

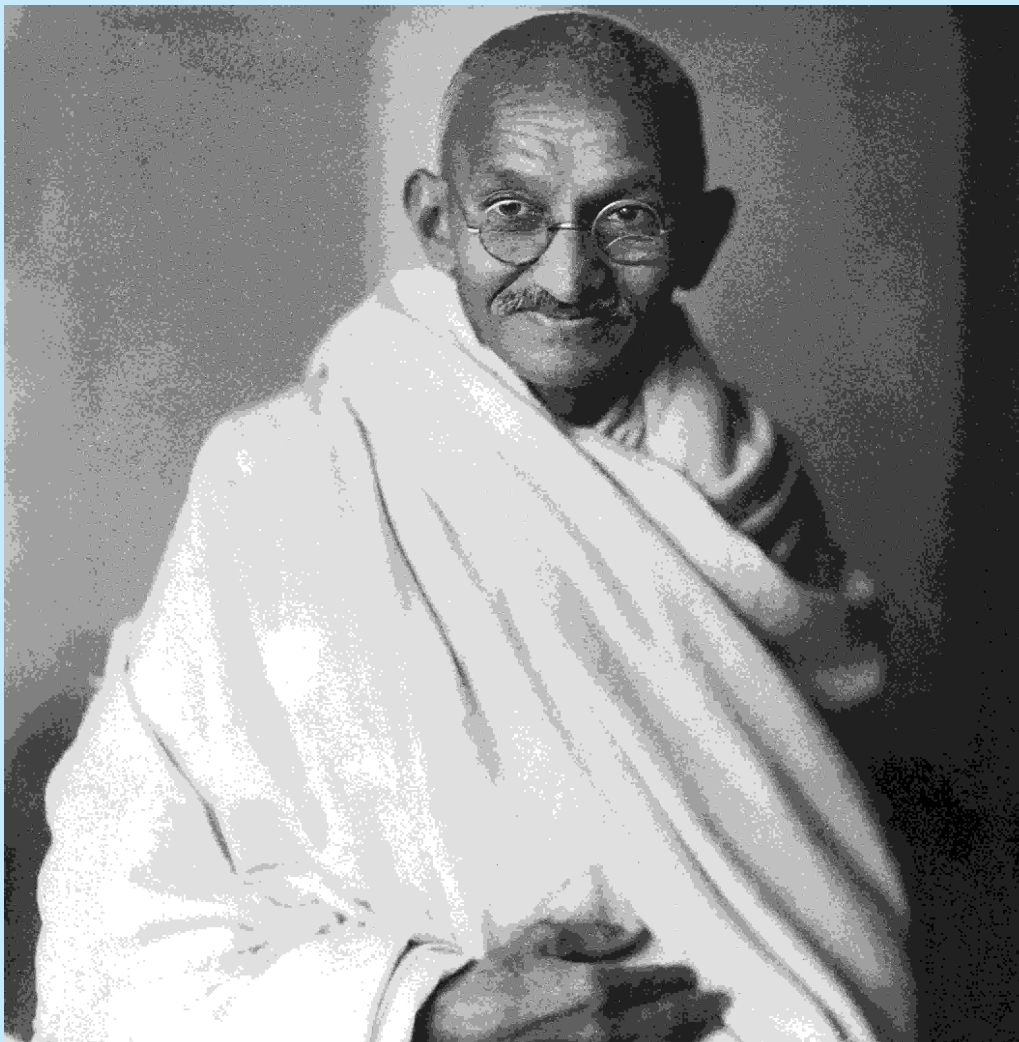
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# COLLEGE POST

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**Happiness is when what you think, what you say,  
and what you do are in harmony.**

— Mahatma Gandhi, born 2nd October 1869, died 30th January, 1948

*seed...*

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## EDITORIAL

**BHARAT RATNA FOR MALVIYAJI: CHALLENGES OF EDUCATION THEN AND NOW!**

Bharat Ratna for Pt. Madan Mohan Malviya is a recognition of the contributions made by the great person, beside other things, to create an institution to provide higher education to generations of Bhartiya with recognition of existing indigenous knowledge as also English knowledge resources. Banaras Hindu University, therefore, represented aspiration of people of that time. It kept pace with the developments at that time while taking advantage of existing Indian Knowledge resources in Ayurveda, Sanskrit, Mathematics and in other disciplines. However, over time desire to emulate and to follow what is happening in the western countries, BHU like other Indian Universities followed the same trajectory in its offer of programmes of studies. This in our view, is not in keeping with the dream, Malviyaji had. Period in which he worked to set up a University with community resources and funding for philanthropist was a yeoman task. Story

goes that one day early in the morning, Malviyaji approached local Seth for funds. Seth got angry and snubbed Malviyaji and offered pair of shoes as donation. It was great testing situation, but Malviyaji kept cool. He did not lose his heart. He kept working for setting up BHU. Now BHU over a period of years has trained several stalwarts in Indian society and provided opportunities to hundred thousands of scholars for higher education and research. In fact India has honoured itself by honouring the great educationist and freedom fighter of our country.

The challenge of education when Malviyaji set up BHU was to prepare persons, who while learning the modern knowledge will preserve and enhance indigenous knowledge, values, culture and fight against British denigration of Indian values, culture and knowledge resources. This was particularly so, as colonial rulers were out to destroy and denigrate what was indigenous. This was necessary for the colonial ruler so as to rule the masses of India. This was done through robbing people of India of their identity and instil inferiority complex among the people at large. This forced Indians to accept the British rules, laws, and culture and knowledge resources as superior to Indian values, culture, laws and practices. People of

that time could compare what was being imposed and what was available with them through generations. Setting up of BHU was an attempt to preserve what was best for Indian and provide an opportunity to people through system of education to appreciate this difference. However, after independence this fervour to preserve and promote what was indigenous has abed and everyone started following voluntarily, what colonial rulers attempted to impose on them. What we have today, after 68 years of freedom of India, is an appendage and outdated system of education and higher education. It has been developed consciously or unconsciously, ignoring the need of teaming millions of Indians. In the process it also ignored what the father of the nation Mahatma Gandhi wanted us to work for an Indian Identity in modern context. A system of education and development that makes people of India to be critical, creative, innovative and confident of their plans & actions and proud of their being Bhartiya. Although, there is great talk and media buzz about make in India, but will it be possible with given the present education system and model of development. If we wish to establish our identity, we need to revamp our education system and transform our centralized model of development. We also need to spell out- what we mean by make in India? Is it making in India for international trade and hoping that market forces will ameliorate poverty, squalor and dirt from the country? Or is it to engage masses in economic activities and in decentralized form of development so as to help achieving the objective of made in India for Indians and then for people of other countries. Taking pride in the past knowledge resources as symbols and stories may inspire us, but will not help achieve made in India dream. It is through research and development and development of quality human resources, who are creative, critical and innovative will help made in India dream realize. This appendage model of education, economy and market integration with developed economy through various bilateral and multilateral agreements, non-agriculture market access, with ideologue from IMF and World Bank will hardly help achieving the dream of made in India for Indians. Therefore challenge before drafting committee set up by GOI on new education policy is to match modern needs and needs of teaming millions living in villages and free education from present appendage model of western thought process.

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G.D. Sharma

**Co-editor**

Baldev Mahajan

### NATIONAL EDUCATION POLICY

Ministry of Human Resource Development has the wider consultations for framing National Education Policy. First National Education Policy was framed in 1968 followed by Education Commission Report 1964-68. The thrust of the policy was expansion to achieve universalization of primary education, strengthening secondary school Education and expansion of higher education with a focus on equity and quality of higher education. After 20 years of operation this policy, in early 80s a Teachers Commission and School and Higher Education was constituted. This Commission submitted its report in mid eighties. Following this an exercise was initiated by MHRD to frame National Education Policy by organizing debate and discussion and circulating a document Challenges of Education. After receiving inputs from several quarters National Policy on Education was formulated in 1986. Followed by Programme of Action to implement the policy of schemes like autonomous Colleges, Academic Staff Colleges, faculty improvement programme and several others to meet the challenges of equity, quality and relevance. In 1992 Ramamurthy Commission (during brief Janta Party period) attempted to revamp education through several suggestions. However, no new educational policy was drawn. During the period of NDA government attempts were made to change contents at the school level through national curriculum framework. Two stints of UPA government completely ignored the need for framing new education policy although enough water had flown over the bridge after India signed WTO agreement, and new devices and information technologies were introduced in India and world over. College Post has been urging for framing a new education policy since 1995 and more particularly after India adopted the policy of liberalization. Towards the end of UPA government an attempt was made to set up National Commission of Education. Some debate and discussions were held by the then MHRD minister Shri Pallam Raju. But the matter could not progress further as elections were announced. The new government has announced that it is not setting up national commission on education, instead it will have wider consultation starting from villages to Zila Parishad to State and culminating at national level as inputs in framing National Education Policy. As a follow up of this, wider consultation took place with regard to getting inputs for National Education Policy. In the field of Higher Education several groups were constituted and deliberated these in different parts of the country on different themes. Reports of these discussions seem to have been sent to MHRD. Two of the groups namely, Internationalization of Higher Education and Teachers in Higher Education were attended by President, SEED. A committee to frame National Policy on Education has been set up with its Secretariat in NUEPA. It is like to submit its recommendations. The policy will address the following issues:

- (i) Whether this form of education at school and higher education - structure, contents, methods of delivery, evaluation and certification, system of governance would best serve national interest?
- (ii) Has the present system helped development of creative, critical, questioning and innovative mind sets with energy and resolution to implement what is best for India?
- (iii) Has the present system of education re-enforced Macaulay in spirit and practice?
- (iv) Has the system served teaming millions of India by development of knowledge, skills, values, culture, R&D and critical mind set?
- (v) Has it created a system to serve the interests and market needs of developed world?

These are somewhat fundamental issues which need to be addressed before one draws a policy of education for India.

### RANKING FRAMEWORK

UGC has brought out a ranking framework for Universities and Colleges in India. The same can be seen from UGC website. This framework needs to be debated in the light of framework of NAAC and NBA for accreditation of institutions of higher education.

### NEWS FROM STATES

#### Sikkim

Debashish Chaudhary, Secretary ICF Meghalaya Colleges and Principal Women College Shillong has been appointed as Controller of Examination, Sikkim Central University, Sikkim. ICF congratulates him for his appointment.

#### Kerala

Dr. Bhaseer Ahmed, principal of ICF member College from Kerala has been appointed as Vice Chancellor, Calicut University, Calicut. Kerala

#### Uttar Pradesh

DAV College Muzzarnagar, UP under the leadership of Principal Sexana held one week youth fest. Students of the college put up grand exhibition of their innovative work and models. Dr. G.D. Sharma, former Secretary UGC and President SEED inaugurated the youth fest. While inaugurating the fest he said he was very pleased to see the innovative approach of the college in involving students in creative and cultural activities. He appealed to young students to be part of National Development Volunteers to serve the society and for their self development.

#### Gujarat

NDV programme has been started in HMV College, Una, Gujarat. 100 students from the college have registered as volunteers.

## FACTORS AND FORCES THAT INFLUENCED THE CHANGES AND DEVELOPMENT OF HIGHER EDUCATION IN INDIA

DR. G.D. SHARMA\*

*System of education and higher education is normally influenced and shaped by the socio-economic and cultural need of the society. But if society is ruled by outside forces, system of education prevailing in a society is mended to suit the needs of outside forces. Societies even after gaining freedom from outside forces find it difficult to change it to suit needs of its teeming millions owing to several forces unleashed by the outside rulers.*

This is first part of a Monograph on Changes and Diversification of Higher Education in India. An abridged version of this monograph has already been published in "India Higher Education Report 2015", edited by N.V. Varghese and Garima Malik, published by Routledge, a Routledge India Original.

### PREMISES

There is a close relationship between education and socio-political and economic developments in a nation state and in the world. In the sector of higher education this relationship is more pronounced. Some time developments in higher education, through research and innovations (including technology) cause the changes in socio, economic and political scenario of a nation. Some other time socio-political and economic changes cause the changes in higher education. During the previous quarter century several changes have been noticed in higher education world over including India. These changes are influenced by thought processes being discussed and opinion expressed at the apex level organizations like UNESCO, WTO, World Bank, IMF, ILO, OECD and indigenous apex level funding and opinion building organizations. These are also influenced by political, economic and social outlook of policy makers in a nation state. It may be very useful to analyze the kind of changes that have taken place in Higher education in India. Keeping in view the past developments and pressing need of the economy and society. It may be pertinent to conjuncture the likely changes that may take place in the future. The aspects that need to be explored with regard to change are:

*India is unique country with regard to development of higher education. It has history of oldest universities in the world imparting education in Astronomy, Mathematics, Geography, Religion, Art and Architecture and so on.*

changes in institutional arrangements, programme, content and delivery and outcome of learning in higher education, participation of students' belonging to social, economic and regional deprivation and of those so far left out of the streams of higher education, speedy and cost efficient response in institutional set up and management of system of higher education. There, it is proposed to analyze the diversification in higher education in India, keeping in view the above premises.

### I INSTITUTIONAL DIVERSIFICATION: HISTORICAL PULL AND MODERN PUSH FACTORS.

India is unique country with regard to development of higher education. It has history of oldest universities in the world imparting education in Astronomy, Mathematics, Geography, Religion, Art and Architecture and so on. Oldest universities are known by the name: Nalanda, Taxshila and Vikramshila. Chinese scholar Huesan description of these universities and their students

studying in them from various parts of the world is testimony. These institutions were one of the oldest institutional system of higher education with international participation. Though knowledge system in India has been still older to this time, when scholars engaged in creation, generation and dissemination of knowledge formed sort of continuums from one generation to another generation. Some of the best treatises in written form were developed over centuries. Names of authors were kept at the background or even not mentioned. History of this development is still preserved in the form of Vedas, Upanishads, Vedic Mathematics, developments in Astronomy, Art, Literature, Natya Shastra, Agriculture, Medicine, Surgery, Economics, Laws and so on. Institutional set up from Gurukul to Universities, and tradition of creation and generation of knowledge has been the hallmark of Indian higher educational history in the world. It may not be out of place to mention that this system of

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knowledge creation and dissemination helped people to develop agriculture, industry, manufacturing, architecture, system of health management and cure, international trade, education of two third of its population and an adjective to India as Golden Bird. This, however, has been relegated to background, owing to changes over a period of time. This past history of 5000 years of India, however, lurks in the minds of educated in modern education system and in the family, community and peer group learning and by those not so educated in the modern system of higher education. As, whenever, a change takes place in India, there is always pull of history and push of modern system of knowledge creation and dissemination. No wonder, whenever some new developments take place in the institutional development and development in knowledge, Indian academics tend to link the same to this past. This is evident from the name we give to scientific development today, name we assign to new institution and knowledge. We have names like Gargi College- based on one of the great mathematician of the past, but the college imparts modern arts and sciences education. Names of our satellites and names of our eminent institution- like Bhaskeracharya and even new higher education channel - as Vyas Channel of higher education are examples of the pull of our past history. Hence in India, whenever institutional changes in higher education have taken place, pull and push forces have operated. Push forces were global in nature and had direct bearing on development in science and technology of today as also a sort of example that developed countries have gained in economic and social eminence through this knowledge. Hence this knowledge and institutional mechanism to create and impart to population will only help development of rest of the world. This push force was initially backed by political dominance of outsiders in India and much more strongly during British colonial rule in India. Here institutional and knowledge creation and change was not only pushed in the interest of colonial masters, but indigenous knowledge was demonized, denounced and stopped through state machinery. Hence modern development and diversification in institutional set up has, by and large been through push factors, to start with colonial period and after independence, being in the race of development in this globalized world to illustrate the same model.

#### **PHILOSOPHICAL BACK-UP OF MODERN UNIVERSITY SYSTEM**

Indigenous system of higher education was of no use to colonial rulers; rather it became hindrance to their design of governance and the model of development. Therefore, under the guidance and philosophical back up based on Macaulay Minutes - on education,

presented in British Parliament in 1835, para 34 ....". We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, ---- a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population" (1). Macaulay was very scathing critic of Sanskrit and Arabic knowledge, literature. In his view was native knowledge, literature was inferior to European knowledge and literature. He pleaded British Parliament to set up English language schools and institutions higher education replacing Sanskrit colleges and Arabic Madrasas. These minutes laid the ground for creating new education system in India and discouraging education in native Sanskrit and Arabic knowledge. This system obviously meant to help colonial rulers in their development design and exploiting natural resources to the need of their industrial development as also preparing human resources that would help in their governance and in the model of development. This was done through body of knowledge developed by them in their own language i.e. English. Hence first modern university system came to be established in India, in 1857, after 20 years of this philosophical back up note, as also soon after first war of independence, which was called mutiny in 1856. These universities were patterned on the British University System- namely Bombay, Madras, and Calcutta- port towns of India facilitating trade and commerce with colonial rulers. Content and body of knowledge to be imparted was from British Universities, history, literature, geography, economics, sciences and so on. These Universities also affiliated colleges imparting degree education programmes.

University of Allahabad, Allahabad (UP) was set up in 1887. Most of the Universities and educational institutions came up during the 1856-1945 were basically replica of these universities and body of knowledge being imparted in them mainly came from Britain. There are some exceptions to this situation. Some of the institutions and colleges came with Englo-indigenous system of education, with introduction of some of traditional knowledge of Sanskrit literature and values and culture. Two universities came with the community support and initiatives taken by two eminent persons, namely, Banaras Hindu University (1916) at Banaras with the effort of Pt. Madam Mohan Malviya and Aligarh Muslim University (1920) at Aligarh by Sir Sayyad Khan. Both attempted to resurrect traditional knowledge and attempted to impart modern knowledge.

It may not be out of place to mention that all university level institutions in the initial phase came with the support of community and people. Subsequently it was promoted by erstwhile Princely states, University of Mysore (1916) by Mysore Princely state. Osmania University (1918), Hyderabad by Nizam of Hyderabad. Patna University, Patna, (1917) and Delhi University, (1922), Dr. Harisingh Gaur Vishvavidyalaya, Sagar (1946) supported with individual donation of Dr. Singh, and so on.

Bombay, Calcutta and Madras universities affiliated colleges in their regions and controlled their programmes of studies, system of teaching-learning through the system of examination. Banaras Hindu University and Aligarh Muslim University were unitary in nature and did not affiliate colleges. Hence the concept of Affiliating and Unitary University started during pre- independence period. After independence BHU, AMU, Delhi University were financially supported by the Central Government. These were termed as Central Universities.

#### AFFILIATED COLLEGES

The concept of affiliated colleges was started by British government with a view to control the education process through universities at the district and local level. Since objective of education was to prepare persons for administrative and other supportive work for colonial masters it was very essential that education of students in colleges is controlled by the programmes of studies being offered by the universities and degree to be awarded by universities after due system of examination. Therefore, all colleges offered arts, science, Commerce, Education, law and other programmes as per provisions of respective university. Colleges did not have authority to either decide the programmes of studies, contents and system of evaluation. The colleges during the colonial period were established as affiliating colleges. This practice continues till today.

Many colleges were established during pre-independence period were supported by community, religious groups, and princely states, Dayanand Anglo Vedic Colleges, Ramakrishna and Vivekanand Mission Colleges, Christian Mission Colleges, Wakf and Muslim Education Society Colleges and there were several religious seats and sects supported colleges. Colleges were set up by social movement organization and industrial houses such as people's Education Society, Bhawans College, Birla institutes of higher education. There were also government supported colleges. Hence, till India became independent of colonial rule, institutional system of affiliated colleges and universities had taken wide spread ground in India.

Universities were integrated system, wherein all disciplines and subjects of knowledge were imparted directly through departments or through its affiliated colleges/ constituent colleges. There were around 500 colleges affiliated to respective universities spread over the country. These provided Arts, Science, Commerce, Engineering, Medical, Theology, Law and Sanskrit education. This development also set up a framework of future changes in higher education in India. Pull factors made Indian to link with indigenous knowledge, names and systems and push factors made them to link it with modern and state pushed system of institutional mechanism, body of knowledge, system of creation and dissemination and evaluation of attainment of knowledge was the same as was prevalent in Britain with some exceptions, and was deeply institutionalized. There was always a lurking desire to link it with pre- colonial glorious past. Along with this the indigenous system did continue in the form of oriental education institutions. Ayurvedic, yunani medicine institutions, Sanskrit education institution and so on, however, these existed without the state recognition and support.

#### PHILOSOPHICAL BACK-UP OF UNIVERSITY SYSTEM AFTER INDIA ATTAINED INDEPENDENCE

Freedom of India from colonial rule was attained after struggle by various groups- Bhagat Singh, Chandreshakhar Azad, Sukhdev - action groups, Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal - intellectual groups , belonging to three different regions, namely Punjab, Maharashtra and West Bengal they had education both in vernacular and English. The freedom movement by Subhas Chandra Bose and civil disobedience Movement launched by Mahatma Gandhi and associates in congress. It culminated not as a revolution, but finally into transfer of power in 1947 by British after consistent struggle by Indians for 17 long years. The transfer of power was done by truncating this continent -Bharat - on religious ground in two parts, namely Pakistan and India. Seeds of this division were shown much before this action by manipulating leaders of freedom movement on religious and secular lines, namely muslims through Muslim League and secular through Indian National Congress. It may be mentioned that INC had eminent Muslims as members. And one of them, Maulana Abul Kalam Azad became first education minister in independent India. This physical division caused emotional division and by and large integrated community within this continent was turned into a permanent enemy on religion basis as also causing suspicion among people, who chose to be part of India. The transfer of power had one of worst history in mankind created by British Rulers before leaving this

continent. This was an emotionally inflicted injury between these two communities. There is no parallel in history of mankind of conflict and injury inflicted due to this division among those lived together, worked together and fought together for freedom of India. Another incident was Jalianwala Baag firing at the time of freedom movement, which was an ample demonstration of British Cruelty, and there is no parallel of this cruelty in human history. In spite of this painful experience, both countries took a very positive outlook for development of higher education. Physical division also led to division of educational institution within these two countries as also cross migration of educated and general population with lot of bloodshed. Memories of this division of educated people who came to settle here were very painful, yet they all worked for educational development of India. In spite of colonial rule and colonial philosophical back up for creation of higher education in undivided India, this transfer of power blurred the vision of educated people about the role of education in the development of country. It did not enable educated people in both the countries to question the very foundation of education & higher education system, which was amply, questioned by Mahatma Gandhi- the father of the nation. Gandhi believed that education was not rooted in the soil of India and was not created for the benefit of large masses and development of the country. To quote: "It is my considered opinion that English education in the manner it has been given has emasculated the English-educated Indian, it has put a severe strain upon the Indian students' nervous energy, and has made of us imitators. The process of displacing the vernacular has been one of the saddest chapter in the British Connection". He further states that: "No country can become a nation by producing a race of imitators." "Of all the superstitions that affect India, none is so great as that a knowledge of the English language is necessary for imbibing ideas of liberty, and developing accuracy of thought" He states that: "It was conceived and born in error, for the English rulers honestly believed the indigenous system to be worse than useless. It has been nurtured in sin, for the tendency has been to dwarf the Indian body, mind and soul." Gandhi was very open and clear about his mission and vision. While responding to Tagore he said to quote: "I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown my house as freely as possible. But I refuse to be blown off my feet by any. I refuse to live in other people houses as an interloper, a beggar or a slave. I refuse to put the unnecessary strain of learning English upon my sister for the sake of false pride or questionable social advantage." He further states that: "Mine is not

religion of the prison-house. It has room for the least among God's creation. But it is proof against insolence, ride of race, religion or color [2].

It was an imposed system to benefit the colonial rulers. His views were ignored and he was isolated during the period of transfer of power. Hence the nature of changes that could have taken place after Independence in education and higher education system to respond to need, ethos, values, culture, societal, economic development of regions and people could not be thought about. This is, in spite of such a painful experience of the past. Those who talked about glorious experience of pre-independence past were termed as living in history and not able to see present and future. This was done without deeply examining the system of higher education of the ancient past- which promoted enquiry, debate, discourses and making of minds and not only people who would subserve the interest of rulers. Thus India by ignoring Mahatma Gandhi missed the opportunity to introspect, question, debate and discourse about future system of education and higher education. This could be partly owing to the fact that those in whose hands powers were transferred in both the countries had deep appreciation for English education system as they were besides products of vernacular were also products of English education system.

#### **PHILOSOPHY OF RECOGNITION OF PAST, HIGHLIGHTING PRESENT AND FUTURE NEEDS**

Soon after attaining independence India set up a University Education Commission in 1948[3], under the Chairmanship Dr. S. Radhkrishnan - a philosopher, who later on became President of India. This Commission broadly laid down a philosophical background for Indian Higher Education. The Commission report attempted to recognize the system of indigenous knowledge at the same time it highlighted the importance of modern knowledge and institutional mechanism to impart knowledge. It also recognized importance of local language, but highlighted importance of English language and knowledge contained in this language. Hence philosophical back up of education system in independent India was to recognize the past, but highlight the importance of present and future in the context of modern development in the world. Hence, the established university system in India and its affiliated colleges were retained, without debate/discourse on kind of higher education needed in India. It also recommended for creation of a system to ensure maintenance and coordination of standards in higher education. This aspect was also incorporated in constitution of India as the responsibility of Central Government.



### UNIVERSITY GRANTS COMMISSION (UGC)

On the basis of recommendation of University Education Commission on the pattern of University Grants Commission of UK, University Grants Commission of India was set up to develop, promote and maintain standards in higher education with the central government support. This body also became a source of change and diversification with the financial support and with the advice of experts drawn from length and breadth of the country. Since 1953 the UGC worked as a committee and after the formation UGC Act, 1956 as University Grants Commission[4] almost after 100 years of establishment first three universities in India, University Grants Commission was assigned the role to coordinate and maintain the standards in higher education. This organization promoted and caused changes and diversification in higher education at the institutional, contents, delivery and certification levels.

### ASSOCIATION OF INDIAN UNIVERSITIES (AIU)

There was also a body of Vice-Chancellors of universities for India and Cylone - during pre-independence period later on it became Association of Indian Universities - which worked as think tank of vice chancellors of Indian universities - as also lobby/opinion body of higher education. These two organizations at the apex level had their due influence in changes and diversification in higher education - one with expert opinion and finance the other with opinion and potential for implementation at the ground level by leaders of universities i.e. vice chancellors. Colleges did not have much say, as these were affiliated to universities, except for conveying, difficulties, needs of students and faculty to universities. Association of college teacher also became an important factor in implementation of change and diversification.

### PLANNED PROCESS OF DEVELOPMENT - PLANNING COMMISSION

As early as, 1951 India launched planned process of development by setting up Planning Commission. The commission worked for development of the country by preparing five year development plan. All sectors including education and higher education prepared plans of development by central government and state governments. These were consolidated by the Planning Commission and finally approved by National Development Council composed of Chief Ministers of state governments and Prime Minister and other ministers. Allocation for central and state government was done at the planning commission. Development and Diversification in higher education also got reflected in the five year plan proposals. Thrust of overall development plan was also reflected by various sectors. For examples second five year plan was for

industrialization its education component would also reflect development engineering and technology institutes as also management institutes. UGC also prepared five year development plan for higher education sector containing institutional and programme diversification, enhancement of quality and maintenance of standards.

### CENTRAL AND STATE UNIVERSITIES

As stated above Universities established during pre-independent period were taken over by respective state governments and some of the universities were taken over by the central government. State Universities were established through state legislation and central universities were established through legislation by Parliament. Central Universities' number remained small till year 2000. After 2000 with pressure building from state governments, the Government of India established many institutions like: IITs, IIMs, IISERs and central universities in states of India.

### AFFILIATING AND UNITARY UNIVERSITIES

Some of the Central universities have affiliated colleges. Delhi University, Delhi has affiliated and constituent colleges, whereas BHU, AMU and several other central Universities established after independence did not affiliate the colleges. A good number of State Universities affiliated the colleges. Some state universities also worked as unitary university and did not affiliate colleges. Through the Acts of respective universities the geographic jurisdiction of each university for affiliation of colleges were specified. Universities could affiliate colleges within the specified geographic jurisdiction. However, universities had the choice to enroll students anywhere from India and abroad after due recognition of previous education qualifications.

### DEVELOPMENT OF UNIVERSITIES AND COLLEGES

Universities: During the plan process of development several state level universities were established. Till 1991 growth was slow but steady. Many state governments set up universities in general and focused areas of higher education. Till this period state government set up and provided funds for universities. After 1991-95 and beyond several changes took place in terms of funding of Universities. After 1995 with acceptance of policy of liberalization the concept of self financing courses and self financing universities started. Number of self financing private universities jumped after year 2005.

Colleges: Colleges run by Trust and Societies were also taken over the State Government and state government also established Government Colleges. Thus there are Government Colleges, Trust/Societies Managed Colleges and within this category there are

trust/ society managed colleges getting grants from state government and termed as Government Aided Colleges and other colleges which do not get grant from the state governments and these are termed as Un- Aided Colleges. Their fees were regulated and were offering higher education at the usual fee not covering cost of education. Growth of higher education in India has been mainly through colleges. A good proportion of them are society/trust sponsored colleges. The policy of liberalization also influenced the funding of colleges. Many self financing colleges were allowed to set up after 1995. Their number jumped to 31,324 in 2010-11 as compared to 9,033 in 1995-96. Gender focused colleges, namely women colleges also increased during plan process of development. Their number went up from 77 in 1951 to 1578 in 2000-01. We will discuss these developments further in subsequent sections.

#### **INTER-DISCIPLINARY, CULTURE, REGION, GENDER AND LANGUAGE FOCUSED CENTRAL AND STATE UNIVERSITIES**

Most of the universities followed old pattern of education, research and training in conventional programmes of education with some specializations and development of departments under special assistance. There was one exception to this trend. One university namely, Jawaharlal Nehru University was established in the year 1969 which diversified the programmes of studies by following inter-disciplinary orientation, followed internal system of evaluation and admission of students based on socio-economic background from all over India. Another university of cultural, art and literature located in rural setting and fulfilling vision of Shri Rabinder Nath Tagore, the Nobel laureate, was set at Shanti Niketan namely, Visva Bharti University in 1951. North Eastern Hill University, Meghalaya - responding to regional needs was set up in the year 1973. With view to respond to demand for Open University education, Indira Gandhi National Open University was set in the year 1985. Mahatma Gandhi Antrarastriya Hindi Visva Vidyala, Vardha, 1997 and Maulana Azad National Urdu University, 1998 were set up to respond to languages needs and aspirations of people. After year 2000s with a view to respond to demand from several states Central universities were set in several states or state universities were converted as central university. We will discuss this aspect at an appropriate place.

State Governments also set up: agriculture, health, culture, regional, gender and language focused universities. Smt. Nathibia Damodar Thakersey Women's Univesity, Bombay now Mumbai, was set in 1951, Shri Padmavati Mahila Viswavidyala, Tirupati, 1983 in AP, Mother Teresa Women's University Kodaikanal, 1984 in Tamil Nadu. Dr. Punjabroa Desmukh Agriculture Krishi Vidyaapeeth, Akola, 1969, Kavi Kulguru Kalidas

Sanskrit University, 1999. Yasvant Roa Chavan Maharashtra Open University, Nasik, 1990 Maharashtra University of Health Sciences, Nasik, 2002 in Maharashtra. Indira Kala Sangeet University, Khairagarh, 1956 in Chattisgarh, Vardhman Mahavir Open University, Kota, 1987. And agriculture university, Bikaner, 1987 in Rajasthan. Tamil Nadu was the first state to set up Medical and Teacher Education universities, Namely Tamil Nadu Dr. MGR Medical University, TN, 1989 and Tamil Nadu Teachers Education University, TN, 1999. Makhan Lal Chaturvedi Rastriya Patra Karita - national university of Journalism, Bhopal, 1993. Similar developments are noticed in other states also. Most of the states opened Agriculture Education Universities and open universities around late 1980 with establishment of IGNOU and Agriculture universities in the other state Major shift in specific area focused universities is seen among many states around late 1990s and 2000-2014.

#### **DEEMED TO BE UNIVERSITIES**

Under the provision of Act of UGC support was given for the development of Higher Education both for institutional maintenance in central sectors and development of universities and colleges in state and central sectors. There was rapid growth and diversification of institutions of higher education during period of 1956 to mid 1960s. A good amount of diversification took place through institutions which were working in specialized and in the area of focused knowledge education and research. This change and diversification came through special provision in the University Grants Commission Act of 1956 to grant the status of university to such institutions as deemed to be university under section 3 of UGC Act. This provision was specially made for those who were not on the pattern of traditional universities and were offering specialized and focused education programmes and research. This was to grant degree granting status to specialized institutions which were working in the specially focused areas of research and training under the section 3 of University Grants Commission Act. 1956 as deemed to be universities. Among those institutions which were working in special areas namely, Science and Social work, Yunani Medicine, Aurvedic Medicine, Agriculture, Rural areas, Mines, and so on were granted deemed to be University Status. Similarly those catering to special discipline in Sanskrit were also granted deemed to be university status. These were: Indian Agriculture Research Institute, Pusa, Delhi (1958), Gujarat Vidyapeed, Ahmedabad (1963) Tata Institute of Social Science, Bombay, (1964) Birla Institute of Science and Technology, Pilani-(1964) - Birla House financially supported institute. Gandhi Gram Rural Institute, Grandhi Gram, Tamil Nadu (1976) School of

Planning and Architecture, Delhi (1979). Many institutions offering specialized and focused programmes of studies and research were granted deemed to be universities during 1980s and 1990s. Gender focused institutions namely Vansthally Vidya Peeth, Vanasthai, Rajasthan, 1983, Avinash Lingam Institute for Home Science and higher Education for women, Coimbatore were also granted deemed to be University status in 1988. These were partly supported by sponsoring body and partly or fully supported by central government through UGC. Similarly Institute of English and Foreign Languages, Hyderabad was given Deemed to University status. Laxmibia National Institute of Physical Education Gwalior, was also given deemed to be university status in 1995. The character and system of financial support as also governance changed significantly during first decade of 2000. Their numbers also jumped during this period. During this period most of them got established as self financing deemed to be universities. We will discuss this as we approach this period in our analysis. Here it is sufficient to indicate, what is in store in future analysis of the concept of deemed to be universities and diversification of higher education through them. In spite of several observations which we may make, it may be pertinent to mention that this is one of the mechanism through which diversification of higher education, more towards need of the society, has taken place and this mechanism has great potential to help diversification, if operated as envisaged in the University Grants Commission Act, 1956.

### EDUCATION AND DEVELOPMENT

The period of early to mid 60s was a trying period for India. It faced Chinese war 1962 and Pakistan war in 1965. It also faced draught in late 50s. It depended on Peace Law 480 Grant from USA. All this put stress on Indian economy, body politics and society. Its' desire to keep peace with neighbors were shattered. Its principles of Panchsheel were flayed. It was also felt that education was not linked with development and therefore something has to be done to link it with development. Government of India set up a Commission in 1964 -66 dealing with education and development[5]. The Commission was headed by Professor D. S. Kothari - a physicist. He also was also chairman of University Grants Commission. This Commission suggested reforms to link education with development. First National Policy of education was also announced in 1968. The policy and the desire to link education with development led to several changes in content and creation of institutions of engineering and technology and institutions of Agriculture and other specialized areas.

### AGRICULTURE EDUCATION UNIVERSITIES

In order to deal with food security and development of

agriculture on the pattern of land grant colleges, India set up Agriculture Universities in different parts of the country. Thus from general integrated university system, it moved to specialized universities to deal with agriculture education and research. The erstwhile Imperial Council of Agriculture Research (1929) was reconstituted and registered under society registration Act, 1860 by Ministry Agriculture as Indian Council of Agriculture Research to coordinate education and research programmes of studies and development in agriculture, horticulture, animal sciences and fisheries. There are four deemed to be Universities, 48 Universities and several research stations spread throughout the country. Although it is not directly under the per view of UGC, but there is a great deal of coordination with regard to University education with UGC. This was one of the major diversification in higher education that took after the independence and National policy on education, 1964-68 with mostly state exchequer support both for deemed to be universities and state level agriculture universities.

### ENGINEERING AND TECHNOLOGY EDUCATION INSTITUTES

Like agriculture education another diversification in higher education has taken place through creation of institute engineering and technology through the support of state exchequer. This was through establishment of IITS and Regional Engineering Colleges in early late 1950 and early 1960s.

### INDIAN INSTITUTES OF TECHNOLOGY AND NATIONAL INSTITUTES OF TECHNOLOGY

Indian Institutes of Technology: In the area of technology education, national institute of importance were created with the support from different foreign collaboration and foreign government support. Five such institutions were created in India. There were named as Indian Institute of Technology in five states, Delhi, Kanpur-UP, Bombay-Maharashtra, Khargpur, West Bengal, IIT, Madras-Tamil Nadu. First IIT was established as early as 1951 at Khargpur. Followed by this IIT, Bombay, 1958 and IIT, Madras, IIT, Kanpur in 1959. IIT Delhi was established 1963. These institutions had active collaboration and support from Technology institute in USA, Germany and UK and so on. These were given status of institute of national importance with degree granting status. The process and method of selection of student for admission in these institutions were made very tough and all India based. It got best of students in India for education and training. These became symbols of quality technology education and most of the graduates of these institutions migrated to USA and other developed countries where there education and training could be utilized in the process of development of these countries. These

institutions moved to high end technology education. No other such institutions were created till 2000. In the year 2001 Rurkee Engineering University one the oldest engineering institute established in 1847 was given IIT status, 2001. Period of 2008-12 experienced growth of IITs in many states to meet the aspiration and political pressure to have this prestigious institute by the states of India. As on 2014 there 16 IITs ten of them were established during 2008-12. B. Tech degree holders of IITs command lot of market value in India and abroad. All IITs are financially supported by Central Government.

**National Institutes of Technology:** As part of development in engineering education, central and state government established regional engineering colleges in several states India. These were autonomous institute managed by respective state government. In the year 2007 government of India declared them as National Institute of Technology. These institutions provided education engineering technology and allied subjects. These were referred one the prestigious institutions in engineering education in India. These also selected students for admission with rigorous admission test from all over India. As on 2014 there are 30 National Institutes of Technology, enjoying university status and imparting engineering and technical education degree level programmes. These are financially supported by state exchequer. Significant growth in engineering and technical education took place during the decade of 1990s and 2000s, through private initiatives. We will discuss this as we progress in our analysis about forces causing change and diversification. Above change and diversification mainly came from state intervention and assessment of need and aspiration people in different states.

### INDIAN INSTITUTES OF MANAGEMENT

Government of India in its plan process of development and starting of several public sector industries wanted trained manpower in management of Public Sectors units. It invited Professor George Robins of University of California to suggest setting of management institutes. On his recommendation India set up two elite institute one at Ahmedabad and other at Calcutta (Kolkata) in the year 1961 at Kolkata. Thus In the field of management education, patterned on the American and British Institute of management five institutes of Management were set up as diploma granting institutes, which was considered equivalent to master's degree. These were Indian Institute of Management, Ahmadabad, Calcutta, Indore, Lucknow, and Bangalore in early 1960s and mid seventies. These also enrolled students all over India with tough admission test. These became symbol of management education and provided manpower to corporate sector of India and abroad.

### MEDICAL, DENTAL COUNCILS OF INDIA AND AYUSH

In medical education namely, Allopathic, Auyurvedic, Unani, other systems of Indian medicines Government of India in the area of allopathic education set up two institutions at the apex level namely, Medical Council of Indian, 1956 and Dental Council India, 1948. These were responsible for regulation and coordination development in medical and dental education in India. and other Auyus - Indian, Unani and other systems of medicine. Allopathy system of medical education was in practice in India since colonial days and expansion of research in this field and further facilitation by pharmacies dealing with allopathic medicine was great demand for medical education. First autonomous institute with degree granting status was set up in Delhi was All India Institute of Medical Science, 1956 fully funded by Government of India providing MBBS, PG and Research Studies programme. Most of medical education colleges are affiliated to universities in respective areas. However first change from this pattern came when Ramachandra Medical College and Research Institute, Chennai (1994) was separated from Madras University and set up a State Medical Education University. Chennai, Tamil Nadu. Manipal Academy of Higher Education, which was declared as deemed to be University 1994 was also offering UG and PG medical Education programme. This was one of the self financing medical institutes. There are several Colleges offering MBBS programme. There are 39 Government Dental Colleges and 252 private Dental Colleges offering BDS Programme. Department of Ayurveda, Yoga, Unani, Sidha and Homeopathy (AYUSH) have eight national level institutes dealing with these systems of medicine supported by ministry of Health and Family welfare. There are 74 approved institutions under this department for providing UG and PG programme. Out of this four are Unani Medicine College. There is one Unani Medical Deemed to be University - Jamia Humdard, Delhi as stated above. There are a few university level institutes offering degree programme in Yoga. One of them is deemed to be university in Bihar.

### COST RECOVERY MODEL OF EDUCATION

Again to begin with full cost recovery medical education mainly Allopathy medicine, was started in Manipal, Karnataka. Followed by it other southern states and Maharashtra started self financing medical education colleges. There was not major diversification in education dealing with Auyurvedic, Unani, Sidha and other systems of medicine. These came up with government support of philanthropists' support. Jamia Humdard Institute, in Unani medicine came through philanthropist support. This institute later on declared deemed to be University and was partially supported by the Central Government through University Grants Commission.

.....to be continued in next issue

## HIGHER EDUCATION IN INDIA: NEW CHALLENGES AND EMERGING ROLES

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*The growth of higher education in India has been largely guided by the serviceable prerequisite of the economy. After independence, the role of the state in planning out a development path and also in building higher education institutions was guided by mutuality of purpose. Most observers of higher education in India feel that performance of higher education institutions has been less than satisfactory in terms of access, equity and quality. Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.*

### 1. INTRODUCTION

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. It is a humanizing process. Education helps to understand the world and society clearly. The purpose of education is to make human beings capable, competent and wise to meet the challenges of life.

Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education.

This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

*Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education.*

### 2. INDIAN EDUCATIONAL SYSTEM

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission which enforces its standards, advises the government and helps coordination between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and

33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institute of Technology (NITs), International Institute of Information Technology (IIIT-H), University of Mumbai and Jawaharlal Nehru University have been globally acclaimed for their

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standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India still lacks internationally prestigious universities such as Harvard, Cambridge, and Oxford.

At present, the world-class institutions in India are limited. Most of the Indian colleges and universities lack in high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide quality instructions or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development. The University Grant Commission of India is not only the grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education.

The emergence of a worldwide economic order has immense consequences for higher education. In India it has been responded to by the policy changes that have taken place at the UGC, All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time to accommodate these development and yet maintain quality of students in higher education. It is time for all those who are concerned with policymaking, planning, administration and implementation of Higher Education to revitalize the very thinking on the subject and put it on the right track.

### 3. ISSUES IN INDIAN HIGHER EDUCATION

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large, educated population base and its reservoir of at least moderately well trained university graduates have aided the country in moving ahead, but the competition is fierce; from China in particular. Other countries are also upgrading higher education with the aim of building world class universities. Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India; perhaps

half leave the country immediately upon graduation to pursue advanced studies abroad, and most do not return. A stunning 86 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their graduation. A body of dedicated and able teacher's works at the IITs and IIMs, but the lure of jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession.

The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions. With quota system and politicization adding fuel to the fire of spoil system. Thus increasing unemployment of graduates without quick

relief to mitigate their sufferings in the job market of the country. So, the drawbacks of the higher education system underscore the need for reforms to make it worthwhile and beneficial to all concerned.

The growth of higher education in India has been largely guided by the serviceable pre requisite of the economy. After independence, the role of the state in planning out development path and also in building higher education

institutions was guided by mutuality of purpose. Most observers of higher education in India feel that performance of higher education institutions has been less than satisfactory in terms of access, equity and quality. Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.

### 4. CHALLENGES OF PRESENT HIGHER EDUCATIONAL SYSTEM IN INDIA

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and went. Ofcourse they tried to establish new education policies in the system but this is very sad to note that they were not sufficient for our country. We are still facing number of problems and challenges in our Education System. The education system was influenced from time to time with new challenges and government took a major role to build the system, but higher education in India has always faced certain primary challenges such as:

#### a) Improving access and quality of education at all levels

Having infrastructural constraints and social

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*A stunning 86 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their graduation.*

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issues, it becomes harder to make education accessible to all segments of the society (women, minorities, poor). Maintaining standard of education in more than a million schools nationwide, offering training programmes to teachers and keeping good balance with education system worldwide are big challenges. Schools vary in size and resources and are forced to compromise in the all round development opportunities they must provide to students.

#### **b) Increasing Funding for higher level of education**

According to our Constitution it is the responsibility of Central and State governments to build good education system. For that we need to have funds. But, despite a large expenditure of funds every year on Education, our system remains intact. The cost of education is very high even for the people and places where it is accessible. The competitive pressure on students and parents forces them to opt for private tuitions and trainings to supplement the school education.

#### **c) Increasing the Literacy rate**

Education in India is a joint responsibility of the State Governments and the Central Government. Many educational programmes have been launched. But, it is an embarrassing situation to note that only 62 per cent of the population are literate (male 73% and female 50%). About 480 million people are illiterates even now. The standard education facilities are higher in the states which are much rich and in poor states the literacy rate is very low. Government has to rethink its plan on those states which has less literacy rate. In today's generation there is need of IT education. But, we have IT more in IT cities and have great facilities in different private Colleges which provide better education than a government College. There are few colleges led by government which serve IT education and only deal in just their old subjects and courses.

#### **d) Removing one fit model from education**

The ethnic diversity in India poses challenges to implement consistent education nationwide. There are more than 300 languages spoken in the country which makes it difficult to offer education tailored to specific social segment. Educating women in some societies is a big issue. Children of poor families are forced to work and miss out the learning opportunities. Illiterate adults have very limited opportunities to get educated at later age in their lives.

#### **e) Modernization of Education System**

The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to become a developed state. Today's youth always try to go abroad for their higher education, as they have much better facilities and quality of educational system.

Can't we get that quality here itself? We have to stop this brain drain so as to avoid students to run away from our country. Our government is trying to respond to various challenges faced, but no one is doing enough for that. Many Governments came but the system remains unchanged.

### **5. THE DRAWBACKS IN OUR EDUCATIONAL SYSTEM**

The following are the drawbacks in our educational system:

- The educational system has acquired a dualist character. It operates with a strong class bias. There is a wide disparity in quality. While 75 per cent of our Indian children go through an educational programme of poor even rock-bottom quality provided mostly by government schools and colleges, 25 per cent benefit from a small number of quality institutions run by private organizations. The former hail from the lower strata of society while the latter come from the elite class.
- The resources are inadequate. So the facilities offered in our schools and colleges are below the level of qualitative viability. In the 1st Plan the Government of India allocated Rs 153 crores for education (0.7 per cent of GDP). In the 9th Plan, the allocation was to the tune of 20,381.6 crores (3.7 per cent of GDP). The proportion is much less in comparison with many countries.
- Academic and administrative problems faced by our educational institutions are further compounded by government control or university regulations.
- One of the greatest difficulties is that teachers and students feel a tremendous academic pressure on them. Our school councils and universities produce curriculum as bundles of good or package of values. It has been the practice of the educationists to burden the students with heavy load of study materials. The workload is still heavier in professional courses.
- Government policies and programmes are not effectively implemented. There are administrative, operational and financial problems. Reforms within the system or structure are slow.
- Political interference especially in government schools and colleges is rampant. Politicized teacher and student unions interfere with the normal functioning of the institutions. They use the institutions to gain credibility with their political bosses to climb the political ladder.
- The syllabi of many universities reveal the extent of academic backwardness. They spell out subjects which are neither job-oriented nor life oriented. When students enter the world, they are surprised that there is hardly any job for the course they have

studied. For a young ambitious man hailing from a middle class family, it is sheer waste of time, energy and money to have spent three or five years in a college. It is not uncommon to see swarms of students finding no job eventually through the abode of unemployed.

- The authoritarian system and the rigid and undemocratic structure in many of our schools, colleges and universities still continue without much change. People who are active participants namely teachers and students do not have a proper say.
- Our educational institutions in general and those imparting higher education in particular have become "knowledge industries" manufacturing graduates and post graduates unfit for our society. Education, of late has become a commodity, which is being sold and bought in our schools and colleges. It is a fact that higher education has become costly like other commodities because of a steep increase in demand.
- The traditional banking method of education, which sees people as adaptable, manageable beings, still continues in many institutions. Concentrating on accumulating deposits of knowledge, students do not develop the critical consciousness that would lead them to involve with the social process and change it.
- The frustration of parents to admit their wards in particular institutions so that they can gain some social status. It has been the routine business of the parents and their wards to make a beeline for the offices of schools and colleges for admissions.
- India lives in villages. Majority of the villagers belong to SC/STs. They are by and large illiterate. The SC and ST literacy rates are 20% and 33% respectively. Women literacy rate is poor, just 50 per cent. They lack employment opportunities and are often discriminated against. Provisions for educational opportunities for SCs/STs and women have not been effectively implemented in our country.

## 6. EMERGING ROLES

If we really want to compete globally, then both the Central Government and State Governments should come up with novel programmes, the teachers and student should wholeheartedly work for the best of nation's improvement and the parents and public should co-operate in the implementation of such programmes. At present united focus should be on two aspects such as "Quality Assessment" and "Quality Assurance", which are like two sides of a coin. In response to quality aspects, the institutions have adopted various quality management system initiatives like ISO 9001 Certification, Six Sigma, National Assessment and Accreditation Council (NAAC), National Board of

Accreditation (NBA) and more importantly have started applying Total Quality Management (TQM) concept in education. The objective of TQM is to build an institution that produces products or services, which fulfill customer's requirements and thereby delighting them. As a matter of fact, education should be focused on the learner and in real sense emphasis should be laid on "Student-Centred Learning" as it aims at all round development of the student's total personality. The following suggestions are offered for qualitative upgradation of higher education system.

- To develop world class higher education, feeder stages of education are required to be developed.
- Central government should allocate substantially higher funds to state Universities and colleges in order to achieve GRE rate of 25% in higher education by the end of 12th Plan. The Universities and Colleges situated in backward areas should get more annual grants to attract more students for quality education at their doorstep which will check brain drain.
- There is need of judicious mix of accountability and autonomy in institutions.
- Institutions should have proper missions, resources and purposes.
- Introduction of effective administration and managerial reforms are a prerequisite for better command and control.
- Only merit should be the basis of all selections and transparent promotion policies for the academic staff and similar merit based selection of students should be enforced.
- Teaching of skill development courses by practicing professionals and continuous up gradation of curricula with latest development in technologies are required.
- Teaching-learning should be learner-centred and institution must recognize sovereignty of learners. Teaching-learning resources are to be networked for collaborative development of the teachers.
- There should be extensive and optimal use of audio visuals, information technology and Internet networks. The courses should be so designed that the use of these technologies is made an integral part of the teaching programmes and classroom activities.
- Internship should be made compulsory in all professional courses.
- Curricula must contribute towards development of soft skills together with logical and analytical mind.
- Education has to be tailor-made to the requirements of the private sector which is the major employer today.
- Both private and Government, institutions be brought under the umbrella of an Apex Regulatory



- Authority as far as quality assurance is concerned.
- The primary focus should be on making education affordable either through making available scholarships or soft loans to economically weaker students or every needy student in accredited institutions.
- Curricula must contribute towards development of character and overall development of student's personality.
- New market driven professional courses should be developed.
- To attract proficient faculty, liberal salary /perks should be introduced.
- In order to enrich higher education a substantial number of potentially great academicians and scientists might be invited from abroad to work with our students and teachers instead of importing mediocre foreign Universities to set up shops in the country. The Universities should rethink over the reason behind a negligible percentage of their students qualifying the UGC NET and SLET examinations.

These reforms will not only bring in desired change in the quality of our pass outs who would man various positions in teaching, research and extension in public sectors as well as in private sectors in future but are also necessary for other sectors in bringing about required change in quality of education.

## 7. CONCLUSION

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts.

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## HIGHER EDUCATION AND THE NORTH-EAST OF INDIA: CHALLENGES AND SOLUTIONS

DR. MITALI KONWAR\*

*It is a universally accepted fact that education is a holistic concept. The holistic nature of education however has not been adequately emphasized at present in India.*

Education is one of the most crucial indices of socio-economic development. In India, higher education is of vital importance to build a knowledge-based society of the 21st Century. It is the quality of higher education that decides the quality of human resources of the country.

It is a universally accepted fact that education is a holistic concept. The holistic nature of education however has not been adequately emphasized at present in India. There is nothing in modern education that aims at creating, fostering and nurturing the basic objectives of education. From time to time, survey reports purportedly have been placing educational institutions in terms of advancement and excellence. These reports are causing a lot of problems among the educationists including politicians and policy makers. Till date, no Indian educational institution has been able to find a place in the list of 200 top universities in the world.

The primary objective of education has been succinctly summed up in the statement made by Dr. B. R. Ambedkar, which is that an educated man without moral values and character is more dangerous than a beast. The cultivation of a sound character should be the primary objective of education. All around the world, most of the crimes and cognizable offences committed are not by the less educated or illiterate people but by the highly educated people. Even in India, it is admitted that there is something in our educational system which is inherently wrong.

The second objective of education should be to create and develop the cognitive faculty and also to encourage and develop the questioning spirit in students. The unchecked, rampant and haphazard growth of coaching centers has really created a chaotic situation. In the course of time, attending such coaching centers in the long run will make the child lose interest in study and other work related to the home front. This phenomenon is also substantially responsible for the child to get his questioning spirit smothered.

The last objective of education should normally be to empower and equip the students to earn a decent living in life.

It is unfortunate and a matter of great concern to all stake-holders that primary education in India is not properly organized and planned. Ideally speaking, up to 10+2 level, education should be compulsory and free for the economically weaker sections of the society. But regrettably, this is not done. Furthermore, the medium of instruction up to at least class 6 should be in the mother tongue of the students. But it is ironical that no parents are willing to send their children to schools where the medium of instruction is the mother tongue. Ideally, the child must be taught in the language that s/he speaks at home, otherwise, it leads to stunted intellectual growth.

Further, total man power planning is the need of the hour in India today. That is to say after completion of 10+2 level, 50% should go for college education, or in other words, higher education. The other 50% should be given meaningful and effective technical and professional or vocational education depending on their temperament and individual potential, so that they can eke out a living for themselves. They could also be absorbed in both the public sector undertakings as well as the industries in the private sector. Students acquiring agro-based technical education should be given arable land for scientific farming and cultivation so that they can go for self employment. Out of the remaining 50% which goes for higher education, 25% ought to go for medical and engineering courses. 20% should go for BA, BSc and other collegiate education, post graduate education like MA, MSc, MCom. Only 10% should be allowed to go for research projects. As far as possible, graduation should be treated as the terminal degree for any kind of public examinations. To sum it up or to say it in short, man power planning is a must for India.

One very interesting phenomenon witnessed in our country is that despite pay-parity having been given to University and college teachers with the IAS officers, the best and bright students even today prefer to join the civil services. Some highly dedicated and committed individuals still come to the academic profession but this number is more of an exception rather than the rule. The reasons are, among others, simply the elevated socio-economic status and administrative powers that the Civil servants enjoy. During the last couple of years, the salary and promotion avenues of college and university teachers have increased many folds but in

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spite of all that, the standard of teaching and research has not proportionately improved.

The problem of language in the North East of India is one of the crucial issues in educational development of the region. There are four dominant groups of languages in the NER and they are Hindi, Bengali, Assamese and Manipuri.

Higher education is also regarded as a facilitator for growth for any society. According to UNESCO Report in the 21st century, 'higher education is the mandate to bridge the knowledge gap between countries and communities enriching dialogues between people, culture, international living and networking of ideas, research and technologies.'

An analysis to highlight the status of the Institutions of higher education of the North-East and the steps adopted by these institutes for quality improvement is of paramount importance, since this region's development, in terms of the aspect of education is impeded by certain inherent difficulties. The result shows that the general infrastructural facilities are satisfactory, but considering the changing needs of students, the facilities are inadequate. The Higher Educational Institutes of this region are in the process of gradual development no doubt, but it is definitely going to take a considerable period of time. As a matter of fact, the education field witnessed perceptible changes in the North East of India after Independence. There has been rapid increase in the number of higher education institutions in this region. Of course, from the statistical point of view, the progress is quite satisfactory but in the quality perspective, the performance needs improvement.

The North-East India's development in general is impeded by certain inherent difficulties such as inadequate infrastructure, adverse climatic conditions and mountainous landscape. The region's peace and social life are often disturbed by border clashes and ethnic tensions. However, the region is endowed with rich biodiversity and natural resources. The literacy rate in many of these states is above that of many of the other states in the rest of the country. Skilled human resource to exploit the local natural resources, if developed, such as tea, timber, tourism, oil, coal and bio-resources, offer immense potential for the economic progress of the region. It is needless to mention that quality higher education is the pre-requisite for creation and development of skilled human resource. Quality higher education in the north eastern region will definitely help in overcoming the natural constraints and creation of knowledge for self-empowerment of the people of this region.

The grading system of higher education conducted by NAAC in the North East is lagging behind from the standards. There are many colleges and universities in NER, which lacks in resources allocation like finance,

infrastructure, educational facilities and poor administration, which degrade the value of higher education. On the other hand, political leaders and bureaucrats' disinterestedness in the field of education is one of the main factors which impact negatively upon the growth of higher education in this region.

In the N.E. India, most of the Colleges have introduced new courses such as BBA, BCA, Travel & Tourism, Sericulture, Environmental science etc. in addition to regular bachelor programs on self-financing basis. Even in universities, various professional courses have been introduced in addition to the general courses. It is a positive sign for the Higher Educational institutes of this region, but the main problem is that most of the teachers are on a contractual basis with a fixed amount of pay which sometimes creates negative feelings on the part of the teachers, so far as their dedication towards their service is concerned.

Student's feedback and continuous internal assessment are necessary to improve students' performance. This is also sadly missing in most of the colleges particularly in the rural areas. Even the inclination to conduct workshops and seminars on academic and socially relevant areas by the colleges in the entire North Eastern region is not quite encouraging.

From the perspectives of quality as well as quantity of the Institutions of Higher education in this region, the scenario of looks rather bleak when the drop-out ratio of students is taken into account. But, the drop-out ratio of students is comparatively more in the rural colleges of North-eastern region since most of them are first generation learners/students of higher education.

A plausible solution to this perennial problem is for the colleges to reduce the cut-off marks so as to enable the students to cope up with the present higher education system, at least in the area of the entry into the system.

ICT (Information and Computer Technology), if properly installed and implemented would steadily but surely increase flexibility in the dissemination of education in this region. Learners would be able to access education regardless of time and geographical barriers.

Facilities, such as adequate physical infrastructure, up-gradation of resources and technologies including uninterrupted power supply would have to be made available in order to make quality education possible. And admittedly, all these and more will be possible, only when adequate funds are made available by the various agencies of the Government including the UGC as well as the state Education Departments.

The quality of teaching depends upon the quality of teachers. Availability of adequate and qualified teachers is a prerequisite of quality education and this will have to be mandatorily ensured.

Better input, standard teacher-student ratio, better communication, better physical facilities, better research facilities etc. are also areas which need to be looked into seriously and steps taken for their improvement.

Last but certainly not the least, education is invariably seen as a medium to guarantee the prospect of livelihood in the long run. Therefore, in today's competitive world, professional and vocational courses in the educational institutions of Higher learning of the NE region, in place of, if not all, some of the traditional courses have come to be the need of the hour.

A vibrant and dynamic relationship between the job market and employment need to be established for higher education to attract raw talents of the region. So universities and colleges of this region should focus on introducing job oriented programmes.

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## UNION BUDGET 2016-17: AT A GLANCE

Budget 2016-17 allocates Rs.19.78 lakh cores. To meet non-plan expenses the budget has allocated 14.38 lakhs ie. 72.70 percent. This allocation is to generally to meet committed expenditure which every government has to do to continue its various activities. The remaining amount Rs. 5.40 Lakh crores i.e., 27.30 percent is plan allocation for development of economy through various schemes and programmes.

The focus of the Budget as stated by Finance Minister is agriculture and rural sector. This is followed by Social Sector- Health and Education and infrastructures. Allocation for Infrastructures is R. 2.21 lakh Cores, -This includes Rs. 97.0 thousand crores for Prime Ministers Gram Sadak Yojna. This is followed by Finance sector Rs. 1.80 lakh cores for Mudra and Rs. 25.0 thousand crores for recapitalization of PSU banks and for Social Sector Rs. 1.51 lakh cores. Agriculture & farmers welfare accounted for Rs. 35.98 thousand crores and Rural Sector Rs.87.76 thousand crores. This also includes Rs. 38.50 thousand crores for Mahatma Gandhi National Rural Employment Guarantee Scheme.

Fiscal deficit has been kept at 3.5 - 3.9 percent of GDP and Revenue Deficit at 2.5- 2.8 percent of GDP.

Education sector got a cut of 2 percent over all from previous year. Higher Education specifically IITs, IIMs for unserved areas got a push. College Sector which is a vast sector of higher education and trains manpower for Indian Economy did not get much push.

As far as mobilization of funds, to meet above estimated allocation, is concerned, it is done through taxation system of India. The system constitutes five major taxation heads, namely, Corporation Tax, Income Tax, Union Excise Duty, Custom Duty and Service Tax. These sources have contributed 32.50, 22.15, 14.35, 15.80 and 14.49 percentage in that order in the previous year (BE). Attempt to tax PF withdrawal was received with great opposition from public. Hence this tax has been withdrawn. The rates of service tax have been hiked. Some hike is also done on Income Tax beyond certain level of income say, Rs. 1crores. But there is over all impacting cess on account of Krishi Kalyan on all taxable services by 0.5 percent. There are items like LPG,

Petrol and Diesel where cess has been put. Similarly clean environment Cess on coal has been doubled.

In terms of Direct and Indirect taxation as compared to some developed countries, India heavily relies on Indirect Taxes. These account for 10.1 percent of GDP and Direct Tax for 5.6 percent of GDP. In contrast, in US the share of Direct Tax is 12 percent and Indirect Tax is only 4.4 percent of US GDP. In UK the share of Direct Tax is slightly higher than Indirect Tax i.e., 11.7 percent Direct Tax and 10.8 percent Indirect Tax of UK GDP

The question may be raised how the budget is going to impact the economy? That is to say what is the political economy of the budget 2016-17? The above allocation and mobilization of funds sends somewhat confusing signals about the political economy of the budget.

On mobilization of funds for budget the signals are somewhat like this:

**Income Tax-** though the rate has been largely kept unchanged from previous year, yet disposable income in the hands of income earners would be less by the rate of inflation. This will impact consumption as also savings. On savings FM has sent a wrong signals by proposing a tax on withdrawal of PF money. Although, this tax has been withdrawn, yet it has caused suspicion in the minds of people about tax rebates on savings and possibility of taxing the savings in future at the time of withdrawal.

**Service Tax-** Enhancement in service tax might impact the services and purchase of services, including education and health. Thereby, further reducing the disposable income in the hands of earners. Quality of services might also be affected, as better quality service provision needs better inputs, input cost with addition of tax may make the services costly. In order to keep the prices manageable, so as not to impact the demand, service providers may compromise with the quality.

**Union Excise Duty** and other indirect taxes are normally regressive in nature and affects poor and middle class

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## PRIVATE CHALLENGES TO PUBLIC INSTITUTIONS: RECENT SCENARIO IN WEST BENGAL

DR. SANDEEP KUMAR PAUL\*

*Privately owned, managed, administered and controlled educational institutions took entry into the higher education scenario of West Bengal particularly for imparting skill based education in the fields of Engineering, Medical and Management. Of late they are opening up several courses of general education also like B.Com, B.B.A., Psychology, Economics, Journalism, Law and so on. However, the students are being more and more attracted to the glamour and elitism of these branded institutions. As a result the original Degree colleges of the state are not getting the required number of students.*

Higher Education in West Bengal, in the past was mostly impacted by the Government Colleges and Govt. Aided Colleges both in the field of general education as well as in the varied fields of engineering, management, law and medical.

Of late in India the government - both at the centre as well as in the states, opened up for the private sector. Accordingly in the last two decades the country has experienced exponential growth of privately owned, managed, administered and controlled technical institutions, business schools and engineering colleges not only in the urban areas but also in the rural areas as well. The West Bengal state is also no exception to it. This is so, in spite of its communist regime over a prolonged period of thirty four years. Further in higher education recently preference has shifted from knowledge based education to skill based education. As a result of which instead of the traditional subjects like history, literature, philosophy etc., skill oriented subjects like engineering, medical, law, management etc. have gained increasing popularity.

To start with, the shift of preference from knowledge based education to skill based education and also from public institutions to private educational institutes yielded positive results. A large number of engineering and management graduates were suitably employed at an average age of 23-24, which was so far unbelievable with general education in conventional subjects.

There were indeed some genuine reasons for the increasing dependence of the governments on private sector for achieving educational excellence; some of these reasons are mentioned below :-

1. Financial : These institutions start with a huge capital base and also enjoy some sort of financial autonomy

within some broader limits in the matters of raising funds, fees structure, financial outlays etc.

2. Infrastructural : Luxurious, well planned and nicely decorated campus, buildings, laboratories, libraries, hostels, seminar rooms, auditoriums etc.
3. Technological : Latest teaching methodologies, smart boards, video conferencing, visual effects etc. extend the boundary of the class rooms as compared to old chalk and talk method of teaching in ordinary colleges.

4. Professional : This actually calls for psychological or attitudinal advantages. Private institutes are managed by professional and trained experts who are often successful managers. Instead Government colleges are mostly managed by teachers who never managed anything earlier. This is the most important advantage which creates difference between the line of thinking, psychology, attitude, outlook and mindset of the two sectors.

5. Indigenous : These are actually the inherent advantages of the private sector particularly with regard to business connections, career counseling, campus interview, placement etc. Private sector is

represented by businessmen who have just put one leg into education while the other leg is firmly fitted in industry.

6. Social : There is no political or state sponsored, politically motivated students' union, staff union or teachers' association. Red tape system is less. It helps in proper and timely decision making and their immediate implementation as well.

However in spite of all these advantage Six Advs./ Rationales the danger came from another side. Over these years the market for young engineers and management degree holders became nearly saturated. Consequently these institutes have seriously started

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suffering from the problem of placement. Good companies are not coming for campus interview, good packages are not being offered, job security is virtually absent and so on and so forth.

In many institutes the students have exhibited agitations against the institute's failure to arrange for campus interview. On many occasions these institutes had to absorb their own candidates in the institute itself in some way or the other. Underemployment is definitely there, unemployment is also creeping up. In such a scenario some recession has already started and the seats of private engineering and management colleges are not being filled up.

Private institutes are ultimately run by commercial houses to earn business gains. Now to retain their market share and to utilize their unutilized capacities, these private institutes have started adopting diversification strategies. As against their former strategy of popularizing skill based education they are now embarking upon several courses of general stream like B.Com., B.B.A., Journalism & Mass Communication, Psychology and so on in collaboration with some universities in the public sector. It could be described as- a reverse journey.

Also some private colleges in the state are imparting general degree education in self-financing system. The Government of West Bengal has already given recognition to some private universities who are now presenting the erstwhile knowledge based courses in attractive packages.

The Annual Report 2010-11 published by the Department of Higher Education, Govt. of West Bengal reveals that out of 449 degree colleges in the state the total number of Govt. Aided, Government and Private Colleges are 410, 17 & 22 respectively. It must be noted that the number of private colleges has already surpassed the total number of government colleges in the state.

However a lot of criticisms from different corners have often been raised against the private education sector particularly on grounds of their poor quality of education and profiteering objectives. These private institutes come up with colossal buildings, gigantic hostels, state of the art laboratories, picturesque seminar halls, super specialty equipments, five-star like facilities etc. mingled with a flavor of foreign culture and the beckoning of an advanced standard of living. However, what is essential is the quality education that is often lost in luxury.

"Education' in the truest sense of the term is often missed here. Simply speaking the real quality of education in these private institutions has not really

developed to the required level, exceptions excluded.

However, students are being more and more attracted to the glamour and elitism of these branded institutes. As a result the original degree colleges of the state are not getting the required number of students.

In most of the government and government aided colleges the seats are not being filled up, teachers are not getting the desired number of students in class, the college corridor, common room and even the college canteens are found almost empty.

Thus the induction of the private institutions have raised a big question as to the very existence and survival of the government and government-aided degree colleges of the state. That apart two corollary questions have also come up. These are mentioned below :

First, why instead of blaming the private institutes the government and government aided colleges are not

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*Private institutes are ultimately run by commercial houses to earn business gains. Now to retain their market share and to utilize their unutilized capacities, these private institutes have started adopting diversification strategies.*

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making honest efforts for developing their own infrastructure and increasing their own attractions and improving the quality of education? Secondly the number of private colleges in the state may be more than the number of Government colleges, but still it is much less or rather insignificant as compared to the number of government aided colleges. How come the induction of these few private colleges weaken the mammoth superstructure of the government and government aided

colleges in the state? Instead of blaming and tarnishing the private institutions, the institutions in the public sector should work out blueprints for the development of their own standard and efficiency.

Further it cannot be denied that in the present higher education scenario, these private institutes have a definite role to play, but at the same time some checks and controls must be there on the activities and functioning of the private institutions.

Thus the survival package must cover both the objectives - First : Remedial Measures : to impose some checks and controls on the functions and operations of the private institutes and thereby developing them as an important organ of higher education and not just some organizations for earning easy, quick and temporary gains. Second: Revival Measures: to improve the efficiency, infrastructure and attraction of the government and government aided colleges.

First : Remedial Measures : The following remedial suggestions relate to the formation, governance, pedagogy and expansion of the privatized units.

1. **Inception** : Recognition: At the time of inception of the college the infrastructure, properties potentialities of the private institute should be

examined properly before giving recognition or affiliation.

2. **Governing Body:** Restructuring: The apex body of the colleges should be reconstructed ensuring participation of the educationists and the industrialists so that it can function properly as per the guidelines of AICTE / NAAC / UGC etc.
3. **Admission:** Single Window System : Except the management quota (10%) all other seats (90%) are to be filled up from the merit listed candidates by the Central Selection Committee.
4. **Fees Structure Committee:** Fees Structure Committee should be constituted by the State Governments. The committee will suggest, control and revise the fees of the different courses of the private colleges.
5. **New Courses :** Core Disciplines : The governments should encourage private institutions to introduce core disciplines, viz, Mechanical, Civil, Electrical etc. Permission for new courses should be given by a committee considering its necessity, viability, cost, curricula etc. of the course.
6. **Career Counseling:** : Career counseling committees should be constituted both at state level as well as at college level. They are to guide the candidates in selecting the suitable course. Selecting the right course for the right candidate is the first and the most important step.
7. **Placement Cell :** Apart from the college level there must be placement cell at the state / government level which will arrange for off campus interviews and guide effectively the candidates for choosing the right job. While the placement cell of each college arranges for campus interviews depending on their own strength and connections, the State Level Placement Cell will help in developing parity and in ensuring person to job fitting.
8. **Merit Rating :** A methodology to assess the overall performance of these institutions for their rating for gradual up gradation has been developed. Regular information is collected from such colleges as to some preset quality markers. and grade points are assigned and accordingly scoring or rating of each college is done. Such institutes should be rated on their overall academic excellence and not by placement alone.
9. **Expert Committees:** Higher education is not the matter of just one department or one institution. Rather it requires the concerted effort of all the different departments and agencies concerned. To ensure their smooth functioning a high level expert committee may be formed, as is done by the Government of West Bengal
10. **Distance Learning :** In a vast country like India it is really difficult to bring all the aspirants of higher

education to the classroom. Again "Postal Coaching System" today has gained sufficient support and confidence. Professional autonomous institutes like the Institute of Chartered Accountants of India, Institute of Company Secretaries of India, Institute of Cost & Works Accountants of India etc. popularized postal education in late seventies and eighties. It was, thereafter, followed by Indira Gandhi National Open University (IGNOU), ICFAI, Netaji Subhas Open University etc. Today Government Universities also have started providing education in distance learning mode. In west Bengal Universities like Burdwan, Vidyasagar, Kalayani etc. are successfully operating distance learning centers. In Jammu University also there is a big size distance learning center. Some of the private institutes have also opened up and some others are thinking of opening distance learning centers. However, in all these cases tremendous care and caution must be taken with regard to the followings: forming the course curricula, developing study notes, holding model classes, framing question papers, conducting examinations and above all maintaining the standard of the distance learning courses.

Finally : The following suggestions are put forth for the revival of the quality of education and the infrastructure of the public institutions :

1. **Infrastructural Developments:** It may also be called 'Better Engineering'. It includes adequate classrooms, modern equipments and teaching methodologies, efficient teachers, trainers and mentors and so on.
2. **Good Governance:** Efficient and professional administration with good degree of fairness, and transparency and removal of political dictation and undue influence. An atmosphere of confidence, dependability and trust is to be created. Red-tape system needs to be removed; decisions are to be implemented without any delay or dilemma.
3. **Curriculum Revision:** Syllabus is to be revised and restructured keeping in mind the market demand. Career oriented courses should be opened in more numbers. Stress should be given on soft-skill development, communication development and personality development. In the name of syllabus revision "the same old wine in a new bottle" policy must be dispensed with.
4. **Strict Routine:** Strict routine must be prepared and adhered to. All programmes must be time bound. Academic calendar must be distributed to the students at the beginning of the session and followed. An atmosphere of seriousness and all round motivation has to be created.

5. **Effective R & D:** There must be enough scope for research and development both for the students as well as for the faculties. Case studies, research activities, project work etc. are to be incorporated in the syllabus. Minor and major research projects undertaken by the faculties must have some relevance to the course they teach and should give some scope to the students to join in.
6. **Placement Cell:** Finally a relationship between learning and earning is to be established. An effective placement cell in public private partnership model (PP3) must be created. Arrangements for mock tests, internships and campus interviews must be made. The more the above factors are taken care of, the less will be the gap between the public and the private institutes in higher education and then a healthy competition between the two sectors will make them complementary to each other.

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## UNION BUDGET 2016-17: AT A GLANCE

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adversely. The impact on upper middle class and rich people may be relatively less and value of a Rupee in the hands of these sections have different pinch effect owing to disposable per capita income with them. India being heavily relying on indirect taxes and these are generally regressive in nature and will, therefore, adversely affect the engine of growth- savings and investment.

On allocation of funds signals are somewhat like this:

**Allocation to Agriculture and Farm Sector** - It may boost Agriculture Sector which is an urgent need of the Indian economy as the Agriculture income has not been rising. A good number of farmers are also in debt. Some of them have taken extreme step to end their lives. News papers carry stories of farmers' suicide very frequently. This should help mitigating the problems of farm sector. However, a good proportion, say Rs. 20 thousand crores out of Rs. 38.9 thousand crores will go for longitudinal irrigation project refinance through NABARD. It means impact of this allocation on mitigating problems of farmers would be somewhat weak.

**Allocation on Rural Sector** - MNREGS which received little less amount last year, will receive Rs.38 thousand crores. This will give income in the hands of poor people and therefore may boost rural economy of basic consumption goods. There is a caveat here, if middle people take their share from this amount, that portion of money may result in consumption of luxury goods including SUV and SUV in rural areas and add to our non-accountable income. Although rural banking and direct transfer to beneficiaries has reduced this scope, yet it has added new agents to mediate for withdrawal of money. The overall impact is likely to be positive in rural economy.

**Allocation of Funds to Social Sector** - This is one of the big sectors and always needs more funds and directly adds to consumption of goods and services. The cut on education by 2 percent and given the inflation rate is not a good signal. There is good signal for new IITs, IIMs and Institutes of Science Education and Research in unserved

areas. It may give status boost to these areas, but impact is going to be slow. In any case, graduates of IITs and IIMs serve global economy more than Indian economy. A large part of higher education institutions namely, Colleges, which trains manpower for almost all the sectors of economy is poorly attended to. This is particularly so, in the context of the need for improving quality of higher education. Our health sector needs a great push, particular in the area of research and development. Therefore setting up of additional AIMS is a good sign.

**Allocation on Infrastructure** - Allocation on Prime Minister Gram Sadak Yojna is a good investment for generation of employment, demand for raw material and income generation. Earlier Vajpayee government allocated funds for this sector and it paid good dividend to economy in the form of: employment, market access for rural economy and income generation. Urban economy may also get some boost, but its impact is likely to be marginal as allocation is small. The smart cities' dream may have to wait.

**Allocation on Finance Sector** - Allocation of Rs. 1.80 lakh crores for Mudra sounds good for non-formal sector and small enterprises, but how much of it is likely to be effective has to be seen. This could be due to long winding process of banking loans and lack of confidence among the small shop keepers in the banking loan process. Non-formal sector forms a large portion of economy of India. This sector has been poorly attended to for more than one and half decade. Hence employment in this sector is declining. The liberalization (external) i.e., imports, has seriously affected the non-formal sector. This is particularly owing to flooding of non-formal sector market by Chinese goods. Unless special focus is given to this sector along with agriculture and manufacturing sectors hope for surge in Indian economy is very bleak.

To sum up: The political economic framework of the budget is, somewhat confusing and may not really provide required push to Indian economy.



### MAKING HIGHER EDUCATION TUITION FREE

Labour leader Jeremy Corbyn had announced to make higher education tuition free in his election during 2015 in labour party. He is keen to fulfil his pledge to abolish tuition in higher education. He proposes to initiate debate and suggest a model for tuition free higher education. It is said that he might have to fight with his own party leaders who have taken opposite view or maintaining status quo at UK pound 9000 per annum. Times Higher Education reports that he might be encouraged by the fact that Democratic Presidential nominee Mr. Bernie Sanders has pledged tuition free public colleges and universities. But Ms Clinton has advance more cautious approach of debt free colleges.

Source: *THE- John Morgan*

### UK: FOCUS ON IMPROVING ACCESS AND REDUCING DROPOUT RATE

Office of Fair Access has issued guidelines for providing access to white working students in higher education and reducing rate of dropout among black students. It has also advised universities to pay attention to challenged students namely dyslexia and asperger's syndrome. These guidelines have been issued in response to research which have found that white students are less likely to join higher education and the rate of drop out among black students in the first year of admission is high. The rate of dropout is 11 percent among black students as compared to 7.1 Percent for average. The guidelines also say that those colleges which do not follow these guidelines will not be able to charge 9000 UK Pound as tuition fee.

Source: *THE Crish Havergal*

### SOUTH KOREA: PERMITTING STUDENTS TO MARRY AND HAVE CHILDREN DURING THEIR STUDIES

South Korea has repealed old law which prohibited students to marry and have children while studying in the universities. Ewah Women's University based in Seoul capital city of South Korea scraped the law banning students' marriage in 2003.

It is said in 1951 Kim Young Sam who later became President of South Korea has to conceal his marriage with university student Son Myung-Soon. She also hid her pregnancy by wearing loose cloth as reported by new paper. The revised education law will also allow students to take care of their new born.

Source: *THE David Mathews*

### CHINESE STUDENTS LACK CRITICAL THINKING

Toa Zhang a lecturer in Nottingham Trent University interviewed 16 students studying for journalism and

Media at a university and found that most of the students did not agree with party lines, yet affected their ability to think independently. When Dr. Jhang asked students about critical thinking students said what is critical thinking and critical of what? In UK we have to support our view with evidences and references, in china we do not have do that. Two of students rejected that and said they were aware of how their text books omitted to mention the Tiananmen Square Massacre.

Source: *THE David Mathews*

### ENGAGEMENT OF ACADEMIA IN UK IN COMMERCIAL RESEARCH DECLINED

National Centre of Universities and Business (NCUB) survey Lynne Hall, a reader at the University of Sunderland who researches external engagement - supposedly universities' "third mission" alongside research and teaching - said such activities were seen as being "of no value...it doesn't bring in money and doesn't hit targets - Changing State of Knowledge Exchange of more than 18000 academics revealed that the proportion of respondent doing commercial consultancy has declined from 15 to 7 percent . The survey stated that overall 14 percent of academics in the period 2012-15 reported commercializing their research, compared to 22 percent in 2005-8. It is reported that there was slight dip in non-commercialization research also.

Rosa Fernandez, director of research at the NCUB, said that the " External consultancy has gone down dramatically following the recession." But Tim Hughes, professor of applied marketing at the University of the West of England, said: "I don't really buy that recession argument." - He pointed out that " 53 per cent of respondents said that a lack of time prevented them engaging with businesses and other organisations outside academia"

There was yet another explanation given by Lynne Hall, a reader at the University of Sunderland who researches external engagement - supposedly universities' "third mission" alongside research and teaching - said such activities were seen as being "of no value...it doesn't bring in money and doesn't hit targets.

The new teaching excellence framework, planned for 2017-18, would also squeeze out time for external engagement, Overall, Dr. Hall expected it to decline further in importance. She said "We don't have time and it is of very little value to anybody except the government,".

Source : *THE -David Mathews - david.matthews@tesglobal.com*

### ATTEMPTING TO TRANSFORM HIGHER EDUCATION:

Transforming Indian Higher Education, Edited by H. Chaturvedi, Published Bloomsbury Publication, India Pvt. Ltd., New Delhi, Copyright Birla Institute of Technology, Greater Noida, 2015 Pp 285

Desire to transforming higher education has been cherished by many scholars and thinkers in India even though system of higher education has been growing more or less on historical pattern with some changes here and there. There has also been often beating of Indian higher education system by scholars, politicians and the like as and when there is publication of Times Higher Education ranking of world universities as even leading universities of India do not figure in the list. The pangs for change has been felt by many, yet the system has multiplied over time. To day system of higher education enrolls almost 15 percent of eligible age group people in higher education. The system has expanded at all levels, colleges, state universities, central universities, Indian Institutes of Technology, Indian Institutes of Management, Deemed to be Universities and private universities. Expansion in Private self financing Universities and Deemed to be universities has been very high so is true of private self financing engineering, management and medical colleges. In the light of these development desire to transform higher education indicates sort of disappointment with this present growth. Collection of papers in the above volumes reflects both happiness as also disappointments the way higher education has moved. Papers have been written by many eminent scholars and thinkers of higher education.

KB Power in his paper Role, present Status, Changing Scenario and Future of Higher Education and Dr. Sudharo and Mithlesh Kr. Singh in their paper History of University Education in India and - way forward, traces the development higher education in recent historical context and present status in terms of various parameters. Authors while high lighting the developments have pointed out areas of concern with regard to quality and research and development in the higher education system. They have pleaded for reforms through funding enhancement, infrastructure development and creating research environment.

Papers by R.S. Grewal and Sushma Berlia deal with the issues of innovations, leadership and eco-system for innovations and skill development in higher education. Grewal feels that "academic leadership is still with those who have failed the nation." He pleads that "-country needs to get rid of the education policy for the elite-as was the case in the pre independence era- and pay attention to education for masses." Berlia' paper pleads for making education more relevant to market needs and increase in private participation for fostering innovations and skill development.

Papers by Rahul Singh and A Sahay deal with higher education and research ecosystem and transformation of Doctoral Degree programme. Singh has analysed historical and present status of higher education research. He compares research performance of India with selected countries of world. He pleads for creating an "ecosystem where students participate in research so that they have full scope to fulfil their curiosity." Sahay compares Ph.D. in USA, China and India. India figures at the bottom in this comparison. He pleads for that "Regulators must play their part not only in maintaining, but upgrading the quality of doctoral programmes"

Private Sector role and Public Private Partnership aspects have been presented in Papers by Mohandas Pai and others and R.K. Mishra and Janki Krishna. Paper by Pai gives detailed account of role of private sector in higher education. Mishra and Krishna's paper deals with public private partnership from Indo-European Perspective and states that "India and EU, as the leading democracies in the world, share common values and beliefs, which make them innate partners in the present world order." They also plead for more investment for strengthening the quality of higher education.

Faculty quality aspect in Technical Education has been dealt in the paper by Prem Vrat. He says our policy paradox is that "despite acute shortage of faculty in IITs we compulsorily retire them on the date of superannuation even they are physically, mentally and passionately agile." He pleads for removing expiry date i.e., date of retirement.

Manish Upadhyay and Amitva Maitra deal with application of technology in higher education. They make a fervent pleased use of education technology - on line education, MOOCs and cMOOCs. However, they refrain from predicting future education technology, as in this fast changing technology world, no one knows which direction ICT will go.

R. Natrajan has analysed the ranking system of universities in the world in his paper world class University Ranking: Indian Perspectives. While analysing positive negative aspects of ranking system, he says "whatever their shortcomings are, the very existence and compilation of ranking lists infuse quality consciousness among the institutions.."

H. Chaturvedi- editor of the volume has envisioned the Indian Higher Education -2030 - a peep into what will and what should happen in 2030. His paper projects GDP, Population, life expectancy in 2030 and their implications for higher education. He envisions a three pronged model of higher education and gave out aspirational goals for enrolment, international students participation and ranking Indian universities global list of university ranking.

Volume has brought several aspects of transforming higher education by eminent authors and very well edited by H. Chaturvedi. The volume is recommended to students, teachers and policy makers in higher education.

# SEED PUBLICATIONS

The list of Publications and Research Studies is given below:

- **Issues in Development of Colleges - Governance and Other Aspects -**  
Collection of papers presented in Annual Conference of ICF.
- **Issues in Development of Colleges - Quality and Resources Aspects -**  
Collection of papers presented in Annual Conference of ICF.
- **Classroom Processes in Primary Schools of EFA Districts, Saharanpur (U.P.) -**  
Research Study sponsored by SIEMAT, Allahabad, UP
- **Classroom Processes in Primary Schools of EFA Districts, Sitapur (U.P.) -**  
Research Study sponsored by SIEMAT, Allahabad, UP
- **Classroom Processes in Primary Schools of Non-EFA Districts, Bahraich (U.P.) -**  
Research Study sponsored by SIEMAT, Allahabad, UP
- **Coaching Institutions for Admission to IIT, Engineering and Medical Courses -**  
Research Study sponsored by Department of Science and Technology, Government of India, New Delhi.
- **Decent Jobs-India Study**, sponsored by Global Policy Network, Washington, USA.

## Research Reports

- **Quality Assurance in Management and Engineering Institutions in India.** A Report of Seminar held IIC, New Delhi, Funded by GJVJ Raju Foundation, AP
- **Trade In Education Services under WTO: GATS Regime**, Report of 4 seminars sponsored by All India Council of Technical Education, GOI, New Delhi.
- Micro Finance to women members of SHGs for income generation for livelihood funded by Dewan Foundation through **DEEPALAYA in Delhi and Haryana.**
- Micro Finance to women members of SHGs for income generation for livelihood funded by Dewan Foundation through **SRIJAN in Rajasthan and Madhya Pradesh.**
- Micro Finance to HIV affected women Members of SHGS for income generation for livelihood funded by Dewan Foundation through **St. Paul Trust, Samalkot, Andhra Pradesh.**
- Micro Finance to women members of SHGs for income generation for livelihood funded by Dewan Foundation through **IBTDA, Alwar, Rajasthan.**
- Micro Finance to HIV and Leprosy affected women members of SHGs for income generation for livelihood by Dewan Foundation through **FUTURE BRIGHT TRUST, Vjaynagaram, Andhra Pradesh.** Micro Finance to members of self help groups in Jharkand for income generation for Livelihood by Dewan Foundation through **Pradan, New Delhi and Jharkhand.**
- **Handbook of Quality Assurance in Higher Education -** sponsored by Ed.Cil., GOI, Noida under its CSR activities.
- **Study of Education of Challenged Children in Schools-** sponsored by Ed.Cil, GOI, Noida under its CSR activities.
- **Copyright in Education -** study sponsored by Ed.Cil., GOI, Noida, under its CSR activities.
- **College Post -** the Higher Education Journal - a quarterly publication.

## Research Studies Completed/Research Papers, 2014-15

SEED carried/carrying out the following studies:

- (1) Micro Finance for Income Generation for Livelihood: A comparative Study of Non-Profit making NGOs, SBLP and for Profit MFIs - (ICSSR, GoI, Sponsored project).  
Study entitled Micro Finance for Income Generation for Livelihood: A comparative Study of Non-Profit making NGOs, SBLP and for Profit MFIs sponsored by Indian Council of Social Science Research was completed during this year. Review by expert of ICSSR was very encouraging. To quote:  
*"The study makes an important point that poverty is a complex phenomenon and all poor household cannot be treated as homogeneous group. Micro-finance can be successful in cases where households have some assets and marketing skills. The support s the revolving fund support model of MFIs." ----- The analysis has been carried out in a systematic manner and presented in a clear style"*
- (2) Monograph on Foreign Direct Investment - Creative or Disruptive External Economic Intervention - © SEED authored by Dr. G. D. Sharma.  
A report of FDI entitled FDI- An External Economic Intervention was completed this year and presentation of the same was made to students and teachers of Management in G.D. Goenka University. The report was also sent to relevant experts for their use.
- (3) Diversification of Higher Education paper has been prepared by the President, SEED and has also been submitted to Higher Education Policy and Research Centre of NUEPA. The paper is being published as chapter in the Book being brought out by NUEPA.

## College Post

The issue of College Post was brought out in the month of April- June, 2014. Next issue is in process.

## Commemorative Volume

Publication of colleges post for the last 20 years is progress. Articles have been sorted out and first draft of the volume is ready. It is hoped we would be able finish it in couple of months.

*seed...*

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