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*They fought to give us free and democratic India. Now it is our turn to preserve and advance it.
Happy Independence Day - 15th August forever.*

seed...



*Dr. Mridula Sharma - 3rd March, 1951- 15th April, 2020
Served Society for Education and Economic Development from 1992 with full dedication.
Where ever you are you continue to inspire us*

-----SEED

EDITORIAL

NEW EDUCATION POLICY, 2020 -
SOME HIGHLIGHTS AND ISSUES

The education policy has been announced by the Government of India. Concerning higher education, the regulation and promotion of higher education are proposed to be done by Higher Education Commission of India (HECI) with its four major departments called as verticals namely, Regulation, Funding, Accreditation, and Standard-setting, named as Higher Education Regulation Council, National Accreditation Council, Higher Education Funding Council, and General Education Council. This replaces the present statutory body to maintain and coordinate the standards in higher education, the University Grants Commission, and the host of other professional education regulatory bodies, namely All India Council of Technical Education, National Council of Teachers Education, and so on. It is mentioned that these councils would now work as advisory councils for professional standards. What would be the composition of the new body - HECI and how autonomous it would be in terms of its accountability to the government or the parliament?

Another question is how this new policy is likely to be negotiated with the state governments as education is on the concurrent list of responsibilities of Center and the states? Besides, these two constitutional stakeholders, during the last one and half decades, a third party, in the form of a substantial size of private education providers, has emerged.

How this party would be taken into account while finalizing the draft? This is particularly because the draft education policy has made serious observations on the commercialization aspects of education.

The issue of negotiation with stakeholders apart, it is quite heartening to note that the draft policy has laid down 22 principles of policy formulation and drawn a vision for the education of people in India, i.e. Bharat. The 22 principles can be summarized in seven broad categories, namely, Flexibility, Autonomy, Accountability, Contents, and Processes- rooted in India and globally oriented, creativity and Critical Thinking and Outcome-based Evaluation, Composite system of educational institutions in substantial size and doing away with affiliation, fragmentation, and silos in education. Light but tight governance -based on principles of integrity, transparency, and efficiency and finally public education system strongly financially supported by the state and encouragement to genuine philanthropic private education providers.

The policy vision is that "the education system rooted in Indian ethos, that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, thereby making India a global knowledge superpower."

Within these broad principles, it is also heartening to observe the education policy proposes to break the age-old colonial Affiliating College System, and recently emerged "stand-alone single subject educational institutions". It proposes to have composite educational institutions, as India had in the form of three universities namely, Nalanda, Taxshilla, and Vikramshila, imparting education in all the fields of knowledge or the present-day ivy league universities in the USA.

It is also heartening to note that policy focuses on scientific temper, constitutional values and recognizes existing Indian Knowledge systems and suggests furtherance of this knowledge on scientific lines to address the problems of development of India and the world.

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A BRIEF REPORT OF 25TH ICF SILVER JUBILEE CONFERENCE

25th ICF national Conference and Higher Education Summit, 2019 was held at India Habitat Centre, New Delhi from 15-17th November 2019. The theme and sub-theme of the conference were:

"Transforming Higher Education to Meet Future Challenges"

Sub-themes:

1. Transforming higher education for:
 - (a) Converting autonomous colleges as type 3 universities and affiliated colleges as autonomous colleges/degree-granting institutes;
 - (b) Introducing a multidisciplinary liberal arts 3 and 4-year degree program linked with industry and society with flexible choices to students and evaluation based on the outcome of learning as proposed by Draft NEP, 2019; and
 - (c) Recruitment, retention, career, and professional development of teachers and educational leaders for higher education transformation.
2. Challenges of preparing students to manage, harness, and develop 4.0 technologies namely, AI, IoT, Blockchain, Cloud Computing, and Digitization that are transforming the world of work and life of people.

The conference was attended by Principals of colleges drawn from various parts of the country. Many eminent persons Professor NV Varghese, VC, National Institute of Education Planning and Administration, New Delhi, Professor Bhushan Patwardhan, Vice Chairman, UGC, Professor M Anandkrishanan, Former VC Anna University, Chennai and Former Chair IIT Council, Kanpur, Professor Bikas C. Sanyal, Formerly with IIEP, UNESCO, Paris, Professor MM Pant, Former PVC IGNOU, Professor Nupur Prakash, Former VC IGTECH University for women, New Delhi, Professor JB Nadda, Director CEC, Professor Furqan Qamar, Former VC Himachal University and Former Secretary-General AIU, Professor MM Ansari, Former Member UGC and Member CIC, New Delhi. Professor Sudhanshu Bhusan, Professor Head Higher and Professional Education, NIEPA, Professor Kavita Sharma, Former VC, South Asian University, Professor Kamlesh Bhai Joshipura, Former VC Saurashtra University, Rajkot, Professor Saumen, Chattopadhyaya of JNU, New Delhi and Dr. GD Sharma former secretary, UGC and president SEED-ICF several others delivered their talks and interacted with the delegates.

The conference was inaugurated by Shri J.Veeraraghavan former Secretary Ministry of Human Resources, Government of India. Professor Prasant Bhalla, Chancellor Manav Rachna University, Faridabad, NCR, and Shri Nipun Goenka of GD Goenka University delivered the welcome address. Professor Furqan Qamar

gave away certificates to delegates and gave the valedictory address. Delegates worked in groups and made several recommendations on the theme of the conference.

The conference was conducted in collaboration with Education Council, ASSOCHAM, New Delhi, Academic Collaboration of National Institute of Educational Planning and Administration Technical Collaboration with Consortium of Educational Communication, of UGC, academic staff of NIEPA, and with active and support of Manav Rachna Institute Of Education, Faridabad, GD Goenka University, Sohana, NCR A very key and constructive role was played by Shri B.K Tyagi, Secretary-General ICF, Shri Neeraj of ASSOCHAM and his team and Shri Sudhir Dagar of NIEPA.

A cultural program was conducted by the artists of Ganesh Natyalaya and coordinated by Ms. Mrinal Sharma. The program was supported by the Kawa Group of Institutes.

Future Role and Scope of ICF

It was discussed in the 25th ICF Conference that given changes being proposed in Draft New Education Policy, the role of the scope of Indian Colleges Forum should be redefined. It may be appropriate to consider making the organization broad-based and cover all the institutes of higher education in India with special focus on the colleges so long as they remain colleges and then convert into a degree-granting autonomous colleges/university. This issue is a matter of discussion and would be discussed in the future.



Group Photo of delegates and resource persons of the conference

Dr. Mridula Sharma, Secretary-General SEED

The role played by Dr. Mridula Sharma, former Chief International Programme, IAMR, Director, FMG Academy, Greater Noida, and Secretary-General, SEED in bringing the organization from day one to the level of Silver Jubilee Conference and participating in the conference cannot be described in words. SEED and ICF family is missing her owing to her demise on April 15th, 2020. Dr. Mridula Sharma fought her disease very valiantly. She gave her best in setting-up and development of SEED-ICF. Her contribution will be remembered by all those working in the field of higher education.

CHALLENGES FOR IMPLEMENTATION OF NATIONAL EDUCATION POLICY

SHRI J VEERARAGHVAN*

The paper is based on the inaugural address delivered in the 25th Annual Conference of ICF at India Habitat Centre, New Delhi. It deals with the challenges of implementation of National Education Policy

THE EDUCATION POLICY

What is Education Policy? From the Government's point of view it sets a new direction; partly to correct present deficiencies and more importantly to meet the needs of the future. The proposed policy has identified these deficiencies and challenges and defined priorities and measures for the future unlike past statements of education policy it has also made specific recommendations on the financial resources needed for implementation.

1. Challenge of Consolidation

The first and perhaps the most difficult challenge is that of consolidation and reorganization. There are presently 50,000 Higher Education Institutions (which will undoubtedly increase by normal growth). Many of these have enrolments of less than 100 and often have only a single discipline and there are, according to Kasturirangan Report, quite a few are commercial and hardly any education takes place at all in such institutions. The policy proposes to consolidate and reorganize the existing institutions and the new ones into much fewer numbers of large multi-disciplinary institutions with at least 3000 students. Some of these would be major universities with very large numbers. These re-organized institutions will cater to the existing and growing enrolment which is expected to become 50% of the relevant age group from the present 25% in 2017-18.

Although many of the existing small institutions could be included as part of the clusters of the new institutions, reorganization on this scale will pose a great challenge and besides requires a large scale investment in physical infrastructure, residential hostels, and all other related facilities. Appropriately the policy suggests a long term framework for this reform.

2. Challenge of Academic Reorientation

Comprehensive and holistic liberal arts approach to four year undergraduate programmes with options for those who wish to exit after two or three years, is envisaged.

* Former Secretary of Human Resource Development, Government of India.

Since the courses would be offered in multi-disciplinary universities or colleges, there would be wide choice including science and technology courses, with semester systems, internal assessment and integration of vocational courses. Desirable as these goals are, reorientation of the existing faculty (and the new ones) to adapt to the new pedagogical approach (including adoption of new technologies) will require herculean and patient effort, if the spirit and aims of the new pedagogy is to be achieved.

3. The Challenge of Research and Innovation

There has been much talk over the years of encouraging Research and Creation of new knowledge within the university system. The proposed policy stresses this approach to a much higher degree encouraging the questioning and research approach from school level onwards, including research competences at each level of education. And providing labs and facilities for original research of a high order, in select universities.

To facilitate the growth of both basic and applied research National Research Foundation has been proposed to seed and promote research and establish linkages and synergies. Since applied research is often more attractive and remunerative, to get committed scientists for basic research will be even more difficult and will need special attention. International collaboration is vital for successful basic and applied research.

4. Motivated and Energized Faculty

The policy devotes much attention to recruitment, training, working conditions, teaching load, career management and motivation of teachers. It recognizes the importance of merit and performance based promotions, use of objective criteria in selection processes, identification and grooming of teachers for leadership positions. It also makes a terse observation that non-performing teachers will be held to account although how this will be done is not very clear.

Career management is important for attracting and retaining talent in the universities and colleges. Since comparable talent in industry and commerce get highly paid, and the beneficiaries from such sectors define the

expensive lifestyle of future younger generation, academic professions need to be adequately compensated. There is need for a two or three track models in career management: (i) a time-bound promotion for all; (ii) a fast track for the meritorious and (iii) special identification of the outstanding, rewarding them with opportunities for further growth.

In this connection, the policy warns against nepotism and bribery. Since every meritorious selection could lead to suspicion of nepotism, a robust system of selection that is fair and seen to be fair will be a major requirement of successful career management. The introduction of time bound promotions will facilitate the general acceptance of speedier advancement of the meritorious.

5. Regulatory Transformation

Major recommendations have been made in the new policy. The first is to have a single regulatory agency for all of Higher Education including medical, legal and agricultural education. The New Policy wants the professional bodies such as the Medical Council of India to set standards for professional practice. Such standards for entry into profession and professional practice while the academic regulator will focus upon education through which those standards can be attained.

Time alone can tell if regulation of professional education by a single academic body will be better than the present regulation by professional body.

The second reform is to make regulation "light but tight" which means regulator will focus on a few major parameter rather than go into details which should be left to the institutions (universities/colleges). This is an important reform to make regulation more effective and meaningful.

The third reform is to have a large number of accrediting agencies under an Accreditation Authority; Accreditation will be the main method of ensuring quality, but it must be ensured that accrediting themes are knowledgeable and not ad hoc visiting squads. Accreditation must also focus on major parameters and not act as auditors verifying various details.

6. National/State Education Authority

To assist the Ministry of Education, there will be a National Education Advisory Board (RSA) with thirty members, two thirds of whom will be eminent educationists. The Minister of Education will chair the same.

This will replace the present Central Advisory Board of Education.

While the CABE has no permanent Secretariat, the new R.S.A will have a permanent secretariat. RSA is a mechanism of the think tank which can give new ideas and monitor implementation of programmes and policies; similar bodies have been suggested at state levels.

To be effective and successful, these bodies should

be genuinely autonomous and should not become "endorsing bodies" of the Ministries / Departments of Education. Since the Ministry of Education will chair the RSA, and its members have also been nominated by the Minister, special efforts will be needed to establish a tradition of independent reflection.

7. Financial Resources

There is no separate estimate of resources to be provided for higher education and the policy recommends that the over all annual outlay on education from central and state budgets should be increased from the present 10% to around 20% over the period of 10 years. Since this is only an adhoc figure one cannot say whether it would be adequate or it would meet the norms of 6% of the GDP. It must be ensured that a fair share of this outlay is made available for higher education and the percentages mentioned above would not only apply to the Revenue Budget and also apply to the Capital and Loans budget. Without good quality higher education there cannot be further growth of the economy or competitiveness. Cutting funds needed for research and higher education would be self-defeating.

The policy does not spell out the role of the private sector in education. Although it has a few good words to say about private philanthropy sector in education, it has no specific suggestion for incentivizing and encouraging the private sector investment in education.

TO CONCLUDE

The New Education Policy has a number of valuable suggestions and quite a few radical reforms. It is essential to implement the same effectively and with speed so that India is able to emerge from less developed country status to middle income country status. While it is true that education is not for economic development and the goal of education goes beyond economic goals, nevertheless there is a strong connection between the two. Both educational and economic growth is necessary to provide requisite prosperity to large numbers of our citizens.



Group Photo of inauguration of the conference

IMPLICATIONS OF TRANSFORMING AUTONOMOUS AND AFFILIATED COLLEGES AS DEGREE GRANTING INSTITUTIONS

PROFESSOR M. ANANDAKRISHNAN *

The National Policy on Education has proposed to abolish the affiliation system of colleges putting an end to the relics of the colonial era. This proposal would convert the affiliated colleges into autonomous colleges with degree granting powers. This, however, is not the first attempt. There have been similar suggestions, for example, by Yashpal Committee, National Knowledge Commission and National Policy on Education-1986. Those attempts did not produce effective results. This paper discusses these details and points out the implications of the proposal and indicates the imponderables in implementing them.

DRAWBACKS OF AFFILIATION SYSTEM:

There have been very many considered views on the drawbacks of the affiliation system of higher education in India. It is a hangover of the colonial era. The affiliation system persists only in a few countries such as India, Pakistan and Bangladesh. Many eminent commissions have commented on the desirability of doing away with the affiliation system.

The Report of Yashpal Committee to Advise on Renovation and Rejuvenation of Higher education states: "The current structure of Indian University system has a large number of affiliated colleges associated with either a Central or a State university, where bulk of the enrollment takes place. This structure has burdened many universities with the management of the academic content, examination and quality of these colleges. In addition while better colleges feel stifled by the university bureaucracy - delays, control and inadequate support - the better universities are affected by the limited thinking of the college leadership and their negative role of the university process. It is obvious that the better institutions are suffering and creativity is the casualty" (Yashpal 2009).

The National Knowledge Commission under Sam Pitroda states: "The system of affiliated colleges for undergraduate education, which may have been appropriate 50 years ago is no longer appropriate or adequate and needs to be reformed. There is an urgent need to restructure the system of undergraduate colleges affiliated to universities.

" The most obvious solution is to provide autonomy to colleges either as individual colleges or cluster of colleges, on the basis of criteria that have been stipulated. However this would provide a solution for a limited number of undergraduate colleges.

The affiliation system persists only in a few countries such as India, Pakistan and Bangladesh. Many eminent commissions have commented on the desirability of doing away with the affiliation system.

" Some of the affiliated colleges could be remodelled as community colleges which could provide either vocational education or formal education." (NKC 2009)

The National Policy on Education (NPE 1986) first mooted the idea of "discarding the university affiliation system - a distinctive characteristic of tertiary education in the Indian subcontinent - and replacing it with a network of academically and financially autonomous colleges designing their own curriculums and awarding institutional degrees." Despite nearly three decades of efforts the affiliation system shows no sign of this widely desired metamorphosis. NPE-1986 envisaged giving autonomy to at least 500 colleges in a five year period. It also provided special funds to colleges for taking up new responsibility to framing curriculum, admission and evaluation of students, but the university gave the degree. However this goal was not reached even marginally. On the contrary with new colleges mushrooming across

the country, in response to the rising demand for tertiary education, the huge number of colleges affiliated with India's major universities has transformed them into the largest in the world.

For instance Rajasthan after giving autonomy to five government colleges, it was withdrawn after five years. With lot of efforts only about 200 colleges got autonomy by the year 2000. However after private self-financing colleges came into existence, many of the applied for and got autonomous status. (Sharma 2019)

One of the major drawbacks in improving quality of Indian higher education system is the practice of affiliation of colleges to universities. In spite of many committees recommending that the affiliation system should be done away with, it continues to persist on a magnified scale. Some universities have as much as 600 colleges affiliated to them. Consequently the university becomes an examination body and not a source of inspiration for knowledge creation and innovation. The colleges tend to blindly follow the syllabi handed down

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to them based on the text books prescribed for this purpose and the students are driven to prepare themselves for passing in the examinations and not for acquiring knowledge, skill and experience, There is very little freedom to experiment with new ideas and new approaches to teaching and learning. (Anandakrishnan 2014)

PROPOSAL BY NEP-2019

Under the existing system all affiliated colleges are required to follow a central syllabus, curriculum, pedagogy, and textbook. It is generally agreed that the affiliation system is the bane of higher education system in India. It has made the colleges as tutorial institutes and the teachers as tutors. The National Education Policy - (NEP-2019) has proposed very drastic changes in the nature of the college system in India.

ELIMINATING AFFILIATION SYSTEM:

In order to eliminate the affiliation system, the NEP proposes that :

- a. all affiliating universities will transition to a Type 1 or 2 institution, with one or more campuses. Universities will have no affiliated colleges.
- b. All (currently) affiliated colleges, must develop into autonomous degree granting colleges (Type 3) by 2032, or merge completely with the university that they are affiliated to or develop into a university themselves (Type 1 or 2). These transitions will be a part of State level plans for developing the new higher education institutional architecture.
- c. To enable this transition and development of the colleges into Type 3 higher education institutions (HEIs), adequate support, including mentoring, will be provided by Type 1 or 2 HEIs or other mentor institutions. Special budgets will be allocated to the mentor institutions for this purpose.
- d. There will be an adequate time period provided for this transition to happen. This time period may extend up to twelve years. Thus, there will be no affiliating universities or affiliated colleges after 2032.
- e. The facilities and resources of colleges that do not develop into Type 3 HEIs by 2032 will be optimally utilized for other public good and services, for example as adult education centers, public libraries, vocational education facilities, etc. This will also be a part of the State level plan.
- f. These developments will require enablement by the governance and regulatory regimes, in addition to institutional development, which will be facilitated by the relevant bodies of the State and the Centre.

Thus a college would either be an autonomous degree granting institution or a constituent college of a university. In the latter case, it would be fully a part of the university. With appropriate accreditations over a period of time,

colleges could evolve into autonomous research or teaching universities if they so aspire.

According to NEP-the type 3 autonomous colleges will focus almost exclusively on the goal of high quality teaching. These institutions will largely run undergraduate programmes, in addition to diploma and certificate programmes, across disciplines and fields, including vocational and professional. A large number of such autonomous colleges, say 5,000-10,000, will provide high quality liberal undergraduate education, with a target of on-campus enrolments of 2,000- 5,000 or higher. These colleges will also be expected to offer certificate, diploma, and degree courses in vocational education, and in some fields of professional education. Given that teaching is strengthened through research and vice-versa, faculty at these colleges will be encouraged to apply for research funding and conduct, and be able to give senior undergraduate students a flavour of research. Over time, such autonomous colleges can begin to conduct quality research across disciplines and introduce graduate programmes, and may thereby aim towards becoming either Type 2 or Type 1 institutions.

DEGREE-GRANTING POWERS

Degree-granting powers are, at present, vested only with universities. This will change, as autonomous colleges will also gain the freedom to grant their own degrees. All institutions of education and research, public as well as private, will be allowed to award degrees in their own names, irrespective of whether the word 'university' figures in their name or not. Universities will be distinguished from degree-granting colleges by the fact that they offer graduate programmes in a broad range of subjects, especially quality PhD programmes, and are of relatively larger sizes. By 2032, all higher educational qualifications - including all degrees and diplomas - shall be granted only by accredited Type 1, 2, or 3 institutions.

All HEIs will gradually move towards full autonomy - academic, administrative, and eventually financial. The autonomy of public institutions will be backed by adequate public financial support and stability. Private institutions with public-spirited commitment to high quality, equitable education will be encouraged and treated on par. The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' in order to enable and encourage local innovation.

ACCREDITATION

The NEP proposes that there will be a national board of accreditation (NBA), which will act as a licensing authority for opening educational institutions. No institution can operate without the license from this authority. It is noted that all degree granting colleges will have to be accredited

by NBA. This is somewhat similar to the practice in USA where the colleges offering degree programmes have to be accredited by the Council for High Education Accreditation (CHEA).

FEATURES OF AUTONOMOUS COLLEGES

As of now the basic features of autonomous colleges in India remain the same for every institute. Some of the most important features of the autonomous colleges of India are: i) they run and function as per their own rules, but of course, without violating the basic guidelines and norms set by the UGC. ii) they have the liberty to frame their own structured syllabus and curriculum. iii) they are allowed to conduct exams and declare the results without relying on the affiliated university but they cannot issue their own degree or diploma. The final degree or diploma is issued by the affiliating university.

The syllabus, curriculum and examination system of these colleges is different from that of the state universities and the policies governing the functioning of the colleges including the pay and service rules are governed by UGC. However they need to be affiliated to a certain university at the end of course completion,

As of 20th June 2019 there was a total of 708 Autonomous colleges in India. Statewise distribution of autonomous colleges is as follows: AP 104; Assam 2; Bihar 2; Chattisgarh 11; Goa 1; Gujarat 4; Haryana 7; HP 5; J&K 3; Jharkhand 5; Karnataka 71; Kerala 19; MP 41; Maharashtra 86; Manipur 1; Nagaland 3; Odisha 47; Ponicherry 3; Pujab 11; Rjasthan 5; TN 193; Telengana 60; UP 11; Uttarkhand 4; WB 15

JUMP IN DEGREE AWARDING INSTITUTIONS

Presently only the universities and the Institutes of National Importance can award the degrees. As of 5 July 2019 their number is 1059 consisting of State Universities 403; Deemed universities 126; Central Universities 48; Private Universities 337 and Institutes of National Importance 145. If the proposals of NEP to convert the affiliated colleges to autonomous colleges is implemented this number will jump to over 15000. Many educationists are concerned that this is a very radical suggestion with considerable difficulties to implement. Putting an end to the existing affiliation system and organizing the the existing institutions of more than 40000 into 15000 institutions is not only difficult administratively and financially but also that such a move raises the questions on the academic competencies of these entities to develop courses, offer study programmes and award degrees. (Vargese 2019)

AUTONOMOUS INSTITUTES

Autonomous institutes like deemed-to-be universities, enjoy full autonomy or independence in deciding courses, syllabus, admissions and fees. However, they can grant diplomas like in the case of Indian Institutes of

Management (IIMs). However, some autonomous institutes are permitted to award degrees, though they are not referred to as Universities. These institutes include Indian Institutes of Technology (IITs), Indian Institutes of Information Technology (IIITs), National Institutes of Technology (NITs), All India Institutes of Medical Sciences (AIIMS), etc.

According to NEP, all higher education institutions will have their own boards of governors and appointments to them would be made on merit. The merit is not defined and nobody knows who will decide it. There will be no space for representatives of students and teaching faculty in these boards. Once the new policy comes into force, there will be no single structure that could be applicable to colleges in the entire nation. The board of governors will govern each educational institution and each board will have its own set of rules.

The process of reviewing the performance of teacher education institutions (TEIs) and closing down the corrupt or substandard ones will be immediately initiated through mandatory accreditation of all TEIs as multidisciplinary HEIs within the next 3-5 years

THE MAGNITUDE OF THE PROBLEM

The magnitude of the problem associated with the abolition of the affiliation system may be illustrated by the example of the State of Tamil Nadu.

Number of Universities in Tamil Nadu:

| | |
|----------------------|----------------------------|
| State Universities | 21 |
| | (includes mono field univ) |
| State open univ. | 1 |
| Central Universities | 2 |
| Deemed Universities | 29 |
| Private Universities | 2 |
| INIs | 6 |
| TOTAL | 60 |

Subsequent to abolition of the affiliation system, there will be a total of 2371 (2178+193) degree granting colleges. Some of these colleges will be relatively small in size. The range of subjects in which the colleges will offer degrees will be very large.

OPEN AND DISTANCE LEARNING:

According to NEP all Type 1 and Type 2 institutions will be encouraged to offer innovative open and distance learning (ODL) programmes with the help of the very best teachers at their institutions. Existing programmes of high quality may be used to develop ODL programmes with similar learning goals. These institutions may also offer programmes exclusively in the ODL mode - again when equivalence to standards of the highest quality in-class

| | Affiliated Colleges | Autonomous colleges |
|--------------------------------|---------------------|---------------------|
| Alagappa University | 45 | 1 |
| Anna University | 551 | 52 |
| Bharathiar University | 128 | 24 |
| Bharathidasan University | 114 | 29 |
| Madras University | 96 | 24 |
| Madurai Kamaraj Univ. | 94 | 27 |
| Manonmaniam Sundaranar Univ | 70 | 8 |
| Mother Teresa | 10 | 2 |
| Periar Univ | 107 | 6 |
| TN Ambedkar Law Univ | 8 | |
| TN Agri Univ | 28 | |
| TN Vet Univ | 7 | |
| Thiruvalluar Univ | 76 | 7 |
| TN MGR Medical Univ. | 793 | |
| TN Sports and Physical Edn Uni | | 2 |
| TN Teacher Education Uni | | 11 |
| TN Music and Fine Arts Univ | 11 | |
| Total | 2178 | 193 |

programmes at the institution can be ensured. Type 3 institutions may also offer ODL, based on receiving appropriate accreditation for the same.

IMPLICATIONS

It is a bold and commendable initiative to get rid of the affiliation system in one stroke, provided this could be achieved effectively. There are several imponderables:

- o Firstly, the NEP envisages a time period of until 2032 to achieve this. Anything may happen during this period to hamper the conversion efforts.
- o Secondly, it is the responsibility of the proposed National Board of Accreditation to license the eligible college to the degree granting status. Considering that the number of colleges will be more than 15000, the feasibility and reliability of the process raises serious doubts.
- o Thirdly, a substantial number of the present affiliated colleges will have bare bone facilities in terms of competent faculty and adequate infrastructures. Many will be single discipline colleges. For them to become a multidisciplinary institution with adequate number of faculty will be a far cry.
- o Fourthly, the variation in quality even in a single discipline among the colleges will be unavoidable.

- o Fifthly, Though the National policy says that Type 3 institutions may also offer open and and distance learning programmes (ODL), based on receiving appropriate accreditation, it is certain that thousands of type 3 colleges running ODL will create chaotic situation. It will be advisable to confine ODL to open universities, treated as Type-2 universities

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NEW EDUCATION POLICY - INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION IN HIGHER EDUCATION: THE CHALLENGES AHEAD

DR. M. USMAN*

The paper analyses structural aspect of education policy. It discusses challenges of consolidation and dealing with multiple agencies regulating higher education. It also makes suggestions for consideration before the concept of affiliating colleges is changed into autonomous and degree granting type 3 universities.

THE VISION OF NATIONAL EDUCATION POLICY

The National Education Policy envisions an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

OVERVIEW OF THE POLICY:

- " Quality early childhood education available for all children between 3-6 years by 2025.
- " Every student in Grade 5 and beyond will achieve foundational literacy and numeracy by 2025 .
- " New 5+3+3+4 developmentally appropriate curricular and pedagogical structure for school education.
- " Integrated, flexible school curriculum.
- " No hierarchy of subjects; No hard separation of areas; Integration of vocational and academic streams.
- " 100% Gross Enrolment Ratio from pre-school to secondary levels by 2030.
- " Effective governance through school complexes.
- " Rigorous teacher preparation, robust recruitment, well-defined career path.
- " New vision and architecture for higher education with large, well-resourced, multidisciplinary institutions.
- " Broad-based liberal arts undergraduate education.
- " Flexible curricular structures; Creative combinations of study; Multiple exit points.
- " Professional education as an integral part of higher education.
- " Empowered governance and autonomy for higher education institutions.
- " 'Light but tight' regulation - separation of functions to eliminate conflicts of interest.
- " National Research Foundation to catalyze research and innovation.

A new vision and architecture for higher education has been envisaged in the Policy with large, well-resourced, vibrant multidisciplinary institutions.

- " Rashtriya Shiksha Aayog - custodian of education in India.

INSTITUTIONAL RESTRUCTURING & CONSOLIDATION IN HIGHER EDUCATION:

A new vision and architecture for higher education has been envisaged in the Policy with large, well-resourced, vibrant multidisciplinary institutions.

- " Consolidation of current 800 universities and 40,000 colleges into about 15,000 large, well-resourced, vibrant multidisciplinary institutions.

All higher education institutions to be consolidated into three types of institutions:

- Type 1: Research Universities - equal focus on research and teaching.
- Type 2: Teaching Universities - primary focus on teaching with significant focus on research.
- Type 3: Autonomous degree-granting colleges - almost exclusive focus on

teaching.

- " Significantly expand reach and capacity while building strong educational communities.
- " All higher education institutions to become multidisciplinary institutions, with teaching programmes across disciplines and fields.
- " Mission Nalanda and Mission Takshashila launched to catalyze new architecture .
- " High quality institutions in disadvantaged geographies a priority.
- " Substantial public investment.

CHALLENGES AHEAD:

Inherent challenges typical of a system fostered by inconsistent policies in the past:

1. Large size of the Higher Education System:

Indian higher education system is one of the largest of its kind in the world in terms of enrolment and the number of institutions. According to All India Survey of Higher Education (AISHE) 2017-18, total enrolment in higher education has been estimated to be 36.6 million with 19.2 million boys and 17.4 million girls. Girls constitute

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47.6% of the total enrolment. There are 903 Universities, 39050 Colleges and 10011 Stand Alone Institutions. Despite these large number of institutions, the Gross Enrolment Ratio (GER) in Higher education in India is only 25.8%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 25.4%. The objective of achieving a GER of at least 50% by 2035 will lead to a multiplication of the number of institutions. This aspect is to be adequately taken care of in the present efforts for restructuring.

2. Multiplicity and Diversity of HEIs:

The diversity of HEIs of the country present a complex picture. 15 Universities of India are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal. In addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum (16) of them are located in Tamil Nadu. There are 500 General, 126 Technical, 70 Agriculture & Allied, 58 Medical, 22 Law, 13 Sanskrit and 10 Language Universities and rest 83 Universities are of other Categories. Besides, there are more than 23,000 polytechnic colleges in the country. This diverse nature of the institutions make the restructuring process difficult and time consuming.

3. Diversity of Stakeholders' interests:

Any reform process has to take care of the interests of all stakeholders like students, staff, parents and general public. In India the presence of private players in higher education makes the restructuring process difficult. 343 Universities are privately managed in the country. 78% Colleges are privately managed; 64.7% Private-unaided and 13.3% Private-aided. Andhra Pradesh & Telangana have about 82% Private-unaided colleges and Tamil Nadu has 76.2% Private unaided colleges, whereas, Assam has 12.0% and Chandigarh has only 8.0% Private-unaided colleges. These facts are to be considered while working out the proposed new structure.

4. Acceptance of Affiliating System:

In spite of several limitations and inherent deficiencies, the affiliating system in India enjoy wide acceptance among the public. The students and their parents generally prefer to enrol in colleges affiliated to universities for undergraduate education. The concept of 'Degree Granting Colleges' is not popular in our country. This may lead to resistance to the transition from the present system.

5. Multiplicity of Regulatory Bodies :

Indian higher education system is regulated by a multiplicity of Regulatory Bodies like University Grants

Commission(U.G.C), All India Council for Technical Education (AICTE), Distance Education Bureau (DEB), Indian Council of Agricultural Research (ICAR), Bar Council of India (BCI), National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dental Council of India (DCI), Central Council of Homeopathy (CCH), Central Council of Indian Medicine (CCIM) and Veterinary Council of India (VCI). They were created over a period of more than seventy years with a purview of distinct operations necessitated by the expansion of different segments of higher education. Replacing these agencies by a single regulatory agency will not be an easy task. The development of a regulatory framework catering to the diverse demands of a highly diversified system of higher education will be a challenging mission.

6. Problems of State Level Plans and State universities:

It is envisaged that all affiliating universities will transform to a Type 1 or Type 2 institution, with one or more campuses. Universities will have no affiliated colleges. All (currently) affiliated colleges, are to develop into autonomous degree granting colleges (Type 3) by 2032, or merge completely with the university that they are affiliated to, or develop into a university themselves (Type 1 or 2). These transitions will be a part of State level plans for developing the new higher education institutional architecture. This will be a time consuming process and state level higher education plans should take care of these issues. Further, merging the colleges with universities involve several problems making the proposal highly impracticable.

7. Challenges of attaining global competitiveness:

The efforts for the attainment of global competitiveness by Indian HEIs is possible only with a highly responsive institutional structure. One has to ensure that the new structure is positively responsible to the changes in technology and global changes in standards and norms and changes in systems of governance of HEIs.

8. Integration of professional education with higher education:

It is envisaged that the overall higher education sector will be integrated into one higher education system - including professional and vocational education. This Policy, its approach, and specific policy points will be equally applicable to all HEIs across all current streams which would eventually merge into one coherent ecosystem of higher education. Integration of professional education with higher education will be a difficult task as we already have a distinct and well developed structure of professional education.

9. Need for more public investment in higher education:

There will be a fair and transparent system for determining higher levels of public funding support for public HEIs. This system will have to ensure equitable opportunity for public institutions to grow and develop. The system should be based on transparent, pre announced criteria for different categories of HEIs. At the same time, equal encouragement should be given for private HEIs and public private Partnership (PPP) in the investment in higher education.

10. Need for catering to backward regions:

The new institutional architecture should have special provisions for catering to the needs of educationally backward regions. The objective to have at least one type 1-3 institution for every district within five years should be met with top priority.

11. Issues Related to the Agencies for Assessment & Accreditation:

It is envisaged that accreditation of HEIs shall be the lynchpin of the regulatory system. NAAC will be reinvented and separated from the UGC into a completely independent, autonomous body and be given the responsibility of overseeing accreditation of all institutions of higher education, across all disciplines and fields. In its new role, NAAC shall function as the top level accreditor, and will issue licenses to as many Accreditation Institutions, which shall be called AIs, as are needed to cope with the workload of accreditation. Every HEI in India once every five-seven years is to undergo the accreditation process. These reforms should ensure that multiplicity of AIs should not be at the expense of quality of the accreditation process.

12. The Role National Research Foundation (NRF):

A new NRF will be setup through an Act of Parliament, as an autonomous body of the Government of India, to fund, mentor, incentivise, and build capacity for quality research

across the country in all disciplines, primarily at universities and colleges, both public and private. It is proposed to catalyse and energise research and innovation across the country in all academic disciplines, with a special focus on seeding and growing research at universities and colleges - create a conducive ecosystem for research through competitive peer reviewed funding, mentoring, and facilitation. Setting up of NRF should not lead to stoppage of the functioning of other funding agencies.

13. Rashtriya Shiksha Aayog (RSA):

Rashtriya Shiksha Aayog or the National Education Commission - apex body to be constituted, chaired by the Prime Minister. Union Minister of Education shall be the Vice Chairman with direct responsibilities related to day-to-day matters. Aayog will comprise eminent educationists, researchers, Union Ministers, representation of Chief Ministers of States, eminent professionals from various fields. The Aayog will be the custodian of education in India.

RSA will constitute Mission Nalanda (MN) and Mission Takshashila (MT) to kick start the efforts to ensure the setting up of high quality Type 1- 3 institutions by 2030. MN is expected to ensure that there are at least 100 Type- 1 and 500 Type- 2 HEIs functioning vibrantly by 2030 and MT will strive to establish at least one high quality HEI in or close to every district of India, with 2 or 3 such HEIs in larger districts, each with residential facilities.

CONCLUDING OBSERVATIONS

The NEP envisages creation, transmission, use and dissemination of knowledge as a continuous process. Its efforts for transforming India into knowledge society are appreciable. However, efforts for the creation of an alternative architecture of institutions in higher education need to be more rational in terms of time and resources. The reformation or renovation of the present architecture of HEIs involves several challenges to be resolved in a time bound manner.

KEY FEATURES OF NEP 2020 -SCHOOL EDUCATION STRUCTURE

3+2 Anganwadi plus primary education up to 2nd standard- Age group 0-5 years

+3 Primary education up to 5th standard -age group 6-9 years +3 Middle education up to 8th Standard - Age group 10-12 years

+4 Secondary education up to 10th and Higher Secondary Education up to 12th Standard -Age group 12-16 years

Integration : Life coping, vocational and skill development integrated with curriculum from 6th 12th standards. No subject streaming at 12

standards all subjects choice left to students

Language: Mother Tongue upto 5th standards, mother tongue and regional language up 12th preferably

No imposition of language

Continuous Evaluation: All aspects of education - 360 degree evaluation with detailed report card to be digitally maintained.

Anganwadi and pre-school up to 2nd standard to have well designed curriculum

Focus of primary education: Mathematics, Language - reading and writing. Coding from 6th standard

CHALLENGES OF MOBILIZATION OF FUNDS FOR PUBLIC AND PRIVATE HIGHER EDUCATION

DR. BIKAS C. SANYAL *

The paper discusses challenges of India and its relation with challenges for mobilization of funds for transformation of higher Education to make it India Centric. Paper also discusses controversial issue of for profit education. It also suggests strategies at macro and micro level for mobilization of funds for higher education.

VISION OF EDUCATION IN THE NATIONAL EDUCATION POLICY

It envisions an India centered education which can contribute directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. For higher education to contribute, its own share will have to face the following challenges according to the Educational Policy:

- " Fragmentation of the higher education system (Too many institutions with too low enrolment)
- " Too many barriers; too much early specialization and streaming of students into disciplines:
- " Lack of access, especially to socio-economically disadvantaged groups and areas:
- " Lack of teacher and institutional autonomy
- " Inadequate mechanisms for career management and progression of faculty and institutional leaders
- " The lack of research at most universities and colleges, and the lack of transparent and competitive peer reviewed research funding across disciplines
- " Suboptimal governance and leadership of higher education institutions:
- " A regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions: (DNET 2019)

The list misses some additional challenges facing the transformation of higher education. These are as follows:

Challenge from Crisis in well-being of the Indian Population:

1. India's position in Human Development Index 2019 UNDP (September 14, 2019) is very low with a score of 130 among 189 countries. There are 129 countries above us.

The HDI is a summary measure for assessing long-term progress in three basic dimensions of human

development: a long and healthy life, access to knowledge and a decent standard of living. (--) per cent of India's HDI value is lost on account of inequalities. This confirms that inequality remains a challenge for India..

An important element is missing from the HDI is the dismal situation of hunger in India with worse scores (30.3) than Bangladesh (25.8), Nepal (20.8) and Pakistan (28.5). Only 9.6 percent of all children between 6 and 23 months of age are fed a minimum acceptable diet according to the report. The scores have been contested by NITIAYOG experts for methodological problems.

India has launched several programmes of hunger reduction.

India also suffers from the crisis of pollution and is a victim of climate crisis, with the city of Delhi inviting strict criticism as the most polluted capital of the world. In addition the United Nations in its report on Index of Happiness among 155 countries of the world has placed India with a score as low as 133 in comparison with Sri Lanka at 16, Pakistan at 75, Nepal at 101 and Bangladesh at 115.

Challenges due to energy and infrastructure Crisis

According to the World Energy Council's latest Energy Trilemma Index including energy equity, energy security and environmental sustainability (the index rates each nation's energy systems on a

0 to 100 scale covering 128 countries), India's score is 103. Energy security: reduction in energy storage, lack of diversity, in primary energy supply, and increase in import dependency (since 2000). Specific programmes planned are reducing its dependence on imported oil and gas and ensuring renewable energy sources (Source: World Energy Council TOI 20 October, 2019).

Challenges from Economic Crisis:

The latest data released by the Commerce and Industry Ministry released on 31 October, 2019 showed that industrial production having a share of 40% of GDP grew only 1.3% during the first half of 2019-2020 and is trending towards a negative growth rate. This is leading to heavy retrenchment and generating unemployment in general and of graduates in particular adding to the social crisis

India also suffers from the crisis of pollution and is a victim of climate crisis, with the city of Delhi inviting strict criticism as the most polluted capital of the world. In addition the United Nations in its report on Index of Happiness among 155 countries of the world has placed India with a score as low as 133 in comparison with Sri Lanka at 16, Pakistan at 75, Nepal at 101 and Bangladesh at 115.

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belying the promises of the Government. In respect of unemployment in general we have three different estimates of employed in the national labor market - the database and the methodology needs to be improved.

Challenges from Financial Crisis:

A direct result of the economic crisis is the financial crisis facing the transformation of higher education. Insufficiency of allocation of funds from the state has been elaborated by Dr Ansari (College Post, September, 2019). The challenge to face the financial crisis then is to mobilize funds from additional sources for transforming the public and private institutions of higher education .

Challenges from inadequate use of natural, physical and human resources: facing these challenges adequately with appropriate use of higher education providing necessary skills could reduce the economic crisis.

Challenges from inadequate use of digital technology are at the root of many of the above crises without having alerts and taking timely corrective actions

To face each of the above challenges the role of higher education is obvious. Most important challenge, of course, is the mobilization of financial resources to transform private and public sectors of higher education, so as to provide an India centred education which can contribute directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. I shall explore such mobilization based on the experiences around the world below.

II

MOBILIZATION OF FUNDS FOR PRIVATE AND PUBLIC SECTOR HIGHER EDUCATION:

On the Role of the Private Sector in Financing Higher Education UNESCO has the following position:

"With regard to inputs, the general consensus is that financial responsibilities should be shared by all stakeholders. More concretely, increased contributions are expected not only from the state but also from students and their families, and from industry and business" (UNESCO 2004)

1. TYPOLOGY OF THE PRIVATE SECTOR IN RESPECT OF MOBILISATION OF FUNDS:

The private sector institutions are classified in three types: self-financed non-profit private higher education, state financed private higher education and for-profit higher education.

1.1. Self-financed private higher education:

" The religious and philanthropic foundations (Roman Catholic Church in Asia, Protestant Church in the USA and Islamic organizations Egypt, Indonesia, Malaysia and Pakistan).

" Private businesses and secular non-governmental

organisations like Bill and Milenda Gates, Ford, Warren Buffet, George Soros's Open Society programme, in the United States, Tata, Birla, Azim Premzi, and Bharti Foundations and Vedanta University in India,

" Self-financed universities set up in collaboration with universities within the country (institutions in Karnataka and Andhra Pradesh in India offered degrees by the Anna Malai University in Tamil Nadu).

1.2.State financed non- profit private higher education:

These are subject to government control in respect of rules and regulations. In terms of ownership they are public corporations or constitutional entities . In several countries in Asia e.g., India, Pakistan, Bangladesh and the Philippines the establishment of private institutions of higher education with state support has been very common. The recurrent grant from the state meets the entire deficit in operational expenses of the government 'sponsored' institutions while government 'aided' institutions receive ad hoc grants.

1.3.For-Profit (Private) Higher Education:

" The USA (University Phoenix is the largest for-profit institution for education in the whole world), the UK, Australia, Japan, Malaysia, China (starting in 1999), etc.

" The "Law for the facilitation of private schools" in China enacted in 2002 although does not encourage making profit as the primary aim, does not explicitly prohibits them either (Cheng 2009).

" Another important for-profit higher education company is India's NIIT University. Started as NIIT limited in 1981 and later listed on the National Stock Exchange and Bombay Stock Exchange of India it is one of the world's largest Information Technology training and education company with 5 million students providing class room and on-line education across 20 states within India and 30 countries around the world with more than 100 educational centers set up in China and other parts of Asia-Pacific region as of 2010. USA, Canada, UK, Australia, China, Indonesia, South Africa and Nigeria are among the 29 countries of the world where NIIT Limited has set up its centers. In 2009 NIIT Limited and its subsidiaries had annual revenue of US\$255 million approximately (NIIT 2010). This issue will be discussed further in connection with cross-border higher education. IL& FS (Infra structure Leasing and Financial Services is another for profit higher education company with its education business- Schoolnet India.

1.4. Controversies around the for-profit sector:

Merits of for-profit sector

" They claim to be serving an underserved student population

" Custom made flexible instructional programmes in

respect of their organisation not available in public sector

- " Built in accountability in the management of the for-profit sector
- " Reduction of the burden of the state and making those pay for the education who can pay.

Demerits of the for-profit sector

- " Most vulnerable to corruption and fraud (USA., National Consumer Law Center)
- " Completion rate is lower.
- " Defaults in repaying student loans are much higher.
- " Quality of education offered is often very low, contrary to what we have noted above.
- " Students unqualified for higher education are often pushed to enrol under pressure. They also become victims of false publicity.
- " Gives only limited attention to costly disciplines of national importance, available only to those who can afford it resulting in increased social disparity.
- " Hijacking the best teachers from public institutions paying higher salaries

As long as higher education will provide higher social and private return demand for it will continue to grow and along with this the market of for-profit sector will also continue to grow with funds paid for by the students and the state directly or indirectly.

Demand for higher education is also being met by cross-border higher education which is discussed below.

2. CROSS-BORDER HIGHER EDUCATION AND ITS FINANCIAL IMPLICATIONS:

Financing cross-border education takes two forms: non-profit and for profit. We shall discuss both types below followed by an analysis of its impact of financing higher education.

2.1. Non-profit cross-border higher education

Non-profit component of cross-border higher education is financed mostly by bi-lateral aid called overseas development assistance (ODA). ODA for higher education increased from US\$1.34 billion in 1999 to US\$3.29 billion in 2004. Only three countries France, Germany and Japan, together contributed more than 80 per cent of the total bi-lateral aid in 2004 for cross-border higher education (Bashir 2007). Germany had 260 thousand France 238 thousand and Japan had 118 thousand students from abroad in 2004.

2.2. For-profit cross-border higher education

In recent years major part of cross-border higher education has taken a commercial turn and has become 'for-profit'.

Country wise China was most important importer with 343 thousand students abroad followed by India with 124 thousand students abroad. Most important for-profit exporters were United States with 573 thousand, United Kingdom with 300 thousand and Australia with 167 thousand students from abroad

Few countries collect or provide financial data on for-

profit cross-border higher education. United Kingdom, United States, Australia, New Zealand, and Canada, for which data were available, increased their income from export of higher education mainly due to the relative decrease in their own government funds for it. They, among many other countries launched the business of international education in two ways: first, by recruiting students on full fee payment basis and second through offering programmes to foreign students in their home countries through varieties of delivery modes charging usually very high fees. In 2008 United States received US\$17.8 billion (Varghese 2010).

Cross-border higher education also includes publicly traded companies such as Apollo, Career Education Services, University of Phoenix and Sylvan Learning Systems, in the United States, Informatics in Singapore, NIIT, Tata Infotech and APTECH in India, corporate universities such as those run by Motorola, and Toyota, and networks of universities, professional associations and organizations .

For profit cross- border higher education has all the merits and demerits of for-profit higher education discussed earlier. The additional benefit is that with proper vigilance on the terms of cooperation, importing countries can benefit from high quality academic programmes and facilities including staff from abroad. But among the demerits an additional demerit is the risk of the erosion of national cultural identities.

In addition to the increasing role of the private sector discussed above financial resources are being increased through cost-sharing. The principle of cost-sharing among the stakeholders for financing higher education is discussed below.

3. THE ROLE OF COST-SHARING IN PUBLIC HIGHER EDUCATION

Six forms of cost-sharing through parental and student contributions have been indentified in public universities :

- (1) Introduction of tuition fees: public universities around the world are now introducing fees. This was done in China in 1997. More than 34 per cent of the total operational budgets of Chinese higher education institutions were covered in 2008 by tuition and fees paid by students (Li Wenli and Liu Qiang, 2013)
- (2) Introduction of a dual tuition track many countries including India.
- (3) A very sharp rise in tuition, IIMs, IITs
- (4) Imposition of user charges many countries in both East and West.
- (5) Diminution of student grants or scholarships (India, UK among others)
- (6) An increase in the cost recovery of student loans through out-sourcing agency has been introduced in Rwanda

Effective cost-sharing should meet the following pre-conditions.

- (1) Cost-sharing programmes should be introduced only

after policies are in place for means-tested financial assistance as well as generally available student loans.

- (2) Suitable procedures should be adopted to accommodate borrowers of student loans with low-earnings or serious financial hardships for repayments.

Scarcity of financial resources has obliged the higher education system around the world to look for non-state and non-traditional sources through income-generating activities in the institutions of higher education as will be seen in the following section.

4. NON-STATE AND NON-TRADITIONAL SOURCES OF INCOME: THE ROLE OF INCOME GENERATING ACTIVITIES

The non-state non-traditional sources are as follows.

- (1) Student fees from overseas students, and self-financed students in specialised tailor made programmes,
- (2) Fees from continuing education programmes organised for industries and professions especially in the areas of spiritual and social entrepreneurship programs as in China
- (3) Research patents, licences, royalties and overheads
- (4) Service fees from internal privatization programmes, including outsourcing
- (5) Income from productive units, (factories as in China)
- (6) Income from computer services offered to business, commerce and private individuals
- (7) Income from rents offered to practising faculty in their professions - architects, engineers, doctors and teachers on campus following prescribed regulations
- (8) Income from offer of technical services to industry, business and commerce
- (9) Income from lease of unused land (JNU) and space for regulated use and
- (10) Income from science parks set up on campus.
- (11) Income from fee-paying distance learning programmes.

In China, income from non-state sources increased to 52.6% in 2008 of total government budgeted fund.

Conditions for success in income generating activities

For income generating programmes to be successful the following conditions are to be met:

- (1) An audit is necessary to identify what the institution can offer
- (2) There should be a market research for the products and services playing the 'local card'
- (3) The institution should have a commitment of management at all levels
- (4) The institution should develop an enterprise culture i.e., seeing change as an opportunity not a threat; every staff recognising its importance; establishment of an excellent internal communication system; a fair reward system and development of a programme of staff orientation
- (5) Good public relations keeping a high institutional profile
- (6) Facilitating financial procedures and practices
- (7) Attitude of risk taking
- (8) Correct delivery structures
- (9) Practice of good tactics and
- (10) Guarantee

of maintaining the principal mission of the institution: instruction, research and public service. Income is being generated only to serve the institution's mission.

III

The above sections have dealt with problem of financing higher education and alternative strategies to mobilise resources both from the state and the private sectors. To meet the objectives of higher education the resources mobilised need to be rationally allocated. Inappropriate allocation mechanism often leads to failure to increase access, increased socio-economic disparity, increased inefficiency and irrelevance, and wastage of scarce and hard earned financial resources. We shall discuss below how the resources can be allocated to higher education to get the best results.

5. RESOURCE ALLOCATION MECHANISMS IN PUBLIC HIGHER EDUCATION

There are two major types of allocation: Direct public funding of institutions and indirect funding of students. These are discussed below.

5.1. Direct public funding of institutions

This is provided by the governments of countries to support the institutions to finance their instruction, operation and investment expenses for a variety of specific purposes. This also includes financing institution-based research. The countries use different approaches to do so for their public institutions although private institutions also benefit in a few countries as described earlier.

5.1.1. The approaches for funding instruction, operations and investment
These include negotiated budgets, formula-funding, 'demand side vouchers', performance based funding and funding for specific purposes.

Negotiated budgets: line item budgeting and block grants giving institutions more flexibility and autonomy in spending as is observed in Netherlands and Uganda.

The second approach 'formula funding' uses formula of various types. Based on inputs such as staff and students, per student, 'chargeback' arrangements, based on performance; based on student-characteristics (equality focussed).

The third approach: the use of 'demand-side vouchers' which are distributed to students to meet their expenses.

The fourth approach "performance-based" funding is a mechanism more elaborate than "performance-based formula" funding in which government funds all or part of recurrent operating budget in three ways: (1) 'Performance set asides', (2) 'Performance contracts' and (3) 'Payment for results'

The fifth approach of funding 'Funding for specific purposes' consists of two categories: (1) Categorical funds and (2) Competitive funds (improving quality, promoting innovation and fostering better management).

5.2. Indirect public funding of institutions

There are four broad mechanisms: (1) 'Demand-side' vouchers (2) Government scholarships (3) Tax benefits and (4) Student loan models. We mention them below:

- (1) Demand-side vouchers
- (2) Government scholarships
- (3) Tax benefits to families
- (4) Student loan models for allocation of funds among students in higher education. About fifty countries of the world today allocate funds for higher education of students through student loans. There are three types of student loans. (a) mortgage-type, (b) income-contingent repayment type and (c) internally financed loans.

Different types of allocation mechanism of financial resources contribute to achieve different objectives as has been observed in the above analysis. It is also observed that countries are moving from line item negotiated budgets and input based resource allocation to output and outcome based resource allocation to improve internal and external efficiency. Resource allocation mechanisms are also being adapted to improve equity of access, promote lifelong learning and facilitate expansion of higher education. The choice of a particular mechanism will vary according to the socio-economic context of the country and the managerial infrastructure.

IV

We shall discuss below how the managerial infrastructure can contribute to the better utilisation of resources and can do "more with less" adding to financial resources.

6. UTILISATION OF FINANCIAL RESOURCES: ROLE OF EFFECTIVE MANAGEMENT.

Increased mobilisation of financial resources and better allocation mechanisms fail to achieve the objectives of higher education if the resources are not managed effectively. The diversified stake holders and providers of funds are all demanding effective and efficient management and "value for the money". The following tasks with the help of available digital technology will help.

6.1. Production of Financial Indicators using new data analytics if possible

Using ICT, production of financial indicators becomes the first task in proper utilisation of resources discussed below. These indicators are now being available for managerial purposes.

6.2. Utilisation of Resources

Indicators are now available to improve staff, time and space utilisation (IIEP, 1996) in addition to those resources mentioned in income-generating activities.

Use of the ICT with adequate monitoring in instruction through distance learning has radically changed the space requirement and reduced financial requirements without affecting quality. The Open University of the United Kingdom, the University of Phoenix in USA and the Indira

Gandhi National Open University of India, to cite only few examples, have increased higher education enrolment massively with heavy reduction in cost.. Use of digital technology, open and distance learning, Massive On Line Open courses (MOOCs), use of Artificial technology and big data management techniques for better utilisation of resources. Accountability and transparency on the part of the institutions and flexibility on the part of the government are important factors to improve utilisation of resources. Introduction of "Smart Classes" is increasing quality of education while using staff and student time effectively.

6.3. Management of Cash Reserves using financial institutions

Cash reserves are needed to meet unplanned, short-term financial needs. Breakdown of equipment or unexpected repairs or a sudden lucrative offer for development of the institution need cash reserves. However there should not be much hoarding of cash. They can be invested in flexible fixed deposit schemes with interest in good banks to enable the institution to withdraw money without loss of interest. With prudent investment in selected mutual funds reserves can also enrich institutions' funding resources.

6.4. Evaluation and Auditing

For efficient use of scarce financial resources financial indicators can be used for performance measures of any activity for the evaluation of its achievement and take corrective measures if necessary. Periodical internal auditing is needed to check on proper use of funds and identify any misuse before submission of accounts to external auditors for public use.

6.5. Protection of Funds from Fraud (IIEP's extensive work on corruption)

Increasing corruption in our society is invading the financial world of the educational institutions. The auditing exercises mentioned above will reduce misuse but extra precaution would be needed in reducing the power of the users of funds through multiple checks

7. CONCLUSION FOR STRATEGY:

A non-exhaustive list of strategies reinforcing those recommended in the NEP is being suggested at international, national and institutional level for the mobilization of financial resources to transform private and public sectors of higher education, so as to provide an India centred education which can contribute directly to transforming our nation sustainably into an equitable and vibrant knowledge society, International Strategies:

- " Increased South-South co-operation in academic programmes
- " Greater coordination among bi-lateral and multi-lateral aid agencies
- " Increased accountability and transparency of both donors and recipients especially in respect of procurement and distribution

- " Preference for 'long-term comprehensive support' by major donors and philanthropists to make higher education projects successful
- " Studies on effective mechanisms of international aid for higher education

National Strategies:

- " State control of financing higher education for strategic target groups and for both instruction and research in strategic disciplines
- " Public-private partnership
- " Regulated policy on conducive framework for diversification of funding sources and institutional income generation
- " Introduction of performance based formula funding for resource allocation in instruction and peer reviewed funding for research projects
- " Introduction of income-contingent and mortgage-type student loans
- " Introduction of norms for use of resources of all kinds and allowance for flexibility in resource utilisation at

- institutional level
- " Introduction of financial planning at institutional level

Institutional Strategies:

- " Integration of financial planning with institutional policies
- " Encouragement of income generation at faculty/department/individual levels
- " Promotion of university-industry partnership
- " Introduction of cost-saving measures coupled with quality assurance
- " Appropriate financial management structure including management information system
- " Introduction of staff development

To conclude, it must be emphasised that financing higher education has to remain a state responsibility shared with other stakeholders because it is too important to leave entirely either with the state bureaucracy or with those stakeholders for whom public interest may not be a priority.

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The education policy proposes to settle the issue of public vs. private institutions of higher education by clearly focusing on education as a "public good." and therefore, it is state's responsibility to provide funds and strengthen the public education system. At the same time, the policy provides for a genuine private philanthropist to engage in the provision of the education without commercial motive.

Meanwhile, as a response to pandemic Corona virus, the Finance Minister, while detailing out the 20 lakh crores package, announced about the use of technology in education. It proposes to have a TV channel for each class. It proposes to permit nearly 100 universities to offer online courses and online evaluations.

It proposes to have a digital platform for content. So the focus is virtual education programme. The scheme to provide education both through face to face and digital mode has a challenge of creating knowledge, entrepreneurial abilities, and skill practices that will make India "Atma Nirbhar." This means generating a lot of contents and skill practices that are locally and globally relevant

What is most worrying is: youth we are preparing through the education system may not find jobs in the economy. The present unemployment among graduates is nearly 20 percent. Further, due to the adverse impact of lockdown on economic structure, processes, and level of growth, a good proportion of graduates may not find Jobs. It is said that India and the countries of the world have to live with the Virus until its vaccine is found. It is also said that it may take a year or so and its implementation may take another year. Hence job offers to graduates locally and globally in India would be much less.

This problem of graduate unemployment may become more serious owing to the impact of the fourth industrial revolution. The new technology namely, AI, "internet of all

things "and biotechnology and computer interface will change the production and distribution processes and will need fewer present-day educated people. The new technology will reduce the demand for routine cognitive skill-related jobs. It would demand high end creative innovative abilities among the job seekers. Accordingly, the employment possibility of presently educated people is likely to be less.

It is, therefore, suggested that while implementing the education policy of Higher Education, the new economic crisis and the impact of emerging technologies affecting employment opportunities need to take into account. However, the nature of knowledge and skills the future economy would require is still not very clear. Hence the education system has to prepare people for an uncertain situation and give them the ability to adapt, modify, and change as the need arises. This would mean a highly flexible and dynamic system of curricula design, teaching-learning process, and an innovative system of assessment of the outcome of learning.

One of the methods to handle flexibility and dynamism is to introduce a flexible system of the National Qualifications Framework (NQF). This concept is distinct from what has been mentioned in the education policy document. The NQF concept envisages that: (i) anyone can get assessed for the level of his/her educational attainment, skills, and abilities; (ii) whether learned and acquired on the job, at home, or in an institution of higher education, in virtual, face to face and mixed-mode. The assessment is done on certain well laid down level descriptors at each level of education that is from Primary to Ph.D education. The system assesses the ability and competency of people to deal with a very flexible and uncertain future. It is hoped the implementation plan will consider these issues.

TECHNOLOGY - THE FUTURE

DR. P MOHAMED ALI*

The paper deals with swift changes in technologies impacting almost all aspects of life of people . It also describes the role education play in harnessing technology for teaching learning process and development of society.

THE SWIFT CHANGES IN TECHNOLOGY

Gordon Earle Moore Co-founder of Intel in 1965 speculated that the number of transistors in an integrated circuit doubles in every two years and will likely to continue. In 1958, the first primitive form of integrated circuit had only two transistors with a length of half inch, where as in 1971 there were 2300 transistors in the intel 4004 core processor with 740 KHz clock speed and had 10,000 nanometre length. In 2016 the i7- 6950 intel core processor, there were 14.4 billion transistors 60 GHz with 14 nm size. Memory or data storage capacity of computers also registered an exponential growth during these period of time from Mega-byte (MB) to Giga-byte (GB) to Terra-byte (TB) hard disk. In 1956, 5 MB Hard disk had a large body mass. In 2005 the SD card had 25 times higher memory and a thousand times less expensive in price. The speed of internet also remarkably improved from 2G, 3G, 4G and now towards 5G, were a connectivity speed of 10-100 GB is predicted. These exponential increase in the computational power, storage capacity and speed of internet data had propelled the mankind into a new world order in every walks of lifewhich is the fourth industrial revolution already begun during the second half of the second decade of the new millennium.

FOURTH INDUSTRIAL REVOLUTION:

The fourth industrial revolution is marked by the emerging technology breakthrough in a number of fields including Artificial Intelligence and Robotics, Internet of Things (IOT), Big Data Analysis, Machine Learning, Mobile Computing, Cloud Computing, Autonomous Vehicles, 3D Printing, Block Chain, Nano Technology, Bio Technology, Genomics and so on.

Convergence of any two or more above mentioned technologies is so powerful to transform and disrupt the existing services and business models in every domains of our life viz education, healthcare, energy, banking, manufacturing and construction industry, food and agriculture, space research etc.. Technology is a tool to

liberate resources from nature. Embracing technology offers higher level of innovation so that the biggest challenges in the world will be the best opportunities for serving the mankind.

POST CAPITALISM AGE:

Exponential technologies will disrupt the existing systems, services and business models. It can dematerialise, demonetise and democratise our basic needs like energy, water, health care, education and transportation. Today the technology has pushed the global economic sphere into a transition state towards a post capitalism age.

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DISRUPTIVE IMPACT OF TECHNOLOGY-SOME EXAMPLES:

Just one example how technology can disrupt existing business models and services. In 1996 Kodak - a photography industry had 28-billion-dollar market value with 1,40,000 employees neglected the discovery of 0.01 Mega Pixel digital camera developed by its own patent employee named Stephan Azan, declared bankruptcy in 2012.

The Internet of Things (IOT) was first used in 1999, at that time denoting a network that not only connects people but also the objects around them. Now the Internet of things, which is comprised of a vast network of interconnected electronic devices and sensors that interact with each other and take decisions ,analysing the communications all around us. The smart objects themselves are not new, it is the inter object communication that is interesting and forms the promise of IOT. The installed base of IOT will reach trillions by 2025 through drones, balloons and space objects. This connected world will offer a multi-million opportunities of start-ups and creative innovations in every walks of our life.

In 1904, New York City had only ten percentage of the transportation through automobiles or cars. A good number of horses were seen in the roads for travel. By 1917 hundred percentage motor vehicles were used as means of transportation. In the nearby future exponential technology is going to transform the transportation and automobile industry by the entry of electric autonomous

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Uber like car services ubiquitously which will be cheaper than owning a car. Transportation Network Companies like Uber/Ola have already disrupted the conventional taxi car industry. Google Waymo, GM cruise and Tesla are leading the electric autonomous car industry. Experts predict that car ownership is dead by 2025.

TECHNOLOGY IMPACT ON POVERTY:

Technology transforms poverty to prosperity by changing scarcity into abundance. Aluminium metal was scarce and precious once upon a time, that King of Siam served dinner to Napoleon in Aluminium utensils in preference to gold and silver vessels. Later when electrolysis of alumina was discovered to isolate Aluminium, it got a status of throw away metal.

TECHNOLOGY IMPACT ON ENERGY:

Energy is the master resource of mankind. Since the discovery of James Watt Steam engine, demand of coal increased all these years and peaked in 2013 in the US. The disruption in the energy sector, even though slow, happens due to the cost decline in the production of windmill and cutting-edge technology breakthrough in solar cells. Perovskite photo voltaic cells are capable of democratization of energy. The demand of energy, price fall and gaining of new markets according to Wright's law brought about 350 times price decline in the solar energy in the last 40 years. In India the unsubsidised price of solar energy is 2.4 Rs (3.8 US Cents) in 2017-18. In Chile 2.1 Cent, UAE 2.4 Cent, Mexico 2 Cent. Last 20 years registered a thousand times growth in the solar energy industry. The new solar energy is cheaper than the energy from existing fleet of coal due to higher operating cost of coal industry. From 2015 onwards a number of private coal companies including the largest one Peabody Energy had to shut down its major mining operations due to the operational cost pressure from the renewable energy sector- solar and wind in USA. In 1970 the oil minister of Saudi Arabia warned the oil producing countries that the end of stone age was not due to scarcity of stones but emerging of new alternatives like bronze. He categorically predicted alternative energy sources to replace fossil fuels.

In the recent years there is new discovery in the field of storage batteries. The modified Lithium-ion batteries already occupied a centre stage in the energy storage. A portfolio of solar, storage, wind and demand management is the most cost effective and environmentally benign energy resource management for a saner and safer future.

THE ROLE OF EDUCATION:

It is high time to integrate digital technology to Teaching - learning process and there by enriching the learning with digital experience. Virtual Reality and Augmented

Reality will supplement the teaching learning process in the nearby future. We teachers have to develop new processes and practices in our class rooms. Through technology new process and new practices are conquering all spheres of life and there are revolutions in the field of communication. ICT enables us to interact, access knowledge and learn. We have to make use of this to satisfy all types of learners in the class - Visual, Aural, Read/write, and Kinaesthetic (VARK) providing them with necessary stuff. Flipped classrooms should emerge as intelligent learning systems and a new digital age pedagogy could be developed for new generation of learners providing then new learning environments with new learning media. It is interesting that today's X generation teachers are teaching Y generation students for whom anything non digital is unacceptable. Future generation learners are digital and electronic communicators. They are multitasking and multimedia learners which is their advantage. They can make 34 hours out of 24. Teaching them is possible in a better way with technology. Teacher today should be a partner in learning. Mastering the ICT skills is the only way to create this new learning culture.

Our role is to orchestrate the learning process and help them to interconvert information and knowledge through High Order Thinking Skills (HOTS), analysing, problem solving and developing spirit of innovation and creativity. Definitely technology is powerful to disrupt the existing education system. Our responsibility is to constantly reinvent curriculum beyond the cutting edge, but relevant to students to meet the future challenges of mankind and our great nation.

We are living in the most extra ordinary time ever in human history over the last hundred years the global per capital income has tripled, life span doubled. Food consumption increased twelve times, transportation facility increased thousand times, and communication a billion times improved.

IMPACT OF CONVERGENCE OF TECHNOLOGIES:

Between 1692-1694 in France, 2.8 million people died due to famine and starvation. In 1330 across Europe 40% people died due to plague alone. 200 million people died in wars. Over the past 200 years 95 percentage poverty reduced to less than ten percentage. Literacy improved from 15 percentage to 85 percentage. Child and pregnant women mortality have been reduced. Aeroplane, automobile fatality lowered. Better sensors, warning systems, satellites, communications systems and data science have offered better natural disasters and earthquake predicting models which has drastically reduced the number of casualties. Most of the people have no idea how fast the world is changing because of the convergence of the exponential technologies.

NEP, 2020: EDUCATION TECHNOLOGY IMPERATIVES

DR. RAMESH C. SHARMA*

Paper reviews provisions of Education Technology in the NEP, 2020 and suggestions for its implementation letter and spirit.

THE BACKGROUND:

The Policy is aimed at the appropriate integration of technology into all levels of education, the NEP 2020 is a much awaited one. Since we got the last education policy, there have been many paradigm shifts in education and its functions. From a welfare thing it moved to skill development and now aims at multi-skill employability. Many people are expecting a panacea and many have a skeptical eye on the NEP 2020.

What must be observed and highlighted about the technology in education is the conspicuous acceptance by the policy makers the advent of indigenous E-learning resources. The policy celebrates the Digital India mission as the force behind the initiatives and developments pitched in by the government.

THE IMPERATIVE:

It is imperative to say that any newness that mentions and attempts to match the prevalent trends of learning is good for us. This NEP seems to do those efforts but hang between intentions and competence to put forward a good document. Still there are certain aspects that have been listed out in the Technology Chapter. . We are bringing a brief mention of them here:

SETTING UP OF A NEW NATIONAL EDUCATIONAL TECHNOLOGY FORUM

This forum again seems to be toothless giant who shall be housed in CIET or NIEPA or some other already existing agency. The NETF has lot to do but the interventions are to obligatory. The Advisor's role is something that will make it difficult to ensure the implementation. States always have their own ways which needs a clear and clever watch.

APPROACH TO THE INDUCTION OF TECHNOLOGY

Technology is being looked at with the lens of the same old man who is fascinated but cautious of this global devil. The approach is strangely welcoming.

TEACHER PREPARATION AND CONTINUOUS PROFESSIONAL DEVELOPMENT

Teachers are said to be the real agents of change in this policy's vision and have been kept at the helm in the Educational Technology plan. There are some weak commitments that they will be given time and assistance to teach with technology. It has been a new thing to see that the technology empowered teachers shall also be getting appraisal acknowledgements based on their EdTech related

work. The policy mentions skill development and re-skilling whereas, up-skilling as known worldwide should be an integral part here. Quality of training, for teachers, administrators and students must be of highest quality and should be designed for them, rather than forced on them.

Improving teaching, learning and evaluation processes An important change that the NEP mentions is in the assessment and evaluation processes of the Indian education system. It will be interesting to see how we bring in this change, as mentioned to be made with a fast pace, with the same teachers and system in place.

ENHANCING EDUCATIONAL ACCESS

Inclusiveness gets a new strength and shall surely be a good thing for education for all. If technology can bridge the gap, or can at least assist in minimising the gap between the have and have nots, it is a positive thing.

There is one strange discourse in the policy which seems just an added patch of text. It is justified to read that electricity is important and taking electricity to each school of the country is important for any educational technology establishment. But we have already acknowledged this accomplishment of the government that electrification is being done as a nationwide mission. Besides, we need to learn to understand that Educational technology does not mean any kind of technology. It is the tech and tools that can be 'Integrated to Teaching and Teacher'.

STREAMLINING EDUCATIONAL PLANNING AND MANAGEMENT

There is a lack of determination where it says that investment and intervention should reach the remotest areas as well, at the earliest. Then comes "...if not at the level of each individual school then certainly at the level of school complexes."

If you give such gaps, whole structure gets the cracks and this window won't allow any further realistic work.

Disruptive technologies: Dividing institutions in three categories and making the III Level wait for the intervention when the first two will complete their accomplishments. There should a significant mention of AI, IoT, Data Analysis, EduSoMedia (Education through Social Media), Open & E-learning, Open Educational Resources (OERs) and Open Source Software and other resources. Sadly, the policy does not seem aware of the existence of these. Apart from a rare mention of cloud computing, we don't see any reference to a modern, trending and already in use tool/resource.

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DIGITAL EDUCATION AND CONSORTIUM FOR EDUCATIONAL COMMUNICATION - AN IUC UNDER UGC/A NATIONAL COORDINATOR FOR SWAYAM

PROF. J.B. NADDA * & ER. NAGESHWARNATH **

During Covid 19 education technology resources have become very important for teaching and learning. India has been developing these resources for almost two to three decades. Paper brings out availability of these resources with Consortium of Education Communication, (CEC) New Delhi an inter –university body of UGC. CEC has several resource centre located in different parts of the country facilitating the development of education Technology Resources and training of teachers in education technology development.

BACKGROUND

Due to worldwide outbreak of unforeseen Covid-19, all walks of life seem to have been affected. Educational sector also could not stay unaffected but same cannot be said about technology, therefore usage of technology (ICT) in imparting education in the form of online education is not only the most talked about theme recently but also the most explored area during this particular time. This can be understood by the fact that search for online learning and remote teaching-learning phrases has increased significantly from the mid of March 2020 according to Google Trends (2020) . This means students are searching more and more for online contents to study, and at the same time teachers are also searching for technological options for remote teaching or teaching from home. With this understanding, two important thrust areas have distinctly surfaced - one is online content availability, and second is online content delivery. The first area which is all about access to available existing educational content is not the area of much concern. All we need to do is to compile a comprehensive list of all such databases which suit the needs of Indian students because there are a wide variety of online databases available globally but it cannot be said whether they are in accordance to specific curriculum need of Indian higher education system. However long back in 2009, Government of India has initiated NME-ICT project and started developing so many e-content projects to fulfill the need of ODL and taking the quality educational contents at the students' door step through ICT applications. In recent years, this movement got tremendous boost leading to development of more than one lakh e-learning modules to cover different curriculum of Indian higher education.

Therefore, compendium of such academic databases and digital learning repositories is must to address first thrust area i.e. to provide the suitable online education content to students as per syllabus. In the capacity of National Coordinator for UG and PG online courses on

SWAYAM, Consortium for Educational Communication (CEC) plays leading role in digital education in the country by providing various forms of curriculum based digital contents (details provided below) to students and online teaching platforms to teachers. CEC is an autonomous Inter University Center of the University Grants Commission (UGC) and has presence in 21 renowned universities/ Educational Institutions in India. CEC's amicable operational relationship with all stakeholders is the reason for progress so far and has been testimonial to this cooperation. Through this consortium, a network of universities/college is created that share the vision for a digital India.

CEC has the largest digital educational content repository in the country in various forms of educational content-

1. Enrichment Video- (beyond curriculum Educational Content)

CEC has its roots in dissemination of knowledge through use of satellite TV since 1984 under the country wide classroom initiative that fathom the geographical barriers and brought the experts and knowledge to the masses. This way CEC has truly democratized teaching, learning by giving representation to all and providing the best of facilities and resources through several dissemination modes with proficiency to every.

| S.No. | Stream/Discipline | No. of Programs |
|-------------|---|-----------------|
| 1. | Art, Culture, Language and Literature | 3698 |
| 2. | Social Sciences | 4616 |
| 3. | Management and Other Professional Courses | 4560 |
| 4. | Natural and Applied Sciences and Engineering & Medical Sciences | 6119 |
| Grand Total | | 18993 |

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To access extra-curriculum educational videos, please visit http://cec.nic.in/cec/beyond_class

2. Short Learning Objects (Concept Classes/Notes)

These are short duration videos embedded with text and multimedia content based on frequently asked questions on random topics across different subjects. These are meant for enhanced learning experience.

| Stream/Discipline | No. e-Content Subjects | No. of LOR |
|--|------------------------|--------------|
| Art/Culture/Language/ Literature | 18 | 2054 |
| Social Sciences | 13 | 3966 |
| Management & Other Professional Courses | 26 | 6051 |
| Natural & Applied Sciences | 30 | 6932 |
| Total | 87 | 19003 |

To access the short learning objects please visit on the link- <http://www.cec.nic.in/cec/conceptclass>

3. Curriculum based E-content in 87 Undergraduate Subjects

CEC has developed curriculum based e-content in 4-quadrant for 87 UG non technical course under the NMEICT following UGC model curriculum. A total number of 24,110 e-content modules are developed in various subjects, based on 4 quadrant instructional designs to ensure comprehensive coverage and student's engagement. The provided video lectures and e-books are developed by the best experts in the country and have gone through a two-stage peer review process to ensure quality of the content. The courseware can be used as blended and flipped classroom using supplementary teaching- learning resources as it has extensive assessments, references and other related web links as well along with video lectures and e-books.

These curriculum based subject wise e-content course were is publicly available on the link - http://www.cec.nic.in/cec/curriculum_class

| Stream/Discipline | No. e-Content Produced | No. e-Content Subjects | No. of Visits |
|---|------------------------|------------------------|----------------|
| Art/Culture/Language/Literature | 3752 | 18 | 147878 |
| Social Sciences | 2597 | 13 | 111736 |
| Management & Other Professional Courses | 8825 | 26 | 104679 |
| Natural & Applied Sciences | 8193 | 30 | 145296 |
| Total | | 87 | 509,589 |

| Stream/Discipline | MOOCs Produced | PG MOOC on SWAYAM | Total |
|---|----------------|-------------------|------------|
| Art/Culture/Language/Literature | 36 | 18 | 54 |
| Social Sciences | 62 | 7 | 69 |
| Management & Other Professional Courses | 131 | 61 | 192 |
| Natural & Applied Sciences | 120 | 42 | 162 |
| Total | 349 | 128 | 477 |

| Sl. No. | Semester | Offered Courses | No of Enrollments | No of Students Registered for Exam | No. of Credit Certificate Issued |
|---------|-------------------------|-----------------|------------------------|------------------------------------|----------------------------------|
| 1. | July-December 2018 | 109 | 108238 | 2938 | 1627 |
| 2. | January- June 2019 | 61 | 70000 | 1998 | 1679 |
| 3. | July-December 2019 (UG) | 91 | 255959 | 9027 | 5797 |
| | July-December 2019 (PG) | 43 | 125699 | 7745 | 6300 |
| 4. | January- June 2020 (UG) | 61 | 178454 | Exam | - |
| | January- June 2020 (PG) | 43 | 125427 | Postponed | - |
| 5. | July-Dec 2020 (UG) | 82 | 85000 (till June 2020) | - | - |
| | July-Dec 2020 (PG) | 42 | 40000 (till June 2020) | - | - |

4. SWAYAM MOOCs- UG and PG MOOCs

CEC is one of the 8 National Coordinators for SWAYAM and entrusted with the responsibility to develop and deliver MOOCs for UG and PG non-technology subjects for SWAYAM. So far, CEC has developed and offered 350 UG & 141 PG courses on SWAYAM, benefitting around 10,000,00 learners across India and abroad. The USP of CEC's UG&PG MOOC course is that all courses carry credits, which can be transferred to students' regular mark sheet after going through a proctored exam. In this initiative CEC has been associated with around 25 universities that have consented for the credit transfer. This is a major accomplishment by CEC in a way to bring together the universities in strengthening the SWAYAM MOOC platform by offering and accepting credits.

Details of UG & PG MOOCs, being offered in the current semester is publicly available on the link -http://www.cec.nic.in/cec/cec_moocs, <https://swayam.gov.in/explorer>

In addition to these, CEC have issues credit certificates for 9103 UG Students in the last three semesters.

5. SWAYAM Prabha- 11 DTH Educational Channels

CEC has been successfully running 11 of the 33 DTH channels for the SWAYAM Prabha DTH project, with best practices and innovation since 2016. DTH has lot of potential in furthering the cause of education. By providing accessibility, no dependence on internet and low cost with far reach to the learner in remote areas. Each 11 channels are designated for specific group of subjects and have recorded high viewership among student communities across India.

- i. SWAYAM Prabha Channel 1-10 can be accessed on below link -<https://play.google.com/store/apps/details?id=com.inygoiptv.plugin>
- ii. Through Jio TV App -<https://play.google.com/store/apps/details?id=com.jio.jioplay.tv>

6. Live and Recorded Lectures- Live Telecast and on uploaded on YouTube Channel

CEC also have setup for delivering Live Lectures everyday named CEC- Gurukul. In this initiative 3 live lectures are being telecasted live on CEC Gurukul transmission on various subjects and topics. The live lecture webcast take place everyday between 10:00 A.M to 11:00 A.M and 2:00 PM to 5:00 PM on <https://webcast.gov.in/vyaslive/>. To further increase its reach and access, from the year 2012 the CEC GURUKUL lectures are subsequently uploaded on YouTube to attract the young minds through social media network which can be watched anytime. CEC's YouTube channel "CEC-UGC" has 3,00,082 Subscribers till this date. CEC's YouTube channel can be assessed on- <https://www.youtube.com/user/cecedusat>

7. Digital Lounge

CEC's digital content is also being disseminated in offline mode under Digital Lounge scheme. This is an initiative to provide the multimode ICT Based content offline through ICT devices at universities. Already this has brought 22 universities in the stream of digitalization and further more are in process. The Digital lounge is an ICT based concept that gives freedom from low bandwidth and network issues and cost while providing user friendly environment for hybrid learning.

Considering current situation of COVID-19 outbreak as a challenge, where students and te@vjers are struggling to resume teaching - learning process, CEC is continuously engaged in developing and disseminating quality educational content among teaches and students community. CEC's digital content are useful for teachers and students both. Students can use the content for getting credits and certificate along with knowledge in specified field, where as teachers can use the content as reference material for their teaching or they can use flipped/blended classroom method using CECs digital content.

To know more about CEC's digital educational content please visit its website - www.cec.nic.in

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CONCLUSION:

The NEP has conclusive words as: "In every epoch of humankind, knowledge represents the sum of what is created by all previous generations, to which the present generation adds its own".

If we really want to add something of our own then we need to adopt and adapt the present generation technologies and not stay obsessed with the High-investment products. Money can be optimally used to bring the best of learning. Open Educational Resources and E-learning need some subtle paths in the policy.

The makeover of Indian Education towards globally acknowledged and source of sustainable learning is possible by expanding the NEP towards immediate

corrections and strong-rooted implementation. We cannot afford to make a 3-4 years pilot now. Wherever this policy mentions that there would be an encouragement to pilot projects to find out the best practices and technologies, it is to be thought that there has been enough of research and recommendation that can be followed.

The government shall also need to ensure that 'the Policy is implemented in its spirit and intent'. The roles of multiple agencies are to be rationally described and divided so that the coherence and synergy across all levels is accomplished.

The policy seems to be in perusal of becoming the lighthouse; whereas, it must be the ship that takes us to the learning voyage!

COMPLEX OF PROFESSIONAL DEVELOPMENT

DR CHANDANA BHATTACHARJEE *

Teacher is key resource in development of students. Paper discusses the change that has occurred due to introduction technology. It deliberates on inspiring role of teaching profession and the need to strengthen it.

As I look back, the education - the system, the teaching techniques, guidance at home etc. and I feel these were the golden era that many of us would like to re-live. I don't remember any technology used for teaching yet we don't regret its absence. Today, I am a teacher in a higher educational institution in the same city and observe the differences intently. New technologies, new ideas, new techniques adopted and evolved, incorporated as a part and parcel of the system.

When we talk of 'professional development', we talk of the entire complex of it. We talk of professional development of teachers to facilitate transformation in higher education, we certainly consider the behavioural approach too of every teacher. The onus lies with the teachers to shape generations and thus equip themselves with new ideas and creativity. However, we cannot grade or test every teacher on the same performance scale. To my opinion, the approach to one's teaching profession depends on the grade of Institution one is serving to. Today this differentiation is visible for types of educational institutions, more in competition with one another, having increasingly better infrastructure on the one hand and rural educational institutions on the other. In between, there are a grades of educational institutions. All these types have the set of teachers appointed, most of them match the requirement of the institutions.

We all are aware that a major transformation in the higher education to be implemented soon. It is also expected that apart from infrastructure etc., those who are in the teaching profession, are expected to deliver with utmost commitment.

As I was referring to my parent institution, a 'B' grade NAAC Accredited college, can offer much less in terms of infrastructure in demand for attracting and imparting the quality education today. There are sets of teachers, old and new, professional approach differ widely, among the old set, barring one or two teachers, everyone has worked throughout to keep up with the changing requirements, everyone worked towards imparting education and did justice to the given profession that they

have been attached with. The new ones also believe themselves to be very professional in their approach. The approaches differ greatly though between the old sets and the new sets of teachers. It is likely that the professionalism has been interpreted in a different way by the new sets. The difference is glaring for the institution, as mentioned earlier, since the institution have not gone through major infrastructural upgradation or the quality of students that it draws.

Institution like ours do conduct certain routine professional development programmes for the faculty members. Besides these, very few do or can participate in refresher courses, workshops, seminars or conferences are handful few owing to some factors of inconveniences. The major causes of non-participation are due to:

- (i) Lack of interest among the teachers
- (ii) Lack of support from the administration.

Teachers are supposed to inspire, ignite the minds of the students and thus help to build their suitable careers. However, only those teachers can be inspirations who are inspired by the system in which they are serving. The causes impacting directly the professional behaviour in any institution are dependent on some key

factors. Having bare minimum qualifications at entry to this profession do not establish one as a competent teacher. A competent teacher has to always sharpen their skills and for this they need to be motivated regularly with the support of the rewarding system like – incentives recognising appreciable performances, respectable salary structure, essentially medical facilities, social security plan and so on and so forth. In absence of all these basic facilities, professional approach development would remain a far cry. All the above factors create insecurity, aversion and reluctance towards professional commitments. The question that will crop up while new Higher Education Policy will be implemented for quality enhancement, how will the professional behaviour of the teachers be upgraded to match the expectation, or dealt with by the institutions. So it is a complex. Implementation order from the highest body to the affiliated institutions to execute, and if not monitored thoroughly, may not yield result as expected. Thus in the complex of professional development we find

Teachers are supposed to inspire, ignite the minds of the students and thus help to build their suitable careers. However, only those teachers can be inspirations who are inspired by the system in which they are serving.

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the highest body drafting and implementing the system, the institutions with its administration and teaching faculty have to execute the changes, and the students to benefit from it.

To build the careers of students, a set of skilled, dynamic teachers are required. Expanding the worldview of the teachers to meet changing educational needs demand a relooking of recruitment strategies. As mentioned earlier, to sculpt the students, teachers have to sharpen their skills regularly keeping up to the challenges posed by the time. Even in the non-performing institutions teachers should be facilitated to participate in scholarly affairs, interact with scholars and other personalities from institutions of repute. This practice will certainly have the positive impact on the teachers and thus professional development possible. An atmosphere of healthy academic competition among the teachers if cultivated then the outcome may be positive. Teachers should be dragged out of the boundary of syllabus teaching alone.

More and more participation of the teachers in building a quality educational ambience should be the focus. Thus participation of the teachers by counselling and guiding, using quality references while teaching, helping students to build suitable career etc. do all comprise to be part of professional development of a teacher should always be carefully maintained and modified for betterment.

Further, all the unnecessary, unrealistic business that

a teacher in higher education are burdened with, should be done away with so as to extract full potential of a teacher. Too many variety of tasks take toll on the energy and attention of any teacher. For many institutions, therefore, developing a positive attitude towards professional development is vital. Upgradation of knowledge, be it academic or technological

should be emphasised upon for the world of education is widening everyday with its scope. Active learning, therefore, should mandatorily encouraged. New Higher Education policy of course promises the teachers to be engaged in academic area only; a very welcoming move if implemented with sincerity so that justice can be done to the profession. Professional development also does imply that a teacher should accept himself as a serious learner and not remain complacent by confining to prescribed syllabus.

Profession of a teacher implies that a teacher should grow leadership quality in him as well. Students learn a plenty of aspects from a teacher beyond the classroom teaching too, and if this leadership quality is cultivated in him, the best of results is inevitable. Thus, being in this profession, one must try to imbibe in him all the above features and much more. To do so, one must love the profession. Any and every changes to be brought , the implementing agencies should thoughtfully work out rational plans with the modalities of implementation to be adhered to.

PLATFORM FOR CONDUCTING ONLINE EDUCATION AND WEBINARS

There are several education technology platforms for on line teaching and webinars. Some of them are mentioned below:

Skill Share: Skillshare is one of the most popular online learning platforms. It has a massive collection of over 20,000 classes that are divided into three categories: Thrive (Lifestyle, Productivity), Build (Business Analytics, Freelance & Enterpreneurship, Leadership & Management, Marketing), and Create (Animation, Film & Video, Graphic Design, Music, Creative Writing, Photography, Web Development, and more).

Linked in - Lynda. A few years ago, LinkedIn acquired one of the oldest e-learning sites called Lynda, and transferred all content to its own platform - LinkedIn Learning. The company now offers thousands of high-quality courses for all levels, from beginners to advanced, covering a wide array of subjects, including Web Development, Software Programming, Economics, and Business Management

Master Class: MasterClass is an online learning platform that everyone is talking about. What makes it different is that the courses are taught by world-famous experts and celebrities. You can learn acting from Natalie Portman, filmmaking from Martin Scorsese, singing from Christina Aguilera, cooking from Gordon Ramsay, writing from Dan Brown, etc.

Udemy: Udemy is another popular online learning platform. It has a huge library of over 150,000 courses which makes it the best one when it comes to content. With Udemy, you can expand your knowledge and skills in any field imaginable from business and marketing, to hand weaving and clowning. The goal of Udemy is to disrupt and democratize the educational system.

edX: edX is one of the best providers of college-level online courses. The company was founded by Harvard and MIT, and the quality of courses is top-notch. All the courses on edX, with the exception of professional education courses, can be taken for free

Udacity: Udacity is widely known for its Nanodegree programs. A Nanodegree is a skills and project-based learning program. Each Nanodegree consists of a series of courses on topics like Artificial Intelligence, Coding, Robotics, Mobile Programming, Business, and Data Science. Most programs can be completed in 3-6 months. Udacity offers one-on-one technical mentorship to all Nanodegree students

Coursera: Coursera is an online learning platform that offers university-level courses and certification programs. The courses are taught by instructors from top companies and universities such as Stanford, Yale, and Princeton.

Google Meet and Google Classroom, Ciscio Webex for Webinar, Zoom – for teaching and learning as also for meeting and chatting

REVERSE MIGRATION OF LABORERS TO VILLAGES: A NOTE ON CHALLENGES OF EDUCATION AND REHABILITATION

G.D. SHARMA *

The note brings out concern for migrated labour education and skill development and support of mid-day meal and education of children and off springs of migrated labour.

In the past, migration has been from rural to urban areas by laborers and also educated people. The phenomenon of reverse migration in a very large magnitude in a very short period is seen first time in India, may be world history. The situation which is being observed owing to COVID -19 spread and lockdown of economy and society also seems to be the first time in history in the world.

Millions of laborers, who were hidden from our site and now all of a sudden have become visible with tattered clothes, worn-out physique, emotionally traumatized. They are seen on the roads, trucks, buses, rails with their pregnant wives, young children tugging with them with an empty stomach. This reverse migration has not only exposed their poor economic and living conditions, but also education, skills and kind of causal jobs they were employed in urban centers. A good proportion of them are not likely to go back to urban areas for jobs owing to the soul-stirring experience of commutation to their villages during reverse migration.

In our view, the present exodus from urban to villages shows that for the last 30 years, the period of liberalization, we have not been able to provide education, skills, and better employment and living conditions.. Logically, their offspring also had the worst of these as seen in pictures. The present situation needs care, sympathy, and empathy and specially designed education, skill development, and confidence-building measures to rehabilitate them in rural areas.

It may be mentioned that this kind of reverse migration is not very much seen in other countries.

What would happen in post virus situation is very uncertain. Nevertheless, the challenge is: how do we deal with the lack of education, skills, and emotional trauma of these teeming millions? We would need to give them special education and skills and employment opportunities in rural areas with the introduction of confidence-building measures. Therefore, there should be a special package of education and skills to prepare them to meaningfully participate in the economic, social development process in villages. The focus should be education for: an efficient and innovative method of water,

energy, agriculture, rural produce processing, storing, marketing, and personal health and hygiene for their living and confidence-building.

The present approach of providing liquidity and direct transfer of meager 1-5 thousand rupees would never alleviate their poor conditions and give them required education and skill practices.

There are yet other issues of children presently enrolled in schools. We are not very sure what would have happened to those young children who are receiving education and mid-day meals in schools during this lockdown period? They would also need extra care as their dream of education for seeking employment in urban centers might have been shattered. We need a special

package for them to incorporate a host of education, skills, and confidence-building programs into classroom interaction.

The problem is being rooted in the villages of various states of our country, we need a federal response, both central and state government coming together, to deliberate the issues and develop action plans to deal with this new and difficult situation.

The concept of planning is the scientific method to deal with such a situation. We could adopt piecemeal planning as is presently being done through the Institute of Transforming India or through a comprehensive method of a planned process of development where both center, state governments, and private players come on the single platform to deliberate and draw action plans to attend to immediate and larger issues.

The present approach of providing liquidity and direct transfer of meager 1-5 thousand rupees would never alleviate their poor conditions and give them required education and skill practices.

**COLLEGE POST
WISHES
A HAPPY INDEPENDENCE DAY
TO ALL THE PERSONS
WORKING IN THE FIELD OF
HIGHER EDUCATION**

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 highlight 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 STUDY

Title -Educational Development among tribals in Kerala- a study with special reference to Wayanad District Researcher - Promod K.M Research Guide - Meera KP, Department of Education, University of Calicut, 2013

Key Findings:

A perception-based study on the following premises:

1. Education is the only way to enhance the social status of tribals.
2. Education is the most significant means to overcome the historically rooted deprivation among tribals.
3. Education is the most significant means to eradicate socio-economic exploitation among tribals.
4. Education is a necessity to eradicate poverty among tribal

Perception of:

Tribal Society:

1. Tribal's who have attained better life status through education do not give much importance to the educational upliftment of other members of the community.
2. Other sections of the society (non-tribals) do not show any interest in the educational upliftment of tribal.
3. Political and social workers of the locality do not pay enough attention to the educational upliftment of the tribals.
4. Unsystematic and extramarital relations and early marriage among the tribals are major causes of tribal students' school dropout.
5. Private self-financing schools with better infrastructure and academic standards do not admit students from a tribal community in their institutions.
6. Good private aided schools, run on government financial aids, show reluctance to admit students belonging to a tribal community

Government:

1. No proper and timely intervention of the State Department of Education for the educational upliftment of tribals.
2. Lack of attention of the officials in the Department of Education.
3. An insufficient number of special schools for tribals.
4. Lack of special and appropriate teacher training programs for teachers to teach tribal students.
5. Lack of awareness creation programs among the tribals regarding governmental provisions and assistance. They see these as 'free' rather than 'rights' which leads to its under-utilization and mis- utilization.

Parents :

1. Tribal children are forced to keep a distance from school education due to poverty.
2. The troubled familial situation leads to irregular attendance and subsequent early drop out of the tribal students from schools.
3. Unemployment among tribal parents makes their children's education unaffordable for them.
4. Lack of facilities in tribal houses makes learning hard or just impossible at home.
5. Lack of interest of tribal parents in their wards education
6. Lack of awareness among tribal parents about the future benefits of being educated such as better socio-economic status and occupational status.

Students:

1. Tribal children's unwillingness to go to school regularly and their lack of interest in learning hinder the educational upliftment of the tribal community.
2. Introversion and inferiority complex of the tribal children is their major obstacle to education.
3. Tribal students think that they are of inferior intelligence when compared to the non-tribal students. Such thoughts make serious impediments to their further educational up
4. Consumption of intoxicants such as alcohol and tobacco in a very early stage of life makes education of tribal children difficult.

Teachers:

1. Lack of sincerity of teachers towards their profession.
2. Most of the teachers are from the non-tribal background. They hardly show special care and attention to tribal students to motivate them to make educational attainments.
3. Lack of knowledge and awareness among teachers about the socio-cultural context of tribal communities.
4. The teachers, in general, are ignorant about tribal languages and their colloquial usages. Due to this, teachers fail to make good classroom interaction with tribal students.

Curriculum and Schools:

1. Inadequacy of school curriculum.
2. The problem regarding the medium of instruction.

- The existing school curriculum does not consider the socio-cultural peculiarities and interests of the tribal community.

The study makes suggestions for further studies on the aspect of tribal education.

PH.D. STUDY

Title. A Study of the Impact of Educational and Cultural Heritage of Bikaner on School Education
 Researcher- Rathor Saroj Guide Sharma Kanchan
 Department; Educational Research, University- Institute of Advanced Study in Education,(deemed University) Sardarsahar, Rajasthan

This is one of the few studies which deals with the historical aspect of educational and cultural development in an erstwhile Bikaner State. The thesis has been written in the Hindi Language.

Reporting of this study in this column is important as the study brings out an act of Compulsory Primary Education in 1929 promulgated by the Bikaner State under the then king (Maharaja) of Bikaner Shri Ganga Singh Ji. The act is viewed as a precursor of the Compulsory Elementary Education Act passed by the Parliament of India in 2009.

The Act of 1929 had 21 articles. These are rooted in the context of the desert state of Bikaner.

The study brings out the following:

- How education was organized in the Bikaner State
- Role of individual teachers in the education of children before the formal system of schooling started.
- It also reveals the names of eminent teachers engaging students for mathematics and language education.
- How language teaching took place taking the example of a local situation in communicating letters.
- It also brings out a method of teaching calculation through tables ranging from 1 to 50 by 1x1 and 5x50 all relating to the local environment.
- It brings out education being provided in Temples, Makhtabs, and Posshals i.e., schools.
- It brings growth and development of formal education from school to colleges during pre-independent time.
- It brings out the role played by the state in the promotion of girls' education.
- It brings out the role played by the state in the financing of education and scholarships to poor and needy students.
- Role played by the local business community in setting up and managing schools on the guidelines provided by the state of Bikaner.
- It brings out the linkage between education, culture, public libraries, painting, monuments, water resources, and temple and haveli architecture.

Higher Education Interest of Maharaja of Bikaner Shri Ganga Singhji

The study reveals the role played by Maharaja of Bikaner Shri Ganga Singhji in the management of Banaras Hindu University, Varanasi (Kashi), and restarting of BHU after

disturbance during the freedom movement. He ensured seats for students of Bikaner in the BHU.

PH.D. THESIS

Title: Evaluation of Higher Education Loans From Public Sector Banks In Tamilnadu, India Researcher: Narayanan S
 Guide(s): R.Rajkumar: Department of Economics, University of Madras submission date - June 2011

Some Statistical Findings:

- On average PSU loan/credit to students to total credit was about 1.18 percent as on March 2009
- In Tamil Nadu, loan/ credit to students loan to total loan /credit was 2.79% as on September 2010
- Public Sector Banks loan/credit to students' education loan was 3.65 % to total credit/loan of public sector banks in Tamil Nadu. However, private banks' education loans to students to total loan/credit accounted for only 0.6 percent.
- Education loan taken by students has grown significantly that is 70 thousand 641 thousand from 1991-2005.

Key findings of the sample study:

Problems faced by students:

- student is asked to go pillar and post regarding education loans
- Banks demand co-later security even for small loans
- Banks insist on payment of interest monthly even before completion studies
- Bank branch official not aware of education loan and give very scant respect to poor students
- Bank official makes several excuses for even giving a loan application to students. Forms not available, they are not aware of education loans, the quota for application is over, and so forth.

Problem Faced by Bankers

- Students from unauthorized colleges and unrecognized courses demand for the loans
- Students demand the loan which may not provide them employment such as Teachers training courses.
- Colleges inflate education cost, which makes students heavy borrower
- College loan estimate in figures 3,99,500 to avoid co-later security
- Banks are unable to confirm the genuineness of the proposal for a loan
- Some students shift from the colleges without information to the bank that makes difficult for the banks to recover the amount
- Colleges do not give estimates of admission and hence banks can not process the proposal

In conclusion, the study recommends enhancing investment in higher education in particular professional courses and Information and communication technology-related courses. It also suggests providing a zero rate of interest loan for investment in these courses. It brings out that many countries are providing zero rate interest for investment in the desired education program.

DECENTRALIZED DECISION MAKING - JNU

JNU administration has informed all the departments to decide the mode of delivery of education and examination of students. Following this Department of Engineering of JNU has started on-line education for all its students. Initially, those who joined online classes were stated to be small, but in due course, most of the students joined the on-line classes. The Department of Engineering also conducted an online examination of students. It may be mentioned that JNU has a large number of students engaged in Ph.D. research work. For them, it is very easy to maintain physical distance and interact with their guide. A part of students also stays on the campus. Unless the students have been asked to vacate the hostel, they can easily, following all the standard operating procedures attend to their research work and interact with their guide. It is also very advisable to leave this decision on the department as the situation of students and faculty varies from department to department. Similarly, we think it would have been very advisable for the UGC and MHRD to allow universities to take their decisions keeping in view their specific situation. The general decision to lock down all the institutions at one go does not seem to have considered the specific situation of the institution and within the institution-specific department of the university. There may general conditions spread of infection among people owing COVID-19, yet due precaution to check the possibility of spread through individual and group decision might have avoided general stoppage of all the educational activities.

MINISTRY OF HRD PROPOSAL TO PERMIT UNIVERSITIES FOR ONLINE EDUCATION

Ministry of Human Resource Development, Government of India is proposing permit about 200 universities to conduct on-line education to students. The selection of these universities would be based on their position in the National Institute Ranking and accreditation of these institutions by the National Accreditation Council.

While announcing financial package for meeting the challenge of Covid-19 Minister of Finance, Ms. Nirmala Sitharaman announced the starting 12 educational TV channels for each for every class of the school. There is already a higher education channel - Vyas Chanel run by CEC of UGC of Government of India. This Channel has been in operation for more than 10 years. This can be very effectively used for teaching undergraduate students of various universities. However, learning through this medium by students should be recognized by the universities. A system evaluation has also been initiated by CEC for those courses taken by the students to earn the credit up to 20 percent. This credit-earning through learning and evaluation of students can be extended to the level of required credit for undergraduate programs and students may be made eligible for earning degrees through this medium also.

UNESCO STUDY ON GENDER POSITION IN SCHOOL TEXTS

A study conducted by experts for UNESCO in its fourth

Annual Review of linkage of a school text to achieving Millennium Development Goal reveals the school textbooks of most of the countries show relatively fewer images of women as compared to men and also in stereotype role. For example, women will be shown as nurse and male as doctors. Women are given a relatively marginal position in textbook images. The report gives an example of US school textbooks where 18 percent of characters mentioned were female mostly portrayed to food, fashion, and entertainment.

On the issue of women's history reflected in pre-primary and secondary social studies books study found 53 percent mention women in domestic and the family role and only 2 percent in the workforce.

In Maharashtra state bureau of textbooks production and curriculum Research, 2019 grade 2 textbooks show men and women sharing household chores, along with female doctors and male chefs. Students are asked to note these images and talk about them.

The Global Monitoring Report (GEM Report) is developed by an independent team and published by UNESCO provides an in-depth analysis of key factors inclusion learners in the education system worldwide. This includes background identity and ability, Gender, age, location, poverty, disability, ethnicity, indigeneity, language, religion, migration and displacement status, sexual orientation or gender identity expression, incarceration, beliefs, and attitudes.

The study needs a thorough examination by every country to take appropriate steps to align education with Sustainable Development Goals.

THRUST ON THE DIGITIZATION OF HIGHER EDUCATION

Ministry of Human Resource Development of the government of India has presented to Finance Commission for securing about Rs. 40 thousand crores for providing laptops, mobile, and creating content for on-line higher education in the country.

SURVEY OF IMPACT OF COVID-19 ON HIGHER EDUCATION

A survey covering 543 institutions of higher education both in urban and rural areas conducted by National Institute of Educational Planning and Administration, New Delhi. The main findings indicate the need for enhancing IT infrastructure in institutions of higher education more particularly in rural areas. Training of teachers in new methods of on-line education and providing Laptops and smartphones to students, A financial package to alleviate financial stress on students and teachers. It also recommends giving autonomy to universities and colleges to decide about on-line, off-line, mixed mode education and evaluation depending on their context. In our view the last recommendation is vital for enabling higher education to become vibrant."

IMPACT OF CORONA VIRUS ON EDUCATION - EDUCATION THROUGH ON LINE VS REGULAR UNIVERSITIES

Devid Mathew of Times Higher reports that; "Andreas Schleicher, director for education and skills at the Organization for Economic Co-operation and Development (OECD), said that restrictions on physical contact threatened the entire rationale for university education, leaving institutions vulnerable to competition from IT firms that could offer better online learning."

Professor Schleicher said that "If universities stay closed down for the next academic year, I think that will raise very serious questions over the value proposition they offer. He said "Students attend prestigious - and expensive - universities to "meet the most amazing professors in the world" and "brilliant students from all over the world".

He added "If that gets lost, what will remain?" he asked. The unique value of university for students was "the conversations that you had, not those courses that you take"

It is observed that "High-fee universities, such as those in the US and UK, are facing a collapse in international student numbers, potential mass deferments from domestic students and calls for refunds as they struggle to return to normal social and academic campus life."

Professor Schleicher," referring to the annual cost of English universities said that "From a student perspective, £9,000 is certainly not the value of an online course.

In light of this, he said, it would be "reasonable for governments to increase their investment in higher education" given that the return for taxpayers remained "strong". Professor stressed that he was not advocating zero fees, however: "I do think that cost sharing will have to change. There's a strong case for lower fees and more government contribution

He said "key selling point - physical contact and experience - they were now at risk of being overtaken by other players. Unless private universities, in particular, could "solve" the "problem" of physical distancing, "I think we're going to see a big problem"

Professor Schleicher elaborated that "Following the lockdown, "some of the online learning universities provided was questionable" and "not so convincing", He further added that "If the model is the delivery of online content, then you will have big IT companies taking charge of the sector,"

Professor Schleicher pointed out that "Other than an on-campus experience, universities do still offer value to students in the form of credentials they can show to employers. He said "But I think that's going to erode anyway - and [it will do so] faster when employers realize there are alternatives," Professor said "Social distancing is easier for universities than a primary school." He said "If you open restaurants and cinemas, but not universities, I can't see the logic."

He also said that "tuition fees should be cut after coronavirus lockdowns removed the key reason students attend university - to meet top academics, mingle with interesting fellow students and to have a "great experience".

Source : david.matthews@timeshighereducation.com

US COLLEGES WELCOME SUPREME COURT REJECTION OF TRUMP BID TO END DACA (DIFFERED ACTION FOR CHILDHOOD ARRIVAL)

(News Report by Paul Basken of IHE is compiled and re-arranged as follows for the benefit of readers:

"The Daca policy, created by President Obama in 2012, represented an attempt to resolve the fates of such immigrants by allowing them to remain in the US if they avoided other legal problems.

Mr Trump has taken a range of positions on that policy. He campaigned in 2016 with a promise to end Daca, then declared in 2017 that it made no sense to evict "educated and accomplished young people who have jobs". He subsequently called on Congress to craft a permanent version of Daca, and then ordered the policy's elimination

The University of California's challenge to that order was led by its system president, Janet Napolitano, who helped create Daca while serving as secretary of homeland security in the Obama administration

Following a challenge to the president's plans led by the University of California, the nation's highest court, in a 5-4 ruling, said that the administration did not follow legal requirements for handling the effects on its beneficiaries of ending the programme, known as Daca.

That failure, the court said in a 74-page ruling issued by Chief Justice John Roberts, "raises doubts about whether the agency appreciated the scope of its discretion or exercised that discretion in a reasonable manner". The administration's move against Daca was "arbitrary and capricious", the court ruled.

The decision came in a case initiated by the University of California, combined with elements of other cases, concerning the fate of some 700,000 people who were brought to the US by their families as children and raised as Americans, and yet lack the legal right to remain

Because of their age - beneficiaries could be no older than 31 at the time Daca was established in 2012 - many of them are current or former students at both grade-school and college levels.

The US university community was widely supportive of Daca, filing legal briefs with the Supreme Court in support of the programme, which institutions noted as being critical to helping such students obtain federal financial and other benefits".

Source: Paul Basken
paul.basken@timeshighereducation.com

I have been in the higher education sector since the last three decades and since beginning of my journey I always tried to give something new to the aspirants in the domain I am working for.

My experience as an entrepreneur in this sector of higher education after working in various states like Madhya Pradesh, Chhatisgarh, Jammu and Kashmir, Himachal Pradesh, and Uttarakhand is quite educative and enriching. This is more so when you are doing something new and try to become self-reliant (Aatamnirbhar).

I graduated from Govt. Engineering College, Jabalpur (MP) in the year 1985 in the field of Mechanical Engineering (B.E). After serving in the private sector for approximately four (4) yrs got selected in the Public Health Engineering Deptt of Govt of Jammu and Kashmir but couldn't remain there for long due to various reasons and passion of doing something big for the betterment of the society. I quit government job, started own educational venture in December 1990 providing counseling/guiding/coaching to the students for membership/ examinations of Institution of Engineers(I) at Gwalior and Jabalpur in Madhya Pradesh, where several students were guided to pursue a technical degree and diploma courses in different streams.

In the year 1994, we started first of its kind a Government recognized and affiliated to Jiwaji University a Degree level management institution in Gwalior. It was this time when privatization of education was on anvil and the Government was also planning to work in this direction because of various parameters, one of them was raising the GER. As those days there were hardly a few players in the private education sector which made it a suitable opportunity for us to launch new UG/PG courses in management subject. There was a great demand for such courses. Those who graduated in management degrees were high in demand; hence students from across length and breadth of the country started seeking admissions in our institute. Those who successfully completed the courses finally got placement in Corporates/ Govt./ PSU and various other Private Organizations of repute.

The successful functioning of this institution boosted up my morale, as I not only generated employment for myself but also gave employment to many other unemployed qualified, competent young girls and boys. It gave me a lot of satisfaction with the job we accomplished. Thereafter, by surveying the market demand, we gradually added many other job oriented courses in the field of management and computers.

Let me share with you that those days, launching a new program in the private sector was really a tedious job. as it requires a lot of approvals and recognitions from different regulatory bodies, but by the grace of almighty god and hard struggle everything was done as desired. Since we already had our presence in Jabalpur, similar

courses i.e. Degree in management and computers were also made available for the students of Mahakoushal region of the state by affiliating our institute to Rani Durgawati Vishwavidyalaya Jabalpur.

A placement cell was made functional for searching suitable jobs for the pass outs of the college, the students were given best possible training to face the interviews arranged by the corporate world and we are really happy to proclaim that majority of the students got suitable placement in companies of repute in metro/cosmopolitan cities and many got placed in overseas companies.

During the period around the 1995-96 Makhanlal Chaturvedi National University of Journalism- Bhopal under its expansion program started offering computer and Journalism courses through a network of study centers. We also applied for the same and gradually established a network of 40 centers in five states. The training in these centers generated employment to the tune of more than 500 graduates, which in turn, directly or indirectly supported more than 2500 their family members at different locations in the country.

The demand for management, as well as a computer professional, started gradually decreasing. It was realized that now onwards old courses would not be in demand. Therefore, under these circumstances, we also introduced new courses in Teachers Training, Nursing, and Paramedical education.

I feel that the lack of ease of doing business is the biggest hurdle for entrepreneurs. in our country. In many cases, the entrepreneurs are ready to invest, but the permission granting system is not simple. it takes a lot of time. Even in some of the cases the officials are not clear or don't understand the proposal and the file is kept pending unnecessarily for a long time.

During the year 1998-99, I met Dr. G D Sharma Ji in a conference held at Bhopal and since then I don't remember any educational activity we have done without his able guidance. He is not only a mentor for me but a source of inspiration in all my endeavors.

In the end, I will say, if you have the passion to do new things, things are not that difficult. The dictum is: "where there is a will there is a way" and your passion will make that way.



Er. Mohinder Singh Katoch
Chairman, Kawa Group of Institution
Jammu (J&K), 9419189855

"A PEEP INTO THE FUTURE OF HUMAN SOCIETY"
Homo Deus- A Brief History to Tomorrow, Yuval Noah Harari, Vintage, 20 Vauxhall Bridge Road, London, Published by Harvill secker 2016 Penguin Random HHouse UK Pp513

Harari has written and published two important books with sort of an unconventional method of looking into the past of human society and also the imagination of the future of human society. These are Sapiens - A Brief History of Mankind and the one mentioned above. These books were written when a present crisis facing the world is seen after almost a century. How this pandemic will shape the future of the world is any body's guess. Yet it is important to review the history of tomorrow - derived from the past and projected for the future.

The book deals with the subject in three parts namely, 1 Homo sapiens conquers the world. This part has two sub-themes/ chapters - The Anthropocene,

The Human Spark. The second part is titled Homo Sapiens Gives Meaning to the World. This part has three sub-themes/chapters - The story Tellers, The Old Couple, The Modern Covenant, and the Humanist Revolution. The third one is titled at Homo Sapiens Loses the Control. This has four sub-themes/chapters - The Time Bomb in the Laboratory, The great decoupling, The Ocean of Consciousness', and The Data Religion. To begin with, he sets up The Human Agenda describing as follows:

What is on the agenda today." He says for a thousand years the answer to this question remained unchanged. Three problems namely, Famine, Plague, and war pre-occupied the people of China, medieval India, and ancient Egypt. These problems were at the top of the list.

Now the next generation will add in place of the plague the virus- a human laboratory-generated virus affecting the whole world. These three are on the top of the list of human agendas.

These three problems have claimed millions of lives in the past and are likely to claim millions of victims in the coming decades. For average American or European, Coca-Cola poses a far deadlier threat than al-Qaeda." Similarly, he says terrorist do not kill themselves so many people, but they create a situation which results in mass killing as it happened after the 9/11 attack the US was enraged and destroyed Middle Eastern china shop. This his unconventional approach to dealing with the past and present issues. In Anthropocene, he deals with animal ecosystems and human intervention. He says "about other animals, humans have long since become gods, We don't like to reflect on this too deeply, because we have not been particularly just or merciful gods"

In the Human Spark chapter, he asks " is human life more precious than porcine life simply because the human collective is more powerful than pig collective? Does might make right? The United State is far mightier than

Afghanistan, doe this imply that American lives have greater intrinsic value than Afghan lives? The whole narrative of the chapter is very interesting which makes you think away from given stories. He says " Human fictions are translated into genetic and electronic codes, the intersubjective reality will swallow up the objective reality and biology will merge with history. In the twenty-first century, fiction might become a more potent force on earth, surpassing even wayward asteroids and natural selection. Hence if we want to understand our future, cracking genomes and crunching numbers is hardly enough. We must also decipher the fictions that gave meaning to the world."

In the second part in the storyteller's chapter, he says" In the twenty-first century we will create more powerful fictions and more totalitarian religions than in the previous era.----- Being able to distinguish fiction from reality and religion from science will, therefore, become more difficult but more vital than ever before"

In the Humanist Revolution chapter, he says " Rich and poor alike are brainwashed from birth." Rich are taught to disregard the poor, while the poor are taught to disregard their true interests. No amount of self-reflection or psychotherapist will help, because psychotherapists are working for the capitalist system"

On socialism, he says it is better to understand who owns means of production in my country? What are its ruling politicians and international banking?

He says only by understanding and by taking into account the experience of all human beings, and weigh them one against the other in a fair way one can understand the true meaning of socialism

He says in the early twenty-first century the train of progress is again pulling out of the station. Those who miss this train will never get a second chance. Owing to powers biotechnology and computer algorithms thins will change fast. The main product of the twenty-first century will be bodies, brains, and minds. The gap between those who know how to engineer these, and those who do not know, will be very huge.

In the last part, the author deals with " Homo sapiens loses control". He says " Humans are in danger of losing their economic value because intelligence is decoupling from consciousness". This part also deals with Data Religion. At the end of the book, Harari poses three key questions:

1. Are organisms just algorithms, and life is just data processing?
2. What's more valuable - intelligence or consciousness'?
3. What will happen to society, politics, and daily life when non-conscious but highly intelligent algorithms know us better than we know ourselves?

The book is for every intelligent and conscious reader and thinker. A must-read book.

GD Sharma

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