

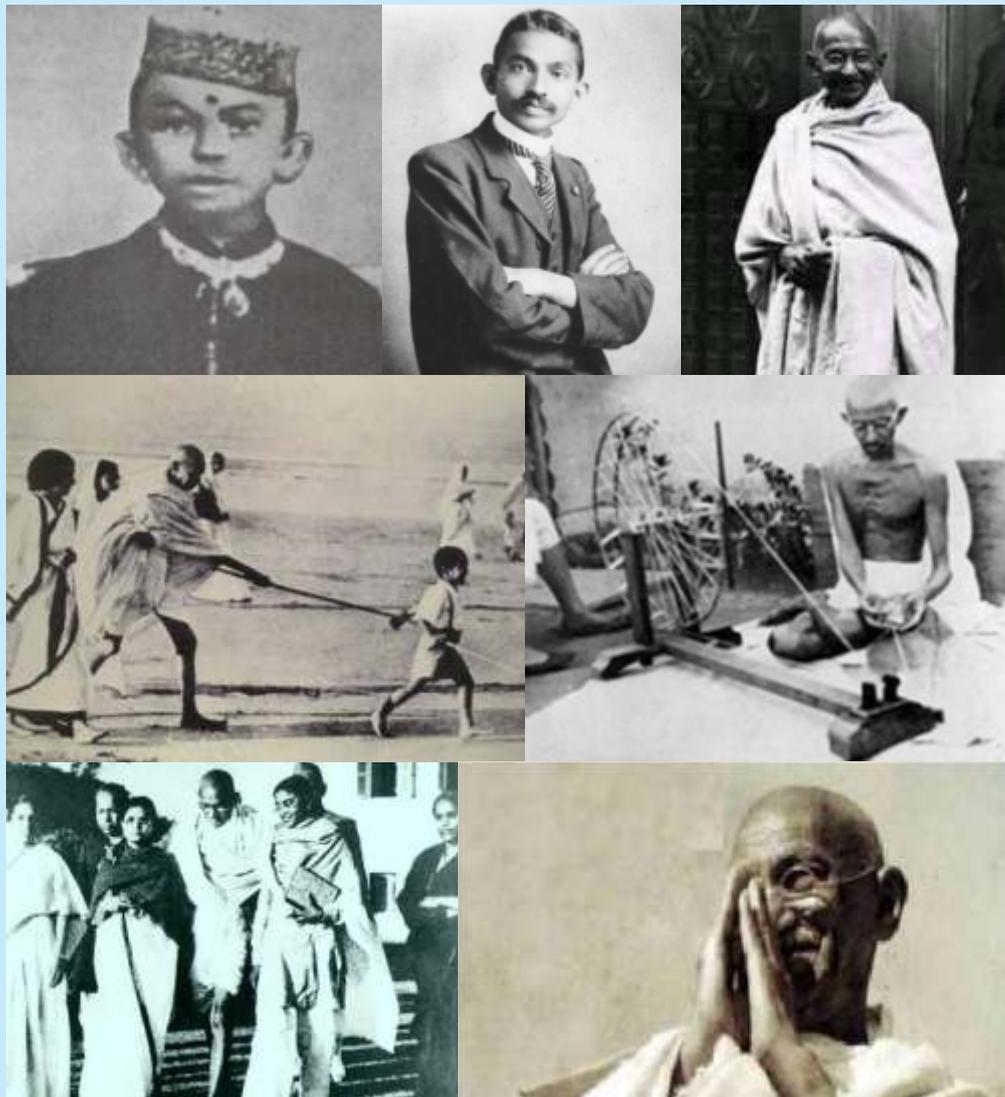
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# COLLEGE POST

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Celebrating 150<sup>th</sup> Birth Anniversary of Mahatma Gandhi –The Father of Nation-Bharat

*seed...*



**Group Photo of delegates and resource persons of  
24th National Annual Conference of Indian Colleges Forum  
held at Jamshedpur from 7-9th September, 2018**

## EDITORIAL

NAYA DAUR- EDUCATIONAL AND DEVELOPMENTAL  
MESSAGE OF THE FILM

As a young boy, I enjoyed seeing a film " Naya Daur" - for its songs, for its talented actors, as also its dream of creating a situation where the poor and vulnerable win in the end. It remained in the back of my mind as many films do. One day in a casual chat with Professor Munis Raza, then Director of National Institute of Education Planning, New Delhi, told us that he visited Bombay and met his brother Rahi Masoom Raza, who wrote the script of the film- Naya Daur. He told us that he found it difficult to agree with his brother that a mechanized vehicle could lose to (Horse driven Carriage) Tongawala. I agreed with his logic but, this puzzled me as I had formed a good view of the film. As it happens, many things pass over time. This point also passed over, but mind perhaps keeps on processing leftover questions. When I was studying the impact of the fourth Industrial revolution on education, economy and society, this Naya Daur Film quietly re-surfaced in my mind.

The other day, while in a hotel room on a Sunday, I had the opportunity to see again the Film Naya Daur, I glued myself to the TV till the end. I could not see the end of the film as the electricity went off. Irrespective of the finale, how the film concludes with a win for horse-carriage against the bus, I feel the film has not been properly understood by many of us for its rich educational and developmental contents, its perspective of the village population that left the village owing to shift from manual energy consuming production process to mechanical energy consuming production process, the nature of change that forced village population to go to city for livelihood. The expanding cities, of course engaged them as manual labour.

There was a clear message of film to vast Indian population who happened to see the film. Unfortunately, this message was either not understood or it was conveniently missed owing to attraction and ease the machines provided in doing the work. The deep unseen message was to find the alternative ways to deal with the onslaught of the imported machines. Constructing a new road was symbolic of finding an indigenous way of doing things. The film appealed to masses through

a dialogue- can there be a method that machine and man co-exist without disrupting men's livelihood? It was a message for new education, engaging people in manufacturing of machines rather than importing machines to displace workers. It was a challenge to both intelligence of experts and industrialists to create a new way of production and distribution which engages people. Now, with hindsight, one can conclude that this message and challenge given through the film was altogether missed. The message given by father of the nation, Mahatma Gandhi, was also missed or to say so, conveniently ignored by those in power and position either owing to lack of understanding and belief or lack of guts to take on the challenge. It is not that challenge was not taken by all, many did and succeeded over time, therefore one finds islands of success in the country, but the vast majority of Indian population lost and keep losing in spite of GDP indicator registering an increase.

Today, we are in the midst of new era, Naya Daur- machine replacing not manual energy through mechanical energy, but machines replacing physical-mental energy through Artificial Intelligence and Internet of Things, Cloud Computing, Digitization etc., in a similar way as machines did during the second and third industrial revolution, as the machines were imported and not created. Industrialist found it easier to import, produce, trade and make money. They hardly worked for developing new technology. The success of Dhirubhai Ambani lay in importing latest technology for his new industrial ventures. Most of the industrialists, exception apart, spent the least funds on creating technology through R&D.

The same thing can be said about the education of the people of India. The message of Naya Daur was missed by educationists, policy makers and planners. They kept on imitating what was being done in developed countries, so much so that most research studies attempted to examine the developed countries research issues in the context and situation of India. Instead of making a new breakthrough or searching for solutions to new and pressing problems of the Indian population, we became an appendage education and economic systems of developed countries.

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## Editor

G.D. Sharma

## Co-editor

Baldev Mahajan

### THE ICF CONFERENCE

24th Annual National Conference of Indian Colleges Forum was held at Jamshedpur in collaboration with JK Mahato Group of Colleges, Salboni and Loyola College of Education, Jamshedpur from 7-9th September 2018. The theme of the conference was "Higher Education for Empowering People and Developing India" The sub-themes covered the aspects namely, (1) Higher Education Empowering people for democratic and equitable development, (2) Higher Education for Economic and Social Development rooted in culture and social values, (3) Higher Education for Development of Jharkhand and similarly placed states and, (4) Higher Education to enable people to make technology choices and contribute to development of Technology.

#### The Inauguration:

The conference was inaugurated by Hon. Vice Chancellor of Kolhan University, Professor Shukla Mahanty. Honourable Governor and Chancellor of Jharkhand Universities had agreed to inaugurate the conference but could not make it to the venue of the conference owing to the fact that her Helicopter could not take off due to bad weather. However, her good wishes made a very good start of the conference. Dr L.N. Bhagat, former Vice Chancellor of Ranchi University, Ranchi, Professor Bikas C. Sanyal, Former Sp. Advisor to DG UNESCO and consultant, Maastricht School of Management, Dr Kiran Hazarika, Member, University Grants Commission, New Delhi and Shri PP Shrivastav (IAS) former member and Chair North Eastern Education Council, Shillong were guests of honour.

Dr Jamini Kant Mahato welcomed the guests and said it is the first time the ICF conference is held in Jharkhand on a theme of national importance and relevant to the empowerment of people of Jharkhand. Dr G.D. Sharma, President SEED-ICF highlighted the importance and relevance of theme particularly in the context of fourth industrial revolution and likely impact of AI and IoT on the job profile of people trained in the institution of higher education. In particular, he said technology may be so enticing that it may control people rather than people controlling the technology. Higher education has, therefore, to prepare people to make appropriate choices and contribute to technology development. He said theme has been chosen so that delegates may reflect on it and contribute through ideas and suggestions to deal with future challenges by the fast growth of technology.

Guests of honour Dr Bhagat highlighted the importance of such conference in the development of leadership of principals of colleges. He said he immensely benefited from deliberations in the past conference organised by ICF. He also said it is for the first time such conference is being held in Jharkhand and people from various parts of the country are present in Jharkhand,

Professor Bikas Sanyal, highlighted the importance of the theme of the conference and said future challenges of higher education are global, but specific intervention is required in the context of India. Shri PP Shrivastav observed that including culture and social values as a theme for empowering people and developing India is very appropriate. Dr Kiran Hazarika said he immensely benefited from such conferences held in different parts of India which he had also attended. He said UGC is relentlessly working for improving quality of higher education through its various schemes and programmes. He recently visited various institutions in India and observed that a lot of work is being done to enhance quality and meet challenges of development of India through higher education.

Honourable Vice Chancellor of Kolhan University, Dr Shukla Mahanty, Chief Guest of the function, highlighted the future challenges of AI and IoT on higher education, in particular, impact on the programmes of studies in higher education. She said there is a need to adequately support the colleges to meet the new challenges. In particular new initiatives are needed to strengthen the tribal children and women students so that they can be empowered to deal with emerging technology and the job market. She emphasised giving autonomy and adequate resources to strengthen the colleges. She wished the conference a great success and hoped deliberation will help to frame guidelines and suggestion to deal with future challenges of higher education.

#### Technical Sessions:

Following this presentation and deliberations were made in the technical sessions on the sub-themes.

- (1) Dr. L.N Bhagat, VC, Ranchi University, chaired the first technical session and Dr Budhin Gogoi co-chaired this session. Key speakers were Professor Bikar Sanyal and Dr G.D. Sharma and other delegates. Both speakers made a detailed presentation on the theme.
- (2) The second session was chaired by Dr S.N. Munda, Vice Chancellor, SPM University Ranchi and co-chaired by Dr Ajay Sareen. The key speaker was Shri PP Shrivastav and other delegates.
- (3) The third technical session on Higher Education on Development of Jharkhand and similar states was chaired by Shri Beli Bhodanwala and co-chaired by Dr Debhashis Kar. Key speakers were Dr Bikas C. Sanyal, Fr. Anthony P Raj, and other delegates. Shri Bodhanwala in his chairman remarks dwelt on quality of school education. He said there is great need for improving quality of primary education as it forms the foundation of higher education. He said the present state of primary and higher secondary education needs to be made relevant to the development of

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## HIGHER EDUCATION FOR EMPOWERING PEOPLE AND DEVELOPING A DEMOCRATIC AND EQUITABLE INDIA

BIKAS C SANYAL\*

*The paper comprehensively deals with issues of empowerment of people through higher education covering, economic, democratic, social and entrepreneurial aspects.*

People have to be empowered by higher education and India has to be developed by higher education. I attempt to make the subject a little simpler by treating the two issues in one. I would like to focus on empowering people with higher education so that they can develop India.

I first attempt to examine how higher education can empower the people to develop India with a realistic outlook looking into the current situation. We start with the economic situation because all other development depends on the economy.

- India's GDP is estimated to have increased 6.6 per cent in 2017-18 and is expected to grow 7.3 per cent in 2018-19 as it emerges as the fastest growing major economy in the world according to International Monetary Fund
- The manufacturing sector rose at annual rate of 13.5% as against a decline of 1.8% in the year ago quarter, the farm (agriculture plus) sector increased from 3% to 5.3 %, the construction sector grew at 8.7% compared with only 1.8% in the first quarter of year ago.
- The Services sector grew slightly lower at 7.3% from 7.7 %; private consumption spending grew from 6.7% to 8.6%.
- The tax collection figures between April 2017- February 2018 show an increase in net direct taxes by 19.5 per cent year-on-year and an increase in net in direct taxes by 22.2 per cent year-on-year.
- India has retained its position as the third largest startup base in the world with over 4,750 technology startups, with about 1,400 new start-ups being founded in 2016, according to a report by NASSCOM.
- India has a tremendous demographic dividend in its young population With the median age of population 28 is favorably placed in comparison to European and even other Asian countries. They add to

*The Economic Times of 12 June, 2018 published a report stating that important economic reform, demonetization which was supposed to unearth major sums of black money did not happen.*

*On the other hand, the demonetization led to crisis in markets of agricultural crops. For lack of money-volume the trade shrunk significantly. Informal sector saw large job losses.*

productivity and can support the retirees and the population below working age.

- It has a very large pool of highly skilled managers, doctors, engineers and scientists. Indian colleges send 1.5 million engineers every year providing expertise not only in India but abroad.
- Greatest strength is since early 90's is pool of Indian entrepreneurs setting up businesses both in India and abroad, taking over international companies, creating startups setting up banks and developing

the financial sector That has helped India to take great stride.

These are good news. But has this economic development been equitable?

- This is the subject of our discussion. I shall give you some information which may be useful.
- The Economic Times of 12 June, 2018 published a report stating that important economic reform, demonetization which was supposed to unearth major sums of black money did not happen.
- On the other hand, the demonetization led to crisis in markets of agricultural crops. For lack of money-volume the trade shrunk significantly. Informal sector saw large job losses.
- With 30 crore people India has the largest poor population in the world. Indians living below the poverty line vary from 22 to 32 percent from different estimates.
- According to a 2014 McKinsey report 56% of Indians find it difficult to meet eight basic needs : food, energy, housing, drinking water, sanitation, healthcare, education and social welfare. This raises concern about equitable distribution of resources.
- 58% of India's population obtains its principal source of income from agriculture without adding those in support services.
- India's agriculture contributes only 18% of GDP resulting in very low income. Our development has not been equitable.
- According to a 2014 study (Thomas Picketty) 50% India's population accounts for only 11% of India's national income and the top 10% accounts for 66%. According to a 2017 Oxfam study India's top 1% hold 73% of India's total wealth. Top ten Indians have wealth equal to 12% of India's GDP.

\* Former Sp. Advisor to DG UNESCO, Higher Education Specialist IIP, UNESCO, Paris and consultant Maastricht School of Management. Paper was presented in 24th National Conference of Indian Colleges Forum at Jamshedpur.

- India's natural resource exploitation has been unequal creating regional inequality.
  - The capacity utilization of domestic industries is a cause of concern: (cement, ports, thermal power plants, steel, for example) raising concern about utilization of physical resource.
  - India's expenditure on education (including arts, sports and culture) is at less than 3% and that on health at a little over 1% is very low.
  - Lack of modern pedagogical skills of teachers, contents missing emphasis on humanitarian, democratic, moral and cultural values affecting the quality of teaching.
  - It is difficult to make a knowledge based society responsive to technological developments in a competitive world.
  - India can create only 9 million jobs while there are 12 million new entrants to the job market and 5 million are quitting agriculture to join the job market creating a large pool of unemployed.
  - The demographic dividend discussed above can create demographic disaster creating serious social unrest.- through out the country raising concern about utilization of human resources.
  - Distribution of opportunities in almost all social groups (gender, ST, SC, OBC and minorities) is very unequal
    - So India's development has not been equitable. We shall discuss how higher education can help reduce this inequality.
    - Can Higher Education Empower People for Democratic Development? This will be our next theme for discussion.
    - Before we go into the details let us examine the background and the current situation.
  - India, the largest democracy in the world and on the whole a stable functioning democracy with a written constitution, every adult having a voting right.
  - Our Constitution gives fundamental rights, right to equality, right to speak or act against exploitation, right of choosing the religion as well as cultural and educational right, the rule of law, an independent judiciary and a free press to reinforce our commitment to democracy.
  - However we are currently undergoing a democratic crisis and struggles due to the high level of partisanship that has transformed opposing parties into enemy tribes, slowing down the application of the above features ,Checks and balances are being tested by our leaders who often come off aspiring authoritarians.
  - Yet the intrinsic dispersal of power designed by our federal system of multiple branches of government has so far guaranteed our democratic credentials. If the executive crosses the lines there exist the legislative and judicial branches to rein him in.
  - If our central government oversteps the many strong willed states fight back.
  - The interlocking and interdependent features of our democratic system of government have so far proven to be resilient.
  - However they are coming under increasing strain due to corruption and political power plays. Some political leaders push the boundaries to retain their power.
  - The spirit of freedom enshrined in our strong institutions act as a check on the unfettered power to protect the Constitution.
  - Despite the struggles and growing pains faced by democracy in India our higher education leaders should join hands to preserve and deepen our democratic way of government in the interest of national peace, prosperity and human rights. There must be renewed investment in our democratic culture. This is why we are here today. We have to empower our students, teachers, managers and heads of institutions collectively.
- Let us now discuss the role of higher education for empowering people for Democratic and Equitable Development.
- We start with the issue of equitable development through the development of the economy which remains as the principal source of any development.
  - We examine three kinds of resources: Natural, physical and human resources for overall development of a country.
  - Natural resources are gifts of the nature, they exist underground, on the surface and above ground, in the space.
  - In India the underground resources are mainly minerals including coal (fifth largest reserve in the world), iron ore, Manganese ore (7th largest reserve in the world), Mica, Bauxite (5th largest reserve in the world) Chromite, Natural gas, Diamonds, Limestone and Thorium (world's largest reserve -along the coast of Kerala).
  - Underground resources also include oceanic resources (new minerals, sources of green energy). On the surface these include large coast line , in the space this includes solar energy.
  - The North East Region of India has a lot natural resources yet largely unexplored.
- Physical resources in India have the following characteristics
- (1) Varied climatic condition ; all types of climate prevail all the time from extreme dryness in one region to very heavy precipitation in another to Tundralike condition in yet another benefitting varieties in agricultural products
  - (2) Landscape ; India's large size and wide latitudinal extent provides with diverse features ranging from snowcapped mountain ranges to deserts, plains, rainforests hills and plateaus with a large part on a peninsula in Southern India which flows into the Indian Ocean can support environmental protection
  - (3) Its physiography with great mountains, mighty rivers,

wide plateaus, Indo-Gangetic alluvial plains, lengthy coast lines and Andaman and Nicobar and Lakshadweep islands provide all kinds of goods and services for the development of the country.

- (4) Its geological characteristics provide the lava flows, rocks and different types of minerals
  - (5) Soil and vegetation of the country provide critical resource for agriculture and different types of crops.
- The vegetation provides tropical rainforests of the Andaman and Nicobar islands, Western ghats and North East India.
  - With 20 percent of the total geography under forests soil and vegetation impact the socio economic life of the country greatly.
  - India's Water Resources are significantly inadequate because of erratic rainfall, topographical and geographical limitations and inefficient resource management with significant amount of wastage
  - The last but the most important resource for the development of India is human resource which has been discussed earlier.
  - We shall examine below what kinds of skills to be provided by higher education system to people for Empowering People and Developing a Democratic and Equitable India.

Skills needed to empower our people for developing the above resources

- Exploratory skills seeking opportunities and looking for unexplored available resources to be exploited taking advantage of the technological revolutions.
- Each of the resources to be explored with adequate precision. Big data analysis becomes necessary which may call for application of artificial intelligence.
- Leadership (Strategic thinking) to be able to see the role of higher education with its new roles with modernized contents including emphasis on largely forgotten democratic, humanitarian moral and cultural values.
- New methods using the modern technologies e.g., moocs, smart class room, big data analysis incorporating artificial intelligence if possible
- Managerial skills: without effective managerial skills all resources may vanish. These should include production management, personnel management with emphasis on academic staff management, facilitating teacher development, financial management, with accountability and transparency, and above all skills for equitable distribution techniques, monitoring, controlling and evaluating skills
- Moral and ethical skills.
- Communication for effective interpersonal, inter-enterprise, public relations and stakeholder understanding
- Negotiation skills for reinforcing democratic values, establishing fair terms of trade, business and conflict resolution, building networks and developing public-private partnership.

- Self-learning, self employment and entrepreneurial skills for all sorts of resource development from starting small and medium enterprises to establishing start ups.
- Selling /lobbying skills to promote ideas for adoption and support, to make products including services attractive for clientele, different social groups near and remote.
- Capability to take risks and face failures in the beginning.

All the above skills will allow the system three types of entrepreneurs; economic entrepreneurs, social entrepreneurs and a new class of spiritual entrepreneurs who will be equipped with skills leading to beyond profit oriented benefits.

### ECONOMIC ENTREPRENEURS

Entrepreneurial colleges producing economic entrepreneurs focused mainly on economic entrepreneurship generating additional income measured by commercialization of activities through profits and revenues through innovations. The social issues which are being of increasing concern of today's institutions are discussed below.

### Social entrepreneurs

- Social entrepreneurs help develop, fund and implement solutions to social issues such as: social injustice, inequality, extreme religious and ideological radicalism, greed and corruption, moral and ethical problems including cyber crimes and most recent IT giants 'scandals;
- Cultural issues such as "ethnic cleansing", lack of intercultural understanding and dialogue, and environmental issues such as excessive exploitation of natural resources, misuse and abuse of them, and the phenomenon of global warming among others.
- The colleges producing social entrepreneurs will generate a positive return to society including additional income, while belonging to non-profit or "blended profit" sector.
- To achieve social, cultural and environmental goals their work will include additional areas such as poverty alleviation, health care and community development.
- To demonstrate the extent of social entrepreneurship programs around the world the Global Entrepreneurship Monitor (GEM) reports the largest comparative study of social entrepreneurship in the world based on interviews with 167,793 adults in 58 economies in 2015, This shows that there are more social entrepreneurs than commercial entrepreneurs in every global region.

The new class of spiritual entrepreneurs

- The main objective of the students to pursue higher education had so far been employability and accumulation of wealth through good income.
- The market oriented, competitive, consumerist society

generating a lot of unsatisfied greed among the learner community is creating important mental and physical stress and unhappiness.

- In respect of the employment market the phenomenon is similar: US employers lose 70 billion dollars a year from this malaise.
- Yoga and meditation, two important aspects of spiritual practices originated in India encounter this malaise to the extent unmatched by other wellness programs. These have been hijacked by western countries including USA and eastern countries including China.
- In USA approximately 80 million Americans were expected to be training in Yoga for the first time in 2016 (Yoga Journal, 9 February, 2017). Yoga market in China is growing rapidly with the number of training programmes rose from 4 million in 2009 to 10 million in 2014 ( Daxue Consulting, Beijing, reported in Times of India, 7 March 2017).
- The people around the world are now looking for spiritual training and education which has become a multimillion dollar business often run outside of the higher education sector leaving a lot of space for income generation by the sector, while providing a great service to the society.
- Our colleges should focus on these two disciplines in their continuing education programs combined with the other skills discussed above. We may be able to make India a developed country in due course of time.

## Mahatma Gandhi- A phenomenon beyond the grasp

### Celebrating 150 Year birth Anniversary

Mahatma Gandhi was a phenomenon beyond the grasp of many and those who were deciding the Nobel Peace Prize. Recently Nobel Peace Prize site has dished out information on why the committees did not agree on the name of Mahatma Gandhi for the award of Nobel Peace Prize. In our view, it was a mistake on the part of those who nominated him for the award of Nobel Peace Prize when he was alive and also posthumously.

Mahatma Gandhi was and is a phenomenon beyond the grasp. He was working for a new social order of equality of all in the eyes of God for -gender, social and economic, self-respect, democracy and above all dignity of people and their peaceful coexistence. His experiment in South Africa was to establish a community of new social order. Conflict with British Rule, therefore, was a natural outcome of this belief system. He succeeded in conveying this message in South Africa. In India his task was multifarious. Not only "Swaraj"-freedom of India, but to establish a new social order of equality, the dignity of people, a new equitable socio-economic order. His messages were simple and clear when he sang Allah Ishwar Tere Nam - subko Sunmati de Bhagwan. He pleaded for "Sarve Dharm Sambhav" "Sowhard Bhawana" irrespective of different religious belonging, he prayed God to give good counsel to all. When he sang - Ishwar Jan to Tene Kahiye - Peer Parai Jane Re. He pleaded for concern for others. Through these songs directly communicated with masses and regularly gave his message for gender equality, religious tolerance, democratic and peaceful social co-existence. For him "Talisman" was the welfare of the last man in the social structure. The concept of Nai Talim was part of this new social, economic and democratic order. Through education, he wanted to create intelligent human being well connected to ground realities of India and British, American and European Social and Economic order which were largely built on the exploitation of natural and human resources of colonial countries. That economic order was built on a drawing of raw material and human resources from colonial countries and exporting finished products at a very heavy price to colonial countries. Colonial masters used all the fair and foul means to suppress any dissent of this order. His understanding of British Education System and economic system in India was so clear and deep that he pleaded for a New Education System and new social and economic order.

His "Swadeshi" movement was a new economic and social order. This weakened the exploitative economic order and strengthened the struggle for " Swaraj". The weakened economic order of British empire in any way could not have continued to rule India and other colonies for long, but for their machinations and desperation of Indian political leaders for seeing India free from British Rule. The cost of this freedom was more than many countries paid during the First and Second World Wars. The cost of divided India had a great toll on the physical and human resources of both the countries. Gandhi as a visionary was, therefore, opposed to freedom of India with the division of land and people.

People's attempt to limit him to Swachhta, Ahimsa and Swaraj is to grossly limit the expansive and all-pervasive phenomenon of equality of all in the eyes of God. A phenomenon beyond the grasp- that is M.K Gandhi.

Let us continue to discuss and debate to grasp this phenomenon.

**GD Sharma**

## ROLE OF THE STATE OF WEST BENGAL IN SUPPORTING AND FACILITATING INSTITUTIONS OF HIGHER EDUCATION FOR MEETING NEW DEMANDS OF THE EMERGING CHANGES IN EDUCATION

DR. SANDIP KUMAR PAUL\*

*The paper highlights the purpose and importance of the West Bengal Higher Education Act, 2017 in improving and streamlining the development of higher education in West Bengal.*

### WEST BENGAL HIGHER EDUCATION - PAST GLORY

Out of the twenty nine states of India, West Bengal stands in the forefront for its rich educational and cultural legacy. Established on 24th January, 1857, the University of Calcutta was the first institution in Asia to be established as a multidisciplinary and secular Western-style university. To start with it had a catchment area covering from Lahore to Rangoon (now in Myanmar) and Ceylon (Srilanka), the largest of any Indian University. Four Nobel laureates of our country were associated with this university: Ronald Ross (Medicine), Rabindra Nath Tagore (Literature), C.V. Raman (Physics) and Amartya Sen (Economics). Within India it is recognized as a Five Star University and a Centre with Potential for Excellence by the UGC and NAAC. At present there are 1359 colleges and 43 universities in West Bengal. Out of 43 universities, only nine are private universities. Again out of the 1359 colleges, 510 colleges are Government-aided colleges. Government-aided colleges imply such colleges which only receive their salary grant from Government Treasury. In other words, to

be more specific, the salaries of all permanent pay packet non teaching staff, full time U.G.C. teachers appointed through West Bengal College Service Commission and Government approved Part-time and contractual teachers are disbursed by the State Government through State Government Treasury and Directorate of Higher Education, Govt. of West Bengal. However, all other expenses are to be met by college authorities out of their own funds.

### NEW ACT:

In order to provide better administration and to improve the quality of education in the State-aided Universities and Colleges in West Bengal and to achieve an efficient and vibrant higher education system in the state of West Bengal. "The West Bengal Universities and Colleges

(Administration and Regulation) Act 2017" was passed by the West Bengal Legislature. After being approved by the Governor it was first published in The Kolkata Gazette (Extraordinary) on 22nd March 2017. With effect from the 1st day of April 2017, the Act has come into force [Sec. 1] to all such Universities and colleges (including colleges run by minorities) which are receiving financial assistance on a regular basis from the State Government through the Pay Packet Scheme [Sec. 2]. Simply speaking all publicity-funded Universities and Government-aided colleges in the state of West Bengal come under the purview of this new statute. The Act contains six (vi) chapters and twenty-two (22) sections altogether. In our discussion we shall refer to those areas and sections of the statute which relate to college administration in particular.

A cursory glance over the new statute reveals that a serious and thoughtful attempt has really been made for better college administration. The current provisions are far more practical and feasible. Further an ardent effort in enhancing the powers of the Principals is observed throughout the new statute.

*A cursory glance over the new statute reveals that a serious and thoughtful attempt has really been made for better college administration. The current provisions are far more practical and feasible. Further an ardent effort in enhancing the powers of the Principals is observed throughout the new statute.*

### VICE-PRINCIPAL

So far, excepting in the minority colleges, the post of the Vice-Principal was not there in the Government-aided colleges in West Bengal. In the absence of the Principal, the senior most teacher of the college as the Teacher-in-Charge used to look after the regular activities of the college. Usually the Teacher-in-Charge tried to refrain from taking long-term and policy oriented decisions, as a result of which the institutions suffered. Now this new Act in Sec. 3 (xxiv) provides for the appointment of the Vice-Principal by the State Government in Government-aided colleges. Also the notification relating to the appointment of Vice-Principal has already been issued by the Department of Higher Education Govt. of West Bengal [No1162 - Edn (CS) dt23/10/2017]. Further Notification No. 76- ILC/ON-229L/2017 dt. 28/02/2018 provides detailed guidelines, procedure of appointment, qualifications and the duties of the Vice-Principal. It

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states that the Vice-Principal of a college shall be designated by the State Government by issuing a specific order. The Vice-Principal shall assist the Principal in discharging his functions and in the absence of the Principal the Vice-Principal will discharge the functions of the Principal of the college. All these functions the Vice-Principal will perform in addition to his normal duties as a teacher. Also he will be eligible for monthly allowance as prescribed in the previous order. So now things will not remain stranded in the absence of the Principal nor will the college administration become loose or slack in the absence of the Principal.

### GOVERNING BODY OF COLLEGES

Chapter II of the new statute in Sec 4 to Sec 9 provides for the 'Administration of Colleges'. Sec. 5 of the Act provides that the composition of the Governing Body of a Government-aided college shall consist of the following members:

- (i) The President shall be a person interested in education, and shall be nominated by the State Government from amongst the members of the Governing Body or from outside: Provided that the employees or the students of the concerned college shall not be eligible for nomination as President;
- (ii) The Principal or the Vice-Principal or the Teacher-in-Charge, as the case may be, of the concerned college, who shall act as the ex officio Secretary to the Governing Body;
- (iii) Three whole time regular teachers including librarians and Graduate Laboratory Instructors, to be elected from amongst them;
- (iv) One non-teaching employee to be elected from amongst them;
- (v) Two persons to be nominated by the State Government and one person to be nominated by the West Bengal State Council of Higher Education;
- (vi) One representative from amongst the donor of the college or from the sponsoring body promoting the establishment of the concerned college;
- (vii) Two persons to be nominated by the affiliating University from amongst eminent educationists, of whom at least one shall be a woman;
- (viii) One person being the General Secretary of the Students' Council.

Also the Department of Higher Education, Government of West Bengal, has issued an order [No. : 493-Edn (CS)/4C-14/2017 dt.5th May 2017] in this regard. So long in the prevailing structure of the Governing

Body of twelve (12) members there were four (4) teachers' representatives and two (2) non teaching employee representatives. Thus it was very easy for the teaching and non-teaching staff members together to exert pressure on the Principal and to dominate him particularly in disciplinary and financial matters. The new arrangement definitely widens the scope of the Principal's activities and also enables him to exert appropriate pressure for implementation of decisions and for enforcement of discipline. Notification to this effect has already been issued by the Department of Higher Education , Govt. of West Bengal, on 5th May 2017 [No. 493 -Edn(CS)/4C-14/2017].

### IMPROVING GOVERNANCE OF COLLEGES

Employees are recruited for fulfilling the objectives of the institution. However, an often observed reality is that some people try to individualize the organization for the fulfillment of their individual objectives disregarding absolutely the dominant goals of the enterprise or institution. Even at times parallel administration lines are found in some colleges. Efforts are often made to curb down the importance of the Principal and reduce the post to a figurehead or rubber stamp. While formulating the new statute such incidents were kept in mind by the Government. Accordingly, the new Act in Sec 6 provides as follows:

- (1) The college authority shall introduce different measures for ensuring attendance, punctuality and work output.
- (2) Annual Confidential Report and Performance Appraisal Report shall be prepared and maintained for all employees of the college.
- (3) Annual declaration of all assets and properties must be submitted to the Governing Body by each employee of the college through the Principal. This report

is to be submitted to the Governing Body with a copy to the State Government.

Besides, Sec. 7 of the Act provides for both internal audit and periodic audit of the annual accounts of the college. It also states that if a college fails to comply with any of the provisions of the Act, the State Government may suspend the Governing Body of the college and appoint an administrator [Sec 7(5)]. Further, as per the provision of Sec. 8 the State Government may, when it considers necessary, cause inspection of the affairs of a college (not being a minority college) by giving prior notice to the college authority. The above mentioned provisions definitely reflect the intentions of the State Government to improve the functioning of the colleges and to ensure better college administration.

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*The new arrangement definitely widens the scope of the Principal's activities and also enables him to exert appropriate pressure for implementation of decisions and for enforcement of discipline. Notification to this effect has already been issued by the Department of Higher Education , Govt. of West Bengal, on 5th May 2017 [No. 493 -Edn(CS)/4C-14/2017].*

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### STUDENTS' COUNCIL

One major problem in college administration in West Bengal as experienced since early sixties is the Students' Union. It is observed that these students' unions in maximum cases are politically motivated, outsider dominated and money - oriented. Instead of looking after the general interest of the students, these unions look after the financial interest and powers and positions of their leaders. Again, the students who are active members and operators of the students' union seldom attend the college classes. Most of them are ex-students, casual students and even outsiders. Lakhs of rupees are spent on occasions like Annual Social, Cultural programs, Blood Donation, Holi Fest, Film Festival, Games and Sports etc. at the entire discretion of the so called leaders of the unions and the accounts of the students' union are never audited. One major function of the Students' Union is to resist changes and prohibit the college authority from taking any developmental step. The Government of West Bengal thoroughly examined the whole situation and then came out with a historical modification that instead of the Students' Union there shall be a Students' Council in every college. [Sec. 9].

The composition, functions, duties and responsibilities of the Students' Council, including the manner, procedure and eligibility to participate in the election have recently been prescribed by the Department of Higher Education, Government of West Bengal [vide notification No : 168 dated 07.06.17]. Some excerpts of the notification are made hereunder. "Students' Council" means an association of regular students of a college duly constituted in accordance with these rules, and the office bearers and members therein are elected from amongst the regular students of the college through direct election. It defines a regular student as one who has attended at least sixty percentages (60%) of total number of classes in an academic year and has cleared all dues towards tuition fees, other fees and charges levied upon him by the college.

As to the composition of Students' Council of colleges it has been provided that the Students' Council of a college shall consist of the following office bearers and members:

- (a) The President of the Students' Council, who shall be nominated by the Principal / Vice Principal / Teacher-in-Charge of the college concerned from amongst the teachers of the College.
- (b) The Vice-President, who shall be nominated from amongst the teachers by the Teachers' Council of the College.
- (c) The General Secretary, who shall be elected by the elected Class Representatives of all classes from amongst them in the first meeting of the Students' Council.
- (d) Two Assistant General Secretaries, who shall be

elected by the elected Class Representatives of all classes from amongst them in the first meeting of the Students' Council.

- (e) Not more than five Assistant Secretaries to look after various departments or branches like Cultural Secretary, Welfare Secretary, etc., who shall be selected by the elected Class Representatives of all classes from amongst them in the first meeting of the Students' Council. It has also been provided that the number of Assistant Secretaries representing various departments or branches may exceed five considering the various activities of the Students' Council, but the total number of Assistant Secretaries shall under no circumstances exceed seven.
- (f) The Treasurer, who shall be nominated by the Principal / Vice Principal / Teacher-in-Charge from amongst the teachers of the college in the first meeting of the Students' Council.

In this context mention must be made of the following points contained in the above mentioned notification:

- Elected class representatives of all classes or sections are to be elected by the regular students of individual sections or departments.
- The elected class representatives of all classes/ sections/departments shall be the members of the Students' Council and shall have the power to vote in any meeting of the Council. The President, or in his absence, the Vice-President, shall have a casting vote in the event of a tie.
- Every meeting of the Students' Council shall ordinarily be convened by the President or in his absence, the Vice-President, within the college campus and only after the academic hours.
- The General Secretary of the Students' Council shall be a member of the Governing Body [Sec 9(1)].

Also the notification contains the following rules for smooth conducting of the election procedure and for efficient operation of the institution.

- The election of Students' Council shall be conducted regularly once in every two years. In other words, therefore, the duly elected Students Council shall ordinarily have tenure of two years unless otherwise directed by the State Government.
- The Students' Council of colleges and universities shall not use any banner or emblem of any political party in any manner during election or campaigning.
- Every student contesting in the election as candidate or as class representative shall be identified by his own name, class or section and roll number and nothing else.
- The whole election process, commencing from filing

of nomination papers, scrutiny, preparation of electoral rolls of regular students, declaration of name of contesting candidates, election campaign, casting of votes and declaration of results shall be completed within a period not exceeding thirty days.

- The State Government shall have the power to give directions to every institution regarding smooth conduct of election and every such direction shall be binding upon the said institutions.
- In case of any confusion or difficulty arising in the implementation of these rules, the matter shall be referred to the State Government and the decision of the State Government shall be final and binding on all concerned.
- Colleges administered by minorities may adopt their own rules regarding the composition and functions of its Students' Council.

#### **EMPLOYEES OF THE COLLEGES - RECRUITMENT, TRANSFER AND PROVIDENT FUND**

With regard to the employees of colleges (except colleges run by minorities) two sections have been enacted in this new statute:

Sec. 10 provides that appointment of all teachers, librarians and other employees of every college shall be made by the Governing Body on the recommendation of the Service Commission. So long, whole time teachers and librarians of Government-aided colleges were appointed through West Bengal College Service Commission. The non-teaching staffs were recruited directly by the college. Now the appointment of the non-teaching staff will also be through Service Commission.

Further, the service of the employees of State-aided College was non-transferable. The new statute in Sec.11 provides for two types of transfers of the service of every teacher, librarian and non-teaching employee of such colleges: first, mutual transfer of his own seeking in any other college within the State once in a lifetime of his

service; and secondly, the State Government may, in the interest of public service place the service of any staff to another college on transfer. These provisions will definitely help in adequate utilization of staff on work load basis and will also to a great extent reduce the personal hazards of the staff members.

Sec. 12 deals with Provident Fund. It states that every employee of the college shall be provided with a Provident Fund Account. Order has also been issued for immediate transfer of all balances in the Provident Fund held by the college to the State Government Treasury [Memo No: ED 1637/2017 dt. 04/04/2017].

Sec. 13 to 16 deals exclusively with University administration and hence are skipped for the time being.

#### **CONCLUSION**

Finally Chapter VI in sections 17 to 22 deals with the various powers of the State Government required for the purpose of carrying out the provisions of this Act; viz. power to make rules (S.17), power to give directions (S.18), power to remove difficulties (S.19), power to relax (S.20) etc. All these are required to help and support the fitment of the new statute in the prevalent higher education structure of the state. This concluding chapter exhibits and establishes how eager and ardent the Government of West Bengal is in successfully implementing this new statute to establish an efficient and vibrant higher education system in the state.

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## PRIVATE ENGAGEMENT IN MAHARASHTRA HIGHER EDUCATION: FROM PHILANTHROPY TO COMMERCIALIZATION AND RESISTING REGULATION

DR. A. MATHEW \*

*The paper consists of three parts, viz., Maharashtra as a nursery of philanthropy in education, the transition from philanthropy to full cost plus recovery from students /parents with widespread concentration of educational institutions in the hands of politician entrepreneurs, and their resistance to regulation and streamlining to check commercialisation.*

### INTRODUCTION

Higher Education policy in Maharashtra is an expression of the Maharashtra University Acts defining and re-defining its objects and functions and roles of its various policy bodies and chief functionaries according to the changing contexts of knowledge, social aspirations and economic needs and political environment. It is also a reflection of adjustments of HE system in governance and management of the universities and HE system to the undesirable practices that crept into the system on account of the influences exercised by the private enterprises, which controlled the major part of professional and technical education.

It can be seen as a narrative of how private managements tried to influence the HE policy to protect their interests --- to resist regulations that will adversely affect their institutions in admissions, fees, quality parameters like physical and academic facilities, teachers, their pay and service conditions.

One dimension of the Maharashtra HE policy is the HE system's efforts to regulate the private enterprises. The other dimension is the co-existence of both private and public HE system not necessarily coalescing well.

This paper attempts to present the emergence and influence of private enterprises in Maharashtra HE in relation to the latter's efforts at regulating them on various parameters of quality and how private managements tried to resist every attempt at curbing undesirable practices, ensuring quality and enforcing regulations in admissions, fees, and quality parameters.

The Maharashtra HE policy trajectory can be seen as a narrative of the changes in University Acts of 1974, 1994 and 2016 in their objectives, composition and functions of key policy and executive bodies as well as the roles of key functionaries like the Vice-Chancellors

(VCs), etc. The present position of the HE system in respect of the policy environment is a clear-cut demarcation of private engagement conforming to the barest minimum regulations of the public HE system and the latter re-adjusting itself to the dominant position of private HE both in space and scope. Therefore, a narrative of the evolution and emergence of the private engagement in HE as a powerful force in the University education system is in order.

*One dimension of the Maharashtra HE policy is the HE system's efforts to regulate the private enterprises. The other dimension is the co-existence of both private and public HE system not necessarily coalescing well.*

### SOCIAL AND EDUCATIONAL DEVELOPMENT ASPECT OF EDUCATION- MAHARASHTRA A NURSERY OF PHILANTHROPY IN EDUCATION WITH A FERVOR OF SOCIAL REFORM

During the colonial rule, besides the government and Christian missionaries, establishing schools and colleges by Indians were not common till about 1920s. In case of Maharashtra, the Deccan Education Society established in 1880 at Pune by four patriotic visionaries was a rare exception. As would be evident, the thrust of such non-government Educational Societies and Trusts, established as Charitable Trusts by the natives in different regions of Maharashtra from 1920s to 1960s was to offer educational opportunities to children of the poor and especially from rural, remote, forest, hilly areas and educationally backward regions of Maharashtra such as Vidharba and Marathwada as well as to the poor children even from educationally advanced south and western Maharashtra. In many cases, as would be evident below, running educational institutions was combined with hostels without which these children would not have been able to avail of the educational opportunities. In education as a project for improvement in the life condition, social reform and modernization seemed to have been the object of such ventures.

**Deccan Education Society (DES)** was established in 1884 by four patriotic visionaries, viz., Vishnu Shastri Chiplunkar, Bal Gangadhar Tilak, Gopal Ganesh Agarkar

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and Mahadeo Ballal Namjoshi, who were already recognized as the pioneers of new education in India with the launch of New English School in Pune in 1880. Soon after its foundation, the Society established the Fergusson College in 1885 at Pune, Willingdon College at Sangli in 1919 and Brihan Maharaja College of Commerce in 1943 at Pune. The DE Society adopted a democratic structure at a time when modern democratic practice was new in India. Teachers' participation in academic and administrative matters is a unique feature of the DES institutions, which number 43 today. It became a model of the teacher-managed institutions in Maharashtra and symbolised people's own initiative in evolving Education as a means of national regeneration. One of the main goals of the DE Society was to provide education to wider sections of society by making it cheap and affordable. The selfless work of the founding fathers always impressed and attracted philanthropists and through their generous contributions, several institutions with ample facilities came up (<http://www.imdr.edu/deccaneducation-society-pune/>; <http://www.imdr.edu/deccaneducation-society-pune/>; [https://en.wikipedia.org/wiki/Deccan\\_Education\\_Society](https://en.wikipedia.org/wiki/Deccan_Education_Society)).

**Rayat Shikshan Sanstha** was founded in 1919 by Karmaveer Bhaurao Patil and his wife Laxmibai Patil. From the very beginning, the founder tried all his best to lay emphasis on the education of the down-trodden, the poor and the ignorant. He believed that education alone could correct the social ills such as caste-hierarchy, money-lending, illiteracy, untouchability, superstitions and social and economic inequality. He laid the foundation of the Rayat Shikshan Sanstha by opening a Boarding House at Kale (Tal-Karad, Dist-Satara) in 1919. Soon, however, in 1924 he shifted the head-quarters of his educational institution to Satara. Today, the Sanstha runs 42 Colleges, 438 secondary schools, 7 training colleges, 51 primary schools (English medium-19), 33 pre-primary schools (English medium-24), 91 cosmopolitan hostels, 7 administrative offices, 8 Ashramshalas, 57 ancillary Branches and Research Institute 1, Total 737. One can rarely find such an educational institution working devotedly in about 15 districts, of Maharashtra and one district of Karnataka with 13, 553 (3696 female) employees belonging to 171 castes and communities and 4,58, 044 students (female 2,14,602) ([https://en.wikipedia.org/wiki/Rayat\\_Shikshan\\_Sanstha](https://en.wikipedia.org/wiki/Rayat_Shikshan_Sanstha)).

**Shri Shivaji Education Society (1932)**, Amravati is a premier educational institution with branches in all the districts of Vidarbha in Maharashtra. It is registered as a Public Charitable Trust ( R.N. F/89). Its founder President is the late Dr. Panjabrao alias Bhausaheb Deshmukh who established various schools, colleges, hostels and other teaching and technical institutions. The Society was

registered in December 1932. In 1958, it had one primary school, seven middle schools and eight colleges. Today it runs 24 Senior Colleges, 54 Jr. Colleges, 75 Middle Schools, 35 hostels mainly in the region of Vidarbha but also in other parts of the state, catering to 88652 students in the states of Maharashtra and Karnataka. The educational institutions cover areas like agriculture, arts, bio-technology, computers, education, physical education, engineering, horticulture, information technology, law, medicine, micro-biology and the pure sciences. It also runs a Polytechnic for boys and girls at Amravati. The Society was awarded the Dr. Babasaheb Ambedkar 'Dalit Mitra' Award in 1993-94 by the Govt. of Maharashtra, and in 2000 the Govt. of Maharashtra declared the Society as the "Best Administered Society" in the state ([http://ssesa.org/pages/About\\_society.php](http://ssesa.org/pages/About_society.php)).

**Shri Swami Vivekanand Shikshan Sanstha**, Kolhapur is a leading network of educational institutions in Maharashtra. It was started by Dr. Bapuji Salunkhe as an educational institute in 1954. Its major objective is to educate the rural, economically weaker pupils. The jurisdiction of the management is 13 districts of Maharashtra and one district of Karnataka. 2 Lakh students are studying in more than 330 educational institutions. The 330 Educational and Cultural centers include 170 High Schools, 8 Training Colleges, 18 Arts, Commerce and Science Colleges, 66 Junior Colleges, 3 B.Ed Colleges, one Law College, a multipurpose High School, 19 Hostels, and one Ashramashala. Most of the Educational Centers are in the rural, backward, hilly, drought-prone and remote parts of the state of Maharashtra (<http://www.vivekanandshikshansanstha.edu.in/Founder>).

**Marathwada Shikshan Prasarak Mandal:** The Marathwada region was under the influence of the Nizam of Hyderabad and the people were ignored. In 1959, the Marathwada Shikshan Prasarak Mandal was established at Aurangabad, the central place of the Marathwada. The aim of the sanstha was and is still the same, to provide knowledge to the poor and ignorant. Following the motto and its mission, the foundation leads the path of progress for the society in the region with numerous colleges, schools and various types of career oriented courses offered in them. The Mandal runs 6 English Medium Schools; and 22 Degree, Engineering Colleges and Polytechnics in districts like Aurangabad, Beed and Parbnani and its towns (<http://mspmandal.co.in/Home/About>).

These are just a few instances of educational undertakings with a social service and social reform motive. Many of them were expressly addressed to the children from educationally backward regions as well as children of poor families from rural, remote, hilly areas as

well as from dalits and tribal families. Combining running educational institutions with managing hostels for these children was dictated by a sense of service to society and social reform consciousness and conviction. During the course of time after Maharashtra state came into existence, these philanthropic educational societies and trusts continued but got gradually eroded and perhaps inexorably adjusting themselves to the emerging ambience of permanently non-grant-in-aid approach and commercialisation. In the bargain, perhaps their philanthropy dimension got gradually eroded and perhaps inexorably. It is also probable they come under the aided category and are not the for-profit category. Studies done by authors speak very poorly about the move promotion some colleges in Bombay.(1)

### THE TRANSITION:

The transition from philanthropy to commercialisation happened, swallowing on its way, the intense and passionate educational engagement for the improvement of the under-privileged children and education as an instrument of improvement and modernisation. In the context of the rapid expansion in the number of permanently non-aided category of private institutions, there could be a genuine curiosity as to their scale of operations. There is no way to gauge whether philanthropy in education has been swallowed by the full cost + recovery educational enterprises and commercialisation influences. But the rapid expansion of the permanently non-aided educational enterprises with its deep nexus with politics would seem to suggest the obsolescence of the educational philanthropy with a fervor of social reform.

This is symptomatic of the emergence of Maratha dominance in the economic and political scene of Maharashtra from the 1960s to 1980s and '90s. The cooperative movement, the panchayatiraj system and the Congress Party represented the power structures and the route to rise to prominence and power in Maharashtra. These three power structures were dominated by the Maratha caste. The leaders who wielded power in these power structures were also the leaders of the educational institutions. The education-politics nexus an inalienable and inexorable part of Maharashtra's socio-political scene reality of HE in Maharashtra today.

The educational institutions established by the charitable trusts, by coming under the grant-in-aid system could be said to be a part of the public HE system, clearly demarcated from self-financing institutions under private management. Commercialisation is indistinguishable from self-financing institutions under private management.

There is no clarity and no clear cut classification in educational data until 1995-96 about government, aided, partly aided and permanently non-aided categories of institutions. It is probable that their widespread presence with 1172 out of 2899 degree colleges under the aided

category in 2015-16 includes many of these institutions under the many educational trusts and societies, the earlier philanthropic institutions. It may be case that they are not part of the permanently non-aided categories of 1690 colleges out of total of 2899 (GoM, 2017: 58). In the context of the stranglehold of private agencies in Maharashtra's HE, resisting their regulation, what is the interface and commonality of interest between the aided and permanently non-aided category of institutions, given that the latter are clearly as for-profit ones.

There may be one commonality between the aided and permanently non-aided categories of colleges in the matter of conforming to government/UGC norms in respect of physical and academic facilities and quality of teachers. Compromise on quality norms results in substantial savings and on such issues both categories of institutions would stand to gain substantially. Their interests on this count would coincide and therefore, both categories of institutions represented in the university executive and policy bodies would share a common cause. Education and politics in respect of aided and un-aided educational institutions and owners would have common objective and approach. For this, it would be useful to understand the emergence of politicians-owned unaided private colleges in general and technical and professional education in particular.

### FROM PHILANTHROPY TO COMMERCIALISATION IN HIGHER EDUCATION

For an appreciation of the unaided private enterprises in higher education in Maharashtra, an understanding of emergence of the sugar cooperatives and the cooperative movement in Maharashtra is essential. Private engagement in HE in Maharashtra as in neighbouring southern states like Karnataka and Andhra Pradesh evolved through similar phases of transition from philanthropy to commercialisation. In its wake, the commercialisation devoured the philanthropy dimension of education. The transition from philanthropy to commercialisation in establishing colleges was a combination of caste and class interests, and in fact, the supersession of class and money interests over caste considerations.

In Maharashtra, establishing colleges was also combined, both to protect their interest and say in the HE system, and use it as social, political clout, and patronage. Educational empires, by economically, socially and politically powerful entrepreneurs - often politicians - ended up influencing educational policies to protect their interests. This also pushed to the background the social service motive behind education enterprises. The consolidation of those castes in education, profession and wealth and social pre-eminent status was a distinct trend during the later half of 20th century before they were overtaken by simply the wealth considerations. Money,

profit and returns to investment - profiteering and commercialisation -- overtook the social and philanthropic objectives.

### COOPERATIVE MOVEMENT INFLUENCING PRIVATIZATION OF HE:

The analysis of cooperative movement in particular sugar cooperatives portrays the transition from the era of educational philanthropy to the era of commercialisation of HE by educational entrepreneurs who were mostly the leaders of the power structures of Maharashtra.

The first ever successful sugar cooperative in India was set up in 1951-52 in Ahmednagar district with the initiative of V E Vikhe Patil and D R Gadgil. A dozen such factories came up in 1959-60 and in a short period thereafter a large number of them emerged all over the state. By 1980, the number of sugar cooperatives crossed 100, and by 1988, Maharashtra overtook Uttar Pradesh as the largest sugar producing state in the country. Thanks to their success, a vast network of cooperatives in several related fields emerged in the vicinity of sugar cooperatives: cooperative spinning mills, co-operative poultries, cooperative dairies, other agricultural processing cooperatives, cooperative sale and purchase of onions, similar other cooperative enterprises, cooperative credit societies, and cooperative banks. The leaders of the cooperative movements were all from the dominant Maratha castes who counted for 45% of the total population (Dahiwalé, 1995; Baviskar, 2007: 4217).

Between 1960s and 1980s, Maharashtra became a pioneer and role model of the cooperatives as an instrument of self-reliance and rural development with the use of the contributions of ordinary members of the cooperative societies - the reason why it was called as the golden age of the cooperative movement in India (Baviskar, 2007). In the Maharashtra of that period - 1960s to 1980s, there were three important centres of power viz., the cooperatives, the panchayati raj institutions and the Congress party. Anyone wanting to rise in the power hierarchy had to necessarily rise through these power structures as leaders and influential persons. The cooperative leaders of Maharashtra learnt from the prevalent practices in the political environment of collecting donations, as did AR Antulay, the CM, almost as a compulsory donation from steel and cement traders and manufacturers for the Indira Pratishtan, an NGO.

The cooperatives leaders also started collecting donations from ordinary members of the cooperative societies. With the money collected from ordinary members of cooperatives, the leaders set up big educational enterprises. But they cleverly kept these educational trusts, legally separate, in their own names. They appointed themselves and their family members as life-long trustees and thus ensured that the trusts remained under their control even if they lost control over

the sugar cooperatives or allied organisation. It is reported in press and in some studies that they charged heavy capitation fees for admission to their engineering, medical, computer and management colleges.

### FAILURE OF STATE EXCHEQUER TO EXPAND PROFESSIONAL EDUCATION:

With the explosion of the student population in the seventies and eighties, the number of meritorious students aspiring for higher technical and medical education also increased phenomenally. But, the government of Maharashtra steadfastly refused either to expand existing colleges or start new ones, always giving paucity of funds as the excuse. The model was already available in the neighbouring states of Karnataka and Andhra, the governments of which had freely allowed opening of numerous privately-owned technical and medical colleges. Soon after the ministry of Vasantdata Patil took office early in 1983, it was announced by the new Education Minister that in order to ease the acute shortage of facilities for technical education in the state, the government would allow private parties to start five new engineering colleges and ten new polytechnics on the clear understanding that they would not receive any grant-in-aid from the state now or in future (Deshpande, 1983: 1512).

While giving permission to these institutes to open their doors, Maharashtra government had made it clear to their promoters that it would not entertain any plea for grant-in-aid from them. At the same time it has allowed them to charge far higher fees from their students (Deshpande, 1983). The Maharashtra government 'advised' all the Vice-Chancellor in the state to use the special emergency power vested in them to grant affiliation to these new colleges. All the Vice-Chancellors in the state have duly obliged (Deshpande, 1983). Some of the studies and reports in EPW clearly high lights the nexus between politics and education and its adverse impact. (2)

### POLITICIAN-EDUCATION OVERLORDS OF MAHARASHTRA

The socio-political history of Maharashtra from late 19th to mid-20th century is relevant in the context of the development of higher education. The non-Brahmin movement was a trigger for the emergence of the Maratha caste. In some cases, the non-Brahmin movement also had a strong social reform dimension and the organization of the dalits. Apart from the non-Brahmin movement, the native rulers of Kolhapur and Baroda paid attention to dalits and education besides making laws against untouchability and reservation in government jobs. The philanthropic education trusts and mandals, as seen above, made education of dalits and tribal children as an instrument to fight against caste discrimination and untouchability. Thus, education of dalits and social reform of the education's agenda had become a facet of socio-

political history of Maharashtra from late 19th and major part of 20th century. Another facet of this period is the emergence of the power structure of the non-Brahmin Maratha caste in the cooperatives movement, the panchayatiraj structure from village to district level and the political party leadership at local, district and state Assembly levels. The election processes for leadership in all these areas also witnessed money power in the elections to the cooperatives, panchayats and party-based elections to the State Assembly. This process of the cooperative movement, emergence of Maratha leadership in the economic and political landscape of Maharashtra brought in the use of money in the elections. Misuse of money power, corruptions in the use of funds and donations collected from ordinary members of the cooperative societies raised its ugly head into the educational trusts and societies formed by same leaders of the cooperatives, PRIs and party political system. The transition from philanthropy to educational empires built on the edifice of capitation fees and donations became an all-pervasive facet from mid-1980s when government permitted permanently non-grant-in-aid (self-financing) institutions in technical and professional education. A few cases of educational empires is sufficient to throw light on the politics-education nexus and the stranglehold of the private managements on HE policy of Maharashtra.

Shankarrao Chavan of the Congress Party, was the 5th Chief Minister (CM) from 21 Feb. 1975-16 May 1977 and he represented an emerging power in Professional Education. Chavan established in 1967 the Marathwada Mitra Mandal in Pune, a Public Charitable Trust. For nearly 2 decades, the Trust ran a hostel at Pune for economically underprivileged students from the Marathwada region of Maharashtra. In 1985, the Mandal started a Commerce College. The Mitra Mandal is now a premier diversified group of educational institutions in Pune city. Today Trust runs 4 independent campuses, all in Pune city and its suburbs (<http://www.sclc.ac.in/about-society/>).

Vasantdada Patil was the 6th CM of Maharashtra, from Congress Party during 17 May 1977-18 July 1978 and again from Feb. 1983 to 1 June 1985. He made great contributions to the educational field. Before 1983, there were few engineering and technical colleges in Maharashtra, and Maharashtra students had to seek admissions in neighbouring states of Andhra and Karnataka. Vasantdada Patil passed a bill in 1983 to create private engineering and technical colleges in Maharashtra. Social media reckon that today, because of him, Maharashtra has become centre for engineering and technical education and students all over come here for studies ([https://en.wikipedia.org/wiki/Vasantdada\\_Patil](https://en.wikipedia.org/wiki/Vasantdada_Patil)).

Sharad Pawar, the 7th CM is associated with many educational institutions including the Hon. Sharad Pawar Public School, and the Sharad Pawar International School,

Pune, etc. (<https://www.mapsofindia.com/who-is-who/government-politics/sharad-pawar.html>). Sharad Pawar International School was established in 1997 under the aegis of "Shree Gurudatta Education Society" (Annexure 1a) (<http://spiskalwan.org/about-us/>). His educational trusts are:

Vidya Pratishthan established in 1972, is a name synonymous with education in all its myriad forms and academic aspects. Right since its inception, the institution has scaled the ladder that aptly reflects its commitment to accord educational facilities to all sections of society. Realizing the absolute necessity of providing class education to the kith and kin of farmers, labourers and villagers, under the leadership of SC Pawar and his son, Vidya Pratishthan took it upon itself the need based endeavour of making education accessible to the poor and the deserving. The Pratishthan ushered in an era of imparting general as well as Technical Education through the Institutions, which are captained by illustrious personalities in their respective fields.

With a sprawling campus of 156 acres, the Pratishthan houses 25 Institutions (Annexure-1b), where more than 23,000 students are nurtured. Ultra modern hostels cater to the need of the students, while plush residential quarters are provided to the teaching and non-teaching staff (<http://vidyapratishthan.com/vpc/>).

Sahyadri Shikshan Sanstha, in Sawarde town, is one of the leading educational institutes of Konkan region established by Hon. Late Govindraoji Nikam in 1957. At present, the institute is running 35 secondary schools, 6 Jr. Colleges and 15 Colleges (viz. Pharmacy Degree and Diploma, D.Ed. and B.Ed. College, College of Fine Art, Polytechnic, Industrial Training Centre, etc.) which provides the professional education to the rural youth.

The Sanstha conducts specialized professional colleges, named after and under the guidance of Sharda Pawar, viz.,

1. Sharadchandraji Pawar College of Argiculture
2. Sharadchandraji Pawar College of Horticulture
3. Sharadchandraji Pawar College of Food Technology
4. College of Agriculture Biotechnology.

These colleges have vast area of 300 acres having well established agricultural projects and plantations of fruit crop, spices, vegetable crops, medicinal plants, ornamentals, etc.

Shivajirao Patil Nilangekar of the Congress Party was the 10th CM from 3 June 1985 to 6 March 1986. He established the Maharashtra Education Trust in 1968. Under the aegis of his Education Society around four senior colleges, 12 Higher secondary schools and 15 Primary schools were established. Besides the Trust established Maharashtra Pharmacy College, Nilanga, Maharashtra Poly. (D.Pharmacy) Institute, Nilanga Govt. Aided, in 1981, and Maharashtra College of Engineering, 1983.

Manohar Gajanan Joshi from the BJP was the 12th CM from 14 March 1995 to 31 Jan 1999 founded the Kohinoor Group in 1961. On 7th December 1961 Kohinoor coaching classes took its birth in a small 200 sq.ft. room, and now over the years, it has blossomed into glorious Kohinoor Education Trust (Annexure-2). He strengthened the pillars of the Kohinoor business. The Trust institutions include; schools, Para medical, Hospitality, Management, Business Management, Facility Management Institutes (<http://kohinoorgroup.co.in/index.aspx>).

Vilasrao Deshmukh, the 14th CM from the Congress Party from October 18, 1999 to January 17, 2003 and again from Nov. 1, 2004 to Nov. 26, 2008 was the second in longest Chief Ministership. From mid-1990s, Deshmukh focused on his educational trust Manjra Educational Trust (Annexure-3) and Manjra Cooperative Sugar Factory.

Ashok Chavan of the Congress Party was the 16th CM from 8 Dec. 2008 to 15 Oct. 2009 and also 7 Nov. 2009 to 9 Nov. 2010. The Chavan franchise extends to private education, a hugely profitable sector. The Sharda Bhavan Education Society (SBES), of which Chavan is the President and Amita, his wife, the Vice-President, runs schools and colleges in Nanded.

The SBES describes itself as a private, self-funded agency operating many educational institutions as in Annexure - 4. Yashwant College stands on five acres leased out by the NMC to SBES. Collectively, these institutions occupy 180 acres of land, whose current market price exceeds Rs 150 crore. The corporation has also allotted 250 sq ft of land inside the Guru Govind Singh Stadium to the Satya Sai Seva Trust run by Chavan (<https://www.indiatoday.in/magazine/the-big-story/story/20101115-ashok-chavan-the-new-nawab-of-nanded-744688-2010-11-06>).

Dnyandeo Yashwantrao Patil is an educationist and a leader of the Congress Party in Maharashtra. He envisioned a goal of spreading education across the length and breadth of India by taking steps in a direction to craft each and every institute. He founded the first engineering college called - Ramrao Adik Institute of Technology in Navi Mumbai offering bachelors degree in engineering in the year 1983. There was no turning back from there and today Dr D Y Patil has founded more than three Deemed Universities with more than 150 independent institutions in India (<http://www.dypatil.edu/pune-talegaon/founder/>).

Patangrao Kadam held the forest ministry in the Maharashtra government. At the age of 19, this audacious young boy set up his own educational institute called Bharati Vidyapeeth. Today it is one of the largest networks of educational institutions in the country but also a Deemed University. Bharati Vidyapeeth has 140 educational institutions in various disciplines like engineering, medicine and management to name a few. Bharati Vidyapeeth also has six research institutes working in diversified areas like stem cell, animal and

plant tissue culture, applied chemistry, pharmaceutical sciences, environment related issues, social sciences and humanities. Among the other institutions of Bharati Vidyapeeth, is a public school situated in the picturesque natural environment of Panchgani, the queen of hill stations in Maharashtra.

Using education as a stepping stone he has carved out an empire that now includes a presence in the co-operative sector, including a bank, a sugar factory, a spinning mill, co-operative consumer stores and the like (<https://economictimes.indiatimes.com/patangrao-kadam-man-with-courage/articleshow/877376.cms>).

Kamalkishor Kadam is an Indian politician who formerly served as Education Minister of the Maharashtra state. Hailing from Nanded, he belongs to the Nationalist Congress Party Nanded. Mahatma Gandhi Mission, Kamalkishore's educational enterprise, has emerged as a 5000- member family with more than 50 educational organizations, health care centers and social welfare units functioning under its umbrella at 5 centers i.e. Aurangabad, Nanded, Navi Mumbai, Noida and Parbhani.

Mahatma Gandhi Mission (List mentioned in Annexure-5) has endeavored to provide value-based education in all streams of knowledge like Engineering, Medicine, Dental, Nursing, Management, Law, Mass Communication & Journalism, Library Science, Computer Science, Biotechnology, Bioinformatics, Fine Art, Indian classical dance with state-of-art technology and infrastructure. Many new disciplines have also been included in the chain of establishments preserving the old. MGM's University of Health Sciences has begun with exploring the new possibilities of imparting quality education. The founders of the trust are a group of ingenious Engineers, Doctors and Scientists having a high career profile and commitment to social interest. The Board of Management of the Trust is headed by Shri Kamalkishor N. Kadam, Member of legislative council of state of Maharashtra and ex. minister of education (<http://www.mgmcen.ac.in/mission-objective.aspx>).

### **POLITICS-EDUCATION NEXUS AND INTERFERENCE IN HIGHER EDUCATION**

Surveying the scene that evolved in Maharashtra, Ashok Chousalkar observed a close "nexus between class, power and caste in these institutions as their managements had distinct caste affiliations. The private engineering colleges gave birth to education entrepreneurs who controlled a large number of schools and colleges over a large part of the state and they were no less powerful than the sugar barons". "Many of them", he said, "are ministers in the Democratic Front government of Deshmukh (Oct. 18, 1999-Jan.16, 2003). On many issues the interests of sugar barons and education emperors converge; hence their combination becomes lethal" (Chousalkar, 2000: 1347). Several Studies and Reports

pointed out the adverse impact of optician-educational entrepreneurs. (3)

#### **INTERVENTION BY THE JUDICIARY TO STREAMLINE:**

In view of the abuses of the rules by politicians-education entrepreneurs, the courts intervened to restore some justice. In 2002, a majority of an eleven-judge Constitution bench of the Supreme Court, in TMA Pai Foundation v. State of Karnataka, while upholding the principle that there should not be capitation fee or profiteering, argued that "reasonable surplus to meet the cost of expansion and augmentation of facilities, does not however, amount to profiteering." Further, the court opined, the restrictions on fees and admission proposed in Unnikrishnan case prevented the accumulation of "reasonable" surplus. Different people interpreted this judgment in different ways. The Supreme Court judgment in 2003 in Islamic Academy of Education v. State of Karnataka tried to interpret several questions emanated from TMA Pai judgment. Its order was described by the private colleges as re-incarnation of the dead Unnikrishnan scheme (Sharma, 2005: 69).

The seven-judge bench of the Supreme Court delivered its verdict in P A Inamdar & v. State of Maharashtra case on 12 August 2005. It held that states have no power to carve out for themselves seats in the unaided private professional educational institutions; nor can they compel them to implement the state's policy on reservation. It further held that every institution is free to devise its own fee structure; but profiteering and capitation fee are prohibited. A committee headed by a retired judge was proposed to act as a regulatory measure aimed at protecting the interests of the students. However, the Court allowed up to a maximum of 15 per cent of the seats for NRIs. Scholars contend that this is a virtual endorsement of giving a legal license for converting education into a commodity that can be sold in the market to those who can afford it. In a situation where the State is increasingly withdrawing itself from the field of expanding the existing facilities in higher education it is only natural that commercialisation of higher education would follow (Sharma, 2005: 69).

Rohit Bhat, a practicing Supreme Court lawyer, opined "It took the Supreme Court over two decades to come to terms with the policy of the government recognising the need for private institutions. PA Inamdar has held the field for ten years now. The concepts of autonomy and liberalisation that were first stated in 1948 in the University Education Committee report appear to have finally been incorporated into law through this judgment. Many states have implemented the judgment in Inamdar by enacting suitable legislation. For instance, in Karnataka, consensual agreements are entered into under the Karnataka Professional Educational Institutions (Regulation of Admissions and Fixation of Fee) (Special Provisions) Act, 2006, which provide for seat sharing and

fee fixation in medical and engineering colleges in the state".

"In my view", he goes on to contend "the law laid down by TMA Pai and PA Inamdar has balanced the interests of private institutions with those of students and also filled gaps in policy. However, there are widespread and increasingly entrenched problems in the implementation of these judgments. Ineffectual regulation, official corruption, and inadequate state capacity to oversee the functioning of private institutions has led to the proliferation of colleges that have been set up solely to earn a profit and exploit the demand-supply gap by charging exorbitant capitation fees. This is particularly so in medical education where thousands of students compete for a very limited number of seats" (Bhat, 2015).

From previous experience, the ground reality has been consistent resistance and violation of the court verdicts. The one probability might have been the state government adherence to the court orders of both admissions and fee structures in technical and professional education being regulated by the court Committee. But, the consistent and rapid increase in the number of unaided private technical and professional education institutions even during these judiciary activism years and later till 2015-16 is an indication of their clout in Maharashtra's HE, especially in technical and professional education domains. The following table gives an idea:

**Table: Engineering Education Institutions 2000-01 to 2015-16**

Year	Govt	Aided	Unaided	Total
2000-01	54	31	247	332
2001-02	57	30	269	356
2002-03	56	31	314	401
2004-05	45	37	265	347
2005-06	42	31	274	347
2006-07	42	33	313	388
2007-08	42	33	318	393
2008-09	45	32	422	499
2009-10	48	27	555	630
2010-11	53	39	692	784
2010-11	55	36	810	901
2012-13	55	36	913	1004
2013-14	55	41	998	1074
2015-16	56	42	995	1093

*Note: Includes Diploma, Degree and PG Courses*

- For the Year 2014-15 detailed list not provided  
 Source: GoM (2001), Economic Survey Of Maharashtra 2000-01, Directorate Of Economic and Statistics, Planning Department, Mumbai, p.120; and for the years 2001-02 p. 207; 2002-03, p. T-65; 2004-05, p. T-65; 2005-06, p. T-66; 2006-07, p. T-66; 2007-08, p. T-69; 2008-09, p. 189; 2009-10, p. 199; 2010-11, p. 202; 2011-12, p. 210; 2012-13, p. 212-213; 2013-14, p. 205-206; 2015-16, p. 194.

**Table: Enrolment in Engineering Education Institutions  
2005-06 to 2015-16**

Year	Govt	Aided	Unaided	Total
2005-06	10,871	4,053#	67,130#	81,922#
2006-07	6,935#	2,681#	71,478#	81,094#
2007-08	10,344#	2,774#	83,007#	96,125#
2008-09	1,336#	3,421#	1,12,421	1,39,562
2009-10	16,810#	4,591#	1,44,779#	1,66,180#
2010-11	22,263	7,568	1,79,194	2,09,025
2010-11	19,730	7,582	1,95,166	2,22,535
2012-13	21,452	8,525	2,07,065	2,37,042
2013-14	20,927	8,583	2,02,207	2,31,717
2015-16	19,877	8,331	1,56,542	1,84,750

Notes: # PG - NA; \* including Diploma, Degree and PG Courses

Source: GoM (2006), *Economic Survey Of Maharashtra 2005-06*, Directorate Of Economic and Statistics, Planning Department, Mumbai, 2005-06, p. T-66; 2006-07, p. T-66; 2007-08, p. T-69; 2008-09, p. 189; 2009-10, p. 199; 2010-11, p. 202; 2011-12, p. 210; 2012-13, p. 212-213; 2013-14, p. 205-206; 2015-16, p. 194.

Our presumption that after the court verdicts about regulation of admissions and fees of Unaided Private Professional Educational Institutions, there would have been a sudden drop in both the number of their institutions and enrolment has been disproved from actual reality. The sudden drop from 314 in 2002-03 to 265 in 2003-04 becomes inexplicable, but after that there has been a consistent increase by close to four times - 995 in 2015-16, in just about a decade. In enrolment also a similar trend -- close to three-fold increase from 67,130 to 1,56,542 between 2005-06. But in 2015-16 has seen a substantial drop owing to over expansion and lack of growth of jobs for engineers.

It may pertinent here to share changes in Maharashtra Education Acts impacting HE:

**MAHARASHTRA ACT No. VII OF 2014.** An Act to provide for the regulation of collection of fee by educational institutions in the State of Maharashtra: Maharashtra Educational Institutions (Regulation of Fee) Act, 2011. State Government desires that steps should be taken to prevent the commercialization of education through profiteering by the educational institutions, the practice of charging exorbitant fees by the educational institutions is on increase in the State; and with a view to effectively curb this undesirable practice and commercialization of education which result in frustration among meritorious and indigent students and to maintain excellence in the standard of education, it is expedient in the public interest to regulate collection of fee by the educational institutions in the State of Maharashtra. This is with reference to the

fee charged on school education.

**MAHARASHTRA ACT No. XXVIII OF 2015** was an Act to provide for regulation of admissions and fees by Unaided Private Professional Educational Institutions in the State of Maharashtra where eligibility for admissions to their courses would be only on the basis of the merit list drawn from CET conducted by the state government and admissions on the basis of Centralized Admission Process, excluding institutional quota declared by Government from time to time. The allocation of seats under different categories in an unaided institution, other than Minority Educational Institution, shall be in accordance with the Maharashtra Private Professional Educational Institutions (Reservation of seats for admission for Scheduled Castes, Scheduled Tribes, Denotified Tribes (Vimukta Jatis), Nomadic Tribes and Other Backward Classes) Act, 2006 and as per the Government policy declared from time to time, including the NRI quota. In minority institutions, admissions to such minority students from within the state should not be less than 51%. The Admission Regulatory Authority would be headed by a retired Judge of High Court or officer not below the rank of State Chief Secretary. Same is the case about Fixation of Fees (Government of Maharashtra, 2015).

The admission and fee structure being overseen by the Regulatory Authority would normally imply, as in the case of its neighbouring Karnataka, a smooth and fair professional education system. But, the reality has been far different. Perceptive observers like Amiya Kumar Bagchi did not fail to take note of this. He illustrated this by pointing out the multiple effects of the state failure in the area of education has not been faced by our policy-makers. One explanation for this is that in many states such as Maharashtra and Gujarat, the fortunes of many politicians have been made from such institutions. The incomes of most of these institutions could escape the tax net because they are treated as charitable organisations (Bagchi, 2010:10). He goes on to add that in some states such as Maharashtra, private health care providers have been allowed to use the facilities of public hospitals without or on a nominal charge. The unwillingness of the government to address the issues of massive and inevitable market failure in education and health care has naturally given rise to corruption at many different levels and has endangered the lives of current and future generations through the certification of ill-trained doctors, researchers and teachers (Bagchi, 2010:10-11).

Referring to the unaided professional institutes as they existed at that time, it was perceived that clearly education is regarded as a lucrative business in this State rather than a way to make a contribution to society. If the colleges provided state-of-the-art facilities, it could in some way justify the fees. The doctors teaching in such medical

colleges themselves admitted that the majority of these institutions do not have even basic facilities such as laboratories, says a doctor who teaches in one of the colleges. D.Y. Patil Pratishthan in New Mumbai, for instance, does not have a hospital, let alone a 500-bed facility which is a minimum requirement to start a medical college. The students allegedly go to municipal hospitals for practicals (Again, it is alleged that the municipality and the college have arrived at an arrangement whereby each student will pay Rs.5 for every patient he/she looks at). The professional colleges also ignore the norms laid by the All India Council for Technical Education (AICTE) such as the one on the number of teachers to be appointed. Apparently, the unaided colleges in the State should have 14,000 teachers. But only 7,200 have been appointed. "Staff salaries are a huge expense. These non-appointed teachers are a mechanism to build up a huge surplus," says Tapati Mukhopadhyay, general secretary, BUCTU (Katakam, 2003).

Unlike in Karnataka, there has been a perpetual violation of the court judgment since 2005. This becomes evident from open declaration of the Fee Regulation Authority of Maharashtra as late as 2018. The Fee Regulation Authority notified that it "is in receipt of the complaints mainly from the PG students Medical Course that the management is demanding higher fees than the fees approved by this authority. The complaint is to the effect that in addition to fee approved by this authority, the management is demanding extra fee on account of expenditure incurred towards payment of stipend. For example, if the fee declared by this authority for MD/MS is Rs. 10,00,000/-, the management is asking the student to deposit Rs. 10,00,000 + Rs.6,00,000 (stipend).

It goes on to add that "It is clarified that the management demanding any amount of extra fee (on account of stipend) than the fees approved by this authority, is illegal and contrary to the provision of Maharashtra Unaided Private Professional Educational Institutions (Regulation of Admissions and Fees) Act, 2015. The managements are hereby asked to desist from such practice. The students are that in the event any such demand is made they can approach appropriate authority and need not to pay any amount of extra fees" (Fees Regulating Authority, 2018) ([http://www.sssamiti.org/PDF/Clarification%20-%20ExcessFees\\_PG.pdf](http://www.sssamiti.org/PDF/Clarification%20-%20ExcessFees_PG.pdf)).

The current position of unaided institutions in general, technical and professional education points to their dominant hold in Maharashtra HE system. The Notification issued by the Regulatory Authority shows the prevalence and gravity of violations in demanding higher fees from students by the private unaided professional education institutions, especially medical colleges. There is no guarantee that this is not the case in technical education, especially the elite ones even though there is a crisis in

technical education with pleas to AICTE for closure of engineering colleges.

### CONCLUSION

It is remarkable that all the education promoters of Maharashtra started their educational ventures as Charitable Trusts, during 1950s to 1960s and some even in 1970s offering higher education (even school education) for free to the children of socially and economically disadvantaged sections and particularly the educationally backward regions of Vidharba and Marathwada. From that position, they emerged as education entrepreneurs using the capitation fee route.

How much of that initial pro-poor zeal still exists is a moot question. Maharashtra abounds in both cases of using education as a stepping stone to carve out an conglomerate that includes Engineering, Medicine, Dental, Nursing, Management, Law, Mass Communication & Journalism, Library Science, Computer Science, Biotechnology, Bioinformatics, Fine Art, Indian classical dance with state-of-art technology and infrastructure. There have been also cases of cooperative leaders becoming education entrepreneurs. In both cases, they combined the might of state power, as they were also powerful political leaders like CMs and cabinet ministers.

Currently, unaided private managements control 58% of Arts, Science and Commerce Colleges (1690 out of 2899) and 91% (995 out of 1093) Engineering Colleges with 84% enrolment. Undoubtedly, their presence is very dominant in Maharashtra HE system. Low quality and standards of education in government and aided colleges is very common. The difference in the case of unaided private institutions, both in general HE as well as in technical and professional education, is a combination of both low quality and profiteering despite some very reputed institutions. Between philanthropy and commercialisation in Maharashtra HE system today there is a great degree of variety. The variety is seen among Educational Trusts and Societies with education being viewed and treated as a contribution to society and those viewing education purely as a commercial venture.

### Annexure-1a

#### Shree Gurudatta Education Society

The educational institutions under this Society are:

1. The educational institutions Shree Gurudatta Shikshan Sanstha's Shri Dhondu Baliram Pawar College of Management, Manur, Kalwan
2. Shri. Gurudatta Shikshan Sansthas Loknete Dr. J.D. Pawar College of Pharmacy, Manur
3. Shree Gurudatta shikshan sanstha's Pharmacy College, Kalwan, Dist. Nashik
4. Shree Gurudatta Shikshan Sanstha's Shri Dhondu Baliram Pawar College of Management, Manur, Kalwan

5. Shri. Gurudatta Shikshan Sansthas Loknete Dr. J.D. Pawar College of Pharmacy, Manur

6. Shree Gurudatta shikshan sanstha's Pharmacy College, Kalwan, Dist. Nashik

Source: <http://www.dtemaharashtra.gov.in/approvedinstitutes/StaticPages/frmInstituteList.aspx?RegionID=5&RegionName=Nashik>

### Annexure - 1b

#### Vidya Pratishthan Educational Institute

1. Vidya Pratishthan`s College of Education, Established in 1998.
2. Vidya Pratishthan`s Marathi Medium School, 1992.
3. Vidya Pratishthan`s English Medium School, 1993. Affiliated to the CBSE, Delhi.
4. Vidya Pratishthan`s Arts, Science & Commerce College, 1994. Affiliated to Savitribai Phule Pune Univ.
5. Vidya Pratishthan`s Vasantao Pawar Law College, 1999 primarily to spread knowledge of law in rural environment.
6. Vidya Pratishthan`s College of Engineering, 2000.
7. Vidya Pratishthan's Primary English Medium School, Bilt Branch, For convenience of the employees of Ballarpur Paper Industries Ltd. in 2000. Affiliated to the CBSE, Delhi.
8. Vidya Pratishthan`s Institute of Information Technology, 2000. Affiliated to the Savitribai Phule Pune University,
9. Vidya Pratishthan`s School of Biotechnology, A recognised research & training institution, 2003.
10. Vidya Pratishthan's Magarpatta City Public School Hadapsar, Pune, June 2002.
11. Vidya Pratishthan's New English Medium School, 2004.
12. Vidya Pratishthan's Adhyapak Vidyalaya, 2004
13. Vidya Pratishthan's New Bal Vikas Mandir, Pimpri, Baramati, 2004.
14. Vidya Pratishthan's Kasturaba Gandhi Balika Vidyalaya (Residential), Talasari, Dist.Thane, 2006, to support economically backward and down trodden girl students.
15. Vidya Pratishthan's Indapur English Medium School, Indapur, 2006.
16. Vidya Pratishthan's Someshwar English Medium School, Someshwar, 2007.
17. Vidya Pratishthan's Bhor English Medium School, Bhor, 2007. It has classes upto Xth.
18. Vidya Pratishthan's Vasantao Pawar Vidyalaya, Deulgaon Rasal, 2007.
19. Vidya Pratishthan's Saraswati Sangeet Vidyalay, 2007.
20. Vidya Pratishthan's Polytechnic College, Indapur, 2008.
21. Vidya Pratishthan's Commerce & Science College, Indapur, 2008. The College is affiliated to the Savitribai Phule Pune University.
22. Vidya Pratishthan`s School of Architecture, 2010.
23. Vidya Pratishthan's Nanded City Public School, Pune, 2013. It has classes upto VIth and progressing in natural growth.

24. Vidya Pratishthan's Indapur College of Architecture, 2016.

25. Vidya Pratishthan's English Medium School, Vidyanagari , Baramati

Colleges affiliated to De. Balasaheb Sawant Konkan Krishi Vishyapeeth, Dapoli (<http://www.sahyadriagri.org/sharadchanraji-pawar-college-of-food-technology/>)

#### Vidya Pratishthan`s College of Education, Established in 1998.

26. Vidya Pratishthan`s Marathi Medium School, 1992.
27. Vidya Pratishthan`s English Medium School, 1993. Affiliated to the CBSE, Delhi. Vidya Pratishthan`s Arts, Science & Commerce College, 1994. Affiliated to Savitribai Phule Pune University.
28. Vidya Pratishthan`s Vasantao Pawar Law College, 1999 primarily to spread knowledge of law in rural environment.
29. Vidya Pratishthan`s College of Engineering, 2000.
30. Vidya Pratishthan's Primary English Medium School, Bilt Branch, For convenience of the employees of Ballarpur Paper Industries Ltd. in 2000. Affiliated to the CBSE, Delhi.
31. Vidya Pratishthan`s Institute of Information Technology, 2000. Affiliated to the Savitribai Phule Pune University,
32. Vidya Pratishthan`s School of Biotechnology, A recognised research & training institution, 2003.
33. Vidya Pratishthan's Magarpatta City Public School Hadapsar, Pune, June 2002.
34. Vidya Pratishthan's New English Medium School, 2004.
35. Vidya Pratishthan's Adhyapak Vidyalaya, 2004
36. Vidya Pratishthan's New Bal Vikas Mandir, Pimpri, Baramati, 2004.
37. Vidya Pratishthan's Kasturaba Gandhi Balika Vidyalaya (Residential), Talasari, Dist.Thane, 2006, to support economically backward and down trodden girl students.
38. Vidya Pratishthan's Indapur English Medium School, Indapur, 2006.
39. Vidya Pratishthan's Someshwar English Medium School, Someshwar, 2007.
40. Vidya Pratishthan's Bhor English Medium School, Bhor, 2007. It has classes upto Xth.
41. Vidya Pratishthan's Vasantao Pawar Vidyalaya, Deulgaon Rasal, 2007.
42. Vidya Pratishthan's Saraswati Sangeet Vidyalay, 2007.
43. Vidya Pratishthan's Polytechnic College, Indapur, 2008.
44. Vidya Pratishthan's Commerce & Science College, Indapur, 2008. The College is affiliated to the Savitribai Phule Pune University.
45. Vidya Pratishthan`s School of Architecture, 2010.
46. Vidya Pratishthan's Nanded City Public School, Pune, 2013. It has classes upto VIth and progressing in natural growth.
47. Vidya Pratishthan's Indapur College of Architecture, 2016.

48. Vidya Pratishthan's English Medium School, Vidyanagari, Baramati  
Colleges affiliated to De. Balasaheb Sawant Konkani Krishi Vishyapeeth, Dapoli (<http://www.sahyadriagri.org/sharadchanraji-pawar-college-of-food-technology/>)

#### Annexure-2

##### Kohinoor Education Trust

1. Kohinoor Technical Institute, Established in 1967,
2. Kohinoor IMI School of Hospitality Management, 2000
3. Kohinoor Business School, Mumbai, 2005
4. Kohinoor American School, Khandala, 2014
5. Kohinoor International School, 2009
6. Kohinoor Blossoms, 2009
7. Kohinoor College of Paramedical Sciences, 2011
8. Kohinoor School of Facility Management, 2013
9. Gandhi Bal Mandir, 2009
10. Kohinoor Institute of Education, 2017

#### Annexure-3

##### Manjara Charitable Trust

At present, the Trust runs the following institutions in several parts of Maharashtra:

1. Smt. Sushiladevi Deshmukh, High School & Jr. College, Airoli, Navi Mumbai
2. Smt. Sushiladevi Deshmukh, Sr. College, Tal. & Dist., Latur
3. Smt. Sushiladevi Deshmukh, Jr. College, Tal. & Dist., Latur
4. Deshmukh Vidyalaya, Tal. & Dist., Latur
5. Sadguru Vidyalaya Wanjarkheda, Tal. & Dist., Latur
6. Nilkantheshwar Vidyalaya Nevali, Tal. & Dist., Latur
7. Sant. Dnyaneshwar Vidyalaya, Pimpalgaon, Tal. & Dist., Latur
8. Manjareswar Hanuman Vidyalaya, Vilasnagar, Tal. & Dist., Latur
9. Ganeshnath Vidyalaya Sarsa, Tal. & Dist., Latur
10. Shriram Vidyalaya, Mamadapur, Tal. & Dist., Latur
11. Smt. Sushiladevi Deshmukh, Mahila Adhyapak Vidyalaya, (D.Ed.), Tal. & Dist., Latur
12. MCTs Law College, Airoli, Navi Mumbai
13. MCTs Rajiv Gandhi Institute of Technology, Versova, Andheri, Mumbai
14. Abhinav Adhyapak Vidyalaya, (B.Ed.) Tal. & Dist. Latur
15. Smt. Sushiladevi Deshmukh Mahila Sr. College, Tal. & Dist. Latur
16. Smt. Sushiladevi Deshmukh Mahila Jr. College, Tal. & Dist. Latur
17. Manjareswar Hanuman Primary School, Vilasnagar, Tal. & Dist., Latur
18. Rokadeshwar Vidyalaya, Khadgaon Road, Tal. & Dist., Latur
19. Manjara Ayurvedic Mahavidyalaya, Tal. & Dist., Latur
20. Ganeshnath Higher Secondary Vidyalaya Sarsa, Tal. & Dist., Latur
21. MCTs College of Research & Education (B.Ed.), Navi Mumbai
22. MCTs Jr. College of Education (D.Ed.), Andheri, Mumbai

23. MCTs Jr. College of Education (D.Ed.), Navi Mumbai  
24. Manjara Krishi Vigyan Kendra, Latur  
25. Goldcrest High School, Vashi, Navi Mumbai  
26. Goldcrest International, Vashi  
Source: <http://mctrigit.ac.in/aboutus.php>

#### Annexure-4

##### The Sharda Bhavan Education Society

1. Sharda Bhavan Primary School,
2. Sharda Bhavan High School,
3. Mahatma Phule Primary School,
4. Mahatma Phule High School,
5. Indira Gandhi High School,
6. Savitribai Phule Girls High School,
7. Law College,
8. Pharmacy College,
9. B.Ed College,
10. Indira Gandhi College,
11. Institute of Technology and Management,
12. Yashwant College, and
13. Shankarrao Chavan College.

#### Annexure-5

##### Mahatma Gandhi Mission, Aurangabad City

1. MGM Clover Dale School, Aurangabad
2. College of Agriculture Biotechnology, Aurangabad
3. College of Dramatics, Aurangabad
4. College of Fine Arts, Aurangabad
5. College of Food Technology, Aurangabad
6. College of Journalism & Mass Communication, Aurangabad
7. Dr.G.Y. Pathariker College of Computer Science & I.T, Aurangabad
8. Institute of Biosciences & Technology, Aurangabad
9. Institute of Hotel Management & Catering Technology, Aurangabad
10. Institute of Indian & Foreign Languages, Aurangabad
11. MGM Institute of Management, Aurangabad
12. Institute of Nursing Education, Aurangabad
13. MGM Mother Teresa College of Nursing & MGM College Nursing, Aurangabad
14. Institute of Physiotherapy, Aurangabad
15. Jawaharlal Nehru Engineering College, Aurangabad
16. Junior College of Education, Aurangabad
17. Medical Centre & Research Institute, Aurangabad
18. Medical College and Hospital, Aurangabad
19. MGM Sangeet Academy (MAHAGAMI), Aurangabad
20. MGM Sports Club, Aurangabad
21. MGM's Hospital, Ajabnagar, Aurangabad
22. Arogyam Naturopathy, Ayurveda & Yoga Centre Aurangabad
23. Polytechnic College, Aurangabad
24. Sanskar Vidyalaya (Marathi), Aurangabad
25. Smt. Rukmini Autism Foundation School & Theory Centre.

#### Navi Mumbai

1. M.G.M.'s Secondary School (English) Navi Mumbai
2. MGM Hospital, CBD, Navi Mumbai
3. MGM Hospital, Kalamboli, Navi Mumbai
4. MGM Medical College Kamothe

5. MGM Primary & Secondary School, Nerul
6. MGM's College Of Nursing Kamothe, Navi Mumbai
7. MGM's Junior College Of Science Navi Mumbai
8. MGM's College Of Computer Science And Information Technology, Navi Mumbai

#### Nanded

1. College Of Journalism & Mass Communication, Nanded
2. MGM'S College Of Engineering, Nanded
3. MGM'S College Of Computer Science And Information Technology, Nanded
4. MGM'S Centre For Astronomy And Space Technology, Nanded
5. MGM'S College of Library and Information Science Nanded.

Noida: MGM's College Of Engineering And Technology, Noida

Parbhani: M.G.M.'s College Of Computer Science, Parbhani

#### Annexure-6

1. Dr. D. Y. Patil Vidyapeeth (Deemed University in Pune)
2. Padmashree Dr. D. Y. Patil Vidyapeeth Navi Mumbai (Deemed to be University)
3. Dr. D. Y. Patil Medical College Navi Mumbai
4. D. Y. Patil Education Society Kolhapur (Deemed University)
5. Dr. D. Y. Patil Sports Academy
6. Dr. D. Y. Patil Knowledge City in Pune
7. Dr. D. Y. Patil International School Nerul
8. D. Y. Patil college of Engineering and Technology
9. D. Y. Patil Medical College at Kolhapur
10. D Y Patil College of Engineering at Pune in 1984
11. D Y Patil Hospital at Nerul
12. D Y Patil international school at Aartselaar in Belgium
13. Dr. D.Y. Patil Junior College in Pune [4]

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## HIGHER EDUCATION SURVEY, 2018 - SOME KEY FEATURES

One of the very good features which have occurred in higher education is the Annual Survey of Higher Education brought out by the Ministry of Human Resource Development, Government India. The year 2017-18 is 8th Survey Report. The report has published a summary of key features of higher education. For the benefit of readers, we reproduce some of the key features. Of the several key features, we present an analysis of the growth of Colleges, the growth of private self-financing colleges.

### KEY FEATURES:

#### Coverage:

There are 903 Universities, 39,050 Colleges and 10011 Stand Alone Institutions listed on AISHE web portal and out of the 882 Universities, 38,061 Colleges and 9090 Stand Alone Institutions have responded during the survey. The survey covers 97.6, 97.4, and 90.8 per cent of registered institutions on the portal. By any standard, this is the highest coverage

### 1. INSTITUTIONS:

#### UNIVERSITIES:

**Affiliating Universities:** 285 Universities are affiliating i.e. having Colleges.

**Private Universities:** 343 Universities are privately managed. 357 Universities are located in a rural area.

**Women Universities:** 15 Universities 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.

**Open and dual mode Universities:** 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.

**Types of Universities:** 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.

#### COLLEGES:

**Colleges- Distribution by states:** The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Gujarat and Madhya Pradesh.

**Colleges in Urban Centre:** Bangalore Urban district tops in terms of a number of colleges with 893 colleges followed by Jaipur with 558 colleges.

**Colleges in Districts:** Top 50 districts have about 32.6% of colleges.

**College Density:** i.e. the number of colleges per lakh eligible population (population in the age-group 18-23

years) varies from 7 in Bihar to 51 in Karnataka and Telangana as compared to All India average of 28.60.

**Colleges in Rural Areas:** There are 48% Colleges are located in Rural Area. 11.04% Colleges are exclusively for Women.

**Colleges with Programme Level:** Only 3.6% Colleges run the PhD programme and 36.7% Colleges run Post Graduate Level programmes.

**Single Faculty Colleges:** There are 33.75% Colleges, which run the only a single programme. Out of which 83% are privately managed colleges. Among these privately managed colleges, 55.1% of colleges run B.Ed. Courses only.

**Colleges by Management:** 78% of Colleges are privately managed;

**Aided and Unaided Colleges:** Of the total colleges 64.7% are Private-unaided and 13.3% Private-aided Colleges.

**States with Highest No. of Unaided Colleges:** 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.

### 2. STUDENTS:

**Enrolment:** There are 36,6 Million students in Higher Education with 47,6 per cent girls and 52.4 per cent boys. 18.5% of the Colleges are having enrolment less than 100 and only 3.6% of Colleges have enrolment more than 3000.

**Gross Enrolment Ratio (GER):** Higher education in India GER is 25.8%, which is calculated for 18-23 years of age group. GER for the male population is 26.3% and for females, it is 25.4%. For Scheduled Castes, it is 21.8% and for Scheduled Tribes, it is 15.9% as compared to the national GER of 25.8%.

**Enrolment in Distance Education:** Distance education enrolment constitutes about 11.0% of the total enrolment in higher education, of which 41.9% are female students. Highest Enrolment among States: Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu.

**Enrolment by Level of Education:** About 79.2% of the students are enrolled in the Undergraduate level programme. 1,61,412 students are enrolled in PhD that is less than 0.5% of the total student enrolment.

**Enrolment by types of Programme:** Maximum numbers of Students are enrolled in the B.A. programme followed by B.Sc. and B.Com. programmes. 10 Programmes out of approximately 188 cover 81.2% of the total students enrolled in higher education.

**Enrolment in Undergraduate colleges by types of programme:** At the Undergraduate level, the highest number (36.4%) of students are enrolled in Arts/Humanities/Social Sciences courses followed by Science (17.1%), Engineering and Technology (14.1%) and Commerce (14.1%). Arts & Social Science, Science and Commerce account for 67.6 per cent of total students in Undergraduate Colleges. This position is not much different from the position of enrolment of colleges during the last one to two decades. The position does seem to have changed much in terms of provision and choice of subjects in colleges.

**Enrolment at PhD and Post Graduate Levels:** At the PhD level, the maximum number of students are enrolled in the Science stream followed by Engineering and Technology. On the other hand at Postgraduate level maximum students are enrolled in Social Science stream and Management comes at number two.

The share of students in Public Institutions:

**PhD students:** The share of the PhD student is highest in State Public University (31.6%) followed by Institute of National Importance (20.4%), Central University (15.8%) and Deemed University-Private (13.4%)

**Female Students:** Share of female students is lowest in Institutions of National Importance followed by State Private Open University, Deemed University-Government.

**Enrolment among SC/ST and Minority Communities:** Scheduled Casts students constitute 14.4% and Scheduled Tribes students 5.2% of the total enrolment. 35.0% of students belong to Other Backward Classes. 5.0% of students belong to Muslim Minority and 2.2% from Other Minority Communities.

**Foreign Students in India:** The total number of foreign students enrolled in higher education is 46,144. The foreign students come from 166 different countries from across the globe. The top 10 countries constitute 63.4% of the total foreign students enrolled. The highest share of foreign students come from the neighbouring countries of which Nepal is 24.9% of the total, followed by, Afghanistan (9.5%), Sudan (4.8%), Bhutan constitutes (4.3%) and Nigeria (4.0%).

**Enrolment in private sector colleges:** There are more than 78.0% of colleges running in the Private sector; aided and unaided taken together, but it caters to only 67.3% of the total enrolment.

### 3. HUMAN RESOURCES

**Teachers:** The total number of teachers are 12,84,755, out of which about 58.0% are male teachers and 42.0% are female teachers. At all-India level, there are merely 72 female teachers per 100 male teachers.

**Pupil-Teacher Ratio (PTR) in Universities and Colleges.** PTR is 30 if regular mode enrolment is considered.

**PTR for Universities and its Constituent Units:** PTR is 20 for regular mode.

**Non-Teaching Staff:** Among non-teaching staff, the share of Group-C is the highest with 40%, followed by Group-D with 28%. Group-A and Group-B comprise 15% and 17% non-teaching posts, respectively. The average number of females per 100 male non-teaching staff is 47.

### 4. THE OUTCOME:

**Award of Degrees:** PhD: 34,400 students were awarded PhD level degree during 2017 with 20,179 males and 14,221 females.

**Award of Degree Undergraduate level:** B.A. (23.89 Lakh) degree has been awarded to a maximum number of students. B.Sc. (11.52 Lakh) is the second highest followed by B.Com. (9.39 Lakh).

**Award of Degree at PG Level:** At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A

**Award Degree by Subject Streams:** The highest number of students (23.89 lakh) have graduated in Arts courses. At the PhD level, maximum numbers of students out-turn are in Science stream followed by Engineering and Technology. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two.

### SOME INFERENCES:

1. The expansion of higher education institutions seems to be owing to private initiative in higher education during the last one-half decade. From almost nil, Private Universities till 1995, in 2018 nearly 39 per cent universities are in the private sector. Most of them are self-financed or to say, these are full cost+ recovery institutions.

2. Growth in colleges seems to be on account growth in single faculty colleges. Of the total of 38,061 colleges, single faculty colleges account for 12,845 colleges i.e., more than one-third colleges. Of the total single faculty colleges 10,663 i.e., 83 per cent are privately managed colleges. A large number of colleges having less than 100 enrolments may also be in this category, as single faculty colleges have sanctioned capacity of 60-120 students.

3. The growth has not changed much the structure of higher education even with growth of privately managed institutions. These are expected to have programmes which are market and social demand oriented. Structure of education in terms participation of students in subjects namely, Arts & Social Science, Sciences and Commerce is very high at the undergraduate level so is the outcome in terms of students graduating in these subject areas.

*More in next issue of the College Post.*

...contd. from page 1

Today when we are celebrating the completion of 71 years of Independence, we are as vulnerable as we were when the Naya Daur film was made in the year 1957. This is voiced by many in newspapers today. The article published by Devesh Kapu, in Times of India on the independence day, states that "... critical underlying reason at the heart many of India's challenges has been its multiple failures in education." He is very sceptical about the education and other systems capable to deal with dreams of a tryst with destiny as provided in the Constitution of India. Yet another editorial column in Times of India on the same day, emphasises " It is high time we adopt jobs, education, health security as a mantra for independence that can empower and is personally meaningful to India's burgeoning young population." Some time back, people who said the young

population of India is a demographic dividend, have now started fearing that it may become a demographic disaster."

What is the message from Naya Daur for the Fourth Industrial Revolution for educationists, industrialists, policymakers? It is to work towards empowering people through appropriate education, appropriate research and development, appropriate system of production and distribution in the context of burgeoning young population of India or face demographic disaster and bury our dream of tryst with destiny as inscribed in the constitution : democracy for the people, of the people and by the people for their well being and dignified living on this planet earth and among the comity of nations.

GD Sharma

15th August 2018

...contd. from page 2

society. All stake holder of education should seriously work for improving the quality and relevance of schooling in India.

- (4) The fourth Technical Session on Higher education for empowering people to make technology choices and enable them to contribute to the development of technology was chaired by Dr Sayed Safdar Razi, Honourable Vice Chancellor of Arka Jain University, Jamshedpur and co-chaired by Kallol Datta Roy. Delegates from Kerala made a very important contribution in the area of enabling colleges with development and participation in new technology by setting up separate arrangements within the campus to help students to use technology and earn.

#### **Group Work Reports:**

Delegates worked in four groups dealing with all the sub-themes. The group on "Higher Education for Democratic and Equitable Development" was chaired by Dr S.C. Sharma and Co-chaired by Dr Methew Joshep, Catholic Care College, Kerala. The second group on " Higher Education for Economic and Social Development rooted in culture and values" was chaired by Shri PP Shrivastav and co-chaired by Shashi Kant Sakia. The third group on " Higher Education for Development of Jharkhand and similar states" was chaired by Fr. Anthony Raj Tony and Co-chaired by Dr Chandana Bhattacharjee. The fourth group on "Enabling Students, Teachers and Principals to make technology choices and contribute to technology" was chaired by Dr B.K Tyagi and Co-chaired by Dr P.K. Saxena.

Whereas every group deliberated on their sub-theme

very seriously and enthusiastically, but the enthusiasm and passion with which participants of the group on the role of higher education in empowering people and developing Jharkhand and similar states was very gratifying. Dr Jamini Kant Mahato, Director College Development Council of SPM University, faculty members of colleges in Jamshedpur particularly JK Mahato College very actively participated in deliberations.

All the groups made a presentation of their reports in the valedictory session.

#### **The Valedictory Session:**

Shri Shubhenjit Chaudhary, Managing Director of Tata Pigments Ltd. Jamshedpur was the chief guest for the valedictory session and Dr. Sharat Nair of Kerala Public School was the guest of honour. Dr Nair enthralled the audience by sharing a story with the delegates. Shri Chaudhary in his address highlighted the importance of technology as also need for the development of leadership to meet emerging technology situation. He said that what he learnt in college in physics has significantly changed now. New aspects like Boson particle are being discovered and they should form the part of education. Innovation and change is the crux of the development and empowerment of people. Higher education being the mother of all profession has to be of high standard and quality. He was very much impressed by group work done by the delegates and recommendations made by them. He also distributed certificates to delegates and praised young students for their excellent cultural performance.

The conference was closed with the singing of National Anthem.

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

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

## PHD THESIS

**Title-"Nurturing Affective Characteristics among Secondary School Students"** Researcher: Dr Sakesh Genni, Guide: Prof. K. Pushpanadham, Department - Education, University-Maharaja Sayajirao University of Baroda.

The study "development of an educational programme for nurturing affective characteristics among Secondary school students". focused on the development of effective characteristics and the help students to understand their own as well as others' feelings. Students are encouraged to predict how others might feel and to respond to them by showing care or providing comfort. Affective characteristics are attitude, interest, self-efficacy and values. The development of the affective attributes is the most essential part of the schooling of the children especially during their adolescence period (13-19 years). The students at this stage having certain characteristics like curiosity to learn, to explore the knowledge of the world and the energies which they have to channelize to achieve their goals. Adolescence is the foundation of a responsible social life for the individual.

The study highlighted the importance of the teacher-student relationship, develops and supports teacher's capacities to create caring relationships with students.

The researcher studied the affective characteristics in secondary school students in Vadodara city. Qualitative methods included classroom observations, focused group discussions, interviews of Principals and opinions of teachers were used in the study. The qualitative data were analyzed by using descriptive statistics and data were used to triangulate and expand upon the qualitative data.

## Key Findings

That the developed program for affective characteristics among secondary school children enables the teachers and students to realize the importance of interests and attitudes in real life practices. Teaching the students through such programs provide the students with a democratic environment to develop better conceptual clarity.

The study provides an insight into the emotional support needed by the secondary school's students. The study highlights the roles and responsibilities of teachers, principals, parents and community in developing the effective characteristics of the students.

The study lays a strong foundation for putting the theory of the development of the affective domain into practice through the developed program.

The study provides an insight to the teachers and school administrators to manage the behavioural problems of the adolescents experienced during the teaching-learning process in the secondary classes.

The designed program provides the students with an opportunity to improve their communication, organising, listening, presentation and adaptability skills. Some of the activities in the designed programs could support the process of establishing self-identity prevalent during the adolescent stage.

The study emphasizes the principle of joyful learning, which not only makes learning interesting but also helps tstudents to develop well.

**"Title - A study of Age, Education and Earnings of Engineers in Kerala"** Researcher Danial Sam V. Guide Professor Jaleel PM, Department - Education, University - Mahatma Gandhi University, Kerala

**OBJECTIVES OF THE STUDY** is to: (i) examine the Age-Education-Earnings (AEE) profiles of the various categories of Engineers in Kerala,(ii) construct and interpret Age-Earnings (AE) and Age-Education Earnings(AEE) profiles of Engineers in the total sample. (iii) construct and interpret AE profiles of Engineers in the subsamples classified on the basis of sex, community, place of residence, economic background of the family, size of the family, the medium of instruction at school, nature of employment, nature of management and job satisfaction. (iv) construct and interpret AEE profiles of Engineers in each subsample(v) estimate the total life-long earnings, average lifetime earnings and peak earnings of the different educational categories of Engineers in the total sample and in each subsample

## The Sample: size and characteristics:

1. In the total sample of 2010 Engineers, 1203 (59.85%) are Engineering Graduate( EGs, 525 (26.12%) are Engineering Post Graduates( EPG) and 282 (14.03%)

are Engineering Doctorates( EDs).

2. There are 1234 (61.39%) males and 776 (38.61 %) females in the total sample.
  3. There are 1006 Engineers (50.05%) belong to FC, 277 (13.78%) SC, 180 (8.96%) ST and 547 (27.21%) belong to OBC in the total sample.
  4. In the total sample, 1116 Engineers 55.52% are of rural origin and 894 (44.48%) are of urban origin.
  5. In the total sample, there are 416 (20.70%) Engineers belong to a well-off family, 128 (56.12%) belong to an average family and 466 (23.18%) belong to the difficult family.
  6. There are 701 (34.88%) Engineers having a small family, 726 (36.12%) having medium family and 583 (29.00%) having a large family.
  7. There are 1290 (64.8%) Engineers having Malayalam medium instruction at school and the remaining 720 (35.82%) are having English medium instruction.
  8. In the total sample, 398 Engineers (19.80%) have temporary employment and the remaining 1612 (80.20%) have permanent employment.
  9. In the total sample, 392 Engineers (19.50%) are having central government employment, 794 (39.50%) have a state government, 465 (23.13%) have semi-government employment, 199 (9.90%) have private management job and 160 (7.96%) have self-management employment.
  10. In the total sample, there are 1228 Engineers (61.09%) who are satisfied with their present job and the remaining 782 Engineers (38.91%) are dissatisfied with the job.
- 5.5.2 AE and AEE Profiles of Engineers  
The earning patterns of the Engineers in the total sample and in the

### Key Findings

1. As per the A€ profile, Engineers in the total sample start their earnings at the average age of 23. The average annual earnings range between Rs.52,976 and Rs. 51,466.
2. The AEE profiles reveal that the EG group of Engineers starts earning at the average age of 23, whereas the EPG and ED categories start their earnings at the average age of 28.
3. The earnings of the EPG category of Engineers, compared with the EG category, are considerably higher throughout.
4. As compared with the EPG category, the earnings of the ED category of Engineers are considerably higher at all ages except at the age of 68.

After retirement, most of the Engineers in the EPG category are found engaged in private employment where they get attractive emoluments. ED group of Engineers are found least interested in private employment. Most of the Engineers in this category are teachers in engineering

colleges. A few of the Engineers (non-teachers) having doctorate degree were found paid less than that of postgraduate Engineers.

1. The AE profiles reveal that the earnings of male Engineers at all age levels are higher than that of females. Up to the average age of 33, both the profiles have more or less the same slope. But after this age, the profile of males rises faster than that of females. The difference in earnings is more marked during the ages 33 to 43.
2. Earnings of male Engineers belong to EG, EPG and ED categories are higher at all age levels than that of their female counterparts.
3. AEE profiles of male and female Engineers reveal that earnings are the least for the EG group. Compared with the EG group, the earnings of the EPG group are higher throughout. ED group has the highest earnings at all age levels except at the age of 68.
1. As per the A€ profiles, FC subsample has the highest earnings at all age levels except at the age of 33. At the age of 33, OBCs have the highest earnings. The profile of STs lies at the extreme bottom showing that their earnings at all age levels are the lowest. SCs have better earnings than STs. The curve of OBCs lies much above the curves of SCs and STs and closer to the curve of FCs. The profile of FCs reaches its peak at the age of 58 whereas in all other cases it is 53.
2. Earnings of FC Engineers belong to EG, EPG and ED categories are the highest at all age levels and that of STs are the lowest OBCs come next to FCs and SCs have the third position regarding earnings.
3. AEE profiles of Engineers belong to various communities reveal that earnings are the least for EG group. Compared with the EG group, the earnings of the EPG group are higher throughout. ED group of Engineers are not found in SC and ST subsamples. The earnings of the ED group in the FC and OBC subsamples are the highest at all age levels except at the age of 68.

Thesis Submitted:

### 1. A STUDY ON THE QUALITY ASSURANCE SYSTEM IN SECONDARY SCHOOLS OF NASIK DISTRICT IN MAHARASHTRA STATE

Researcher: Dr. Pallavi D Khedkar, Guide: Prof. K. Pushpanadham, Thesis submitted to the Maharaja Sayajirao University of Baroda.

### 2. A STUDY ON THE POLICIES AND PROGRAMMES FOR PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS IN THE UNITED STATES OF AMERICA

Researcher: Dr. Meera Subramanian, Guide: Prof. K. Pushpanadham, Thesis submitted to the Maharaja Sayajirao University of Baroda.

### FUNDS FOR EDUCATION AND HEALTH

When TW Schultz wrote on Human Capital and was awarded the Nobel Prize in Economics for his work, many nation states took the message seriously and invested in the education of people to create their human capital. The publication of a book by Psychropolous on "Returns to Education" created a divide between school and higher education on very faulty assumptions and analysis of returns to school and higher education. This report with World Bank backing was used to make higher education self-financing. The report has made a significant dent on thinking of people and the nation states efforts to build their human capital by mobilizing funds through taxation and investing these on education and health of people - the key to develop and maintain human capital stock of the nation-state. Planning Commission of India during its 9th and 10th plan, severely compromised its position to support the development of higher education. Yet the process of preparation of plans by institutions of higher education at the state and central level continued. Even with meagre allocation, there was a focus on the development of institutions of higher education and development of human capital, may be much below the expected level. The end of the planning process in the year 2017 when 12th plan completed its term. Though the planned process of development came to end. The focus on the planned process of development got diluted under the influence of World Bank, and under the approach of liberalization. During the 10th and 11th Plans this approach encouraged self-financing courses and self-financing universities to be set up under private sector. Although the process of self-financing full cost recovery from students started in late eighties but it culminated in 2005 to 2012, when a large number of institutions under the model of full cost plus recovery from students were set by the private sector in almost 24 states of India. Many institutions opened and many also closed, but this new model of full cost + recovery institutions in the private sector got institutionalized and settled. Alongside public supported institutions also continued to expand under the Central support through the planned process of development till 2017. During 2017 -2019 one is not sure what UGC, which used to allocate funds for the development of state and central universities and colleges would do? There is sort of void owing to lack of clarity, whether UGC would continue or Higher Education Commission of India would replace it?

A general plea for this change in the approach of funding is that government does not have enough funds. When one carries out the analysis of funds allocated by the central government, one finds quite puzzling facts.

A recent report published by Vivek Kaul in DNA brings out that since 2013-14 to 2017-18 government has diverted taxpayers money to sustain capitalist framework by recapitalizing loss making 21 public sector banks to the

tune of 170,659 crores. The highest amount (Rs. 86,510 crores) of recapitalization of the bank was budgeted in the year 2017-18. In our view every rupee invested in education has a multiplier effect both in terms of the formation of human capital and also the generation of economic activities. When we set up a university, a new township comes around, a flurry of economic activities take place. Research and Development done in the university have large-scale and long-term external economic benefits. The state will do well by re-thinking its approach toward education and health of people. In place of leaving education and health to market forces, it should leave banks and PSU firms to market forces and invest its funds on education and health and build a human capital wealth of the nation.

### PUSHING FOR MARKET FORCES IN EDUCATION: HIGHER EDUCATION FUNDING AGENCY (HEFA)

One of the changes in the approach of funding higher education, as stated above has been to push education institutions to adopt market forces in education. Self Financing i.e. cost + recovery from students and also borrowing funds for building physical capital has been a policy in practice. Government of India created an agency named as Higher Education Funding Agency, with " an equity base of Rs 10,000 crore, the agency targets to mobilise Rs 1,00,000 crore through a mix of government guaranteed bonds and commercial borrowings to 'provide timely finance at low interest rates for capital assets creation in India's higher educational institutions. It expects institutes to supplement it with funds from corporate social responsibility fund and donations from other sources. It is established as a joint venture of MHRD and Canara Bank, HEFA is a not-for-profit non-banking finance company.

#### How HEFA is planned to work

It is stated that "All higher educational institutions that are established, funded or referred to by the MHRD shall be eligible to receive funds for creation and renovation of physical facilities and infrastructure required for teaching, research and residences; library and laboratory equipment; and common facilities for students and other stakeholders. The maximum amount of loan that an institution can access is to be determined by the quality of project it submits, but more importantly by the cash flow stream from internally generated resources that it offers to service the loan. To ensure steady recovery of loans, the borrowing institutions are required to open an escrow account of the HEFA bankers and commit a portion of their cash flows for the repayment of the loan."

The push has not materialised as much as those who asked for funds from HEFA were about 25 institutes instead of about 100 institutes as planned. The total off take of the loan was Rs.2000 crores, instead of Rs.25000

crores. Given the state of higher education, this push may not materialise much. Seeing the poor response, Government of India has come out with new scheme titled as Revitalising Infrastructure and System in Education (RISE) by 2022 with a slew of measures to reduce repayment burden to one-fourth for certain level of institutions and to one-tenth for grant-receiving central universities.

It has to be seen how RISE will arouse interest among public institutions. Meanwhile the growth and development of institutions of higher education would suffer, it will affect the growth and development of human capital and R&D in institutions of higher education. Such push could have been as an additional incentive over and above development grant. The government has to reconsider its approach to push academic leaders to dabble with market forces, without a commensurate level of economic development of the region where institutions are located. There is also an issue of the economic and social security of Vice Chancellors, Principals of Colleges and Directors of the institutions particularly after they retire.

#### RESEARCH CENTRES IN UP UNIVERSITIES

Steps seem to have been initiated to improve the quality of higher education in Uttar Pradesh. The Deputy Chief Minister of Uttar Pradesh mentioned that the government has set up in 15 Universities Deen Dayal Upadhyaya Research Centres. It is likely to set up Mahayogi Guru Gorakhnath Research Centre in Deen Dayal Upadhyaya University, Gorakhpur to study theology and multi-religion studies including Buddhism, Jainism and Hinduism. He also pointed out that to promote private universities in the state conditions of having land is being relaxed from 40 Acre to 20 Acre and from 100 Acre to 50 Acres respectively in urban rural areas. He also said that Government will increase the house rent allowance by 20% and regularise services of college teachers in a degree and postgraduate degree colleges. The government also gave Rs.5 crores to DAV College, Kanpur for research activities.

These measures sound well. We hope research centres set up in universities would take up the issue of farm economics, as many farmers have committed suicide and a large numbers have expressed the need for remunerative prices. It may also take up social issues of protecting the life and property of people from the mob fury. These centres might also take up the issue of democratic values, social cohesion and the issue of empowerment of people through education and health along with other relevant issues for the development of Uttar Pradesh.

#### AUTONOMY TO IIMs AND ENABLING THEM TO AWARD DEGREES

Indian Institutes of Management located in different parts

of India were awarding Diploma as Post Graduate Diploma in Management. The diploma was equated with a post-graduate degree, yet students did not directly get the benefit of having postgraduate degree in management. As many of the leading Management Education programme are being run by the universities, students get degree in Management Education from these universities. In India, IIMs, however worked as stand alone institutes to award diploma. This diploma was highly rated within India and abroad, yet students had difficulty whenever they wished to do PhD. With formulation of new Act, now all the IIMs are eligible to award degrees to their students, as per their Act, statues and ordinance like any central university. Recently in a Leadership development programme organized at Vigyan Bhawan for Vice Chancellors and Directors of IIMs, Prime Minister of India promised to give more funds to higher education. He also promised to give more autonomy to institutions of higher education.

The issue of autonomy to institutes of higher education is engaging the attention of everyone particularly in the light of several directives issued by the University Grants Commission and other apex level organizations. A new concept of graded autonomy has also been launched by the Ministry of Human Resource Development. With this concept, those institutes rated high grade are given more autonomy as compared to those getting relatively low grades while getting accredited by the National Assessment and Accreditation Council. In the previous issue of the College Post, a detailed analysis of this concept has been carried out. It has to be seen how in practice this concept of graded autonomy would work particularly in the public sector universities and colleges where the governing system has a close link with a system of governance at the central government level.

#### THE EXCHANGE OF MONEY FOR APPOINTMENT OF VCS

Shri Bhawar Lal Purohit, Honourable Governor of Tamil Nadu has made press statement that money has been exchanged for the appointment of Vice Chancellors in Tamil Nadu Universities in the past. The government of Tamil Nadu has denied by giving details of how a Vice Chancellor is appointed leaving a little scope for intervention by the ministry of education of Tamil Nadu in the process of appointment of Vice Chancellors. There used to be informal talk about such practices in academic circle. But statement of the Honourable Governor has given credence to such talks. It is therefore, imperative that Honourable Governor set up a committee to inquire and unearth the process, names and amount exchanged so as to avoid such practices in future.

### DOES THE RANKING INDICATE QUALITY OR VALUE?

A study done by Johathan Wai Assistant Professor of Education and Psychology and Chair, University of Arkansas, USA, following a different route of finding relationship between Test Score of students in SAT and ACT and ranking of institutions. The study revealed that "schools higher up on the rankings generally admit students with higher SAT or ACT scores. In other words, what the rankings largely show is the caliber of the students that a given college admits - that is, if you accept the SAT as a valid measure of a student's caliber. Though there is often public controversy over the value of standardized tests, research shows that these tests are quite robust measures to predict academic performance, career potential, creativity and job performance.

Our ranking also disproves the notion that the No. 1 school in the land is slightly better than the No. 2 school - and so on down the list. Rather it shows that the vast majority of schools admit students who earn a score between 900 and 1300 on the SAT - that is, on the combined scores on the SAT Math and Verbal. Greater variations in test scores appear in schools that admit students at the low and high end of the distribution - those students who earn below a 900 or above a 1300 on their SATs."

On correlation between test scores and other parameters of ranking the study found that " test score rankings correlated between 0.659 to 0.890 with other rankings. This suggests the schools that end up at the top of the test score rankings also will end up at the top of these other rankings.

The study found " high correlations between our test score rankings and U.S. News national university rank - 0.892 - and liberal arts college rank - 0.890 - even though U.S. News weights these scores only about 8 percent in their formula. Times Higher Education's U.S. school ranking was correlated 0.787 with SAT and ACT scores and Times Higher Education's full international school ranking was correlated 0.659. This suggests that the SAT/ACT rankings could function as a common factor that connects all rankings."

Author concludes that " Schools may want to take as much credit as they can for the education and opportunities they give students. But if a school enrolls the top students to begin with, it's hardly surprising that such a school would end up on top in terms of other outcomes. A college's success may be less about the quality of its instruction and more about the talent it can recruit."

*Source and Courtesy: What college rankings really measure - hint: It's not quality or value September 12, 2018 8.49pm AEST Author Jonathan Wai*

### STUDENTS LOAN SYSTEM IN UK

It has been observed that nurses repay loan amount thousands of pounds more than other highly paid

professional like lawyers and bankers. It has been observed by House Lords Committee on Economic Affairs that high interest on students loan needs to cut from 6 percent 1.5 percent for middle income earning graduates from paying back more.

It is pointed out that students loan system in UK is less expensive for highly paid professional. They are able to pay their loans early in their life and pay less interest also.

It has been stated that . "Male nurses and midwives will repay a total of £133,000 over their working lives - which is thousands of pounds more than male financiers (£127,000) and legal professionals (£114,000)."

T prompted fresh criticism from the cross-party committee, which has called for "immediate reform" to a "deeply unfair" system of fees and loans.

Lord Forsyth of Drumlean, chairman of the committee, said: "The way we expect students to access higher and further education is deeply unfair. We must create a single system, including apprenticeships that offer more choice and better value for money." He added: "The accounting trickery attempted by the government in 2012, in which the high rate of interest on student loans created the fiscal illusion that government borrowing is lower than it actually is, has had a devastating effect on the treatment of students in England."

Emily Chapman, vice president for further education at the National Union of Students, said: "[The report] confirms what many of us working in the sector have known for some time - the current student funding model is simply not fit for purpose."

Sally Hunt, general secretary of the Universities and Colleges Union said: "Now, more than ever, we must be able to offer decent opportunities for people to improve their skills, and to learn new ones. She further said that "Part-time study and further education colleges will be central to that mission if it is to succeed." The spokeswoman of a Department of Education said "We are undertaking a major review of post-18 education and funding, to make sure students are getting value for money and genuine choice between technical, vocational and academic routes. "We will consider the report and will respond in full in due course."

**COLLEGE POST WELCOMES  
COMMENTS AND OPINIONS  
OF READERS.  
THESE WILL BE PLACED IN  
NEXT ISSUES OF THE  
COLLEGE POST**

In standard perception, a college principal is supposed to be an individual of exemplary calibre. Absolute integrity with leadership flair, erudite scholarship, acute sense of judgment, courage of conviction and above all, a compassionate heart that can support and inspire are qualities considered imperative for someone fit to occupy such exalted position. Needless to say that since principals do come from the society we live in, much of these ideal expectations hardly match the real life scenario. As such, when the management of Women's College, Shillong chose this humble soul as the third in succession and the first full time regular principal of the college to realise the dream.

Deciding to have a rather novice lecturer as principal in a budding institution that was in need of tested experience and expertise must have been, for its management, a hard choice. To me, however, this was an opportunity partly inspiring but mostly daunting given that institution building did and shall ever always invite formidable challenges to confront.

The founding fathers of the institution planned it as one to cater for the higher educational aspirations of women, particularly the tribal women of India's northeast. Yet, commencing with a journey even if it was inspired by a worthy vision without mastering the minimum required wherewithal; - a basic infrastructure of its own and a reasonable liquid capital to run the show; did have its own limitations. With no land and building, without even a reasonable capital fund at its command and with only a skeletal support staff at office, the beginning was hardly promising as the nominal grant-in-aid the college used to receive from the state government was actually much less than what was required to barely keep it going.

Right from the word go it was blessed with a very dedicated band of teachers. A near adequate blend of experience and enthusiasm made its faculty a formidable team determined to deliver despite the odds. As such, when pushed to corner by the circumstances trying to take control of its destiny, it decided to turn around choosing attainment of excellence in academics as its only viable option for making a move forward.

A dogged perseverance to see to it that students of the college perform to the best of their abilities eventually paid the dividend we were desperately striving for. Its growing repute as a performing institution of learning, thanks to the excellently consistent results in university examinations, granted it the consolidation it was badly in need of. Along with reputation also came the students. With its enrolment status steadily growing, the stature of the college started to slowly improve. Overriding the jinx of a rather shaky start, the college seemed to set for a dream flight.

Organising seminars and workshops at regular intervals, accordingly, became an integral feature in its academic calendar. The scores of seminars it has been organising on relevant and contemporary topics; regional, national and even international ones; ensured a steady

inflow of scholars, eminent as well as budding ones at campus facilitated its faculty and students to have wider exposures into the world of academics. The pioneering practice of having in place a monthly faculty colloquium integrated in its academic calendar wherein a member of the faculty used to deliver a talk on a topic of common interest in an open house meant for all faculty members facilitated in fostering inter departmental cooperation and understanding besides helping the faculty members widen their academic horizon.

Introducing semi-professional academic programmes such as Bachelor of Social work (BSW) was another step that in addition to enriching its academic portfolio on offer helped it widen its social outreach activities. To facilitate advance and methodical learning, the college started to prepare detailed lesson plan of each course on offer for the entire session and dished it out to all its students at the commencement of each academic session.

In fact, the two practices of holding the faculty colloquium regularly, the proceedings of which used to get compiled and published at the year end and organising the annual students seminar were hugely lauded by the NAAC team in their report.

Post the first cycle accreditation; the college accommodated in its academic calendar another new feature in the form of a prestigious annual lecture series in remembrance of Pundit Ishwar Chandra Vidyasagar, a pioneer in the cause of women education. It is hugely gratifying that since then many eminent professors and scholars, in response to the request of the college, came and delivered this prestigious 'Pundit Ishwar Chandra Vidyasagar Memorial Lecture' at its campus.

On a chilly December morning, when I walked into the corridor of a rather shabby structure apprehensive of a rather uncertain future, it was a rather diffident move. Two decades down the line when another cold December evening pulled me out of that corridor; rebuilt and redesigned; the newly built multi-storeyed structure of the college stood tall at my back. Destiny thrust upon me a parting that was deeply touching. But, life is like that. Years have gone by since that parting, but fond memories of my loving association with the college remain deeply entrenched in me as precious and as live as they ever were. May the college scale newer heights and lift itself up further to a hitherto unattained glory. Wish the college and its current team the very best in the days to follow.



*Debasish Chowdhury is currently working as Controller of Examinations at Sikkim University, Sikkim. Prior to joining this current assignment, he was Principal, Women's College, Shillong, a NAAC accredited institution closely approaching its third cycle of*

*accreditation activities.*

**Education and Economics: Disciplinary Evolution and Policy Discourse** by Saumen Chattopadhyay, Oxford University Press, Published in 2012, 334 pages, ISBN: 9780198082255, Rs. 795

Human capital plays a critical role in economic growth and development of countries. Human capital embodies knowledge and skills and knowledge has become the key driver of economic competitiveness. Human capital and knowledge account for the growing inequalities and divergences in economic growth among the nations.

As the Indian economy has become more globalized and also more knowledge based, the skill mix in the economy has changed drastically. These shifts in the job market have changed what we need from our education system. The major issue is how to raise the quality and standards of Indian education and make it globally competitive and locally relevant.

Education raises people's productivity and promotes entrepreneurship and technological advances. These are intrinsically linked to economic development and growth. Moreover education is at the core of development issues like income distribution, employment and knowledge creation. Thus this book examines how education is a contributing force to socio-economic development in India.

In this book the author weaves together the disciplines of education and economics and puts across the theories and related evidences. In the Indian context this book is one of the few of its kind on economics of education. Thus the book uniquely positions itself to interweave theory and policymaking. The book discusses education as a global public good examining the key linkages between reforms, globalization and education but goes far beyond the traditional neo-classical perspective and puts across alternative theoretical approaches to examine the critical contribution of education to society.

This book explores the different conceptualizations of education in economic theory and further goes on to examine how these have influenced education policies. Some specific features of the education market, the nature of competition and the role of government funding, delivery and regulation of education are discussed in depth.

Chapter 1 gives a thorough overview of the book and places the key issues in historical perspective while giving the reader a flavour of the current debates. Chapter 2 gives an excellent exposition of the human capital approach to education while Chapter 3 discusses the role of technology in knowledge creation and subsequently growth. Thus quality of education and economic growth linkages are discussed in details. The chapter basically reviews various empirical studies which have examined the relationship between education and

growth and starts with a review of the origin of the Solow's growth model. The author also highlights the distinction made in the literature between human capital and knowledge. Chapter 4 discusses in details the input-output analysis and the concept of production function in education and explores important issues like cost efficiency and factor productivity. Chapter 5 covers the critique of the human capital theory and the various perspectives i.e. theory of screening, capability approach, social choice approach and the Marxian perspective.

Chapter 6 argues about education being a public good focusing on the classification of education and the author points out that its not just 'commodification' of education but what is type of commodity education that has policymaking implications.

Chapter 7 examines the concept of an education market and market failure in education in order to examine the whole issue of government intervention in the market for higher education.

Chapter 8 looks at economics of education policy and tries to understand the rationale behind some of the policies implemented in the Indian context. How education is funded, delivered and regulated are the major issues along which the discussion is centered. The final chapter examines challenges facing Indian education and policy initiatives taken particularly in the area of higher education. The push for accreditation and rankings in order to assess higher education is examined critically in this chapter.

Thus, this book is a significant contribution to the literature of education economics in India. The book is of immense value to those looking for a deeper theoretical understanding of education economics as well as practitioners interested in the applicability of theories to evidence based policy making.

*\* Dr. Garima Malik, Assistant Professor, Centre for Policy Research in Higher Education, National Institute of Educational Planning and Administration*

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From left to right- Dr. S.C. Sharma, Dr. Budhhin Gogoi, Dr. Ajay Sareen, Dr. P.K. Saxena, Dr. Kiran Hazarika, Dr. G.D. Sharma, Dr. Bikas C. Sanyal, Dr. Kiran Arora, Dr. Nalini Bhatt, Dr. M. Usman



Dr. B.K. Tyagi and Mrs. Tyagi receiving award for distinguished services



Dr. Jamini Kant receiving award from Dr. G.D. Sharma and Dr. Sareen

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