaction facilities in multimode manners. These could be devised depending on the situation/ location of the college in a particular state, city and local areas.

SURVEY TO STUDY PROBLEMS OF PANDEMIC IN COLLEGES

SEED-ICF will be launching a survey of problems, innovations and experiences of principals in managing education processes during pandemic and their expectations from government, society and parents of the students.

LEADERSHIP DEVELOPMENT PROGRAMME

SEED-ICF, under auspices of CHEST's international Diploma Programme, had conducted three International Leadership Development Programmes in Higher Education. Nearly thirty Principals of Colleges drawn from different parts of the country attended these mix mode programme. Participants were provided 8 modules in printed and e-mail mode. It also organized a four days' workshop in Delhi to discuss the projects of the participants and interaction with experts. These participants also had an opportunity to visit UNESCO, OECD and some institutes in Paris, France and Maastricht School of Management, Netherlands. Finally they presented project reports. These reports were evaluated by the experts and recommended for the award of Diploma. The list of participants who earned International Diploma in HE have been put on the www.seededu.org

SEED-ICF is considering the IDEL-HE programme to be available on online and off-line both at the convenience of the participants. The proposal is to update the modules keeping in view the latest development in use of technology for on line teaching-learning and evaluation of the students. The real challenge is that future method of interaction with the students and system of evaluation would exceedingly use technology. UGC has also recommended for use of blended teaching in universities and colleges. Suggested ratio of blended teaching and learning is 30 percent digital and 70 percent face to face. The IDEL-HE would incorporate several other dimensions pertaining to international context of higher education. SEED-ICF invites suggestions from experienced principals of colleges for inclusion of issues in the modules of IDEL-HE programme.

QUALITY PRIMARY EDUCATION AND THE ROLE OF TEACHERS - A STUDY OF THE SCHEDULED AND NON-SCHEDULED AREA DISTRICTS OF SELECT STATES- A SUMMARY

Dr. Mridula Sharma *

The paper summarizes the indepth study of quality primary education in scheduled and non-scheduled area districts of select states. It also proposes a new method of assessment of quality of primary education in the form of abilities

THE BACKDROP

1.1 The edifice on which nation's future stand is primary /elementary education. It is the very foundation of higher learning and effective participation in vocations and professions in life. The quality of primary/elementary education significantly influences the future learning and life coping abilities of students. The quality of primary / elementary education depends on: (i) the quality of infrastructure, (ii) the quality of teaching and learning material, (iii) the quality of teachers, (iv) the quality of students and, (v) the process of teaching and learning - that includes methodology, approach and working for expected outcome. The expected outcome depends on: clearly defined expectations in terms of outcome-based education to inculcate and develop identified abilities among students.

1.2 A highly economically, socially and geographically diversified and segmented nation-state requires specific intervention by the state to address the issues of diversification and segmentation. These issues demand different level and depth of state intervention to reach out to students and engage them in outcome-based quality primary /elementary education.

1.3 The understanding of economically, socially and geographically diversified and segmented society requires study of historical and contemporary forces and policy which have to bear on these issues of diversification and segmentation, partly or fully. Historical forces, particularly in the context of education of people in India, have the long background- ranging from the Vedic period to present days. The Vedic period had developed its own language - the Sanskrit and had vast experience and literature on each of the sectors of society and aspects of a life of people. This had the influence on agriculture, architecture,

> *A highly economically, socially and geographically diversified and segmented nation-state requires specific intervention by the state to address the issues of diversification and segmentation. These issues demand different level and depth of state intervention to reach out to students and engage them in outcome-based quality primary /elementary education*

human and animal health, a system of governance and war machinery. The education is a continuum, besides it being imparted through institutions of education, is also passed on to young and old in homes and in social groups orally and in written form. How new forces, particularly during the last 1000 years, have negotiated with past and shaped the present system of education of people has, therefore, to be kept in view while addressing the issues of diversification and segmentation.

1.4 The present day India has the deep influence of past. The past way of life and glory is etched in conscious or not so conscious mind that is passed on to people from generations to generations at home or in the social group or in literature. It has navigated and is navigating through several disruptions often imposed by a power that be in the governance and some time compelled by new energy and from 1st to 3rd industrial revolutions. It is presently biding to make its place in yet another disruption likely to take place owing to emerging fourth Industrial Revolution.

1.5 A vast majority of the population, particularly in the rural setting, which has not, by and large, yet benefited from 1-3 industrial revolutions, is finding difficult to clearly see the advantage of British given modern education, as it does not offer them solutions to their problems of living and life. It does give some hope that modern education will help them to secure jobs in governance, services, and industries, but they soon get disappointed that not all are able to occupy positions of power or economic wellbeing and the economy does not absorb them productively. Hence they take this education under some pressure, without really owning and aspiring to it.

1.6 The quality of primary education and role of teachers particularly in the stated backward of geographic, economic and social segmentation namely, Scheduled areas and Non- Scheduled area with a large proportion of people from tribes of India is studied on the basis of empirical data of schooling, the role of teachers and the outcome education

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2.1 Research Questions:
The following research questions are attempted to address:
(i)   What are the policies and programmes with regard to the primary education in general and schools in scheduled Areas in particular?
(ii)   What are the factors associated with quality primary education in Scheduled areas?
(iii) What are the problems faced by primary school teachers in Scheduled vis-à-vis non scheduled areas?
(iv) What is the role of the teachers in ensuring good quality primary education in Scheduled areas?
(v) Why non-scheduled area districts outperform Scheduled Area districts in many indicators of education?
(vi) How far school-community Linkages play role in ensuring quality education in Scheduled areas

2.2 On the basis of the above broad research questions, the following research objectives are designed for investigation:
(a) To review the policies and programmes on primary education in Scheduled and non- Scheduled areas:
(b) To ascertain the factors associated with quality primary education in Scheduled areas:

3.1 Research Design and Sampling:
3.1.1 Research design and methodology of sampling has been specified and listed the sample of schools within a block, district, and state. It has taken a sample of 168 schools based on random sampling method with the distribution of schools in scheduled and non-scheduled areas in six states of India as per sampling frame given below
3.1.2 Method of collection of data/information is clearly spelt out and the process of data processing is specified. It developed relevant instruments for data collection of schools, Teachers. SMCs, PTAs and Village Education Committees.
3.1.3 A new method of assessment of the outcome of learning is developed by spelling out the expected abilities in languages and mathematics from the students at Vth standard in Primary Education.
3.1.4 An innovative method of assessment of outcome-based question paper and their assessment has been attempted under this methodology. In languages, seven abilities are specified and a question paper for students was accordingly developed for Hindi/Regional Languages and in the English Language. In mathematics, 10 abilities were specified and a question paper for students was accordingly developed to test these abilities.

The abilities specified for languages namely, Hindi /Regional Languages and English Language are as follows:
Ability: 1 Observe and Write.

Ability: 2 Apply learning through writing a letter.
Ability: 3 Understand, experience and express.
Ability: 4 Read, understand and respond.
Ability: 5 Recall and write.
Ability: 6 Discern and change gender and write opposite objects.
Ability: 7 Reasoning through making the relation between two things or objects.

Abilities tested in Mathematics are as follows:
Ability:1 Addition, with simple to complex ,2- 4 Digits, 2-3 rows & Decimals addition .
Ability: 2 Subtraction, simple to complex, 2-4 digits.
Ability: 3 Multiplication, Simple to complex, single to double digits.
Ability: 4 Division, simple to complex, 2-4 digits.
Ability: 5 Addition with reasoning.
Ability: 6 Applying the formula (BODMAS) {Bracket of Division Multiplication Addition Subtraction}
Ability: 7 identify the forms/ Shapes.
Ability: 8 Application of maths in daily life.
Ability: 9 Convert words in digits.
Ability: 10 Arrangements of digits in ascending order and descending order

4.1 Sampling: With a view to study quality primary Education in Tribal Sub Plan areas and comparing it with Non - Sub plan areas in the six states namely, Gujarat, Madhya Pradesh, Rajasthan, Orissa, Himachal Pradesh and Telangana , a sample of predominantly tribal school children in 1-5 standards, first sample of districts and block with highest proportion of tribal population was drawn and followed by this schools with highest enrolment of tribal population were randomly selected following stratified random sampling method. The method adopted is described as follows:
4.1.1 Sampling Frame: The following sampling frame and method of selection of were used:
4.1.2 Selection of Districts: Two Districts were selected, one Scheduled Area District and another one from Non-Scheduled area district from each State.
4.1.3 Criteria:
1. Scheduled Area District (as defined in the Constitution) for each State. It was appropriate to select a district which is fully declared as a Scheduled Area District. A Scheduled Area District having more than 80% of the tribal population are avoided.
2.   A Non-Scheduled Area district is identified on the basis of tribal population in the district. That is the percentage of tribal population in the district is not more than the average State tribal population
4.1.4 Selection of Block: Two Blocks were selected from each District.
4.1.5 Criteria: The tribal Population in the Block was the criteria for selection of Blocks. All the Blocks in the District

were put into order (either ascending/descending) and Quartile 1 and Quartile 3 Block is selected. This ensures the heterogeneous characteristics of the District

4.1.6 Selection of Schools: Schools are selected from the selected Blocks. From each Block 4 schools are selected for this study. Tribal student enrolment was the basis of selecting schools. All the schools in the Block are put into ascending order and two upper schools (having higher tribal enrolment) and two lower schools (having lower tribal enrolment) are selected. The same criteria is followed for Non-Scheduled District Block as well. Sample schools of six states and within states 12 districts and 24 blocks and schools covered were as follows:

4.1.7 Sample state, scheduled and non-scheduled districts and blocks, sample schools, teachers and students.

4.1.8 Sample Coverage: It is found that random sampling method has selected schools in vide and deeper areas in scheduled and non-scheduled districts of sample states. Some of the schools were, besides located far from the district were almost unapproachable by motorable roads. Hence researcher had to walk. In Himachal Pradesh due to heavy rains and landslides researcher had to stay put overnight in the school premises. However, the experience of visiting, seeing and interacting with the Head Teachers, Teachers and Students was very educative of the situation and difficult conditions in which education processes are taking place in our country.

5.1 Profile of Sample Villages
With a view to understand ecosystem of schools analysis of villages of sample school was attempted on the following parameters:
(1) Population Size, (2) Infrastructure, (3) Education Ambiance and , (4) Economic ambiance.

5.1.1 The analysis revealed that: population size, infrastructure, educational and economic profiles of villages of sample schools in scheduled areas present a relatively weak profile as compared to sample schools in non-scheduled areas. However overall profile of villages in sample school is weak as it lacks basic infrastructure like pipe drinking water, all-weather roads, electricity and primary health centres in many villages. It also presents relatively very weak educational ambiance except for Anganawadis. Economic profile in terms of industry and banking is very weak in villages of sample schools.
In this background analysis of quality primary schools, the role of teachers and outcome of learning has been attempted.

Sl.No.	*(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Gujarat	Dangs	Ahwa	6	6	134	27	24
2			Subir	6	6	147	24	24
3		Surat	Kamrej	4	4	118	20	16
4			Mahuva	5	5	142	21	20
5	H.P.	Kinnaur	Kalpa	4	4	52	25	16
6			Pooh	1	1	12	3	4
7		Kangra	Rakkar	4	4	60	12	16
8			Rait	4	4	68	12	16
9	M.P.		Meghnagar	11	11	220	26	44
10			Petlawad	17	17	283	38	68
11		Dewas	Sonkatch	6	6	113	27	26
12			Kannod	13	13	266	35	52
13	Odisha	Korapur	Jeypore	6	6	114	32	24
14			Laxmipur	4	4	75	12	16
15		Angul	Athamallik	4	4	63	17	16
16			Banarpal	6	6	142	41	26
17	Rajasthan	Banswara	Anandpuri	11	11	235	29	44
18			Talwara	18	18	312	49	72
19		Jodhpur	Baori	5	5	99	15	20
20			Luni	11	11	276	33	44
21	Telengana	Adilabad	Tanoor	4	4	99	14	16
22			Mamda	4	4	73	13	16
23		Medak	Siddipet	5	5	89	15	20
24			Kondapoor	4	4	61	23	16
			Total	163	163	3253	563	656

*Column- 1-Name of the State, 2-Name of the District, 3-Name of the Block, 4-Number of Sample School, 5-Number of School DCF, 6-Number of Student to administered the Test(All students of Grade-V), 7-Number of Teacher DCF(All teachers teaching Grade 1-V), 8-Number of DCF for Management @ 4 per school

6.1 Quality of Sample Schools:
The quality of sample schools has been analyzed from the point of seven parameters.

6.1.1 These parameters include: (1)) General ambiance of schools, (2) Quality of infrastructures, (3) Quality of Educational Resources, (4) Educational Material and Processes, (5) Incentives to Students, (6) Educational Management, (7) Students' Enrolment and pass out. Results of analysis of each of these parameters and their sub-parameters have also been summed up under each of these parameters. Findings of these parameters in brief are:

6.1.2 Of the seven parameters, Ambience, Infrastructure of schools - being the basic requirement are in general weak and relatively more weak in schools of scheduled areas. Human Resources and teaching material present a satisfactory situation in schools both in scheduled and non-scheduled areas. Incentive schemes and SSA initiatives, Management of Schools seem to have positively influenced the quality of schools and has positively impacted the enrolment and progress of students given the policy of automatic promotion up to the Primary and Elementary level of schooling. Incentive schemes involvement of SMC, PTA, and VEC seem to have attracted students back to schools, even if they are dropped out for short period, as revealed from the ratio of students in third and fifth standards is higher than the previous class.

7.1 Role of Teachers in improving quality of Primary Education: This aspect is examined by using five parameters and their relevant sub-parameters. These five parameters are: (1) Education, Social Background and aptitude of Teachers with 13 sub-parameters, (2) Teaching Learning Material and Library Resources and Their Use with their four sub parameters with their sub-sub parameters, (3) Teaching learning process with 16 sub parameters with their sub-sub parameters, (4) Role of Teachers in New Initiatives and Policy Intervention with its four sub-parameters and their sub-sub parameters, (5) Job Satisfaction and Time Spent on other than teaching learning process with its seven sub-parameters and its sub-sub parameters In brief analysis of these parameters reveal the following:

7.1.1 The profile of teachers in terms of: age group, Gender, Social Background, Educational and professional qualification, Years of experience of teaching, years of stay in the same school, regularity of appointment, reading aptitude show a comparable position between teachers in schools of scheduled and non-scheduled areas. However, the proportion of ST teachers, Education Diploma holders, years of stay in school, are relatively higher for teachers in schools of scheduled areas. All of them have a good aptitude for reading in schools both in scheduled and non-scheduled areas. Relatively higher proportion of teachers read newspapers in schools of non-scheduled areas, whereas higher proportion of teachers in schools of scheduled areas read school related textbooks and books for doing activities in schools and story and novel

7.1.2. Teaching material was received by the majority of sample schools in scheduled and non-scheduled areas. However, nearly 40 percent and 28 percent schools respectively in scheduled and non-scheduled areas did not receive teaching material. Most of the students in scheduled as well non-scheduled areas use library books. Most of the students in schools of scheduled and non-scheduled areas use reading books. Very small proportion say less 10 percent said books are used for doing activities. The very small proportion of students takes books to their home for reading. Thus the proportion of school not receiving teaching material was substantial in schools of scheduled areas which probably need them most. Similarly, a new initiative to use books for activities does not seem to have picked up in schools both in scheduled and non-scheduled areas.

7.1.3. Class Size is higher in schools of scheduled areas as compared to schools in non-scheduled areas. Teachers on average spent 6-7 hours in teaching. Majority of teachers adopt routine classroom activities of teaching, Most of the teachers' allocated separate time and classroom period for developing writing and computational skills among students. Remedial teaching is done by more than half of the teachers in schools scheduled areas and more than 75 percent of teachers in schools of non-scheduled areas are engaged in remedial teaching to remove learning deficiencies. On average 5-6 hours in a week are spent by teachers on remedial teaching. The approach adopted in remedial teaching is improving reading and writing skills among students. The very small proportion of teachers engaged in problem solving and storytelling. Special care seems to have been taken by teachers to relate to tribal culture and environment in schools of scheduled areas. Teachers said the tribal students take part in the discussion and show interest in education. They also said contents of textbooks reflect the tribal culture and they give examples of tribal culture in their teaching. With regard to reasons for tribal students dropping out of studies, teachers said that students are engaged in economic activities, household work and lack of interest among parents. They said on average tribal child spend 14 to 20 hours a week.

7.1.4 With regard to the role of teachers in the implementation of policy initiatives, the analysis revealed that more than half of the teachers in schools of scheduled and non-scheduled areas said that they are not using MLE books in their classrooms. The very small proportion of teachers also said the MLE books are useful. Most of the teachers in schools both in scheduled and non-scheduled areas said they have not received MLE books. Nearly half of the teachers are aware of Continuous

Comprehensive Evaluation. Nearly one fourth said they are not aware of CCE another one fourth did not respond to this question. There is some ambiguity among teachers about the CCE in schools both in scheduled and non-scheduled areas. More than half of the teachers in schools both in the scheduled and non-scheduled area did not respond to the question of no detention policy. Similarly, a large proportion did not respond to the policy of class-appropriate level of learning. Thus reforms and new policy initiatives have not made much impact on teachers and implementation seems to poor in schools of both scheduled and non-scheduled areas.

7.1.5. Job Satisfaction and Time Spent on other than teaching activities reveal that A teachers are satisfied with their jobs, and they are happy with what they get as salary. They spent time on Mid Day Meal, Administrative and election duties. There is little political and social interference in their work. However, about 17 percent of teachers in schools of scheduled areas and about 9 percent teachers in non-scheduled areas were not satisfied with their jobs. Thus working and service conditions of teachers was satisfactory to most of the teachers in scheduled and non-scheduled areas. Some additional support is needed in schools of scheduled areas to make most of the teachers happy

8.1 Abilities of Students in schools of scheduled and non-scheduled areas-A test conducted on students of Vth standard in sample schools.

8.1.1 A test of seven languages abilities and 10 mathematics abilities conducted on the students of Vth standard in the sample schools in the sample states. The test of abilities was conducted through question paper designed to test the languages namely, Hindi/Regional Language and English and Mathematics. The answer sheets were examined from the point of view of the ability

to do a question fully correct and marks obtained by the students even partially correct and fully correct.

8.2 Result of Abilities studies were as follows:

8.2.1 Abilities in Hindi/Regional Languages:
Ability: 1 Observe and Write.
Ability: 2 Understand, experience and express.
Ability: 3 Apply Learning through writing a letter.
Ability: 4 Read, understand and respond.
Ability: 5 Recall and write.
Ability: 6 Discern and change gender and write opposite
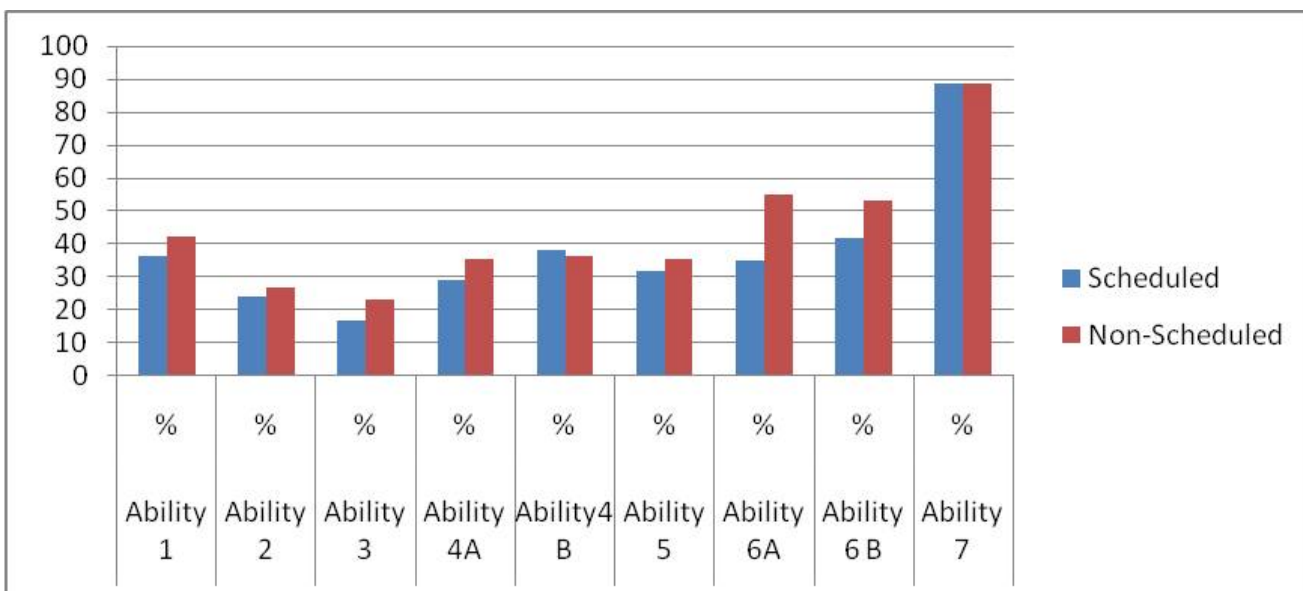Ability: 7 Reasoning through making the relation between two things or Objects

8.2.2 7 Abilities position in students in scheduled and non -scheduled districts of sample states

8.2.3 A comparative picture of the performance of students on all the seven abilities in language test for students in scheduled and non-scheduled areas shows that the highest performance was for 7th ability i.e. Reasoning through making the relation between two things or objects as a large proportion of students in schools of scheduled and non-scheduled areas did better. Performance of students in schools of scheduled and non-scheduled areas is comparable. Performance of students on other abilities is broadly comparable among students both in schools of scheduled and non -scheduled areas, but performance of students in scheduled areas was relatively poor except for second part of ability 4.

8.2.4 Graph depicting abilities of students in Hindi/ Regional Languages in Scheduled non-scheduled areas

9.1 Abilities in English Language
Ability: 1 Observe and Write.
Ability: 2 Understand, experience and express
Ability: 3 Apply Learning through writing a letter.
Ability: 4 Change the Gender and write opposite.

Ability: 5 Reasoning through making relation between two things or objects

Ability: 6 Read, understand and answer question

Ability: 7 Recall from memory and write four lines of poems/idiom - order of questions in English is different from Hindi / Regional Language

9.1.1 A comparative analysis of seven English Language abilities among students of schools of scheduled and non-scheduled areas show that English language abilities among students of schools in scheduled areas is relatively less as compared to students of schools in non-scheduled areas in most of the abilities, except for the fist part of the ability 2 where students of schools in scheduled areas performed relatively better. In general students in schools of scheduled and non -scheduled areas performed poorly, where they were required to show language abilities in terms of writing the languages such as abilities No. 1, 3, 7 where students were required to write.

9.1.2 Graph Showing abilities of students in English Language in sample schools in scheduled and non-scheduled areas

10.1 Mathematics in the terms of the following 10 abilities

Ability: 1 Addition , with simple to complex ,2- 4 Digits, 2-3 rows & Decimals Addition.

Ability: 2 Subtraction, dimple to complex, 2-4 digits.

Ability: 3 Multiplication, Simple to complex, single to double digits.

Ability: 4 Division, simple to complex, 2-4 digits.

Ability: 5 Addition with reasoning.

Ability: 6 Applying the formula (BODMAS)

Ability: 7 Identification of Shapes.

Ability: 8 Application of maths in daily life.

Ability: 9 Convert words in digits.

Ability: 10 Arrangements of digits in ascending order and descending order

10.1.1 Comprehensive pictures of abilities of students in schools of scheduled and non-scheduled areas on 10 abilities with their respective parts reveal that the ability to add decreases when sum in addition become simple to complex. All most all the students in schools of scheduled and non -scheduled areas are able to do two-digit simple additions. But three digits and three-row addition is done by nearly 79 and 84 percent of students respectively in schools of scheduled and non -scheduled areas. Decimal addition is correctly done by 69 and 79 percent of students respectively in schools of scheduled and non-scheduled areas.

10.1.2 Ability to do subtraction was relatively less among the students both in schools of scheduled and non-scheduled areas. Here two digits carry over subtraction and three digits subtraction was done correctly by 74 and 83, and 85, 91 and 62 and 65 percent of students respectively in schools of scheduled and non-scheduled areas. Only 60 and 73 percent of students were able to do the decimal sum of subtraction.

10.1.3 Ability to do multiplication sum also declined from simple to complex multiplication sum. 89 and 96 percent of students respectively in schools of the scheduled and non-scheduled area were able to do simple one digit with two digits. However, only 74 and 82 percent of students could do one digit multiplication with three digits. Only 28 and 43 percent of students respectively in schools of scheduled and non -scheduled areas could do two-digit multiplications with three digits. And only 19 and 20 percent students respectively in schools of scheduled and non-scheduled areas could do little difficult two digit multiplication with four digits.

10.1.4 Performance of students in schools of scheduled and non-scheduled areas with regard to division sums was similar to that of multiplication. 82 percent of students in schools of scheduled and non -scheduled areas could do two-digit division with one digit. That 73 and 79 and 63 and 65 percent of students respectively in the school of scheduled and Non-Scheduled areas could do little more
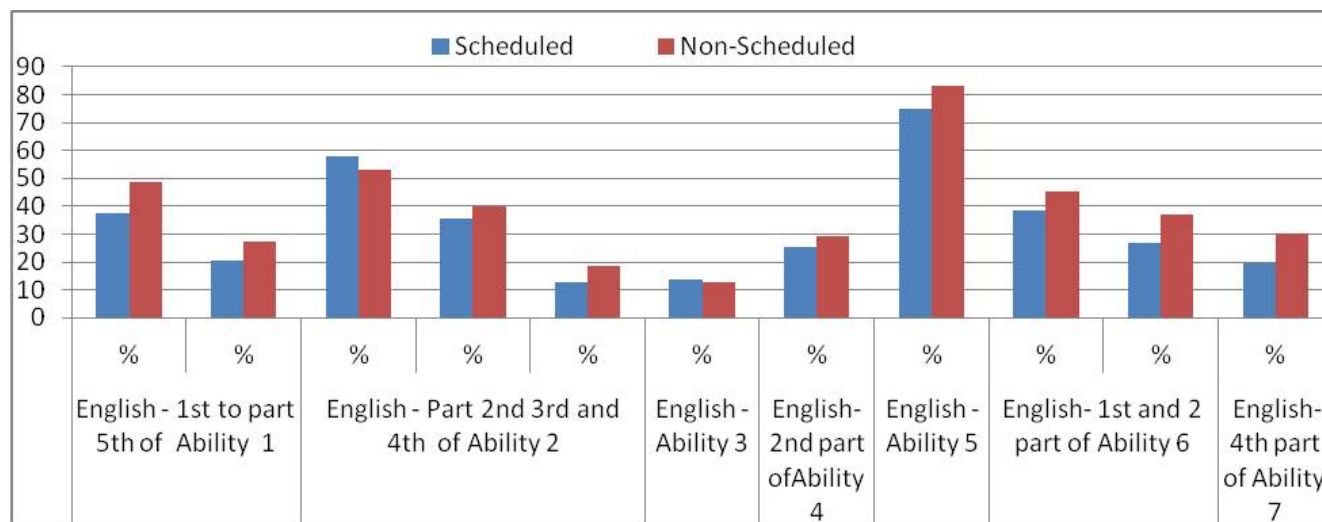
difficult division sum. Only 24 and 26 percent of students respectively in schools of scheduled and non-scheduled areas could do two-digit division with four digits. Thus the ability to do simple to complex/difficult sums declines as the difficulty level increases. Performance of students in schools of scheduled areas is slightly less than the students of schools in non-scheduled areas.

10.1.5 Thus it calls for specific attention and new methodology to teach maths subjects of simple addition, subtraction, multiplication and division.

10.1.6 The ability to do addition with reasoning was found in 62 and nearly 62 percent of students in schools of scheduled and non- scheduled areas. Ability to apply BODMAS rule was found among 59 and nearly 66 percent of students respectively in scheduled and non-scheduled areas. That ability to recognize shapes was found in good proportion of students, except for shapes namely Pentagon and Hexagon, here only 31 and nearly 47 percent students respectively in schools of scheduled and non-scheduled areas could recognize these shapes and write their names. Abilities to apply maths in real life situations like, conversion of some amount through particular denomination of note, finding a number of grams in half a kilograms and a number of zeros in a lakh sum as also putting figures in descending and ascending order was found in a good proportion of students. The proportion of students correctly responding to these three abilities ranged from 55 to nearly 66 percent of students respectively in schools of scheduled and non-scheduled areas.

10.1.7 Graph showing abilities of students in Mathematics in schools of scheduled and non-scheduled areas
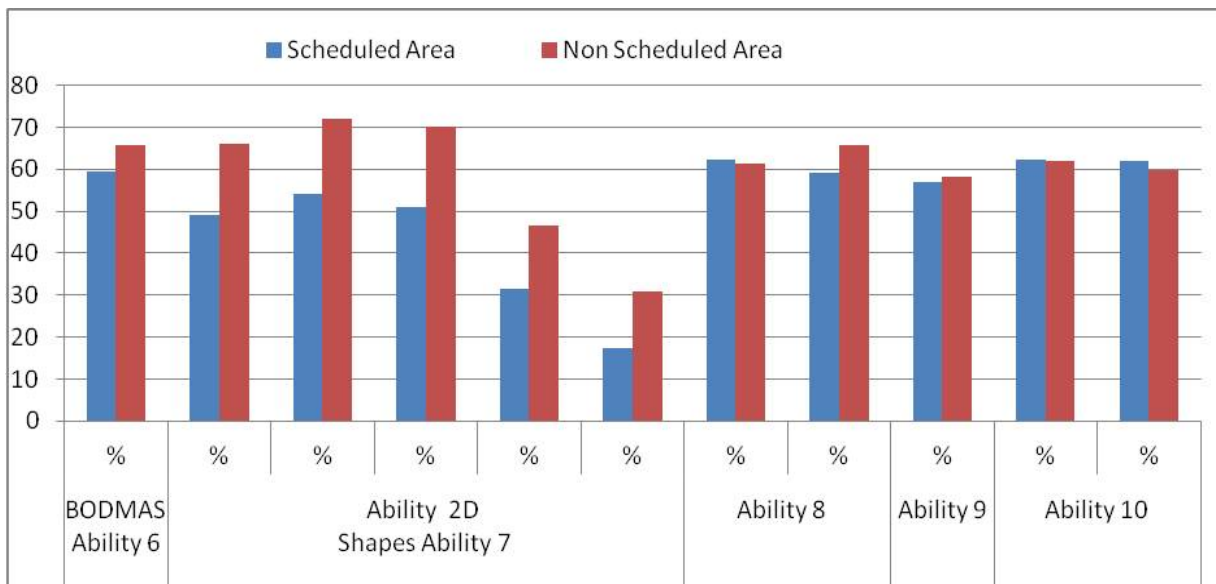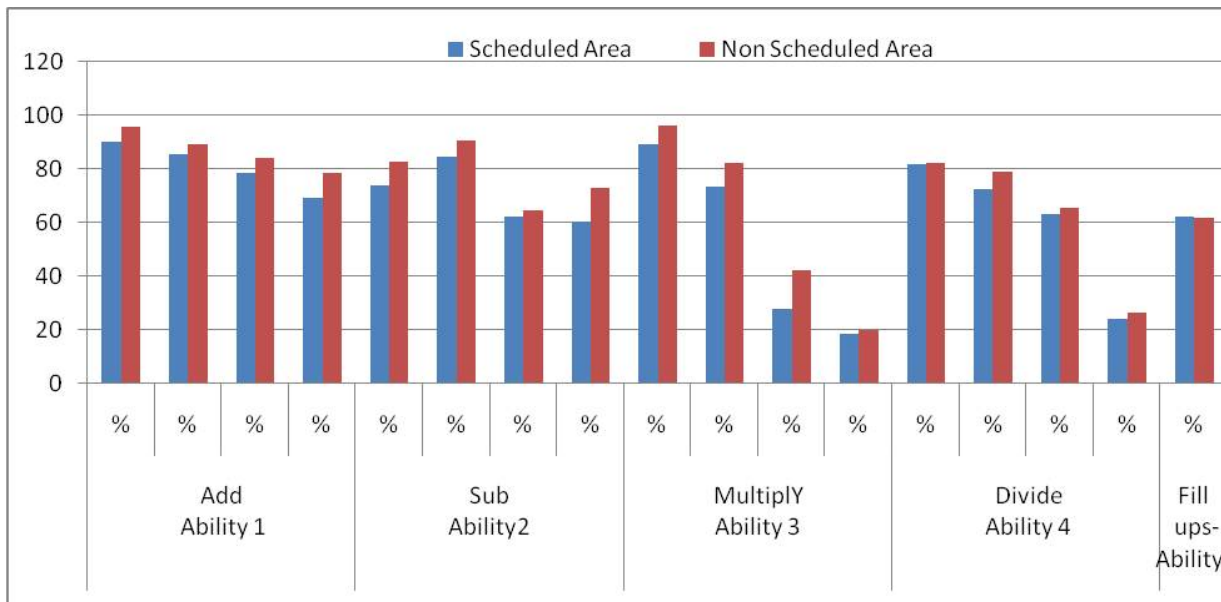
11.1 Comprehensive analysis of the performance of students both in terms of abilities and average marks obtained by students in sample schools in sample states reveal that:

11.1.1 Performance of students among all the three subjects namely, Hindi/Regional languages, English and Maths performance of students is relatively better in Mathematics, a proportion of students having set of Maths abilities is higher than the proportion of students having abilities in languages. Within languages abilities performance of students in key language abilities namely, observe and write, express about relations and write four lines of poems or idiom was relatively less as a less proportion of students in all sample states showed these abilities as compared to abilities namely, change the gender of words and write opposite of objects and match the objects and answer the question from passage which required less language competencies. Match objects required least language competency and here a very high proportion of students showed this ability. Similarly, in Maths subject the proportion of students who are able to do multiplication and division sums was relatively less as compared to the proportion of students who were able to do addition and subtraction. The proportion of students who are able to recognize and write the name of Pentagon and Hexagon shapes were also relatively less.

11.1.2 It is also revealed that average marks of students in Maths were relatively higher as compared to average marks in Hindi/Regional languages and English. Average marks in Hindi /Regional Languages is higher than the average marks of students in the English language among students of sample states in India.

11.1.3 Performance of students in schools of scheduled and non -scheduled areas was comparable, but slightly low among students of scheduled areas as compared to students in schools of non-scheduled areas.

11.1.4 Performance of Students of sample schools in Telangana and Odisha was better than students of sample schools in Gujarat, Madhya Pradesh and Rajasthan both in terms of the proportion of students having set of abilities and average marks in all the three subjects. Performance of students in sample schools of Himachal Pradesh was better in languages, but relatively less in Maths both in terms of a set of abilities and average marks in three subjects.

11.1.5 On average only 40 percent of students have acquired language competencies in Hindi/Regional languages

11.1.6 On average less than one-fourth students have acquired competencies /abilities in the English language

11.1.7 On average more than 50 percent of students have acquired maths abilities.

11.1.8 In terms marks on average students of schools in scheduled and non-scheduled areas blocks were comparable in Hindi/Regional Language and English language, but in Maths it was slightly higher for students of schools of non-scheduled area blocks.

11.1.9 Similarly, the performance of students in schools of scheduled and non-scheduled area districts was comparable, but for slightly higher marks in Hindi/ Regional language for students of schools in non-scheduled areas. Whereas, average marks for students in schools of scheduled areas was slightly higher in English and Maths as compared to students in schools of non-scheduled areas districts.

12.1 Key findings -comprehensive Analysis - conventional method

12.1.1 Position of percentage marks obtained by students of sample schools in sample states:

12.1.2 On average, Students scored 54.1 marks for Hindi /Regional languages and 44-6 percent marks in English language and 59.3 percent marks in Maths in sample schools of sample states of India.

12.1.3 Students in sample schools of Gujarat, Madhya Pradesh, and Rajasthan scored less than average marks in all the three subjects among the sample states. The lowest marks were scored by students of sample schools in Gujarat and the highest marks were scored by students of sample schools in Telangana in all the three subjects, except for maths. In this subject students of sample schools of Odisha scored the highest marks.

12.1.4 The analysis of achievement test revealed that overall quality of primary schools in the scheduled and non-scheduled areas in the sample states required to be upgraded as the system has not achieved a level of quality primary education in terms of proportion of students acquiring required abilities in languages and Maths as also average marks obtained by students in all the three subjects was low as compared to best performance of students of sample schools of sample state namely, Telangana with average 70,74 and 76 percent of marks respectively in these three subjects within the in sample states.

13.1 Policy Recommendations:

13.1.1 Revisit Model of Education: The Model of Education: In a larger context and on wider canvas there is need to re-examine the model of education adopted by us after India become free. There was a model of education that was evolved along the development of India. This model got disrupted twice i.e. after Khilzi' Invasion and setting of Mogul rule and the second time it got disrupted during British rule.

13.1.2 Education is a continuum through generations and is imparted through family, folklores, through people educated through an oriental system of education. It has to negotiate with various disruptions and while doing so the vestiges of past keep lingering in minds of people. This lingering creates duality in the process of learning.
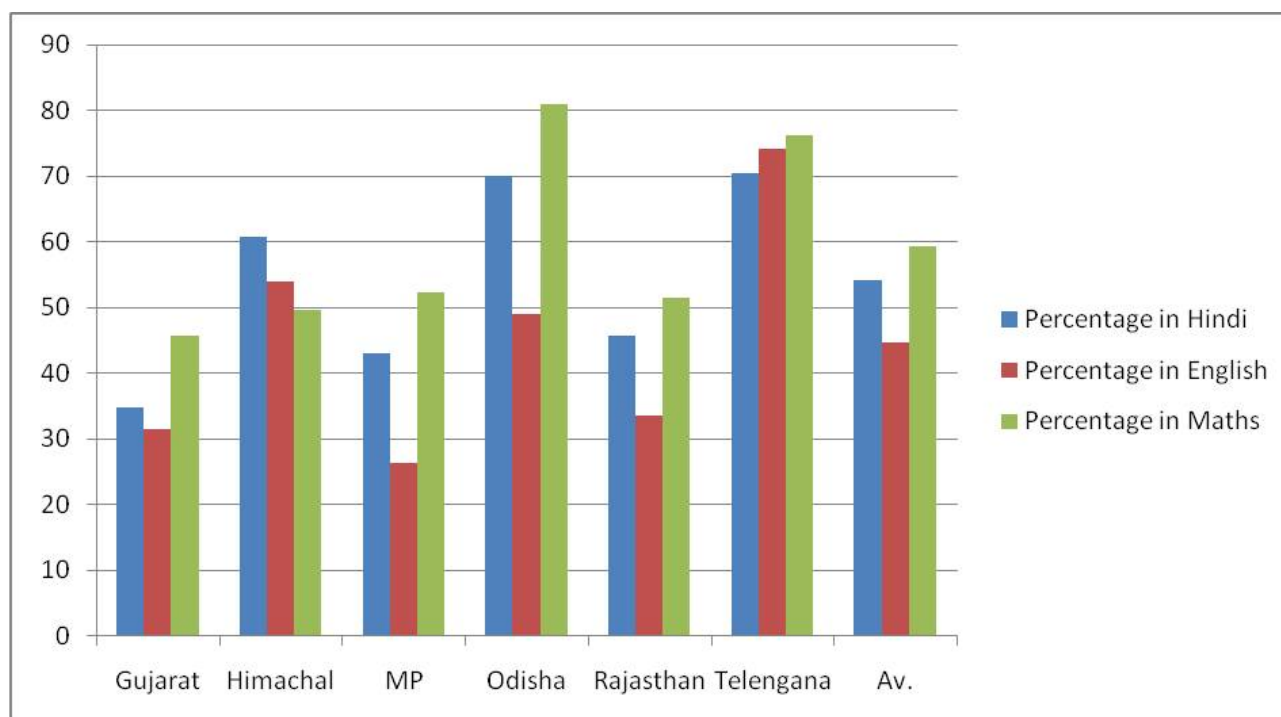
This duality does not allow the minds of people to fully accept the new changes.

13.1.3 The other aspect is that during British Rule purpose of educating people was to help the colonial masters in governance including Law and Order and External invasion and was much less rooted in the development of people and society. Hence, education became the method of alienating persons from home and hearth. This process was questioned by parents who are mainly engaged in agriculture and local services. They did not appreciate the model of education as it did not help them in their processes of production, distribution, and services at the local level.

13.1.4 After independence, there was an opportunity to overhaul the system of education to suit the local needs and their development. But the model of education and system of governance and those persons engaged in governance (as saw an advantage in the English education system) continued with the same model with little modification here and there, particularly in contents, processes, and system of evaluation. This was done by ignoring the advice of Father of Nation -Mahatma Gandhi and his concept of Basic Education. As a result of today even after 70 years of independence, the mass participation in education as a source of development from Primary to higher education is a big problem. Time and again the same issues keep recurring and time and again answers are being sought through the same model, with some success and some failures, without reaching to the intended goal of education as a source of development of people and society.

13.1.5 There is a great tug of war between modern (1-3) industrial revolution based education which trains human resources to serve the industrial revolution and the type of education that is needed to develop local resources and people. As the industrial revolution has not taken place in India to engage large masses in economic activities, they continue to be engaged in old vocations and professions or remain unengaged. Hence, unemployment, lack of development and poverty in the large part of society and islands of modern development in the form of metros and some cities engaging some of them and a large proportion of educated workforce is compelled to migrate to other countries to serve them, as education being received by the people in India is linked to their needs and within our country it is more linked to governance, law, and order and external security, which in fact are operating on British model. No wonder, every educated person keeps asking for reservations in these services because of huge un-employment among them and lack of economic activities gainfully engaging them. Therefore, there is dilemma of education of people, particularly at the foundation level- primary and elementary level, that in spite of serious efforts to provide Free and Compulsory Education up to 14 years age and even enacting a law to this effect owning and participation of masses in the system and quality of education is eluding India.

13.1.6 Whereas, this model has now been well accepted by a good proportion of masses, yet the issue of how this is likely to solve the problems of development of large proportion of masses, who are engaged in agriculture and various services at the local level as also their effective participation in democratic process - one of the reasons

for making free and compulsory education up to 14 years, remains a mute, but big question. Therefore, it is recommended that there is a need to re-examine model of education and system of its governance so as to benefit people at large, living in rural as well urban habitats in India.

14.1 Policy Planning and Implementation: The Policies of education after independence has been more focused on the expansion of education and reaching out to unreached, particularly those located in remote and backward areas as also sub-plan areas Scheduled Tribes, Scheduled Casts, and Gender Parity. There have been consistent efforts in this direction since independence. Around late 80s quality of education at primary level became an important issue and a scheme of Operation Black Board was launched. This is followed by specific programmes of development of education in backward districts under District Primary Education Project with national and international funding was initiated to plan and reach out to unreached and institute process of planning and monitoring the progress as also providing resources for improvement of quality. This was further followed by Mission to provide access to quality with adequate inputs of infrastructure, Human Resources and incentives like Mid Day Meal to attract and retain students with national and international funding. This followed by enacting Right to Education Act, 2009. This policy and policy implementation initiatives have greatly helped to reach out to large masses of students as also responding to specific needs of the backward tribal population in sub-plan and non-sub plan areas. Yet the model of planning and management has been top to bottom and centralization with the state, district, block-level participation. Education being in concurrent list and the central government has a role to play and it often plays a big role for right reasons, but it misses nuances of the developmental requirement at the state, district and block level. Some time conflict arises out in the implementation of schemes owing to varying needs of the state and system of financial flow and management. Added to this aspect is politics of position between states and central governments. There is also a serious issue of implementation, as some time, it is stated that resources of education are diverted to other pressing financial needs of the state. As a result best policies and plans remain unrealized to a substantial extent.

14.1.2 Solution to these issues lies in the decentralization of policy, plans, and monitoring with a clear mandate of achieving the objective of quality primary and elementary education given their diversified situations and needs. Since the resources are always a problem, devolution funds between Central and State, being done by Finance Commission, this time it would be 14th Finance Commission to do this job of devolution of funds between center and states. It is recommended that along with decentralization of planning, implementing and monitoring of primary and elementary education- free and compulsory education up to the age of 14 years, devolution of funds between the central government and state governments should include this aspect along with other aspects. In the previous finance commission, this was done. But somewhere this aspect got diluted for several reasons. Whatever may be the reasons, it is recommended that states and within state local units may be made responsible to plan, implement and monitor to achieve objectives. We should re-establish faith in the decentralized process of development as at the end of the day, people should own the system as also its success and failure.

15.1 Strengthen Villages in Scheduled areas: Analysis revealed that profile of villages on several parameters is in general weak and in particular it is relatively weak as compared to villages in non-scheduled areas. Educational development and quality of education in tribal sub-plan areas also reflect the quality of infrastructure, social and economic development of villages. Whereas the development of village may not directly fall under the purview of education, yet it is for the education system to point out the areas of development of villages. It is recommended that villages should be viewed as an integral part of the development of education in the sub-plan area and a *special plan may be launched to cover basic deficiencies in infrastructures like roads, electricity, drinking water, banking, post office and health facilities.* Villages in scheduled areas should have upper primary schools and opportunity for the population to engage in production processes, besides employment in agriculture or 100 days employment in MNREGA.

16.1 Improving School Quality:
16.1.1 Of seven parameters of **quality of sample schools**, General Ambiance, and infrastructure - the basic parameters of quality, in general, is poor and relatively poorer in schools of scheduled areas in spite of special effort under SSA. Operation of SSA has been by now more than a decade old, yet its impact does not seem to have been fully realized, even though progress from the earlier time is very good. Although the strength of SSA is effective planning and monitoring, yet the process of implementation is slow. The reasons for it may be found in the system implementation from the central level to state and state to Districts, blocks, and schools. The process needs to decentralize from center to state and from state to district and district to block and block to school. It is worth mentioning that in many cases block headquarter may be miles away. With given road condition and poor banking, facilities implementation gets delayed.

With new system management of schools under SMCs, PTA, School Development Committee and Village Education Committee, it would be prudent to decentralize and more dependent on local resources for the development of schools.

16.1.2 Human Resources presents a picture of the availability of teachers in the schools with reasonably required qualification, but it is relatively poor in schools of scheduled areas as more diploma holders' area employed than B.Ed. degree holders as compared non-scheduled areas. Yet the class size and teacher-student ratio are on the higher side in schools of scheduled areas as compared to schools in non-scheduled areas. In general teacher-students ratio of 1:40 is on the very high side for classes up to primary level.

16.1.3 It is recommended that teacher-student ratio and class size up to primary and elementary level should not be more than 20 students per teacher and per class. In the event resource crunch, some innovative method of holding classes may be worked out.

16.1.4 It is recommended that the innovative method could be that class size should be 20 students' batches. The time schedule may be so prepared that a batch of 20 students of a class is taught by teachers and batch of another 20 students should be engaged in active learning and reading in the library in the format of self-learning. The Swadhyay- is a great system of learning and works through all levels of education and life. The foundation for this should be laid at the Primary /Elementary level.

16.1.5 Management of schools has considerably changed owing to the implementation of SSA and Right to Education Act, 2009. There greater participation of SMCs including gender participation in the school management activities. Yet the concept of owning the school and educational activities by the community is alluding. It is still not a "Hamara" (our) School, it is village school, primary and elementary education school. It is recommended to the concept of "Hamara" our schools be initiated through not only slogan but making schools, teachers and students to link it with the needs of village and villagers linking themselves with needs of the school and its education process and outcome.

17.1 Motivate and Train Teachers to implement New Reforms:

The key aspects of quality of primary education are the educational and social background of teachers and availability of teachers in schools, and their contribution to the teaching-learning process. Analysis revealed that educational qualifications and availability of teachers is reasonably good both in schools of scheduled and non-scheduled areas. Proportion ST Teachers in schools of scheduled areas so as to understand the students is also good. Teaching - learning process mainly focuses on the traditional method of teaching namely, reading,

writing and computational skill. Teachers also engage in remedial teaching in schools of scheduled and non-scheduled areas. They also felt that students take interest in studies and participate in the discussion. Very few teachers engage in activity-based or storytelling style of teaching. Teachers are also satisfied with their job and remuneration they receive for the same. However, one of the weaker aspects that are revealed is the implementation of reforms of education like Multilingual Educational material, Continuous comprehensive Evaluation and clear view on a policy of no detention and automatic promotion to next class. The key reform was as envisaged in SSA and Right to Education Act, 2009 was CCE and use of multilingual educational material so that easy transition can take place from mother tongue to regional, national or foreign languages. The concept of CCE was to change from traditional method evaluation of learning of students and continuously work for their progress. This has not really happened. This could be due to several factors, such as: (i) lack of training in the new method of evaluation, (ii) lack of clarity about how to carry out Continuous Comprehensive Evolution, (iii) lack of motivation to adopted the new method and approaches and, (iv) lack of clearly defined parameters that result in acquisition of abilities by students in languages and mathematics. In the absence of all this, old rote learning method got reinforced. And not only that an argument was advanced to change the method of evaluation to old type and detain the students who are not performing. This argument, in fact, reflected the lack of appreciation of a new system of teaching-learning and evaluation of students.

17.1.1 It is recommended that is one of the key areas which needs immediate attention. One of the ways is to train the teachers effectively on the implementation of these reforms particularly CCE. It is also recommended that clearly defined indices of the outcome of learning be developed at every stage in primary and elementary education and spell out how to assess this outcome based indices of learning. This study has attempted to suggest outcome-based indices of learning.

18.1 Focus on the outcome-based method of teaching and learning:

The analysis revealed that performance of students in schools of scheduled and non-scheduled areas as also in the sample states fall short of the expected outcome of five years of education. Among the sample states students in sample schools of scheduled and non-scheduled areas in Telangana, Odisha and Himachal Pradesh performed well, but students in sample schools of Gujarat, Madhya Pradesh, and Rajasthan have not performed well. Abilities study showed that key abilities in languages and maths, in general, are not acquired by the students even in schools of well-performing sample

states. It is recommended that special attention may be paid to sub-plan as also non-scheduled rural areas of these states for improving the performance of students.

18.1.1 There is in general proportion of students performing correctly declines as the difficulty level in languages and mathematics increases. This happens due to the system of rote learning practiced in schools. Performance of students in the English language is relatively poor as compared to Hindi/Regional Languages. This raises a serious question with regard to the imposition of another foreign language at a very early stage in education when students have to first transit from mother tongue to regional /national language than they can be put to learn the English language. During the colonial rule it was a requirement to serve the masters, but in independent India, it seems to have become important to seek positions of power and lucrative jobs and learning in higher education. But the majority of students remain at the district level after primary/elementary education even after higher secondary education level.

18.1.2 Therefore, it is recommended that the issue of English language needs to be re-visited to enable the students to acquire learning through two languages ie. Mother tongue and regional/national language. Three language formula including teaching in English needs to be re-visited. As languages form the basis of understanding even mathematics' question it is, therefore, imperative that improvement in languages teaching, maybe through MLE or a system of transition from mother tongue to regional/ national language is effectively attempted.

18.1.3 The system of teaching-learning and evaluation of achievement of students at Primary level and for that matter at any level should be transformed from rote learning to learning by understanding and acquisition of abilities to do or perform. It is recommended that seven abilities in languages as envisaged in this study with the priority of three key language competencies may be adopted for teaching-learning of students as well as Continuous Comprehensive Evaluation. Students quarterly progress should be seen from the level he progresses from simple to complex level of language and mathematics learning and it outcome besides other parameters of development of the child. This concrete method of CCE will help teachers to focus their teaching on outcome bases education as also to see how far the students progressed. This is likely to bring big and concrete change in our endeavor to improve the quality of primary education through very effective role played by teachers in schools of scheduled as well as non-scheduled areas of sample and other states.

18.1.4 It is recommended that, before generalizing the findings based on sample schools in sample states of this study, a detailed study based on the outcome of learning may be conducted for all the states to develop a level of indices of competencies /abilities of students of states and for all India. Based on states and national level indices of competencies, concrete policy steps should be taken to effectively implement the provisions of Right to Education Act, 2009 in letter and spirit.

19. Children are future of India and this future is shaped in schools and institutions of higher education. For an inclusive and welfare nation-state - India, it is imperative that no child is left behind and, therefore, students living in scheduled area districts require special attention to provide quality primary education, to ensure that no child is left behind in education in scheduled area Districts.

Pew Research has brought out opinion of Indian on several key issues. This also include views of the graduates. We are reproducing graph for the interest of readers.

FICCI and Risk Management Institute has brought out a research study on Disruption in Higher Education and Risk Management. Some of the research finding on challenges of use of technology are may of interest to readers. We are reproducing some graphs. Readers may look for the report on FICCI website.

CHANGING STRUCTURE AND FUNCTIONS OF UNIVERSITIES - CASE OF MAHARASHTRA

A. Mathew*

The paper analyses the changes in Acts of universities leading to changes in functions and quality regulation of institutions affiliated to them

INTRODUCTION

The idea of a university kept evolving over decades in Maharashtra. This becomes evident in respect of the Objects and Functions of the university and its key policy bodies like the Senate and Executive/Management Council, from the Pune University Act, 1974, Maharashtra University, 1994 and the Maharashtra Public University Act, 2016. These three University Acts sought to transform Higher Education (HE) in Maharashtra on par with national and international trends in knowledge and learning. The provisions of the three University Acts like extending opportunities for HE and crating a democratic social order marked for its equity and inclusion read like the values enshrined in the Indian Constitution. The participation of students and teachers in the university affairs and society at large is designed to ensure that the university is governed on democratic lines. In a state like Maharashtra where the external pressure interfered with university autonomy in every sphere of its functions right from the beginning of unaided colleges of general, technical and professions education from mid-1980s, the University Acts were zealous to lay down the provisions to curb the malpractices in admissions and examinations and the menace of commercialization of HE. The evolving perception of idea of university in Maharashtra is an account of the university's vision to forge HE as an instrument of social transformation along latest trends on learning and knowledge and creation of a social order governed by democratic values enshrined in Indian Constitution. These were constantly challenged by the unaided private managements, owned by politicians. It is happy coincidence that there is a lot of similarity between the idea of a university and role of HE, as evolved in the case of Maharashtra University Acts and the vision of the Draft National Education Policy, 2020.

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1. OBJECTS, POWERS AND DUTIES OF UNIVERSITIES IN MAHARASHTRA

Pune University Act, 1974: On the most basic function, viz., advancement and dissemination of knowledge, the Pune University Act, 1974 (also known as the Maharashtra Act No. Xxiii of 1974) laid down that the University shall engage in these tasks by (a) providing for instruction, teaching and training in various branches of learning and courses of studies and research, and (b) making provision to enable conducted, constituent and affiliated colleges and recognized institutions to undertake specialized studies [in 1974, medical education still was under university] (Pune University Act, 1974:6) [hereafter PUA, 1974]. The Act stated that the university will: on institution creation (a) establish, maintain and manage departments and institutions of research or specialized studies, and (b) colleges, institutions, halls, hostels and gymnasiums; create, select, and recruit teachers, institutional heads and other such academic positions and non-teaching employees; prescribe courses of instruction and studies for the various examinations, and guide teaching and improve the standards in colleges by deputing teachers from a pool of teachers of the University. The university will also institute and award degrees, diplomas, certificates, and other academic distinctions on the basis of examinations, tests, etc., to those who pursued regular or correspondence courses of the university and its institutions (PUA, 1974:6-7).

The 1974 Act also empowered the university to designate a college, institution or department as an autonomous entity, as prescribed by the Statutes; inspect colleges and recognized institutions and ensure that proper standards of instruction, teaching and training are maintained in them, and control and coordinate the activities, and give financial aid to these colleges and recognized institutions (PUA, 1974:08). The Act gave the power to make University as a centre of social and economic transformation through education as envisaged in the preamble, directive principles and other provisions in the Constitution of India; and make special provision to extend university education to socially and educationally backward classes and communities, women, and rural areas. In respect of Students, the university was expected to (i) prescribe or control the

fees and other charges to be received or recovered by the managements of the colleges and recognized institutions; (ii) supervise and regulate the residence, and discipline of students under its jurisdiction; (iii) make arrangements to promote the health, corporate life, and extra-curricular and welfare activities of students and employees (PUA, 1974:08, emphasis added). Besides, the university was to make provision for: (a) National Service Scheme; (b) National Cadet Corps; (c) National Sports Organization; (d) physical and military training; (e) extra-mural teaching and research; (f) the Students' Council; (g) any other activities directed towards cultural, economic and social betterment; and (h) provide for special training or coaching for competitive examinations for recruitment to the public services and public undertakings (PUA, 1974:09).

The 1974 Act empowered the university to establish, maintain and manage: (a) Printing and Publication Department; (b) University Extension Boards; (c) Information Bureaus; (d) Employment Guidance Bureaus; (c) Cooperative Societies; and (f) Health Services; establish co-operation or collaboration with any other University, authority or organization, as the Executive Council may determine; and promote the study and the use of Marathi as a language and medium of instruction and examination (PUA, 1974).

Maharashtra Universities Act, 1994: This Act was enacted to unify, consolidate and amend the law relating to non-agricultural, and non-technical universities in Maharashtra. The Act was warranted in deference to the recommendations of various committees and expert groups and the experience gained in implementing the present university Acts. Thus, it was felt necessary to: make provisions to enable each university to effectively carry out its objects, powers and duties, promote more equitable distribution of facilities for higher education, provide for more efficient administration, financial control, better organization of teaching and research, ensure proper selection and appointment of teachers and other employees, provide for representation of students and teachers on various bodies of the university, take measures for curbing or eradicating undesirable non-academic influences detrimental to maintenance of discipline and standards of education or academic excellence in the universities, and related matters (Government of Maharashtra [GoM, hereafter], 2003:6, emphasis added).

The Maharashtra University Act, 1994 which became a common Act for all non-agricultural universities in Maharashtra, provides an exhaustive list of (60) powers and duties. The articulation of objects is in heavy legal vocabulary and what is attempted below is a very simplified classification of some provisions of the Act, in respect of its different functions:

The Maharashtra University Act, 1994 which became a common Act for all non-agricultural universities in Maharashtra, provides an exhaustive list of (60) powers and duties

(i) Knowledge creation, promotion and dissemination: (a) promotion of knowledge and learning in traditional and new fields, and related engagements through high quality research, and strengthening education at under-graduate and post-graduate levels; (b) creating a comprehensive digital university framework for both e-learning and e-administrative services, and (c) cultivation of research parks, technology incubators that promote the university objects;

(ii) Creation and managing institutions: (a) setting up of departments, schools, and centres of studies, affiliated and autonomous colleges and specialized institutions of study and research; (b) recognition and affiliation of institutions and colleges, its extension and continuation; and (c) monitoring and evaluation of academic performance of the departments, centres, institutions and colleges, directly under its purview and jurisdiction;

(iii) Creation of teaching and non-teaching positions in the university and its constituent institutions, including institutional heads, from the University funds and other funding agencies; selection and recruitment of various categories of personnel for teaching and non-teaching positions and fixing pay scales along with the selection criteria; and spell out measures for their professional development and welfare; and

(iv) Instituting degrees, diplomas and certificates for different courses of study of the university, its constituent, affiliated colleges or recognized institutions and award them after conducting evaluation and examinations, and declaration of results/completion of courses (GoM, 2003:7-9).

In respect of fees, conduct, discipline, healthy atmosphere and welfare of students, the university had the power to (a) fix, collect and recover fees and other charges from students for different courses; (b) supervise and regulate the conduct and discipline of students of the university, colleges and other institutions and hostels; (c) provide for their mobility to other universities in and outside the State; and (d) promote healthy atmosphere and welfare of students. In addition, make provision for participation of students in NSS, NCC, Home Guards and civil defense, national sports organization, etc., as envisaged in 1974 Act (GoM, 2003:10).

As per the 1994 Act, for teachers, the university has to (i) provide for training, workshops and learning exercise in the domain of quality and set up internal quality assurance for quality improvement of teachers and non-teaching employees, (ii) regulate and provide for

attendance of teachers on premises of university, colleges, institutions during teaching hours and non-teaching employees during office hours, and prohibit teachers from taking tuitions beyond office hours, and lay down and enforce conduct and discipline rules for teachers and non-teaching staff as prescribed by State Government, and (iii) provide for periodic assessment of academic performance of teachers along State Government and UGC norms (GoM, 2003).

For extension and community relevance, the university had the power to (i) establish, maintain and manage, whenever necessary Knowledge Resource Centre, university extension boards, information bureaus, employment guidance bureaus, autonomous evaluation boards, and such other facilities; (ii) start programmes related to lifelong learning and extension; (iii) undertake programmes, services and activities directed towards cultural, economic and social betterment, as necessary and possible; (iv) make special provision for the benefit of university education to classes and communities which are socially and educationally backward, women and differently-abled and rural and tribal areas; and (v) implement the national literacy and adult education programmes through teachers and students on voluntary basis in the university system. The university should explore possibilities of augmenting resources of the university, complying with UGC and central government norms (GoM, 2003:11).

Maharashtra Public University Act, 2016: This Act was formulated based on the recommendations of the Apex Review Committee (Kumud Bansal Committee, 2012) as well as Anil Kadkokar and Ram Takwale Committees (2010-11). The Act states: "… after considering the recommendations of the said committees the Government of Maharashtra considers it expedient to make a law to provide for academic autonomy and excellence, adequate representation through democratic process, transformation, strengthening and regulating higher education ..." (GoM, 2017: 1).

A few more progressive facets of its Objects seek to: (i) promote freedom, secularism, equality, social justice as enshrined in the Constitution of India, and to be catalyst in patriotic, socio-economic transformation by promoting basic attitudes and values of essence to national development; (ii) promote conducive environment for ensuring social harmony, coexistence, integral humanism and upliftment of the poorest of the poor; (iii) extend the benefits of knowledge and skills for development of individuals and society by associating the university closely with local, regional and national problems of development; (iv) carry out social responsibility as an informed and objective critic, to identify and cultivate talent, to train the right kind of leadership in all walks of life and to help younger generation to develop right attitudes, interests and values; (v) promote national integration, fraternity and preserve

cultural heritage and inculcate respect towards different religions and diverse cultures of India through the study of different religions, literature, history, science, art, civilizations and cultures; (vi) promote better interaction and co-ordination among different universities, institutions and colleges in the given university, other universities in the State, in the region, in the nation and at global level by all such means generally to improve the governance of the university and facility it provides for higher education; (vii) generate and promote a sense of self-respect and dignity amongst the weaker sections of the society; (viii) promote gender equality and sensitivity in society; and (ix) strive to promote competitive merit and excellence as the sole guiding criterion in all academic and other matters relating to students (GoM, 2017: 9-14). These read like the Constitutional values.

These are further elaborated in much greater details than the 1994 Act on aspects like Learning and Advancement of Knowledge, Institution Creation, Autonomous and other Institution: (GoM, 2017). On teaching and non-teaching positions, the 2016 Act resembles the provisions of 1994 Act. In respect of courses of instruction, under the 2016 Act, the university has to (i) prescribe courses of instruction and studies for various examinations leading to specific degrees and diplomas or certificates; and (ii) prescribe the course of instruction and studies for choice based credit system (CBCS) in a stand-alone format or joint format with other state or national or global universities. There is no difference in the university's functions on admission and awarding Degrees and diplomas from 1994 Act. On Affiliation and disaffiliation, autonomy and academic monitoring, provisions of 2016 Act are a replication of those contained in 1994 Act.

On Students, the new feature in the 2016 Act is the provision for mobility from formal to non-formal stream and vice-versa, and also among other universities within and outside the State. This is besides the promotion of the healthy atmosphere, corporate life and welfare of students and employees of the university, colleges, schools and institutions (Provisions in the three University Acts relating to Teachers and Students are in Annexure-1). In addition to study of Marathi, emphasis was laid on the study of foreign languages and particularly Asian languages. The emphasis on creation of a comprehensive digital university framework for both, e-learning and e-administrative services, and exploiting the power of 'learning by collaboration' and 'participation' with use of ICT is noteworthy in the 2016 Act (GoM, 2017).

In sum, all the three Acts enjoin the universities to create, maintain and manage institutions, and provide greater scope and breadth in learning and as the time went, adding new ones on par with the emerging knowledge and learning needs and technologies. Although the 1994 Act provided the power of affiliation, its extension and continuation of colleges and institutions of higher education to the university, as the case with

affiliating universities, contemporary observers noted, this power of the university was taken away by the government to itself. The most notable feature that one observes is the conscious and explicit articulation, all the three Acts, about the university role in forging HE as an instrument of socio-economic transformation and the universities' duties to promote national integration, fraternity and preserve cultural heritage and inculcate respect towards different religions and diverse cultures of India through the study of different religions, literature, history, science, art, civilizations and cultures. These Acts are also notable for its emphasis to generate and promote a sense of self-respect and dignity amongst the weaker sections of the society and promote gender equality and sensitivity in society. A significant new feature in the 2016 Act is the setting up a Committee, for fixation of fee, separately for each UG and PG course run by the university and colleges and institutions under its jurisdiction, whereas in the 1994 and 1974 Acts, the Executive Council decided about the fees. The Maharashtra State Commission for Higher Education and Development which was called as the Maharashtra State Authority for Higher Education (MAHED) has been envisaged as the authority of the Government in charge of, and responsible for, the higher education, including technical, medical, management, professional education, in the State. While the Bill introducing the 2016 Act was an expression of the intent to curb the rampant commercialization in higher education, the 2016 Act did not mention this phenomenon or any measures to curb it in any of its provisions.

2. COMPOSITION AND FUNCTIONS OF POLICY BODIES IN MAHARASHTRA UNIVERSITIES ACTS

In examining the composition and functions of the different policy bodies as spelt out in the Maharashtra University Acts, 1974, 1994 and 2016, one gets a flavor their similarities and the changes as witnessed over four decades of Maharashtra HE. Equally important, we get to see the external pressures that not only interfered with the functioning of these bodies, but also increasingly curtailed the autonomy of the universities. It would be prudent to point out one caveat about this Section, i.e., the repetition of details of the composition and function of the different bodies from one University Act to another.

(i) Senate: (a) Composition

Pune University Act, 1974: The composition of the Senate, according to the Pune University Act, 1974 runs along "ex-officio", "elected" and "other members" categories. Under all these categories, there are references like "one-third", where the exact number is difficult to make out. The ex-officio category, where the number is clear, comes to 17, consisting of the Chancellor, Vice Chancellor (VC), Directors: Education; Higher Education; Technical Education; Art; Medical Education, etc. The "elected members" category is essentially from heads of recognized institutions,

teachers, Registered Graduates, Students Council, Chancellor and VC nominees, MLAs, MLCs, and representatives from Municipal Councils, Zila Parishads, cooperative societies, etc. (PUA,1974: 23-24). In our count, the total number of members of the Senate comes to 122.

Maharashtra University Act, 1994: The ex-officio and individuals category includes the Chancellor, VC, PVC (if any), Director: Higher Education, Technical Education, Medical Education, Board of College and University Development, Students' Welfare, University Library, Adult and Continuing Education and Extension, 18 Principals of affiliated, conducted, recognized colleges and institutions, 8 representatives of managements of affiliated colleges or recognized institutions, elected by their electoral colleges, President, Secretary and other 2 members of the Students Council, 20 teachers (three women and 2 SC/STs) from university department and institutions under university jurisdiction, 2 MLAs and 2 MLCs, 10 Registered Graduates, elected from their electoral college (1 woman, and one SC/ST), 7 Chancellor nominated eminent persons, 2 heads of recognized institutions nominated by Chancellor, 3 among HODs, and 2 employees, nominated by the VC, Deans of Faculties, 1 representative among donors, 5 PG teachers, 1 representative of Education Committee of ZP within university area, and 1 from Municipal Council/ Corporation within the university area, nominated by the VC. These add up to 88 (Government of Maharashtra [GoM], 2003:30-32). Among the 18 Principals and 8 representatives of managements of affiliated colleges or recognized institutions, most of them would have been from the unaided colleges - - a sign of their rising influence in the university affairs.

Maharashtra University Act, 2016: In Act 2016, the members of the Senate included in the individuals category [a classification adopted for ease of understanding] the Chancellor, VC, PVC; Deans of Faculties, Directors of: Board of Examination; Finance and Accounts; Sub-Campuses; Innovation, Incubation and Linkages; Higher Education; Technical Education; Knowledge Resource Centre of the University; Board of Students Development; Lifelong Learning and Extension; and the Registrar as Member Secretary. This makes it to 13-14 assuming more than 1 Deans of Faculties (GoM, 2017:38-39). In the group category, those with clear number of members include: ten Principals of affiliated, conducted, autonomous colleges; six representatives with one from SC/ST; President and Secretary of Students' Council; ten teachers, elected from collegiums of teachers, with one among SC/ST; three teachers of university, with one from SC/ST; ten Registered Graduates, elected from collegiums of Registered Graduates; ten experts from different fields nominated by Chancellor; two employees-- one from the university

and the other from affiliated colleges; two MLAs and one MLC; one member of Municipal Council/Corporation; one representative of Education Committee of the Zila Parishads within the University area. These add up to 45 and altogether, about 70. In the individuals category, although effectively as ex-officio category, the number had increased from within the university to represent the vision and voice of its developed and expanded academic and management system. This was particularly the case in the Universities Act 2016. Two other significant and explicit changes in the Act 1994 and 2016 were the social and gender representation and the return of the "elected" category of students union in the composition of the Senate (GoM, 2017:39-40). The proportion from unaided colleges and institutes, viz., 10, was greatly reduced.

(b) Functions
Pune University Act, 1974: As per this Act, the Senate shall: (i) recommend to the Executive Council [EC] to: provide for instruction, teaching and training in such branches of learning and courses of studies for research, and for the advancement and dissemination of knowledge; (ii) make such provision as may enable colleges and institutions to undertake specialization of studies, and for common laboratories, libraries, museums and equipment for teaching and research; (iii) recommend the establishment and maintenance of colleges, departments, halls, hostels and institutions of research and specialized studies; (iv) institution and conferment of degrees, diplomas, certificates and other academic distinctions; (v) conferment of autonomous status on University Departments, Colleges and recognized institutions; (vi) confer, on the recommendation of the EC, honorary degrees or other academic distinctions; and (vii) make, amend or repeal Statutes and consider and refer back but not amend, Ordinances (PUA,1974:24).

Maharashtra University Act, 1994 states that the Senate shall: (a) review current academic and collaborative programmes; and (b) suggest: (i) new academic programmes consistent with the societal requirements in higher education; (ii) measures for improvement and development of the university; (iii) institution of new degrees, diplomas, certificates and other academic distinctions; and (iv) confer, on the recommendations of the Management Council (Executive Council in 1974 Act), honorary degrees or other academic distinctions; (c) receive, discuss and approve the annual financial estimate, the annual reports, and accounts and audit reports of the university; and (d) review the broad policies and programmes of the university and suggest measures for its improvement (GoM, 2003:33-34).

Maharashtra University Act, 2016 states that the Senate shall: (a) review the broad policies and programmes of the university and suggest measures for

its improvement and development; (b) give suggestions to the university authorities on improvements in all areas and domains, viz., academics, research and development, administration and governance; (c) review current academic and collaborative programmes; (d) suggest new academic programmes consistent with the societal requirements in higher education; (e) discuss and approve the annual financial estimate (budget), annual accounts and audit reports of the University; (f) approve comprehensive perspective plan and annual plan for the location of colleges and institutions of higher learning, as recommended by the Academic Council; (g) review and adopt the University Registrar's report of students' grievance redressal; (h) review and adopt the reports of the Board of Students' Development and Board of Sports, presented by the concerned Directors; (i) give suggestions to the University authorities on improvements in the area of Student Welfare, Sports, Cultural activities of the University; and (j) make, amend or repeal statutes (GoM, 2017:40).

(ii) Executive/Management Council: (a) Composition
Pune University Act, 1974:In the composition of the EC, the individuals category includes Vice-Chancellor, one nominee of Chancellor, Directors: Higher Education; Technical Education; Medical Education and Research; one HOD of University, elected among HODs, one Dean elected by the Deans of Faculties. This makes it to seven. From the group category, two among the Principals, as elected by Senate; two teachers, other than Principals and Heads of University department; seven persons elected by the Senate from other than teachers, Principals and Students members; three persons representing the Faculties, elected by the Academic Council. It makes it to 14. Other than Chancellors' nominee, there is a Vice-Chancellor nominee in the EC. The terms of elected and nominated members would be 3 years. No more than two terms for nominated and for elected members (PUA, 1974: 23-24).

Maharashtra University Act, 1994: The individuals member category includes the VC, PVC, one Dean (elected from among them), one person (Chancellor nominee), Secretary, Higher Education, Directors: Technical Education, Higher Education, a head or Director of the university from among them, nominated by Senate, Director, Board of Colleges and University Development, one teacher from university department, one person elected by Senate from its members from other than Principals, teachers, students or representative of management; the Finance and Accounts Officer and Controller of Exams, will be permanent invitees, with no voting power. This makes it to 12 (GoM, 2003). The group category includes two Principals from the same category of members of the Senate with one of them being SC/ST, two teachers from affiliated colleges (one of them women), three persons elected from among Academic

Council members, two representatives of management, and one of them a woman. These add up to 9. The total number of Management Council is 21 (GoM, 2003).

Maharashtra University Act, 2016: The Management Council in the 2016 Act includes the VC; PVC; one eminent person from the field of education, industry, agriculture, commerce, banking, finance, social and culture and allied fields to be nominated by Chancellor; two Deans, Vice-Chancellor's nominees; one Head or Director from University department /Institutions; two Principals elected by the Senate from Principals in the Senate of whom 1 or 2 from SC/ST; two teachers; two representatives of management [unclear whether from unaided institutions], elected by the Senate; two Registered Graduates (one of whom from SC/ST); two members elected by Academic Council one teacher and another women; one eminent expert from Institutes of National repute; Secretary, Higher Education; Director: Higher Education, Technical Education; and Registrar, as Member-Secretary of MC. In all, the MC has 21 members (GoM, 2017: 40-42). It is noteworthy the size of the EC/MC continued to be the same both in the 1994 and 2016 University Acts.

(b) Functions
Pune University Act, 1974: As the executive body of the University, the EC, given its compact size - 15, by conscious design, is the most powerful executional arm of the university structure and system. Its power, duties and functions are overarching, spanning across creation of institutions for learning and research, providing for knowledge creation and dissemination, through research, teaching and learning. It also extends to creation of teaching and non-teaching positions in the University and its institutions of learning and research, through the recommendations of the AC. Similarly, it is also responsible for managing the resources, both physical and financial. It is the EC which is responsible for the overall management and governance of the University (PUA, 1974: 24-27).

The EC: (i) makes provision for instruction, teaching, guidance and training in such branches of learning and courses of studies, and for research and the advancement and dissemination of knowledge, as it thinks fit; (ii) enables colleges and institutions to undertake specialization in studies, and provides for common laboratories, libraries, museums and equipment for teaching and research; (iii) establishes and maintains colleges, departments, halls, hostels, gymnasiums and institutions of research and specialized studies; and (iv) institutes degree, diploma, certificate and other academic distinctions; (v) confers autonomous status on university departments, colleges and recognized institutions, on the recommendation of the Academic Council and the Senate; (vi) makes, amends or repeals Ordinances, and prepares drafts of Statutes and makes such recommendations thereon to the Senate as it thinks fit, and accept, reject or refer back any Regulations framed by the Academic Council (PUA,1974:24-25).

In respect of asset and facilities, the EC had the power, among others, to hold, control and administer the property and funds of the University; manage and regulate the finance, account, investment, properties, business and all other administrative affairs of the University and borrow, lend or invest fund on behalf of the University; provide buildings, premises, furniture, apparatus and other means needed for the conduct of the work of the University. The EC had also the power to arrange for inspection of UG and PG programmes in Colleges with a view to assessing their academic performance and needs, including adequacy of student amenities; supervise and control the admission, residence, conduct and discipline of the students of the university, and make provision for promoting their health and general welfare (PUA,1974).

With respect to Students and Teachers, the EC was empowered to award fellowship, travelling fellowship, scholarships, studentship, exhibition, medal and prize to Students; and appoint officers and other employees of the university, in accordance with the qualification norms, fix their emoluments, define the terms and conditions of their service and discipline, and where necessary, their duties; appoint university teachers in accordance with the qualifications prescribed by Academic Council, fix their emoluments, define the terms and conditions of their service and discipline and, such other matters (PUA, 1974).

The EC had the power to appoint examiners and moderators and, where necessary, remove them, fix their emoluments and fee, travelling and other allowance, and arrange for the proper conduct and timely publication of results of University examinations and other tests; cancel examination, in part or in whole, in the event of malpractices, and take disciplinary action against any person or group of persons or institutions found guilty of such malpractices. The EC was also empowered to recommend affiliation of colleges to the Senate; and fix, demand and receive such fees and other charges as regulated by the Ordinances; exercise such other powers as may be conferred on it by this Act, Statutes, Ordinances and Regulations (PUA, 1974: 26-27).

Maharashtra University Act, 1994: In respect of powers, functions and duties, the Management Council (MC) is the most powerful organ of the University to: execute the objects and various key aspects concerning physical, academic, financial and personnel matters of the University. The EC takes the decision regarding various functions of the Universities; provides for establishing departments, colleges, schools, institutions of higher

learning, research and specialized studies hostels and housing for staff, on the recommendation of the Academic Council; makes Regulations for collaboration with other universities, institutions and organizations for mutually beneficial academic programmes as recommended by the Board of College and University Development; institutes and confers such degrees, diplomas, certificates and other academic distinctions including convocation as recommended by the Academic Council; institutes fellowships, scholarships, studentships, awards, medals and prizes, etc., as per Regulations; and confers autonomous status on university departments affiliated colleges and recognized institutions on AC's recommendations, and as per State Government/UGC norms (GoM, 2003: 34-36). Similarly, regarding assets and facilities, recruitment of teaching and non-teaching staff and prescribing the fees and other charges from students, honoraria and allowances for paper-setters, etc., the EC had the same powers as in 1994 Act (GoM, 2003).

Maharashtra University Act, 2016: The powers, functions and duties of the MC in this Act continued unchanged from its 1994 predecessor Act. It is the MC's task for making provisions for research and institutional arrangements like establishment of departments, colleges, schools, centres, institutions of higher learning, research and specialized studies, on the recommendation of the Academic Council. Regarding assets and finances, the MC in 2016 Act had all the same powers as its 1994 predecessor. Similarly, the MC has the power to conduct inquiry on any matter concerning the proper conduct, working and finances of colleges, institutions or departments of the university. It has the power to deal with cases related to violation of prescribed fees according to the provisions of Maharashtra Educational Institutions (Prohibition of Capitation Fee) Act, 1987 and other relevant Acts (GoM, 2017: 43-44).

In the 2016 Act, the MC has the role to provide physical and academic facilities; institute and confer honorary degrees and academic distinctions including degrees, diplomas, etc.; institute fellowship, scholarship, studentship, awards, medals and prizes; make regulations for collaboration with other universities, institutes and organizations for mutually beneficial academic programmes; create, select, and fix qualifications, salary scales, working conditions, promote welfare, prescribe their duties and conduct of university teachers and non-vacation academic staff as also of other employees, and those rendering service to the university, from university funds and from other sources; and confer autonomous status on university departments, university institutions, affiliated colleges and recognized institutions. The 2016 Act does not stipulate the MC's role in fixing fees and other charges from students, as this is handled by the court appointed committee. On enforcing students conduct and discipline, the 2016 Act is not explicit except to develop and adopt students' charter (GoM, 2017: 44).

To sum up, through the lens of the three University Acts, 1974, 1994 and 2016, we get to know the two key bodies of the university, dealing with policy, executive and academic functions, their composition and functions in the university administration, governance and management dimensions of HE system in the state. We also get a feel of the changing contexts wherein at least in the case of Maharashtra, there has been a strong social and gender equity thrusts mandating reservation and representation along social and gender lines in the various policy and academic bodies. This is much like the Objects and role of the university in embodying social and gender equity and inclusion, and extending HE opportunities.

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NETAJIS' IDEAS ON NATIONAL PLANNING

B<small>IKAS</small> C S<small>ANYAL</small>*

The paper traces the shaping of idea of national planning for the development of the country under the leadership of Shri Subhas Bose as President of Indian National Congress

THE BACKGROUND

After resigning from Indian Civil Service the most prestigious job in the then India Netaji wanted to dedicate his heart and soul for the liberation of the country. He wrote to Deshbanhu Chittaranjan Das, who with Mahatma Gandhi was heading the Congress Working Party. He wrote on February 16 1921 to Deshbandhu. I quote.

"1 have quite a few ideas in my mind regarding the Congress. Today the Congress has no definite policy with regard to many national problems including problems relating to Indian currency and exchange.

I think there must be

(1) A permanent meeting place for the Congress where there will be a group of research students who will be carrying on research on various national problems. Each one will collect up to date facts and figures, and after all such facts and figures have been collected, the Congress Committee will formulate a policy vis-a-vis every individual problem

(2) It has probably not been decided what sort of attitude the Congress should adopt towards the native States.

(3) It is perhaps not known what the stand of the Congress is in regard to franchise (for men and women).

(4) The Congress has not only probably made up its mind as to what we should do about the Depressed Classes. Because of lack of effort in this regard all non-Brahmins of Madras have become pro-government and anti-nationalist.

(5) Besides, the Congress should open an Intelligence Department.

I feel that tremendous work lies ahead of us in connection with the Congress. If you so wish, I shall

> *A permanent meeting place for the Congress where there will be a group of research students who will be carrying on research on various national problems. Each one will collect up to date facts and figures, and after all such facts and figures have been collected, the Congress Committee will formulate a policy vis-a-vls every individual problem*

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probably be able to make some contribution in this respect".

Subhash's planning activities would follow what he suggested to Chittaranjan Das in his letter of 16 February 1921. The activities started from mid thirties when he was getting prominence in the Congress Party. He first faced the Government of India Act of 1935 stipulated by the British. As a planner he had to handle the problems in the Act for the freedom movement.

The federal part of the Act was designed to meet the aims of the Conservative Party in the British Government.

No significant group in India including of course, the Congress accepted the Federal portion of the Act. A typical response was:

'After all, there are five aspects of every Government worth the name: (a) The right of external and internal defense and all measures for that purpose; (b) The right to control our external relations; (c) The right to control our currency and exchange; (d) The right to control our fiscal policy; (e) the day-to-day administration of the land…. (Under the Act) .Congress will have nothing to do with external affairs. It will have nothing to do with defense. for all practical purposes in future, Congress will I have nothing to do with national currency and exchange, for indeed the Reserve Bank Bill just passed has a further reservation in the Constitution that no legislation may be undertaken with a view to substantially alter the provisions of that Act except with the consent of the Governor-General…. there is no real power conferred in the Centre.

Next he faced the Wardha Resolution where he was elected President of the Congress at the Haripura Session to be held in February 1938. In its meeting at Wardha held between August 14 - 17,1937, the Congress Working Committee had passed a resolution relating to the appointment of an Experts' Committee to explore the possibilities of an All India Industrial Plan. In his Haripura presidential address, Netaji Subhas Chandra Bose unveiled a

secular, broad-based blueprint for national reconstruction and thus gave birth to the concept of national Planning.

THE CONCEPT OF NATIONAL PLANNING

Under his president ship in July 1938, the Congress Working Committee, referring to the Wardha resolution of August 1937, resolved that "as a preliminary step the President (of the Congress) was authorised to convene a Conference of the Ministers of Industries and call for a report of the existing industries in different Provinces and the needs and possibilities of new ones

Netaji took a deliberate decision to appoint Jawaharlal Nehru as the Chairman of National

Planning Committee. The period of history in which he headed the Indian national Congress was marked by sharp ideological contradictions within the national movement. Thus, in order to take everyone along and to ensure that the seeds of planning and industrialization in India were sown on fertile soil, Netaji resisted the arid idea of himself dominating the first National Planning Committee though the formation of the Committee was made possible primarily because of the accelerated efforts undertaken by him as the Congress President.

Netaji's desire was that when a Government was formed in free India, planning should receive the top-most priority. The formation of National Planning Committee in 1938 was the first step towards achieving this objective. The other elements in priority of the planning were as follows.

(1) Regional Autonomy.

Way back in 1938 Netaji Subhas Chandra Bose had foreseen the need for unifying India while giving scope for local infrastructure autonomy.

(2) Focus on Industrialization

In an interview to the famous Scientist, Prof. Meghnad Saha, on August 21, 1938 Netaji elaborated on the problems of national reconstruction, he said, "the problem we have to face is not industrial recovery, but industrialization.

" I have no doubt that when we have a national Government for the whole country, one of the first things we shall have to do is to appoint a national Planning Commission"

(3) Fight against Poverty

Before the advent of the Netaji era, the Congress Working Committee had only been talking of an industrial plan, Subhas introduced the concept of poverty and unemployment, national security and national reconstruction along with need for rapid

industrialization among the priorities into the concept of national Planning.

The 51st Session of the Indian National Congress held at Haripura in 1938 saw Netaji as the pioneer of Indian National Planning as we shall see below.

NETAJI AS PIONEER OF INDIAN NATIONAL PLANNING

The Indian National Congress met at Haripura during 19 to 22 February 1938, under the presidency of Subhas Chandra Bose; he was elected President of the Haripura Congress Session in 1938.
The main elements of his Presidential speech were as follows.
(i) Analysis of the political background of British India

"It is well-known truism that every empire is based on the policy of divide and rule. But I doubt if any empire in the world has practiced this policy so skillfully, systematically and ruthlessly as Great Britain"…he said.

(ii) Examination of the status of India in the interplay of world forces.

"India emerges much stronger than she has ever been before. Ours is a vast country with a population of 350 millions. Our vastness in area and in population is today a source of strength if we can only stand united and boldly face our rulers."… he said.

(iii) Finding out the real nature of the relation between British India and of the Indian states

"The relation between British India and the Indian States is an entirely artificial one. India is one and the hopes and aspirations of the people of British India and of the Indian states are identical. The Congress has, time and again, offered its sympathy and moral support to the movement carried on by the states' subjects for the establishment of democratic government in what is known as Indian India", he found out.

(iv) Problem of minorities and cultural diversity

Talking of Indian unity the next thing that struck him was the problem of the minorities. The latest authoritative pronouncement made by the All-India Congress Committee at its meeting in Calcutta in October, 1937, ran thus :

"The Congress has solemnly and repeatedly declared its policy in regard to the rights of the minorities in India and has stated that it considers its duty to protect these rights and ensure the widest possible scope for the development of these minorities and their participation in the fullest

measure in the political, economic and cultural life of the nation."

(v) The Congress Resolution on Fundamental Rights

The Congress has included in its resolution on Fundamental Rights that :

(a) Every citizen of India has the right of free expression of opinion, the right of free association and combination, and the right to assemble peacefully and without arms, for a purpose not opposed to law or morality.

(b) Every citizen shall enjoy freedom of conscience and the right freely to profess and practise his religion, subject to the public order and morality;

(c) The culture, language and script of the minorities and of the different linguistic areas shall be protected;

(d) All citizens are equal before the law, irrespective of religion, caste, creed or sex;

(e) no disability attaches to any citizen by reason of his or her religion, caste, creed or sex, in regard to public employment, office or power or honour, and in the exercise of any trade or calling;

(f) All citizens have equal rights and duties in regard to wells, tanks, roads, schools and places of public resort, maintained out of state, or local funds, or dedicated by private persons for the use of the general public.

(g) The state shall observe neutrality in regard to all religions;

(h) The franchise shall be on the basis of universal adult suffrage;

(i) Every citizen is free to move throughout India and to stay and settle in any part thereof, to acquire property and to follow any trade or calling, and to be treated equally with regard to legal prosecution or protection in all parts of India.

These clauses of the fundamental Rights Resolution make it clear that there should be no interference in matter of conscience, religion, or culture, and a minority is entitled to keep its personal law without any change in this respect being imposed by the majority.

(vi) The Special Issue of Different Minorities and Depressed Classes

"Though the Muslim problem looms large whenever we think of the question of the Minorities and though we are anxious to settle this problem Congress is equally desirous of doing justice to other minorities and especially the so-called depressed classed whose number is a very large one of the Indian population", he emphasized.

(vii) Working Methods of Congress

"In our struggle for independence, the ultimate stage in our progress will be the severance of the British connection. When that severance takes place and there is no trace left of British domination, we shall be in aposition to determine our future relations with Great Britain through a treaty of alliance voluntarily entered into by both parties. What our future relations with Great Britain will or should be, it is too early to say. That will depend to a large extent on the attitude of the British people themselves" he stated.

(viii) Role of the Congress Party after Independence

"I am afraid there is a lack of clarity in the minds of many Congressmen as to the role of the Congress in the history of our national struggle. I know that there are friends who think that after freedom is won, the Congress Party having achieved its objective, should wither away. Such a conception is entirely erroneous. The party that wins freedom for India should be also the party that will put into effect the entire programme of post-war reconstruction. The Party will have to take over power, assume responsibility for administration, should put through its programme of reconstruction. The party itself will have a democratic basis. The existence of more than one party and the democratic basis of the Congress Party will prevent the future Indian state becoming a totalitarian one. Further, the democratic basis of the party will ensure that leaders are not thrust upon the people from above, but are elected from below" he reminded.

(ix) Principles of Social Reconstruction: Drawing up a Comprehensive Plan of Reconstruction

The Comprehensive Plan will have two parts - an Immediate programme and a long-period programme.

(I) The Immediate Program

In drawing up the immediate program objectives which will have to be kept in view will be three-fold

(Ia) first, to prepare the country for self-sacrifice;

(Ib) secondly, to unify India; and

(Ic) thirdly, to give scope for local and cultural autonomy. While unifying the country through a strong central government, we shall have to put all the minority communities as well as the provinces at their ease, by allowing them a large measure of autonomy in cultural as well as governmental affairs. Special efforts will be needed to keep our people together when the load of foreign domination is removed, because alien rule has demoralised and

disorganized us to a degree.

For the same purpose there will be a need for a lingua franca. The best solution would be the adoption of a script that would bring us into line with the rest of the world, Netaji asserted.

(II) The Long Term Program

With regard to the long-period programme for a Free India,

(i) the first problem to tackle is that of our increasing population.

Where poverty, starvation and disease are stalking the land, we cannot afford to have our population mounting up by leaps and bounds. It will, therefore, be desirable to restrict our population until we are able to feed, clothe and educate those who already exist.

(ii) The second problem relates to poverty

This should include land reform requiring abolition of landlordism, liquidation of agricultural debts, provision of cheap credit for the rural population and extension of cooperative movement benefitting both producers and consumers. Agriculture will have to be put on a scientific basis with a view to increasing the yield from the land.

(iii) The third problem in the long term is economic.

A comprehensive scheme of industrial development under state ownerships and state-control will be indispensable.

A new industrial system will have to be built up in place of the old one which has collapsed as a result of mass production abroad and alien rule at home. The state on the advise of a planning commission, will have to adopt a comprehensive scheme for gradually socialising our entire agricultural and industrial system in the sphere of both production and appropriation.

(iv) The fourth problem is management of the office for Industrial Development

The first thing to do is to change the composition and character of the bureaucracy. A national policy cannot be executed until the permanent services become national in outlook and mentality .Attempts should be made to have as far as possible, a uniform policy for the whole of India.

(v) The fifth problem is the role of the Congress Working Committee

According to Netaji this Committee, is not merely the directing brain of the national army of fighters for freedom. It is also the Shadow Cabinet of Independent India and it should function accordingly.

(vi) The sixth problem is the opposition of the inauguration of federal part of the Constitution. : The Wardha Resolution

This problem has been discussed in details in the section on Background.

(vii) Seventh problem is the actions to be taken if the Federation is imposed and the rationale of the actions

In the event of an attempt being made to impose the Federation, despite the declared will of the people, such an attempt must be combated in every way and the Provincial Government and Ministries must refuse to co-operate with it.

In addition, in case such a contingency arises, the A.I.C.C. is authorized and directed to determine the line of action to be pursued.

As has been indicated in the Introduction one of the most objectionable features of the Federal Scheme relates to the commercial and financial safeguards in the new Constitution. Not only will the people continue to be deprived of any power over defense or foreign policy, but the major portion of the expenditure will also be entirely out of popular control Moreover, bodies like the Reserve Bank and the Federal Railways Authority are already created or will be created which will work as institutions uncontrolled by a Federal Legislature. The Legislature will be deprived of the powers it possesses at present to direct and influence railway policy, and it will not have any voice in determining the currency and exchange policy of the country which has a vital bearing on its economic development.

The second objectionable feature is the question of fiscal autonomy and commercial safeguards, 1 might refer briefly to the need of an active foreign trade policy for India.. There is no doubt that under the existing political conditions, any trade agreement between England and India is bound to be of an unequal character because our present political relationship would weigh the scales heavily in favour of England. There is also no doubt that the British preferential system is political in origin and before we permit non-Indian vested interests to be established or consolidated in this country under the shelter of a trade agreement, we should be careful as to its political repercussions and economic consequences. The present Indo-British Trade negotiations should not be allowed to impede the conclusion of bilateral trade agreements with other countries whenever possible and that no such trade agreement will be signed by the Government of India unless it is ratified by the Indian Legislature.

(viii)The eighth problem is the method of handling the objections to the Federation

We have to fight Federation by all legitimate and peaceful means - not merely along constitutional lines - and in the last resort, we may have to resort to mass civil disobedience which is the ultimate sanction we have in our hands. There can be little doubt that in the event of such a campaign being started in the future, the movement will not be confined to British India but will spread among the states' subjects. On our success in resisting the imposition of Federation by the British Government will depend our immediate political future

(ix)The ninth problem is to put the party organization in order and its requirements.

To put up an effective freedom movement in the near future, it is necessary to put our own house in order. The awakening among our masses during the last few years has been so tremendous that new problems have arisen concerning our party organisation. It is sometimes found that to control such meetings and demonstrations, our machinery is not adequate. Apart from these passing demonstrations, there is the bigger problem of mobilising this phenomenal mass energy and enthusiasm and directing them along proper lines.. A disciplined Volunteer Corps manned by trained officer is exceedingly necessary. Moreover, education and training should be provided for our political workers so that we may produce a better type of leaders in future.. There is room for more talent in our party. This defect can be made up partly by recruiting promising young men for the Congress and partly by providing education and training for those whom we already have. This type Though our Ideals and methods of training are quite different from theirs it will be admitted on all hands that a thorough scientific training is a requisite for our workers.

(x) The special problem of the Trade Unions

While dealing with the question of enforcing discipline within our own party, we have to consider a problem which has been causing worry and embarrassment to many of us. I am referring to organisations like the Trade Union Congress and the Kisan Sabhas and their relations with the Indian national Congress. There are two opposing schools of thought on this question - those who condemn any organisations that are outside the Congress and those who advocate them. Whether we like it or not, we have to reconcile ourselves to their existence. The only question is how the Congress should treat them. Obviously, such organisations should not appear as a challenge to the National Congress which is the organ of mass struggle for capturing political power. They should, therefore, be inspired by Congress ideals and methods and work in close co-operation with the Congress. Co-operation between the Congress and them could be facilitated if

the latter deal primarily with the economic grievances of the workers and peasants and treat the Congress as a common platform for all those who strive for the political emancipation of their country. The day will come when we shall have to grant collective affiliation in order to bring all progressive and anti-imperialist organisations under the influence and control of the Congress. The manner and the extent to which this affiliation should be given .and the character and stability of such organisations will have to be examined before affiliation could be agreed to. In India, we shall have to consider carefully what sort of influence organisations like the Trade Union Congress and the Kisan Sabhas will exert on the Indian national Congress in the event of affiliation being granted and we should not forget that there is the possibility that the former may not have a radical outlook If their Immediate economic grievances are not involved. In any case, quite apart from the question of collective affiliation, there should be the closest co-operation between the national Congress and other anti-imperialist organisations and this object would be facilitated by the latter adopting the principles and methods of the former. There has been a great deal of controversy over the question of forming a party, like the Congress Socialist Party,. It is desirable for the leftist elements to be consolidated into one party. Secondly, a leftist bloc can have a raison d'etre only if it is socialist in character. Within the limits prescribed by the Constitution of the Indian national Congress, it is quite possible for a leftist bloc to have a socialist programme,. But the role of the Congress Socialist Party, or any other party of the same sort, should be that of a left-wing group. Socialism is not an immediate problem for us - nevertheless, socialist propaganda is necessary to prepare the country for socialism when political freedom has been won. And that propaganda can be conducted only by a party like the Congress Socialist Party, which stands for and believes in socialism.

(xi) The eleventh problem is to organize the national reconstruction in cooperation with foreign countries

We should, aim at developing a nucleus of men and women in every country who feel sympathetic towards India. To create and develop such a nucleus, publicity through the foreign press, through Indian-made films and through art exhibitions would be helpful. Above all, personal contacts are necessary. Without such personal contacts it would be difficult to make India popular in other countries. Indian students abroad could also help in this work, provided we In India look to their needs and requirements. There should be closer contact between Indian students abroad and the Indian national Congress at home. If we could send our cultural and educational films made in India, I am sure that India and her culture would become known and appreciated by people abroad. Such films would prove exceedingly useful to Indian students and Indian residents in other countries, who at

present are like our non-official ambassadors. I insist that we should make India and her culture known to the world. 1 say this because I am aware that such efforts will be welcomed in every country in Europe and America. If we go ahead with this work, we shall be preparing the basis for our future embassies and legations in different lands.. Among the rising generation and students, in particular, interests in and sympathy for India is rapidly on the increase. It is a pity that we have so far neglected Central and South America where there is profound interest in India. The Congress should be assisted in this work of developing international contact by cultural organisations in India, working In the field of international culture and by the Indian Chambers of Commerce working in the sphere of international commerce. Further, Indians should make it a point to attend every international congress or conference; participation in such conferences is a very useful and healthy form of publicity for India. While talking of international contacts, I should remove a misgiving which may be present in some minds. We have to let the world know what we are and what our culture is like. If we can do that, we shall create such a volume of international sympathy in our favour that India's case will become irresistible before world opinion.

1 must in this connection stress the desirability and necessity of developing closer cultural relations with our neighbours, viz., Persia, Afghanistan, Nepal, China, Burma, Siam, Malay States, East Indies and Ceylon. It would be good for both parties if they knew more of us and we knew more of them. With Burma and Ceylon, in particular, we should have the most intimate cultural intercourse, in view of our age long contacts

(xii) The Twelfth problem is how to take care of those Indians who are sacrificing their life for our freedom

Netaji wants to remind the Congress Working Party of the question of prisoners who have lost their lives from hunger strikes and the rest who are rotting in the prisons condemned by the British having worked or the liberation of our country. Congress should continue its fight for their freedom. There are also those not to be forgotten who after being released from prison are living without any means of livelihood. Congress should make funds available for them.

(xiii) Netaji's last point in the Planning Design is the resolution of the internal difference in the Congress Party among the right and the left.

We are faced with a serious situation today. The Congress today is the one supreme organ of mass struggle. It may have its right bloc and its left - but it is the common platform for all anti-imperialist organizations striving for Indian emancipation. Let us, therefore, rally the whole country under the banner of the Indian national Congress. I would appeal specially to the leftist groups in the country to pool all their strength and their resources for democratizing the Congress and reorganizing it on the broadest anti-imperialist basis.

Netaji concluded his ideas of national planning with an eulogy to Mahatma Gandhi especially in his role to keep the people of India united in its freedom movement for the eventual implementation of his ideas on Indian National Planning. As somebody had rightly said: "Netaji was not only a pace setter but a path finder as well"

This column brings out briefs of : Ph.D, M.Phil Researches in Education, Economics of Education, Social, Political, Psychology aspects of education conducted in University /College departments. It also brings out briefs on researches done by Research Institutions, Industry and NGOs. This column was introduced from April-June, 2016 issue of College Post. Method of reporting the researches completed and in progress was given in that issue. Interested researchers, professors and Heads of institute are requested to send their brief accordingly. Purpose of this column is to high light the researches in education conducted in university and college departments and in any other institution /industry and NGO for the benefit of policy makers, research scholars, thinkers. Readers are welcome to encourage relevant person and institute to send briefs on research done and being done in education.

This issue brings to you briefs on following researches in Education.

PH.D THESIS

Title of the Thesis-**"Metacognition locus of control in relation to academic achievement of college going students of Meghalaya"**

Researcher- Nongtdu Samaylangki

Guide - Yodida Bhutia

Department -Education Department University- North -Eastern Hill University.

Key Findings:

Metacognition, Locus of Control and Academic Achievement of college going students of Meghalaya.

1. The study found that majority (45.55%) of the college-going students of Meghalaya have an average level of Metacognition. have an average level of Metacognition.

2. The study revealed that majority (67.25%) of the college-going students of Meghalaya have an average level of Internal Locus of Control. The study found that majority 63.86% of the college-going students of Meghalaya have an average level of External Locus of Control.

    Difference in Metacognition, Locus of Control and Academic Achievement between gender, locale and stream:

1. The study found that there was no significant difference in Metacognition between male and female and gender does not affect the Metacognition of college going students of Meghalaya.

2. The study found that the there was a significant difference in Metacognition between urban and rural college going students of Meghalaya. The mean difference was in favour of urban college students. 3 To find out the Metacognition in relation to Academic Achievement among the students based on gender, locale and streams.

Difference in the relationship of Metacognition and Academic Achievement between the genders, locale and streams:

1. The study found that there was no significant difference in the relationship of Metacognition and Academic Achievement between male and female students.

2. The study revealed that there was a significant difference in the relationship of Metacognition and Academic Achievement between urban and rural college students. The relation of Metacognition and Academic Achievement was more among urban college students as compared to rural college students. This is because the urban college students were more competitive, exposure to different facilities and more goal oriented.

Locus of Control in relation to Academic Achievement of the students based on gender, locale and streams.

1. The study found that there was a strong positive correlation between Internal Locus of Control and Academic Achievement among male students of Meghalaya.

2. The study found that there was a moderate positive correlation between External Locus of Control and Academic Achievement among male students of Meghalaya.

Difference in the relationship of Locus of Control and Academic Achievement between the gender, locale and streams:

1. The study found that there was no significant difference in the relationship of Internal and External Locus of Control and Academic Achievement between male and female students. Locus of Control of the students influences the Academic Achievement of male students was the same as among female students.

2. The study revealed that there was a significant difference in the relationship between Internal Locus of Control and Academic Achievement between urban and rural college students. Locus of Control of the students influences the Academic Achievement of urban students was more than the rural students. But in case of External Locus of Control, the difference was not significant in both the locale.

Source:Shodhganga, INFLIBNET

PROTECTING ACADEMIC FREEDOM AND FREEDOM OF SPEECH VS PROTECTING ACADEMIC BODY- ASHOKA UNIVERSITY

Gurucharan Das in his article -" A Tale of Two Heroes" attempted to share the story of Pratabh Bhanu Mehta - political scientist, political commentator/writer, and Professor at Ashoka University, Sonepat, and the founder of Ashoka University Mr. Ashish Dhawan with a dream to make it a university with a difference, if not a world-class University. (TOI 25th March 2021) Mr. Das had personal knowledge about Mr. Dhawan and Professor Mehta as he shared both individuals past developments. He is also privy to the feelings of Mr. Dhawan. He also attempted, passingly, to defend the government by saying the government has not put any pressure on the university. Mr. Das is a matured journalist. He should know government never puts pressure directly. Its modus operandi are subtle. It uses its machinery to suppress when the stakes are very high. It creates an environment in which any person (s) helping the person/ or standing by the side of persons who is critical to government, is made to realize that he is a liability for them. Mr. Das also mentions that he suggested that Professor Mehta should not use byline - Ashoka University. There cannot be a more obvious indication than this. The same happened in the case of Professor Mehta. It was expected long back. I am waiting for a response from the promoters of Indian Express.

It happened at a time when it should not have happened. The stakes in Indian Democracy (about freedom of speech and expression) are becoming very high. Time is arriving very fast when one has to choose between democracy and subjugation. This problem is assuming a global dimension.

Mr. Das says, Professor Mehta and Mr. Dhawan are heroes in their spheres. One attempted to protect "opinion honesty" to protect democracy in India at some cost, the other attempted to protect business entity at the cost of democracy. You can decide, who is a hero.

The solution and hope Mr. Das attempted to reel out to readers is a standard response in such a situation. He has done so by taking a cue from the past and hoping the university will return to its original position. Which for a self-financing (students' financing-may be partial) is difficult proposition

TOI 26th March, 21 news says that matter has been settled. It also claims it has been settled soon as compared to occurring of such a situation in a public university. This comparison is out of place and driven by a mindset that private universities are better. Students of Ashoka University being open mind should refrain from such sweeping comparison

Among the several persons writing about the Ashoka University incident, the recent one is Mr. A. S Ayyer in TOI dated 31st March 2021. He had earlier strongly advocated for freedom of speech and said it is inalienable with the freedom to offend. In this column he says there is always pressure from the political class to react heavily to criticism.

On academic freedom and political pressure, he attempted to refer to his an anecdotal experience of the last five years in Kolkata. He castigated Mamta Government, as someone might have told him that it is political masters who decide about appointments of academics and their career growth and not the research work they do. Surely it is anecdotal

but has been referred in an election time for the purpose only Mr. Ayyer knows. He also referred to a similar position taken before the 2019 election. The government had put pressure on individuals and media critical of the government policy and action. It has done so, first through drying the government funding than the action that government has in its hand.

He is right in saying solutions attempted through various actions /reforms within the campus are not going to work for long. Ashoka University needs to diversify funding beyond selected a few. May be crowd funding. In our view, funding is an issue, but not higher than the issue of protecting the constitutional right of freedom of speech and expression given to people. Trustees and the founder of Ashoka University seem to have faltered at that.

Anyway, the controversy apart, we wish Ashoka University a great future.

EDUCATION LOANS - THE NPA

Liberalization of economy and education has led to setting up many self financing colleges and Universities under the private initiative. Prior to that many public and private government aided colleges started self-financing courses. Government came out with a policy of education loans for those studying in the institutions and those who are going abroad for studies. Students borrowed from banks for their education. The latest figure for those who borrowed shows that of total number of 23.3 lakhs accounts/students to the tune of Rs.84,965 crores, a sum of Rs. 8,263 crores pertaining 3.5 lakh accounts /students has been stated as Non-performing assets ending December, 2020. This accounts for 9.7 percent of total NPA.

Of the total NPA loans Nursing accounts for 14.1 percent, Engineering 12.1 percent, MBA 7.1 percent. Medical 6.2 percent, and other 8.7 percent.

That among the regions, eastern Region (including Bihar) accounts for 14.2 percent -the highest, the southern region 11.9 percent. Northern and Western Region accounts for 3.3 percent and 3.9 percent respectively. Central and North eastern regions account for 6.1 and 6.8 percent respectively

Analysts have shown as far as Nursing and Medical professions are concerned many move to other countries and they are not traceable as loan in not shown on their visa. About engineering students, it is stated that 30 percent drop out and there is no jobs in the market and hence student borrowers are not able to pay back. It may be pointed out that this is not specific to India. Many countries which have the scheme of education loans, owing to lack of employment there is NPA on education loans.

The question that needs to be asked is: why and how this is happening? Yet another question is: whether this is the best way of funding education? Particularly, NPA amount is a loss to the public at large. Such NPA are mainly occurring in Public Sector Banks. Government has recapitalized these banks out of the tax revenue.

Second question is: Is this the best way of funding education? This is a larger question of political economy and how education is viewed in the economy of a particular nation-state. These questions need to be pondered by researchers and policy makers. Sometime it is better to have a fresh approach to some of the old questions.

AUTONOMY DIALOGUE:

A small group of international experts informally met in the month of June, 2021 to discuss the reasons for erosion of autonomy of higher education all over the world and challenges of preserving autonomy in 21 first century. The group felt that in spite of 2019 Declaration by Council of Europe Global Forum the need is being felt to discuss the issues of institutional autonomy of higher education. (Excerpts of the Declaration were published in College Post)

The informal group also attempted to reproduce the concept of institutional autonomy as defined by the UNESCO. "a degree of self-governance, necessary for effective decision-making by institutes of higher education regarding their academic work standards, management and related activities".The Magna Carta Universitatum 2020 that states "…intellectual and moral autonomy is the hallmark of any university and a precondition of its responsibilities to society".More specifically, the European University Association addresses four dimensions of autonomy: organisational, financial, staffing and academic.

The group explored following four major issues:

1. Why has institutional autonomy continued to erode in so many countries - even as the higher education community continues to speak to the importance of preserving and enhancing this autonomy and, in some instances, takes significant action in this regard?
2. What are the multiple forces constraining institutional autonomy and how does higher education counter them?
3. Is the longstanding framing of autonomy less appropriate for the future? While many in the higher education community are, appropriately, committed to a traditional and longstanding view of institutional autonomy, does this traditional concept of higher education need modification in the 21st century?
4. How might the higher education community fashion a more public-facing view of institutional autonomy going forward - addressing a future in which social responsibility and public accountability increasingly influence colleges and universities in countries throughout the world?

The group identified three major reasons for erosion of autonomy and that are now constraining institutional autonomy.

"First, political and policy decisions by governments resulting in greater authority over the organisation, structure and academic activities of a college or university. For example, governments in a number of countries have emphasised career-based education and research at the price of the liberal arts, sometimes leading to reductions in, for instance, humanities or theoretical research staff to make way for vocational education.

Second, the group talked about economic forces, for example, public funding decisions perhaps leading to reductions in faculty hiring, student enrolment or changes in research priorities.

Third, group discussed forces within colleges or universities themselves, such as weak university management and leadership that does not fully meet the challenge of supporting and strengthening institutional autonomy."

The group also came out with three action steps

1. Frame the concept of autonomy to include more prominently current demands for greater social responsibility and accountability for higher education. Twenty-first century autonomy is about even more than academic freedom and freedom to manage our own internal affairs. It is about applying our freedom of action to address vital social issues, community and country needs and expanding our service to students.

When it comes to accountability, we need to acknowledge that the authority of our institutions is never free of obligations to government and society. The challenge here is to identify the range of constraints we are willing to accept and manage and to highlight those constraints that go too far - endangering autonomy of our universities.

2. Take a critical look at our own behaviour within our institutions and ask ourselves about the price we pay and are willing to pay when we surrender academic decisions to obtain desired funding.

There is no free funding. All resources made available to us involve constraints. Do we accept public funding that forces us to eliminate or add programmes that we think are inconsistent with our institutional mission? Must we accept governments deciding the leadership of our institutions, our vice-chancellors, rectors or presidents? Or government decisions that determine the direction of our research?

In some countries, there is no alternative but to say "yes, we have to accept this". However, there are also countries where institutions have alternatives and can counter these efforts and where, if we don't, we help to weaken institutional autonomy, however unintentionally.

3. Begin to talk about how we expand the conversation about the value of institutional autonomy beyond higher education to include the public sphere, building and promoting a powerful case for institutional autonomy not only to ourselves, but to the public and society - students, families, taxpayers, government officials and funders.

How do we describe the value of institutional autonomy to society and our students? Do we talk about the enormous benefit of academics in making academic judgments, for example, about standards for success, degree requirements, the content of curricula and how having academics make these decisions helps students and society more than if others made them?

Do we talk about how our universities can model responsible autonomy and freedom while acting to meet social needs and being accountable for the expenditure of public funds?"

Are we acting as public intellectuals and making the case for the contribution of autonomy to the future growth and development of our countries?"

Source and Courtsey: Article by Judith Eaton, president emeritus of the Council for Higher Education Accreditation (CHEA), United States, and StamenkaUvalic-Trumbic, former head of higher education at UNESCO and former advisor to the CHEA president. Published in University World News, 26th June, 2021.

I have joined DGM MES Mampad College as Principal on 18th November 2013, the institution where I worked as an Assistant Professor in the department of Chemistry. Most of my colleagues were my friends and were known to me. I conducted first staff meeting on the second day of my tenure as Principal. One junior faculty member sent me an SMS that my rating was steeply increased after the first interaction. My relationships with students were cordial and very healthy. They got comfortable access to me and I listened carefully to their problems even though I was little bit strict in all aspects which I inherited from my experience as an NCC officer in my previous institution.

I cherish even now the team effort of students and staff for the college to retain a Zonal University Arts festival championship after thirty long years gap. I took personal interest to talk to each participant of the competition in presence of the teachers and allocated my time to meet the student participant who represented the college. It was a tough competition for the college against the immediate opponents in the arts festival and we won the championship.

In the same academic year, the govt of Kerala declared a major change in their policy towards starting autonomous colleges in the state. Our college also applied to the government for autonomous status through the College Development Council, University of Calicut. The higher education department conducted a visit to the campuses of all the institutions applied and recommended only eleven colleges out of which two were Government Colleges and Nine Colleges were Aided govt. Colleges. My institution was selected and later the UGC also conferred the autonomous status to my college. After a short tenure as Principal of MES Mampad College, upon request I was transferred to MES KEVEEYAM College, Valanchery, Kerala which is located in my hometown. It is worth to mentioned that the 21st annual conference of ICF was hosted in MES KEVEEYAM College.

At the time of taking charge as Principal of MES KEVEEYAM College in the year 2014, the institute was preparing for second cycle NAAC accreditation. In 2015, the college got A Grade with CGPA 3.28 and the institute came amongst the first 14 ranks in Kerala in respect of CGPA. In 2017 under my Principalship the college got NIRF 51st position in the national level and 8th position in the NIRF ranking in Kerala.

Space science was my passionate subject when I was a student. As a teacher I was fascinated to science and technology and its impact on mankind. During my association with ICF I was fortunate to get more knowledge about the fourth industrial revolution and about exponential technologies. I have closely watched the sessions of Dr. G D Sharma, Prof. Sanyal and other resource persons about AI, Machine Learning, Robotics etc. After my retirement from Government Aided College as Principal on 31.05.2017 I joined Majlis Arts and Science College, Puramannur as Principal which is a self-financing college. It is the first self-financing Arts and Science College in the state of Kerala and one of the largest Colleges in the sector.

My association with ICF has prompted me to integrate technology in the teaching -learning process in Majlis College. In the pre-covid period itself, I have established a state of the art e-content Development Centre (e-CDC) with the support of Media and Communication department of the college. 230 videos were aired during the last one year. Video production activity like shooting, editing, graphics and animation works were done by students as part of their experiential and participatory learning. Teachers were trained to use LMS and in the preparation of E-content prior to Covid-19 outbreak which I consider as an outcome of my association with ICF.

In my new institute I was able to build an innovation ecosystem by establishing Institutional Innovation Council (IIC) Centre, Innovation Entrepreneurship development Cell (IEDC), National Skill Development Corporation (Skill India) Centre and Entrepreneurship Development (ED) club. MGNREC also functions in the campus. Last two years we organised workshops on Robotics, Artificial Intelligence, Machine Learning and Hackathons etc..

To conclude, let me state, 'Individual Commitment to a group effort' is the winning 'mantra' of any institution.

Dr. P Mohamed Ali
Principal, Majlis Arts and Science College
Puramannur, Kerala

College Post invites Heads of Colleges, VC of universities and Directors of higher education to send their report in less than 1000 worlds about best practices and innovations in the area of academic, governance, contribution to society and achievements in sports and culture. Selected reports will be published under the proposed CP column on innovations and best practices in higher education.

TEN COMMANDMENTS OF WIN- WIN LIVING.
Human Kind- A Hopeful History. Rutgers Bregman, Bloomsbury Publishing, @Rutger Bregman 2020 PP197

After publication of Homo Sapiens and Homo Dues by Yuval Noah Harari there has been several publications looking at the history of mankind. Above title is one of them. On the cover page a quote from Harari states " Human Kind challenged me and made me see humanity from fresh perspective" The book attempts to look at the history of mankind from a perspective that man are hard wired to do good. Mankind has progressed through cooperation and friendly nature of mankind. He does not deny other side of the mankind, but believes it is the positive side that has won the mankind on this planet earth.

The book has been organized in five parts with each part with a couple of chapters. These five parts deal with (I) State of the Nature, (ii) After Auscgwutz, (iii) Why Good People Turn Bad, (iv) A New Realism, (v) The other Cheek. It has Prologue - A New Realism and Real Lord of Flies and an Epilogue. The author step by step in these parts and several chapters had made out a case on empirical basis that it is cooperative and friendly nature of human kind which has made mankind succeed. In Homo Puppy taking an example of Puppy he demonstrate the basic nature of mankind. Mystery of Eastern Island makes a very interesting reading about an abandoned island and different stories advanced about the nature of man. He has a different perspective when he writes about the Empathy Blinds and When the Soldiers came out the trenches - narrating a real story of soldiers from both sides coming together in 1914 and celebrating Christmas. All through the book he attempts to make us see other side of mankind which has been blurred by news makers, social media and vested business model that exploit the negative side and keep people engaged in that. The author pleads for "new realism". In soldiers came out of the trenches, he writes "To believe people are hardwired to be kind isn't sentimental or naïve. On the contrary, it is a courageous and realistic to believe in peace and forgiveness".

The very interesting part of the book is Epilogue- Here he lays down Ten Rules to Live By. In this he puts the gist of what he has written in several chapters. He also links each of the rule with some of the chapters. In the introductory part of these rules he writes " … if we believe most people are decent and kind, everything changes. We can completely rethink how we organize our schools, our prisons, our businesses and democracies. And how we live our own lives."

These Ten Rules pertain to : When in doubt assume the best " bad may seem stronger, but outnumbered by good. And in doubt we are inclined to assume the worst. … It is most realistic to assume the best and give benefit of doubt. The Second and Third rules are " Think in Win-Win Scenarios, and Ask More questions. He writes "do not do unto others as you would not like them to do unto you". And the positive way is "Treat others as you wish to be treated." In India, literature and philosophic discourses are full of such sayings. In IV and V rules he mentions Temper your empathy, train your compassion and try to understand others, even if you don't get where they are coming from. In VI rule he says Love your own as others their own. VII rule relates to Avoid the News. Here he is very scathing about news, and social media. He writes "Because bad behavior grabs our attention, it is what generates the most clicks, and where we click e advertising dollars follow" This has pushed social media into a system that amplify our worst qualities." The VIII rule is - Don't Push Nazis. Here he brings the experiment of EXIT-Deutschland. The ix rule is " Come out of Closet: Don't be ashamed to do good. The Tenth rule is " Be Realistic" He says " Do good in broad daylight, and don't be ashamed of your generosity. You may be dismissed as gullible and naïve at the first. But remember, what is naïve today may be common sense tomorrow. He ends with "It is time for a new realism. It is time for new vies of mankind.

Author has made several forceful and passionate proposals with empirical case studies for a "new realism". The book is worth reading. It is highly recommended to students of human history.

Dr G.D. Sharma

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, Rajathan.**
- 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 College Post for the last 20 years is in 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.

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