

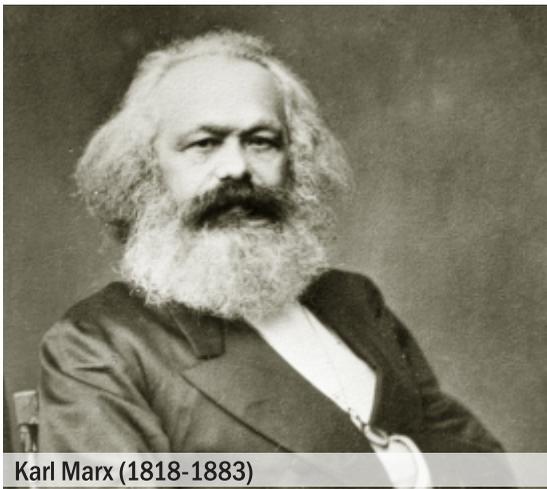
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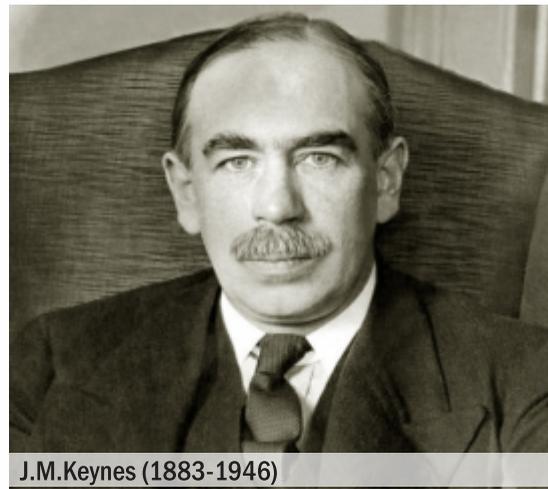
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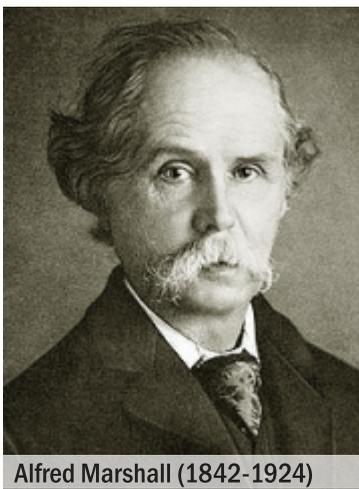
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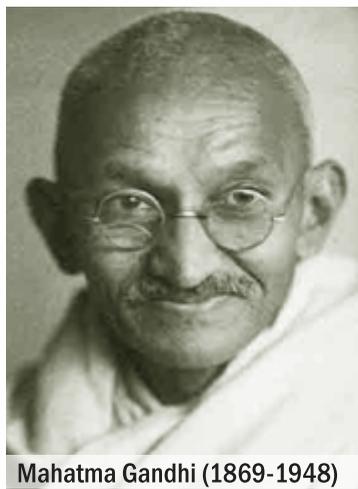
Karl Marx (1818-1883)



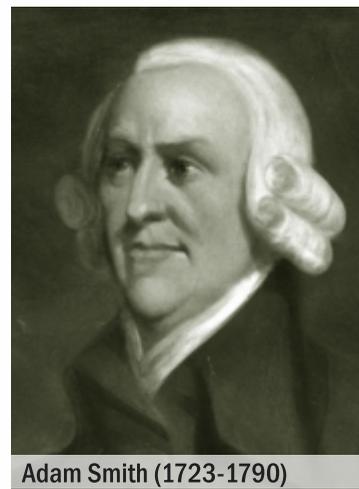
J.M. Keynes (1883-1946)



Alfred Marshall (1842-1924)



Mahatma Gandhi (1869-1948)



Adam Smith (1723-1790)

Thought Leaders of Social Sciences influencing the world

seed...

About Cover Page - On the eve of the celebration of 200th birth century of Karl Marx (born 5th May,1818) - A tribute to thought leaders of political economy

ADAM SMITH (1723-1790) - POLITICAL ECONOMIST

Adam Smith was a Scottish political economist and philosopher. He has become famous by his influential book *The Wealth of Nations* (1776).

KARL MARX (1818-1883) - PROPAGATOR OF SOCIALISM AND COMMUNISM

Marx's theories about society, economics and politics—collectively known as Marxism—hold that human societies progress through the dialectic of class struggle: a conflict between an ownership class that controls production and a proletariat that provides the labour for production. He called capitalism the "dictatorship of the bourgeoisie", believing it to be run by the wealthy classes purely for their own benefit; and he predicted that, like previous socioeconomic systems, capitalism would inevitably produce internal tensions which would lead to its self-destruction and replacement by a new system: socialism. He argued that under socialism society would be governed by the working class in what he called the "dictatorship of the proletariat", the "workers' state" or "workers' democracy".^{[10][11]} He believed that socialism would, in its turn, eventually be replaced by a stateless, classless society called communism.

ALFRED MARSHALL (1842-1924) - CLASSICAL ECONOMIST

Alfred Marshall, FBA (26 July 1842 - 13 July 1924) was one of the most influential economists of his time. His book, *Principles of Economics* (1890), was the dominant economic textbook in England for many years. It brings the ideas of supply and demand, marginal utility, and costs of production into a coherent whole. He is known as one of the founders of neoclassical economics.

JOHN MAYNARD KEYNES (1883-1946) - SAVIOR OF CAPITALISM

In the 1930s, Keynes spearheaded a revolution in economic thinking, overturning the older ideas of neoclassical economics that held that free markets would, in the short to medium term, automatically provide full employment, as long as workers were flexible in their wage demands. Keynes instead argued that aggregate demand determined the overall level of economic activity, and that inadequate aggregate demand could lead to prolonged periods of high unemployment. He advocated the use of fiscal and monetary measures to mitigate the adverse effects of economic recessions and depressions. Following the outbreak of the Second World War, Keynes's ideas concerning economic policy were adopted by leading Western economies. During the 1950s and 1960s, the success of Keynesian economics resulted in almost all capitalist governments adopting its policy recommendations.

M. K. GANDHI (1869-1948) - APOSTLE OF PEACE - he believed in decentralization and goodness of people

Ownership of Capital by People - Capital to be held in trust by those holding it. He propagated the Trusteeship Theory. A theory which is ultimate in enlightened economic well-being of people and society.

Cover page graphic design by Artist Asharf Khan, FMG Academy, Gr. Noida,UP

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EDITORIAL

GRADED AUTONOMY TO UNIVERSITIES - STORY INSIDE OUT!



The concept of autonomy is built into the very concept of University. Universities in India are set up by the Act of Parliament or the Act of legislation or under section 3 of University Grants Commission Act, 1956. The parliament and state legislature Act provides for a system of self-governance of the university under the provisions of the Act. All academic and administrative decisions are taken under the Act and guidelines of deemed to be universities. No where it envisages seeking approval of government on academic matters namely, framing of curriculum, introduction of new and innovative courses, the system of evaluation and award of degree as per provisions of Act, statutes and ordinance of the university.

The concept of the university, as conceived, is imparting of the accumulated knowledge, extending boundaries of existing knowledge, questioning the existing knowledge and practices in the larger interest of society and humanity existence on the planet earth. It may be located at a place in geographical space but deals with issues that relate to universe and welcomes people for education and research from anywhere in the universe. Value of training, research and opinion building may be relevant to immediate society and global society. It may support the system of state governance; it may as well question the system of governance and administration in the larger interest of society. It may also question itself, if it fails to serve its cause.

No wonder, universities dons are often found engaged in critical dialogue within the domain knowledge as also outside the domain of knowledge. It is a forum for dissent, sharpening the intellect and creating new knowledge. It is said, universities stand for reason and humanism. The concept of university and concept of autonomy are inseparable.

The Constitution of India, while listing out duties and responsibilities of central and state governments, mentioned that central government should coordinate and maintain the standard of higher education. To meet this responsibility again following the concept of autonomy to higher education, the parliament enacted an Act for creation of University Grants Commission in the year 1956. Again, UGC has been setup as an autonomous body through an Act of Parliament and not as a Department of Ministry of Human Resource Development. Parliamentarian at that time, seem to have visualized the possibility of extended arm of administration affecting the independence of higher education. Hence they extended the concept of autonomy to a coordinating body for maintenance and coordination of standards in higher education, i.e., universities- the University Grants Commission. The issue arises when universities by very definition and the act of parliament, legislation and section 3 of UGC Act are autonomous, where was the need to introduce the concept of graded autonomy?

The announcement made by Ministry of Human Resource Development, Government of India recently for graded autonomy to universities made big news in the newspapers and media, but it also made many in universities and in higher education institutions to wonder, if not intrigued. Under the announced concept of graded autonomy, MHRD order has put two categories, namely, I and II to those institutions which are having accredited by National Assessment and Accreditation Council at 3.50 and above score or those listed among 500 ranked universities in Times Higher Education or QS ranking and, second, those accredited with 3.26 and up to 3.49 score and all others in Category III. This also included recently set up Private Universities. A list of universities which are given graded autonomy is published and is available on MHRD website. Under this new approach, MHRD has exempted Category I and Category II institutions from seeking approval of UGC for opening the new centre, for introducing new and innovative courses, open distance education programme and opening the centres abroad.

Let us go into details of this issue. The coordinating body for maintenance of standards in higher education, UGC, in consultation with wider body of academics in the country sets some standards about qualification, experience and service conditions of teachers. It also gives guidelines for several academic aspects in consultation with wider body of academics, it also provides funds for enhancing quality in higher education and coordinate degree nomenclature to avoid any confusion.

Autonomous universities and autonomous UGC interact with academic on quality

...contd. on page 24

CONTENTS

Editorial	1
News	2
Articles:	
1. Towards Establishing 'for Profit' Model of Higher Education Institutions	3
2. Quality in Higher Education: Role of Accreditation for Quality Assurance	9
3. Quality Assurance in Secondary Schools: A Study on School Inspections in the State of Maharashtra	13
4. University Governance should be free from Official Interference	25
Researches in Education	26
Education News & Issues Analysis	28
Across the Globe	30
I Share	31
Book Review	32

Editor

G.D. Sharma

Co-editor

Baldev Mahajan

WORKSHOP ON AUTONOMY TO COLLEGES

A workshop on Autonomy to Colleges; Prospects and Problem was organised at Jamsheshpur by Jamini Kant B.Ed. College, Vidya Vihar, Salboni, Singhbhum District, Jharkhand on 18th May, 2018. About 20 college Principals from local areas attended the workshop. The workshop was inaugurated by Vice Chancellor- Dr. Shukla Mohanty of Kolhan University, Jharkhand. She highlighted the progress made on the Autonomy of Colleges in Jharkhand and encouraged colleges affiliated to Kolhan University to apply for autonomy. She also said there are some difficulties in administration of autonomous colleges in Tribal areas and these need to be addressed. Dr. G.D. Sharma, Former Secretary, UGC and President SEED said concept is to give freedom and opportunity to colleges to design the curriculum of various courses and programmes as per need of their region and state, devise new methods of teaching and learning and the evaluation of students. University to which colleges is affiliated would give autonomy to colleges as per provisions of University Act and UGC guidelines and UGC will give financial support to colleges to carry out curriculum reform, training of teachers and setting up of system of evaluation of students. However, the progress in grant of autonomy to colleges has been relatively slow. Delegates pointed out the difficulties in the implementation of the concept and pleaded for special provision for giving autonomy and funds for implementation to colleges located in tribal areas and those serving students from Antodaya families. Dr. Buddhin Gogoi, Principal Margherita College, Assam, Dr. S.C. Sharma, Former Principal, RLA College, Delhi and Vice President SEED, Dr Sandip Paul, Principal City Commerce College, Kolkata and Dr S.S. Razi, VC, Arka Jain University, Jamshedpur shared their experiences and encouraged colleges to apply for autonomy.

Dr. Jamini Kant Mahato welcomed the VC Kohan University, Resource Persons and delegates. He offered all the help to further pursuing the concept of autonomy. Dr. Sonali Roy, Principal of B.Ed. College and Dr. Kabir of Management institute coordinated the workshop.

NATIONAL DEVELOPMENT VOLUNTEER SCHEME FOR NCC, NSS AND OTHER STUDENTS OF ICF MEMBER COLLEGES

SEED has announced a scheme of National Development Volunteers. Object of scheme is to inculcate voluntarism among the students for their self, region and national development. The concept voluntarism is a very important concept in development of individual and the society. Any developmental activity done through self initiative always give satisfaction to doer and a sort of respect in the eyes

of those who receive the help through voluntary work. To begin with the scheme envisages to find out aptitude and interest of students through a well structured questionnaire. The scheme also envisages appointment of teacher on voluntary basis to guide students in their activities. Students receive recognition and certificate for their work which always help them in their future studies and professional career. Teacher coordinator also receives recognition and certificate for his/her contribution which is an addition in their credentials for better position and career in the profession. Interested teachers and students may visit NDV scheme available at www.seededu.org.

EMPLOYABILITY DEVELOPMENT SKILLS

SEED- ICF had some years back launched a scheme of Graduation ++. The scheme was availed by many students and colleges. This helped students to acquire knowledge and skills needed for national and global employment. Scheme was somewhat rigorous and of long duration of three years, which was difficult for the students to continue along with their studies. However, skills and knowledge they were acquiring were of local and global value as they were given training in Communication skills, mathematical skills, IT skills, life coping skills and interpersonal relationship skills. Under latest development Computational Thinking has become one of important approach for development of graduate. SEED-ICF is again thinking of launching the certificate programme of 3 months duration for students. Interested persons in higher education can write to us and visit our website www.seededu.org

INTERNATIONAL DIPLOMA PROGRAMME IN EDUCATIONAL LEADERSHIP - HIGHER EDUCATION

Three batches of International Diploma in Educational Leadership has been completed. New batch for international diploma is being announced shortly. Aim of the diploma is to equip leaders in higher education with latest developments in higher education nationally and internationally, equipping them to face challenges of Fourth Industrial Revolution, equipping them to apply and successfully implement the scheme of autonomous colleges and scheme of autonomy for universities, equipping them to efficiently develop their institute and get them accredited by accrediting agencies and ranking bodies. The scheme also has an international visit component (Optional) to visit leading apex organization like UNESCO, OECD, European schools of management. Interested persons may write to SEED and look for announcement in seed website www.seededu.org

TOWARDS ESTABLISHING 'FOR PROFIT' MODEL OF HIGHER EDUCATION INSTITUTIONS: OPENING NEW WINDOW FOR ATTRACTING ADDITIONAL PRIVATE INVESTMENTS

M M ANSARI *

The paper deals with highly debatable issue of "for profit model of higher education" in the context of "not for profit" institutions making huge profit and indulging in may undesirable practices.

"The 'not-for-profit' status in higher education should be examined for pragmatic considerations so as to allow the entry of 'for-profit' institutions in select areas... 'For-profit' private higher education can be taxed and the revenue from it could be channeled into large scale scholarship programme to promote equity as it is practiced in Brazil and China" (Twelfth Five Year Plan, page 100).

'This Court cannot shut its eyes to the hard realities of commercialization of education and evil practices being adopted by the institutions to earn large amounts for their private or selfish ends.' (Supreme Court, PA Inamdar Vs Maharashtra State, 12.08.2005).

1. The Context:

A sustained effort to improve the performance and accountability of higher education institutions (HEIs) is crucial for realizing India's demographic dividend. Therefore, quality of outputs of HEIs, mainly graduates, research findings and innovations cannot be compromised for the want of resources.

The Central government has therefore made oft-repeated commitment for allocation of at least six percent of the gross domestic product (GDP) for education development but the actual expenditure on education has hovered around three to four percent of GDP. The total expenditure on higher education and research has accordingly been lower at one per cent of GDP. The record of performance of HEIs and their linkages with economy has therefore not been strong enough to expedite the process of development of human resources, which is both a means to realize socioeconomic and political aspirations of people as well as an end in itself.

As the quality of human resources, howsoever measured, determines productivity of investible resources and accelerates economic growth, it is critical to facilitate the flow of required funds for education and training of knowledge seekers so as to reap the benefits of 'population dividend' and to overcome all forms of poverty, which has perpetuated over a long period of time.

As compared to the countries with which India has to compete in the globalised economy, India is lagging far behind on almost all the parameters of human resource development, namely average years of schooling of working population, research and innovation activities in the university sector and overall per unit expenditure on education and health care. Low competence level of working population is a major obstacle in promoting competitiveness and success in the globalized economy.

Improving quality and fostering excellence in our HEIs is a critical challenge that must be collectively addressed by the stakeholders, mainly the government, employers and beneficiary students. The HEIs must be allowed to explore the ways and measures to attract and retain competent faculty, raise teaching standards, encourage cutting edge research and nurture talent.

Improving quality and fostering excellence in our HEIs is a critical challenge that must be collectively addressed by the stakeholders, mainly the government, employers and beneficiary students. The HEIs must be allowed to explore the ways and measures to attract and retain competent faculty, raise teaching standards, encourage cutting edge research and nurture talent. And, this must be done under an effective regulatory architecture to ensure accountability of HEIs.

The trend in funding HEIs, especially after the post economic reforms era, 1991-92, shows that the budgetary allocation of resources for the development of HEIs have steadily declined while privatization and cost recovery of educational expenditure have increased, without

assuring the quality of education.

In this backdrop, it is imperative to develop perspectives on the policy option of opening a new window, that is, the 'for-profit' model of HEIs to channelize private investments for financing high quality of relevant programs in select areas of HEIs activities that generate significant externalities and assure tangible private benefits. It is imperative therefore to examine the impact of 'not-for-profit' or philanthropic institutions on quality of teaching and research.

It is pointed out that: i) in the garb carrying out charitable educational activity, most private institutions have turned into commercial and business ventures for making huge profits, while the aspect of quality assurance is relegated to lower importance; and, ii) new investors in technical and professional higher education are unable enter into this enterprise.

The policy option of 'for-profit' model of higher education is therefore discussed. While examining the

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scope for attracting private additional investments for promoting excellence in higher education, the extent to which the elements of competition among HEIs may ensure cost-effectiveness of programs is also examined.

2. Proliferation of Self-financing Institutions and Commercialization of Education:

The demand for higher education places has steadily been rising, while the governments' financial support has not kept pace with the requirements for funds for maintaining quality of education. In accordance with the recommendations of various Expert Groups, the Centre and the states have made deliberate attempts to enact laws for encouraging private sector to invest in education to augment opportunities and facilities for learning. The non-governmental organizations and other private bodies are given tax concession and other financial relief for establishing and running 'not-for-profit' institutions.

Under Section 3 of UGC Act, MHRD exercises its powers to declare any institution as 'deemed to be university' (DU). In exercise of this power, as many as 126 universities, largely under private management have been established. Most DUs are established by the powerful political and business groups, and a large number of them, over ninety percent, are functioning as self-financing private universities, which earn huge profits in the garb of carrying the occupation of charitable activity. They also avail of fiscal concessions, which the profit making institutions are not entitled to.

Of late, credibility of a majority of DUs has been questioned on the grounds of unacceptably lower standards of teaching and research, commercialization of education and rampant corruption in admissions and recruitment of staff. Indeed, section 3 of UGC Act is not only the major source of corruption in establishing private universities in the Central sector but also a major drag on quality assurance in higher education.

As per the UGC's guidelines, an Expert Committee, ones in five years, should inspect DUs to ascertain the availability of infrastructure and assess quality of teaching and research. But, this exercise is not carried out in letter and spirit. In effect thus norms for ensuring accountability and performance are not adhered to, which results in commercialization of higher education by the institutions under private management.

Likewise, the state governments, of late, have deliberately encouraged the private sector to establish unitary universities for augmenting opportunities for higher learning. The establishment of private universities and colleges has mushroomed as a profitable venture. Almost all the known business houses and industrialists have established their own colleges and universities with the support of political parties in power. While HEIs under private management are functioning as 'not-for-profit' philanthropic and charitable organizations, they are almost entirely financed through students' fees. They are generating revenue surpluses so much so that they have proliferated as family businesses employing a majority of

senior officials from the promoters' families.

It is alleged that there is rampant commercialization of technical and professional education offered by the private universities and colleges. This is mainly because there is no relationship between the payment of students' fee and the institutional costs of education. And, quality of education is so low that a significant majority of graduates of such institution face considerable difficulties in securing employment in the knowledge economy. The regulatory bodies, namely UGC, AICTE and MCI have provided tacit support for operationalization of private institutions, and the outcomes of such institutions impinge upon the quality of higher education and research.

A large number of students finance their education through bank loans due to both lower income abilities of families they come from and higher costs of education in private universities. Due to lower quality of education and therefore inability of graduates to secure rewarding employment opportunities, the students are put to disadvantage, as they are neither able to repay their loans on time nor they are able to improve the life-time economic prospects. The governments and the regulatory bodies have conveniently ignored the financial hardships of students who raise huge loans to finance their education in private institutions. Clearly, the option of promoting private universities has not been objectively exercised to promote quality education without jeopardizing the aspects of social equity and justice.

In spite of the above shortcomings of privatization of higher education, it has thus far grown so much so that over eighty percent of universities and colleges are under private management, which enroll over sixty percent of students. And, this trend is rising, even though at least one-third of approved seats in technical and professional disciplines remain vacant, mainly because of lower quality and high costs of education.

Clearly, the private sector plays a dominant role in management, financing and maintenance of quality of higher education. There is however wide variation across the states in terms of both the establishment of private HEIs as well as enrolment in such institutions. In general, private HEIs cater for technical, medical and professional courses. A large number of students who seek employment in modern industrial sector are attracted to vocational courses. These courses are commercially viable for institutions that are driven by profit motives. Private HEIs are however often accused of charging huge capitation fees, exorbitant tuition and other charges, which make their activities profitable. In absence of effective regulations in respect of 'revenue surpluses', private universities and colleges enjoy full autonomy for charging any amount of fees. Financial and academic audits are hardly conducted by any credible agency. Lack of transparency in functioning of these institutions does not allow for reasonable scrutiny of practices relating to collection of different user charges, admissions and recruitment of staff. Nor there are adequate legal means to discourage unfair practices of private institutions.

The charges collected by different institutes for various courses widely differ and are often seen unaffordable for the meritorious students from not so well off families. The fee structure is regulated, merely on paper, by the UGC, which stipulates that 'the fee charged shall have reasonable relation to the costs of running the course'. And, the institutes are expected to refrain from commercialization of education, as per the Supreme Court's (SC) direction.

While the SC has banned the charging of capitation fees by the private institutes, it has however allowed them to charge a reasonable surplus, which must be ploughed back for investment in educational infrastructure. But, as known, the private HEIs not only charge exorbitant tuition fees but also collect huge charges on account of hostel facilities, meals, transport, library, games and sports, and health care facilities. As the institutions outsource some of these facilities, the vendors of these services offer their facilities within and outside the campus on commercial basis. Thus, in addition to various tax concessions/exemptions that are available to charitable organizations under the Income Tax laws, the institutes are allowed to generate reasonable surpluses, which is not necessarily invested for improving quality and relevance of the programs on offer. This is evident from the unsatisfactory results of accreditation of private universalities.

Briefly, it may be pointed out that:

- i) UGC is empowered to regulate fees, which may be charged in relation to the costs of education. However, no attempt has been made thus far to objectively establish the 'reasonability' of fees collected by the private institutes, which is why the costs recovery on account of comparable programs widely varies within the state and across the institutes;
- ii) While the Supreme Court has allowed the private institutes to collect reasonable surplus, say, ten to fifteen percent, for re-investment in infrastructure, no attempt has been made to analyze the evidences to ascertain the amount of surplus generation by the institutes and the extent to which the surpluses, if any, are re-invested in education.

The fact that the costs and finance aspects of private institutes are hardly scrutinized by the UGC or SC or any other credible body, the private institutes are no more functioning as charitable organizations. They are established under a Society or Trust that is managed by the Members of the family which controls the entire resources invested in education. In the regime of unregulated fees and quality of education, the scope for making profits from running an institute is considerable, which has attracted a large number of entrepreneurs for carrying out the occupation of offering technical and professional education for profits.

3. Flawed Justification for 'not for Profit' Institutions.

In view of the foregoing, it is imperative to revisit the premise on the basis of which the private HEIs are allowed to function as 'not-for-profit' entity and generate reasonable

surplus for meeting educational expenditure. In fact, the genesis of treating private HEIs as 'not-for-profit' organizations is articulated by the eleven member bench of the SC in 2002, which is as under:

"The establishment of an educational institution, the object should not be to make a profit, inasmuch as education is essentially charitable in nature. There can, however, be a reasonable revenue surplus, which may be generated by the educational institution for the purpose of development of education and expansion of the institution", Para 57.

Indeed, "education is a charitable occupation, in which the private players are allowed to earn profits but not to profiteer, i.e. to make unreasonable or excessive profits". Yet, they do earn huge profits. In this context, the Supreme Court has also observed that: 'This Court cannot shut its eyes to the hard realities of commercialization of education and evil practices being adopted by the institutions to earn large amounts for their private or selfish ends'. (PA Inamdar Vs Maharashtra State, 12.08.2005).

Recently, the Report of the Committee for Evolution of the New Education Policy, 2016 (MHRD) has observed that:

"The proliferation of privately run 'teaching shops' and so-called non-profit institutions, ill-equipped and operating with unqualified staff, is a disturbing development and needs to be urgently addressed through appropriate measures". Further more, "many private universities and colleges, professional and otherwise, flourish under the patronage of influential people backed by money power with little interest in education, taking advantage of a lax or corrupt regulatory environment".

It may thus be argued that the educational activities, mainly technical, professional and medical that are in the nature of economic investments could be treated 'for-profit' activity with sufficient safeguards for students and teachers, who may be exploited by the service providers, as discussed below.

4. Opening a New Window for Augmenting Private Capital for Investment in HEIs

It must be reiterated that the current ban on 'for-profit' institutions has hardly prevented private institutions from extracting profits albeit through non-transparent and possibly illegal means. Since quality of education suffers, can the profit making be legitimized with sufficient safeguards as discussed below?

The task of improving performance and accountability of HEIs is a major challenge, which cannot be effectively faced without mobilizing and investing huge resources from diverse sources, including beneficiary students, philanthropists, donors as well as the investors seeking reasonable profits from such occupations as educational activities. The provision for post-graduate level of teaching and research, in select disciplines, is regarded as economic investment for private gains, which attracts profit seeking private investors. This is what has been observed in the cases of several HEIs under private management.

The demand for technical and professional education has been high and rising, which makes the educational activities profitable. At present, private investors are hamstrung by the complex web of regulations that restrict them in hiring competent staff and mobilizing funds through equity participation, which is the simplest way to raise money. In such circumstances, the 'not-for-profit' private institutions have turned into crony capitalist organizations that breed an unholy nexus between the institution proprietors, bureaucrats and politicians. If profit making is allowed to incentivize investment in higher education, the demand for quality education and skills development could be met by aligning educational objectives and the fiscal incentives determined by the market forces.

A large number of private coaching and guidance institutions, which provide tutorial assistance and training for various competitive examinations, are run and managed 'for-profit'. Many of these institutions are registered as profit making private institutions that are covered under the normal taxation laws. The success, utility and popularity of such institutions may be gauged from the fact that a significant majority of students join these institutions for remedial coaching to improve their learning attainments. And the beneficiary students are seemingly satisfied even though they pay much higher charges than the amount of fees paid to the regular institutions, where they pursue their degree/ diploma programs.

The contemporary educational scenario in its larger part is regarded as lucrative business. The Supreme Court, as quoted above, also acknowledges this. The fact that education is a big business through out the world, India has experienced the mushrooming of private educational institutions, which are largely financed through students' fees. The education sector has therefore attracted large amount of investments, from the entrepreneurs and industrialists. The unprecedented investment in the education sector, although termed as a philanthropic and charitable activity by the investors, needs careful scrutiny, because 'there is tacit acceptance of the prevailing system of charging capitation fees by private institutions' (NPE 2016), for profit making.

Besides, the Parliamentary Committee of Rajya Sabha observed that the massive expansion of private higher education institutions is accompanied by prevalence of unfair practices. Specifically, the Committee noted that:

- " Many of the professional colleges, immediately after getting approval from regulatory bodies for university status, start admitting students 5 to 6 times their intake capacity, without a corresponding increase in faculty strength or academic infrastructure.
- " Many private institutions charge exorbitant fees.
- " Norms for fixation of fees being vague, the quantum of fees charged has no rational basis.
- " Appointment of teachers is made at the lowest possible cost, who are asked to work in more than one institution, their salary being paid only for nine

months, actual payment being much less than the amount signed for, impounding of their certificates and passports, compelling them to award pass marks in the internal exams. In such a scenario, nobody can deny the fact that there is an urgent need for having a Central law for curbing of all kinds of unfair practices prevalent in our higher educational institutions. Against this backdrop, the Committee has undertaken the examination of the proposed legislation from all conceivable angles. In this study, the Committee has held interactions with all stakeholders including regulatory bodies, State Governments, various associations/organizations representing higher educational institutions, students/ individuals, etc."

Furthermore, "the Committee was given to understand that participation of private sector in higher education through Deemed to be Universities, State Private Universities, self-financed colleges and self-financed courses has led to prevalence of certain undesirable practices. UGC (Establishment of and Maintenance of Standards of Private Universities) Regulations, 2003 and UGC (Institution Deemed to be Universities) Regulations, 2010 have limitations and do not give powers to UGC to effectively deal with erring universities. Accordingly, a Central law for prompt and effective deterrent action was the need of the hour. It was informed that the most common violations being made, particularly by private institutions related to charging of high fees, non-refund of fees in case of withdrawal of admission by students, non-return of original certificates, awarding of unspecified degrees, starting unapproved study centres/off campus centres outside their jurisdiction".

The purpose of the forgoing discussion is to demonstrate the following:

First, the successive Central government has not been able to fulfill its oft-repeated promise of allocating six percent of national income for education development. And, the share of higher education and research has been lower than one percent of national income. The pressure of social demand for different types and levels of education has necessitated the opening of the education sector for participation of the private sector, which may offer educational services on 'not-for profit' basis and contribute to the process of human resource development.

Second, the private sector has indeed augmented huge opportunities for pursuing technical, professional and medical education. While there is massive expansion of private higher education institutions, which are functioning as a family business and making huge profits, efforts to improve quality of teaching and research has been lacking. Rather, a large number of them are indulging in profiteering, which is forbidden by the Supreme Court. The service providers unduly exploit the provision of educational services as a charitable activity on 'not-for-profit' basis. Additional funds required for raising standards of teaching and research to match the levels obtaining in

the best performing institutions of the world is unfortunately not forthcoming. The regulatory bodies are unable to discourage corrupt practices and commercialization of education among the institutions under the private management.

Third, a separate window for channelizing funds into the education sector 'for-profit' may therefore be opened, to attract domestic and foreign investors, in select areas of studies having significant bearing on entrepreneurship development and high earnings in modern industry and business organizations. The fact that private operators, whether 'for-profit' or not-for-profit' bases, manage their own funds, recover the costs of education and other user charges from beneficiary students and have authorization from the Supreme Court to generate reasonable surplus for further investment in education, there is no reason why 'for-profit' institutions should not be allowed? The regimes of direct taxes and regulatory framework should however be such that 'flight by night operators' should be discouraged; and for this, there ought to be transparency in management of institutions. And, the quality of programs should be the world class to ensure reasonable returns to the beneficiary students.

A major objective of the policy for encouraging 'on-profit' institutions should be to provide learning opportunities to over three lakhs Indian, who proceed abroad for higher education and in the process huge money, over ten billion US Dollars are siphoned off to developed nations. A policy decision in this regard is urgently called for, to facilitate additional investments into higher education sector and to create world-class institutions. A number of countries, namely USA, Brazil and China have allowed the private investors to run universities and colleges 'for profit', which has expedited the process of quantitative expansion and qualitative improvement in management of HEIs.

Therefore, the 'not-for-profit' tag in higher education sector should be removed to ensure quality without losing focus on expansion and equity. Private institutions having established credibility could benefit with access to public funds in the form of loans, financial aid for students and competitive funding for research and innovation programs.

It emerges therefore that the legal permission to establish 'for-profit' institutions for offer of degree/ diploma programs would allow for greater flexibility for raising adequate funds and for quality assurance in higher education. And, an increased completion among different types of institutions/ programs would enhance the much-needed quality of relevant programs. In effect, thus, the three major players and service providers, namely the Central and state governments, 'not-for-profit' and 'for-profit' private institutions would simultaneously participate and compete with one another for providing high quality of relevant education at competitive fees and other charges.

5. Prohibition of Unfair Practices in HEIs

There is consensus on the fact that unprecedented growth in higher education, especially in technical and medical

education has resulted in widespread prevalence of unfair practices. It has been aptly observed that:

"Commercialization of education has already led to huge distortions in the educational landscape, both social as well as spatial. 80% of professional institutions are located in five states, and are mostly controlled by the private sector. Education priorities cannot be left to vagaries of market forces. Commercialization entails that quality education becomes synonymous with affordability. The goals of equity and inclusion, the fundamental pillars of policy making in any democracy, might be the first casualties if unbridled profit making is instituted as a norm for the educational institutions in the private sector". (RUSA, page 50)

In view of this, the need for putting in place an appropriate legislation for prohibition of unfair practices in higher educational institutions cannot be undermined, particularly from the viewpoint of protecting interests of students admitted or those seeking admission therein. In this context, the Parliamentary Committee on Human Resource Development (2011) noted as under:

"There is public concern that technical and medical educational institutions and universities should not resort to unfair practices such as charging of capitation fee and demanding donations for admitting students, not issuing receipts in respect of payments made by or on behalf of students, admission to professional programmes of study through non-transparent and questionable admission processes, low quality delivery of education services and false claims of quality of such services through misleading advertisements, engagement of unqualified or ineligible teaching faculty, forcible withholding of certificates and other documents of students. Prompt and effective deterrent action is constrained in the absence of any Central law prohibiting capitation fee and other unfair practices. While the current policy in higher education is to promote autonomy of institutions, adoption of unfair practices by misusing autonomy would be disastrous for the credibility of the higher education sector. It would be in public interest to balance autonomy of higher education institutions with measures to protect the interests of students and others accessing higher education."

It is critical therefore to evolve sound regulatory mechanisms, which while safeguarding the institutional autonomy must ensure transparency and accountability of universities and colleges. In this regard, the Bill on prohibition of unfair practices, which was tabled in Lok Sabha in 2010 may be re-examined, with a view to creating conducive environment for promoting cost-effectiveness of higher education programs.

6. Summary of Conclusions

The quantitative expansion of higher education in India is constrained by lack of tangible improvement in quality of relevant teaching and research programs, which, in turn, is attributable to both inadequate investments in educational infrastructure as well as inefficient regulatory mechanisms. While the growth of private universities and

colleges in the post reform era has augmented the opportunities for learning, quality of teaching and research has suffered, which is why a significant majority of graduates face considerable difficulties in securing employment in the knowledge economy. The regulatory bodies, which are responsible for enforcing academic norms and standards, have not been successful in containing the scourge of corruption among the institutions that generate huge profits for private gains, without assuring reasonable quality of education to match the requirements of the world of work. The Central government has not been able to fulfill its oft-repeated promise of allocating six percent of national income for education, including one and half percent for higher education. The expenditure on higher education and research is therefore abysmally low, less than one percent of national income, which explains for deficiency in infrastructure for quality teaching. The emergence of private sector institutions, which are allowed to operate on 'not-for-profit' basis, are in the business of making huge profits without due regard to quality concerns. Such institutions enjoy the tacit support of central regulatory bodies. As the large segment of higher education is considered economic investment, rather than social service, the educational entrepreneurs and other investors may be allowed to invest in education 'for-profit' so as to attract additional funds for quality education. Unfair practices, if any, should be prohibited through appropriate legal and administrative handles. An opportunity should thus be created to encourage domestic and foreign investments in educational infrastructure of high standard so that out-migration of over three lakhs students and out-flow of huge funds to other countries could be arrested. And, in the process, competition among HEIs may be intense for improving performance and accountability. India may take due advantage of the experiences of the countries, which have already moved towards 'for profit' technical and professional higher education, which offers huge opportunities for learning, earning and economic development.

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QUALITY IN HIGHER EDUCATION: ROLE OF ACCREDITATION FOR QUALITY ASSURANCE

BIKAS C. SANYAL*

Paper describes the purpose and types of accreditation for different types of institutions of higher education. It suggests parameters and indicators of assessment and accreditation.

BACKGROUND

Definition of Quality in Higher Education is defined as meeting the (i) fitness of purpose of higher education, it has to be relevant for its mission (ii) the fitness for purpose, it has to meet the mission's objectives and (iii) should be standard based, it has to meet the minimum needs of the stake holders.

The stake holders are: students, government, employers and institutions

The needs of stake holders vary for its different coverage, international, national, regional and institutions of different types by control for example, public, private (government sponsored or aided), public-private partnered by types of delivery, for example, Face to face, On line; (Distance learning; Massive on line open course system (MOOCs), e-learning; Hybrid (mixture of several modes) and by levels, for example: by program and course.

The needs are of two categories:

Social needs in response to: (1) demographic changes leading to massive expansion with regional diversification (2) increased expectations of students, parents and community and (3) lack of moral and ethical values due to brutal consumerism and, competition for accumulating wealth, the evil effects of globalization, and corruption in all levels of society.

Economic needs for Skills: Exploratory, Exploitative (Production); Managerial; Negotiation; Conservation, response to globalization and emerging knowledge society. I shall elaborate on the last two because of their essentiality in the future in the specific field of computer science (extracted through the internet), as follows:

(i) The Internet of things which is the network of physical devices, vehicles, home appliances and other items embedded with electronics, software,

sensors, actuators, and connectivity which enables these objects to connect and exchange data

(ii) Data analysis, or data analytics, a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making.

(iii) Machine learning a field of computer science that gives computer systems the ability to "learn" with data, without being explicitly programmed.

(iv) Image analysis is the extraction of meaningful information from images; mainly from digital images by means of digital image processing techniques.

(v) Text analysis is the term describing the very process of computational analysis of texts. While Text analytics involves a set of techniques and approaches towards bringing textual content to a point where it is represented as data and then mined for insights/trends/patterns.

Some of the above are already being practiced

We now move to our principal concern.

Definition of Quality in Higher Education is defined as meeting the (i) fitness of purpose of higher education, it has to be relevant for its mission (ii) the fitness for purpose, it has to meet the mission's objectives and (iii) should be standard based, it has to meet the minimum needs of the stake holders

1. Mechanisms for assuring quality:

There are three degrees of sophistication in order Quality audit, quality assessment and accreditation. These may exist at three levels: institution, program and course as defined in the section of quality earlier.

" Quality Audit: examines the existence of a system for assuring quality and its adequacy

" Quality assessment: consists of carrying out the evaluation (reviewing, measuring, and judging) of the quality of higher education processes, practices, programs according to:

(1) the context (international, national, regional and institutional),

(2) the methods used (self-assessment, external peer review, reporting),

(3) the levels being assessed (system, institution, programme), here the "system" is added.

(4) areas of assessment (academic, managerial, output and outcome), and the stakeholders' objectives and priorities.

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Quality assessment is the process of establishing confidence among stakeholders. This is more so for accreditation which provides for a quality label, which quality assessment does not do and which is the main subject of my presentation and is discussed below.

2. Accreditation for quality assurance: Definition and its justification

There are two Types of Quality Assurance :

- " Internal Quality Assurance: Ensures Quality at Different Levels of Higher Education in an Institution
- " External quality assurance refers to the actions of an external body different from the institution, which assesses its operation or that of its programmes in order to determine whether it is meeting the agreed upon or the predetermined standards (Standard based approach).
- " The most widely used method of accreditation is external quality assurance. It is the outcome of a process by which a governmental, parastatal or private body (the accrediting agency) evaluates the quality of a higher education system or institution as a whole, or a specific higher education programme/course, in order to formally recognize it as having met certain predetermined criteria or standards and give a label to the quality.

3. Purposes of Accreditation

Including the definitional requirement of quality described earlier accreditation will ensure:

- (i) the control of quality (related to minimum standards) in higher education;
- (ii) accountability and transparency;
- (iii) quality enhancement; and
- (iv) the facilitation of student mobility.
- (v) Protection of the stakeholders from fraud.

However, it should be remembered that, as the interpretation of quality varies under different contexts as described earlier, so purposes of accreditation for quality assurance vary, leading us to explore the different types of accreditation as they exist today to facilitate the exploration of new types fitting the changing contexts. These are discussed below.

4. Types of Accreditation

We have 7 types of accreditation

4.1: Voluntary Versus Compulsory

4.2: Fitness for purpose versus standard based approach

4.3: Coverage

4.3.1: Sub national (Within a country) :

4.3.2: National

4.3.3: International

To assure quality using the appropriate quality criteria based on contextual considerations, Sub national agencies of accreditation are active in the United States, and national agencies accredit institutions of higher education in different countries, for example, India (NAAC)

4.3.3: Regional Accreditation: For a cluster of countries.

ASAIHL for South East Asian Countries, CAMES for French speaking African countries, ENQA for European countries

4.3.4: International

The International Standard Organization (ISO) with headquarters in Geneva is a worldwide federation of national standard bodies which is responsible for creating standards for each country. The creation of ISO 9000 standard is to assure that the higher education provided by a country is globally recognized and accepted. The

latest version, ISO 14000, is credited to the Manipal Academy of Higher Education a private institution in India. International accreditation is also being offered by national accreditation agencies,

The International Network for Quality Assurance Agencies in Higher Education with its present secretariat in Ireland has been set up to collect and disseminate information on the current and developing theory and practice in accreditation for quality assurance in higher education at the international level.

4.4 Accreditation by control of higher education

Private ; Public; Public-Private Partners ; Faith-based (USA)

4.5 Accreditation by type of higher education (university and non-university institutions of higher education) focusing on different missions and programs

4.6 Accreditation by unit of

Analysis: Programme wise and Function wise

In the case of institutional accreditation, the focus will be on the following domains for assessment: mission, governance, academic programmes, teaching staff, learning resources, students and related services, physical facilities, and financial resources. Programmatic accreditation focuses on individual study programmes, preparing students for a specific profession .

4.7 Accreditation for distance learning higher education

In this case the procedures would include verification of the credibility of the providers through critical analysis of the content, method of delivery, assessment of the

The most widely used method of accreditation is external quality assurance. It is the outcome of a process by which a governmental, parastatal or private body (the accrediting agency) evaluates the quality of a higher education system or institution as a whole, or a specific higher education programme/course, in order to formally recognize it as having met certain predetermined criteria or standards and give a label to the quality.

students and the learning outcome through appropriate measures. For offshore programs ISO criteria may be applied.

Let us now move to the process of accreditation

5. Process of Accreditation

The process of accreditation would start with the setting up of an accreditation agency with nine principles of its operation. These are: (i) focus on the customer; (ii) good leadership; (iii) stakeholders' involvement; (iv) focus on indicators of inputs, processes and outcomes; (v) adopting evidence-based decision; (vi) recognizing continuous improvement; (vii) allowing institutional autonomy in academic matters; (viii) optimizing benefits to stakeholders; and (ix) ensuring follow-up actions for improvement. The agency would then set the criteria for the consideration of accreditation for an institution:

5.1 Criteria for Accreditation: These are of two types: General and Specific.

General criteria :

- " Recognized Institution
- " Meeting Requirement of Quality Audit
- " Established system of Internal Review. (Self Study)
- " Agreeing to conduct Students Satisfaction Survey
- " Commitment to improving Quality including external reviewers

After the general criteria have been met the agency would set the specific criteria.

For the specific criteria we take the example of the National Accreditation and Assessment Council of India, the national accreditation agency.

There are seven criteria and 34 key Indicators. The relative weight for each criteria of three different types of Institutions : University), Autonomous Colleges and Affiliated Colleges) are given below.

NAAC uses 7 Criteria for Accreditation , 34 : K e y Indicators and gives a Total score for each criteria of each type of institution: University , Autonomous College, Affiliated College respectively. The overall maximum score for an institution is 1000.

1. The criteria: Curricular Aspects has 4 key indicators: Design and Development, Planning and Implementation, Academic Flexibility and, Enrichment, (4): The total weight for this criteria for universities is 150; for autonomous colleges is 150; and for affiliated colleges is 100. The affiliated colleges have less importance for this criteria.
2. The criteria for Teaching Learning Evaluation have 7 indicators : Student Enrolment and Profiles, Catering to Student Diversity, Teaching -Learning Process, Teacher Profile and Quality, Evaluation Process and Reforms, Student Performance and Learning Outcomes, Student satisfaction Survey . The total weight of this criteria for universities is 200 for

autonomous colleges is 300 and for affiliated colleges is 350.

3. The criteria Research, innovation and Extension 7 indicators: Research Facilities, Resource Mobilization, Innovation Ecosystem, Research Publications and Awards, Consultancy, Extension Activities, Collaboration. Total weight of this criteria for universities is 250, for autonomous colleges is 150 and affiliated colleges is 120
4. The criteria Infrastructure and Learning Resources has 4 indicators: Physical Facilities, Library as Learning Resource, IT Infrastructure, Maintenance of Campus Infrastructure, Total weight of this criteria for universities is 100, for autonomous colleges is 100 and for affiliated colleges is also 100.
5. The criteria Student Support and Progression has also 4 indicators:: Student Support, Student Progression, Student Participation in Activities, Alumni Engagement . Total weight of this criteria for universities is 100 for autonomous colleges is 100, for affiliated colleges is 130. Note the concern of this criteria for autonomous colleges.
6. The criteria Governance, Leadership and Management has 5 indicators: : Institutional Vision and Leadership, Strategy Development and Deployment, Faculty Empowerment Strategies, Financial Management and Resource Mobilization, Internal Quality Assurance System . Total weight of this criteria for universities is 100, for autonomous colleges is 100, for affiliated colleges is also 100.
7. The criteria Institutional Values and Practices has 3 indicators : Institutional Values and Social Responsibilities, Institutional Best Practices, Institutional Distinctiveness Total weight of this criteria for universities is 100, , for autonomous colleges is 100, for affiliated colleges is also 100. Maximum total Score for each type of IHE.: 1000.

The above will identify the overall performance deficiency of an institution and , performance by each criteria.

5.2 Verification of meeting the criteria: Use of quantitative and qualitative data for accreditation

Two most frequently used methods are self-assessment report or self-study report (SSR), and a peer review through site visit. NAAC adds a third one : Students' Satisfaction Survey (SSS).

Preparation of Self Study Report involves three stages.

- 1) Provision of basic data and information regarding each of the seven criteria mentioned section 5.1. All IHEs are linked with the national data base on IHEs with a mandatory reference number.
- 2) An online analysis and evaluation of the existing situation following the criteria; and

3) Preparation of a report on the level of the criteria actually met.

NAAC gives a score to the institution based on the on line assessment mechanism and calls it a prequalifying score

" Students Satisfaction Survey (SSS) provides qualitative information on the institution on each of the criteria based on randomly NAAC selected 10 per cent of student population.

" Peer Review : Team consisting of external reviewers makes on site visit to check on the qualitative component of the above reports . NAAC gives a grade to the institution based on the SSR (the pre qualifying score) , SSS and the Peer Review. .The grading pattern of NAAC is (A++, A+, A, B++, B+, B, C, D) for accreditation.

The process is ICT based and outcome focused.

6. Penalties:

Institutions submitting fraudulent data or information will be debarred from the accreditation process and legal actions initiated.

7. Appeals Mechanism:

Aggrieved Institutions can appeal to NAAC after the

declaration of the final accreditation result and Grade.

8. The management of the accreditation system

In addition to the nine principles of the operation of accreditation agency the following should also be followed

8.1 The accreditation agency should be affiliated to a higher authority depending upon the funding of the agency. In most cases the state plays an important role

8.2 The agency should be free from intervention of vested interest especially in the selection of experts for the "Peer Review" and state intervention

8.3 With autonomy comes responsibility and the need for accountability and transparency of the agency and the institution.

Conclusions for Strategy

The national authorities should be concerned with accreditation mechanism in the context of: (i) massive expansion; (ii) globalization; (iii) general agreement of trades in services (GATS); (iv) diversified higher education providers, contents and methods of delivery; and (iv) portability of credits and credentials and competition in the e world of higher education.

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QUALITY ASSURANCE IN SECONDARY SCHOOLS: A STUDY ON SCHOOL INSPECTIONS IN THE STATE OF MAHARASHTRA

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Quality Assurance at the school level is very important, yet a national system of quality assurance at the school level has yet to evolve. Authors based on research analysis of Schools in Maharashtra has revealed various methods and parameters of quality assurance in schools

1. INTRODUCTION

Education shapes the destiny of any nation. The quality of human power in any country ultimately determines the sustainable well being of its people. Education is a light that shows the mankind the right direction to surge. Education plays an important role in the progress of an individual's mind and country. The real process of formal education begins with the elementary education. So, primary education forms an important part of the entire education system.

Primary school education helps in the formation of personality of children later higher education shapes the children for future. Secondary education is that where you prepare the boy or the girl to face the realities of life, the challenges of life, and the requirements of life as the component of holistic development of the individual in this competitive world. Secondary education plays a critical role in addressing the emerging human development concerns in countries engaged in building knowledge societies for staying connected to the globalization process. Apart from the bottom-up pressure (i.e. arising from the growth of primary schooling) and the top-down pressure (as the source of potential intakes for higher education) for its expansion, there is a need to pay greater attention to secondary education as it caters to the needs of the most important segment of the population - adolescents and youth, the source of the future human and social capital of a nation. Secondary Education serves as bridge between primary and higher Education. So the objectives of Secondary Education are according to Secondary Education commission (1952-53) are:

- 1) Development of Democratic Citizenship.
- 2) Improvement of Vocational efficiency.
- 3) Development of personality.
- 4) Education for Leadership.

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The Dellar commission (1996) visualized the role of secondary education in two contexts. One is to establish direct link with supplying manpower to the world of work and the other is to prepare inputs for higher education.

There are even several national policies and committee reports that enhance the importance of secondary education in India.

1.1 Development of Secondary Education in India

Before independence the form of Secondary Education in India was prescribed by foreign educationists. The national policy of 1968 marked significant step in the history of education in post independence period. It aimed to promote national progress sense of common citizenship and culture to strengthen national integration. It laid stress on the need for radical reconstruction of

education system and to improve its quality at all stages. It added the vocational spectrum of VI five year plans (1978-83). A sum of 3 cores was provided for secondary education in this plan and the priorities for the plan were fixed as follows:

- " Emphasis on qualitative improvement & Vocationalisation.
- " Discouraging indiscriminate opening of new secondary schools.
- " Additional enrolment of 30 lac students
- " Providing facilities to poor and talented children to join the schools.

Cultivation of moral values and a close relation between education and the life of the people was the purpose of National Policy on Education (1986). It too recommended 10+2+3 pattern of education. It also stressed on Vocationalisation, Equality, Technical and Management Education, Innovation, Research and Development of values and quality through education. National knowledge commission (NKC 2007) believes that providing universal access to quality school education is a cornerstone of development and a minimum necessary condition for progress, towards making India a knowledge society. The challenge now for the government of India is

to dramatically improve, access, enrollment and quality in education. Rashtriya Madhyamik Shiksha Abhiyan (RMSA-2009) offers a tremendous opportunity to set up a mass secondary education structure that is responsive to the country's socioeconomic needs and capabilities to the developed nation. Thus, the above recommendations of national policies and schemes emphasize the importance of quality in secondary education. So, Quality becomes an important aspect in education. The present study emphasizes on the Quality assurance system in secondary schools of Nasik district in the Maharashtra State.

2.0 MAHARASHTRA STATE BOARD OF SECONDARY EDUCATION

The Maharashtra State Board of Secondary Education, Pune came into existence on 1st January, 1966, as per the Maharashtra Act no. XLI of 1965 (called as Maharashtra Secondary Boards Act 1965) to regulate certain matters pertaining to secondary education in the State of Maharashtra. The Act was amended in 1977 and the nomenclature of the Board has been changed to "The Maharashtra State Board of Secondary and Higher Secondary Education." As a State level organization, the Board substantially contributes towards upgrading educational standards and introducing innovations in the field of secondary and higher secondary education. The board is diverse, mass participative education system with a broader base of access that provides the benefits of uniformity and diversity. Over a period of 3 decade, the Board has grown tremendously in terms of schools and number of students.

2.1.1 Functions of Maharashtra state board of Secondary and Higher secondary education:

The board advises the State Government on matters of policy relating to secondary and higher secondary education in general and on the following matters in particular:-

- " Ensuring a uniform pattern of Secondary or Higher Secondary Education.
- " Maintenance of uniform standard of education in Secondary Schools and Junior Colleges.
- " Co-ordination between National Policies and State policies in Secondary or Higher Secondary Education.
- " Co-ordination between Secondary or Higher Secondary Education, University Education and Primary Education.
- " To lay down guiding criteria for curricula & Syllabus.
- " To prescribe standard requirement for Material & Human Resources.
- " To prepare Text-Books
- " To award certificates to candidates passing the final examination.

- " To institute and award scholarships, stipends, medals, prizes and other rewards, and to prescribe conditions.
- " To appoint officers and employees of the State Board (other than the Chairman, Secretary, Joint Secretary or Asstt. Secretary) in its office and in the offices of the Divisional Boards and regulate the terms and conditions of their service.
- " To inspect and supervise generally the working of the Divisional Boards and periodical accounts of institutions.

The Board has emerged as a major role play in both the Secondary and Higher Secondary sector and a potential source of human resource capital of the State of Maharashtra. The jurisdiction of the board extends to the whole state of Maharashtra comprising of 33 districts. The Board has decentralized its activities in favor of increased responsibilities to the students, teachers and the schools; it has eight divisional boards at Pune, Mumbai, Kolhapur, Nasik, Amaravati, Nagpur, Aurangabad and Latur. All these divisional boards enjoy autonomy to conduct examinations.

The divisional Boards are headed by Divisional Chairman, and are assisted by 21 members. Members include ex-officio members like Regional Deputy Director of Education and Education Officers at Secondary level in Zila Parishad. Non- official members nominated by Government are from categories like Principals of junior colleges, Headmasters of Secondary Schools, and teachers from Secondary and Higher Secondary Schools, Teacher Training institution and Academic Councils of University.

2.1.2 Organizational set up

The highest executive of the Board is the State Chairman, who is assisted by a Secretary and Assistant Secretary at Head Quarter and by Divisional Chairman and Divisional Secretary at the Divisional Boards. All these officers belong to the State education cadre. The Board has various statutory committees which are advisory in nature. The Governing body of the Board is constituted as per its rules and regulations. The recommendations of all the committees are placed for approval before the Governing Body on the Board.

2.1.3 Structure of the Board

The Board has a full time Chairman, who is the Chief Executive of the Board. He is assisted by the Secretary, Assistant Secretary and accounts officer in all matters concerning examinations, administration, finance, vigilance etc.

At the District level, the chief Executive officer (CEO) of Zila Parishad heads the Education Department. He/ She is assisted by District Education Officers of Primary and Secondary education, Deputy Education Officers,

Assistant Deputy Educational Inspectors and Senior Auditors. The Zila Parishads and other local bodies look after mainly primary education in the block but now a days the responsibility of Secondary Schools is also given to the Zilla Parishads.

Secondary education is mainly managed by the private bodies and monitored by the Education Officer (Secondary) at the district level. The Education Officer (primary) is the Secretary of the Education Committee of a Zilla Parishad. The Education Officer (Secondary) inspects the secondary and higher secondary schools in the districts and make recommendations regarding grant of recognition or withdrawal of the secondary schools, grant-in-aid to the non-government secondary schools.

2.1.4 Status of Nasik Board

Nasik is a fast developing district in Maharashtra, a district accommodating more than a million population, which is mostly engage in industrial estates in and around the city. Nasik is also known as "The City of Pilgrimage". There are 3339 primary schools, 959 secondary schools. The literacy rate of Nasik is 75.10%. The male literacy is 18,71,206 and female literacy is 12,99,520

The total divisions that come under Nasik board are:

TABLE: 1
TOTAL NUMBER OF SCHOOLS IN NASIK DISTRICT

Sr. No	Total divisions in Nasik district	Total number of Secondary schools
1	Nasik	959
2	Dhule	442
3	Jalgaon	724
4	Nandurbar	367
	Total	2492

Source: Maharashtra state board of secondary and higher secondary education, 2010-11

Nasik Board is decentralize into four divisions. The Schools are not only of Marathi Medium but also Hindi, English and Urdu medium. Each District in this board consists of 4 District Education Officers, 10 education officers, 1 extension officer. The HSC and SSC results of Nasik board are mostly above 80%.

The SSC result of 4 districts that comes under Nasik board is shown in table 2.

The data in table 2 shows that Nasik district is one of the leading districts in its academic results of SSC in the year 2013.

In the year 2013 in Nasik division mainly 1,83,786 numbers of students appeared for SSC examination, in which 1,54,123 number of students had passed. In HSC

TABLE:2 SSC RESULT NASIK BOARD 2013-14

Sr. No	Divisions	Percentage of passing students
1.	Nasik	89.02
2.	Dhule	78.03
3.	Jalgaon	80.53
4	Nandurbar	79.67

Source: Maharashtra state board of secondary and higher secondary education, 2012-13

exam 2013, 1,29,102 numbers of students had appeared in which 1,02004 numbers of students had passed the exam which is 79.01%. Thus, knowing about the details of results and functions of Maharashtra State Board of Secondary and Higher Secondary Education the researcher was keen to study the quality assured in Secondary Schools of Nasik District, Maharashtra State.

3.0 QUALITY IN EDUCATION

Quality refers to those attributes which make an object what it is, they define its character. The question of quality in education is therefore basic and pertains to its very essence. The phrase, "Quality in education" implies standard and efficiency base, of course on the context in which the term is being used. In general, quality in education is an umbrella concept which includes all those aspect of education which makes it efficient and good.

As is known by everyone, quality in people involves change in the mind set, change in the habits, change in the attitude, and change in the skills. This change is all in an integrated holistic way. It is not only the change in cognitive area; or in affective area, but it prophets people for action with accompanied faith and self confidence. (Suman Karnadikar 2007). Quality is a relative concept and not something that is absolute.

India is a developing democratic republic. She is presently engaged in developing quality education for citizens. There is therefore a need for the well prepared teachers, principals, supervisors and inspecting officers. It also calls for adequate preparation for program in the teacher training institution. Quality expresses the system's capacity to reform itself for enhancing its ability to remedy its own weaknesses and to develop new capabilities. The key reforms required in our system today are those that will enable it to overcome its internal rigidity and its indifference to changing circumstances (National Curriculum Framework 2005). Quality is not merely a measure of efficiency; it has a value dimension. The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice. NKC (2007) has recognized the crucial significance of quality improvements as the foundation upon which any further advances must be based. Commitment to providing quality education for all is a

goal enshrined in the constitution of India. This goal has been pursued by successive development policies and plans for the last six decades. Nevertheless, with a large and growing population it has been an uphill task to keep pace with the expanding demand for education. The sixth goal of the UNESCO Dakar Framework for Action 'Education for All' has been set out as - improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. The relativist approaches to quality of education emphasize that the perceptions, experiences and needs of those involved in the learning experience mainly determine its quality.

Understanding the importance of quality in education, RMSA (2009) has also stressed that India needs to expand the access inclusiveness and quality of secondary education. So that students with equal ability will have equal access to opportunity. So quality assurance in education becomes an important aspect in today's world of globalization.

3.1 Quality Assurance in Education

Quality assurance is comprehensive term which implies all those planned and systematic actions necessary to provide adequate confidence that a product for service will satisfy given requirements for quality. Quality control is an aspect of quality assurance and deals with the operational techniques and activities including a feedback system for correction so as to fulfill quality requirements. In operational terms quality assurance is creating and maintaining a highly motivated work environment of autonomy.

In Educational institutions, Quality is assured at two levels:

- " Statutory based and time bound approval process to ensure maintenance of norms and standards while granting recognition.

- " Periodic accreditation of programs.

In both the levels, specific programs are followed, they are;

- " Submission of institutional and program related profiles.

- " Validation of profiles by visiting teams of experts through on site visit.

- " Evaluation of experts committee's report.

Venkaiah (1995) sees quality assurance as a philosophy and a process in which all the functions and activities of an institution are treated equally, planned, controlled and implemented in a systematic and scientific manner. Harvey (1999) defines quality assurance as the process of ensuring effective resource input, control, refining the process and raising the standards of output in order to meet the set goals and satisfy public accountability. This definition raises the issue of promoting

?good value in the institutional management and supervision of teaching - learning process to produce quality learners from the school system. Raouf (2008) opines that quality assurance in education is the process of ensuring continuous improvement in all aspects of education business in an institution of learning to satisfy the needs and expectations of the institution's customers (society). This approach is built around the premise that every step of the process of a service and of an operation has room for improvement.

Ajayi and Ekundayo (2008) opined that quality assurance is a proactive means of ensuring quality in any organization. Quality assurance in education aims at preventing quality problems and ensures that the products of the system conform to the expected standards. A critical look at the definitions shows that quality assurance in education encompasses systematic management, monitoring and evaluation procedures adopted to measure the performance of school administrators (principals), teachers and students against educational objectives to ensure best practices in resource inputs, utilization and curriculum management by the principals to produce students that achieve the set educational goals in secondary schools. In the educational system, entry behavior of the students, qualification of teachers, number of school days and hours, curriculum, textbooks, instructional materials, school infrastructure, facilities in the school are pointed out as quality benchmarks.

Enaohwo (2003) in Ajayi and Ekundayo (2008: pg.no.217) stated that the concept of quality assurance in the education system can be looked at from two angles, viz: the internal perspective (within the system) and the external measures (checks and balances by the regulatory agencies). This monitoring and evaluation is equally important from macro (systems) level through that of the micro (individual classroom) level. This monitoring of quality is done in the educational institutions through inspection and supervision practices. Inspection works as an external body for improvement of schools whereas supervision works as an internal body for the school improvement.

School inspection is important for the progress and development in any institution. It is one of the main factors to improve the quality of any institution. Many countries throughout the world have developed some means of monitoring the quality and standards of their education systems. In most cases the monitoring process involves supervision or inspection of educational institutions such as schools and other aspects of educational system. The critical role of inspection as one of the dominant strategies for monitoring and improving the performance of education system in school can be over emphasized. Inspection is concerned mainly with, the improvement of standard and quality of education and in the integral parts

of a school improvement program.

Focusing on all these aspects the present study was undertaken to find out the quality assurance through 'School Inspection' done by the Maharashtra State Board of Secondary and Higher Secondary Education.

3.2 School Inspection

'School Inspection' means critical examination of one or more aspects of the school and its program. Historically speaking, inspection means to enforce control on the educational system and authority as an executive arm of the government. The officers in charge of "Inspections" were mainly administrative officials who used to pay visit to schools. With the view of checking the work of teachers and process of pedagogy as per the rules and standards prescribed by the government from time to time.

Whatever may be the Nomenclature in any country of the world; this is the original function of an inspector. In England and India where schools were given financial assistance or grants it was the responsibility of the inspectors to make assessment of the functions, of teachers and standards of teaching for payment of grants to concerned schools. School is the basic purpose of education and the basic purpose of school as an institution is instruction, so supervision by authorities in school directly or indirectly relates to the supervision of teaching learning processes and other curricular activities in the school. Instructional inspection deals with the attempts and activities related to direct supervision to enhance the teaching learning processes.

3.2.1 Aims of Inspection

1. To improve the quality of education by providing professional leadership both to the heads and the teachers.
2. To appraise the work of the educational institutions and to offer suggestions for improvement.
3. To promote the professional growth of all teachers by providing them in-service training.
4. To prevent misdirection of resources and energies.

3.2.2 Modern concept of Educational Inspection:

A great change is being noticed in the theory and practice of educational inspection in the recent days. A highly democratic, dynamic, enlightened and creative type of inspection is emerging. The so called nomenclature of inspectors is being replaced by Education officer staff consultant, coordinator resource workers and specialists. Today's inspector is not a judge for fault finding but a friend, philosopher and a guide who helps the teachers to develop into better and effective teachers. He/she stimulates and guides them to plan their work wisely and encourages and supports them to execute it judiciously and fearlessly. Modern inspection brings about significant changes, even in the techniques of supervision from

directing, demonstrating teaching and surprise visits. They are heading to informal classroom visits, workshops, faculty meetings, study groups, conference and action research constantly.

Co-operative planning is the core of modern inspection. There is co-operative planning at the very source of program building. Co-operation in the discovery of common problems, adequate criteria's for the evaluation of educational activities, experiences and even in writing of educational reports. HRD Minister Kapil Sibal (2009) announced about the establishment of a separate agency and an accreditation system for school education in the country. This independent accreditation agency will look at institutions and point out their deficiencies and give them time to take care of those deficiencies within a time frame, and if they don't they will lose their recognition.

3.2.3 Areas of School Inspection: The areas of inspection are stated by Mohanty J. (2005)

1. Inspection of Instructional work: Inspection in fact is a planned program for the improvement of instruction. The Inspectors check the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective the timetable enforced to carry out the instructional work, distribution of work among the staff members, checking of the diaries of teachers is also an important job.
 2. Inspection of co-curricular activities program: As the co-curricular program is an important part of the education today, the inspectors check up, how effectively co-curricular activities are being conducted and also how much the school is having constructive discipline.
 3. Inspection of School Environment: The inspectors also have to check up cleanliness of the School surroundings, hygienic conditions of the school canteen, proper drinking water arrangements and cleanliness of lavatories after they should evaluate the steps, taken by the school authorities for the welfare and the safety of the students.
 4. Inspection of School records: The inspecting staff examines all sorts of school records and registers. They securitize records and funds. They check up whether or not proper use of school funds is being made.
 5. Inspection of developmental aspects: The inspectors examine various steps taken by the school, to serve the locality it is situated.
 6. Inspection of pupil growth: The main objective of educational activities is pupil's growth. The inspectors have to checkup, in what particular field the students of the institutions have distinguished, their academic cultural and other activities.
- The researcher aimed to study the school inspection

process as a mechanism for quality assurance by the Maharashtra State Secondary and Higher Secondary Education Board.

3.3 The Current Practices of Quality Assurance in Secondary Schools of Maharashtra:

" In the line with the National Council of Educational Research and Training, the institute of "State Council of Educational Research and Training" is set up with the objective of looking after educational research training at the school level. The main functions of this institute includes conducting research at school level education related mainly school curricula and the teaching methods, providing in-service training to teachers, teacher educators, supervisors and the effective supervision of various educational programs.

" In order to train the officers of Educational Department, the State government has established Maharashtra Institute of educational, planning and administration (MIEPA) in 1994 as an autonomous society at Aurangabad. The main function of this institute is to conduct orientation and in service training programs in educational planning and administration for educational officers in Zilla parishads, Blocks and mantralaya levels. Besides, it aims at developing training modules on educational planning and administration, developing innovative approaches for effective supervision and evaluation of schools, conducting action research, creating awareness programs on educational issues etc.

" Schools have inspection system and inspections are primarily responsible for quality assurance of schools. The affiliation committee of the Board prepares a team of inspectors who visit the school and inspect the school based on guidelines provided by the board. These inspectors are from the DEO office. At the district, level the Board function through the District Education Officer (DEO) The District Education Officer is the most important officer for the education at the District level. He functions both as an officer for the Board as well as for the government. He has powers for appointment and transfers of teachers and staff in the secondary schools and grants approvals for establishment issues. The grants to school are disbursed through him. The audit of accounts and inspection of schools are done by his office. Further, the correspondence in respect of getting approvals from the government is to pass through his office. He is responsible for investigations of complaints and departmental actions to be taken including disciplinary action. Thus, the state exercise complete control on secondary schools through the District Education Officer. Block Education officers and the extension officers are also equally responsible for school inspection. They are accompanied by the

subject experts and if they needed even can take the help of other school principals. These Block officers forward their reports to the District Education Officer. The inspector(s) after inspection submit the inspection report to the Board. The Secretary may ask the management of the school to rectify the deficiencies pointed out by the inspector(s) and if the he finds the report satisfactory, he recommends to the members of the affiliation Committee for the affiliation of the school. After the approval of all the members, the Secretary grants provisional affiliation.

" The board has made it compulsory for all the schools to fill up the DISE forms. All the information about the school i.e. resources, infrastructure, number of students, number of teachers, laboratories and so on is filled online so during the visit of the inspectors it is cross checked by them.

" The Board conducts 15 examinations related to teachers, commercial education, entrance to Adivasi Vidya Niketan, entrance to military college, National talent search at state level and scholarships at various levels of school education.

" School grading system has been started by the Maharashtra State Board of Secondary and Higher Secondary Education. As a complement to the routine inspection system the states have evolved an institutional evaluation format for improving accountability and performance of schools. The evaluation tool is based on a 5 point scale i.e. A to E, covering different aspects viz. Academic efficiency, infrastructure facilities, utilization of resources, co-curricular activities etc. In the gradation process, schools are given opportunity for self evaluation using evaluation tool. Schools in tribal and remote rural areas are given some relaxation in evaluation parameters.

The schools with grades E, D, and C which are low according to the continuum, receive preference in the inspection schedule. Despite having better physical facilities the schools with pass percentage of less than 20 in the result of SSC examination are also given priority in inspection. In case of school with continuous zero percent results for two-three years the recognition may be withdrawn. Thus, the government is trying to improve the quality of schools through grading and motivating them to do better.

" For the self evaluation of school through teachers support the Board has adopted a tool named as, "Advancement Of Educational Performance Through Teachers' Support" (ADEPTS). This scale is based on marks whereby the teachers have to mark their own school and accordingly grade it, so the school and the teachers are themselves aware about the quality of school and in which area they need to improve.

" The Board has also started providing free ICT labs to

the schools. They also appoint a specially trained teacher for the same. These ICT labs are mainly useful for the students in rural and semi urban schools.

3.4 Rationale of the study

The development of any nation depends on the youth. Secondary education is the most important period in one's life. Wherein students interest is further developed, their goals and objectives are further determined and is in the incubation phase. In the era of globalization the secondary education requires importance to elevate the human development index.

The secondary education which serves as a bridge between primary and higher education is expected to prepare young person between the age group 14-18 in the world of work and entry in higher education. As countries achieve universal primary education, there is pressure to increase opportunities for access to secondary education for larger number of individuals completing primary education. In this age of globalization worldwide, in terms of enrolment ratios, secondary education is the fastest growing sector of formal education. All the concern to ensure that expanding access to secondary education is not at the expense of the quality program. In fact, there is an increasing realization that access and quality are different sides of a same coin, since if access of primary education is expanded without this education being relevant and of a high quality; high dropout rates will remain which in term determines the move to expand access and reduces the internal efficiency of the system. In addition, it is important to develop effective systems for monitoring and evaluating learning outcomes achieved, both to measure the success of the program mounted in achieving their aims and also to provide feedback information that can contribute to improving the program offered. This monitoring and evaluation is equally important from macro (systems) level s to that of the micro (individual classroom) level. This monitoring of quality is done in the educational institutions through inspection practices.

School inspection is important for the progress and development in any institution. It is the main factor to improve the quality of any institution. Inspection is concerned mainly with, the improvement of standard and quality of education and in the integral parts of a school improvement program.

Maharashtra state by its name means larger and bigger state of India. Maharashtra state is an economic backbone and one of the most developed states of India. Maharashtra state board of secondary and higher secondary education is decentralized into eight divisions. Nasik division is decentralized into four districts. Nasik is a fast developing district in Maharashtra. There are 959 secondary schools in Nasik district, the number of schools is more than all other districts. Also the literacy

rate of Nasik is 75.10 %. Not only this but in the HSC examination 2013 Nasik district topped by 79.01% as well in SSC examination 2013 it topped by 89.02 % . Thus, as Nasik being one of the most leading state in academics the researcher was keen to know about the systems that Nasik district follow to assure quality as well to know the parameters and the mechanisms to monitor the development of secondary schools in Nasik district. The researcher was also interested to understand whether academic excellence assures quality in education. After reviewing related researches, the researcher observed that there were very few researches conducted in 10 years in the area of quality assurance in secondary schools. In Maharashtra state though related to quality assurance many other topics were covered but the researcher was not able to locate the studies on quality assurance that focuses mainly on school inspection practices in the school. Lastly the researcher has also selected Nasik because the researcher belongs to that region and also was the student of Maharashtra State Board of Secondary and Higher Secondary Education. The researcher is also well versed with the Secondary Schools, region and language of that particular area which helped the researcher to collect the data from the authentic sources.

4.1 Research Questions:

1. What are the parameters for quality in secondary education in Maharashtra state board?
2. Do the secondary schools in Maharashtra follow quality assurance systems in their schools?
3. Does the Maharashtra state education board have any quality assurance mechanisms to monitor the development of secondary schools?
4. How affective these quality assurance mechanisms are in terms of quality improvements in the schools.

4.2 Title of the present study:

A study on the Quality assurance system in the Secondary Schools of Nasik District, Maharashtra State

4.3 Objectives of the Study:

1. To study the nature and process of quality assurance in the secondary schools of Maharashtra state education board.
2. To study the impact of quality assurance on the quality improvement of secondary schools in terms of academic and administrative dimensions.
3. To study the problems faced by the school principals and teachers in the process of quality assurance in secondary schools.
4. To study the challenges faced by Maharashtra State Board of Secondary Education in the process of quality assurance in schools.

4.4 Operational definitions of the term used:

Quality Assurance: The term quality assurance systems in the study represent all those programs of Maharashtra State Board of Secondary Education for monitoring and improving the standards of the secondary schools in academic and administrative dimensions.

4.5 Delimitation of the study:

There are eight divisions of Maharashtra State Board of Secondary and Higher Secondary Education. The study is delimited to Nasik District in Nasik division only. The study is also delimited to the School Inspection by the Board.

4.6 Methodology:

Survey method was adopted by the researcher to study the quality assurance system in secondary schools of Nasik district. The questionnaires, semi-structured interview, opionnaire and observation were the tools used for data collection. The mix method research design was used to analyze the data.

4.7 Sample of the Study:

There are total 17 talukas and 959 Secondary schools in Nasik District. 7 talukas with maximum number of secondary schools and in that the schools whose achievement is more than 85% in last three years were selected by the researcher. From each school a principal, a supervisor and five teachers were randomly selected as the sample for the study. The District education officer, block education officers of each taluka and 6 extension officers from each block were selected.

4.8 Research Tools and Analysis of the Data:

The following table signifies in detail the sources of information, the research tools and the how the data was analyzed.

A five scale Likert type questionnaire was prepared by the researcher. This scale was administered to the principals and the teachers of the schools. The tools like

semi-structured interview, opionnaire, focused group discussion and observation were also adopted by the researcher. The questionnaires given to the school principals and the teachers were analyzed quantitatively whereas the interviews, focused group discussion and the opionnaires and observations were analysed qualitatively. Interviews were used to facilitate an in-depth study of respondent beliefs, attitudes, reflections, and insights, which helped to encourage a rich description of the essence of supervision practice as experienced. The semi-structured interview format allowed the interview to be guided, in part, by responses of respondents to help to increase objectivity and substance. During the actual interviews, the researcher deviated from the interview schedule occasionally to probe for additional information or to clarify responses. The researcher consciously strived not to direct responses or to allow dialogue to stray from topic. Respondents were invited to elaborate beyond the scope of the interview schedule, and to share personal insights and other relevant comments at the end of their interview. They were also encouraged to contact the researcher with any additional thoughts after their interview. The District education officer and the educational inspectors were also interviewed by the researcher. Focused group discussions were conducted with principals, teachers, block officers, and extension officers. A pilot study was conducted before the formal study commence.

TENTATIVE FINDINGS OF THE STUDY:

Objective-1

1. It was found from the study that Maharashtra State Board of Secondary and Higher Secondary Education focus on inspection as one of the tools of quality assurance of the school. Wherein The block education officers and the extension officers are responsible for the inspection at taluka level and the District education officer at the district level.
2. The study revealed that the principals and the Block

TABLE:3 DISTRIBUTION OF DATA

S.No	Taluka	Total No. of Schools	Urban	Rural Schools	Principals Schools	Teachers	No. of B.E.O's	No. of school inspector
1	Malegoan	Urban-43 Rural-80	10	10	20	100	1	3
2	Satana	78	5	8	13	65	1	3
3	Dindori	61	3	7	10	50	1	3
4	Chandwad	57	3	5	8	40	1	3
5	Kalwan	40	3	4	7	35	1	3
6	Deola	34	-	8	8	40	1	3
7	Nasik City	139	15	-	15	75	1	3

Source:

TABLE:4 RESEARCH TOOLS AND ANALYSIS OF THE DATA

Objectives of the study	Sources of information	Research tools	Analysis of the data
1. To study the nature process of quality assurance in secondary schools.	D.E.O. educational inspectors and principals and documents of policies and programs by MSHSEB, reports for the same.	Questionnaire, interview and content analysis of the documents.	Content analysis, qualitative.
2. To study the impact of quality assurance on the quality improvement in terms of academic and administrative dimensions	Principal, teachers, supervisors	Questionnaire, interview, opinionaire, observation, focused group discussion	Quantitative and qualitative
3. To study the problems faced by school principals and teachers in the process of quality assurance in secondary schools.	Educational inspectors, principals, block officers, extension officers, supervisors and teachers.	Questionnaire, interview, Opinnionaire. Observation, focused group discussion	Quantitative and qualitative
4. To study challenges faced by Board in the process of assuring quality.	D.E.O, educational inspectors.	Questionnaire, focused group discussion and interview	Quantitative and qualitative

development officers together form a quality development circle which looks after the quality of the schools in that particular taluka.

3. The Block Education officers opined that they conducted administrative as well as academic type of inspection. The team of Block education officer followed by the 3 extension officers and the subject experts visit the school.
4. The Block Education officers as well as the principals opined that Officially the inspection should take place thrice in a year i.e. twice it should be planned inspection and one should be a surprise visit, but the inspection takes place hardly once in a year.
5. The Educational officers perceived that in some schools the teachers were very pessimistic about the inspection process and said that the inspectors visit the school once in 3-4 years.
6. The principals perceived that the school has to feel the form and the feedback remark is given by the inspectors. This remark is checked during the next inspection visit by the inspectors whether the school has improved in that particular area or not.
7. The teachers opined that the guidance related to the academic improvement is given to the teachers and the problems are discussed by the inspectors.
8. The principals and the teachers happily agreed that to improve the quality of schools professional in-service training is given to the principals as well as the teachers. But on the contrary some of the principals and the teachers were not so happy with the training. They opined that the resource person was not properly selected. Either the same person trains every year or the one who is not clear with the content is selected.
9. The study revealed that though the nature and process of inspection is traditional but has its own modern

ways of implementation.

10. The analysis of the data revealed that the principals strongly disagreed to the statement that school inspections have resulted in narrowing curriculum and instructional strategies in the school.

Objective-2

11. The study revealed that the modern system of inspection has begun. Wherein the school the school has to provide the information online. The schools have to fill up the form and send it to U Dise which is crosschecked by the inspectors during the inspection.
12. The study of the documents revealed that RMSA has given 11 criteria for the infrastructural facilities of the school. The inspector has to check all those facilities and resources in the school. If something is lacking government provides the grant to the school.
13. The analysis of the data demonstrated that the schools are graded from A to E so the low performing schools are looked after more carefully by the government to bring them to the position.
14. The data revealed that for capacity building of the school and to help teachers to collaborate and organize teaching the principals used ADEPTS and kept the performance record of the schools to identify the areas of improvement through self-evaluation.
15. Most of the principals and the teachers opined that the school inspection will provide a positive impact on the school system if carried out according to the norms and regularly.
16. The principals opined that many times the feedback provided by the inspectors is not at all insightful. They also felt that there is contradiction between the verbal communication and final report.
17. The inspectors are friendly and the principals as well as the teachers do not feel the pressure of inspection but many times they are unable to identify any extra strength or weaknesses of the school.
18. The Block development officers opined that they discussed with the principals and identify the areas of improvement of the school and the areas of professional development of teachers and do the needful arrangements later.
19. The principals and the teachers opined that the school inspection has resulted in refocusing curriculum and teaching and learning strategies in the school.
20. The teachers also opined that the school inspection creates a positive impact on the quality improvement of the school. The work is regularized, pedagogical process is improved, and they try their best to improve the grading of the school. Also many teachers were happy that after school inspection the needful material resources are provided to the school.

Objective-3

21. During the focused group discussion with the principals it was revealed that the principals were not so happy with the present inspection process. They feel that the inspection conducted by the government is just a formality.
22. The principals were pessimistic and perceived that they had to prepare for the inspection from many days. Some of the principals stated that the preparations for inspection took more than 15 days.
23. The revealed that the teachers have pessimistic attitude towards inspection. They feel that the inspection for a day is not sufficient, thorough inspection should be carried on.
24. But some principals and teachers opined that the inspection should be conducted at least once in a year as it regularizes the work.
25. The study revealed that the main problems faced by the principals are insufficient resources in the school. Most of the schools are facing the problem of infrastructure from many years their site is under the court matter so they cannot provide proper resources to the students.
26. It was also found that in some schools IT lab is provided by the government but the proper trainer is not appointed.
27. The researcher found that many times government does not pay attention to the libraries and science labs. During inspection it is only checked whether the labs are available or not but the equipment needed are not properly provided.
28. It was found that in the rural areas principals and teachers faced the problem to communicate with the parents. As the parents are not educated and are busy with their farming or other work they hardly visit the school. Even during the PTA meetings hardly 10-20% parents visit the school.

Objective-4

29. The study revealed that the major problem for B.E.O and the extension officers is transportation facility. No T.A, D.A is provided by the government. The government does not provide four wheelers to the inspectors to visit the schools. They have to go for school visits by their own vehicles.
30. It was revealed that the schools to be visited are more in number. For ex. In one of the talukas there are 433 schools under Zilla Panchayat whereas number of days in a year are 365 and the total working days of school are 216-220 so it becomes difficult to the officers to reach each school in a year.
31. They are also loaded with the office work or the administrative work. So could not give enough time for academic work. In short they have too much work pressure.
32. For IEDO the number of students is more for ex. In

one of the talukas the officer has to look after 736 students.

33. It becomes difficult to reach all the students and provide them the needful things.
34. The inspectors opined that the parents are pessimistic about the approach and are not ready to co-operate. They have the superstitious beliefs about the child. Counseling of the illiterate parents is difficult.
35. The inspectors also perceived that as the numbers of schools are more the officers have to use telecommunication as well as e-mail services to get the information about the schools.
36. The study revealed that the inspectors have too much political pressure.
37. Most of the Block education officers opined that special training should be given to the newly appointed B.E.O. or extension officers.
38. The District education officer opined that the monitoring of implementation of different programs and policies and the academic inspection should be separated.
39. The Block education officers perceived that the inspectors should give more time for class observation. Instead of just observing one lesson of the teachers they should interact with the students through which the teaching part can be understood.

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...contd. from page 1

enhancement issues. There is no scope for infringement of autonomy of institution during the process of their interaction. However, the perception of infringement of autonomy comes into play when a university attempts to violate the guidelines framed for coordination and maintenance of standards or when UGC attempts to interfere administratively with universities. The perception of infringement also come into play when universities -which are funded by exchequer through UGC - approach UGC for funds for new programmes and UGC owing to lack of funds allocated by exchequer find it difficult meet their demand and the new programme does not get started. This gives the perception of infringement of autonomy.

If the university can create a corpus and is ready to meet expenditure out of this corpus for the faculty, research and other activities and does not ask for funds from UGC, there is no infringement of even perceived autonomy to do new things. On the contrary, UGC created a system of additional funding in the same proportion as mobilised by the university for corpus fund. Thus further helping them to become financially independent. If this is so, where is the need for graded autonomy to universities?

Yes, there is. This need has been felt particularly with the emergence of private self-financing universities enacted through the act of legislation by as many as 24 states in India. UGC has also provided guidelines for promulgation of private universities Act by the state government. The guidelines make state governments take care of it while passing private self-financing university act in the larger interest of maintenance and coordination of standards in higher education. This prohibits private self-financing universities to have affiliated colleges, it also prohibits private universities to have distance education programme, it also prohibits them to open their centre elsewhere and abroad without following certain standards and as approved by the expert committee of UGC. This again is stated to be done in the larger interest of academic quality and reputation of India abroad. But the process through which it happens normally results into delay and loss of steam on the part of the applicant. In recent past, UGC has also taken a route of issuing several guidelines/instructions to universities. This gave a sort of perception of infringement of autonomy. All India Council of Technical Education (AICTE) has an elaborate provision of approval under its Act which invariably curtails the autonomy of institutions to self-govern and it makes universities and colleges to run around the AICTE.

These new guidelines of graded autonomy which has been gazetted, as far as exchequer supported universities are concerned, bring nothing new, as any innovation they wish to carry out, they have to do with their own resources and without any demand from public exchequer.

As for as private universities are concerned, as they are self-financing, the state has ensured that they do not demand

any financial support for innovation and change, but they have to seek approval of UGC, AICTE and relevant other professional regulating bodies like NCTE, Bar Council, Medical Council and so on. In this respect and on the aspects of guidelines for Private Universities Act, it is certainly new and beneficial for private universities.

Ministry of Human Resource Development, Government India, through long arm of administration -made UGC to selectively, by taking the cover of Assessment and Accreditation, suppress the guidelines of UGC pertaining to Private University Act as also guidelines framed for the opening of their centres in their jurisdiction and their centres abroad by bypassing scrutiny of UGC. In fact, the notification, on one hand, selectively and discriminately favour universities categorized under graded autonomy, on the other, it has selectively done away with guidelines for framing Private University Act by state governments, by taking them out of the purview of UGC.

Besides this, the concept of graded autonomy based on the grading of universities by QS and Times Higher Ranking is flawed, as this rank may change annually. Similarly, NAAC grading may change after five years, but action, like opening a centre or starting a distance education programme, is perpetual and cannot be changed with the change in grading. In fact, all universities are autonomous and all need to be treated at par. The Gazette notification, by choice or by default, has done a great service to the cause of autonomy of universities (although selectively) by way of reducing administrative intervention by the UGC, AICTE and 11- 12 other professional bodies by exempting them from the practice of seeking approval.

The constitutional mandate of the central government is maintenance and coordination of standards in higher education. This was for long attempted to be done through UGC and overtime by creating councils in other professional subjects. These Councils took on the role of administration by incorporating the concept of approval, which in fact is an antiautonomy concept? Autonomy envisages that all decisions are taken by the legally constituted body, keeping in view the standards and protocols of quality as formulated by apex organizations like UGC, AICTE and other professional bodies, on their own. They could be subjected to review by the third party or quality assurance agency or through inspection in the event of public complaints.

The concept of approval is at the root of all problems often highlighted by universities and other institutions of higher education. The press reports on the prevailing rot in these apex bodies is on account of practice of requiring approval. The Gazette Notification has shown the way by reducing or even doing away with the practice of approval by these bodies. This new way of doing away with the concept of approval should be taken forward for universities and by all the apex organizations of higher education, namely UGC, AICTE and other professional bodies. This would be singular reform to restore the concept of autonomy of institutions of higher education in letter and spirit.

UNIVERSITY GOVERNANCE SHOULD BE FREE FROM OFFICIAL INTERFERENCE

M. ANANDAKRISHNAN*

The author highlights the importance of autonomy of universities for creation and dissemination of knowledge. He pleads for preserving it in the event of differences with funding and governing organization. He says for enabling universities to perform, external agencies and government should refrain from internal governance of universities.

Governance addresses how Universities and Higher Education Systems define and implement their goals, manage their institutions - physical, financial, human resources, academic programs, student life and monitor their achievements. Universities now had to deal with complex issues relating to admissions, appointments, curriculum, and financing as also the public image.

The key objectives of a university as generally understood are to disseminate, create and preserve knowledge and understanding by teaching, research, extension and service and effective demonstration and influence on society. It includes promotion of the spirit of intellectual inquiry and sustained pursuit of excellence. A major goal is to encourage individuality and diversity within a climate of tolerance and mutual understanding. The university is meant to extend the benefits of knowledge and skills for development of individuals and society by associating the university closely with local and regional problems of development.

Changing Nature of University

Some of the rapid changes in recent decades have major implications for university governance. The changes are reflected in vastly increasing numbers, changing curricula, growing student strength, higher expectations on faculty competence, newer fields of study for graduation, compulsions of research performance by students and faculty and so on. These shifts require new forms of relationship between the university and the State, in case of publicly funded institutions and the university and the Trust or the Society supporting the University in case of private institutions.

Role of Governing Boards

For universities to perform these functions effectively the government and external agencies should refrain from intervening in their internal governance. Governments should recognize that conserving the autonomy of these

institutions is essential to protect academic freedom, the advance of knowledge, and the pursuit of truth.

The ultimate responsibility for governance of the institution rests in its governing board (or executive council or syndicate). The board should establish effective ways to govern while respecting the culture of decision making in the academy. The board should approve a budget and establish guidelines for resource allocation using a process that reflects strategic priorities. Boards should ensure open communication with campus constituencies. The governing board should manifest a commitment to accountability and transparency and

should exemplify the behavior it expects of other participants in the governance process. Governing boards have the ultimate responsibility to appoint and assess the performance of the head of the institution. Boards of universities should play an important role in relating their institutions to the communities they serve.

Notwithstanding the differences among the funding responsibility or accounting pattern of the university, it is necessary to ensure the full autonomy of the University by arms length relationship

between the Governing Body and the funding agency. The involvement of all the stakeholders in the governing body such as the faculty, students, public, donors, the state, alumni and so on is necessary for ensuring the credibility of the policies proposed by the Governing body. The university should accept full responsibility for accountability to the society.

The Governing Body should avoid overregulation and micro management of the institution. It should lay down broad policy guidelines and performance targets and leave to the head of the institution and the members of the faculty and staff to fulfill the mandate. The Board should ensure periodic external peer review of the institution by eminent educationists, researchers and administrators. The present trend in the composition of governing bodies of prestigious universities is to involve a majority of eminent external members and keep to a minimum the ex-officio government officials or the representatives of the sponsoring body.

The key objectives of a university as generally understood are to disseminate, create and preserve knowledge and understanding by teaching, research, extension and service and effective demonstration and influence on society

* Professor M. Anandakrishnan is former VC Anna University, Chennai, Chairman, IIT, Kanpur

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. Research in Education

PHD THESIS

Title-"Education and earnings of clerical personnel in Surat city" Researcher Dr. BV Acharya, Guide Professor V.N. Kothari, Department of Economics, M. S. University, Baroda.

The study examines education and earnings of clerical personnel by taking a sample of persons working in commercial and non-commercial organizations and organized and non-organised sectors in Surat City. The analysis has been attempted by taking several parameters namely, education, parental background, history of job and horizontal and vertical movement of persons in clerical occupation. It has examined nature of job and qualification to do that job and wage differentials.

Key Findings:

- (i) The analysis reveals that the white collar jobs have been traditionally manned by upper-caste persons and this is found here also in this occupation. It comes to 68.71 per cent in the / organized sector. This is the reflection of social hierarchy in the society. The interesting point observed in our sample is the absence of persons from artisan class.
- (ii) It is found that this occupation is a middle class phenomenon and is filled in by more and more persons from economically lower strata of the society. The data of parents' income and occupation support this, 60 per cent parents are/were engaged in services. While 88 per cent parents have had income per year in the range of Us. 1000 - 10,000 in the organized sector.

- (iii) The picture of social mobility has not changed much at least from the parents* income and occupation criteria point of view. It is still a service oriented class with low income level. From the educational level point of view, it has changed for better both in case of parents as well as for clerks themselves. It is better in case of clerks than their parents.
- (iv) The analysis of profiles of poverty shows that some of the clerks* families are bordering near the poverty line. They are either below it or near to it. We found 8 per cent of families below poverty line in the organized sector and 20 per cent in the unorganized sector.

Education, Age and wage differentials among Organisations;

The study found that:

- (i) The inconsistency between the degree and the nature of work has been observed to a certain extent in this clerical occupation. This is especially true in case of Science Graduates with subjects like Chemistry, "Physics, Botany, Agriculture etc. who have no scope here to apply their knowledge. Out of total 143 Graduates and Post Graduates, in the organized sector, 29 are Science Graduates and post-Graduates and 26 out of them are with these subjects, which comes to 18 per cent of the total. It seems that in this clerical occupation there does exist 'Job-Wage Illusion*'. The job earnings are not altered but education earnings are altered. In such a situation not only earnings of Matriculate decline but earnings of Graduates also tend to decline.
- (ii) The major finding of the foregoing analysis is that there is a wide disparity in the total earnings between the clerks in the organized sector and the unorganized. Here the ratio has been found to be 2:1. The average earnings in the organized sector are almost double. But within the organized sector itself such a wide disparity is found in total earnings between the commercial organizations and non-commercial organizations. Here also the ratio is 2:1. The earnings of clerks in the commercial organizations are double than those engaged in non commercial organizations.
- (iii) That there is no distinction between the position of a Matriculate and a Graduate clerk. They are treated at par for all practical purposes. And secondly in this occupation what matters more is what type of organization one is able to get into rather than his Qualification.

Title - Quality Management in Higher Education - A study of MBA Colleges in select districts of

coastal Andhra Pradesh, Researcher KVV Murlu Someswara Roa, Guide - Professor KVNB Kumar, Acharya Nagarjuna University. Completed 2011

The study has been carried out on sample of colleges offering MBA Programmes. Analysis has been done by taking several quality parameters namely, teaching - learning process, Experiential learning system in management schools, Infrastructure, Role of Director of management schools separately analysing for schools in rural and urban locations.

The Main findings of the study are:

- (I) Factors contributing for academic excellence of faculty in rural and urban colleges
1. Most of the qualified teachers prefer to join colleges located in urban areas than in rural areas. The faculty in urban areas is found to be relatively more qualified (28%) than the faculty in rural areas (10%).
 2. Experienced faculty is found to be higher in urban areas (68%) than in rural areas (20%). > Relatively more number of faculty in urban areas (62%) have reported being appointed after selection by a properly constituted selection committee than in rural areas (24%).
 3. Additional degree obtained by an incumbent faculty is considered as an improvement in qualification. Relatively more number of urban teachers (60%) have acquired additional qualifications such as M.Phil / PhD when compared to teachers in rural colleges (22%) during their in-service
- (II) Quality of teaching learning process
1. Deficiency in the number of teaching faculty as per AICTE norm is found to be less in urban areas (9%) than in rural areas (21 %) and the difference is found to be statistically significant at 5% level.
 2. Students in urban areas ranked their teachers as practicing relatively better pedagogy when compared to rankings given by students in rural areas. > Teachers in rural colleges covered relatively higher percentage of syllabi during the academic period compared to teachers in urban colleges. >
 3. An aggregate index is obtained (using factor analysis) to identify the levels of extent of quality of teaching. It is indicated that while only 31% of the students in rural colleges ranked their teachers high or very high in quality of teaching, as high as 69% of the students of urban colleges ranked their teachers as high or very high quality. c) The following are the major findings on the analysis of students'
- (III) Experiential Learning systems/ Programs in Management Education:
1. While only 27% of the students in rural colleges

expressed that their participation levels are high, 44% of the students in urban colleges expressed that their participation levels are high. 56% of the students in rural colleges expressed that they exhibited their skills through presentations in personality development activities while this is as high as 71% in urban areas.

- (IV) Student development programs initiated by the institutions
1. Guest Lectures: Impact of having a Director for MBA department is observed in the case of organisation of guest lectures. Only 29% of the colleges having no Director exclusively for MBA program organized 7 or more guest lectures during the last three years, while the corresponding percentage is as high as 59% in the colleges having a Director exclusively for MBA program.
 2. Establishment of Industry Institution Interaction cell: Around 47% of the colleges having an exclusive Director and 39% of the colleges having no exclusive Director for the department have established Industry Institution Interaction cell. >
 3. Organisation of Entrepreneurship Development Programs: Colleges with an exclusive Director for MBA program or no exclusive Director are not found to be very different in terms of organization of entrepreneurship development programs. In both cases less than 40% of the colleges have organized such programs. >
- (V) Role of Directors in management of quality in the institutions.
1. In the selected sample of 45 colleges, 22 are rural colleges and 23 are urban colleges. Further among the 22 rural colleges 11 have Directors exclusively for MBA Program while among 23 urban colleges only 6 have Directors exclusively for MBA Program and the remaining colleges are run by a common Director/ Principal for all courses including MBA.
 2. Quality policy: As high as 47% of the departments having an exclusive Director stated that they have a quality policy, while only 14% of the departments having no exclusive Director but run under a common Director/ Principal stated that they have quality policy. This shows that existence of an exclusive Director for MBA program has a significant impact on explicitly stating the quality policy of the institution.
 3. Students' Performance: Performance of students in most of the colleges under the leadership of exclusive Director is found to be relatively better (82%) than in the colleges under the leadership of common Director/ Principal for all courses including MBA (64%).

AUTONOMY TO COLLEGES

Focus of MHRD, Government of India seems to be on granting autonomy to colleges and graded autonomy to Universities. Guidelines issue for Autonomous Colleges, seems have added a clause for suo moto grant of autonomy to colleges which have been accredited by NAAC at 3.5 score. This has raised debate among the teachers of higher education in particularly Delhi University Teachers Association (DUTA). There are several apprehensions among the teachers with regard to possibility of state withdrawing funding to educational institution and fear loss of brand of Delhi University. The scheme has been operation since implementation of New Education Policy, 1986 and programme of Action, 1987. DUTA and All India Federation of Teachers' Associations also opposed the scheme at that time. The scheme as a response to give freedom to colleges to frame their curriculum, carry out teaching learning process and conduct examination of students award marks. Universities were mandated to award the degree. A good number of colleges in southern part of country - particularly Tamil Nadu successfully experimented with the concept and immensely benefited from funding given by the University Grants Commission. As on 2017 almost 30 percent of Autonomous colleges are Tamil Nadu i.e. 181 out of 621 total College in India spread over 24 states and 104 Universities. Of this 170 (27%) are Government Colleges and rest are private- non-government colleges. In fact Policy and Programme of Action in 1987 had envisaged granting autonomy to about 500 college within that plan period. However, many state government, in particular then West Bengal Government opposed it in Central Advisory Committee on Education. Many state universities had to introduce the provision in their Acts to award autonomy to colleges. The pace of growth has been very slow. In some of the states, in particular Rajasthan, the state government revoked autonomy of five government colleges after they have successfully worked for five years. Frankly speaking not only teachers' association are opposed it, even directorate of higher education and even universities may be silently opposed to it.

The issue therefore, requires a deeper analysis. This colonial legacy has seeped into minds of teachers, administrators, even students as the system so structured that everybody escapes the challenge which the present state of development has posed the nation. If students do not get gainful employment after their studies, blame is on university, if innovation does not take place blame is on university and government. If innovations are carried out by the autonomous colleges and it conflicts the interest of other university students, the award of marks owing to innovation in teaching and learning and evaluation are discounted by the university. Still those colleges, who wish to assert academic freedom, they avail the opportunity by opting for autonomy.

Need for creating fourth tier structure in higher education: Many universities and deemed to be universities as an autonomous higher education institutions have come up both under public and private sectors. In fact number of universities under private sector has surpassed the number of public universities, just in a period of 10 years. They all enjoy autonomy. However, many colleges both under public and private sectors, particularly self financing colleges have come up during the last 10 years. They have also surpassed the number of public colleges. Today, number of colleges stand as nearly 40 thousand colleges. They all have come up as affiliated colleges. Question therefore, arises why not colleges can be given status of university in three tier structure of Central, State and Deemed to be university. There could be fourth tier structure. As state unitary universities are small in size, as the deemed to be universities are smaller in size than state unitary universities, why there cannot be, yet smaller in size college university. If this concept is added (through an amendment of the Act) to the University Grants Commission Act along with section 3 of UGC Act granting institution to be deemed to be university, it can be under section 3 A as deemed to be College University, having autonomy and ability to grant its own degree. This will only ensure change which has been pending for the last 3 decades. Present form of granting autonomy has made autonomous colleges to seek deemed to be university status, and many of them have got this status. Instead of following this circuitous route, it may be appropriate to grant " College University" status to all those deserving colleges. There in our country more than 5 thousand such colleges exist which have successfully worked for more than a decade and have made their own position in academic world. In fact a system need to be designed as to have this fourth tier in the university system of India. Incidentally, there is no system of affiliated college in the world except south Asian Region.

HIGHER EDUCATION EMPOWERMENT AND REGULATION AUTHORITY-HEERA

After a lull for almost six months after the first meeting in September, 2017 HEERA - a proposed bill to reform the higher education is again in news. Other day Economic Times carried a report on finalization of HEERA shortly. News mentioned that several committees are working in UGC to finalize outcome based learning indicators for various courses and programmes. It also pointed out that all the apex institutions of Higher Education namely, University Grants Commission, All India Technical Education, National Council for Teacher Education and other professional apex bodies are going to be merged in HEERA. There will be only one body HEERA to deal with all the aspects of higher education. It also mentions that present method of funding of institutions of higher education would be separately handled by another

committee. Scrapping of above named Apex organization of higher education has been in news for more than decade. First this issue was raised by National Knowledge Commission headed by Sam Pitroda. Second time by another committee on higher education set up by MHRD and headed by Professor Yashpal. Third Time very recently in the report of input for formulation of national policy on education headed by Shri TSR Subramaniam. Yet another committee headed by Dr. Kasturi Rangam is working for formulating the policy. One is not aware, whether HEERA is also part of deliberation of this committee. College Post had carried an editorial on this aspect in its issue of April-June, 2017. College Post had mentioned that it would be democratic and appropriate if the details of proposed bill are shared with academics before it is put to vote in the Parliament. It also stands by this request today. Interested reader may have a look at it. Old issues are available on www.seededu.org website.

CENTRAL UNIVERSITIES ARE IN NEWS

Central Universities are in news for varying reasons. First Hyderabad University was in news, when Vemula, a research scholar committed suicide. Then JNU came into news on charges of sedition and president of JNUSA was jailed and then released. Since then, JNU has been in news for one or other reasons. It could be owing to address by Anupam Kher or Gen. Bakshi on the campus. More recently JNU has been in news on the aspect of harassment of students by a teacher. Delhi University has been in news for graded autonomy and autonomy to colleges. A few months back BHU was in news owing to strike by girl students in BHU hostel on account of harassment. Recently AMU has been news on account of Md. Ali Jinnah portrait on the campus. This news has brought two reports in Times of India, One by Aakar Patel and other by Santosh Desai highlighting character and role played by Jinnah in defending sedition case against Bal Gangadhar Tilak and winning it for him other saying Jinnah's Views on Indo-Pak relationship and nature of Pakistan State as Jinnah visualised. All this apart, controversy still persists regarding portrait of Jinnah in AMU. The latest addition in the row is Jamia Millia Islamia University, New Delhi. Students are engaged in attack and counter attack. Some of the politicians have also pitched in. All these go on while students are engaged in studies and examinations.

Let us hope Universities get into news for research and development they carry out. Recently IIT, New Delhi showcased innovations done by its students on several technology supported devices for public use. More of such innovations and research on social issues may really bring universities in news for right reasons. Researches done in universities are often highlighted by the media abroad, but Indian media have yet to develop nose for such news.

UGC TO ISSUE INSTRUCTIONS TO UNIVERSITIES ON DOS

UGC likely to issue instructions to institutions of higher education on dos for achieving certain quality parameters in institutions of higher education. The latest news report in Economic Times states that on the lines of instructions issued by MHRD to AICTE for technical institutions, MHRD is likely to tell UGC to issue instructions to institutions of higher education on curriculum revision, Orientation of students in language and fundamental concepts of subjects and training to teachers. The report says such instructions are likely to be issued by the end of May, 2018. The question that arise is are universities not adequately empowered to take their own decisions on enhancement of quality of education? Does Central government and UGC has to intervene in working of universities and issuing instructions to them? On one side Central Government is working for granting autonomy to universities on the other hand it wants to give instructions to institutions to what to do. This sounds a quite contrary approach.

TRACKING BACK

Education is defined as making progress from one level to another. Progress in system of educational governance is also defined as taking newer and better steps to provide excellence in education. In 2009 with the promulgation of Right to Education Act, some new steps were taken to introduce Comprehensive Continuous Evaluation and no-detention of students upto to primary and elementary education level. These were steps to reform the education process and governance. The concept of CCE was progressive and tended to define new role of teachers and class room practices. It also tended to define new process of learning and acquiring knowledge by students in more friendly and free from fear of failing atmosphere. This reform also meant to reduce bureaucratic authority of teachers over students. Certainly there were difficulties in implementation, but concept of CCE was geared to usher the system of schools to new form of teaching and learning. It might have replaced colonial system of rote learning and reproduction in the examination. But the re-introduction of examination at 5th, 8th and 10th levels and introduction of detention policy has killed the chance to reform the school education system.

It conveys the messages that Kingship is better than democracy. Democracy has all the ills and problems, yet has given hope to people to self govern and people regularly work to make it a success in spite of all the limitations and ills. The tracking back will send a message that any reform for development which is difficult to implement should be tracked back. If that happens, it will be a bad day for progressive outlook and change for better.

HIGHEST PERFORMING UNIVERSITIES OF WORLD

A report of Universitas 21 says that "Finland's universities are the highest performing in the world when countries' levels of economic development are taken into account, according to a ranking of national higher education systems" It further states that ".The Nordic country has overtaken Serbia to claim pole position in the Universitas 21 development-adjusted ranking for 2018, up from sixth in last year's table"

The study was conducted by Ross Williams, Emeritus Professor of Econometrics at the University of Melbourne. He said Finland achieved a "higher relative score on web impact". The web impact measure the visibility of and impact of its universities "online presence and publications.

An alternative to other ranking namely, THE and QS which ranks individual Universities, The Universitas 21 rankings are created by a global consortium of research universities to compare the performance of countries by taking GDP indicator.

The Times News says that "The rankings are based on 24 separate variables, including the number and impact of research articles produced, university enrolment and graduate employment, a qualitative assessment of a country's policy environment, and spending on tertiary education as a proportion of GDP." Further "the development-adjusted ranking is measured by adjusting GDP in purchasing-power parity terms to compensate for different prices across countries"

Professor Williams stated that Nordic countries in general achieved high scores in the ranking "because of high government expenditure, and strong links between universities, industry and government"

Source and Courtesy: Times Higher Education News.

STUDENTS OF COMMUNITY COLLEGE IN US CANNOT AFFORD FOOD AND HOUSING CONSISTENTLY

A report by Michel Levenson states that "Nearly half of Massachusetts' community college students and a third in the state colleges and universities cannot afford consistent access to food and housing, according to a new study that found an alarming number of students unable to meet basic needs as they pursue their degrees."

Report further states that "In a state that prides itself on its world-renowned private universities, the survey showed that students in the public higher education system struggle to pay for food and housing in ways that go well beyond the stereotypical image of students scraping by on ramen noodles in apartments crowded with roommates."

The report mentions that "Among the state's community college students, 13 percent reported that they were homeless in the past year, with most of those saying they did not know where they were going to sleep,

even for one night, or had been thrown out of their home." Source and Courtesy: Mercury News, Michael Levenson GLOBE STAFF MAY 10, 2018

OPTIONAL PRACTICAL TRAINING (OPT) A ROUTE TO IMMIGRATION TO US

Pew Research analysis of U.S. Immigration and Customs Enforcement data obtained through a Freedom of Information Act request reveal that "The number of students authorized to work under the "optional practical training" program has grown 400 percent since the federal government in 2008 increased the amount of time graduates with tech, science and math degrees could remain in the United States and work,"

The report further states that "Northwestern Polytechnic University in Fremont, which ranked first in colleges of its type for the number of OPT participants, with 11,700 during a 12-year period. Some critics have alleged the school is a "visa mill" giving foreign students an improper path to U.S. employment, a charge the school has denied in the past.

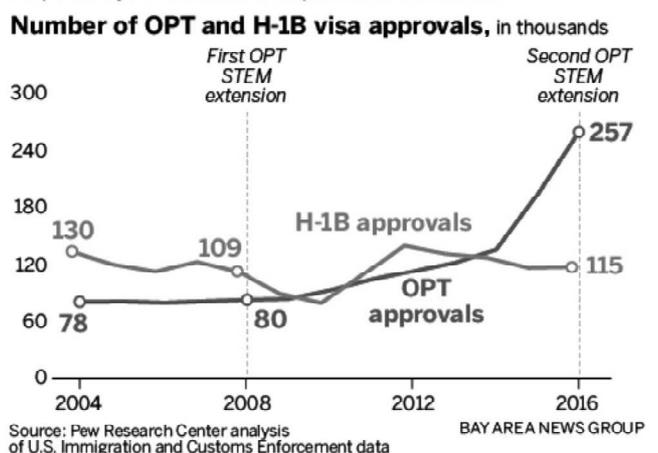
Pew Research found that "San Jose and San Francisco are among the nation's top destinations for graduates in the OPT program,"

Neil Ruiz, author of the report issued recently, which covers the period from 2004 to 2016 states that "We've seen this huge growth in foreign graduates staying under OPT, and most recently it has surpassed the largest temporary-employment visa program, which is the H-1B,"

The graph given below vividly show growth of OPT and H-1B visa:

OUTPACING H-1B APPROVALS

In 2016, approvals for Optional Practical Training, a federal work permit program for foreign students and graduates, were more than twice the approvals for H-1B visas. Two "STEM extensions," in 2008 and 2016, gave an additional 17 and 12 months, respectively, to the base-level permit of 12 months.



Source and Courtesy: Mercury News-Ethan Baron, May 11, 2018

Our, HMV College, Una is located in rural area of Gujarat. It is close to the beautiful coastline of Diu. This is historically and scenically attractive place. Sea is relatively calm and serene. Students come from villages and coastline of the sea. Motivating and encouraging them to participate in academic and other activities was a challenge for me. Added to this was the challenge of motivating and encouraging faculty members to take up the new mode of teaching-learning. We started with NSS for girls and boys and then NCC. This offered them opportunity to discipline, feel the importance of national security and social concern through activities under NSS. This inspired many and students achieved excellence award in NSS at national level.

Ours area being backward in the state of Gujarat need special attention and provision for language lab in English and computer education for students. We started English language lab. Computer lab and diploma and certificate course in computer education as early as 1998.

The other challenge was to change the practice of copying in the examination. Students always tried to pass the examination by copying. We deliberated with students and teachers about impact of this bad practice of copying in the examination on career and future development of students and quality of education. There was resistance and many students opted out to seek admission in our college as we were strict in examination and did not allow students to copy. Our management supported us in this endeavour. In due course of time, we succeeded and our college students' strength went up.

I happened to attend several National Conferences of Indian College Forum held at different places on important themes related to the development of collegiate education. This enabled me to share these developments with my colleagues. After initial hesitation was overcome through discussion the faculty members and students started seeing the importance of developments which are planned for our college. UGC support through some of the schemes has always been helpful in initiating new ideas and programme of action in the college.

We specially held a session on Career Counselling and teacher orientation with the help of SEED-CHEST. Teachers from different parts of this region were invited for orientation programme in our College. They actively participated in discussion and presented their views effectively. It was very inspiring for teachers and students to listen to experts from Delhi and enthusiastic participation by the teachers of neighbouring colleges.

The leadership development programme in higher education under its International Diploma Programme, offered by SEED-CHEST in digital and blended form covering several relevant modules was very helpful in developing a strategic plan for the development of our college. Report prepared during the International Diploma Programme became blueprint for the development of our College.

Nowadays there is a thrust for self-financing courses

to respond to market and societal needs. However, colleges located in rural areas find it difficult to mobilize funds and charge the full cost from the students for these innovative programme. Added to this is the high fees required to be paid to university for affiliating the innovative market need oriented courses. The high affiliating fees and full cost charges for the courses really deprive students of rural areas to benefit this change. We have to work out a method to overcome this problem by appealing university and the government to have special provisions to provide such courses at very reasonable affiliating and programme fees for rural area colleges.

One of the innovative things, as stated above. we did was to provide computer facilities to all the students to learn basics and other required programme as early as 1998, so that when they pass out they are ready for the job. This support was reinforced through good library and dedicated librarian and the language lab. This helped several batches of students from this backward region to gain confidence and jobs in government and corporate offices.

We have also registered about 100 students under the new concept of National Development Volunteer scheme floated by SEED-ICF, In fact, many new ideas occur, when we interact with principals coming from different parts of the country in ICF annual conferences. I have also actively engaged in organizational work of ICF.

Our approach was slow but steady; this is required particularly, when most of the students are coming from rural areas and from a relatively economically weaker section of the society. The slow and steady approach make students and teachers feel at home and step by step action enhance the confidence and quality of learning and participation of students in academic and social development programme. Therefore, the approach to be adopted for students from rural background has to be different from the approach to be adopted for students coming from urban background. What works in urban areas may not work in rural areas. Hence our effort was to understand the social, economic and educational makeup of students and prepare a strategic plan of college to help the process of education and development of students keeping in view the standards laid down by the university to which college is affiliated.

My message is, there should be slow but steady approach for the development of colleges, students and faculty in rural areas. I have succeeded and I hope others

will also benefit from this approach.



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Measures to Improve Learning Outcome of School Students Across the Globe: Learning to Realize Education's Promise. A World Bank Group Flagship Report, 2018 published by World Bank Group Flagship Report, A World Development Report, 2018 P.239 Saumen Chattopadhyay*

Education has remained the most critical ingredient for development by contributing to the making of 'man'. Education seeks to impart skill for higher productivity and increased earning resulting in higher economic growth and prosperity. In addition, education inculcates values to maintain social order and functioning of the democratic institutions. Only with education playing its due role, we are able to embrace a knowledge society and transit towards a knowledge economy. None of this is however possible if education does not translate into effective learning. In popular discourse, we take it for granted that education and learning are coterminous. Unfortunately, that is not the case. Rising enrolment and expansion of facilities have not commensurately translated into learning outcomes not only in India but world over. The recently published World Development Report (WDR) entitled, "Learning to Realize Education's Promise" published by the World Bank (WDR) on learning brings to the fore the importance of learning in contrast to the general notion of education to drive home the point that if learning remains poor, the basic purpose of education gets virtually nullified as without learning education signifies virtually nothing. The WDR points out that despite rapid expansion in the school facilities, learning has remained deficient in the developing world which amounts to terrible wastage of human potential and therefore grossly sub-optimal level of human development. It is a gross injustice as generations of people suffer permanently as the necessary skills like technology skills, higher order cognitive skills and socio-emotional skills to deal with the emerging challenges of life remain ineffective in absence of foundational skills in language and mathematics. This can be disastrous for the society as learning crisis leads to moral crisis.

The countries which have achieved spectacular successes are Korea, Vietnam, Peru Liberia, Papua New Guinea, Tonga, Malaysia Tanzania. These countries showed promise by launching programmes in society wide collaborative approaches to bring about systematic improvement in learning. Poor service delivery amplifies the effects of poverty and the most disadvantaged suffer the most. In rural India in 2016, only half of grade 5 students could read fluently text at the level of grade 2. The average student in low income countries performs worse than 95 percent of the students in high income countries. In New Delhi, India in 2015, the average grade 6 students performed at a grade 3 level in mathematics. More than 60 percent of primary level school children still fail to achieve minimum proficiency in learning according to one benchmark. In high income countries the corresponding figures are 99 percent in Japan, 98 percent in Norway, and 91 percent in America. In contrast, in low income countries only 14 percent students reach this level near the end of primary school level and in lower middle income countries 37 percent do. In the

upper middle income countries 61 percent attain minimum proficiency. Public funding and learning do not have high correspondence. In India excess teacher absenteeism in the public sector is estimated to cost US \$1.5 billion a year, the WDR mentions.

The WDR argues that effective policy intervention to improve learning requires focusing spotlight on the deficiencies and the gaps which entails an assessment of the learning outcomes. This requires construction of indicators or metrics. We also need to understand who are the relevant actors, how are they related and how do they contribute to the learning. It becomes an imperative to align actors to make the whole system of learning effective. Classroom innovations cannot have full impact because of technical and potential barriers, if the system as a whole does not support learning. Absence of schooling facilities apart from poor parenting and conflict add to the crisis. The Report argues and rightly so, that when parents see no benefits in sending their children to school, dropping out of the school system cease to face any deterrent. The cost of poor learning is not merely inflicted on the individuals as the entire nation suffers due to low competitiveness and poor productivity in addition to social disorder. Mobility of people in search of jobs remains restricted.

The WDR identifies the factors behind poor learning which is an essential step to adopt corrective measures. A part of the problem is political and a part is technical. Poor learning outcomes arise out of poor alignment among the various actors like private sector including the parents, politicians, civil society organisations, judiciary, peers/communities, bureaucrats, international actors who are all involved in simultaneous pursuit of many conflicting goals in addition to the technical complexity. The developing countries suffer from policy implementation. Further, it is often difficult to scale up a small successful intervention to the national level because of the conflict in the vested interests and weakness in the policy implementation capacity. Lowly paid contract teachers in Kenya brought about improvement in learning outcomes but the scaling up to the national level proved to be difficult. The diagnosis of poor learning outcomes lies in the absence of correspondence between performance and chances of contract renewal. The WDR advocates that the contractual teachers faced with clearly defined performance assessment indicators and an incentive structure will alleviate the problems of lack motivation and focus that the permanent teachers arguably suffer from. Unless these technical and political constraints are overcome, the low income countries remain trapped in low income level with high inequality. The WDR lists four interventions to address these problems. One, to focus on learning objectives and frame responsibilities of the actors involved to achieve these objectives; two, to provide for infrastructure and increased use of metrics for proper assessment of learning deficiencies; three, to provide for adequate finances and allocate it to realise the primary objective of learning outcomes and four, to design incentives for the teachers which should be directly linked to student learning.

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