COLLEGE POST

the higher education journal

अगस्त क्रांति
Quit India Movement   9 August 1942
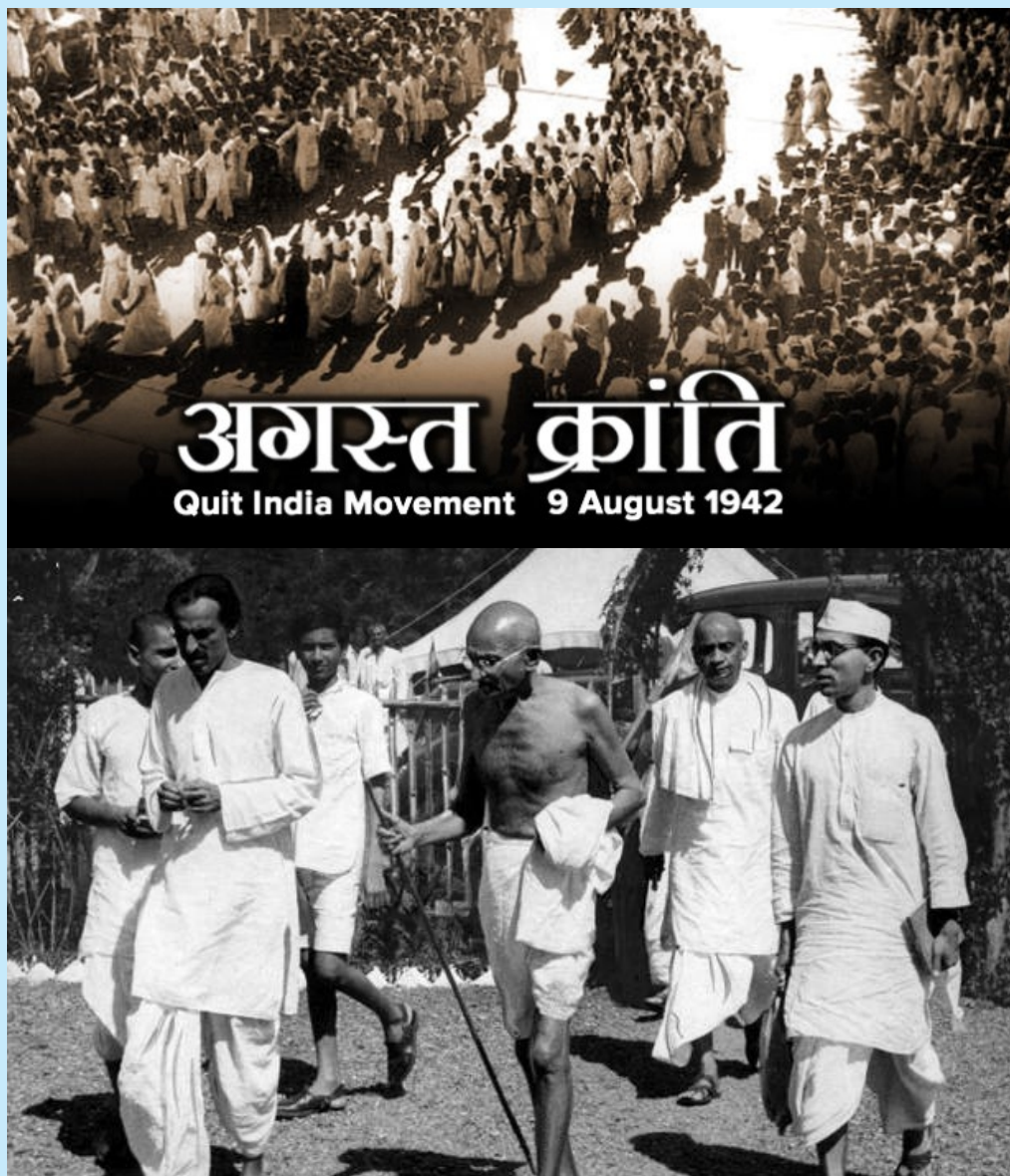
seed...

QUIT INDIA SPEECH BY MAHATMA GANDHI

Before you discuss the resolution, let me place before you one or two things, I want you to understand two things very clearly and to consider them from the same point of view from which I am placing them before you. I ask you to consider it from my point of view, because if you approve of it, you will be enjoined to carry out all I say. It will be a great responsibility. There are people who ask me whether I am the same man that I was in 1920, or whether there has been any change in me. You are right in asking that question.

Let me, however, hasten to assure that I am the same Gandhi as I was in 1920. I have not changed in any fundamental respect. I attach the same importance to non-violence that I did then. If at all, my emphasis on it has grown stronger. There is no real contradiction between the present resolution and my previous writings and utterances.

Occasions like the present do not occur in everybody's and but rarely in anybody's life. I want you to know and feel that there is nothing but purest Ahimsa in all that I am saying and doing today. The draft resolution of the Working Committee is based on Ahimsa, the contemplated struggle similarly has its roots in Ahimsa. If, therefore, there is any among you who has lost faith in Ahimsa or is wearied of it, let him not vote for this resolution. Let me explain my position clearly. God has vouchsafed to me a priceless gift in the weapon of Ahimsa. I and my Ahimsa are on our trail today. If in the present crisis, when the earth is being scorched by the flames of Himsa and crying for deliverance, I failed to make use of the God given talent, God will not forgive me and I shall be judged unworthy of the great gift. I must act now. I may not hesitate and merely look on, when Russia and China are threatened.

Ours is not a drive for power, but purely a non-violent fight for India's independence. In a violent struggle, a successful general has been often known to effect a military coup and to set up a dictatorship. But under the Congress scheme of things, essentially non-violent as it is, there can be no room for dictatorship. A non-violent soldier of freedom will covet nothing for himself, he fights only for the freedom of his country. The Congress is unconcerned as to who will rule, when freedom is attained. The power, when it comes, will belong to the people of India, and it will be for them to decide to whom it placed in the entrusted. May be that the reins will be placed in the hands of the Parsis, for instance-as I would love to see happen-or they may be handed to some others whose names are not heard in the Congress today. It will not be for you then to object saying, "This community is microscopic. That party did not play its due part in the freedom's struggle; why should it have all the power?" Ever since its inception the Congress has kept itself meticulously free of the communal taint. It has thought always in terms of the whole nation and has acted accordingly. . . I know how imperfect our Ahimsa is and how far away we are still from the ideal, but in Ahimsa there is no final failure or defeat. I have faith, therefore, that if, in spite of our shortcomings, the big thing does happen, it will be because God wanted to help us by crowning with success our silent, unremitting Sadhana for the last twenty-two years.

I believe that in the history of the world, there has not been a more genuinely democratic struggle for freedom than ours. I read Carlyle's French Revolution while I was in prison, and Pandit Jawaharlal has told me something about the Russian revolution. But it is my conviction that inasmuch as these struggles were fought with the weapon of violence they failed to realize the democratic ideal. In the democracy which I have envisaged, a democracy established by non-violence, there will be equal freedom for all. Everybody will be his own master. It is to join a struggle for such democracy that I invite you today. Once you realize this you will forget the differences between the Hindus and Muslims, and think of yourselves as Indians only, engaged in the common struggle for independence.

Then, there is the question of your attitude towards the British. I have noticed that there is hatred towards the British among the people. The people say they are disgusted with their behaviour. The people make no distinction between British imperialism and the British people. To them, the two are one. This hatred would even make them welcome the Japanese. It is most dangerous. It means that they will exchange one slavery for another. We must get rid of this feeling. Our quarrel is not with the British people, we fight their imperialism. The proposal for the withdrawal of British power did not come out of anger. It came to enable India to play its due part at the present critical juncture It is not a happy position for a big country like India to be merely helping with money and material obtained willy-nilly from her while the United Nations are conducting the war. We cannot evoke the true spirit of sacrifice and velour, so long as we are not free. I know the British Government will not be able to withhold freedom from us, when we have made enough self-sacrifice. We must, therefore, purge ourselves of hatred. Speaking for myself, I can say that I have never felt any hatred. As a matter of fact, I feel myself to be a greater friend of the British now than ever before. One reason is that they are today in distress. My very friendship, therefore, demands that I should try to save them from their mistakes. As I view the situation, they are on the brink of an abyss. It, therefore, becomes my duty to warn them of their danger even though it may, for the time being, anger them to the point of cutting off the friendly hand that is stretched out to help them. People may laugh, nevertheless that is my claim. At a time when I may have to launch the biggest struggle of my life, I may not harbor hatred against anybody.

HEERA- HIGHER EDUCATION EMPOWERMENT AND REGULATION AUTHORITY

The Debate on restructuring of University Grants Commission and All India Council of Technical Education has been live for almost a decade. The National Knowledge Commission, headed by Sam Pitroda made several recommendations in 2006 about restructuring of UGC, AICTE and other bodies. It stated that "The present regulatory system in higher education is flawed in many respects. The barriers to entry are too high. The system of authorizing entry is cumbersome. And there are extensive rules after entry, as almost every aspect of an institution is regulated from fees to curriculum. The other regulators, say, in the sphere of professional education, are often inconsistent in their adherence to principles. The existing regulatory framework constrains the supply of good institutions, excessively regulates existing institutions in the wrong places, and is not conducive to innovation or creativity in higher education. The challenge is, therefore, to design a regulatory system that increases the supply of good institutions and fosters accountability in those institutions. An independent regulator has to be the cornerstone of such a system" The new regulator was named by NKC as Indian Regulation Authority of Higher Education (IRAHE). This body was to subsume the functions of UGC, AICTE and other bodies. The NKC shifted the focus from maintenance and coordination of standards to Regulation which was not the main task of constitutionally mandated role of maintenance and coordination of standard in higher education through University Grants Commission.

Almost concurrently, MHRD set up a another committee headed by Professor Yashpal to Advise on Renovation and Rejuvenation of Higher Education(2009) which recommended for a common body for General and Professional Education as National Commission on Higher Education and Research (NCHER). It said that "We need a de novo regulatory body - the National Commission for Higher Education and Research (NCHER) under which the various functions of the existing regulatory agencies would be subsumed. The new body would also take over the powers vested in the existing regulatory bodies in terms of creation of new institutions as well as their content/sylallbi" It further stated that the NCHER would not interfere with academic freedom and institutional autonomy. It would not follow the current inspection-based approval method, it would use a verification and authentication system. Universities will put out mandatory self-declarations in the public domain. To coordinate with NCHER at the state level, it suggested that "given the federal nature of our country and the role of states in education, there must be Higher Education Councils (HECs) in the states which will co-ordinate with the NCHER, to allow different institutions created and funded by the Centre and States to grow on equal footing. These HECs would also insulate the State universities from outside interference." Here also concern of the committee seems to be with regard to recognition/ creation of new Universities and role played by UGC and other bodies, rather than maintenance and coordination of standards in higher education.

The latest in this advice for restructuring UGC is from : TSR Subrmanian Committee report - National Policy on Education, 2016. The Committee recommended for restructuring UGC, AICTE and other bodies. To quote "The Committee proposes the enactment of a new Higher Education Management Act, which is expected to provide the legal framework to confer the authority to promote, manage and stimulate the higher education sector, backed by a justifiable national mandate. Following the new proposed enactment it is presumed that the separate legislations governing individual agencies would lapse and the new legal regime would assign fresh roles and obligations on the existing bodies redefine their roles and nomenclature, and facilitate coordination and cooperation between them for their optimal contribution to the sector. Until that happens the existing agencies would continue to perform their present roles, and whatever interim reforms are immediately required would be introduced "

From above quotes it may be observed that the focus of NKC and TSR Subramanian Committee report has been on regulation and management, whereas, in Yashpal

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WEBSITE LINKAGE AND NETWORKING

SEED-ICF has launched a revised website www.seeedu.org. Please visit the website. There is icon ICF members. Many times people would like to know details of programmes and courses offered by our member of ICF. It is therefore, we are proposing request the member to provide their you website URL to be linked with their address reaching out to students. It is important from the point of reaching out to students and faculty members across the country and world. It would also be good if the member colleges can develop a single page highlighting the salient feature of the colleges that can be accessed by many in India and abroad.

STATE HIGHER EDUCATION NEWS

It is also proposed to upload on www.seeedu.org website news and development in states of India for the benefit of readers and members of ICF colleges principals. The principals can greatly benefit and learn about developments and attempt to carry out similar development in their states. We would be requesting state secretary and member of EC of ICF of respective states to send the news and development in their states to be uploaded on the website.

STATE LEVEL CONCLAVE

It is proposed to have one day state level conclave of members of ICF, either independently or along with State Principals Association/Councils meeting. We would like to request State Secretaries and member of EC to plan a state level conclave and invite member and non-members of ICF to deliberate on the issue facing development of colleges in the state and specific support they expect from the State and Central Governments and society at large.

ENTREPRENEURSHIP DEVELOPMENT PROGRAMME

Seed is proposing to start an entrepreneurship development programme for young students and senior educational entrepreneurs. It is proposed to tie up with Empretech - UNCTAD for launch of two-day primer for personal competence building for entrepreneurs.

FACULTY AND STUDENTS EXCHANGE PROGRAMME

SEED-ICF had announced faculty and students exchange programme for national integration and to mutually learn from visit and discussion with principals and faculty members of the colleges identified under exchange programme. College interested to participate in such exchange programme may send their request to ICF office so that the office can collaborate with suggested colleges for exchange programme. The request of mutual exchange programme will be put on website so that other colleges within India and abroad can also show their interest in exchange programme.

SCHEME OF DEVELOPMENT VOLUNTEERS

Our scheme of development volunteers from colleges has been in operation. College following the suggested model can set up a unit of 10 volunteers in one group and upto 10 units and inform SEED to provide support for organization of activities for the volunteers and make their name available for other colleges and organization to contact them in the event of their need for support. The scheme is already put on the website www.seededu.org

Key features of the scheme are:

(a) Development of Swach (Clean) and Green Environment of the College. Help college administration, library and laboratories in their upkeep.

(b) Self development through acquiring life coping skills, language competency, IT and computational competencies and overview of schemes and programmes of national development.

(c) Identify areas of community intervention namely, advocacy on schemes of development, helping people in solving their problems with regard to local administration and developmental agencies.

(d) Acquire basic knowledge of health and hygiene, first aid, calamity and disaster management and event and crowd management.

Take a vow to voluntarily work for the cause of national and global development.

I SHARE COLUMN

College Post has introduced a new column for making achievements of Principals of Colleges known to other fellow principals in the country. Two principals have already shared their achievement. We invite all the member colleges and principals to share their achievement so that others get inspired to do new and innovative developments in their colleges.

College Post invites colleges to share their innovations and research activities held and/or are likely to be held in their colleges, if they wish it to be reported in the next issue of College Post

ANDHRA'S FEE REIMBURSEMENT SCHEME: INTENDED AND UNINTENDED IMPACT ON HIGHER EDUCATION IN AP AND TELENGANA

A. MATHEW *

A well intended scheme of helping socially and economically deprived population to have access to higher professional education through Fee Reimbursement Scheme (FRS) can also result in many un-intended and damaging outcome for quality and access to higher education.

THE BACKGROUND OF FEE REIMBURSEMENT SCHEME

In the context of the Fee Reimbursement Scheme (FRS), introduced in Andhra Pradesh in 2008-09, a little background leading to it could be relevant. When private agencies were encouraged to set up institutions of professional education from mid-1980s, the government role was confined to regulating admissions and the fee structure. On admissions, the government introduced the quota system where 90% of the seats were filled by the government under what came to be known as Convener/ Government quota and the remaining 10% under the management quota. The Convener quota was split into 50% as free seats and 50% as payment seats. The fee charged under the free seats was nominal and the fee under the payment seats was five times of the fees under the free seat category (Reddy and Reddy, 2017:208).

The free seat category system was abolished from 2003-04 and 85:15 seat sharing arrangement under government and management was introduced, and the fee fixed for government quota seats was Rs. 22,000 and the management quota was Rs. 75,000. The management quota was increased from 15% to 20% from 2006-07 and further to 30% from 2009-10 and the tuition fee was increased to Rs. 27,000 for Government seats and Rs.74,000 for management seats (Reddy and Reddy, 2017: 210). The high fees structure meant that vast sections of socially disadvantaged and economically poor students continued to remain deprived of the opportunities

The FRS is a system where the government reimburses the tuition fees directly to the colleges for all students who were covered under the scheme. It implies that the students need not pay any tuition fees to the colleges, and the colleges will claim the tuition fee

for professional education. The introduction of the FRS was meant to address this hurdle in the path of poorer children's access to professional education.

The Fee Reimbursement Scheme (FRS) for Promoting Access to Deprived Section of Society: The FRS was introduced by Dr. Y.S. Rajashekar Reddy's (popularly as YSR) government in 2008, for the students belonging to backward class communities pursuing professional courses, including engineering, medicine, MBA, MCA and B.Ed courses. The FRS is a system where the government reimburses the tuition fees directly to the colleges for all students who were covered under the scheme. It implies that the students need not pay any tuition fees to the colleges, and the colleges will claim the tuition fee reimbursement of the FRS students from the government. The FRS became a breakthrough in extending educational opportunities by way of reimbursing the high tuition fees without which poor meritorious students who have remained deprived of professional higher education. Initially this scheme was implemented for the SC, ST, BC, Minority, Physically disabled students, but later on it was extended to all economically backward classes (EBCs) whose families' annual income was below 1,00,000 irrespective of caste (Rao, 2012). Similarly, initially FRS covered only the students pursuing professional education, but later on it included even those covered by the Post Matric Scholarship (PMS) such as Intermediate Courses.

The Growth of Private Higher in 1990s: It would be easy to understand FRS in the context of growth of private higher education in Andhra Pradesh and the issue of capitation fee. The Janardhan Reddy (Congress) government in 1992 tried to bring in an amendment to lift the ban on capitation fee, imposed by the Education Act of 1982 under the NT Rama Rao's Telugu Desam Party (NTR's TDP) government, by devious ways of manipulating and manufacturing consensus among all parties. It wanted relaxation of the ban on capitation fee by seeking to allow private institutions' right over 50% of the seats to offer admissions to those who are "willing to extend financial aid" (Shatrugna, 1992: 119). However, the Supreme Court had struck down the devious amendment in 1993, and

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restored the 1982 Act governing admission with the usual reservation.

In the view of the Courts, the government would continue to have jurisdiction over these colleges both in respect of admission and the fees structure. The Court rule that admission to professional colleges would be based only on the basis of merit list of Common Entrance Test conducted by the state. Of the total number of seats, 50% would be reserved for students who come on top of the merit list for whom the fee would be very nominal as fixed by the government. Of the remaining 50%, twenty-five percent of seats would be reserved for admission with merit, but the college would have discretion over the fees, while over the remaining twenty-five percent, the college would have jurisdiction with respect to both admission criteria and fees. The judgment argued that all colleges offering professional courses would have to reserve 50 percent of the seats for candidates selected through an entrance examination conducted by the government. In its ruling, the judgment opined, "Education has never been commerce in this country" (Kapur & Mehta, 2004: 18).

This in essence implied a state regulated privatization. This position on the admissions and fee structure and also the engagement of private agencies in professional education served as the launching pad for Chandrababu Naidu from 1996 to pursue privatization relentlessly to turn AP into an international destination of professional education especially in Engineering and technology.

When Chandrababu Naidu became the Chief Minister (CM) of Andhra Pradesh in 1995, the state was on a complete decline financially. He had to somehow revive the economy. Realising the potential of the information technology (IT) sector, with a single-minded focus, he worked to attract investments into the sector by de-regulating the processes. He succeeded in convincing Bill Gates to set up Microsoft in Hyderabad, which completely changed the face of AP. As a part of creating the IT ecosystem, the first thing Naidu did was to make it relatively easy for people to set up engineering colleges. When he assumed the office, there were only some 20 odd engineering colleges in the state, when he left, that figure went up to 220. All through his stay in the office, his party was part of the ruling alliance at the centre. So he was able to pressurize the centre to get permissions for establishing new engineering colleges since the whole process was under centre's purview. Yet times, he had to literally fight with the central regulatory authority, the All India Council for Technical Education (AICTE) to ease up rules. Once the engineering colleges started adding up, and the IT industry started coming in, it created an enormous interest in the people of the state to take up engineering course (Kiran, 2015).

The vision of AP also shaped to make it as an international destination for higher education and Hyderabad an international IT Hub. Professional education through engineering colleges and MBA and MCA Colleges as flag bearers of IT and ITES skills has been pressed into play as the drivers of AP's transformation as the HR Hub. Between 1994-95 and 2004-05 the state government gave a special focus on higher education particularly as Hyderabad was being developed as a major IT Hub and to give thrust to growth in bio-tech, pharma, defence, auto and various other industrial sectors. Participation of private sector was encouraged in the expansion of technical colleges and professional courses to meet the growing demands of skilled manpower. During the year 1996-97 there were only 37 Engineering colleges with an intake of 10,455 which increased to 236 colleges with an intake of 81,925 by 2004-05 (GoAP, 2014: 10).

FRS BURDEN AND GOVERNMENT RESPONSE

When the scheme was introduced, it was applicable only for fresh admissions, i.e., the numbers entering the first year of the course. Hence, the initial burden on the state

Table-1: Growth of Professional Institutions in AP during CBN's TDP Rule 1995-2004

Year	Engineering		B. Pharmacy		MBA		MCA		Polytechnics	
	Colleges	Seats	Colleges	Seats	Colleges	Seats	Colleges	Seats	Colleges	Seats
1996-97	37	10455	6	310	57	2145	44	1330	93	14190
1997-98	57	14155	20	890	81	3000	75	2270	94	15850
1998-99	89	19773	21	970	92	3825	99	3020	100	16705
1999-00	102	25064	24	1190	109	4660	153	4890	103	17580
2000-01	107	30896	24	1190	110	4680	162	6395	103	17860
2001-02	174	46090	26	1390	143	7274	236	10075	104	19410
2002-03	217	62710	28	1510	160	9039	263	12795	104	19410
2003-04	225	65960	31	1770	207	11370	272	12865	120	21210
2004-05	238	82225	55	3240	217	13525	313	17225	140	22635
2005-06	262	92600	82	4850	220	13755	293	16540	141	22965

Source: GoAP, (2014) Governance of Technical Education in India Key Issues, Principles, and Case Studies, Edited by Andreas Blan and Jannette Cheong, The World Bank. p.21.

exchequer was less than Rs. 2000 crores. However, as the first year students entered the second year and fresh batch of students joined the first year, the burden of fee reimbursement started mounting. And in the four years after the introduction of the scheme, the burden grew up enormously and despite the government increasing the budgetary allocation under the scheme, it was not sufficient even to clear the previous year's arrears (Rao, 2012).

Review of Scheme: For instance, during 2010-11, when a review of the scheme was done, the total amount required for the fee reimbursement scheme was estimated to be Rs 3,792.92 crore, but by that time, the pending arrears was Rs 2,083.38 crore. According to the budget estimate of 2012-13, the fund burden of FRS shot up to around Rs. 5000 crores, benefitting more than 27 lakh students enrolled at +2 level studies. But the state government could make an allocation of only Rs 2,287 crore, it was not sufficient to clear even the arrears. During 2012-13 budget, the government earmarked was Rs 3,800 crore (Rao, 2012).

Option to Minimize Financial Burden: The Government tried various options to minimize the financial burden on account of FRS. When it launched the scheme the fee was Rs. 19,000 and in the year 2012-13 it became Rs.51,000 for engineering seats and over 1 lakh rupees

for M. Pharmacy. In order to reduce the financial burden the government gave two options; one, fix upper limit of tuition fee reimbursement of Rs.31,200 per student for engineering courses, even though the college may be charging substantially more than that and the student will have to bear the excess amount. The second option was to ask the colleges to increase the management quota, so as to reduce the number under government quota which would automatically reduce government's fee reimbursement burden. The government was also planning to reduce the number of eligible students by imposing eligibility parameters such as 75% attendance and not carrying over any previous semester's credit arrears (Hyderabad India Online, 2012). However, those who opt to take admissions under the quota of self financing courses are not eligible to come under the FRS system.

The Department of Higher Education notified on 6th Nov 2013 the fee reimbursement limit to different courses in Private Unaided Professional Institutions for the block period 2013-14 to 2015-16 which was fairly liberal, allowing near total reimbursement of prescribed fee structure, unlike earlier (tgnns.com/2013/11/061).

FRS AND PRIVATE EDUCATIONAL INSTITUTIONS
The scheme had come as a big boon for professional colleges in private sector, particularly engineering colleges in the rural areas where earlier there were no takers for the engineering seats due to high fee structure. In the

Table -2: Engineering Course Fee Structure under Convener and Management Quota
(Rs.Per Annum)

Year	Seats quota's		Fee Structure		
	Convener quota	Mgt. Quota	Convener Quota		Mgt. seat fee
			Free seat	Payment seat	
1999-00	90	10	5000	35000	60000
2000-01	90	10	8000	43000	68000
2001-02	90	10	8000	43000	68000
2002-03	90	10	8000	43000	68000
2003-04	85	15	Free Seat Category was abolished	22000	68000
2004-05	85	15		22000	75000
2005-06	85	15		22000	75000
2006-07	80	20		26000	79000
2007-08	80	20		27500	79000
2008-09	80	20		30200	91700
2009-10	70	30		30200	91700
2010-11	70	30		30200	95000
2011-12	70	30		31000	95000
2012-13	70	30		Common for both Convener and management quota. The minimum and Maximum fee fixed by AFRC is 35000 and Rs.120000 depending on the cost incurred by the college.	
2013-14	70	30			
2014-15	70	30			

four years after its launch in 2008-09, a large number of Engineering, MBA, MCA and B.Ed Colleges mushroomed in the private sector with the aim that they could fill up their seats with OBC students and claim reimbursement of tuition fee from the government (Rao, Kumar and Devi, 2015: 76). Engineering colleges registered more than two-fold increase; MBA, three-fold, MCA, more than two-fold, B.Ed Colleges more than two-fold between 2006-07 and 2013-14, as could be seen below in Table 3.

The growth of private engineering colleges took a sharp upward curve after the introduction of FRS. The promulgation of FRS policy encouraged businessman and politicians who saw it as a lucrative business opportunity. They believed that their colleges could enjoy full student enrollment under the FRS opportunity which will bring in money when the government reimburses the tuition fees. As seen above, this led to an explosion in the number of engineering and other professional colleges between 2008-09 and 2013-14: from 540-718 in Engineering; 256-296 in Pharmacy and 499-813 in MBA colleges. The bottom-line of expansion in the number of institutions is to avail of increase in the number of intake capacity that is directly linked to the quantum of funds from FRS.

Impact of Lack of Funds: With the government not releasing funds on time due to mounting burden on the exchequer, several engineering colleges had to face severe resource crunch. In other states, as per the scheme, the (Un-aided) Private Educational Institutions (PEIs) had to collect fee from students first and they, in turn, claim reimbursement from the Government. The situation in AP, was reverse. PEIs were required to admit students without collecting any tuition fee from them, as the government promised to reimburse their fee subsequently. But since 2010, the government was not releasing funds under the scheme as per the schedule, but paid them in small amounts whenever the PEIs brought pressure on the

government, as observed by T Rammohan Reddy, Vice-Chairman of All India Federation of Private Engineering Colleges (Rao, 2012).

Impact on Salaries of Teachers and Quality of Students: As a result, several engineering colleges had to withhold salaries to their lecturers for a couple of months pending reimbursement of fee from the government. As if the delay in reimbursement of fee by the government was not enough, a large number of engineering colleges, especially those in the rural areas, had also been facing problems in filling up their seats due to steep fall in the demand for engineering courses from students, as there were more number of seats than the number of students qualifying for the entrance examination. While the sanctioned number of Engineering seats was over 3.20 lakh, the number of students available for admissions was less than two lakh. This forced many of these colleges to announce that they were ready to admit those students who did not even qualify in the entrance test. Already, the college managements were engaging education consultancies and individual agents to lure the students to join their colleges by offering them various sops such as free transport facility, free provision of laptops, subsidized hostel facility, etc (Rao, 2012).

FRS AND JUDICIARY
It was in 2010, when 133 engineering colleges, most of them leading names in BE/B.Tech, had petitioned AP High Court seeking a uniform fee structure (for all seats) and permission to hike fees as per the facilities being provided at their respective colleges. While high court had ruled in the colleges' favour in February 2012, the state government moved the apex court against that verdict. In August 2012, when Supreme Court (SC) struck down the state government's plea, it also allowed the 133 colleges to hike their fees on the basis of the undertaking

Table-3: Explosion and Decline: Colleges and Intake

Colleges & Intake	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Engg.	394	339	540	657	701	710	716	718	722
Intake	94507	111941	158190	177200	194203	178827	138346	126431	188665
Pharmacy	394	232	256	275	290	283	292	296	299
Intake	94507	13496	13788	13798	11483	22495	15607	31692	11976
MBA	278	393	499	893	971	958	915	813	827
Intake	19274	24946	31230	57002	63315	57488	48141	53113	51662
MCA	381	538	698	707	713	625	471	354	282
Intake	1719	32234	41956	19076	15437	13965	657	5706	5229
B.Ed	345	607	610	604	615	609			
Intake	45506	48786	51593	59740	65913	63141			

Source: GoAP (2015), APSCHE Statistical Booklet, Andhra Pradesh State Council of Higher Education, p. 29.

submitted by their managements where they have promised to implement sixth pay commission scales for their teaching staff (Hyderabad India Online, 2012).

Going by the Supreme Court order, according to media reports, there will be no difference in the fee for the government quota or convener quota (70 per cent of seats) and management quota seats. At present, i.e., in 2012, the fee was Rs 31,000 under convener quota and Rs 95,000 under management quota. As seen from Table-1, following the SC directive, it was expected that the government would fix a uniform fee of around Rs 52,000 for all the seats from the academic year 2012-13 for engineering course; Rs. 42,300 for MBA and MCA; Rs. 1.44 lakhs for Masters in Pharmacy; Rs. 94,000 for M.Pharmacy-D; and Rs.77,400 for M.Tech (Hyderabad India Online, 2012; Government of Andhra Pradesh, Social Welfare Department, 31.8.2012).

THE SOCIAL GAINS OF FRS

The extension of FRS from SC ST's to BC's and EBC's irrespective of caste brought nearly 80% of students under eligibility for FRS. In effect it implied that but for this scheme, 80% of eligible students would have been deprived of professional and technical education on account of their inability to pay the high tuition fees. This was quite unlike the pre-FRS period when only SC's and ST's were covered by the PMS (Reddy and Reddy, 2017:205). Originally only professional courses like engineering, medicine, pharmacy, MBA and MCA and B.Ed were brought under FRS, but later even general higher education courses were included under FRS.

Trusts owning engineering colleges in Andhra Pradesh, Karnataka, Kerala and Tamil Nadu are putting these institutions up for sale due to a shrinking demand for the degree. At least half a dozen colleges are on the lookout for buyers in Andhra Pradesh, which alone produces the largest number of engineers in the country.

The introduction of FRS has increased the educational opportunities to various sections of people who otherwise would have been deprived of this opportunity. Around 2012-12 the FRS was catering to more than 27 lakhs students enrolled from plus-two to PG level courses (Rao, Kumar and Devi, 2015:76).

THE UN-INTENDED OUTCOME OF FRS

Y.S. Rajasekhara Reddy's critics interpreted the FRS as a move of state's subsidy to the colleges that represented a coalition between politicians and business interest. It is doubtful if the FRS actually helped the under privileged for whom it was intended because of the wide spread fraud in obtaining the BPL card as proof of the family's income certificate - the less than one lakh annual income for eligibility of FRS (Upadhay, 2014: 13).

Calling the fee reimbursement scheme a disaster, Ravi Kiran (2015) says that "In 2008, the Congress government under YS Rajasekhara Reddy (YSR), introduced a Fee reimbursement scheme for engineering students, which many say brought him back to the power in 2009 elections. Fee reimbursement scheme, in other words, was government-sponsored scholarships to buy votes".

Since government was paying the fee, everyone started enrolling into engineering courses whether they were worthy of it or not. Because of this inflated demand, new colleges started cropping up just to cash on this phenomenon without any real intention to provide education. Since there was a cap on the fees that colleges can charge, existing colleges had no incentive to improve the quality. People started finding it difficult to get jobs because of the poor quality of education. "Engineering degree would get you an IT job" had started slowly fading away. The demand came crashing down. Lakhs of seats were left vacant and colleges started shutting down.

Trusts owning engineering colleges in Andhra Pradesh, Karnataka, Kerala and Tamil Nadu are putting these institutions up for sale due to a shrinking demand for the degree. At least half a dozen colleges are on the lookout for buyers in Andhra Pradesh, which alone produces the largest number of engineers in the country. These four states have more than 1,500 engineering colleges, with 500,000 seats. Andhra alone has 700 colleges. Since 2005 there has been a spurt in engineering colleges in Andhra and Karnataka. But due to shrinking demand, many trusts are now looking for buyers. This is the picture that scholars like Ravi Kiran (2015) in AP portrayed.

The value that engineering degree occupies in Andhra's pubic culture was sought to be cashed in by private entrepreneurs without any regard to ensuring quality parameters, like qualified faculty, academic and other infrastructure facilities, AICTE prescribed students-teachers ratio, etc. The sudden rise in the seats available, and with large majority private institutions remaining substandard it led to the crises of sanctioned seats remaining vacant among all professional courses such as Engineering, Pharmacy, MBA, MCA and B.Ed. (Gosavi, 2013: 76).

But in spite of the fact that more than 80% of the students in professional education are coming under the ambit of the FRS its result has not been a runaway success, but one of declining trend in the number of institutions and enrollment. It was widely known that in order to fill the seats in the private college managements are resorting to consultants and brokers by paying nearly Rs. 10,000 to 20,000 for each candidate. Even those students who do not want to pursue particular course or even not interested in further/higher education, are forcibly

pulled by these agents and admitted them in colleges. As the students need not pay any amount to get admission, further they are given token amount for joining the colleges they don't mind in joining the colleges. In most of the cases these forced admissions are accounting to nearly 20 to 30 percent of the admission (Chary and Chary: 6-7; Upadhay, 2014:14).

Review of Scheme by Government: A government document The White Paper on Human Resource Development in Andhra Pradesh in 2014 admitted that "However after 2005-06 there was unbridled expansion and several new Universities and colleges were established particularly due to the fee reimbursement scheme which finally resulted in spreading the resources thin, poor quality of education, inadequate and un-qualified faculty and poor infrastructure... The number of engineering colleges in the combined State went up to 717 particularly leading to acute faculty shortage. The same was the case with degree colleges. The Government could have focused on consolidating the higher education sector and could have taken all necessary steps to improve the quality of higher education" (GoAP, 2014: 10).

Private professional colleges mushroomed only with fee reimbursement as a source of income - and income as the only objective. The FRS was introduced in 2008-09. Within one year, as in the Table above, the number of Engineering Colleges increased to 657, until it reached 722 in 2014-15; steeper was the increase in MBA Colleges from 499 to 827 between 2009-10 and 2013-14. It is also a telling commentary of disillusion among the public in deserting the substandard institutions, as seen in the decline of MBA and MCA colleges and in their intake besides that of Engineering Colleges as well. The decline in enrollment in Engineering, MBA and MCA was very sharp.

Study of Beneficiaries: A study on FRS showed that the beneficiaries were frequently shifting from traditional to professional courses just because of the scheme and without any interest. The private educational consultancies were playing a significant role in influencing the students to shift the course it found that "They go to the extent of bearing the fee for test as well as assure some money and other benefits to students' family if the student assurance to join a particular college. This is happening mostly in professional colleges as the tuition fee is very high in private colleges which are reimbursed by Government. On the other hand, most of the seats in professional colleges go unfilled for the last several years as students are not showing interest towards these courses due to inadequate infrastructure, placement and other reasons"(Rao, Kumar, and Devi, 2015: 78-79).

IMPACT OF FRS ON NEW STATE OF TELENGANA

In the new state of Telangana FRS ran into problems for its continuity after AP's bifurcation. The Chief Minister of Telangana K. Chandrasekhar Rao has taken this position that FRS is a legacy that the new Telengana inherited and therefore the government would continue to support it lest it creates problems for the students. But it was not without the attendant consternation: "The 370 Engineering Colleges in Telengana produce 1.40 lakh engineers and the colleges of Education (B.Ed) produce 42000 teachers how can/where will they get jobs" (The New Indian Express, July 05, 2017).

The Telengana CM was forthright in encountering the quality decline in engineering education by pointing out that many of the private engineering colleges were running only for the fee reimbursement schemes. He said that many of these colleges recruit agents to get students, lack basic facilities, qualified trainers, most of the colleges do not pay prescribed salaries to qualified teaching and non-teaching staff. These colleges were thriving only on the FRS "which is one of the biggest scandals in AP".

The Telengana CM's take on FRS is very revealing. According to him, "the FRS is a huge scandal. This was intended only to benefit colleges as money was directly paid to professional colleges. A huge sum of Rs. 9300 crore to Rs.10,000s was spent every year and nearly 75% of this percent of this money was going to private colleges. Now in Telengana this burden would be Rs. 4300 crore per annum. The FRS if it has to be continued would cost around Rs. 4000 crore - why should government of Telengana meet the FRS cost of students of AP? Government of Telengana is prepared to meet the FRS cost of students of Telengana even if they are studying in AP colleges" (The New Indian Express, July 5, 2017).

This disinclination to continue the scheme after bifurcation was already in the offing even in 2014, just after bifurcation - the biggest question was whether students from Seemandhra studying in professional education institutions in Telengana will get the reimbursement benefit and vice-versa (Reddy, 2014).

The end of FRS and Introduction of FAST: Describing it as a 'big scam' the Telengana Government scrapped the scheme with the Telengana CM K. Chandrasekhara Rao saying that many of the colleges and students exist on paper to claim the money. He instead introduced a new scheme calling Financial Assistance to Students of Telengana (FAST) and made it clear that the government will not pay the fee of students of other states (read Andhra Pradesh) studying in Hyderabad or other places in Telengana state. "We will pay for our children, you pay yours" is KCR's argument to Chandrababu Naidu's offer to bear 50 per cent of the fee. But the Telengana Government made it clear that it will not bear the tuition

fee arrears of Andhra Pradesh students who took admission in various private professional institutions in Telegana. The arrears in respect of AP students are estimated to be Rs. 1800 crores (First post, August 10 2014).

Seeking Judicial Help: The Telengana Government filed a petition in Supreme Court early in 2017, seeking time till October to complete the counseling, saying it lacked the staff to verify the antecedents of students. Supreme Court ruled that that engineering admissions should be completed by August 31, as per the original schedule. But Telengana state defied the APSCHE's notification on July 30 for admissions, saying that its jurisdiction was Seemandhra and Telengana State will wait for the Supreme Court's pronounces its verdict on their petition. The FRS for non-Telengana students in Telengana seems to be a closed chapter.

CONCLUSION

It can thus be seen that AP as HR hub and an international destination for professional education and Hyderabad as an international IT hub was a legacy YSR inherited from his predecessors. This pervasive social aspiration of a software engineer in every Andhra's household, as the most prized identity as the objective remained intact in the FRS, but the strategy was by widening the social base of those pursuing professional education. FRS thereby aimed to widen the social base of this transformation of AP to lend it greater inclusion and equity. However, the scheme has resulted in several unintended outcomes raising several doubts and financial feasibility. This indicates that there is a need for a well thought out long term vision and a clearly layout plan of implementation. Absence of such a meticulous planning and implementation may lead to declining quality and enrolment, as happened in AP.

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TEACHING AND LEARNING IN HIGHER EDUCATION: REVISITING SOCRATIC IDEA OF TEACHER[1]

SUDHANSHU BHUSHAN*

In future it is Socrates style of teaching that will enhance the role and confidence of teachers and in turn the quality of higher education. There is a need to change the discourse in favour of this approach while we deal with technological imperatives

THE AGENDA

Today the international agenda of education reform centers on the academic calling for the restructuring of teaching learning process. An essential component of the restructuring is the advocacy for the use of technology in the process of teaching and learning. The advocacy also derives its strength from new researches in psychology of learning and its philosophical standpoint that learner's experience needs to be taken into account in reaping the potentials out of the learners. The restructuring is thus meant to improve the efficiency of the teachers through ICT and is aimed at satisfying the learners with improved experiences and outcomes of learning[2]. (Heather Fry, et al 2009) The restructuring of teaching learning process has thus two important components reinforcing each other. The first component may be put under the technological rationality argument. The second component falls under learner centeredness and rationale is derived from the fact that the purpose of teaching is to improve the benefits to the learners[3].

The basic assumptions in the technology and learner centered approaches to the restructuring of the teaching learning process and the implications need to be understood in terms of the role

Education reform agenda respecting teaching learning process may fundamentally shift the conceptualization of a teacher as understood in the historical evolution of university supporting the process of modernization, democratization and the nation building.

of a teacher in the higher education. Recent literature and research has seen the resurgence of methods wars - direct (traditional) methods of teaching to constructivist methods. There has been a move towards scientific methods of teaching. (Shulman, 1986) A teacher is supposed to know the different styles and methods of learning in order to make teaching effective and this adds to the responsibility of a teacher. In policy terms, the teaching learning centers ought to orient teachers to various models of teaching based on learning theories.

THE SHIFT IN CONCEPT OF TEACHER

Education reform agenda respecting teaching learning process may fundamentally shift the conceptualization of a teacher as understood in the historical evolution of university supporting the process of modernization, democratization and the nation building. Historical evolution of university testifies that whenever freedom to the community of teachers was respected by the state the society and the nation advanced in the progress of knowledge through a critical inquiry. If the critical inquiry is challenged and the freedom of a teacher is undermined, reform process can never be progressive. It might become retrogressive and lead to domination and disintegration as questioning under the environment of freedom becomes questioned.

POSSIBLE FALL OUT OF TECHNOLOGICAL RATIONALITY

The challenge to the education reform process, therefore, lies in the fact that in conceptualizing the role of a teacher he/she should not fall prey to the technological domination. ICT is a boon in terms of information, speed and connectivity. However, technology can also be an instrument of control and sub-ordination. The freedom and empowerment of teachers to use the technology for critical inquiry, knowledge generation and nation building must be ensured. There remains a danger that technology may become the instrument for measuring efficiency, ensuring accountability and enforcing the authority of state and finally increasing surveillance.

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[1] The paper was presented at international seminar at NUEPA on "Teaching-Learning and New Technologies in Higher Education" during 25-26 February 2016.

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[2] Heather Fry et al. (2009) advocates the case of effective teaching "to be predicated on an understanding of how students learn" (p. 3).

[3] Indeed maximizing learning outcome through improved academic practices and quality assurance mechanisms were targeted in education reform practices. However, from the point of view faculty the second order functions such as documenting and accounting for professional activity dominate the first order functions such as developing innovative academic programmes and working directly with students. (See Power, 1999).

Restricting the space for the freedom of teachers and motivating teachers towards critical enquiry may not take place in the name of technological rationality.

The challenge to the education reform process also arises from shifting the emphasis from teaching to learning. For some it may remain a subtle and minor difference between teacher and learner centered approaches in higher education. However, the difference may be substantial if the underlying assumptions are deeply understood. Former refers to the teaching learning process where teachers and students are partners in the critical inquiry and, therefore, free. Sometimes students attaining maturity may by questioning the teacher build new foundations of knowledge. However, the process of critical inquiry is always initiated by the teacher by putting the question before students in a series of lectures designed under a given curricular structure. In the case of latter, learner centered approach, that freedom of a teacher to initiate the enquiry is lost. Teacher has to consider the learners' interests and motivation to learn. Teacher has to design curricula in terms of interests and motivations of learners. Teacher has to facilitate conditions then to optimize the learning. The active agency of the teacher is lost. The learner acquires importance instead[4]. (Naidoo, et al. 2011) It is the latter approach that has given rise to the discourse on employability. Thus the shift amounts to a fundamental restructuring in higher education system itself, not only in teaching learning process with respect to the role of a teacher but also the purpose, instrumental role, financing and governance. It has much wider implications that need to be understood. (Chenny et al.[5]) In the context of South Africa the shift has brought curriculum changes following from two discourse: a credit-accumulation-and-transfer discourse and a disciplinary discourse. (Paula Ensor, 2004).

Plato in the Apology refers to Socrates' statement "I am that gadfly which God has given the state and all day long and in all places am always fastening upon you, arousing and persuading and reproaching you. …I dare say that you may feel irritated at being suddenly awakened when you are caught napping"

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[4] *Learner centered approaches to learning promotes consumerism in the sector. NAIDOOO, et.al., 2011, note that "consumerism also promotes passive learning, threatens academic standards and entrenches academic privilege." (p. 1142)*

[5] *Cheney et al (1997) in the context of North America notes that treating students as consumers distorts pedagogical processes as satisfaction of wants with educational outcomes assumes centre stage. On the issue of financing and governance technology and learner centeredness has given rise to neo-managerialism questioning efficiency of the government managed higher education. (Dill, 1997; Deem, 2001)*

SOCRATES- A CONCEPT TEACHER

It is against this backgound that I propose to discuss the importance of Greek Philosopher, Socrates in terms of understanding education and the role of a teacher in modern education institutions[6]. The education reform process dominated by technological rationality and learner centered approaches has shifted attention from the role of teacher to learner. However, in Socrates' education the active agency of a teacher comes into prominence. Teachers' role is not only limited to teaching learning process where a teacher is supposed to review knowledge gained by the learner through questioning method. It goes much beyond to develop the critical role of teachers in higher education institutions and also guide the state through constantly stirring the minds of policy makers.

I intend to review the few characteristics of Socrates' education, the challenging role of teachers in Socrates' education. An important role of teachers is to expose the fallacies in the arguments made by students, teachers themselves and the bureaucrats and policy makers. Three immediate challenges to Socratic reasons are pointed out and the paper concludes with some implicit assumption of teaching within the framework of Socratic education.

TEACHER IN SOCRATES' EDUCATION

Socrates' Education: In the defense speech Socrates, replying to the charges leveled against him by the accusers, compares himself to a gadfly constantly awakening the people. Plato in the Apology refers to Socrates' statement "I am that gadfly which God has given the state and all day long and in all places am always fastening upon you, arousing and persuading and reproaching you. …I dare say that you may feel irritated at being suddenly awakened when you are caught napping" (Plato, Apology). Socrates' education stands for questioning the tradition that causes injustice and the main weapon to fight such injustice is the rational argument and evidence. Socrates claims that it is his duties to cross examine the pretenders whether he is a politician or a poet of great fame to the issues surrounding wisdom. He is ready to accept the charge of corrupting the youth if by corruption the accusers mean raising the awareness about morality through rational argument.

After the jury finds Socrates guilty of the charge of corrupting the youth for questioning the tradition, in his

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[6] *The exposition of liberal education in the 20th century higher education institutions, whose roots can be traced to Socrates, may be found in Karl Jaspers, 1960.*

proposal for sentence Socrates notes "the greatest good of man is daily to converse about virtue, and all that concerning which you hear me examining myself and others, and that the life which is unexamined is not worth living." (Plato Apology) Socrates underscores the importance of examining oneself in the search for objective knowledge. But he equally emphasizes examining others - those living nearby or distant location. No individual should escape the sensibility of the circumstances in which others live. Socrates' education stands for the well being of humanity.

The jury finally condemns Socrates to Death and Socrates makes a comment on his sentence. He speaks "I shall be able to continue my search into true and false knowledge; as in this world, so also in that; I shall find out who is wise, and who pretends to be wise, and is not. What would not a man give, O judges, to be able to examine the leader of the great Trojan expedition; or Odysseus or Sisyphus, or numberless others, men and women too! What infinite delight would there be in conversing with them and asking them questions! " (Plato, Apology) Socrates' education thus stands for questioning and finding out the truth constantly without fear.

LIBERAL EDUCATION AND SOCRATES EDUCATION

The lifelong commitment of Socrates was in favour of reason, leading examined life of self and others and the search for wisdom. The modern idea of liberal education can very well be traced in Socrates' education. Martha Nussbaum notes "Liberal education in our colleges and universities is, and should be Socratic, committed to the activation of each student's independent mind and to the production of a community that can genuinely reason together about a problem not simply trade claims and counterclaims" (Nussabaum, p. 19). Socrates' education stands for reflective capacity, challenging the sluggishness of rulers and advocating the culture committed to justice, above all becoming a truly democratic citizen. Such aims of liberal education are the aims of all universities and colleges while imparting education. Martha Nussbaum makes five claims about Socratic education. Socratic education is for every human being, Socratic education should be suited to the pupil's circumstances and context, Socratic education should be pluralistic, that is, concerned with a variety of different norms and traditions, books do not become authorities and development of logical faculty and examination of beliefs. (op. cit. pp. 30-41)

MARTHA NUSSBAUM ON SOCRATES' EDUCATION

The five claims of Socrates' education made by Martha Nussbaum acquires great relevance today for an Indian democracy where active citizenry can create grounds for the success of democracy. Active citizenry can be built where portals of higher education are open to everyone and attempts are made to increase participation through a genuine inclusive policy framework. Liberal education should be promoted to address practical questions that particular circumstances and context demands. For example, curricula must show the sensitivity to understand the difficult circumstances of minorities, displaced, disabled and marginalized etc. Active citizenry demands that. Any attempt to marginalize the voices of those and force a universal prescription will turn out to be antidemocratic. Let plural voices flourish in university and colleges. Different norms, habits and cultures need to be tolerated. An important aspect of educational campus is an environment where discourse outside the classrooms are alive. Classroom based on fixed academic curricula that gives prominence to books may prepare students with bookish knowledge, unable to face the reality that may diverge from bookish assumptions taught in the theory class. The education can become total only if it promotes reason to face a situation that is open and unstructured.

CHALLENGING ROLE OF TEACHERS IN SOCRATES' EDUCATION

Socrates' education is thus challenging. The challenge is all the more great as mass education brings with it diverse group of students with a variety of different traditions and confronting them with reason and emancipating students from the bias is not easy. The role of a teacher in higher education institutions is like Socrates' gadfly to constantly stir the mind of students and challenge the tradition. Teachers need to enthuse the young minds and prepare themselves to pursue the truth and objectivity. Socratic education does not allow students to be passive learners and suffer from sluggishness. The role of the teacher is to create a conversation for logical search of truth.

The role of a teacher in Socrates' education is understood by Socrates in terms of the differentiation between 'learning' and 'knowing'. This is explained in Euthydemus authored by Plato. Socrates is the narrator and scene is the one in which two wise men Euthedemus and Dionysodorus - the Sophists - migrated from Chios to the region where Socrates was living. Socrates explains Crito that these two excellent warriors (pancratiast) can refute any proposition whether true or false. He narrates one such instance to Crito. The first question asked by Euthydemus was: Who is a wise man? A learner or the one who is ignorant? Cleinias answered that those who learn are the wise men. Upon hearing this answer from Cleinias, the Sophist, Euthydemus said that while "you were learners you did not as yet know the things which you were learning?" So long as learning is not complete, you are ignorant of the things yet to be learned. So how can a learner be a

wise man? This contradicts Cleinias' answer that learner is a wise man. Hence the proposition (answer) is refuted. It is ignorant (unlearned), therefore, who learn and not the wise man, second answer, contradicting the first answer of Crito that learner is the wise man.

There is a further twist in the argument when Dionysodorus further charged Cleinias and said "when the grammar master dictated anything to you, were they the wise boys or the unlearned who learned the dictation?" The grammar master was the wise was the reply by Cleinias. This further contradicted the second answer given by Cleinias that wise boys are the unlearned who learned the dictation. The puzzle remained: Do those who learn, learn what they know, or what they do not know?

Fallacy in the argument is then exposed by Socrates. He clarifies to the audience that " The two foreign gentlemen, perceiving that you did not know, wanted to explain to you that the word "to learn" has two meanings, and is used, first, in the sense of acquiring knowledge of some matter of which you previously have no knowledge, and also, when you have the knowledge, in the sense of reviewing this matter, whether something done or spoken by the light of this newly-acquired knowledge; the latter is generally called "knowing" rather than "learning," but the word "learning" is also used; and you did not see, as they explained to you, that the term is employed of two opposite sorts of men, of those who know, and of those who do not know. There was a similar trick in the second question, when they asked you whether men learn what they know or what they do not know. These parts of learning are not serious, and therefore I say that the gentlemen are not serious, but are only playing with you." (Plato, Euthydemus).

REVIEW THE KNOWLEDGE

The central point that comes out of the above explanation of Socrates is that learning is not necessarily something that adds to the stock of knowledge by knowing which was unlearnt so far. Learning is knowing something which you already know. In this latter sense knowledge is further review of knowledge, all that you know. Review of knowledge is the deeper meaning of knowledge and it is the prime task of a teacher in Socrates' education to critically assess the knowledge. The agency of a teacher acquires importance in the process of critical scrutiny of knowledge. In the liberal education imparted to the students in universities and colleges today the agency of teacher in the critical assessment of knowledge cannot be denied. Socratic education does not permit rote memory where a learner is learning in the first sense of knowing what he was not knowing. An examination system that tests simply the quantum of knowledge and students' capacity to memorize the quantum is against Socrates' education. Socrates' education demands

students to acquire the capacity to review knowledge, put the knowledge to the test of theoretical consistency or practical questions.

KNOWLEDGE THAT CAN DO GOOD TO FELLOW BEING

Knowledge by itself is of no use unless one understands the way to make use of knowledge. Plato in Euthydemus makes Socrates to say that knowledge which does good to the people should be acquired. Socrates' argument was that a knowledge of the treasure, or of money making, or of medicine, or of any art or knowledge which was able to make man immortal may be useless, unless we learn the way to make use of that knowledge. So, he said knowledge of virtue and wisdom is the supreme knowledge that tells us the way to make use of all knowledge. Socrates thus said "the knowledge which we want is one that uses as well as makes?" (Plato, Euthydemus) In the context of the two Sophists, he says that the art of making speeches is not sufficient. What is really necessary is that the art of making speeches can be made use of in doing good. Only then the art of making speech qualifies to become supreme knowledge.

Socratic teacher is a Socratic wise man in the sense of not simply imparting knowledge, reviewing knowledge. Teacher can be a wise man only if he imparts knowledge which can do good to fellow human being. It means that knowledge which makes knowledge useful in the sense of doing good to others is the supreme knowledge. A teacher must possess that knowledge. Socratic teacher is not a professor who imparts all sorts of knowledge. Socratic teacher is one who has compassion, values diversity and stands for human values.

Socrates' concept of a teacher is needed in our universities and colleges. A teacher should teach students in the sense of learning. The teacher should provide information of all sorts in specific disciple. The information should make students sensitive to the issues under consideration. Socratic teacher should then create argument to review the knowledge. This is where students should develop questioning capacity. Finally all Socratic teacher must teach that supreme knowledge that makes knowledge useful. In other words, the knowledge that makes good human being, what Socrates calls, wisdom, should be developed.

Martha Nussbaum argues in favour of Socrates in modern curriculum. She writes "The most important ingredient of a Socratic classroom is obviously the instructor. No curricular formula will take the place of provocative and perceptive teaching that arouses the mind. And a dedicated instructor can enliven the thinking of students in almost any curricular setting." (op. cit. p. 41) Whether it be humanities, social sciences and pure sciences all undergraduate programme must have a

component of Socrates' education that develops critical inquiry, concerns of life and society. It implies that every teacher needs to be exposed to the Socratic education in the capacity building programme. They must develop the specialization of argument that exposes fallacy and distinguishes truth and false in the argument.

ROLE OF A TEACHER, EXPOSING FALLACIES IN THE ARGUMENT

Socrates as a teacher had a mission in life to meet people and expose the fallacies in the argument that are the bases of prejudices and sometimes arrogance of being a person of name and fame. If a teacher in higher education institutions has to emulate him it is essential to understand the role of teacher to expose fallacies in the argument. Higher education campuses are full of debates based on fallacious arguments. It is the purpose of Socrates' education to expose the fallacies in the arguments in the higher education institutions to save the institutions from exchanging claims and counterclaims. It is again the responsibility of Socratic teacher to expose such fallacies prevalent in the minds of teachers, students and administrators so that campuses are free of rumours, biases and even political interventions from outside. Examples of such fallacious arguments are not uncommon that overshadow the minds of state authorities.

LOGICAL FALLACY OF RANKING OF UNIVERSITIES

For example, it is observed that high quality universities are high world ranking. (A, high quality, implies B, high ranking.) From this argument it is inferred that Indian universities are of low quality as they do not figure in top 100 world ranked universities. The inference about Indian universities is fallacious on the ground that quality cannot be understood only in terms ranking criteria. Any criteria, other than ranking may disapprove the conclusion. Another logical fallacy is that A implies B does not mean that B implies A is also true. That is to say, high ranking, B, implies high quality, A is a fallacy. However, it is inferred that Indian universities must strive to reach among the top 100 world universities in order to achieve the quality of higher education institutions. The fallacy lies in the reversal of the statement. Quality depends on ranking and, therefore, if ranking of Indian universities can be improved, quality would increase. Fallacious argument, as noted above, bypasses the whole question of quality that is influenced by teachers and their competency, commitment, professional training, incentives system, working environment and facilities, research capacity and its development. State authorities have directed to develop the criteria of ranking of colleges and universities to improve quality based on such fallacy. Teachers in Indian universities and colleges hardly rally around exposing such fallacies. Fallacious arguments rule and, in fact,

the highest office of the government make repeated claims. Socrates said he was like a gadfly constantly stirring the state authorities by exposing such fallacies among the public. Is it not the responsibility of teaching community to protect higher education institutions against such fallacious arguments that become the basis for policy? Numerous other examples can be given where such fallacious arguments are made.

LOGICAL FALLACY OF OPINION OF LARGE NUMBER

The example of another fallacious argument may be given to support the proposition that fallacy in argument is so common in the field of education. It is generally said that decision based on comprehensive feedbacks is a sound decision (rule). Education policy is based on feedbacks from all institutions and from all village communities (premise). Therefore, education policy is sound (conclusion). However, the soundness of education policy may not be achieved as the premise or rule may not be valid. The premise in this example depends on the fact that whether feedbacks were received. Which feedbacks were incorporated and which were not? How policy statements were worded while claiming that feedbacks were incorporated and so on. Most importantly how from a resource of one thousand pages the twenty page policy statement evolved? A premise that looks so simple may not be that simple. Hence it is likely that comprehensive feedbacks guiding policy may just be an eyewash. Exposing such policy is necessary to falsify the claim that policy follows from a bottom up approach and has the mandate of all stakeholders. It is quite likely that even after following all such processes the final policy statement may not be objective and free from prejuidices.

I will refrain from giving further examples at the moment. The point to note is that Socrates' education not only demands teachers to expose the personal biases of the students through a process of argumentation and prepare them to be a citizen of global community who rely on reason and expose such biases wherever prevalent. It is also the responsibility of teachers to expose the fallacy in the argument put forward by bureaucrats and administrators and the state authorities. This latter function is no less important today when higher education campuses are under the strict control and manipulation by external agencies.

THREE CHALLENGES OF SOCRATIC REASON IN UNIVERSITY CAMPUSES

Power of reason, however, faces three tough challenges in educational institutions. The first arises out of the diversity of student population particularly when democratic process challenges the domination of elite and entry of diverse student communities takes place in the institutions of higher education. The monologue of teacher with the heterogeneous group of students can in

this situation be no longer sustained. Teachers need to understand the diverse backgrounds of students, educational experiences in the past, the level of their cognitive abilities and their expectations. The fundamental task of the teacher is (i) to create a process of learning where something which is unlearnt is learnt by the students. This broadens the information base. Empirical understanding will be the basis of broadening the information base. For example, a class on poverty by an Economics teacher should expose students of the poverty in different class, communities, regions etc. This process increases curiosity and imaginativeness. Students come to know different layers of information which was so far unknown. (ii) to review the information received to deepen knowledge. The second process is more argumentative. For example, argument may be set up where the method of measuring the poverty may be questioned. Factors affecting poverty through hypotheses resulting from certain theoretical framework may be reviewed. Some hypotheses and methods to accept or to reject the hypothesis may be reviewed and fallacy, if any, may be exposed. The process of knowing, the second stage, should expose students to remain confined to the arguments and free them from any personal biases that diverse backgrounds may cause.

In universities lecturing and tutoring needs to be differentiated. While the purpose of lecturing is to provide information and raise the curiosity of students, tutorial classes may build on that information. Whatever be the method in the tutorial, presentation of paper by students in which he poses the question, presents views of authors, underlines the assumptions and questions them, the objective of tutorials should be to develop the capacity among students to pose right questions and argue with logical rigour. The technology may be creatively used in the lecturing at the level of information gathering. The creation of rational capacity among the learners may take place in the tutorials. At the second stage teachers and students learn, in the sense of reviewing knowledge, collaboratively. Teachers should remain learner centred. The learner centeredness implies that teachers should satisfy the curiosity and questions raised by students. Teaching should not, however, be carried away by the choices and preferences of students.

It should, however, be clear that above rules may apply to the general teachers. There may be teachers of exceptional merit who may incite the minds of students during lecturing alone and student may be provoked to review the knowledge by himself. Such gifted teachers may not be restrained by any curricular design. Teachers of exceptional merit and gift are of great value and any university system must retain them as long as they want to contribute in reviewing the knowledge.

The second challenge relates to the fact that teachers are heterogeneous groups. They have interests that mutually contradict each other and it is quite possible that teachers may not form that organic community whose aim should be to become Socratic teacher and pursue Socrates' education. Teachers themselves may suffer from the hunger for power, suffer from self interest and promotion and may align with some power and interest group. They will then suffer from biases and lack objective reason. However, such teachers need to be exposed in Socratic way through power of argumentation and questioning, exposing all fallacies committed by teachers who suffer from personal interests and argue fallaciously. The power of argument may negate the argument that is weak and expose teachers carrying such arguments. This may alienate those teachers who try to dominate by making bad alliances. The community of Socratic teachers will gather strength. As they gather strength the blacksheep among teachers will be exposed[7]. That is how the organic strength of Socratic teachers can be increased.

The third challenge emanates from the authority of state. State is not divine. It consists of a complex interplay of power, ideology and interest groups. Hence power of reason has to expose biases resulting from such groups. As state and its agency allows institutions to be established and grants funding and owns them it controls institutions of higher learning in critical ways. It mandates institutions to follow policies. Under the force of power it has the capacity to influence the administrators and teachers of the university. There are fallacious arguments that may be given by the state authorities to intervene. Government may sometimes be erratic and in haste perceiving the danger of insecurity of the tenure. Under such circumstance the fallacious arguments may be rather activated to prove the impartiality and objectivity. I consider the role of teachers under Socrates' education is also to demonstrate time and again the fallacies in the arguments advanced by the state. Thus the responsibilities of teacher also extend outside the campuses of universities - against all threats originating from outside.

ON CERTAIN ATTRIBUTES OF SOCRATIC TEACHERS AND TEACHING

Corresponding to the three challenges noted above Socratic teacher must be sensitive to the diversity of students population in the campuses of higher education institutions. Being sensitive means a Socratic teacher must make attempts to be aware of the past circumstances of the students and help them shape the future plan. Socratic teacher should build a large

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[7] *Socrates as a great teacher of his own time was known to expose the Sophists for fallacy in the logical arguments presented by them and convincing the audience not to take their seemingly convincing arguments seriously.*

community of their own for it is necessary to have a critical mass to promote Socrates' education. The teaching community is heterogeneous. Their personal interests and preferences be examined. Reason should be the basis of surrendering biases and preferences. Decision making bodies of teachers should accommodate plural voices. Thus differences among teachers due to subjective preferences be minimized and rational differences of opinions be accepted. The third and important attribute of Socratic teachers should be to protect the higher education institutions from external intervention that disrupts the Socratic view of education based on reason. Externally driven policy should be in accordance with plurality, unrestrained freedom to argue and it should accept cultural differences. The basis of argument, as noted above, should be to expose fallacies in the argument. Socratic teacher should impart teaching in the sense of broadening the horizons of new areas of knowledge. But the knowledge gained needs to be reviewed for a deeper understanding. What is of significance is that Socratic teacher must make students aware of the use of knowledge. Use of knowledge such that humanity benefits must be cornerstone of Socrates' education.

CONCLUSION

The technology focussed and learner centred arguments negates the active agency of teachers and takes away the freedom of the agency of teachers. It creates new ways of control through technology and market. The idea of Socrates' education and Socratic teacher was invoked to understand the active agency of teachers. Technology may have a role in teaching learning which is limited to accessing information. The larger meaning of knowledge in the sense of reviewing the knowledge through questioning can be accomplished by teachers who engages students in the argument. The teaching learning process is dialogical. It is out of the dialogical encounter that the objective knowledge emerges. Dialogical, however, should not be understood in literal terms. Teachers, stirring the minds of students, constantly provoking them and in this process testing knowledge through arguments and emancipating the minds of certain biases, are Socratic. Any education reform process that marginalizes the agency of teacher in the name of technological rationality needs to be questioned and the

present paper through revisiting Socrates has attempted to bring to the fore the active agency of teachers in higher education institutions that goes beyond the formal teaching learning process.

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committee report emphasis has been restructuring and constituting the National Commission on Higher Education and Research by subsuming UGC, AICTE and all other bodies under one commission. One thing common among all the committees is making a single body of higher education instead of several bodies. Another point that emerges is that the concern is more about regulation and management rather than what is stated in the constitution of India -

maintenance and coordination of standards in higher education. Flow of funds to higher education is accepted by all the bodies, yet it seems to have been delinked from maintenance and coordination of standards.

It is reported in newspapers that a draft for restructuring /replacing UGC and AICTE is getting ready after the PM Chaired the meeting on this subject. The name suggested in the press reports is: Higher Education Empowerment and

Regulation Authority - HEERA. The name is very attractive and we hope the proposed structure - function will incorporate the basic principles of maintenance and coordination of Standard in higher education as envisaged in the Constitution of India.

It may be pertinent to recapitulate here what has happened in the past on this well laid -down principle in the Constitution of India, as the responsibility of the central government and action taken to implement the concept of maintenance and coordination standards in higher education. The following section attempts to highlight the same.

The UGC- for maintenance and coordination of standards in Higher Education.

In accordance with the provision of the Constitution and recommendation made by University Education Commission headed by Dr. Sarvapalli Radhakrishnan, University Grants Commission was set up in 1953 and UGC Act was passed by the Parliament in 1956. Since then this body has been working for maintenance and coordination of standard in higher education through three major initiatives namely, (I) supporting infrastructure, teaching and research facilities development- this is done through various schemes of development of infrastructure, laboratories, computer centre, libraries and hostel and residential facilities specifically for women students and so on; (ii) Human Resource Development and Retention- this is done through specifying standards for recruitment and remuneration to faculty members, supporting professional staff development programme and promoting seminar, workshops and international exchange programmes , research fellowship and research funding through minor, major, research projects and centres of advanced studies; (iii) Providing academic inputs for curricular reforms, examination reforms and setting up standards through several guidelines as also measures of standards in the form of regulation for setting up new institutions of higher education in the country. The Act had provision of inspection of the universities, but it was not used as the philosophy and approach was to respect autonomy of the universities. For carrying out these functions a structure was created in the form of 12 Member Commission with almost all academic persons but for two ex-officio members namely, Secretary in MHRD and Expenditure Secretary from Ministry of Finance. For carrying secretarial function, it had a Secretary - some time from academic bodies and some time from civil services Bureaus are headed by Joint / Additional Secretary mostly coming from academics and also from administration. Funds were demanded by the commission through five year plan development. It did it so through 12 Five Year Plans ending 2017. With the end of planning process and change of Planning Commission to NITI Aayog, the plan process of development of higher education seems to have ceased. The structure- function of UGC was such that all decisions taken by the Commission were final. UGC negotiated for the funds with the Planning Commission on the basis of plan document (prepared by expert peer group

in consultation with universities and colleges) and funds were routed through MHRD. Focus and time spent by the UGC on promotional funding accounted for major part of time spent by staff and Commission as also academic faculty invited in the various committees. Regulatory part of work accounted for very less time of academic faculty and the Commission, staff and bureau heads. This also holds true for the Regional offices of UGC dealing with development of Colleges in the region.

The UGC dealt with all streams of higher education till 1986. Technical Education at pre- university level was coordinated by Ministry of Education since 1945 until a new All India Council for Technical Education Act, 1987 was passed in the parliament to coordinate the technical education. After some years, another Act pertaining to Teacher Education was Passed by the Parliament and National Council for Teacher Education (NCTE) Act, 1993. NCTE was set up to coordinate the teacher education. Several professional education bodies were set up at different points of time. Presently we have 13 bodies dealing with higher Education. How the role of these bodies are likely to be combined in function and structure model and the proposed concept of empowerment will be only known after the draft of HEERA is made public. Those in higher education really want to know is: how developmental funding for empowerment will take place? This question assumes greater importance owing to absence of planned process of development or a long term vision for development of higher education. What would be a corresponding well developed structure-function synergetic model to efficiently implement vision and action plan? Another issue is: what happens in the interim period till HEERA comes to full swing? All these aspects need to be addressed.

THE CHALLENGES

We presently have 270 Self- Financing Private Universities and 336 State Universities and about 46 Central Universities and 90 Deemed to be Universities. There are about 46,000 UG and PG college. They are providing education to nearly 1.34 crores students. Any system of empowerment and regulation has to ensure that support is provided to both public and private sector for maintenance and coordination of standards in higher education. We also have a challenge of educationally responding to growing population in the eligible age group for higher education. Another challenge is emerging ,that is, fourth industrial revolution of Artificial Intelligence and machine learning, where seven skill set, namely, Complex Problem Solving, Critical Thinking, Creativity, People Management, coordination with others, Emotional Intelligence, Judgement and Decision Making, Service Orientation, Negotiation and Cognitive Flexibility, as identified by World Economic Forum are likely to become corner stone of higher education. HEERA drafting committee has a very daunting task in its hand. In any case, the draft of HEERA should be placed before the institutions of higher education, so as to enable them to understand and reflect on it, before it is put into action.

1942 - 2017 : QUIT INDIA MOVEMENT AND JOURNEY OF A NATION STATE: BHARAT - INDIA

GD Sharma*

The author walks through memory lane and makes observations about achievements of India on identified goal posts since independence

THE LEADER

The leader of Quit India Movement-Mahatma Gandhi had overcome fear during his stay in South Africa. He experienced humiliation and harm the British rulers could cause to public at large for their colonial interest. He also experienced the impact of philosophical and religious make up of people of Britain. In South Africa, he learnt and experienced what makes people to come together for a cause. He also clearly grasped what is in larger interest of India. Gandhi had a vision to shape future of India- free from poverty, power concentration, money concentration, social fragmentation and finally he wished to awaken the wisdom within to serve interests of oneself and of all. As an intellectual his understanding and visionary capabilities were beyond imagination of many. His persona, therefore, attracted all those who meant good for people of Bharat. In South Africa, his focus was freedom for respectable status as citizen of British Empire without any discrimination.

Gandhi had a vision to shape future of India- free from poverty, power concentration, money concentration, social fragmentation and finally he wished to awaken the wisdom within to serve interests of oneself and of all.

THE JOURNEY

His journey of freedom struggle in India had an added feature of freedom from rampant economic exploitation of resources of India, poverty and torture of its people along with freedom to have "Self Rule". Mumbai's Gwalia Tank now known as August Kranti Maidan from where the Quit India movement was launched. It was a hub of activities of freedom struggle. Many had joined him after his successful economic fight with British government for the people of Champaran. It was an economic fight to make rulers to understand the plight of people. There were groups of people who were only thinking in terms of Self Rule and raising protest and participating in freedom struggle for narrow sectional interest or "Self Rule". But Gandhi had a larger vision of freedom. His vision included

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the freedom from poverty, freedom from social fragmentation caused by religion and within a religion by the cult of un touchability of people from certain sections of society. He focused on economic empowerment of people from below. His vision was decentralized process of development- Gram Swaraj. Concentration of wealth in the hand of few hands was viewed by him undesirable. Hence, he asked rich people to think that they are the trusty of that concentrated wealth with them rather than owner of that wealth. His understanding was much deeper about generation of wealth and possession of wealth. This vision influenced many in the country to participate in Quit India Moverment launched on 9th August, 1942. This author was also born in June, 1942 and therefore considers as one of the children of Quit India Movement.

This vision of forcing British Rulers to Quit India was attempted to be imprisoned by putting those holding this vision in the Jails It was vision and idea of a new concept of freedom from British Rule. This made British to shudder. They resorted to reactionary strategy of quelling the voice and disrupting the vision by arresting leaders of the movement. British hoped that this will change their vision and course of their future action. Gandhi had already experienced the strategic manoeuvring of British rulers; he neither changed his vision nor changed his strategy. He kept them guessing about his future course of action. Quit India Movement was not a movement of a few leaders, it had already become a peoples' movement. Hence jailing the leaders of movement did not really hurt the movement. On the contrary it added fervour to people's movement, even though some of the parties pursuing sectional interests had reservations and difference of views from that of Gandhi.

Usha Ben Mehta then running underground radio in Bombay was an active participants of this movement. She used to broadcast from underground radio station in Bombay. Usha Ben Mehta, I had the privilege to interact with her, was very frail by physical structure, but very strong by will and intellect. She taught Political Science to students of Bombay University until late eighties and inspired many students and faculty members. Many

academics participated in the movement through their intellectual contribution and shared vision of Mahatma Gandhi. The Journey from 1942- 1947 was full of fervour, enthusiasm, will to sacrifice for the nation, will to work selflessly for the removal of poverty, freedom from cult of un-touchableness, freedom from concentration of economic wealth in the hand of a few people. Vnoba Bhave following the vision of Gandhi, devoted his life to the the cause of de-concentration and redistribution of land through a voluntary action- Bhoodan Movement

THE PAINFUL OUTCOME AND TWO NATION THEORY

However, freedom was not free from problems seeded during the British Rule. It was divide and rule policy of British created abyss between Muslims and Hindus. British Rulers subtly and finally pushed it to culminate into "Two Nation Theory". This was a theory attempted to apply after Second World War. It divided Germany into East and West Germany, Korea into North and South Korea and so on. The difference was that this division of India was done in peace time, but it resulted into violent outcome during the cross -migration and within the country owing to hatred between Hindu and Muslim Communities fanned by this division. It was a painful political outcome of freedom movement. Division of India was opposed by Mahatma Gandhi, but ignoring him, leaders of Congress Party and Muslim League with subtle manoeuvring by British rulers, got two nation theory accepted by both the parties- represented by Mohmad Ali Jinha and Jawahar Lal Nehru. The price of division - the partisan, was paid by millions of innocent people of both communities. Savour to this situation was the visit and fast by Mahatma Gandhi in Calcutta - Kolkatta and group of his friends and Muslim Leaders like Maulana Azad and others. This division was not one time division, but division was intended for all times and on the basis of community and not on the basis of ideology, as it happened in the case of Germany and Korea. Germany has succeeded to overcome this scar, Korea in the form of South and North is still struggling to unite. Peaceful co-existence let alone unification of India and Pakistan appear to be a forgone dream. The Two Nation Theory has resulted into "Theory of Two Enemy Nations" in the world- one is on ideology basis the other is on religion basis. This one aspect of outcome of freedom movement and freedom of   India - Pakistan is least talked about and all discourses are wrapped up in acrimony and hatred. This Two Nation Theory, has resulted in two wars between India and Pakistan and continuous engagement on one or other front. Global Terrorism and India focused terrorism has been a new addition in this engagement. India had also to fight a war for propagating the theory of peace- the Principles of Panchseel with its neighbour- China.

It may be pertinent to discuss how far since independence Goal Posts of development of independent India have been achieved.

GOAL POSTS

Let us look at Goal Posts of post Independent India. The first Goal Post was settling the migrants from Sindh, Punjab and other parts of erstwhile India - now named as Pakistan whose border were drawn by a committee from erstwhile India into India and Pakistan. The division of erstwhile Bengal into east and west Bengal was also very painful. There are several of such examples. People from Sindh travelled by camel and on foot to Rajasthan - Pugal -Bikaner area and then some settled in Bikaner, some moved to Jodhpur , Ajmer , Jaipur and to Ahmedabad and then to Bombay. People from Sindh and Punjab were very industrious and made their place in India in due course of time. As a young boy I was a witness to this movement of people in Bikaner and their industrious living.

Besides settling the migrants, the Second Goal Post was Integration of Princely states in the Indian nation state. This integration happened without much bloodshed. Yet another challenge was to bring Hyderabad in the Indian nation states. This also happened without much bloodshed. Thanks to Sardar Vallabh Bhai Patel and his associates and assistants, in due course Dutch ruled Goa also became part of India. Part of these two Goal Posts was to ensure peace among two communities. But a great bloodshed happened. The hatred of Hindus towards Muslim was directed towards a person who pleaded for communal harmony, who fought for freedom of India , who consistently and constantly worked for rise of people above hatred based divisive politics seeded by British rulers, who risked his life for peace between these two communities by going to Naokhali - a hatred strife ridden town in west Bengal. Handful of misguided youth namely, Nathuram Godse and his associates Apte and others believed that by eliminating this person they would eliminate the ideology of peace and communal harmony. They conspired and succeeded to kill the man who did great service to mankind of world and not only to India - the Mahatma Gandhi. A voice of peace, an apostle of peace was physically silenced. The world mourned over it. Gandhi got physically eliminated, but his ideology survives till today and may survive for ever. This part of first two Goal Posts - removal of hatred among the Hindu- Muslim Communities is, however, still remains to be achieved.

Third Goal Post was removal of Poverty, This was one of the strong reasons in the mind of Mahatma Gandhi, for which the freedom from British was obtained. Poverty was very deep when Britishers' left India. Colonial rulers had created a system of road, rail to draw raw material resources for their Industrial production, they   forced farmers to change crops to meet their Industrial needs, the case of Indigo -farming in Bihar and there are umpteen

examples of this exploitation. The challenge was to re-organize agriculture, make it free from vagaries of weather by canalizing water resources, redistribution of land , setting up institutional mechanism to ensue progress in removal of poverty and economic strengthening of the nation state. It did succeed in making a major dam project namely, Bhakra Nangal Dam and making water to flow in Punjab and Rajasthan and making electricity available to people. It did set up institutions to plan and develop, namely Planning Commission, Atomic Energy Commission, Space Research Centre, University Grants Commission- to promote and coordinate standards in higher education, institutions such as National Council of Educational Research and Training, several institutes to coordinate the development of professional education, department of Science and Technology. It drew science and technology national policy.

Yet the Roti, Kapda and Makan still remains a major challenge for India. This challenge and economic strengthening of India continued to be met through planned process of development until 1990. The last decade of the 20th Century saw a major shift in approach in India in subtle and surreptitious manner. This was in response to pressure of developed countries to make developing countries to participate in New World Economic Order. This was also in response to the breaking of erstwhile Soviet Union, which had set up an example of planned process of development and challenged USA and European countries under this model on various aspects of technology and economic development.

Globally the period of freedom struggle and independent India till 1980s was marked by cold war between two large nations - USA with free market economy and Soviet Union with state controlled economy. India opted for middle path by allowing democratic processes, property rights and positive state intervention to promote national development with equity and inclusion. On political front it adopted the policy of non-alignment which in fact reflected its ideology of free from capitalism and state controlled economy.

DILUTION OF FOCUS ON POVERTY REMOVAL
Opinions of many political parties within India were also divided between market economy and state supported positive intervention for amelioration of poverty. The added dimension was religious segregation where one party strongly supported a particular religion as against the precept of secularism and socialistic pattern of society. This also gave rise to another community to come out with their religious party. There was further addition of a new dimension -nurtured and strengthened by Dr. B.R. Ambedkar - a key member of the committee for framing the Indian constitution. The segregation was finally made operational in big way, during Janta Party Regime by announcing quota (those other than for SC and ST as

envisaged in the constitution of India for certain period), for OBC as recommended by Mandal Commission. Hence another dimension to Indian political and economic challenge added was Dalits and Backward communities. In fact this challenge in politics existed at the state level even before - Tamil Nadu and Chow Ramaswami's pronouncement in Tamil Nadu are examples. Subsequently it spread in states also with BSP claiming to represent Dalits. Hence economic challenge became two dimensional one is meeting the challenges of general day poverty the other the poverty among SC, ST and OBC defined population through providing reservation in government and semi government establishments and in education. On ideological front policy of positive state intervention for general economic development and responding to issue of Roti, Kapda and Makan got diluted in dealing with these fragmented economic and social demands and it dented concerted attempt to deal with the economic problems through the model of positive state intervention.

New World Economic Order; Liberalization of international trade, loosening the FDI Regime, reducing subsidy became a new approach after 1990s and more vigorously after the signing of World Trade Organization(WTO)agreement by almost 144 countries in 1995. It became operational during the first decade of new millennium. It was stated as a part of Millennium Development Goal. Thus economic Goal Post of "State's positive intervention to remove poverty and strengthening the national economy in India shifted to market forces to take care of economic Goal Post since 2000 to 2014. The shift finally got implemented through dismantling of the institution of planned development - the Planning Commission in 2017. The economic policy of the present government is yet to fully unfold. However, a strong action on the front of financial management and control has been a hallmark of development during the last three years.

THE IMPACT OF SHIFT
India of 2017- the 75th year of Quit India Movement and 70th year of Independence of India, has on one side high rise buildings, choke a block cars on the roads in three metros- Mumbai, Delhi and Kolkata and newly developed IT hub based metros namely Bangalore, Chennai and Hyderabad. These are full of back offices of international corporates -serving interest of those who are sleeping when India is awake and awake when India is sleeping and making India to awake to suit their need, of course with a handsome salary payment to employees to be spent on international products. Thereby re-furbishing developed economies through reverse flow of funds. And now new technology of internet of things- IoT, facilitating movement of people in these metros through aggregation of transport facilities by sitting in US and in Bangalore through well known companies namely, Uber and Ola

and others. We also have temples of modern development largely built and are being built to serve international corporate system, whose control is with great investors like Warren Buffet, Google, Bill Gates-Microsoft, Facebook, YouTube, Twitter all US based. Now enter Wall Mart and other physical aggregators and suppliers of new technology based aggregator and suppliers like Amazon along with Indian corporate like FlipKart, Snapdeal and others with great deal of finances coming from capital rich countries through individual and financial institutions and control exercised by them. There is new development along with this is bunch of cyber expert in financial crimes looting civil people nationally and internationally. Time is coming soon, where there will be more aggregators than producers and suppliers. It is possible that system may be so created that people are forced to produce and supply or lose their basic living conditions. Hence modern developed regions would move to be controlled by financial institutions, where motto is work and serve or lose basic living conditions of life. But, the economic gap between those in rural area and in urban areas, particularly in metros is so high that everyone is enamoured to join this band wagon of developmental model. A large number of states wish to make every citizen trained in English language to have pie in this modern developmental model.

On the other side Bharat of 2017 has a vast majority of people, without proper piped drinking water, proper sanitation, electricity, proper health and education facilities and proper housing and system of water and other resources management to free them from fury of flood and fury of famine. Gap is very vast and the gap is likely to further increase with emerging technology during fourth industrial revolution. So we have two India - popularly known as Bharat, the rural India, and Metro India. Incidentally all intellectuals are also based in metros looking down upon intellectuals of rural Bharat. So Roti, Kapda and Makan still remain an issue for officially projected one third of India and unofficially guessed at more than one half of India in our 70th years of Independence. Thus Goal Post of removal of poverty and provision of" Roti, Kapda, Makan", education and health is still a dream to be realised by every Indian, be in Metros or in rural areas. Metro people with" Roti, Kapda and Makan and Cars will have another challenge of meeting both ends owing to slow growth of employment and income deceleration due to job loss caused by emerging technology. Its impact would be sharper soon, as it is being enthusiastically implemented by the power that be. The position of those without Roti, Kapda and Makan on the streets of metros is more vulnerable than those in rural areas.

Fourth and Major Goal Post is Democracy. The democracy is government by People, for people, of people. The Constitution of India provided for to quote"

SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;"

There is vast difference between electoral democracy and democratic people. Electoral democracy envisages franchise right to all adult irrespective of cast, creed, religion, gender and so on. Democratic mind set envisages self respect, respect of rights of others, respect for views of others, respect for young and venerable and above all spirit to fight injustice to any one, as if it is happening to him or her. Finally it is complete rejection of Mai-Bap culture and obedience to persons in power, at the cost of power to people. India succeeded in electoral democracy, of course with fragmentation in terms cast based, money based, religion based social group based namely Dalit and Other Backward class based rather than economic or economic ideology based. In electoral politics, India succeeded in having elected government and at the Central, State and Local levels. It has successfully avoided military governments like its other parted nation state-Pakistan. But it miserably failed in inculcating democratic mindset among people with the aspects mentioned above. Transition of power in the hands of new government with well established system of administration and newly developed system of administration have ensured electoral Feudal/groupocracy - defined in terms of cast, religion, creed, money bags and bureaucracy controlled electoral and government processes keeping intact the mai-bap culture and obedience of all to persons in power. This arising out of fear or favour, rather than democratic mindset of being equal, self respect and respect for laws irrespective of position of power. This challenge is greater challenge of India then the challenge of poverty or any other challenge.

The Fifth Goal Post is vibrant and suitable education system: The key to overcome the challenge of undemocratic mindset is provision of suitable structure and function of education system from primary to higher education. Is it by choice or by default that India is least bothered by structure - function of education system? It started to bother soon after independence by setting up University Education Commission 1948, later National Commission on Education, 1968 and National Policy on Education 1986 and then revised in 1992. Since this time, it is still struggling to figure out what should be structure -function and what is best for India in emerging situation and technology. Since India shifted from planned development to liberalisation under New World Economic Order and of globalization and commercialization, it

SYSTEMS OF HIGHER EDUCATION: THE SHIFTING CONTOURS[1]

DEBASHIS CHOWDHURY*

Author re-visits the development of higher education in global and national context particularly the colonial legacy, European structure influencing higher education and future course of action for revamping Indian Higher Education Sysyem

GLOBAL CONTEXT OF HIGHER EDUCATION

For the past few decades or so, discourses on the systems of higher education across nations have often been fairly intense and regular. In general, these discourses primarily focuses on issues relating to the structure, shape, size, content and quality of the systems of higher educations across nations. Discourses on higher education, it is easy to appreciate, has a global dimension for the plain and simple reason that the higher education system of any nation essentially describes a macro system that overriding its own socio-political considerations and compulsions of plurality wherever it exists seeks to achieve a rather standardized objective of enabling its products to secure their place in the twenty-first century economy. In this era of globalization, the systems of higher education across nations also can hardly afford to ignore the fact that its products must need to conform to a minimum acceptable level of common global expectations in order to find a place for them in an interconnected global economy and, therefore, all such systems must also need to weave in them an element of global perspective just to remain relevant in time. All systems of higher education, therefore, in today's context have a global dimension.

CHANGING DEFINITION AND SCOPE OF HIGHER EDUCATION

It may also be pertinent here to note that extensive usage of the term "higher Education system" implicitly suggests that the characteristic features of what we have known since long as the university education system today no more suffice to describe the higher educational setup in complete. Teaching and Research activities that since the period of enlightenment have exclusively been the sole prerogative of the universities no more are exclusively in its domain now. Universities across the globe of course do still retain these activities as its prime concern, nevertheless, they also are now indulging in activities

Any attempt to have even a preliminary estimate of the degree and dimensions of the changes taking place and/or are called for in the systems of higher education, therefore, involve a deeper scrutiny going beyond the normal range of discourses covering only issues linked to shape and size of the systems under review.

having direct bearings on other spheres of social activities including industry and hence economy of the nation states they are operating in. Likewise, institutions that once were considered to have no such obligations to partake research and training now do engage themselves actively and at times even vigorously in these activities thereby widening the area of interplay between the universities and these institutions on a role sharing basis. Consequent to this, the external expectations from the systems of higher education and the internal dynamics of these systems in nations often meet at crossroads adding further to the complexities of an already complicated scenario.

CHANGING DISCOURSES ON HIGHER EDUCATION

Any attempt to have even a preliminary estimate of the degree and dimensions of the changes taking place and/or are called for in the systems of higher education, therefore, involve a deeper scrutiny going beyond the normal range of discourses covering only issues linked to shape and size of the systems under review. Obviously, this task has to be fairly complex since the systems of higher education across the nations have divergent and locally intrigued problems to address even while accommodating in them globally acceptable common characteristics that can support at least a base level of internationally recognized standard. The complexities to be addressed by the system of higher education in a country such as India multiplies manifold not because of its gigantic size alone but also because of the degree of its cultural plurality in a highly stratified society.

The systems of higher education these days might have been going through a series of reformative measures in almost every nation across the globe but to look at these reform moves from the point of view of a paradigm shift necessitates a comprehensive appreciation of the existing system itself and to identify the inconsistencies that compromises its relevance in modern time. The first thing to be taken note of in this context is to appreciate the fact that the design of the present day higher educational setup was conceived at a time in the past,

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about three and a half centuries ago, to serve a cause that no longer holds good in present time courtesy the changed global socio-political and economic conditions.

THE LEGACY OF COLONIAL DESIGN OF HIGHER EDUCATION

Conceived in the intellectual culture of the Period of Enlightenment, the system of higher education we, by and large, have still been practicing across the globe was designed essentially to serve the socio economic needs of a post industrial revolution European societies of that age. The Europe of the seventeenth and eighteenth century was on an expansionist mode and many a European nations; the United Kingdom, France, Spain, Portugal etc., were rapidly moving beyond the European territory in search of extended markets in the form of subjugated colonies that on the one hand were forced to be their option free customers while on the other hand these colonies served to supply cheap labour besides enabling their colonisers to extract extra resources to further its industrial base. The higher education system of that age was broadly designed to cultivate the manpower; suave, smart, patriotic and fearsome; that could establish, administer as also was capable of carrying the burden of imperial order on its shoulder while living far away from home and one's own society.

SYSTEM DESIGNED TO MEET ECONOMIC AND MILITARY POWER OF EUROPE

Some three to four centuries earlier the European, in fact, the world economy was mostly a barter type one wherein consumers and producers of the consumables were largely one and the same with market playing only a fringe role in the society's economic activities. The industrial revolution brought in a substantial change in the erstwhile existing economic order. The large scale mechanized production not only forced a shift in the production relation that confirmed a clean divorce between the consumer and the producer but it also necessitated a much larger market base to ensure that its production line do not get choked for want of customers. The world post industrial revolution as such experienced a massive drive for colonization. Markets gradually moved into the centre stage of economic activities necessitating creation of a mixed workforce that could militarily, administratively as also from the standpoint of extended commerce sustain the then evolving socio-economic aspirations of Europe. It was in this historical context that the existing systems of higher education came into being and spread out globally through the colonizers not necessarily to support spread of education but to ensure that the colonial administration and commerce get the local manpower support it needed to run its empire. It must however be not forgotten that it is this system of higher education that actually also made significant contribution

in cultivating the spirit of rational, analytic and aesthetic thinking and was the key to the huge growth and development in the fields of scientific and technological knowledge during the last one and a half century.

COLLAPSE OF COLONIAL RULE AND NEW CHALLENGES

By the beginning of the 20th century when the colonizing imperial regimes started to collapse to accommodate the intense rise in the demands for independence and the right to self assertion, the model of higher education operating in the newly independent nations, however, were left mostly unaltered owing to various reasons the primary amongst them being shortage of adequate resources to effect a reasonable change. With transfer of power, change in political authority was accomplished, but the new dispensation, bereft of resources, remained generally preoccupied in recuperating the sterile economy they inherited from their erstwhile rulers who for centuries siphoned of its national resources. The systems of higher education that were in place then, received little or nominal attention to cause in them any substantial systemic or structural improvisation. Continuance of this old system of higher education that in the first place was not designed to serve its own national needs and aspirations contributed to fresh form of complicacies. It lead to a crisis also to the colonizing nations as well since the disappearing colonies contributed to a large scale unemployment / underemployment in their own countries causing serious upheaval in their national economies and the workforce produced by their erstwhile system of education were unable to handle the rapidly changing needs. Meanwhile, rapid developments in technology aided by the drive for globalization also enforced rapid changes in the economy of the world that in turn called for a substantial restructuring of the systems of higher education. Knowledge became synonymous to capital and globally amended and incorporated rules and regulations on patenting rights etc., brought in hitherto unimagined changes in the domain of world's economy, trade and commerce necessitating substantial restructuring of systems of higher education all over.

CHALLENGES OF 21 CENTURY TECHNOLOGY EXPLOSION

Twenty-first century higher education however, therefore, is confronted with a different ball game. With enhanced stress on globalization and a rapidly expanding virtual market engaging itself increasingly in trans-border transactions of resources and expertise, the systems of higher education now are required to increasingly approach a global level standardization to remain relevant. The fast changing and highly unpredictable global economy demands that the products of the systems of

higher education must be increasingly creative as also capable of divergent thinking. The present system of education, according to Sir Robinson, has an anaesthetizing effect that, by and large, indulges little towards independent thinking as its emphasis on creativity and divergent thinking is rather low. Designed in the intellectual culture of the period of enlightenment, it fundamentally stresses on a learning mode that is high on ordaining its recipients rather than enabling them to inculcate a spirit of independent and divergent thinking. The true deliverance from today's systems of higher education, however, lies not in the spirit of "filling the buckets but in lighting the fire" of independent and divergent thinking in its recipients.

FACTORS LIMITING CHANGE
In the present context, the larger is its skilled manpower base, the better placed would be the nation as far as its economic and developmental perspectives are concerned. This again points us to another fundamental limitation of the existing system. The institutionalized systems of higher education at present grants access only to a limited section of the eligible in the qualifying age group. Even in developed countries, not to speak of the developing nations, the proportion of youths in the eligible age group enrolled in the higher education sector requires much improvement. In a country like India, for instance, only about 12% of its 130 million strong youth contingent in the eligible age group is enrolled in higher education sector even though India's higher educational setup happens to be the 3rd largest of its kind in the world. To enhance the scope of accessibility in the existing system, massive infrastructure expansion that would entail huge capital investment is called for. The quantum of such investment being of stellar magnitude, it is beyond capacity for most of the nations to infuse that much of fund in this sector from public exchequer. Consequently, many of the nations are toying with the idea of inviting corporate/private capital towards infrastructure building to enhance accessibility in the higher education sector. India also is no exception to this.

CHARACTERISTICS OF PRESENT HIGHER EDUCATION
The typical characteristics of the currently operating systems of higher educational setup may broadly be summarized as under:
i.   It was designed primarily for a different age and as such is unable to cope with the evolving demands of 21st century higher education.
ii. Its design does not encourage independent and divergent thinking and as such is misfit to the demands of the present time.
iii. The curriculum and content taught in the exiting

system is grossly inadequate and often out of tune with the needs of the time.
iv. It is limited in coverage since the infrastructure available in the existing institutional model is grossly inadequate.
v.   Governed and regulated by multitude of authorities at various levels, it is slow in responding to the changing needs since processing of new initiatives at institutional level is generally not permitted.
vi. Lack and mismatch of coordination amongst the various regulatory authorities often result in inconsistent policy framework affecting implementation of these policies.
vii. Its existing model of learners approaching the institutions rather than institutions reaching out to the prospective learners is not in tune with the need of the time.
viii. The stereotyped learning content is generally insensitive towards accommodating and improvising on locally available knowledge base.
ix. The institution centric learning in the existing system restricts the learners' ability to engage in multitasking, thereby limiting the scope of taking up divergent activities aimed at skill enhancement.
x.   It follows an evaluation and assessment procedure that is largely elimination oriented rather than comprehensive and inclusive in character.
xi. In view of a routine type standard yardstick practiced followed in learner assessment, it often fail to identify the true potential of the learner.
xii. It, wherever if not supported from public exchequer, is costly and therefore beyond affordability to many.
xiii. The task of accountability fixing is poorly defined in the system and often is unrealistic to the context.
xiv. Research based and skill oriented interactive teaching-learning, particularly at UG level, is mostly nominal.
xv. Poor use of technology often result in compromise of quality in teaching-learning exercises that in turn contributes significantly to an ever growing group of qualified but unemployable youth.

FUTURE COURSE OF ACTION
Given that the above describes the basic characteristics of the existing system, it is easy to appreciate that rather than piecemeal reform efforts, the system actually require a complete overhaul to enable it meet the challenges of 21st century dynamics of the socio-economic scenario. A substantial restructuring of the system that is more responsive to the present day challenges obviously is called for. The institutions in the existing systems of higher education must have to be empowered to effectively widen their coverage. Since the massive infrastructure investment that would be needed to accomplish enhanced coverage may not be easily

available, extensive use of technology, particularly ICT enabled institutional structures must have to be favoured. The modern time institutions of higher education are needed to reach out to its potential stakeholders using the ICT enabled features. This would imply that distance mode education with enhanced emphasis on quality of learning would gain in priority.

The institutions currently functioning in traditional mode must have to reorient themselves to remain relevant in time. The faculty role would have to accordingly undertake substantial reorientation drive to equip them to meet these fresh challenges. The teaching content in a redesigned format of higher education must supplement the currently emphasized essential skills of Reading, wRiting and aRithmetic with varying combinations of five Cs; Creativity, Conceptualization, Collaboration, Communication, and Computation as essential processes in modern time education. Learning to think critically must have to be an embedded feature in the new format.

Institutions and the faculty unwilling to fast adapt to the changing scenario would fail to remain relevant in time and are likely to eventually pass into oblivion. To cover the large scale deficit in skilled manpower needed to manage the evolving socio-economic scenario, applied and skill oriented education, to the extent feasible, has to be accorded top priority and all such learning and skill

development activities would have to be liberated from the campus confinement to enable it deliver to a wider circle of potential learners. The fundamental features of the 21st century higher education system must entail quality, enhance accessibility, time relevance, responsiveness and the ability to quickly adapt to a rather unpredictable economic and social dynamics sweeping the world now while ensuring that its products while trained adequately to confidently confront the multifaceted challenges must also remain firmly anchored to the cultural identity to which they themselves identify and are being identified with. Narrow confines of parochialism are not the order of the day.

The new system of higher education, therefore, must conform to a new paradigm that would equip its receivers to evolve as inter-dependent global citizens and at the same time shall also help deepen in them their inherited cultural roots. The challenge confronted by the higher education systems, particularly the ones operating in the developing nations, is not one of adopting and accepting the market economy model of the developed world but is to put in place a suitable one that can enforce changes in the present world economic order to benefit the vast populace living in developing economies. The job obviously is not an easy one; nevertheless, there hardly exists any option different than this.

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stopped thinking of education structure -function. Though every time it showed that it is bothered about education, but at the same time allowed market to determine development of education. This led to lopsided growth of institutions of education and at the same time closing of several of these. Since 1992 India is still waiting for a word on policy and structure -function change in education processes and practices from governments that were and are in power- of one or the other party. Are governments doing this by choice or by default is for the people to judge. It is a serious issue, which cannot be left to those in government alone. The nation has to take a call to

ensure that education processes inculcate democratic values, it inculcate self respect, pride in nation and makes people understand what is in their interest rather than to follow the education and economic developmental model designed in the larger interest of developed countries. This design also makes India a nation state with battery of English educated people to serve the interest of dominant economic powers of the world by ignoring the larger interest of vast majority of people living in rural and urban India.

Our journey since Quit India movement has successfully achieved several Goal Posts and India is yet to achieve several other Goal Posts in future.

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- **Human capital and economic growth- a case study of Jammu and Kashmir,** Researcher- Khan Javid Ahmed, Guide Agarwal Savita- Department of Business Economics, MS University of Baroda 2017

Key Findings:

- In the estimation of the impact of human capital on economic growth we found a powerful effect of educational attainment on economic output. We could explain the evolution of GSDP per capita in proportion of 87% through the dynamic of the stock of human capital in the economy, considering all other factors as constant.
- The estimated coefficients both were positive which indicated that the stock of education human capital contributes to economic growth positively. The estimated coefficient revealed that a one unit increase in the gross enrollments of higher education will increase the GSDP per- capita with 366.29 units and a one unit increase in the secondary enrolment will increase GSDP with 471.888 units. The more important fact was both the variables were statistically significant and hence confirms the results that education human capital had positive and a significant impact on the economic growth of Jammu and Kashmir economy.
- The results of applying the regression model show that the model of health human capital is statistically validated. According to the results we could explain the evolution of GSDP per capita in proportion of 86% through the dynamic of the stock of health human capital in the economy, considering all other factors as constant. The estimated regression coefficients revealed that one unit increase in the primary health Centre availability will increase the GSDP 277 per- capita with 175.748 units and a one unit increase in the Expenditure on health as percentage of GSDP will increase GSDP per-capita with 1854.418 units.
- The model shows a positive relationship between health human capital and economic growth. A correlation coefficient was calculated for life expectancy and expenditure on health and it was found that the correlation coefficient was .78 confirms the results that expenditure on health though showed positive effect on economic growth can also increase life expectancy. Higher life expectancy then will result to increase the productivity and hence growth. The human capital, in its two components has a strong effect on the economic output.
- The estimated coefficient of the life expectancy indicates that an extra unit increase in the life expectancy would increase the GSDP per-capital by 1759.629 units. From the result of granger causality test, in case of expenditure on health and per-capita domestic product their exists bivariate causality while in case of expenditure on education causality runs from expenditure on education to per-capita domestic product. In view of above findings it can be inferred that increasing expenditures on health and education will improve the domestic product figures in the long run. From the analysis its clear when income of population increases then there would be a definite desire to educate the children

Source: Sodh Ganga, Inflinet, UGC

Title - **Economics of Copyright: the Indian Paradigm,** Researcher Sinha Madhukar, Guide - Dr. Biswajit Dhar, Indian Institute of Foreign Trade, 2011

Summary

At the core of the economic analysis of copyright is the effort to balance two possibly conflicting interests: the creation of an incentive system based upon giving legal monopoly right to authors to exclude others from accessing their work except on their terms; and the second as the need of the society to access creative work on equitable terms. Any imbalances in these two factors seem to result in one actor dominating the other leading to distortions and possible breakdown of market for creative work.

This research attempts to understand the stimulants of piracy of physical copies of copyrighted films and music in India. It examined various demographic characteristics of consumers, their choices under different price situations and their attitude towards piracy, enforcement of the law and efforts by the rightholders to prevent copying, as determinants of their behaviour. It finds that the markets for legitimate and pirated goods, are segregated and the barriers to access are primarily determined price. The research suggested that enforcement is neither the most effective nor the only approach towards controlling piracy and a mix of pricing and marketing strategies would most likely yield effective results

Key Findings

- It was seen that though the consumers appeared to be statistically predisposed towards choosing pirated products, from their actual switching behaviour, it was clear that they preferred to choose legitimate product and were even willing to pay a mark-up over the price of the pirated product for this choice. This led to the conclusion that price was indeed the biggest barrier to access legitimate product. This position was verified with two other elements of the data.
- Generally individual consumer respondents were seen to be able to distinguish between legal and illegal activities as well as make the correct choice between such activities;
- The retailers of legitimate (and possibly pirated goods) uniformly saw price as the main reason for purchase of pirated products and higher income as the main reason for choosing legitimate product. This fact reinforces the point made by Liang and Sundaram (2011).
- The results show that the consumer operates under a situation where her choice is influenced by certain intrinsic demographic characteristics as well as external influences.
- On the pecuniary side, she is also subject to constraints of income and the price set she faces for all commodities in the market. Her switching behaviour between legitimate and pirated product also reveals her aspiration to choose legitimate product at the first available opportunity.
- Similarly, the product quality and product accessibility to her also influence her judgement. Further, depending upon how comfortable she is, she switches markets to choose between legitimate and pirated products.

Title - **Quality of Management Education in India,** Researcher Shahada P, Guide-Rajshekar H, Management Department, University of Mysore, 2015

Research Design

This study is undertaken to understand and analyze the quality practices in B-Schools in Karnataka, from the perspectives of students, recruiting companies, faculty and heads of departments of B-Schools.

The sample contains three types of B-Schools in Karnataka: University Departments, Private Colleges Affiliated to Universities and Autonomous B-Schools, four types of respondents have been sampled: students studying in B-Schools, recruiting companies recruiting from BSchools in Karnataka, teaching faculty and heads of departments working in B-Schools in Karnataka.

To classify B-Schools based on quality practices, cluster analysis and discriminant analysis is applied. The expectations and perceptions of recruiting companies and faculty are identified by exploratory factor analysis. Paired t'test has been used to know the differences between expectations and perceptions.

Hypotheses are tested using regression and one sample t'test. Means comparison method has been utilized for finding out the B-School type with highest quality. Regression is used to check the overall model fit.

Key Findings

- While students of University Departments perceive their B-Schools to have good quality practices, the same is not reflected in the preferences of recruiters. From recruiters data it is seen that recruiters prefer recruiting from Autonomous B-Schools than from University Departments. The study shows that University departments have met the expectations of quality from Students but not Recruiters. Private Colleges Affiliated to Universities have not met the expectations of quality from Students but have met Recruiters' expectations to some extent. Autonomous B-Schools have not met the expectations of students fully but have met the expectations of Recruiters.
- The quality of management education is determined by the following parameters: Quality of incoming students (score in the qualifying entrance examination, student's performance in group discussion and personal interview), top management philosophy, quality in processes (teaching- learning process, focus on faculty development and partnerships), placement record of the B-School and brand equity of the B-School.
- Recruiters' expectations have not been met on the following factors:
- Graduates should have: analytical problem solving skills" able to work in a team" possess good communication skills" display potential for leadership" able to think of creative solutions to" problems, overall understanding of applied management , good technical skills in the chosen area" (finance, marketing, systems, HRM), good conceptual skills" have functional knowledge of computers"
- B-Schools must teach updated and current syllabi to B-School students". The duration of B-School courses should be adequate" B-Schools should use learner-centred teaching techniques like case" studies, role plays etc .

Source : Shodhganga, Inflibnet, UGC

RESEARCH REPORT

English as a Medium of Instruction in Indian Education - Inequality of Access to Educational Opportunities- Vani K Borooh and Nidhi S. Subhawarl, Centre for Policy Research in Higher Education National University of Educational Planning and Administration, New Delhi, India, July, 17.

IT IS FLIP FLOP ON MERGING APEX ORGANISATION

In a written response to Rajya Sabha, today, Minister of State for HRD Mahenrda Nath Pandey said, "No such proposal is under consideration at present, to merge the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) into a single higher education regulator."

The concept of HEERA which was made public through press (discussed in editorial) clearly mentioned about merging of Apex organization like UGC and AICTE and so on. But statement of HRD minister in Rajya Shabha is different from what is reported in the news papers while announcing HEERA. Either press has not been very careful in reporting or there is second thought in the government on this subject. In any case, there is another committee setup to draft New Education Policy and it is appropriate that this committee after considering all aspects and previous reports give their considered opinion on the this question, which has been in press for several months. This also makes academics unsure of outcome and those in apex bodies keep their fingers crossed. This in turn affects the working of these organization.

ACCREDITATION OF INSTITUTIONS OF HIGHER EDUCATION

Shri Javdekar, Minister of HRD has said today that he would rather involved IITs and IIMs for accreditation of institutions of Higher education that give it to private agencies. He prefaced it that this work would be given to IITs and IIMs who are voluntary ready share their resources. It may be recalled that previous government had drafted the bill on Assessment and Accreditation of Institutions of higher education. In that they had made provision for involving private parties for assessment accreditation of institutions of higher education. Prior that there were suggestions for expansion of present National Assessment and Accreditation Council, However, this issue is also waiting for long to resolved in the larger interest of higher education. Present body, owing to its small size is not able to handle larger numbers of institutions higher education. Besides there is also need to strengthen the concept of indicators and criterion for assessment accreditation. There is need to do thorough study of what has been done so far and what should be future course of action. Decisions should be based on research studies rather than new paper reporting or general individual perceptions. There is also need to reconcile the Ranking and Accreditation frameworks.

WORLD CLASS UNIVERSITIES

Finance Minister had budged a huge sum of setting up 10 world class universities in each public and private sector with full autonomy to use funds, charge fees, recruit staff and so on. Recent press release also mentioned about setting up of 10 world class universities in each of public and private sector or making existing one as world class universities. World class is very generic terms and has a danger of being interpreted as a copy of some of so called world ranked universities in USA and UK without being very specific what is means to be world class university in developing countries context or to be precise in Indian context. There is need to first clarify what we mean by world class universities? Do we mean research based universities conducting research in frontal areas of science , social science , arts, literature, law and so on. Or we mean by developing knowledge and R& D to solving problems of development of India defined in terms of Rural and Urban? Or are we saying more money and freedom would ensure quality and excellence? Or are we saying it is freedom of thought, critical and analytical approach and ability to question the well set principles and thoughts as world class ? We need to define it in Indian and larger global context. Mere copy of well published world universities in the press would make the system good for nothing. Hence there is challenge before academics to do so whether it is demanded by policy makers or not academics have to project what in their view a University is world class. There is flip side, once you name a university a world class, unless it is evolved so, it may become a marketing tool for named university/universities - at least in private sector.

IITs AND CENTRAL UNIVERSITIES WORK WITH HALF THE STRENGTH

Recently while responding to Rajya Sabha debate, minister of HRD revealed figures of number of positions vacant in IITs and Central Universities. Whereas IITs work with less than one third of staff and universities work with less than half of the staff. It is surprising that no student's organization has made a statement, let alone protest that due to faculty shortage their quality of education is suffering. Either they are depending on their library and digital resources or they are hardly concerned about what goes in class room. Faculty shortage has been universities since the year 2003 onwards in a significant proportion. In last more than a decade the situation has worsened, yet we have failed to find answers. There was some work done in NUEPA about faculty shortage, but the policy and implementation plan is still awaited. It is good that HRD minister has suggested to take some urgent action to fill the vacant faculty posts.

EMERGING FOURTH INDUSTRIAL REVOLUTION

On the eve of 23rd ICF Annual Conference on "Challenges before Higher Education in Emerging Fourth Industrial Revolution" at Hyderabad 8-10th September,2017 we bring to readers key features of Fourth Industrial revolution as highlighted by World Economic Forum

EMERGING REVOLUTION

"Now comes the second machine age. Computers and other digital advances are doing for mental power - the ability to use our brains to understand and shape our environments - what the steam engine and its descendants did for muscle power." Erik Brynjolfsson, Council Vice-Chair; Director, MIT

These changes will impact people around the world. Inventions previously seen only in science fiction, such as artificial intelligence, connected devices and 3D printing, will enable us to connect and invent in ways we never have before. Businesses will automate complicated tasks, reduce production costs and reach new markets Continued growth in internet access will further accelerate change In underdeveloped regions, connectivity has the potential to redefine global trade, lift people out of poverty and topple political regimes And for many of us, seemingly simple software innovations will transform our daily routines. These changes are not without their challenges; as technology improves the lives of many, we hope to help prepare people to understand and address concerns on privacy, security and job disruption. In short, the world is about to experience an exponential rate of change through the rise of software and services"

The mandate of the World Economic Forum's Global Agenda Council on the Future of Software & Society is to help society navigate the impacts of the shifts to come.

Navigating the next industrial revolution

Revolution	Year	Information
1	1784	Steam, water, mechanical production equipment
2	1870	Division of labour, electricity, mass production
3	1969	Electronics, IT, automated production
4	?	Cyber-physical systems

Source : World Economic Forum

SIX MEGA TRENDS

"People and the internet

How people connect with others, information and the world around them is being transformed through a combination of technologies. Wearable and implantable technologies will enhance people's "digital presence", allowing them to interact with objects and one another in new ways. Computing, communications and storage everywhere The continued rapid decline in the size and cost of computing and connectivity technologies is driving an exponential

growth in the potential to access and leverage the internet. This will lead to ubiquitous computing power being available, where everyone has access to a supercomputer in their pocket, with nearly unlimited storage capacity.

The Internet of Things

Smaller, cheaper and smarter sensors are being introduced - in homes, clothes and accessories, cities, transport and energy networks, as well as manufacturing processes.

Artificial intelligence (AI) and big data

Exponential digitization creates exponentially more data - about everything and everyone. In parallel, the sophistication of the problems software can address, and the ability for software to learn and evolve itself, is advancing rapidly. This is built on the rise of big data for decision-making, and the influence that AI and robotics are starting to have on decision-making and jobs.

The sharing economy and distributed trust

The internet is driving a shift towards networks and platform-based social and economic models. Assets can be shared, creating not just new efficiencies but also whole new business models and opportunities for social self-organization. The blockchain, an emerging technology, replaces the need for third-party institutions to provide trust for financial, contract and voting activities.

The digitization of matter

Physical objects are "printed" from raw materials via additive, or 3D, printing, a process that transforms industrial manufacturing, allows for printing products at home and creates a whole set of human health opportunities."

Source: World Economic Forum-Deep Shift SUrvey Report, Sept. 2015

"A team at Brown University called BrainGate is at the forefront of the real-world movement to link human brains directly to computers for a host of uses. As the BrainGate website says, 'using a baby aspirin-sized array of electrodes implanted into the brain, early research from the BrainGate team has shown that the neural signals can be "decoded" by a computer in real-time and used to operate external devices.' Chip maker Intel predicts practical computer-brain interfaces by 2020. Intel scientist Dean Pomerleau said in a recent article, 'Eventually people may be willing to be more committed to brain implants.' Imagine being able to surf the Web with the power of your thoughts"

ACADEMIC FREEDOM: RESTORING ARTICLES ON CHINA QUARTERLY WEBSITE

Under the pressure of China University of Cambridge Press removed its repository 315 Articles from website China Studies. However, with academic leadership opposition these articles were restored. These " articles and book reviews in question covered issues that Beijing deems politically sensitive, such as the Tiananmen Square protests, Tibet and Taiwan, published between the 1960s and recent months" The Cambridge University Press which is part of the University " faced considerable criticism for its decision to remove the articles. Hundreds of academics signed a petition calling for a boycott of CUP journals. One academic wrote an open letter saying that the move was "shameful" and violated academic independence" The editor of Journal China Quarterly -" Tim Pringle, senior lecturer in labour, social movements and development at Soas, University of London, said he had been informed following a meeting with CUP that the publisher "intended to repost immediately the articles removed from its website in China".He also stated that the publisher had initially taken down the articles without the consent of the journal Dr.Pringle said "Access to published materials of the highest quality is a core component of scholarly research. It is not the role of respected global publishing houses such as CUP to hinder such access."

Spokesman of University of Cambridge said that the decision to block content "was taken as a temporary measure pending discussion with the academic leadership of the University of Cambridge, and pending a scheduled meeting with the Chinese importer in Beijing". He further added that "The academic leadership of the university has now reviewed this action in advance of the meeting in China later this week," He stated that "Academic freedom is the overriding principle on which the University of Cambridge is based. Therefore, while this temporary decision was taken in order to protect short-term access in China to the vast majority of the Press' journal articles, the university's academic leadership and the Press have agreed to reinstate the blocked content, with immediate effect, so as to uphold the principle of academic freedom on which the university's work is founded."

Dr Pringle said that China Quarterly will continue to publish articles that make it through the "rigorous, double-blind peer review regardless of topic or sensitivity". He added that "--the journal's publication criteria - scientific rigour and contributing to knowledge about China - will not change,

Source & Courtesy: holly.else @timeshighereducation.com

STUDENTS LOAN SCHEME FOR HIGHER EDUCATION: UK

State supported student's loan company advance loans to students studying for higher education. Operation of scheme throws several interesting results. To quote- "The majority of debt is with the SLC - the government-owned not-for-profit organisation. Repayments kick in the April after graduation, but only when graduates earn more than £21,000 a year. They pay 9% on any pre-tax earnings over this amount - so, the more earned, the more repaid."

INTEREST RATES

"On an annual salary of £25,000 a year that is £30 a month, and at £30,000 it's £67 a month. These payments are automatically handled by employers, unless graduates are self employed. After 30 years the debt is wiped however much is paid off".

There is interesting case of borrower to quote" After three years at university Vic Froggett has started in her first job and is adjusting to the succession of new bills she has to pay. But as well as the increased cost of rent, travel and council tax, in the background is her mountain of debt - student loans of £40,000.

After borrowing all she could from the Student Loans Company (SLC) for the £9,000-a-year tuition fees for her English literature and politics degree at the University of Reading, she also took out money for maintenance. Now working as a publishing assistant for £17,000 a year, the debt appears insurmountable." Vic Frogett said "I won't start repaying my student loan until I earn £21,000, and I'm not worried as it'll be wiped anyway after 30 years," she says. "I don't think I'll end up paying back the full amount."

It is pointed out that "The SLC has been plagued with reports of administrative blunders, with some graduates reporting that errors have left them out of pocket, sometimes by thousands of pounds. Recent problems have included graduates continuing to make repayments after their loan is cleared, while others face demands from debt collectors with claims their account is in arrears.

VIEW OF MONEY EXPERT

Martin Lewis, founder of MoneySavingExpert.com. said "What is sitting in your student loan 'debt' account is what you borrow plus the interest - but for most that sum is irrelevant, as you only repay 9% of everything you earn above £21,000, for 30 years," he says. "Around 77% of graduates won't clear their debt within the 30 years, so the interest is pretty irrelevant. Many who are contemplating overpaying and cutting the debt are throwing money away, as it won't change what you repay within the 30 years."

Source and courtesy : Guardian

I took over as Principal of Lady Keane College, the first ever of the women colleges in the region; my task has always been one of a captivating as also enriching nature. No doubt that it had its own moments of ups and downs but on the whole it was a great learning experience that helped me appreciate the multifarious dimensions of the tasks that any head of a vibrant and livid academic institution is bound to face and tackle in order to keep going. This is possible if you have learnt the Mantra of Patience and Perseverance. And as an institution I in particular did that.

Learning by doing: At the point of my taking over as head of this institution, this college, despite the chequered services it has been offering over the years, was not a NAAC accredited institution. In fact, at that point of time accreditation of institution was a fairly new thing for the institutions in the region. Yet we thought we should attempt to place ourselves for external evaluation by NAAC. The overall enthusiasm of the team, however, saw to it that the work of the committee do develop SSR goes on. With time we gained confidence, and with help, support and guidance from everyone we could take assistance from, the college got its first cycle accreditation in the year 2009 and was placed in Grade 'B', CGPA 2.74/4. This was an indicator of what we should be doing in the next five years so that we are externally evaluated higher than the B Grade. We had a time of five years to work on.

Experiences plays a great role: Past experience made me firmly realise that quality upgradation and regular reorientation exercises of faculty and staff plays a vital role in healthy upkeep of any institution. As such, the institution has made a routine that motivational programmes for faculty and staff are held regularly in the institute.

Faculty Motivation do wonders: That, organising such programmes are immensely beneficial for a charged up faculty and staff can work wonders in enhancing the vibrancy and widening the working ambit of an educational institution. And it did wonders as when we went for second cycle of external evaluation by NAAC the institution got Grade 'A', CGPA 3.09/4 in Cycle 2 of the reaccreditation exercise five years after in 2014. This stands as testimony that our focus and dedication to the cause of higher education, in particular, higher education for women, despite the many challenges it faces, has been and continues to be on the right track.

Innovation and Research is the Key: This institution today, thanks to the all-round involvement of its faculty, staff and a focussed management, runs a number of skill enhancement and innovative programmes to support the diverse aspirations of an increasingly alert and active student community both within and outside its campus.

It indeed adds to our pride that like on many other occasions, we have, for once more, the trend setter in the state of Meghalaya to have introduced a Four Year Professional Course in Tourism and Travel Management as per UGC guidelines at our campus. It is also worth mentioning that the Nodal Centre for Human rights Studies, the Legal Care and Support Centre, Mahatma Gandhi Centre for Conflict and Peace Resolutions are some of our other initiatives that have recently been introduced at the campus and are running well

We have been publishing since the last few years the "Keanean Journal of Science" and the "Keanean Journal of Arts" with full financial support of the college management. This goes to establish our dedication to the cause of quality education. To encourage such activities we recognise our students by awarding the students for their research oriented activities and involvement in social services. Teachers too are rewarded for undertaking research works and publishing their findings by awarding them suitably

Cooperation and Networking: Our ability to interact and collaborate with other institutions have enabled it to go ahead with newer and innovative as well as job oriented and confidence building programmes such as the spoken tutorial "Talk to Teacher" programme conducted by IIT, Bombay. Besides, condensed and objectively designed programmes on networking, e-governance learning that have been introduced in recent years to enrich and widen the learners learning ambit and enhance their life handling capacity in this extremely challenging time too has, by and large, been well received and is delivering to its desired objectives.

Finance and Infrastructures: One of the daunting aspect of heading an institution and keep it go ahead with its developmental plans is to manage adequate funding. It is a given that often, despite putting lots of hard work in planning a project and despite assurances received to support such endeavours, the projects fail to ultimately take off for want of adequate fund. Resource management and apt handling of the resource so generated, therefore, has a vital connect to the growth of any institution and therefore, should be given the due importance it deserves .A good and competent finance team to advise and guide the institution, I feel, is crucial for sustenance and development of the institution. Let me add, infrastructure building is an unavoidable necessity for every performing institute, but that must never subsume its basic objective to provide enhanced, updated and quality education to its primary stake holders for whom it exists.

In the end, I wish to emphasise that having a coherent purpose and the dedication to make the college an institution of "Excellence with Integrity", is a must motto. All stakeholders, all forums and bodies that attempt to articulate vision and mission of a college should keep this motto as talisman.

Dr (Smt.) Chrysanthemum Massar, Ph.D., Principal, Lady Keane College, Shillong, Meghalaya. The College was established on July 25, 1935, it is the first women's college in India's northeast and is accredited by NAAC as Grade 'A' institution in 2014.]

CONTRIBUTION OF ECONOMIC THINKING ON POLICY OF FINANCING OF HIGHER EDUCATION. FUNDING HIGHER EDUCATION: CONTRIBUTION OF ECONOMIC THINKING TO DEBATE POLICY DEVELOPMENT

By Maureen Woodhall, World Bank, 2007, Working Paper Series No.8

The paper under review is on reforms in Higher Education finance as it has evolved overtime and across both developed and developing countries of the world.

The importance of this paper lies in piecing together how economic concepts became helpful is finding solution to the emerging challenges of financing H.E arising from expanding enrolment which moved the Higher Education system away from an elite system (less than 15%) of relevant age group participating in higher education to mass (15-50%) or even Universal (more than 50%) across the countries. This rendered the existing system of financing un sustainable. The author examines the influence of economic thinking twenty years prior to 2007- the year of publication of the paper. The three economic concepts discussed in detail include (i) education as a social and private investment including estimates of rates of return (ii) cost sharing and (iii) Income Contingent Student loans. The paper is being reviewed even after 10 years is owing to the fact that the examined issues are relevant even in 2017.

The subject matter of the Research paper is organized in seven parts including the Introduction in part I. Part II looks briefly at the Influence of economic concepts and reasoning in earlier debates in U.K and U.S in the 1960 and 1970. Part III-V examines in some detail the way in which the three economic concepts have influenced policy developments in specific countries. Part VI reviews the influence of other Concepts and ways of thinking. These include: politics, administrative and sociology issues. In the concluding part VII the author argues that although economic concepts and analysis have made a significant contribution, the other factors have often been just as influential as economic thinking to shape new policies on financing of Higher Education.

A quick look at the details covered in part II illustrate how a British (Robbins Committee 1963) and American (Carnaige Commission 1973) used Economic Concepts and reasoning in framing their recommendations on Higher Education finance in the 1960s and 1970s. The argument presented in both Committees recommendations were, however, not economic alone but were based on wider consideration of social interest and equity. The idea of education as investment was a significant background influence, but neither committee had enough confidence in the measurement of rates of return to base their recommendations on them alone. In part III author says that the influence of rates of return estimates gradually increases in the 1980s and 1990s,

when the rates of return studies were used to justly or to recommend changes in financing of Higher Education. The guiding force behind such thinking was the evidence of private rate of returns being twice that of social rates. This provided enough ammunition to argue that owing to high private rates of return there is prima facie case for charging cost of Higher Education from its beneficiaries. The renewed considerations of government guaranteed loans to students, abolitions of maintenance grants and introduction of top- up fees across countries of the world. were squarely guided by private rates of return in shaping Higher Education financing policy.

The sharing of cost of Higher Education is explored in part IV and is based on the idea that since benefits of Higher Education accrue to both individuals and society as a whole, the cost should also be shared. Here the empirical evidence drawn from studies that compared Higher Education finance and students aid is used to develop and justify new policies on Higher Education finance in order to meet the challenges of rising privates demand and increasingly constrained public budget. In the cost sharing model of Higher Education finance, able and needy students in general get excluded from Higher Education access. This is overcome by providing adequate system of financial assistance to such students. Students' loans have been offered here as Students' support. The author draws attention of the readers to the failure of a good number of programmes, where loan defaults, interest subsidy and administrative cost were such that it would have been cheaper for governments to give the money as grants. In view of such failure the author raises and answers the questions if economic thinking that can contribute to improvements in loan programmes. The concept of Income Contingent Students Loan Scheme is developed and proposed in this part V. It is stated that this concept is widely used in UK quite vigorously even today.

What policies among array of options are actually adopted in general is not guided by Economic Concepts. In democratic societies based on adult franchise Political legal and social policy issues are as important as economic concepts in determining the success or failure of a program. This is explored in part VI.

In sum we can say that this paper has demonstrated the influence of economic thinking on Higher Education financing policy. It is a rich retrospective of the financing of Higher Education Finance. More than that it is a detailed and well documented response to the question asked to the participants of the Conference: Does economic thinking contribute to address the major challenges posed by Education? at the International Conference: Economics of education:- Major contribution and future direction held in Dijon, France during 20-23rd June, 2006,sponsored by Institute of Research in Sociology and Economics of Education in memory of its Founder Joan Cloude.
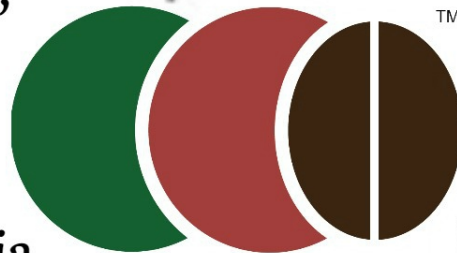
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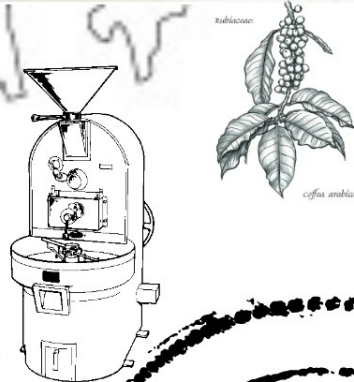
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