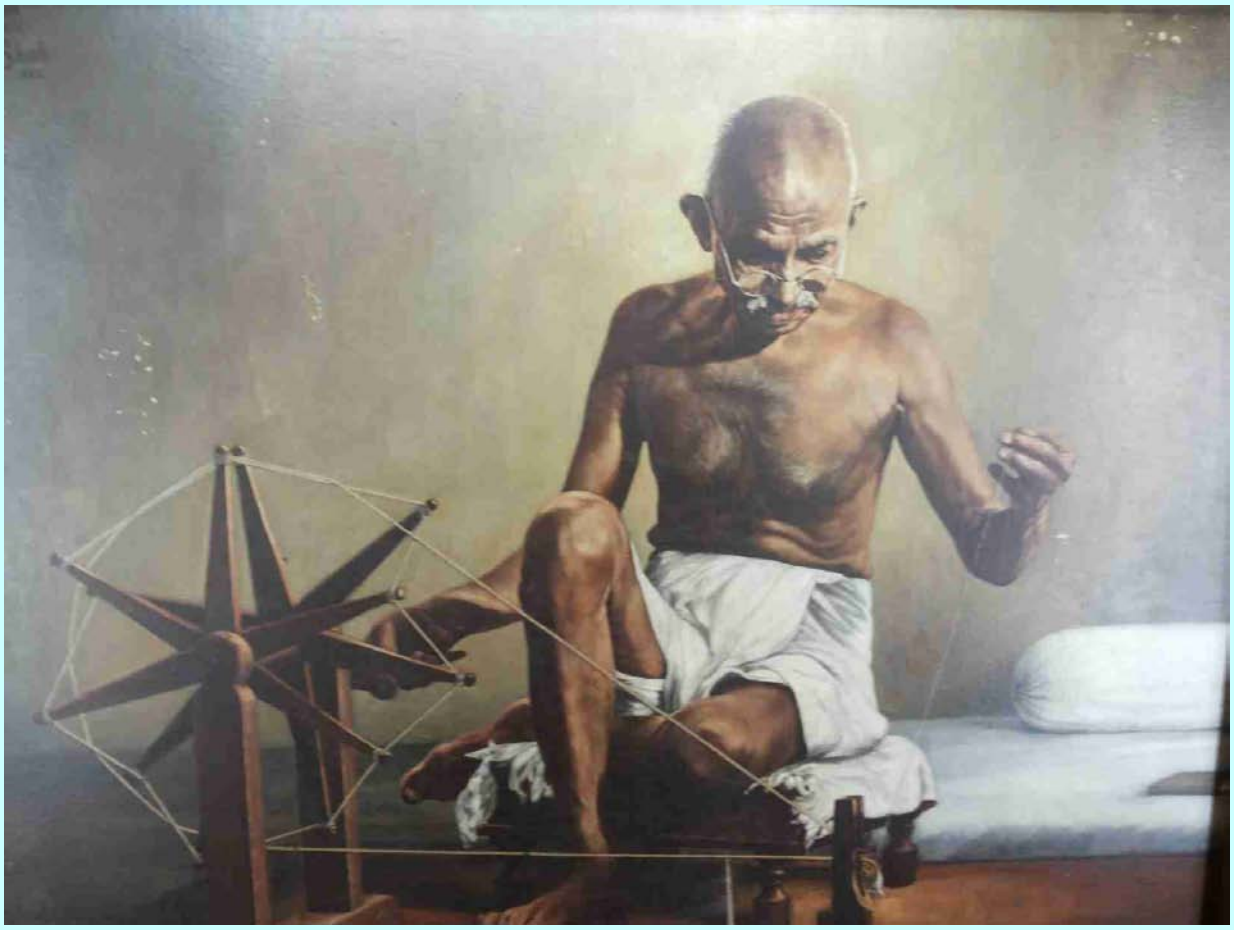
ISSN 2348-084X

COLLEGE POST

the higher education journal

VOL. 16, No. 3 July-September, 2016



Mahatma Gandhi Spun for Free and Self-reliant Bharat

seed...

seed...

CHEST

SEED-CHEST In Collaboration with LNP Trust is organizing Management Development Programme for University Deans/Principals of Colleges

3 days Workshop from 21-23 December, 2016 India Habitat Centre, Delhi

Tentative Programme Schedule (revised)

Theme : Use of new media and technologies for improving quality of higher Education

Dates : Wednesday 21st, Thursday 22nd and Friday 23rd December 2016 from 10 am to 5 pm everyday

Venue : Maple: India Habitat Centre, New Delhi (entry from Gate no.3)

Day 1: Overview and Mega Trends

Session 1.1 (Inaugural Session) :

10 am to 10.30 am The Opening remark on dawn of the fourth Industrial Revolution : GD Sharma

10.30 – 11:30 New Technology and future of higher education-Bikas Sanyal

Tea Break: 11:30 to 11:45 am

Session 1.2 : 11:45 am to 1:00 pm MOOCs and challenges for Higher Education- NV Varghese

LUNCH Break: 1:00 pm to 2:00 pm

Session 1.3 : 2:00 pm to 3:15 pm: Mega Trends in Computer Technologies: MM Pant

Tea Break: 3:15 pm to 3:30 pm

Session 1.4: 3:30 pm to 5:00 pm Innovative Pedagogies, e-learning, learning styles and quality learning: MM Pant

Day 2: Focus on MOOCs

Session 2.1 : 10 am to 11:15 am: Tipping points for future technologies: MM Pant

Tea Break : 11:15 to 11:30 am

Session 2.2 : 11:30 am to 1:00 pm: Creating Contents on MOOCs and Schemes of Assistance- GD Sharma

LUNCH Break : 1:00 pm to 2:00 pm

Session 2.3 : 2:00 pm to 3:30 pm: The SWAYAM project : Pankaj Mittal

Tea Break : 3:30 pm to 3:45 pm

Session 2.4 : 3:45 pm to 5:00 pm- Learning with MOOCs : MM Pant

5.00 PM to 6 PM Award Ceremony –

Chief Guest: Bikas Sanyal and Guest of honour Dr. Pankaj Mittal Former VC, BPS Womens University, Haryana

Day 3: Affordable Quality Higher Education with new media and Technology

Session 3.1 : 10 am to 11:30 am: The Impact of Big Data and Learning Analytics on Higher Education: MM Pant

Tea Break : 11:30 to 11:45 am

Session 3.2 : 11:45 am to 1:00 pm: The Impact of Block chains on Higher Education : MM Pant

LUNCH Break : 1:00 pm to 2:00 pm

Session 3.3 : 2:00 pm to 3:30 pm:

Deploying New Media and Technology for Management: GD Sharma and MM Pant

Tea Break : 3:30 pm to 3:45 pm

Session 3.4 : 3:45 pm to 5:00 pm

Open Session and Valedictory function.

(Open session is meant to discuss issues and interest of participants, feedback of programme and future course of action.

You are invited to participate in the MDP programme. For details visit www. seededu.org or mail - seedif@gmail.com

Last date for registration - 10th December, 2016

About Resource Persons

Dr Bikas C Sanyal, Ph.D., D.Sc. (Honoris Causa) Former Special Adviser, UNESCO, Former Vice Chairman UNESCO Institute for Capacity Building in Africa, Knight of the Legion of Honour (France, 2007), Pravasi Bharatiya Samman Awardee (2014).

Dr. G.D. Sharma, Ph.D., D.Litt. (Hon. Causa), Former Head, Higher Education Unit, NUEPA, Secretary UGC, Director, CEC, New Delhi

Professor MM Pant, Former PVC IGNOU, Professor IIT, Kanpur, and eminent educationist and Technology Expert

Professor NV Varghese, Former IIEP, (UNESCO) Paris, Presently Director, Centre for Higher Education Policy and Research, NUEPA, New Delhi.

Dr. Pankaj Mittal, Former VC, BPS Womens University, Haryana , Presently Additional Secretary, University Grants Commission, New Delhi

EDITORIAL

CELEBRATING 25 YEARS OF LIBERALIZATION OF INDIA : SHIFTING ECONOMIC AND EDUCATIONAL PARADIGMS

The Independence of India from British rule was avowedly fought actively for almost 15 years, i.e. 1930 to 1945 to seek freedom from exploitative British Raj, to ensure freedom with democracy to people of India, to remove poverty, to ensure equality, justice and to ensure development of one and all. The economic exploitation of India took place under the model of market economy by the foreign rulers. The logical follow up, during the independent India, was to change the role of state from exploitation to welfare of people and from market economy to guided market economy - sort of mix model of both state and market to play a role in ensuring removal of poverty, distribution of resources equitably, provision of education for all. This was attempted through a planned model of development of economy and society. Societal development also focused on protective discrimination to undo the past injustices. The model of development was state supported five year Plan development model. State set up institutions in various sectors of economy and society. It set up: Planning Commission, DRDO, Space Research Institute, Agricultural, Technology Institutions, Central Universities, State Universities, Several Research and Development Institutions in the areas of Physical, Chemical, earth and Biological Sciences as part of this approach. Along side it also attempted to resurrect indigenous knowledge resources namely, Ayurveda, Unani, Yoga systems of health and preventive care, Sanskrit, Art and Culture by setting up institutions and universities at Central and State levels. Under this approach development of economic and political institutions, social systems, governance system and education system continued, some time slowly and some time speedily for almost four decades. But the focus was: removal of poverty, development of agriculture, industry, education, health and other segments of economy, democratic processes and research and development for the development of the country. Development was slow but steady; it was a model of self reliant development. Those economists, who visited US and UK, felt development was slow and termed it Hindu Rate of Growth. Whatever development that took place, it was largely through its own resources and at its own pace. It developed from poor agriculture, poor industrial base, poor educational base, poor system of governance and social system to somewhat respectable levels in these areas. Those in political governance and in administration imbibed the values of national development for all.

In spite of several challenges both from international and home fronts, the so called Hindu Rate of growth was our own. The challenges ran as: India's principles of Panchsheel were killed by those who signed it and faced hostile China in 1962, followed by it hostile Pakistan in 1965, 1971, At the home front it faced internal emergency and internal provocation of Khalistan Movement. One of our Prime Minister was killed in the premises of PM official residence cum Office by a guard influenced by Khalistani extremists and another was bombed and killed at Perumbadur, Chennai supposedly by Srilankan extremists.

In between it also faced severe draught and food shortage in 1960s. It made India to depend on Peace Law 480 of US to get wheat stock. Due to agricultural problem it shifted its Industrial development plan to Agricultural development. In due course, with the help of Agriculture Universities and their extension stations, national Irrigation system through Bhakra Canal, Indira Gandhi Canal in Rajasthan, several dams and Hydroelectric generation system it over came the food problem and ensured food security of India. It was able to set up, presently known as Nav Ratna companies namely, BHEL, NTPC, and several others.

On education front it set up some of the very leading science and social science universities and research institutions. It supported setting up of institutions by Philanthropists through grants. It set up institutions like UGC, ICSSR, ICHR, ICAR, CSIR, Space Research and so on to ensure development of higher education and research & Development . All these came from support of state exchequer. State mobilized resources through taxation of other internal resources and invested them for these developments. This is a story in brief of four decades of economic and social development with clear thrust on state playing a major role in development of economy, society and people and at the same time allowing market to operate without causing harm to people 's interest. However this tenet/ maxim got distorted and system degenerated under red tape bureaucracy, license Raj and corruption. Unemployment and poverty removal continued to be a challenge.

Things started changing in late eighties. During this period there was a sort of change in composition of people in ruling Congress Party and also pressure by opposition, as they differed in thinking on economic model of development. It was around early 1990, India opted for model of liberalization- the period India is celebrating- the economic and educational paradigm started shifting.

On the international front also the scene started changing. There was disintegration of erstwhile Soviet Union which worked for a long period on Socialist Model of economic development and had international acclaim of poverty removal and development of science

...contd. on page 27

CONTENTS

Editor
G.D. Sharma
Co-editor
Baldev Mahajan

ICF 22ND ANNUAL CONFERENCE

Indian Colleges Forum successfully completed its 22nd Annual Conference of ICF held at Mahila PG. Mahavidyalaya, Jodhpur from 5-7th September, 2016 under the auspices of JNV University, Jodhpur , Rajasthan. The theme and sub theme of the conference were:

"Higher Education for Bridging the Gap between Rural and Urban India"

Sub-themes: Role of Higher Education in:

i) improving knowledge and skills among students to contribute to rural development;

ii) Improving Quality of Primary and Secondary Education; and

iii) Carrying out problem solving research for development of rural areas

The conference was inaugurated by Dr. Kavita Sharma, President, South Asian University, New Delhi and was presided over by Dr. R.P Singh, Vice Chancellor of JNV University, Jodhpur. Dr. Kavita Sharma gave comprehensive address covering Higher Education and Societal Expectations. It covered a very large ground of employability, contribution to economic development, aspects of equity, relevance, accessibility by women, socially deprived sections and minority community. She highlighted the challenges and possible response to address issues of development both for urban and rural areas.

Dr. R.P Singh VC, JNVU, addressing the delegates

Dr. R.P. Singh underscored importance of the theme of the conference, reviewed the issues in the context of several development in the past and recommendations made by Dr. Radhakrishanan, Dr. Kothari university and education commissions. He also referred to recent efforts in drafting of education policy and recommendations of Subramaniam committee. He said key aspect of contribution of higher education for development is equity and quality of higher education as provided by Colleges and universities. Colleges being close to districts, towns and rural areas can significantly contribute though knowledge, skill and value orientation in bridging this gap.

Dr. G.D. Sharma, President ICF, highlighted the role of Indian Colleges Forum in brining Principals of Colleges through out length and breadth of the country to deliberate on important theme related to the role of higher education in development of the country. He said it is need of the time that colleges act as knowledge and skill development to bridge the gap between rural and urban areas. Colleges can become hub for research and innovations to solve problems of development in adopted villages in rural areas.

Shri PP Srivastave, former Member NEC and Chairman North Eastern Regional Education Council highlighted the importance of linking colleges with needs of localities in their neighbouring areas and helping people and youth through knowledge and skills to enhance locally produced quality goods to serve the needs of the area. He also emphasised on value inculcation among students for service to people and commitment for development.

Technical Sessions were addressed by experts and delegates coming from far off places in India, Namely, Kerala, Karnataka, Assam, Jharkhand, Meghalaya, Gujarat, Rajasthan, Punjab and other places. Dr. Usaman from Kerala , Dr. Gogoi from Assam, Dr. Singh and Dr. C. Massar, from Meghalaya, Dr. Prabhakara from Karnataka, Dr. Kiran Arora from Punjab chaired and co-chaired the technical sessions and presented paper. Dr. K. B. Vandana, Principal, Rajasthan Police Training Centre, Jodhpur and Professor Ganga Ram Jhakar, former Chairman, RPSC, Jaipur addressed the delegates and chaired the technical sessions.

Dr. Chandrakala Padia, Vice Chancellor, Maharaja Ganga Singh University, Bikaner, in her valedictory address spoke very frankly on the recent developments in higher education and impact of modernization on psyche of people. She highlighted the contribution of India in development of various fields of arts, science, technology and need for exploring and carrying out research in Indian context. She said education system should address the problems of development indigenously while keeping in touch with world developments. We should avoid aping and show our originality to address the problems.

A large number of Principals of Colleges from different parts of the country namely, Kerala, Karnataka, Assam, Meghalaya, UP, Jharkhand, Gujarat, Punjab and Rajasthan participated actively in deliberations, presented papers and worked in groups. They formulated recommendations pertaining to role of higher education in bridging the gap between rural and urban areas.

A very colourful cultural programme was presented by the students of the college. Delegates also had an opportunity to visit several historical places in Jodhpur and nearby places. Dr. Manorama Upadhyaya, Principal of the College, Dr. SP Vyas , Secy and Chairman of the College management committee gave an exemplary support for the conduct of the conference. Dr. B.K Tyagi, Secy, ICF and Dr. S.C Sharma, Vice President SEED steered several sessions very effectively and proposed vote of thanks from the side of SEED-ICF. Dr. Nalini Bhatt presented token memento to Principal from the side of ICF.

HIGHER EDUCATION FOR MEETING EXPECTATIONS OF INDIVIDUALS AND SOCIETY

Dr. Kavita Sharma*

The challenges before higher education has been to meet several competing/complementing expectations of individual and society. The paper examines how have these expectations influenced the development of higher education in India.

The aim of education is two-fold: collective and individual. At the collective level, the aim is to make an individual into a good citizen, that is, a person with harmonious relationship with other members of the community, a person useful to society, and one who fulfils his or her obligations as a citizen. At the individual level, the student expects an educational institution to help him or her to develop a strong and healthy body, build his or her character, attain self-mastery and supply opportunities to discover and realise natural abilities so as to become gainfully employed and economically self sufficient.

Both expectations are justified but it is necessary to understand the relationship between the individual and society and that the aspirations of the two need to be mutually harmonised. The human mind tends to emphasize one or the other and the current dominant thought is that individual interest must be subordinated to societal interest. Therefore, the collective aim of education has overshadowed the individual aim and the chief challenge facing educators is how to fit the individual to the demands of society.

The needs of society are determined by what society thinks it requires at that point of time. For example, at the time of war, society may require defence personnel, scientists for arms industries, traders in arms and ammunition, defence strategists, and others. Such societal aims are usually determined by the perceptions of the ruling class. If there are powerful patrons of culture, society will produce artists of all kinds. If industrialisation is taking place, then the need will be for engineers and technicians.

The needs of society are determined by what society thinks it requires at that point of time. For example, at the time of war, society may require defence personnel, scientists for arms industries, traders in arms and ammunition, defence strategists, and others. Such societal aims are usually determined by the perceptions of the ruling class. If there are powerful patrons of culture, society will produce artists of all kinds. If industrialisation is taking place, then the need will be for engineers and technicians.

Education is built on the pillars of access, equity, expansion, relevance and quality. All are interlinked if equitable opportunities have to be made available to all. Imbalance in any one of these causes disparities that lead to social unrest. Since the liberalisation of economy beginning in the second half of the decade of 1980s, Indian economy has opened up a variety of jobs and a shift is gradually being seen away from the agricultural sector to the service industry and manufacturing. Even agriculture has become more mechanized and demands inputs of new knowledge. The country is now part of a globalized world in which knowledge is the key to development. Hence both national and international organisations like UNESCO have emphasized that education especially higher education is the key to development.

New demands are being made on education both in terms of demand and relevance. Expansion has taken place but by and large it lacks quality and relevance. From elite, education has moved towards massification and is now moving towards universalization. In a globalized world, knowledge is the key to development, both its creation and dissemination. Changes are required at a pace that have not happened since independence. It has led to two things: emphasis on research and proliferation of private education.

However, higher education means both teaching and research. Clear ways on how to bring teaching and research together within a scholarship paradigm are still unresolved and very often universities themselves are confused about their mission. But usually research has been privileged over teaching as its applications are seen as promoting economic growth. This leads to several questions. What kind of research is needed? What is the aim of this research? How can research be incorporated into teaching? At what level should the research programme begin? One thought is that there does not seem to be an obvious flow from research to teaching at least at the undergraduate level. This could partly be because of the way teaching is organised and partly because research yields such specialised

* *Dr. Kavita Sharma is the President of South Asian University, New Delhi. She has authored several books and papers on Higher Education.*

knowledge that it is remote from what students need to know at the undergraduate level. But on the other hand, evidence can also be given to show that there are advantages to learning in a research-rich environment. For that, however, a conscious and deliberate link needs to be established between teaching and research in each department.

As Hebe Vessuri points out, the three main challenges that face the world in the 21st century are: freedom from want, freedom from fear, and freedom for the future generations to sustain their lives on this planet. Science, technology and innovation are central to successfully handling these challenges, but in some ways, they are also associated with causing them. They have led to the improvement of health, life expectancy and living standards, greater opportunities for information sharing and environmental remediation in many places around the globe. But they are also linked, in complex ways, to the current unsustainable development trajectories and ruthless exploitation of nature that has led to climate change and disasters both natural and man-made.

Unacceptable levels of disparity have been created because research efforts are unevenly distributed in the world between different countries and regions. As Jevs Renold points out, it is only a few industrialised countries that conduct the greater part of the world's research. This is problematic for developing countries that do not have the means or the education base to get a large share in the global research effort. Quite inevitably most of the research effort is directed at solving problems and answering questions that are related to the needs of industrialised countries, where the research is conducted. Applied to developing countries, their solutions may not be appropriate. Also, the developing countries may not even have the level of competency of education, research and technology required to benefit from the knowledge developed elsewhere.

Unacceptable levels of disparity have been created because research efforts are unevenly distributed in the world between different countries and regions. As Jevs Renold points out, it is only a few industrialised countries that conduct the greater part of the world's research.

Moreover, the way research endeavour has grown, it has led to the privileging of science, but is this the surest route to development or is there a need to also incorporate other routes? The universalistic scientific approach without the national, social and cultural dimensions being factored in, can lead to problematic and even tragic results. Therefore, scientific endeavours should be linked to social concerns. Scientists have to be aware of the societal impact of their work if their research and its applications have to bring collective well-being and equity in society and salvage the Earth's environment.

Science is only a part of a richer whole and spaces have to be created to bring scientists and different audiences together in democratic spaces so that expert knowledge can become comprehensible and more widespread. This would enable plural perspectives to emerge on the pros and cons of application and increase informed awareness among citizens. Without it, the growth of higher education will not necessarily reduce social and economic inequalities. As Vessuri has pointed out, in weaker countries with inadequate capacity, and unstable political and social institutions, higher education in science and technology may actually widen the gulf between the knowledgeable and the ignorant; between the better off who can afford education through its formal structures and those who cannot.

Therefore, universities cannot just do neutral science research. They must build a foundation of civic and democratic values to build social cohesion and purpose. They must create knowledge that not only leads to economic growth, but also to an understanding of how to overcome racial and ethnic tensions, dogmatism and religious extremism that often become concomitant to it because of its unevenness. This requires immediate attention to cultural diversity in higher education and research within the framework of globalisation. This does not mean merely increasing the population of the under-represented social groups in a campus population. It implies building knowledge systems that give an understanding of diverse values, policies, practices, traditions, resources and living knowledge systems outside the formal structures so that students and faculty, who have been excluded up to now, can become part of the knowledge resource and provide keys and solutions that have eluded thought and policy up to now.

Teaching and research have to be seen as a continuum. There is no real dichotomy between the two if the connection is seen not between research and teaching as between research and learning. Research can probably be seen as a process. It is a form of learning. At one end of the spectrum is information transfer that takes the form of lecturing or slide presentations and at the other end is enquiry into a problem by individuals or teams. Therefore, integrating research and learning is really about inculcating skills of enquiry and research into students. This is much more important educationally than providing students with content knowledge, which is now freely available in different media both print and electronic.

The demand for education has led to the emergence of the private sector. The government itself realizes

that it cannot meet all the financial requirements of the demand and tacitly recognizes the need to involve the private sector. Therefore it has allowed private education to enter the public sector universities and colleges through mechanisms such as self-financing courses that run concurrently with public-funded programs. Also self financing institutions are affiliated to public universities and they now for outnumber the public-funded colleges. Most of them are in the southern states of India. Many private deemed universities have emerged, which indicates that the government seeks private help and lacking a transparent policy or legislation, has taken this route to enable private institutions to flourish. Another group of private institutions in the non-university sector is run private and corporate initiatives like NIIT and APTEC. By law they cannot ward degrees but they attract students because of the quality and relevance of their programs and the training that they offer.

Historically, private institutions were established as not-for-profit institutions, like the universities. However, recent private institutions are inevitably profit seeking. Even when for profit institutions are not allowed, private institutions are usually for profit whatever may be their claim; and the regulatory mechanism is not able to deal with them. Further, most private institutions are not universities but specialized institutions that provide higher training in some specific fields of study. Research facility, especially in basic sciences is usually weak or often non-existent here, because of the large outlay it demands. However, in recent times, attempts to gain legitimacy have prompted them to show some research activity but it is largely cosmetic because it is difficult to find philanthropic sources of funding and these institutions have no access to public research funds. Therefore, whatever finances are required for research have to be cross-subsidized from teaching funds; this involves raising tuition fees, which are already high compared to public universities and therefore not a viable option. As the system matures, some amelioration may take place.

Right now, most private higher education institutions cater undergraduate demands, which satisfy the current needs of the labor market and bring immediate returns. However, high-end programs demand heavy financial outlay, which in turn means very high fees. Since there are no takers for this, either the quality gets diluted or private education gets confined to the popular courses of social sciences, economics, business management, and others.

The issue of quality becomes an urgent one for private institutions since they find it hard, if not impossible, to compete in terms of fees with public institutions. They also face problems of getting good teachers. Most of them have to rely on part-time teachers or the retired faculty from public universities. The dearth of faculty disturbs the teacher-student ratio that further dilutes the quality of teaching. Moreover, when teachers from public institutions moonlight, it creates tension between the two sectors with its own dire consequences. Public angst also rises against them because the lack of quality and high fees means that the employment returns do not match the individual investment and expectations.

At the policy level, expectations from private institutions are usually not met. Given that they have more flexibility, one would expect that they demonstrate increased diversification, both in terms of geographical reach and subjects taught, being more responsive to labor market demands. But, this does not happen because the very nature of private institutions compels them to gravitate to capital cities or major urban centers. The subjects get confined to those that are popular because of market demand. In fact, it is the public institutions that are geographically diverse because of the involvement of local and regional authorities. They also have the wherewithal to innovate if they could only get out of their straitjacket.

But whatever may be the constraints on private higher education, evidence seems to suggest that they are set to become a permanent feature on the higher education landscape. This is because higher education is likely to persist as an important priority in policy terms. The government may not be able to cope with the rising financial demands and expectations, and this will give a push to private higher education. There will also be financial challenges on how to expand the supply of higher education but these will be in both the public and the private sectors. Unless there is a policy that will take into its ambit the concerns of both sectors, the likely response will be the strengthening of market mechanisms which can increase the unregulated growth of privateness in the system. The consequence will be the commercialization of higher education and the victims will be the stakeholders--teacher, students, and parents. Teachers will be underpaid, hired on a contractual basis, with their services being dispensed with during vacations. They will have career uncertainties. Students will not get quality education and parents will exorbitant fees in their quest for professional degrees for their wards. Therefore, it is vital to have a public policy with regard to private education in place to avoid the ills of commercialization. But this is a complex and controversial issue especially in countries where private institutions have remained minimal with ideological issues and public sentiment to grapple with.

Since private education usually gets a boost because of massification initially at lease, it tends to focus on the absorption of unfulfilled demand but gradually these institutions tend to position themselves

as high quality high cost alternatives to mass/low cost public higher education. In the course of time, they would not want to be seen as the second choice for those who do not get a place in the public sector institutions. In the post-massification phase, the demand absorption pattern can give way to niche institutions, which present alternatives to mass higher education rather than reinforcing it.

Linking higher education to development has led to its being linked to employment. Hence the unprecedented demand for employability after education and accountability of the education system in this area. No longer does the idea of knowledge for the sake of knowledge hold good. Higher education is expected to lead to better employment and is seen as an investment that must yield returns. However, India's education system at all levels is in crisis. An appraisal of India's performance towards millennium development goals, shows that while there has been progress in some areas, other vital areas that pertain to human resource development are lagging behind. These are Primary School enrolment (10.8% children between 6 to 10 years are not in school); youth literacy, child mortality and infant mortality rates; immunisation of children; access to sanitation; and child births in hospitals as opposed to at home. All these are essential indicators of human development and therefore have major implications for the economic development of a country.

Linking higher education to development has led to its being linked to employment. Hence the unprecedented demand for employability after education and accountability of the education system in this area. No longer does the idea of knowledge for the sake of knowledge hold good. higher education is expected to lead to better employment and is seen as an investment that must yield returns.

While both health and education are vital, for our purposes let us look at education and begin with school education because without it, good higher education is not possible. Prof. Dayanand Dongaonkar in an AIU occasional paper (2008) painted a grim picture of the state of school education both for the population in general and for the SCs and STs. According to the Population Census 2001, the literacy rate is 65.38 per cent indicating that about 35 per cent of the population is still illiterate. According to the Population Census 2011, the literacy rate jumped to 73 per cent. However, the dropout rate was 27 per cent at the primary level and 41 per cent at the elementary level. Further, at least 13 per cent of students did not even transit from primary to upper primary level. The dropout rates are even higher for SC, ST, OBC and Muslim populations. This is worrying because it throws children out of the education system without providing a viable alternative of remedial action or skill development.

School education therefore, obviously needs to be strengthened both for the general category and for the less privileged before better access can be provided in higher education. The approximate passing rate is about 45 per cent of those who appear in the 10th and 55 per cent of those who appear in the 12th. Therefore, a very large number of young students is being pushed out of the system with no alternative to turn to. Given the state of school education, students' capacity to cope with higher education becomes an important issue that has been completely overlooked. Also, with affirmative action policies in place and strata that were hitherto excluded from higher education now finding a place in classrooms, studies are needed on the challenges of diversity in classrooms, the pedagogical methodology required for effective teaching, and the actual current outcomes of access. Unless there are successful outcomes, mere access or enrolment is not enough as it does not benefit anyone.

Since the dropout at the school is, over 65 per cent, only a very small percentage of students have access to higher education. The dropout level and the failure rate even at the tertiary stage for those who do manage to enter college, indicate that without good school education there cannot be any meaningful access to higher education. Pratham, a leading NGO in education, has pointed out in the tenth annual status of Education Report (ASER 2014), released on 13 January, 2015 that for six years in a row, school enrolment in India was 96 per cent or above for the age group of 6-14 years and hence India was close to universal enrolment in this age group. The out-of-school children have remained in this age cohort at 3.3 per cent for the last three years. However, the learning outcomes are a grave cause of concern. About 25 per cent of class 8 students could not read a class 2 text. Mathematics remains an area of concern. Such outcomes mean that majority of the workforce in India lacks education. Further, they have to contend with an out-dated system that involves rote learning rather than learning skills, understanding information and solving practical problems. This also impacts tertiary education.

A large number of students are left out of the system. A study by Dr. Sudhanshu Bhushan in 2004 divides the left-out students into three categories: left out at the school level, pre-college level, and college level. In all these areas combined, there are about 30 million students with little or no alternatives. They need to have a well-developed tier of vocational education that links with school education on the one hand and higher

education on the other. Vocational education is available in the form of Polytechnics, Industrial Training Institutes and, more recently, Community Colleges. However, all of them suffer from lack of resources and poor implementation.

The NSSO 61st Round states that while 70 per cent of the population completed primary education in the 18-22 age group, only 6 per cent completed a diploma course; and 97 per cent of the workforce in the country, in the 15-60 age group has no technical education. The inability of the system to provide continuation of education leads to fewer students going to the next levels of education, resulting in an inability to meet the needs of the job market, lower employability and an accumulation of people with low skills at the bottom of the job pyramid. Similar findings are seen in the Report on Condition of Work and Promotion of Livelihoods in the Unorganised Sector (2007). The average number of years of schooling of workers in the rural, unorganised non-agricultural sector was found to be 4.6 as compared to nine years in the organised sector, and for the unorganised agricultural sector it was 2.8. Mean years of schooling among casual workers in the unorganised non-agricultural sector was 3.5, thus denying workers access to jobs in the organised sector and confining them to casual labor

Not only is the education system not performing, even access to it is very unevenly distributed. A more equitable distribution is needed both for regions and communities.

Not only is the education system not performing, even access to it is very unevenly distributed. A more equitable distribution is needed both for regions and communities. Equity is sought in higher education in India through admissions done according to a rigid quota system of SCs, STs and OBCs. Thorat provided data on some other relevant factors besides caste and also pointed to the inter-linkages between caste, poverty, location, occupation, gender and religion. While there may be some changes in figures since 2003-2004 when Thorat did his study the essential problem remains the same. Disparities are evident between rural and urban areas. The gap being 7.76 per cent and 27.20 per cent, respectively. Hence, the GER in urban areas was four times higher than rural areas. There are wide inter-State variations. The GER at the aggregate level was 13 per cent. Now it is around 20-23% depending on varied statistics. However, the numbers hide the disparities. The GER varies from state to state ranging from about 39% to 3% .

Among religious groups the GER is the highest for Jains followed by Christians, Sikhs, Buddhists, Hindus and Muslims. A recent newspaper report shows that ab out 44% of Muslims are illiterate. Since Muslims are the largest religious minority of India and constitute the second-largest religious community after the Hindus, the government had set up the Sachar Committee in March 2005 to get authentic information about their social and economic status so that specific interventions, policies and programmes could be formulated. This is important because Muslims form about 14% in a population of 1.25 billion making them the largest minority and a huge number in absolute terms.

According to the Sachar Committee, only about 7 per cent of the Indian population over 20 years of age were graduates or diploma holders, but among the Muslims, the percentage was just 3.6, while only 0.4 per cent had technical education. The figures were somewhat similar to those for SC/ST. Technical education is particularly important for Muslims as a substantial numbers are engaged in artisanal activities in which technical training would improve their economic status. The gap in the Graduate Attainment Rate (GAR) between Muslims and 'all others' has widened from the 1970s onwards, and while the Muslims initially had a higher GAR than the SCs/STs, the gap has been closing, as the GAR for the SCs/STs have been increasing. There is a very real possibility, therefore of the SCs/STs overtaking the Muslims. This is already apparent in some states.

The Sachar Committee pointed out that one cause of this could be that there were very few government primary schools in Muslim areas, and even fewer higher-level educational institutions. From those that existed, most were of a very low quality, with high teacher-pupil ratios. This was because Muslims found it difficult to get jobs as teachers in schools. Those who did get the jobs were allegedly badly treated. The main cause for the educational backwardness was possibly poverty. The children were required to earn for the family from a very early age, and even those who did go to school, could not cope without tuitions or parental support, resulting in drop-outs after a few years of schooling. Because of their perception of being discriminated against in getting jobs, Muslim families did not perceive any major gains from education. Difficulty in getting government jobs, even with certificates and degrees were brought up repeatedly, says the Report. The situation in the private sector was worse.

The low participation in higher education probably led to fewer job opportunities. This was borne out by the data presented in the Sachar Committee Report which stated that the Muslim participation in salaried jobs was poor - just about 13 per cent and these were mainly in casual labour. Desai and Kulkarni argued that greater opportunities for employment due to reservations for SC/STs resulted in higher economic status, was motivating and enabled them to invest in

their children's education. Since Muslims faced impediments in getting employment, they did not have the motivation to meet the challenge of improving their educational levels. The reason for the low participation of Muslims in both higher education and in jobs can, however, be traced to weak school education.

Apart from religion, there are other factors that lead to inequity. For instance, gender impacts the access to higher education and this is more pronounced in rural areas where female access to higher education is low. The gender disparity is aggravated by caste and religion. Poverty also creates disparities. In 1999-2000, the GER for the poor was 2.4 per cent as against 12.91 per cent for non-poor, when the average being 10.10 per cent. Similar disparities were seen for the poor in rural and urban areas.. Poverty is also tied into caste and location, i.e. rural and urban areas. Among the poor, the GER is the lowest for ST and SC followed by OBC and others. In rural areas, the GER is the lowest for ST - 1.11%, 1.35 per cent for SC, 1.13 per cent for OBC, and 1.66 per cent for others. A similar pattern follows for the poor in urban areas. Occupation is another factor, and can be clearly seen across occupation groups in rural and urban areas. In rural areas, the GER was 5 per cent, being generally higher for self-employed households engaged in farm and non-farm economic activities compared to 1.41 per cent for those who worked as farm wage labour and 3 per cent in non-farm wage labour activities. Similarly in urban areas, the GER was much higher for those engaged in business, regular salaried and other activities compared to casual labour. Occupation can be correlated to caste. The GER is generally low for wage labour and particularly low for SC/ST compared to other groups. In short the GER is very low for both rural and urban poor and is aggravated by caste occupation.

All the above data shows that in spite of all the efforts that have been made, the access of SCs and STs to higher education is low. Caste factors are undoubtedly important but equally important are other factors like occupation, gender, poverty and the disparity in the rural and urban areas of development. Caste also aggravates the deprivation caused by other factors.

Linking of higher education with development has led to its being linked to employment. Hence the unprecedented demand that education must lead to jobs and that the system must be accountable. No longer does the idea of knowledge for the sake of knowledge hold good. Higher education is expected to lead to better employment and is seen as an investment that must yield returns.

The strains on the existing system of public sector higher education are evident. The system is not conducive to providing skills necessary for employment and a majority of Indian graduates are actually unemployable. The vocational sector of education is woefully lacking and the academic sector is not delivering the way it should. The problems have assumed serious proportions and there is an extreme urgency to emphasize skill or career orientation into tertiary education, with linkages with the school on the one hand and the academic stream on the other between which there must be points of convergence. Both these have not happened in India.

The Indian Labour Report 2007, by TeamLease Services states that while poverty is declining in India, inequality is rising and 57 per cent of Indian youth suffer from some form of skill deprivation. Corporate India cannot find skilled employees and much of the labour force is the 'working poor'. Despite the large human resource available in the country, employability remains a key challenge. Pressures on employment arise from several factors including shift in the demographics of the population, the inability of an ailing agricultural sector to support labour and an educational system that is not in sync with the requirements of business and industry. The inadequate interaction between the academics on the one hand and business and industry on the other results in a lack of focus on the skill development of individuals. The decision of most individuals to continue with education depends on their receiving adequate returns for the efforts made, and the current system does not enable them to do so, resulting in dropouts, under-trained and under-skilled labour. Globally, two approaches are followed to achieve better employability - educational reforms followed by a focus on lifelong learning opportunities.

Although the number of colleges and universities has mushroomed in the country, they lack the ability to impart career-oriented knowledge and training; curricula are outdated; there is little interaction between industry and educational institutes, and only about 10 per cent of the colleges show good academic achievement. The poor quality of colleges means that students passing out of them would earn low incomes or would be unable to find jobs relevant to the courses pursued by them. This is also one of the causes for the high levels of dropouts in higher education. When future prospects are not attractive, the better option appears to be to dropout, particularly for the deprived sections of society.

The Half Yearly edition of TeamLease Employment Outlook Report for October, 2014- March, 2015, also shows that employers need newer and more sophisticated skills while aspirations of candidates for cutting-edge careers was also increasing. The gap that separates the two consists of institutional inadequacies that empower candidates with technological and market-focused capabilities. Employers are also placing more emphasis on soft skills and team and collaborative skills, together with technological tools that would lead an

employee to fit into the organisation

There has been resistance among students to vocational education in India because of the perception that it is meant for those who are not good at academics. But with the opening up of the economy, the demand for specialised skills has gone up manifold. To meet this demand, the focus on vocational education has to be directed at the school level. It may be argued that vocational education was attempted earlier and the endeavour failed. It is necessary to analyse why this happened. One on-going reason is that if a student opts for a vocational subject at the school level, he or she has no opportunity to pursue this or an allied subject at the tertiary level. In colleges and universities, no credit is given for the vocational subject studied at the school level and so it actually becomes a disadvantage to do so. Also, at the time that vocationalisation was attempted in India, the economy did not have the capacity to absorb skilled human resources at different levels that it has now and the demand can only grow. Another drawback is that a person in the vocational stream has little or no opportunity to rejoin the academic stream at any point in his/her life without starting totally afresh. In other words, no credit is given for either the vocational knowledge or the work experience acquired.

Vocational and technical training as a means of empowerment is not a new idea. It has been recommended and tried much earlier but with limited success.

While universities may prepare engineers, scientists, industrialists and social leaders of a country, a second-tier educational level is essential to produce the middle-level technologists who can manage and maintain the industrial infrastructure. Without such an educated and technical workforce, there can be no progress. Steps were taken during the early 1980s to introduce Application-oriented Courses (AOCs) within the framework of the graduate courses and in the 1990s, several self-financing institutions sprang up with the approval of universities and State government to run job-oriented programmes in fields such as electronic, computer science, accountancy, food science, hospital and hotel management and others, which have been popular with students. The University Grants Commission also introduced vocational courses as part of the three-year bachelor's degree courses. The curriculum was restructured to integrate the vocational angle. Add-on courses oriented towards skill development were also allowed outside the timetable.

This appears to be confused thinking as academic colleges are not oriented towards vocational education and do not have the wherewithal to do so. Heads of academic educational institutions have difficulty in identifying industries for practical application work and funding agencies to finance the training. There is still a considerable gap in what the industry wants and colleges are able to provide. The country needs different levels at the tertiary education system so that a bouquet of options is available. This will bridge the gap between what the students are taught and the demands of the workforce. It will also provide opportunities for training to the large unskilled workforce available in India. According to an ILO report, 95 per cent of the Indian workforce has no marketable skills. This vast need for productive skills cannot be achieved only through the formal sector especially if it is as rigid as it tends to be in India. A parallel informal, flexible system is also required to identify and develop local talent for local needs.

Vocational and technical training as a means of empowerment is not a new idea. It has been recommended and tried much earlier but with limited success. The major vocational institutions imparting training for middle-level technical personnel were polytechnics, industrial training institutes, junior technical schools, crafts and handicrafts schools, and other industrial and technical schools.

The Secondary Education Commission, in 1953, had recommended the setting up of technical schools, as separate institutes or as part of existing institutes, in industrial areas, which would work in collaboration with industries. When the Commission reviewed the situation in 1964-66, it found a shortfall of middle-level technical personnel and recommended an increase of part-time and full-time vocational and professional courses at the lower secondary level and after Class 12. It also reported that semi-skilled and skilled workers were primarily trained in the ITIs, while technicians were trained in polytechnic. A doubling of ITIs was recommended. Most importantly, it was recommended that the courses should allow for students to move to the academic stream. This, however, has never happened and there are no enabling structures or systems to date.

Polytechnics were set up to build up the technical education system and there are about three hundred institutes, which had an annual intake of around 30,000 students. About 70 per cent of the polytechnics were run by State governments and the rest by private agencies or autonomous bodies. The institutes have three-year and two-year full-time courses and sandwich courses. However, because the machinery for systematic evaluation of their work and progress was inadequate, there was little feedback on performance.

A National Expert Committee, Chaired by S.S. Kalbag, was set up in 1987 to appraise the status of community polytechnics in the country. It stated that for

the balanced development of the country, human resource for all sectors, both the organised and the unorganised, had to be prepared by the technical education system. The All India Council for Technical Education recommended in as early as 1978 that a few select polytechnics that had shown initiative in promoting interaction with the rural community at large and had the necessary capacity to undertake rural development work, could be used as focal points to promote transfer of technology to the rural sector and make contributions to rural development. These polytechnics were designated as Community Polytechnics.

Community Polytechnics were to make a socioeconomic technical survey of adjoining villages to determine the needs of the people. They were then to develop human resource and training through a wide variety of trade courses, non-formal training programmes, and entrepreneurial development programmes. Further, they were to facilitate technology transfer to rural areas and provide technical support service to ensure the sustenance of rural technologies. They were to also assist local entrepreneurs in various aspects of enterprise building by disseminating information, creating awareness about various developmental schemes and by applying science and technology to find solutions for specific problems. These efforts however, met with limited success because of the inadequate implementation.

American community colleges are designed as comprehensive institutions combining liberal arts, vocational, technical and adult education. They have two-year duration courses and students accumulate credits that are transferable to colleges of higher education.

Skills for Progress

Lacking effective skill development institutions, several private initiatives were being taken to meet the ever-expanding job requirements of the country. For example, Skills for Progress (SKIP), an all India association of private technical and vocational training institutions that collaborates with the Community Colleges for International Development (CCID), USA. CCID and SKIP have been working on programmes focussing on curriculum and workforce development, communications and electronic education resources. The programmes aim at capacity building of institutions to stay relevant to the changing needs of vocational and technical training so as to enhance employability of the students.

Skills Development Initiative of the Confederation of Indian Industry (CII)

The Confederation of Indian Industry (CII) took the Skills Development Initiative in 2004, to provide social inclusiveness and bring the marginalised sections of society into the mainstream economy through empowerment by skill development. The main features of the initiative were its localised and need-based approach, practical hands-on experience, training and testing, accessibility, quality, cost-effectiveness and centralised certification.

The Eleventh Five-Year Plan had favoured a comprehensive National Skill Development Mission. As a result, a "Coordinated Action on Skill Development" with a three-tier institutional structure was established in 2008. It consisted of a PM's National Council; National Skill Development Coordination Board (NSDCB), and a National Skill Development Corporation (NSDC). The Prime Minister's National Council of Skill Development was to lay out the policy, the direction in the form of "Core Principles", and a vision to create 500 million skilled people by 2022 through skill systems having a high degree of inclusivity. Individual States also came up with plans and policies to face the challenge of skill development. The National Skill Development Coordination Board (NSDCB) under the aegis of the Planning Commission was to coordinate all these activities. The NSDC geared itself for preparing comprehensive action plans and activities that would promote Public Private Partnerships (PPP) models of financing skill development. The increasing emphasis on skill development and the government's seriousness on the subject were evident from the fact that in May 2014, a new Ministry was created for Skill Development and Entrepreneurship. The immediate mandate of the new Ministry was to ensure that India meets the target of skilling and up-skilling 500 million people in India by 2022. This is the first time that a separate ministry for skill development has been created.

Higher Education and Community Colleges

The Eleventh Five-Year Plan's Working Group on Higher Education also recommended the setting up of community colleges. The 12th Five Year Plan also accepted Community College, the model being the US. It was found that community colleges had the unique record of empowering the socially, economically and educationally backward sections of society during the past ten years wherever they have been started.

American community colleges are designed as comprehensive institutions combining liberal arts, vocational, technical and adult education. They have two-year duration courses and students accumulate credits that are transferable to colleges of higher education. A majority of students complete the first two years of junior college at such institutions. They have

an open-door policy that enables almost anyone seeking higher education or the enhancement of vocational and technical skills to enrol. Today, in the Indian system, barring open universities and schools, and those offering correspondence courses, this is difficult, if not impossible.

There are three types of courses that such colleges can offer which could suit Indian requirements:

- First, vocational and technical courses.
- Second, a two-year programme that prepares students for transfer to a three-year bachelor's degree in science, arts or commerce at a traditional college.
- Third, a remedial programme that brings students up to the required levels in reading, writing, mathematics and communication so that they can pursue further education. This is eminently suited to the Indian environment, with a large number of first-generation learners, who do not have home support for their studies and lag behind, frequently resulting in dropouts; those who have already dropped out of the education system, and could have even reverted to illiteracy; and adults who may not have had an opportunity to study.

Since these institutions would all have a general education component, students who originally joined a vocational or remedial course, have the opportunity to prepare for higher college courses, if they come up to the required standards. Courses could be designed to give diplomas, certificates, and, as in the case of the US, associate degrees, that could equal a certain number of credits, enabling entrance to traditional universities. These could be designed for skill upgradation in collaboration with industrial houses, or for the development of new skills, particularly in the 'sunrise industries'. Therefore, the philosophy of a community college is an institution that provides transfer to higher education and prepares a student for an occupation. Being locally based and supported by the community, it is expected to link the aspirations of the community through an education that provides employment or higher education. It accommodates over-achievers and under-achievers.

In conclusion, in India the stains in the system are more than evident with only a few research universities at the tip while the bottom does not adequately fulfill the requirements of demand and so has little time to devote to relevance and quality. Skill formation is inadequate and too dysfunctional to meet the requirements of a growing and diversifying economy. While IITs and IIMs may be internationally competitive, they are only niche institutions which cater to a very small percentage of the student population. One of the fundamental causes of the malaise is, perhaps, what Prof. Altbach points out when he says that the mass of institutions of higher education have no clarity of vision about their purpose and aim. The universities are neither provided resources nor do they have the mandate to build a distinctive and innovative profile, which is essential for successful academic systems. So, they continue as an undifferentiated mass repetitively producing more of the same. If there was clarity on what different institutions are attempting to deliver, then their funding sources and patterns could also be diversified.

The accountability in the system is so diffuse and distributed that no one can be held responsible for delivery and outcome. This leads to mediocrity. It is only natural because most academic arrangements in India have been derived from British colonialism and were not meant to be effective or to encourage quality. The most affected is undergraduate education as the affiliating system puts the undergraduate colleges under the universities with their highly bureaucratized and controlled environment. It impedes innovation as they have to follow the common centralized policies without any autonomy. The universities, in turn, receive their funding from the government. So while they have formal autonomy, they too are basically under the control of Central or State governments. Also, they have been politicized which makes them ideologically blinkered and contentious. All this has made issues of quality assurance very ambiguous.

Right now higher education seems to be stuck in a quagmire. It is clear that India is affected by global trends but is unable to deal with them. It has to meet the challenges, it has to systematically create an internationally competitive academic system. For this, it will have to rise above ideological biases and politics to reform its outmoded structures of academic governance and delivery systems and build a national consensus by a continuous Center-State dialogue on higher education both in the public and the private sectors. A tall order perhaps but without it, the Indian higher education system cannot deliver--neither nationally nor globally.

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

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

DR. G.D. SHARMA*

This part deals with diversification and forces of liberalization influencing the development of Higher Education.

New Philosophical Approach about Funding of Education : From Public and Merit Good to Private Good - The Forces of Liberalization

Early 1990s was a period of change globally. Forces of liberalization were taking ground. New international economic order was under process of unfolding. Higher education was viewed as more of private good against the concept of public and merit good. Attempts were made to term investment in higher education as subsidy to students. Planning Commission paper by Bimal Jalan on subsidy termed public investment in higher education as subsidy to students along with subsidy by state exchequer on other services. Climate was created that students in higher professional education should pay for themselves. State should reduce investment in higher education. This was done in the ninth five year plan period. Thus acceptance of full cost paying students or self financing institutions started taking ground. By mid 1990s with signing of World Trade Organization covering both goods, merchandise and services under GATT and GATS in 1995, (16) the concept of liberalization had its official seal internationally, if not nationally. Forces of liberalization were also gaining ground within India after India faced problems for repayment of loan and problem foreign exchange reserve. Under the Prime Minister Shri Narsimha Roa and Finance Minister Dr. Manmohan Singh forces of liberalization gained ground and steps were initiated to allow Foreign Direct Investment in Banking, Insurance and services sector and several other reforms as suggested under conditions of IMF funding.

Planning Commission paper by Bimal Jalan on subsidy termed public investment in higher education as subsidy to students along with subsidy by state exchequer on other services. Climate was created that students in higher professional education should pay for themselves. State should reduce investment in higher education.

In the area of higher education as state could not expand engineering and professional education and there was pent up demand for professional education, students who could afford to pay for engineering and other professional education lined up for admissions in private self financing professional education colleges. The government of India also came with a Bill for setting up private self financing universities. This bill was refereed to select committee and it never saw the day. Meanwhile state governments became active. First state government which passed private university bill was Chhathishgarh. This bill enabled many people to ask for university status. In a short span of one year it gave permission to nearly 70 proposals to set up universities. Many private universities without having adequate infrastructure and faculty started their study centers and were seriously compromising the quality of higher education. Some eminent person and former chairman of UGC Professor Yash Pal filed Public Interest Litigation and sought the Supreme Court intervention in this matter. Finally the Supreme Court struck down the Act and forced all of these universities to fold. There was some set back to those educational entrepreneurs, but it did not deter them much. Many state governments came out with revised Private University bills by taking care of limitations pointed out by the Supreme Court in the Chhattishgarh Private University Act.

Self Financing Diploma Awarding Management Education Institutions - Stand Alone

When these efforts were going on, even state run institutions both universities and colleges were allowed to diversify through self financing courses within public institutions as the policy of full cost recovery in practice was accepted by policy planners. Many private self financing colleges were also allowed by affiliating universities. Some diversification through self financing engineering, medical education, and management education took place through self financing colleges and courses. In the management education this change also took as standalone diploma granting management education. It may be pertinent to mention that management education was diploma granting institutions. IIMs were granting diploma. Though this diploma is viewed equivalent to post graduate degree, yet it was diploma and therefore was

* *Dr. G. D. Sharma, formerly Secretary, University Grants Commission (UGC) Govt. of India, Director, Consortium of Educational Communication (CEC), Director, Indian Institute of Education, Pune and Senior Fellow and Head, Higher Education Unit, NIEPA, New Delhi and Consultant: UNESCO, UNDP, DFID and Ed.Cil., India.*

out of purview of the University Grants Commission. Whereas, engineering education was degree programme, these institutions have to be necessarily affiliated to a university. The AICTE was to approve and regulate PG Diploma stand alone institutions. This provision of standalone institutions free from university regulation and state government regulation pushed a tremendous growth of management education in early and late 1990s. For a long time, management education was confined to five IIMs and selected university management programmes. With setting up of AICTE, Management Education saw a virtual liberation through standalone arrangement approved by AICTE. Each of them got academic and social recognition though the tag of approved by AICTE. The expansion in management education during two decades i.e. 1990s and 2000 has been very high. Early 2010 saw some set back owing to several complaints about deterioration in management education and some issue of corruption in the AICTE. Nevertheless, management education expanded and provided opportunity to a large number of aspiring students. As on 2012 there were stand alone 380 PGDM institutions in India. With in management education some diversification took place by introduction of specializations and newer area of management like Hospital Management, Forest Management, Agriculture and Plantation Management and so on.

There is strong perception that foreign education degrees have greater reward. This perception is substantiated by packages offered to Indian students by foreign business corporations. These corporations also prefer students who have been groomed in their education, culture and ethos.

Impact of Liberalization on Growth and Diversification

The policy of liberalization which started in 1991 and culminated in 1995 with signing of WTO agreement by India had its full impact during one and half decades (2000-2014) of this century leading to several developments in growth and diversification of higher education. Since approach towards funding of higher education by state exchequer changed in favour of self financing institutions of higher education, it gave legitimacy to state government to enact bills pertaining to setting up of private self financing institutions of higher education. As the liberalization was pushed through WTO, globalization and liberalization became a buzz word for the development in several nation states including India. Trade in education services was one of the items in GATS services trade negotiations.

Foreign Education Arrangement and Migration of Students for Foreign Education

To begin with, many institutions of higher education from abroad started marketing education in India. First they did so by enrolling students to their universities and second by having collaborative arrangements in India for providing foreign university degree programme in India. Several debate/discussions took place pertaining to allowing foreign universities in India or not? UGC act did not provide any scope for regulating such arrangements. Attempt to change the act and incorporate this aspect along with other aspects did not materialize. The law of the land was silent on this matter. Discussion on trade in education services though took place in Ministry of HRD and in CABE, but matter remained inconclusive. Meanwhile Foreign Direct Investment, without any cap was allowed in education through automatic route. Taking advantage of absence of law many institutions set up collaborative arrangements hoping this would be regularized in due course of time. UPA government even attempted to put up a bill pertaining to allowing Foreign Universities in India. This bill is still in the parliament. The AICTE and UGC have brought out some guidelines without having any force of law. Meanwhile, several collaborative arrangements have taken place. Their numbers are touching a century. Thus within the trade jargon consumption abroad has been in practice for long and has increased since 2000 and this has been facilitated by education loan financing by nationalized and other leading banks under the policy of loan financing by banks to students for studying abroad and in India. As far as the commercial presence is concerned the matter is uncertain although many arrangements are operating in India. Logic advanced is that students instead of going abroad for studies, can get foreign university degree education with the same quality and standard at almost half of the cost. Since under the liberalization many global corporations have started their business in India and they also recruit Indian students to man their operations all over the world. There is strong perception that foreign education degrees have greater reward. This perception is substantiated by packages offered to Indian students by foreign business corporations. These corporations also prefer students who have been groomed in their education, culture and ethos. Having said so, it may be pointed out that the diversification through these arrangements form very small portion of students enrolled in larger system of higher education in India. About 100 thousand students are going abroad for studies. Another 20 thousand or so might be studying in foreign education arrangement in India. These arrangements have provision of part education in India

and part abroad. Others have full degree programme in India with a provision for short term exposure abroad.

Self Financing Deemed to be Universities

The policy change in funding of higher education also had an impact on change in character of deemed to be universities and growth of deemed to be universities in India. Most of the diversification in higher education has taken place through focused and specialized institutions getting degree awarding status through section 3 of UGC Act.1956 as amended from time to time. A wide range of studies programme pertaining to specialized and focused areas were offered by these institutions in the past. This character still continues, but self financing concept has given rise to general education institutes to offer all the programmes of studies along with focused programme of education and research. Institutions given deemed to university status grew fast during the period 2008-14. During 2000-08 many focused institutions sponsored by the government and private philanthropists were also given deemed to be university status. Indian Institute of Foreign Trade, sponsored by Ministry of Commerce was given deemed to be university status. Indian Institute Information Technology sponsored by MHRD was given this status. Provision was made to give deemed to be university status to de-novo institutions offering focused education and research programme in new and emerging areas. During 2008-14 this distinction was blurred and many self financing institutions were given deemed to be university status. The fast growth brought some public reaction. As a result two Committees were set to review all the deemed to universities in India. One Committee was set up by UGC and other by Ministry of MHRD. The methodology and findings of these two Committees differed. This situations lead to several court cases. Finally the Supreme Court has ordered that the UGC is the appropriate authority to review and give its recommendations. This development has made many deemed to be universities to switch to state level private universities. New educational entrepreneurs' preference now, seems to be for state level self financing private universities.

Self Financing State Level Private Universities

As stated above after fiasco of the Chattisgarh Private University Act, most of the state government became wise to remove the limitations and lacuna in Private University Acts. Like self financing deemed to be university growth during 2008-14 there was spurt of enactment of Private University Acts by as many as 20 state governments. During the period of 2010-14 as many as 190 private self financing /or to say full cost recovery universities with provision to grant degree at UG and PG programmes and approved by UGC has been set up and are operating. Many proposals of private self financing institutions are in the pipe lines with many state governments. Educational entrepreneurs' are seeing great opportunity to enter this newly liberated system of higher education. Data available for 129 self financing private universities by states, specializations and the year of establishment show that the highest numbers of private universities are in Rajasthan(28) followed by UP (18), Gujarat (14) Himachal Pradesh (11). Concentration in terms of specialization seems to for General (52%), Technology (17%) and Management and Technology (11%). These three areas accounted for 80 percent of total private universities. The remaining 20 percent were in wider specialization ranging from Medical, law, agriculture, yoga for disabled people, women and distance education. The beginning of high rate of establishment of Private Universities started from the period 2001-2005. During this period 21 private universities were set up. The fastest rate of increase was observed for the period 2006-2010. During this period 72 private universities were set up. During the period 2011-20014 nearly 36 universities were set up. A few more might have been added during this year as Haryana Government declared around 7 new private universities during 2014. To address the concern for quality in private self financing universities, the UGC has issued guidelines for assuring quality of these institutions.

Self Financing/Full Cost Recovery Colleges

As stated earlier after acceptance of policy of liberalization several engineering and medical colleges came up. During early period of liberalization say 1990-95 these Colleges charged full cost from some students whereas other were charged normal fees. Followed by this after 1995-96 concept of self financing /full cost recovery colleges were accepted for affiliation by the universities. During 2005-11 the number of such self financing colleges termed as un-aided colleges jumped to 14,042 in 2012-13 from nil self financing college prior to 1991. All private un- aided colleges may not be self financing/ full cost recovery colleges. There are other several thousand colleges that are supported by the trusts/society and they charge nominal fee as prescribed by the regulatory authorities. The self financing -full cost recovery colleges came only after year 2000 and more particularly during 2005-6 to 2014.

12th Five Year Plan - Active Response by the Government of India

Not only private universities came into being in large number, but Government of India also recognized the

importance of enhancing the gross participation rate, ensuring quality and equity in higher education. Two specific developments took place during 12th Five year Plan. One was to establish quality Indian Institutes of Technology and Indian Institutes of Management and Central Universities in many states of India to meet the equity and quality demands of respective state governments. The other was to launch Rashtriya Uchhattar Shiksha Abhiyan to enhance Gross Enrollment Ratio (GER) and quality of higher education in India. UGC also came out with the support for establishment of colleges in un-served and backward districts. 12th Plan allocations of funds on higher education increased substantially- approximately nine times from the previous Plan. This enhancement mainly was for creating centrally sponsored Indian Institute of Technologies, Indian Institute of Management, Central Universities and other centrally sponsored institutions. This push by central government led to, as stated above, 22 Indian Institutes of Technologies and 14 Indian Institutes Managements and 16 Central Universities in various states. Six institutes of AIMS. Four Centers of Aligarh University located in Kerala, Bihar, and West Bengal and fourth one has yet to come. These three centers AMU are functional now. Five Institutes of Science Education and Research were set up by Government of India. Yet another development was that of setting up of South Asian Counties University in Delhi namely South Asian University, 2010.

Having discussed factors, forces and sort of history of growth and diversification, let us sum up the level of diversification in quantitative form by types of diversification.

Diversification of University Level Institutions

The above developments led to as on 2012-13 higher proportion of State Universities (44%) followed by State Private Universities accounted for 22 % and deemed to be universities (18%). The share of Central Universities and institute of National Importance was 10% of the total university level institutions (see Table 2).

Table 2: Type-Wise Distribution of Degree Awarding Universities/University Level Institutions in India, 2012-13

Name	*Number*	*Percentage*
Institutes of National Importance & Other University Level Institutions	67	-10%
Central Universities	44	-6%
Deemed to be Universities	129	-18%
Private Universities	154	-22%
State Universities	306	-44%

Source: UGC - Higher Education in India at a Glance.

Regional Distribution/Diversification of University Level Institutions

As far as regional/state wise diversification of university level institutions is concerned Six states out of 38 states/ UTs, the states of Tamil Nadu (9,5%), Uttar Pradesh (9.4%), Rajasthan (8.15), Andhra Pradesh (7.4%) and Maharashtra (7.1%) accounted for half of the total university level institutions. Tamil Nadu also had the highest number of deemed to be Universities (29). Followed by Maharashtra (21), Karnataka (15) , NCT (11) and UP (10). These states/NCT accounted for two third of deemed to be Universities in India. Tamil Nadu also had the highest numbers state Universities. Rajasthan and UP had the highest number of Private State Universities. NCT had five central Universities. UP had 4 central Universities, Andhra Pradesh had-3 and Tamil Nadu, Bihar, Assam, J&K and Maharashtra had two each central Universities. The rest of the states had one each

Subject/Specialization-wise Diversification - All India Level Institutions

Deemed to be Universities: As far as the diversification in terms of the area of specialization is concerned, as stated above, the diversification through focused areas of education and research(till the start of self financing /full cost recovery institutions) took place through the provision of deemed to be university status among university level institutions. This feature of deemed to be university after establishment self financing - full cost recovery institutions got somewhat modified. As on 2012, 41 deemed to be universities were offering General Education, 13 Medical Education including 1 for Veterinary education. 13 deemed to be universities were in S&T education. Information Technology education deemed to be universities accounted for (5). One or two deemed to be universities are established in the areas of: Yoga (2), Rural (2), Sanskrit (2), Social Work (2), Education (2), Mathematics (1), Economics (1), Mines (1), Defense (1), Law (1), Tibetan Studies(1).

Central Universities/Institutions: Under this there are two categories namely national institutions like IITs, IIMs, and Indian Institute of Science Education and Research (IISER) and Central Universities. IISERs were set up in five places in India by Government of India at Pune, Kolkata, Mohali, Bhopal and Thiruananthapuram to carry out research in frontier areas of science and provide quality science education during 12th Plan in the year 2006 -2007. IITs IIMs and IISERs are focused on technology and management education where as Central Universities are general in nature. Yet within this there has been some diversification through establishment of focused area universities, like National Law Universities, and one each university in English,

Urdu, and Hindi languages, Tribal, Maritime, Agriculture education and Open University. One university focused on inter-disciplinary subjects namely Jawaharlal University, Delhi and another meant for students from South Asian Countries - South Asian University.

State Level Universities: General pattern is that most of the states have General, Agriculture, S&T, Law, Medical and Veterinary universities. A good number of states have: Sanskrit, Open and Women Universities. A few states also have focused area universities namely, for Ayurveda, Languages, Yoga, Physical education, disabled education, environment, forensic education. Architecture, Education and Cooperative Management education programmes.

Data pertaining 282 state universities as on 2012, show that nearly half of the universities offer general education programme (49.2%). Nearly one tenth (9.9%) offer S&T education programmes. Little more than one tenth (11.3%) offer Agriculture Education programme including Horticulture and Fisheries. Institutions for Horticulture and Fisheries are 2-3. Law education programme is offered by 5.3% of total universities. Open and Sanskrit Universities account for 4.6 and 3.5 percents of total universities. The universities in other focused areas range between 1 to 3

State Private Universities: It was expected that private universities would diversify their areas of specialization by focusing on market oriented programmes. The analysis of 129 private state level universities reveals that majority are (55.8%) are general education universities. Followed by this are universities offering Technology education (20.9%) and Management education (10.8%). These universities account for 90.5% of total private universities. The remaining has been in many focused areas namely, Education, Energy, Trans-disciplinary Education, IT, Health - Homeopathy, Disabled Education, Yoga, Distance Education, Bio-Technology and Agriculture education and Women universities.

State Level Colleges: Most of higher education is colleges at the state level. Government Colleges account for nearly 27 percent of Colleges. The rest are managed by Trusts / Societies. Nearly 58 percent are Private Un-aided colleges and about 15 % percent are supported by state government through grant in aid UGC also provides development grant to 6787 colleges recognized under Section 2f and 12B of UGC Act. These colleges are mainly Arts, Science, Commerce Colleges, followed by Engineering and other professional education colleges namely, Law, Education, Architecture, Medical, Agriculture, Music, Fine Arts and culture. Ayurvedic, Unani and other systems of medicine, These Colleges are affiliated to state universities.

As far as regional or state level diversification is concerned the highest number of colleges are in Andhra Pradesh (3775).This is followed by Karnataka (3149), Maharashtra (2293) and Tamil Nadu (2243). These four states accounted for more than half of the total sample colleges 21158 for the year 2012. The highest private unaided colleges were in Andhra Pradesh (81%). This is followed by Tamil Nadu (76%), Rajasthan (70%), Punjab (67.9%) and Karnataka (64.9%).

Programme Diversification

The institutional Diversification also broadly indicate the programme diversification in well carved out areas of education and research namely, Agriculture, Engineering , Science and Technology, Medical , Architecture, Pharmacy, Management, Physical Education, Journalism, Rural Development, Languages and literature in these languages and so on. Within these broad areas there are further diversification in terms of specialization and super-specialization. Such as: Civil, Mechanical, Electronics in engineering. Information Technology, Nuclear Science , Electronics Communication, Chemical Engineering/ Technology and so on in technology, Similarly in agriculture and other broad area of specialization and super specialization are in practice. The programme diversification is also found in general universities at the state and central level institutions. These have also introduced specialization and super specializations in various programmes of studies. In Social Sciences namely Economics - specialization like monetary, agriculture, urban, regional, education, finance, mathematics, and econometrics have been introduced. In Psychology specialization introduced was psychometrics. In management education retail, e-commerce/ e-tailing, marketing, accounts and Finance, Human Resources and data analytics have been introduced. Most of state and central universities offer Arts, Science, Commerce, Management, Engineering, Information Technology, and many emerging areas programmes like environment science, bio-technology, life sciences and so on. With introduction of self financing courses many universities have introduced education and research programmes in emerging and market need areas education programmes. Bio-technology, environment sciences, electronics and communication, fashion design, hotel management, tourism management have been added. Data regarding the number of departments offering various programmes in central and state universities are hard to find.

Jawaharlal University offers inter-disciplinary oriented programmes like regional studies, educational

studies, International Policy studies, Life Sciences and so on. It is matter of concern that universities set after JNU also did not replicate JNU model, although it was more close to addressing the national developmental, and social policy issues.

Most of the colleges are offering Arts, Science and Commerce education programmes. There are colleges namely, Education, Engineering, Management, Architecture, Pharmacy, Physical Education, Medicine which offer these specialized programmes of studies.

Level-wise Diversification

Most of Central and State Universities offer Ph.D. / M.Phil, Post Graduate and diploma and certificate programmes. Some Central and State universities also offer Under Graduate Programmes. Most of the colleges offer Under Graduate programme. Some also offer Post Graduate and Ph.D. level programmes. Some colleges also offer certificate and diploma programme. Most of the universities have three year UG and 2 year PG programme. Engineering and professional education programmes have four and five year duration. Some have started integrated five year programmes offering Bachelor and PG degrees.

Mode of Delivery

Most of the central and state universities are offering face to face and regular education programmes. A good numbers of them are also offering distance education programmes through correspondence courses. Some have provision for part time students in management and other demand area programmes. Some Universities also allow women students to appear as private students by studying at home or in coaching institutions. Some universities have also introduced internet based programmes with distance education programme.

Students' Diversification

Modern System of higher education in India was introduced by colonial rulers with a view to provide education to Hindu and Mosselman gentlemen. Therefore, it was necessarily limited in number and growth was also very slow. Students who went for higher education came from rich, professional and service providers background. Good number of them also went to UK for their further studies. Number of women studying in higher education was also very small. These were daughters of rich and elite families. However during freedom movement and establishment of educational institutions by natives with least amount of fees and provision of scholarships many middle and upper middle class started taking advantage of higher education. It was only after independence that access to higher education was made available to poor and rich alike. Low fee paying higher education institutions were started. Government of India and state government also set up universities which charged very nominal fee and provided scholarships to students. This enabled poor but bright students to gain access to higher education. After adoption of constitution of India, provisions were made for protective discrimination to facilitate participation of students from Scheduled Casts and Scheduled Tribes. Government of India also launched the scheme of Post Matric Scholarship for the SC and ST Students. Provision was also made for reservation seats for them in professional and vocational education institutions, where competition was tough. Subsequently this provision was also extended to Other Backward Classes and economically weaker section. All these measures led to diversification in students' participation in higher education. Some state made free education for women up to post graduate degree education. UGC also launched scholarships for single female child so as to encourage parents to send their gill child for higher education studies

As far as the participation of students in science subjects is concerned several scholarships programmes were announced for talented students to join science education. For Ph.D. programme University Grants Commission provided Junior and senior research fellowships to students. This encouraged many poor, but bright students and women to enroll for Ph.D. programmes in universities and colleges.

Participation of Students from SCs, STs, OBCs, Women's and All Categories

These policy initiatives led to increased in participation of students from SCs, STs and Other Backward Classes (OBC). As on 2012-13 the rate of participation of SC students was 12.27 per cent, ST students were 4.43 per cent and that of OBC was 33.05 per cent. The Gross Enrollment Ratio for students in the age group of 18-23 years for all categories was 21.1 per cent. This is very significant increase from 1960-61 where GER was on 1.5 Per cent. This fairly compares with 15.1 per cent for SC and 11.0 per cent for ST. GER for women students as on 2009-10 was 17.1 per cent as compared to 9.93 percent in the year 2001-2. The gender parity index in GER for SC, ST and all category students was: SC- 0.89, ST-0.79 and all category students was -0.89.

Minority and Other Minority and Disabled Students

Data for Muslim Minority and other Minority reveal that participation of students belonging to Muslim Minority account for 7.1% and Other Minority students account for 3.4 % of the students. Physically disabled students account for 0.41 % students.

Regional Diversification in Students' Participation

The Chandigarh, Union Territory has the highest rate of GER ie., 51%. It has the highest participation of women i.e, 55.2. This is higher than GER for Male ie., 48.5%. The GER was higher for states namely, Tamil Nadu (42.0%), Pondicherry (42.1%), Delhi (38.5%), Uttarakhand (33.1%) Manipur (30.3%), Andhra Pradesh (29.1%), Maharashtra (25.65%), Karnataka (25..5%), Goa (23.2%), Punjab (22.7%) and Mizoram (21.3%). These states had GER higher than the average for all India. GER for women students in Delhi (39.25), Goa (25.6%), Kerala (26.9%), Manipur (30.7%), Punjab(23.8%) and Sikkim (25.9%) was slightly higher than that of GER for male students in these state

Readers interested in getting detailed data on the above aspects of diversification may write to College Post for the same.

Degree Level Participation of Women

Participation of women in various degree programmes in University Departments/ Constituent Colleges and in affiliated colleges varied. The rate of participation of women in various level was higher in colleges as compared to their participation in University Department and constituent Colleges. This is evident from the following Table No. 3

Table 3: Participation of women in degree and certificate programmes in universities and colleges (in percentage)

Name of programmes	*University department/ constituent college*	*Colleges*
Ph.D. Programme	39.00	48.16
M.Phil	50.27	62.60
Post Graduate	40.06	50.84
Under Graduate	39.61	47.01
PG Diploma	19.26	47.34
Diploma	25.93	30.35
Certificate	39.94	56.56
Integrated	36.05	44.12
All levels	40.33	47.13

Source: Higher Education Survey, 2011-12, MHRD, GOI

This could be owing to the fact that colleges are located near their home towns and they find it convenient to avail higher education facilities near their homes. Besides this, cost of studying in university is likely to be higher owing to cost of boarding and lodging for studying in Universities.

Diversification of Students Participation by Subject Area/Specialization

As revealed in institutional diversification by subject and areas of specialization that system of Indian higher education in India has a short of reinforcement of Macaulay model of general Arts, Science and Commerce Education programmes. The diversification has been in very limited areas or at times it is has been symbolic. The rate of participation in various disciplines also reveals this historical reinforcement. The data for 2011-12 show that Arts, Science and Commerce and Teacher Education are the four disciplines which account for two third of students studying in higher education. The women in these four subjects account for 82.33%. The rest of enrollment is distributed in the areas namely, Engineering and Technology (16.0%), Medicine (3.52%), Agriculture (0.48 %), Veterinary Sciences (0.14%). Law (1.84%) and the rest others (1.07%). Table No. 4, 5 and 6.

This also is the position for M.Phil. and Ph.D. programmes. Students' participation in above mentioned four disciplines namely, Arts, Science, Commerce and Teacher Education account for two third of total M.Phil and Ph.D. Students. (75.8%). The rate was slightly higher for students' doing M.Phil. and Ph.D. in Agriculture (3.6%), Medicine (3.7%) than the overall rate of their participation in these two disciplines.

The Inferences

The story of Institutional, programme and students diversification of higher education in India is marked by following features:

1. The colonial model of higher education appears to have reinforced in the development, growth and diversification of institutions of higher education even after India got independence. Added to this was development in Engineering, Science& Technology, Medicine Management pertaining to global and modern development in Knowledge and manpower needs. This addition was, however, much less and general university education system continued to grow. In both the cases historical push factor modern development sector -pull factor which in fact acted as push factor for India so as to be in the league of developed world.
2. Several attempts to diversify education, so as to link it with societal needs have been limited. Agriculture and Interdisciplinary education universities attempted to link with needs of society. Some of the need based universities and universities catering to special need areas have also come up, but in a very small way. Deemed to be university structure has been a major institutional system to enable diversification in the initial stages of development. Attempt to link education to society through autonomous colleges have not succeeded much.
3. Affiliated colleges were mirror of state affiliating universities. Autonomous colleges which could diversify programmes of studies were limited in

Table 4: Enrolment by Discipline, 2011-12

Sl. No.	Name of Discipline/Faculty	Total enrolment	% of total enrolment	Women enrolment	% of total women enrolment
1	Arts	7839495	37.09	3634876	41.91
2	Science	3789967	18.64	1662128	19.17
3	Commerce/Management	3571083	17.57	1414804	16.31
4	Education	732627	3.6	428660	4.94
5	Engineering/Technology	3261590	16.05	959105	11.06
6	Medicine	715706	3.52	350301	4.04
7	Agriculture	97313	0.48	24808	0.29
8	Veterinary Science	28504	0.14	6979	0.08
9	Law	373246	1.84	107825	1.24
10	Others	217947	1.07	82945	0.96
	Total	20327478	100	8672431	100

Source: UGC Annual Report 2011-12.

Table 5: Enrolment in Research Degree programme

Sl. No.	Name of Discipline/Faculty	2009-2010		2010-2011		
		M.Phil	Ph.D.	M. Phil	Ph.D.	%
1	Arts	5054	4862	4739	5037	31.3
2	Science	5447	4619	4451	5232	32.5
3	Commerce/Management	1814	980	1549	1259	7.8
4	Education	458	588	483	645	4
5	Engineering/Technology	8	1449	119	1682	10.5
6	Medicine	12	386	47	601	3.7
7	Agriculture	11	652	75	586	3.6
8	Veterinary Science	7	162	24	165	1
9	Law	25	146	17	220	1.4
10	Others	879	633	1045	666	4.1
	Total	13743	14477	12549	16093	100

Source: UGC Annual Report-2011-12.

Table 6: Enrolment of Students by Educational Level, 2011-12

Sl. No.	Level	Student Enrolment by				
		University	College	Total	Percentage to Total College	Percentage in Affiliated
1	Graduate	1853109	15602420	17455529	85.87	89.38
2	Post-Graduate	693864	1798608	2492472	12.26	72.16
3	Research	127780	33092	160872	0.79	20.57
4	Diploma/Certificate	132620	85985	218605	1.08	39.33
	Grand Total	2807373	17520105	20327478	100.00	86.19

Source: UGC Annual Report 2011-12

numbers. Their attempts to diversify educational programmes were also limited by the university to which these were associated for award of degrees. Some diversification appears to have taken place with the start of self financing colleges, but it is also confined to some standard engineering and management programmes.

4. Diversification in funding of higher education has been influenced by World Bank and IMF policies to a great extent. Restrictive growth of professional

higher education in late seventies and eighties under the advice of international expert created a sort of pent up demand for professional education. With the change in approach for funding of higher education, private initiatives attempted to fill the gap between demand and supply through full cost recovery professional educational institutions. Full cost recovery programmes in public universities also helped some diversification in programmes of studies. With acceptance of policy of liberalization under WTO -GATS regime private self financing universities, deemed to be universities and private self financing colleges came into existence and their numbers increased significantly after the year 2005. Some foreign institutional arrangements were also set up in collaboration with Indian partner.

5. State sector also became active after 10th plan when it had a pressure for enhancing Gross Enrollment Ratio and quality improvement of higher education through the policy of inclusive growth and quality enhancement. This inclusiveness was also translated into providing quality branded institutions like Central Universities, IITs and IIMs. This branding seems to be more owing to adequate resources and all India based selection of students for admission. It was more of replication of existing institutions without considering nature of diversification needed keeping in view the needs of several economic and social sectors of society. IITs and IIMs mostly supplied manpower needs of developed parts of the world. There is general saying soul of IIT students migrate to developed countries the day he /she is admitted to IIT. He / She physically migrates on completion of the programme of studies. It may be mentioned that UNESCO policy (1998) for active state participation also helped in state making special provisions for higher education during 12th five year plan and enabling many Central Universities, IITs and IIMs to be established in various states. Thus general and progessional education both under public and private sector has followed standard format of diversification ignoring needs of different climatic, regional, economic, social diversity exiting in the country.
6. The attempt to resurrect institutions of indigenous knowledge and education has been relatively week. It has been limited to Sanskrit, Languages, Art, Music, Ayurveda, other alternative systems of medicines more as symbols. The vast areas of Indian system of Architecture, Town and Country Planning, Economics, Mathematics, Astronomy, Sociology, History, Political Science & Political Systems, Psychology found in Sanskrit, Pali and other languages and practices being followed by people of India even during the present period remain unexplored and un verified for the use by modern systems of development.
7. The study programme diversification and institutional diversification broadly correlate, but for specialization within broad areas of the main programme. These also reflect the developments in subject areas taking place all over the world. These, however do not relate much to the kind of specialization emerging from the need of socio - economic development of the country at large. For example India is largest democracy in the world. Democratic practices have changed over period, but no theory of democracy in developing world like India based on Indian experience has been developed and taught in the degree programmes. Similar observation is made about other subjects, except for on in-depth study of caste system in India. This is also dated. The Contemporary social change and conflict of social values of past and present is not explored and theorized nor of economics and psychology based on deep Indian experience and processes have been theorized and taught. The specializations also tend to follow what is being attempted in developed part of the world. This is again owing to desire to be in league with the developed part of world ignoring knowledge need of developing parts of the world.
8. Students' participation in higher education also broadly reflects the supply of higher education through institutional and programme diversification. Trend of large number of students participation in Art, Science and Commerce programme also broadly reflect colonial time higher participation in these three disciplines. These also reflect availability and nature of jobs which could be fetched through these disciplines degree programmes. Growth of Central and State systems of administration absorbed these graduates initially. Later on significant unemployment is observed for students trained in these disciplines. Yet the pressure for enrollment in these disciplines continues as administrative jobs offer secured wage , promotion, pension and power. Rush is such that for every vacancy in Indian Administrative Services there may be ten thousand aspirants jostling to secure a position. Now rush is partly shifting to similar administrative jobs in private and corporate sector through additional degree in management.. A study done about IIT graduates also reveal that the knowledge gained during their study is hardly useful in their present employment as most of them were engaged in non-technical jobs or coordinating technical jobs and marketing rather than engaged

in production of technology or technology equipments. The article of graduate unemployment in India also makes the point of hiatus /disconnect between education and economic systems of India. Recent report of Census of India also points towards high rate of graduate unemployment. There is a view that Indian education is a factory to produce professional workers for developed parts of the world at the least cost to them and a high cost to Indian populace.

Future Challenges and Course of Action

This brings us to question- whether diversification of higher education has responded to the needs of development of economy and society? If yes, than the rate of graduate unemployment is a matter of concern.. One might say it is due to slow rate of growth of types of employment market. If not,, then there is a question of relevance of higher education system and types of diversification that has taken place so far. It seems that growth and diversification that has taken so far has fell short of expectations and needs of economy. There is a disconnect between education, economy and the society.

The issue of relevance of higher education has been raised time and again and policies have been drawn to make the system more relevant to societal needs. Yet, the system does not seem to have moved towards this. This is evident from the poor response in making colleges autonomous, as also commitment of the system to liberate colleges so as to enable them to relate to societal needs. Questions are also asked - Are we clear about what our society needs? This is more particularly so as the present system seems to be helpful to modern and organized corporate economic system and system of administration and enforcement of law and order, external security and system of judiciary. This system seems have helped development in these fields. Yet, Indian economy lags behind and more than one third population of Indians is below poverty line - still struggling to meet both ends. There is trade deficit for almost for a decade or so. There is continuous decline of value of rupee in international market since seventies. This scenario is perpetual in spite of emerging modern dazzling buildings and cars in metros of India. Is the present model of development of economy - centralized percolation model- will help solving the problems of poverty and squalor? Or we need a different decentralized model of development to help solving this problem and help Indian economy to develop truely and inter-dependent rather than appendage economy? Is it necessary to introspect following the thought process of Gandhi and through education and higher education make India the nation of independent and innovative thinkers and doers in contrast to imitators and subordinate minds? All these questions lead us to debate and discourse towards a new inclusive diversified model of education and economic development, so as to harness the energy of vast young population. For this if we have to develop a new diversified structure of higher education and economy we should not hesitate to do so in the larger interest of posterity.

References

(1) MHRD (2013), All India Survey on Higher education 2011-12. New Delhi.

(2) Ministry of Education (1962). The Report of the University Education Commission, (December 1948 - August 1949), Vol.I, Government of India, New Delhi.

(3) Ministry of Education (1966). "General Problems Education and National Development", Report of The Education Commission, (Vol. II) 1964-66. New Delhi.

(4) Ministry of Education (1968). National Policy on Education, Government of India, New Delhi.

(5) Prakash, Ved. (2013). "Diversification of campuses, widening of curricula and equity in Indian higher education are the main challenges", UGC, New Delhi.

(6) Rizvi, Fazal & Gorur, Radhika (2011). "Challenges Facing Indian Higher Education " Australia India Institute, Winter, Vol. II.

(7) Sharma, G.D. (1980). Institutional Cost of Higher Education, AIU, New Delhi.

(8) Sharma, G.D. (1986). Elite in Making, AIU, New Delhi.

(9) Sharma, G.D. (2000). Indicators on Quality of Higher Education, Higher Education Unit, NIEPA, New Delhi (mimeo).

(10) Sharma, G.D. (2000). Internationalisation of Higher Education, Issues and Policy Suggestions, Higher Education Unit, NIEPA, New Delhi. (mimeo).

(11) Sharma, G.D. (2001). Higher Education during 10th Five-Year Plan - A Proposal. Higher Education Unit, NIEPA, New Delhi (mimeo).

(12) Sharma, G.D. (2001). India's Response to Trade on Education Service under WTO Regime, Higher Education Unit, NIEPA, New Delhi (mimeo).

(13) Singh, Amrik and Sharma, G.D. (1988). Higher Education in India: The Social Context and the Institutional Context (2 Volumes). Konark, New Delhi.

(14) UGC (2003). "Higher Education in India, Issues, Concerns and New Directions", New Delhi. December.

(15) University Grants Commission (2012), Annual Report 2011-12. New Delhi.

CHALLENGES OF AFFORDABILITY IN PRIVATE HIGHER EDUCATION

SUDHANSHU BHUSHAN*

In the scenario of growth of full cost charging institution of Higher Education, the author explores the extent of affordability among people of India to participate in Higher Education.

The question is: Given the needs of expansion due to additional enrolment target and increasing cost of public higher education, has necessary state appropriations accompanied rising financial requirement? As the state appropriation per student has not kept pace with required public expenditure per student, the additional enrolment target was largely met through the expansion of private higher education institutions. The expansion of private higher education institutions has been largely seen as a residual effect of state appropriation per student falling short of required public expenditure per student.

The effect of the expansion of private higher education institutions raises the problem of affordability of higher education. Private institutions charge the amount of fees that recover the entire cost of higher education. From the point of view of household the entry of eligible secondary graduate to the institutions of higher education depends on the affordability. If the cost of higher education charged through the fees is higher in relation to the income of the household, the eligible graduate may not be able to make an entry into higher education on account of higher fees in relation to the income. This creates the problem of realizing the enrolment target of 30% gross enrolment ratio by 2020. Exclusive reliance on privatization, therefore, runs into internal contradiction to meet the plan enrolment target.

First time programme of action for implementation of policy was drawn. In the area of higher education the programme of action along with other things suggested for setting up autonomous colleges so that colleges can link their programmes of studies with societal needs.

The paper throws light on challenges of affordability in private higher education. The paper discusses the concept of affordability in section 1. Section 2 uses median approach to affordability and examines the affordability of higher education in India. Section 3 uses another concept - impoverishment approach - to measure affordability in higher education and section 4 presents conclusion.

Section 1: Concept and Measurement of Affordability

Concept: Affordability may be empirically defined as the proportion of annual family income required to pay for educational expenses. In descriptive terms the ratio may be used to convey information on expenditure pattern across different households along social and economic groups. The ratio, however, may give us a false impression of ability to pay. Ratio does not tell us anything about ability to pay. Higher or lower ratio does not tell us higher or lower ability to pay. Ratio is used in the negative sense to form idea about affordability. It may tell us financial stress incurred by individuals in paying for the cost of education. This measure thus gives an indication of what portion of people's current disposable income remains for other household expenditures after mandatory education costs. However, the real difficulty arises to infer anything on the affordability from the ratio, as affordability is subjective and may vary across social and economic groups and even between individuals in a social or economic group. For example, lower social/economic group may devote a large proportion of income on education. On the other hand, higher social/economic group may devote a smaller proportion of income on education. This gives an idea that lower social/economic group is left with a smaller residual income to pay for other expenses and higher social/economic group is left with larger residual to pay for other expenses. It is this knowledge and understanding of different positions of different social/economic group that is conveyed by the use of the ratio. It would be wrong to make a sweeping claim about affordability in terms of ability to pay. (Hulchanski, J. David, p.4, 1995)

Measurement: Median approach to measure affordability is the most simpler and convenient way to develop affordability index. It uses the ratio of education expenditure to income across large number of households. A standard is thought in terms of median (or average) income and median (or average) expenditure on education. A median ratio of median expenditure on education to median income is then

---

** The paper was presented at a seminar on Developing a Credit Market for Higher Education in India on August 4, 2016. Sudhanshu Bhushan is Professor and Head, Department of Higher and Professional Education, NUEPA. Email - bhushan.sudhanshu@gmail.com*

calculated. It is assumed that because households on an average actually spend this percentage of their incomes for education, it is thereby justified as a standard of what it is reasonable to spend. Once we know the median ratio as standard then it may be asserted that if a household pays more for education than a certain percentage of income (median ratio), then it will not have enough left for other necessities. Thus for example, any household who is spending above median ratio is cutting back its expenditure on food, housing, health and so on. Expenditure on education in this sense is unaffordable for that category of households.

It may be realised that affordability raises the question of standard. Standard is intended to measure whether education costs make an undue claim on household income in relation to other needs. Can median ratio be uncritically accepted as a standard? The principle behind median ratio suffers from the problem of aggregation and the heterogeneity of the household's preferences and need is ignored. The attempt may be made to think of other standard as well. It is possible to argue that the first quartile may be treated as a standard. Any other percentile may be assumed as a standard. The principle behind the choice of a standard, therefore, rests on the judgement and lacks a sound theoretical reasoning. In fact, in the choice of a standard the social context and conveniences within locality may assume a great importance. Inconsistency in the choice of a standard with different approaches is analysed by Michael E. Stone in the context of housing affordability.

In spite of theoretical difficulty to define a standard, Median approach to affordability is normally used to develop the affordability index.

Section 2: Median Approach and Affordability in Higher Education[3]

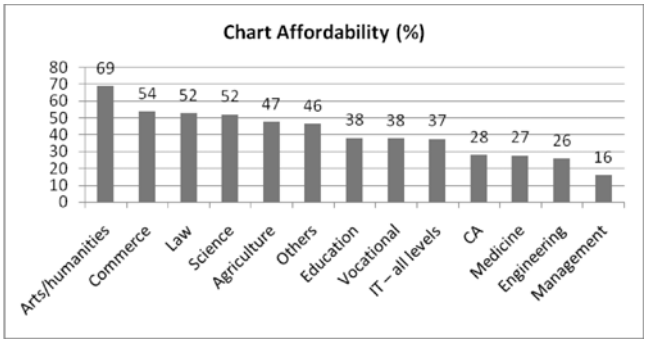
A sample of 2284 students from higher education institutions in India reported income of the household and the student's expenditure on education. In a sample of 2284 students the household income and fees paid to higher education institutions were collected. The median fee to median income ratio is 25 percent. If this is treated as standard then affordability of regular programme (fully funded by the government) and self financing programmes (non government funding) may be compared. Average fees per student in a regular programme in 2005 was estimated to be Rs. 1759. Indeed with fully subsidised regular programme fee affordability is 99%. Self financing programme fee was estimated to be Rs. 10428 in 2005 and the level of affordability has come down to 71%. NSS has carried out an educational survey in 2007-08 and the average fee per student was estimated to be Rs. 14091. With an average fee of this size affordability is reduced to the level of 61%. If we include all other expenditure incurred by the student, the average private expenditure per student was Rs. 22,267 in 2007-08. If all private expenditure on education is included then affordability is reduced to 47%. In a sample of 2285 students collected in 2012 average fee was found to be Rs. 45,288 which only 27% of the households could afford.

Result

	Fees/student	Affordability in %
Regular programme, 2005	1759	99
Self financing programme, 2005	10428	71
NSS 2007-08	14091	61
All private expenditure, NSS 2007-08	22167	47
Sample fee, 2012	45288	27

Discipline wise Affordability

Affordability is inversely proportion to the fees (and other education related expenditure) paid by the student. 64th NSS round (2007-08) provides us information on the fees and other education related expenditure per student for different disciplines. Affordability is being examined for different disciplines. Chart shows that in arts and humanities discipline 69% of the students can afford higher education. In disciplines such as commerce, Law and science affordability range is 54 to 52%. The least affordable discipline is Management, Engineering, Medicine and CA where average fee per student is considerably high.

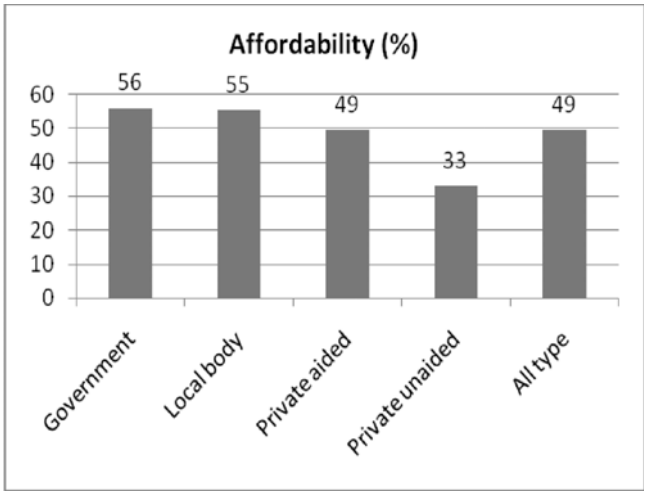


Affordability by Management Types

64th NSS round provides us information on the fees and other education related expenditure per student for institutions under different management. Affordability is being examined for management types. Chart shows that in government managed institutions 56% of the students can afford higher education. In private aided

3 See for a detailed methodology under the median approach to affordability Lynn M. Fisher, Pollakowski and Zabel, 2007; also Bieri David S.

institutions affordability is 49%. The least affordable institutions are privately managed and funded institutions where average fee per student is considerably high.



Section 3: Impoverishment Approach to Measure Affordability

The "impoverishment" method considers the absolute quantity of available resources before and after payment for some services such as education. If the household is initially above the poverty line but drops below it after paying for the commodity, it can be said to have been "impoverished" by the payment. (LM Niëns, et.al 2012) The method is clearly more specifically focused on the poor within society. This approach has been commonly used to study housing affordability (Stone, 2006; Kutty, 2005) and has also been applied to health care. (Xu K, 2003; Wagstaff A, van Doorslaer E, 2003). Niëns et al. have recently calculated the affordability of medicines in 16 low- and middle-income countries using this impoverishment method. (WHO, 2008)

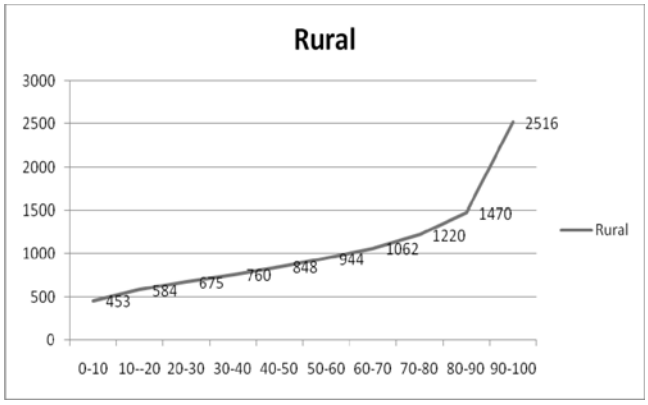
Using 66th NSS round, we can measure impoverishment, first by estimating proportion of population below the poverty line and then measuring how many more percent of people further falls below poverty line after paying for the price for higher education. Additional percent of people who fall below poverty line are impoverished. NSS 66th round (2009-10) provides the following information on average per capita household consumption expenditure.

Average per capita Monthly Consumption Expenditure (Rs.)

Decile group	Rural	Urban
0-10	453	599
10-20	584	831
20-30	675	1012
30-40	760	1196
40-50	848	1398
50-60	944	1633
60-70	1062	1931
70-80	1220	2329
80-90	1470	3050
90-100	2516	5863
Average All India	1054	1984

Impoverishment Effect in Rural Area

Average Consumption Expenditure Curve in Different Deciles in Rural



Affordability in Rural Area

Planning Commission has reduced poverty line to Rs 28.65 per capita daily consumption in cities and Rs 22.42 in rural areas. An individual above a monthly consumption of Rs 859.6 in urban and Rs 672.8 in rural areas is not considered poor, as per the controversial formula. Rs. 762.8 in rural area falls in the decile group 20-30.

General equation of a linear straight line joining the points (15, 584) and (35, 760) is as follows:

$$Y = \frac{760-584}{35-15} * X + C \ldots\ldots\ldots\ldots\ldots\ldots\ldots 1$$

The value of C in the above equation can be found out by solving two equations:

$$760 = 35m + c \ldots\ldots\ldots\ldots\ldots\ldots\ldots 3$$

$$760 = 35m + c \ldots\ldots\ldots\ldots\ldots\ldots\ldots 3$$

Solution gives the values as follows: m = 8.8 and c = 452. Putting the value of c in equation 1, for a given value of 672.8 in rural area the value of X, the proportion of people below poverty line in rural area can be estimated. Equation 1 can now be written as:

$$Y = 8.8\,X + 452 \ldots\ldots\ldots\ldots\ldots\ldots\ldots 4$$

For Y = 672.8, the X is 25.1. Hence we can say that on conservative measure of poverty line as determined by the Planning Commission of India the proportion of people below poverty line in India is estimated to be 25.1%.

As per the NSS 64th round (2007-08) the average per capita monthly expenditure on general higher education is Rs. 527 in rural area. If the rural households are compelled to pay Rs. 527 on general education in a month, they are worse off or impoverished to pay for other expenditure.

We need to calculate what is percentage of people below poverty line after Rs. 527 is paid for general higher education? The new equation is then as follows:

$$Y = 8.8X + (452 - 527) \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots 5$$

For Y = 672.8, X can be calculated. X = 85. It means 85% of people fall below poverty line after paying for general higher education. It means around 60% of people are impoverished by making expenses for general higher education and paying to the tune of Rs. 527 in every month for general higher education.

The problem with the above estimate of impoverishment may be noted. The estimate was made with the linear straight line joining the points (15,584) and (35,760). However, impoverishment effect due to payment for higher education has caused the percent of population below poverty line in the 80-90 decile group. Therefore, it would be necessary to estimate straight line joining two points (15, 584) and (85, 1470). Following the previous procedure the revised impoverishment effect due to payment of Rs. 527 per month for general higher education may be noted. % population that fall below poverty line without impoverishment and due to the payment for general higher education are 15.7% and 20% respectively. Impoverishment effect is merely 4.3%. Thus we notice that impoverishment differs significantly depending upon which straight line is estimated? What would happen to impoverishment if estimated straight lines differ? The result is tabulated below in following cases:

Effect on Impoverishment with Different Estimates of Line (Rural)

Line joining two points	% people be low poverty line before payment	% people below poverty line after payment	Impoverishment (%)
(25,1012) & (35,1196)	17	55	38
(25,1012) & (45,1398)	16	54	38
(25,1012) & (55,1633)	17	57	40

As shown in the table the degree of impoverishment differs significantly in different cases. Barring the last case, the impoverishment is huge in all cases if payment for general higher education is made. It varies from 43% to 60% with different estimates of straight line. The mean value of impoverishment, barring the last case, is 52%. It means Indian higher education cannot afford to be charging higher fees. It will significantly adversely affect the affordability to higher education in the rural area.

Sensitivity Analysis: It would be interesting to measure affordability in terms of above approach for a given estimated straight line in response to different amount of expenditure on higher education. In the analysis presented above we have taken as per the NSS 64th round (2007-08) the average per capita monthly expenditure on general higher education to be Rs. 527 in rural area. What will be extent of impoverishment in terms of percentage of people below poverty line after monthly payment for higher education of different magnitudes? This is captured through what may be called sensitivity Analysis. Assume that the straight line joining the points (25,675) and (45, 848) are considered for sensitivity analysis. We assume the three cases when the payment for higher education is Rs. 100, 200 and 300. Sensitivity analysis enables us to consider small changes in payment and its effect on impoverishment.

Sensitivity Analysis: Change in Impoverishment due to change in Expenditure on Higher Education

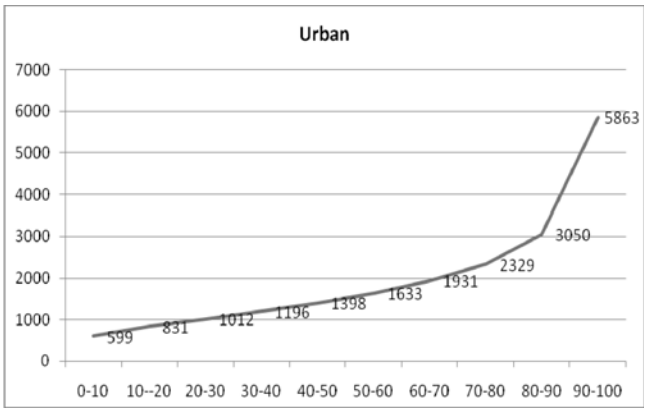
Expenditure on Higher Education (Rs.)	% people below poverty line before payment	% people below poverty line after payment	Impoverishment (%)
100	17	22	5
200	17	27	10
300	17	32	15
400	17	37	20
-100	17	13	-4
-200	17	8	-9

Sensitivity analysis shows the response to a small change in expenditure on higher education on the extent of people below poverty line. While expenditure on higher education is Rs. 100 impoverishment is to the extent of 11%. A small change in expenditure on higher education from Rs. 100 to Rs. 200 has increased impoverishment from 11% to 23%. Further if Rs. 400 is spent on higher education impoverishment increases to 46%. Given the pattern of average monthly consumption expenditure in rural India, impoverishment is highly sensitive to even small increase in expenditure on higher education.

On the other hand, if higher education is completely free and further subsidy of Rs. 100 and Rs. 200 per month is made available to the students the impoverishment (measured in terms of percent people below poverty line) is reduced to 13% and 1% respectively. Hence not only higher education should be free rather subsidy to students will substantially reduce impoverishment and enable students to join higher education.

Impoverishment Effect in Urban Area

Average Consumption Expenditure Curve in Different Deciles in Urban



As noted above, an individual above a monthly consumption of Rs 859.6 in urban areas is not considered poor, as per the controversial formula of Planning Commission. Rs. 859.6 in urban area falls in the decile group 20-30. Following the procedure noted above, the percent people below poverty line can be estimated.

As per the NSS 64th round (2007-08) the average per capita monthly expenditure on general higher education is Rs. 706 in urban area. If the urban households are compelled to pay Rs. 706 on general education in a month, they are worse off or impoverished to pay for other expenditure. After paying for higher education higher percent of people may fall below poverty line. Table shows the effect of impoverishment in urban area. With three alternative estimates of straight line the impoverishment is to the extent of 38 to 40 percent in urban area. Estimated 54 to 57 percent people fall below poverty line with the payment for higher education to the tune of Rs. 706 in every month in the urban region. With higher expenditure in urban area, as compared to the rural, the impoverishment effect in urban is less as compared to the rural.

Effect on Impoverishment with Different Estimates of Line (Urban)

Line joining two points	% people be low poverty line before payment	% people below poverty line after payment	Impoverishment (%)
(25,1012) & (35,1196)	17	55	38
(25,1012) & (45,1398)	16	54	38
(25,1012) & (55,1633)	17	57	40

Sensitivity Analysis: Change in Impoverishment due to change in Expenditure on Higher Education

Sensitivity analysis shows the response of a small change in expenditure on higher education upon the extent of impoverishment i.e. percentage of people below poverty line. Sensitivity analysis has been carried out with the estimated straight line joining the two co-ordinates (25,1012) & (55,1633). While expenditure on higher education is Rs. 100 impoverishment is to the extent of 5% in urban area as opposed to 11% in rural area. A small change in expenditure on higher education from Rs. 100 to Rs. 200 has increased impoverishment from 5% to 10% in urban as opposed to 11% to 23% in rural area. Further if Rs. 400 is spent on higher education impoverishment increases to 46% in rural as opposed to 40% in urban. Given the pattern of average monthly consumption expenditure in urban India, impoverishment is highly sensitive to even small increase in expenditure on higher education, nonetheless smaller in magnitude as compared to rural. On the other hand, if higher education is completely free and further subsidy of Rs. 100 and Rs. 200 per month is made available to the students the impoverishment (measured in terms of percent population below poverty line) is reduced to 13% and 8% respectively. Hence not only higher education should be free rather subsidy to students will substantially reduce impoverishment and enable students to join higher education.

Expenditure on Higher Education (Rs.)	% people below poverty line before payment	% people below poverty line after payment	Impoverishment (%)
100	17	22	5
200	17	27	10
300	17	32	15
400	17	37	20
-100	17	13	-4
-200	17	8	-9

Section 4 Conclusion

The expansion of private higher education in India raises the question of affordability. The concept of affordability is difficult to understand due to non uniform preference of different individuals. Yet empirical measurement of affordability can be attempted to understand the affordability with the rising cost of higher education. In the paper two measures , namely, median and impoverishment methods - were used to examine the effect of higher cost of education on affordability. It was noted that even a slight increase in cost affects affordability very significantly. Therefore, subsidised higher education is necessary to achieve the expansion target.

References

LM Niëns, et.al (2012) Practical measurement of

affordability: an application to medicines Bull World Health Organ 90 (3):219-27 (2012)

Stone ME, 2006, What is housing affordability? The case for the residual income approach. Housing Policy Debate 2006; 17: 151-84 doi:10.1080/10511482.2006.9521564.

Kutty NK., 2005, A new measure of housing affordability: Estimates and analytical results. Housing policy debate 2005; 16: 113-42.

Xu K. Household, 2003, catastrophic health expenditure: a multicountry analysis. Lancet 2003; 362: 111-7 doi: 10.1016/S0140-6736(03)13861-5 pmid: 12867110.

Wagstaff A, van Doorslaer E. 2003, Catastrophe and impoverishment in paying for health care: with applications to Vietnam 1993-1998. Health Econ 2003; 12: 921-34 doi: 10.1002/hec.776 pmid: 14601155.

WHO, 2008, Measuring medicine prices, availability, affordability and price components. 2nd ed. Geneva: World Health Organization & Health Action International; 2008 (WHO/PSM/PAR/2008.3). Available from: http://www.who.int/medicines/areas/access/OMS_Medicine_prices.pdf [accessed 13 September 2016].

Lynn M. Fisher, Henry Pollakowski, Jeffrey Zabel, 2007, Amenity-Based Housing Affordability Indexes (2007) available on http://mit.edu/cre/research/papers/wp92_Nov07.pdf [accessed 13 September 2016].

Bieri David S., Housing Affordability, Real Estate Program, Urban & Regional Planning, University of Michigan, Ann Arbor, MI 48019, USA available on http://www personal.umich.edu/~bieri/docs/QOLHousingAffordability_Bieri_Springer.pdf [accessed 13 September 2016].

JD Hulchanski, 1995, The concept of housing affordability: Six contemporary uses of the housing expenditure-to-income ratio, Housing studies, 1995 - Taylor & Francis.

continued from page 1

and technology. But it, started to have degenerated under weight of cadre and corruption and scuttling of individual freedom. The other similar model of socialist development changed its heart by allowing state to privatize, but seriously suppressing individual freedom. Capitalist model of economic development in Europe, USA pushed for liberalization and search for new markets in developing economies in a uni-polar world.

At home front, those in position of power had good grooming in IMF, World Bank model of development and believed in liberalized model of development. In fact it was more of allowing international market access rather than internal liberalization, more of reducing state role in development of economy and society. Thus the shift in economic and educational paradigm of India began with even though Congress Party, stated to be having left of the centre approach, was in power, but with set of new people who had grooming in IMF, World Bank philosophy. It would be clear if one looks at composition of cabinet of that time, even though PM Mr. Rao, had no such grooming, but seems to be having advisors with IMF, World Bank philosophy to advise him. Although reasons advanced for liberalization was that, India was facing serious crunch of payment of international commitment, hence it had to take support of IMF/ World Bank and therefore it had to follow the conditions of such support. Accordingly, India devalued its Rupee. The rupee started sliding, market access by international companies started increasing. Although, liberalization of trade was done to increase the exports, but imports started increasing and the trade gap started increasing. Government resorted to disinvestment of and shifted economic entities in the hands of private sector. Reasons advanced were poor performance of these units. Slowly economic power of state (which is power of people at large) started shifting in favour of private sector. New investment under plan process was truncated and Planning Commission started speaking the language of World Bank and reducing support given to production, consumption, education and health using market terminology of subsidies. Since there was high unemployment in rural sector and poverty continued to loom large, concept of safety net in term of schemes to support poor was launched. Mahatma Gandhi National Rural Employment Guarantee Scheme was one of them to provide 100 days of employment to rural needy people.

The pressure of opening of education sector to private people was mounting and many colleges of professional education namely, Medical and engineering started with full cost+ recovery fees from students. Hence shift was from state supporting the education of people to students financing their own education through their parents or loan. To begin with the model was to allow merit students with low fee and others with paid seat or full cost +. Slowly this model also changed in favour of all students paying full cost fees +. There was shift in financing of public institutions. First step was to stop the new recruitment in colleges & universities and allowing self financing courses. Hence the model shifted in favour of privatization and self financing programmes in higher education. At school education where both private and public sector had operated for long, here also full cost recovery model started with state refusing to give grant to private philanthropist supported schools. Though education, as per the constitutional provision is not for profit, yet full cost + recovery was viewed as - not for profit.

Effort of New Economic Order to liberalization and free trade policy promoted by developed countries made many developing countries to change its course and join the New Economic order movement and finally it led to setting up of World Trade Organization in Mid 1990s i.e., 1995, and General Agreement on Trade in Services- GATS. On the Intellectual front World Intellectual Property Organization was set up. This multilateral arrangements was signed by many countries including India which internationally committed India to the policy of liberalization. In 1996 Congress Party was replaced by BJP/Janta and its alliance-NDA. The NDA parties had faith in liberalization; some of its members had deep sense of national interest thereby putting breaks on all out

liberalization. India resisted opening of agriculture sector, and non-Agriculture Market Access to some extent in WTO. India also faced hostilities from Pakistan during 1999 Kargil war which impacted economic processes. However, the progress of liberalization was slow but continuous.

During 2004-14 Congress party with its allies came into power and started second phase of liberalization with new vigour with Dr. Manmohan Singh in the position of Prime Minister of India. The second phase of liberalization led to high increase in private educational institutions. From 2005 to 2014 as many as 24 states enacted the bill for setting of private self financing universities. University Grants Commission also, which was so far very selective in granting self financing deemed to university status, gave new thrust in allowing setting of self financing deemed to university under the Congress regime. In a short period of five years, it gave approval to a large number of self financing deemed to be Universities. State governments gave approval to nearly 300 self financing private universities. Number of Self financing colleges affiliated to universities increased in almost all the states under every university, all these development gave opportunities to lakhs of students to pursue subjects of their choices that are having potential for better employment. Many students migrated to other countries with liberal loan funding through government supported policy of educational loans. Even government under pressure from various states expanded centrally funded universities, IITs and IIMs and National Institutes of technology. Students are stated to be still queuing for such institutions, but universities and colleges in private sector gave rise to a concept of students' counsellors, whose job is to get students on commission basis for admissions in the private institutions. Parents' expected, since heavy fee is being paid, their wards to get better grades. Examiners from affiliating university knew about it and demanded their pound of flesh for high grades. Some of the universities are found to be giving Ph.Ds to more students than they could enrol. Some universities faced the problem of de-recognition yet, a large number of them are working and some of them boast of more than 30 to 40 thousand students on their campus. This is without the affiliation of colleges by these universities. It is not known who is regulating the quality of processes and outcome of both public and private universities and colleges. The National Assessment and Accreditation Council is very poorly equipped to perform this role.

Privatization has its own strength and weaknesses. So also is true of an economy-market has its strength and weakness. Privatization has great sense of time and profit. It works for profit and time is key factor in this. So expansion has to be done overcoming all the hindrances. If need be through bribe or speed money. It is a different matter if it could be recovered from consumers in the absence of price regulations or text book "perfect competition". Those who had greater access to power that be, and skills to manage the system, advanced greatly. This made others and those in opposition to talk about corruption and crony capitalism. The strange characteristic of capitalism is that it introduces corruption and it also questions the corruption.

Second phase of liberalization for market was stated to be a boon. But this boon during the second term of the Congress government became a bane with the charges of corruption and crony capitalism. Matter of fact is that the Indian economy, since tagged with world economy was trailing, as world economy was trailing. Indian economy was also losing its base in manufacturing mostly in non-formal sector, as imports started wiping these manufacturers. Manufacturing in the public sector was undermined and private sector did not pick, in spite of lot of schemes for small and medium enterprises. Trade gap started increasing again, foreign exchange reserve became precarious. Current account deficit increased. Congress Party was thrown out of power after decade in power, during second phase of liberalization. Reason advanced was the corruption, but it was more of slow growth of economy, increase in unemployment and increase in income inequalities, increase in trade gap, increase in number of farmers committing suicide and decrease in value of Rupee.

During the last two years with BJP in power, liberalization stated to have been strengthened by way of dismantling institutions which worked for planned growth. Access of international brands to Indian market has increased. New brands of cars in India has increased, some of the malls and products in them are of same brands which are consumed in developed countries, hence access to such product has increased. Planning Commission has been dismantled by changing its role from planning to thinking and making it a Think Tank. There is greater emphasis on use of digital technology, all international hardware and software technology brands, like MS, Face book , Whats App, Apple, Google and others are hoping to have great business in India, All e-tailing and physical international brands like Amazon, Wall Mart and Indian E-tailing brands hopes to have great business. Sad part is manufacturing has not picked up. Exports have not increased, trade gap has not reduced. Unemployment has not abated. Recent NSSO round has revealed that unemployment has increased. Recent report on Index of Industrial production has not given any happy news. It has shown a decline.

When we are celebrating 25 years of liberalization, challenge before those who are wedded to doctrine of liberalization of the kind being practiced in India, is to eradicate poverty, reduce suicide by farmers, reduce trade gap, reduce inequality of income and increase employment. Whether another 25 years of Liberalization will be able to do that is a big question mark.

We are of the view that present economic and social/ educational development model is in for serious crisis. As socialist and capitalist models have not delivered, this appendage capitalist model will also not deliver. This appendage Indian economic model is suffering from the same problems as the American Economy. The difference is that American economy is a high Per capita income economy and has introduced several safety valves to let the steam out. But in India the pot is simmering to explode.

Scenario of Indian Economy since 8th Nov., 2016 has changed for worse with demonetization of Rs. 500 and Rs. 1000 currency notes, which constituted more than 80 percent of Indian economy, mostly operated in cash. Without adequate and timely replacement of lower denomination currency than what is circulated, the economic activities have come to halt. Pain experienced by people, agriculture, SMEs and small business to replace and draw new currency notes has far exceeded any imagination. The damage likely to be caused to economy would be far more than the propagated gains. The simmering pot is gaining the speed and it may explode sooner than thought about, unless urgent steps are taken to let the steam out.

Dear Scholars
We have introduced a new column in College Post titled Researches in Education. A guideline about how to submit the briefs of Research Completed, Research in Progress was published in previous Issue of College Post. Research in Education Analysis of researches completed and in progress was also published in that issue. We would request the scholar / readers to submit their research completed and in progress as per guideline. Research Briefs submitted will be published in the next and coming issues of College Post. College Post is also available on www.seededu.org website. Research briefs submitted by you and communicated to wider readers in higher education will help informed policy decision and it will also help peer group mutual learning and networking. Please take advantage of this opportunity to reach out with your contribution through this column.- Editor

Ph.D. Completed

Title of Thesis - **A Study of the Effectiveness of Self Learning Material such as Work Card, Programmed Learning and Cal in the Subject of Social Science in Std. VIIIth**. Researcher - Chauhan, Mrunali C, Guide Joshi, ML, Dept. of Education, University- Kadi Sarva Viswavidyalaya, Completion date 2012

Method of Analysis of the Data

The analysis of the scores of the students of each group on pre-test and unit test i.e post-test is done using means, SDs and t values.

Key Findings of the Study

Findings related to self learning material among three groups A, B, C" looks like:

1. Educational achievement of the students of group A of programmed learning material was equal as compared to that of work card material.
2. Educational achievement of the students of group A of CAL material was equal as compared to that of work card literature.
3. Educational achievement of the students of group A of CAL material was equal as compared to that of programmed learning material.
4. Educational achievement of the students of group B work card material was significantly high as compared to that of CAL material.
5. Educational achievement of the students of group B of the Programme Learning material was significantly high as compared to that of the CAL material. 13
6. Educational achievement of the students of group B of the Programme Learning material was equal as compared to that of work card material.
7. Educational achievement of the students of group C of the CAL material was as equal as compared to that of work card material.
8. Educational achievement of the students of group C of the Programmed Learning material was equal as compared to that of the CAL material.
9. Educational achievement of the students of group C of the Programmed Learning material was equal as compared to that of the work card material. It can be said that all the three self learning methods as well as self learning materials has same effect on the achievement of the students of all the three groups.

Title of the Thesis - **Education of Tibetan Refugees in India: Issues of Culture, Ethnic Identity and Opportunity.** Researcher - Mallica, Guide - Nambission Gita, School of Social Sciences, Jawahar Lal University, New Delhi Date of Completion 2007

Some Findings

Tibetan youth identity and educational and occupational aspirations in exile is therefore, to be understood as processes of negotiation and mediation and not as something given or fixed in time and space. As seen in the study, Tibetan youth in India, have diverse ways of defining and interpreting ways of 'being Tibetan' in their own lives.

They are not passive, disempowered, recipients of diverse cultures in exile. They are actually straddling dialogic forms of Tibetan and/or 'mixed', multicultural identities, rather than living out one, uniform, monolithic way of 'being Tibetan'.

In conclusion, it can be said that identity and aspirations of all refugee groups (especially the youth) in an asylum country are open-ended phenomena, subject to multiple changes. To adapt to these changes, alongwith preserving culture and tradition and building an education system that balances 'ligatures' and 'options', is a problem specifically faced by refugee and diasporic communities the world over. There are no clear answers to this dilemma. In the final analysis, therefore, it is for the leadership of the refugee communities to try to be sensitive to and accommodate both needs, enabling preservation of native language, culture and identities as well as realization of educational and occupational life-chances in exile.

Ph.D. Thesis submitted *

1. **A study on the skill development under-graduate programmes of Dibrugarh University.** Researcher - Dutta, Leela, Research Guide Dr. Neeta Kalita Barua, Department of Education, University-Dibrugarh University, Dibrugarh.

** Source : University News, Delhi*

Ph.D. in Progress

1. **Determinants of Entry to Higher Education in India-** Researcher- Rashmi Wadhwa, Research Guide- Dr. Rashmi Diwan, University- National University of Educational Planning and Administration, New Delhi.

World Class Universities -10 in Public and 10 in Private Sectors

Ruffled through announcement of list of ranking of universities in the world by Times higher Education and Academic Ranking by Shanghai group has made many governments in developing countries to raise issue for not finding in the ranking list. Some have attempted to give more autonomy and more funds to universities, but India has been brooding over to prepare 10 world class universities in public sector and 10 in private sector. The idea is to free these universities from any regulation and national policy prescription so that they can become world class universities and find their place in the World University Ranking (WUR). There seems to be objection by Ministry of Law on the national policy aspect and may be the very concept and approach to address the issue of WUR. It sounds quite intriguing that out of 600 universities several institutes national importance in the country, government is thinking taking out 10 each in both the sectors to make them world class universities. MHRD has put draft bill for creating World Class Universities. The idea lacks basic understanding of what makes a university world class. It is academic culture, rigorous research and search for new ideas and innovations which makes a university world class. And that happens through rigourous academic processes and support for research and development over several years. Simply announcing world Class University by a panel and proving extra facilities or funds does not make them World Class. Prior to this, the previous government was planning to create a Research& Innovation Universities by giving them extra funds and setting them though executive order and keeping them out of any regulation. This was discussed in Parliamentary Standing Committee and it seems did not pass through this stage. Earlier lot of funds and autonomy was given to IITs , IIMs and several central universities were set up. But IITs did not engage much in research and remained at B. Tech level programme largely. IIMs too did not engage in research and remained at preparing Business Management Diploma holder graduates. Some Deemed and Central universities did engage in research and build its base. Some are finding their place in such ranking. But let us be clear WUR by any of the four ranking agencies are not true representative of world University Ranking. These suffer from several methodological and approach problems.

RTE Act - The Policy of No Detention till 8th Standard

The policy of no detention of children up to 8th Standard is being seriously debated in CABE and by many states. General feeling is that this policy has deteriorated the quality of primary and upper primary education. Some committees are suggesting it should be applicable up to 5th standard, yet others feel that this policy should be changed. Even NEP Policy Drafting Committee has also suggested for review of this policy and keeping no detention up 5th standard. There is a view that if an attempt is made to change the RTE Act, since present government does not have majority in Rajya Sabha, it will not pass through. One group feels that the change in policy can be effected through ordinance. Some states, Rajasthan in particular wants to introduce class appropriate level of learning, and if one is not found up to that level one can be retained. Other feel they can be allowed to re-sit instead of making them to waste a year. The concern for quality sounds to be valid and genuine. But to link with the policy of detention and no- detention sounds to be quite untenable in the context and spirit of RTE Act. We had all through detention policy before RTE Act was passed, was the quality good. Many studies on Minimum Levels of Learning at Primary level have showed that it was otherwise. There linking it with detention or no detention is somewhat naive. What was the intention and spirit of the RTE Act. What was the concept - Continuous Comprehensive Evaluation? This concept offer scope and possibility of mid course correction and remedies. Question should be asked whether schools have implemented the concept seriously and if so what are the research findings. Are the teachers full aware and prepared for this concept? Are the implementing it? What are the results of the implementation? How many Research studies have been conducted on implementation of RTE Act. This is different from continuous review meetings at SSA level or CABE level. NCERT has taken a view and rightly so, that we should focus on implementation rather than review the policy. We need to take the task of implementation much more seriously than it is today. We need to conduct rigorous research studies before arriving at policy decisions on anecdotal basis. The detention policy empowers the teacher to behave as giver of education and student a receptor of education. Thus problem of poor quality is solely due to receptor and does not show what teacher wants him to show, he she is not up to the level and therefore need not be promoted. This is quite old colonial concept of education. New concept envisages that the teacher is equal partner in achievement of students and he/she should ensure that proper teaching and learning takes place and mid course correction, remedial measure are taken to ensure that one attains the level required. This means teacher is engaged in encouraging and answering the question in the minds of students. He/She also learns with students while responding to the questions that are in children's mind. This is what is equality and democratic system of teaching and learning as distinct from colonial hierarchical rot system of schooling. Our concern for quality is valid and genuine, but answers attempted are misguided and untenable.

Wedge between Teaching and Research

The Teaching Excellence Framework attempts to draw a wedge between teaching and research. Though it is well known that in higher education teaching and research go together, yet some people world over are attempting to see these two activities as separate. The TEF attempts see teaching excellence as separate from Research. However, Professor Paul Blackmore of Kingston College, London feels the government is "driving wedge between research and teaching " with the TEF likely to stand in opposition to research excellence framework. TEF may not affect the research universities as students would prefer to study in well reputed research and teaching universities as they offer better opportunity for employment. According to Paul Blackmore "that, even if a robust method of judging teaching standards could be developed, it would "not necessarily guide many students' choices". This is because many students know that a degree from a prestigious research-intensive university is likely to get them a good job, regardless of how good the teaching is.

According to Mr. Paul instead of further separating teaching and research, the better solution is to link them more. He suggested that the government should consider creating single funding body for research and teaching rather than two separate bodies for teaching and research as envisaged by Higher Education and Research Bill.

Source & Courtesy : Chris Havergal@tesglobal.com

Uberification of Higher Education

In a book The Uberfication of the University, published by the University of Minnesota Press in September 2016. Professor Hall says as report by Jack , that " much like Uber customers, who are asked to rate the service provided by their taxi driver, today's students are now obliged to score the performance of lecturers via internal and external surveys.

According to him "You are going to see higher education professionals become much more like the students who use it," he claimed - a trend that is likely to undermine efforts to make the academic workforce more ethnically and socially diverse" He further added that "Some will be allowed to operate in this sharing economy, and some will find it much more difficult,"

China-EU Education Silk Road

China Government and Governments of EU countries are coming together for higher education cooperation and mutual agreement. According to Ministry of Education of China "student exchanges and other important areas such as expanding cooperation between universities and enterprises and cultivating student entrepreneurs and innovation" China signed agreements on the mutual recognition of degrees with 19 EU member states, including the UK, France and Germany, There has been significant increase in number of Chinese students studying in Europe. It accounts for nearly one fourth of Chinese students studying abroad. Similarly, about 11.3 percent of foreign students studying in China come from EU. The total number of students from EU studying in China are 45,000 students in 2015. European commissioner for education, culture, youth and sport, Mr. Tibor Navracsics in a meeting said "Education helps us to understand each other better and build economic and social progress together " He further stated that "We have a solid base to build on: proven initiatives that have enabled us to boost academic cooperation, to foster student, teacher and researcher mobility, and to find a common language for the modernisation of our education systems" Mr Navracsics stated that the support for student and academic mobility between Europe and China via the EU's Erasmus+ programme, as well as joint courses being offered by Chinese and European institutions.

Source & Courtesy : THE -john.morgan@tesglobal.com

UNGA- International Law Commission - Rajput, an Indian gets highest votes

UN General Assembly voted for experts on International Law Commission from various regions. From South Pacific Region, Mr. Aniruddha Rajput - a 33 year old Supreme Court Lawyer from India and presently pursuing Ph.D. got the highest votes for selection to the UN ILC. Rajput got 160 votes, topping the Asia Pacific group in the election, which was held through secret ballot. Mr. Rajput told to Times of India that, "This is a real honour for me and I want to thank the ministry of external affairs (MEA), especially India's permanent representative to UN Syed Akbaruddin, for their support," Mr. Shinya Murase from Japan got the second highest number of votes in the Asia-Pacific group at 148. Mr. Mahmoud Daifallah Hmoud from Jordan got 146 votes. Mr. Huikang Huang of China got 146 votes. Mr. Ki Gab Park from Korea got 136 votes. Other elected to panel are Mr. Ali bin Fetais Al-Marri of Qatar with 128 votes and Mr. Hong Thao Nguyen of Vietnam with 120 votes. The International Law Commission situated in Geneva works for promotion of International and Its codification. Mr. Rajput has been a prolific writer on Issues of law and published books , several research and seminar papers. College Post congratulates him on his achievement.

Source & Courtesy: Times of India News.

ADDRESSING THE ISSUES OF INEQUALITY AND SUSTAINABILITY OF CAPITALISM

Re-writing the Rules of the American Economy-An agenda for growth and shared prosperity
Joseph Stiglitz , published by W.W. Norton & Company, Ic., 500 Fifth Avenue, New York Pp237

The book sets its premises in the introductory chapter where the author points out that income of one percent American population has skyrocketed while wages for everyone has stagnated. He says American Economy rewards gaming and risk rather than hard work and investment and has created more inequality than other advance countries. Opportunities have been undermined and the American dream increasingly appear a myth. He further says "roots of dysfunction lie deep in the values and power dynamics that have prioritized corporate power and short term gains at the expense of long term innovations and growth. This situation is not of days making. According to him last 35 years have pulled the rug out from under many of the traditional conceptions of economic theory and trajectory of growth." Simon Kuznets -the Nobel laureate was right when he says that: in the initial period of development inequality would increase, but eventually decrease as the economy becomes more advanced. Stiglitz says "While Kuznets observation accurately described the dramatic decrease in inequality for several decades after world war II, history since 1970s contradicts his hypothesis. During last few decades, the benefits of growth has disproportionately gone to top 1 percent of the population, the share of national income going to bottom 99 percent has fallen."

The chapter on Current Rules begins with statement that Inequality has been a choice. He says "Beginning of 1070s was a wave of deliberate ideological, institutional and legal changes to reconfigure the market place". There were three basic changes - first - de regulation of market, which was believed to free the economy to thrive, Second- Lowering of tax rates on top incomes so that money could flow to private savings and investment instead of government. Third cut in social welfare to spur people to work. It was believed that least government intervention, ingenuity of financial sector would help revitalize the society. Stitglitz says it did not work that way. America faced financial crisis in 1989 which led to 1990s recession and how 2008 financial crisis has led America to deep recession. In fact state had to intervene to save the situation, market did not correct itself. Toll of these reforms, he says was "slower growth than in preceding 30 years and an unbridled increase in inequality". The deregulation was in fact writing of new rules for governing economy which" favours specific set of actors". The book analyses rules under different sections which have led to this current situation namely, more market power, less competition, the growth for financial Sector, the end of full employment monetary policy, the Stifling of Worker Voice, Sinking floor of labour standards, Racial Discrimination, Gender Discrimination, with greater depth.

The chapter on rewriting of the Rules begins with to quote " To fix the economy for average Americans, we need to tackle the rules and institutions that have generated low investment, sluggish growth, and runway incomes and wealth accumulation at the top and created steeper hill for the rest to climb." The author suggests re-writing rules in the following broad areas titled as - Taming the Top. There are slew of suggestion for re-writing. To mention a few : make market competitive, restore balance to Intellectual property rights- here his research reference shows that more than IPR it is DNA of innovations, which hardly bother finance reward has caused innovations than the IPR . Restore balance to global trade agreements, Control Health Care Cost by allowing government bargaining, Balance the rule of bankruptcy by expanding coverage to home owners and students, Fix the financial sector, End too big to fail - this is to avoid damage to economy, regulate the shadow banking sector and end offshore banking, bring transparency in all financial markets, reduce credit and debit card fee, enforce rules with stricter penalties, reform federal reserve governance, incentivise long term business growth, Restructure CEO Pay, Empower long term stake holders, Rebalance Tax and Transfer System , Raise the top marginal rate. Enact a Fair Tax. Encourage U.S. Investment by taxing corporations on global income and finally Enact pro growth, pro- equality tax policies. In the last chapter Growing the Middle the author has focused on empowering middle class. His suggestions are : Make full employment the Goal, Reform monetary policy to prioritize full employment, Reinvigorate public investment.

The report converted into book has tackled issues of American Economy very effectively and seems to have moved from theory of supply side economy to demand generated economy, at the same time attempting to remove middle class discontent.

The book is a must read for economic researchers, policy makers, legislators -who frame rules for peoples life. The style of communication of Stiglitz is direct and very persuasive.

GD Sharma SC Sharma

4th Batch

INTERNATIONAL DIPLOMA IN EDUCATIONAL LEADERSHIP

-Higher Education

Making you ready for higher roles

The International Diploma in Educational Leadership (IDEL-HE) 2016 is meant for Planners, Administrators, Scholars, Educational Key Decision Makers in Higher Education. It is based on the Training Modules developed at UNESCO/IIEP (International Institute of Educational Planning), Paris by Dr. Bikas C. Sanyal, former Senior Programme Specialist (Higher Education) at IIEP, Paris and by eminent scholars in India.

MODULAR PROGRAMME

This is an International modular programme. It is developed with a view to facilitate senior persons in higher education to prepare strategic development plans and take decisions pertaining to development and management of institutions of higher education. The contents will be delivered on net/email/hard copy and interaction will be held online and face to face. Participants can choose six modules from the following for Diploma programme:

Course Modules to be offered:

1. Strategic Management in Higher Education : Dr. Bikas Sanyal
2. Financial Management - Trends and International Experiences : Dr. Bikas Sanyal
3. Regulatory and Standards Setting Authorities - Their Role and Functions : Dr. G.D. Sharma
4. Academic Staff Management in Higher Education - Trends and International Experience : Dr. Bikas Sanyal
5. Quality Enhancement to Realise Potential of Excellence : Dr. G.D. Sharma and Dr. Mridula Sharma
6. Educational Leadership Development - Prof. M.M. Pant
7. Space and Infrastructure - Issues and Approaches : Dr. Bikas Sanyal
8. Educational Entrepreneurship, Brand Building and Reputation management : Prof. M.M. Pant
9. Internationalization of Higher Education : Dr. G.D. Sharma
10. Educational Entrepreneurship : Prof. M.M. Pant
11. Blending MOOC with Classroom Interaction : Prof. M.M. Pant and R.C. Sharma
12. Open Module - to be decided by the participants.

CERTIFICATES

On completion of course, participants are required to present their portfolio of learning outcomes. This portfolio and dissertation for diploma will be evaluated by experts and certificates will be awarded to persons on successfully completion of the programme.

DURATION

It is a one year Diploma programme of three terms. Each term is of four months. I : March-June, II : July-October, III : November-February with a provision of one week face-to-face programme in India during IIIrd term and One week International exposure programme (optional) during IInd Term. International exposure will be arranged on specific dates and will be communicated to all registered participants with estimated cost.

FEES

Registration Fees Indian Participants - Rs. 1000. Participants from outside India - US$ 50
Course Fee Indian Participants - Rs. 30,000, Members of ICF - Rs. 25,000, Participants from outside India - US$ 500

Registration for IDEL-HE

Though admission would start from 1st December, 2016, the programme will begin from 1st March, 2017. Person can register any time and complete the course, depending on his/her convenience, within specified period. Three batches have already been benefitted from one year Diploma programme. For details visit www.seededu.org, or call 011 26651196 /9868820215 or e-mail seedicf@gmail.com, idelhe@gmail.com.

CHEST

Centre for Higher Education Studies and Training

Society for Education and Economic Development

College Post R. No. 65288/95
ISBN 978-81-929059-0-7

seed...

Be a member of

Indian Colleges Forum

- A Professional Body of Colleges of India

**SOCIETY FOR EDUCATION AND ECONOMIC DEVELOPMENT
NEW DELHI**

Published and Edited by Dr. G.D. Sharma on behalf of the Society for Education and Economic Development, from KH. No. 774/6, Mandi Village, Main Mandi Road, Near Mandi & Gurgaon Border, New Delhi-110047. Lasertypeset by Suvidha Computers, 86 A, Adchini, New Delhi-110017, and printed at Supreme Offset Press, K-5, Malviya Nagar, New Delhi-110017