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Sare Jahan se Achha Hindustan Hamara.. Hamara

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23RD ANNUAL NATIONAL CONFERENCE OF INDIAN COLLEGES FORUM Hyderabad, 8-10 September, 2017

The Background

World is moving to next industrial revolution -the fourth Industrial Revolution -the cyber -physical system. The era of: digital age, artificial intelligence, 3D printing, high level and quality human resources, low cost and efficient systems of production and distribution of goods and supply of services. These developments will throw several challenges to system of higher education in terms of development of human resources and R&D. It is therefore imperative to:

- Understand implications of technology revolution on higher education
- Developing quality human resources with critical and analytical skills and R&D in the field of Management, Commerce, Science, Law and other professional education to meet challenges of emerging revolution
- Work on key technologies to harness advantage of development
- Selectively use technology to reduce trade gap and cultural invasion.

The Initiative

In order to deliberate on key challenges of emerging fourth industrial revolution Seed-ICF is organising 23rd National Level Annual Conference of ICF from 8-10 September, 2017 in collaboration with R.G. Kedia College, sponsored by Marwari Shikshan Sansthan (Affiliated to Osmania University), Esamia Bazar, Opp. New Chaderghat Bridge, Hyderabad - 27 from 8-10 September, 2017 at Hyderabad.

The Theme

"Challenges before Higher Education in the Emerging Fourth Industrial Revolution"

The sub themes are:

1. Implications of technology revolution on higher education
2. Developing quality human resources with critical and analytical skills and R & D in the field of Management, Commerce, Science, law and other professional education to meet challenges of emerging revolution
3. Role of Management, Teachers and Students to meet challenges of emerging revolution
4. Role of Government in supporting and facilitating the institutions of Higher Education for meeting new challenges.

Please block your dates, book your ticket, develop your paper for presentation and await detailed announcement.

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EDITORIAL

DEMONETISATION AND ITS POSSIBLE IMPACT



India demonetized its Rs.500 and Rs.1000 legal tender on 8th November,2016 with a stated purpose of tackling the black economy, terror funding. It gave a window of only 50 days to people to replace their currency notes rendered illegal since 8th November, 2016. It also released a new legal tender currency note of Rs.2000 and later Rs.500. It also restricted the deposit of Rs.2.5 lakhs with no questions being asked. More than that amount has to show source and pay taxes, if not paid in the past. Stories of long queues, deaths of 150 people, difficulties in getting cash and replacement of old notes are enormous as government changed rules 17 times within this short period of 50 days, recent one is refusal of RBI to honour the announcement made in public about deposit of old notes with RBI till March 2017. Immediate economic impact has been withdrawal of almost 86 percent of currency notes from the economy, seriously decreasing

the money supply and its velocity impacting non-formal economy, trade, manual and middle level workers, economic processes like, the agriculture, industry and other sectors. To what an extent of stated purpose has been achieved is a big question mark. The Government of India calculated that notes not exchanged will become part of assets of RBI ranging 2-3 lakh crores. But actual figure has been relatively very small. The full impact of it will be seen only in coming months or years to come. Another objective stated by the government is to make India cashless economy and make people to use plastic money, ATM or Paytm and so on. It hopes that this will reduce the corruption and accumulation of black economy in future.

The time will tell the full impact of withdrawal of almost 86 percent of existing currency and slowly replacing it with new Rs. 2000 and Rs. 500 note currency on economic activities for a period of two to three months. An empirical study could only reveal the true story. As far as the theory of money supply and velocity is concerned such a move disrupts the economic processes. The greater the reduction in money supply and its velocity, higher is the adverse impact on the

economy. It may be noted that literature on monetary economics has not dealt with this phenomena in depth, as in the past demonetization has been rare case and certainly not on the scale as has happened in India.

The history of demonetisation as briefly narrated by Neha Borker (see box) does not inspire confidence in the above-stated objective of demonetisation by the Government.

The Indian intelligentsia are sharply divided as is seen from writings in newspapers. Some of those who wrote an objective piece on the subject seem to be reneging on the ground of "post truth" i.e., what appeals to masses is truth than what is objectively assessed. Politicians are also sharply divided on this issue and are waging verbal wars. Those who favour policy of demonetisation vehemently support it on the ground of tackling black money in the economy and those opposing the policy have argued that, it has failed in its objective and has seriously damaged the economy. The undeniable aspect of present scene in India is that it has sharply divided people. Some people are mute spectators and some are loud mouth in both camps. Sane voice is a casualty.

Presently India is passing through the transition of figuring out what is in the larger interest of its people. On the one hand a large number of them has undergone the agony and suffering from shortage of cash and about 150 have lost their lives in the process; on the other hand, some people feel this will remove corruption and black money, hence this suffering is worth bearing. As far as agony and suffering which was caused due to shortage of replacement of currency is essentially manmade. This was totally avoidable. Those who feel this will remove corruption and black money are wrongly expecting this to happen as corruption and so-called black money are issues of bad governance and nothing else. Why we say so-called black money, as money has no colour. We call it black, as it has escaped tax net of the government of the day. Money plays the role of energising the economic processes for assets building, acquiring physical and human resources for economic processes or seeking power over the people

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Editor

G.D. Sharma

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3-DAY WORKSHOP ON NEW MEDIA AND TECHNOLOGY WORKSHOP

SEED-Centre for Higher Education Studies and Training conducted 3day workshop on use of New Media and Technology for improvement of quality of higher education for Principals of Colleges and Deans of Universities under its Management Development Programme in collaboration with LNP Education Trust at India Habitat Centre New Delhi from 21-23 December, 2016. Principals of leading colleges in Delhi, Punjab, Assam, Meghalaya and senior faculty members from leading Universities participated in this workshop. The Programme was inaugurated by Dr. Bikas C. Sanyal former advisor of Dy. Director General, UNESCO, Paris, and Consultant Higher Education, IIEP, Paris and Director, India House, Cite Universitaire, Paris. He presented a paper on New Education Technology and future of Higher Education. In the opening remark Dr. G.D. Sharma, former professor NUEPA and Secretary, UGC, Director, CEC and President, SEED spoke about Fourth Industrial Revolution. Professor MM Pant, former Pro-Vice Chancellor, IGNOU and Technology expert spoke on themes related to New Media and Technology and was actively guiding the programme. Dr. NV Varghese, Director, Centre for Policy Research in Higher Education, NUEPA spoke on New Technology for Higher Education with focus on MOOCs. Dr. Sunil Mehru, Jt. Director, Consortium of Educational Communication, New Delhi spoke on E-Content development and MOOCs initiative by CEC. He also showed examples of E-Content and videos on education. Shri IB Saxena, a Technology expert spoke of Block-Chain and Unified Payment Interface. Dr. Pankaj Mittal, Former VC, BPS Women's University, Haryana and additional Secretary, UGC, spoke on SWAYAM Project and UGC initiative and programme of PG Course on MOOCs. She also gave away diploma certificate to participants of International Diploma Programme in Educational

Leadership- Higher Education and spoke on making higher education more relevant to societal need. She also shared her experience in implementing this concept in BPS Women's University, Haryana, There was very lively sharing of experiences by the participants of the workshop. Professor Pant provided detailed knowledge of technology use and future of technology development greatly impacting the teaching-learning and management of higher education. The Valedictory address was given by Dr. Sahid Rasool, Director, Common Wealth Education Communication for Asia. He gave away certificates to Participants and made very effective presentation of the role of Common Wealth Education Media Centre for Asia in promotion of technology in education and MOOCs. The participants expressed their appreciation for the conduct of the programme.

INTERNATIONAL DIPLOMA PROGRAMME IN EDUCATIONAL LEADERSHIP -HIGHER EDUCATION

Dr. Sashikanta Saikia, former Principal Majuli College and Present Principal, DHJSK College, Dibrugarh presented his dissertation on Potential of Spiritual Tourism in Majuli as part of fulfilment of his Diploma Programme. He was awarded International Diploma Programme in Educational Leadership- Higher Education. He also had an opportunity to visit UNESCO, OECD, and leading institution in Paris, and Masstricht Institute of Management, Netherlands as an international exposure programme.

Dr. Kiron Hazarika, Principal and Director, UGC_DDU Kaushal Kendra, Tengakhat, College, Dibrugarh, presented his dissertation on "Skill Development Policy in Higher Education" as part of fulfilment of Diploma Programme. He was awarded International Diploma Programme in Educational Leadership- Higher Education. He also had an opportunity to visit UNESCO, OECD, and leading institution in Paris, and Masstricht Institute of Management, Netherlands as an international exposure programme.



Participants & Resource Persons of 3-day New Media and Technology workshop



Dr. Shashikanta Saikia



Dr. Kiron Hazarika

"HIGHER EDUCATION FOR BRIDGING THE GAP BETWEEN RURAL AND URBAN INDIA"

"ROLE OF HIGHER EDUCATION IN: IMPROVING KNOWLEDGE AND SKILLS AMONG STUDENTS TO CONTRIBUTE TO RURAL DEVELOPMENT"

DR. (MRS.) C. MASSAR*

The paper succinctly brings out gap between rural and urban India in education, income, land and assets holding in spite of slew of measures taken during the last six decades. It makes strong plea for bridging this gap through education and new policy perspectives in higher education.

"The most important class conflict in poor countries of the World today is not between labour and capital. Nor is it between foreign and national interests. It is between the rural classes and the urban classes". (Lipton)

ABSTRACT

The Urban-Rural conflict in terms of socio-economic divide is a global phenomenon. The gravity of the matter, however, is deeply felt by the poor and less developing countries particularly by the African countries and the South East Asian nation states. India being one of those nation states cannot escape from the scourge of this conflict. The dawn of globalization and its subsequent policies has further aggravated the matter and extended the gap that splits the urban-rural worlds apart. In our context, the socio-economic analysis reveals the existence of such disparities between urban and rural areas that is so glaring and prominent a phenomenon. The University Education Commission (1948-49) headed by Dr. S. Radhakrishnan made such recommendations as to the establishment of rural universities and higher institutions in the rural areas, the role of which would reduce the gap of disparities and accelerate the pace and the process of urbanization. However, the concerned Govt. and the subsequent authorities failed to recognise the implications of the truth and took no notice of the vital importance of such recommendations which has resulted in the multiplication of the problems. There is therefore, a need to redefine the goals and objectives of higher institutions in our country, re-assessing their roles and re-frame the educational policies that would empower the higher educational institutions to act as a

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catalytic agent for comprehensive development of the nation, bridging the gap of disparities between urban and rural areas, a cleft that has been left so far unnoticed.

Difficulty in striking a balance between rural and urban areas in social and economic development is a

common policy dilemma in the whole world, especially among developing countries that "must balance the need for economic development against an inherent political agenda of reducing class inequalities" (Hannum, 1991).

The question of inequality and disparity is one of the most important concerns in education, as apparently intractable as it is morally critical. Disparity in education is a question at the heart of the endeavours of social theorists, sociologists, policy makers, the governments at different levels and other practitioners committed to equitable distributions of educational and other

social goods and to education development as a moral, social and political goal. It is in this sense that the presentation of this issue bears its meaning.

The importance of education as a key catalyst for overall individual, community and national development (Sen, 2000, Bowles & Gintis, 1976) is an unquestioned assumption and most economists would probably agree that it is the human resources of a nation, not its capital or its natural resources, that ultimately determine the character and pace of its economic and social development. Human resources.....as late Professor Frederick Harbison of Princeton University puts it constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development. Clearly, a country which

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is unable to develop, the skills and knowledge of its people and effectively promote them in the national economy will be unable to develop anything else.

In this context, in 1996, the World Food Summit in Rome stressed the increasing access to education for the poor and members of the disadvantaged groups, including rural people, as a key to achieving poverty eradication, food security, durable peace and sustainable development (WFS, 1996). Underdeveloped education system in rural areas constrains rural people's ability to upgrade the skills of rural labours and the level of human capital. Without well-educated labour force, rural areas are unlikely to prosper (Han, 2000).

India remains predominantly rural. 'India lives in its villages' a proclamation made by the father of the nation, Mahatma Gandhi, and this statement still witnesses the truth of the Indian society to the present generation even after a lapse of more than six decades since we acclaimed freedom and liberty from foreign yoke. People residing in villages still represent the true image of Real India. 83.3 crores or 68.84% of the Indian population resides in rural areas as against 37.7 crores or 31.16 % of its counterpart that resides in urban areas.

THE SOCIO-ECONOMIC STATUS OF THE RURAL INDIA

The growth and development of the rural societies keeps on trudging in a very slow pace and paints a bleak picture of our future prospect and negates all our tall claims and pride that India has entered into the club of world super power. The core contention of this claim is embedded in the analysis of the ground realities that reflects the rural societies.

Less than half of rural households are engaged in agriculture. Of the rural households, only 30% are engaged in cultivation. So the role of agriculture as the

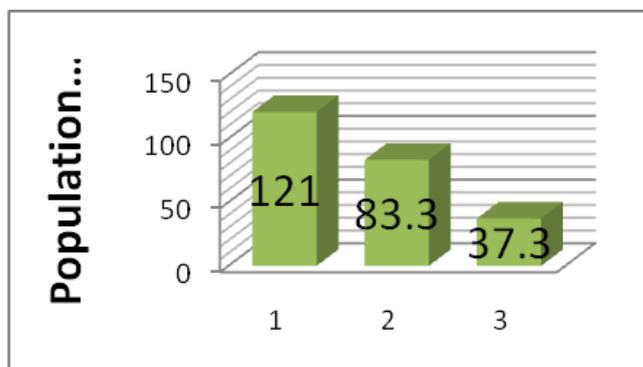


Figure 1: Total Population (India): Rural - Urban distribution

main source of livelihood in rural India is not at all that is meant to be.

Manual casual labour is the key source of rural livelihood. Over half of rural households, 51%, earn their livelihood by doing odd jobs. These could be in cultivation, during key agricultural seasons like the time of planting and harvesting, but they could as well be in any other activity, or the absence of work in rural areas can and does lead to migration to cities

A colossal three-fourths of rural Indians earn less than Rs. 5,000 per month. In 74.5% of rural households, the highest-earning member earns less than Rs. 5,000 per month. A household do have more than one earning member, and children are usually roped in to help earn something, so the total household income will be higher-but this "three-fourths" benchmark gives a measure of how poor most in rural India are.

Over a third of rural household own no land. A measure of the core of rural poverty is perceived from the fact that 38.3 % of households are landless and earn a majority of their income from manual casual labour. Coming just above them, but not very much better, are the 30 % of households that own un-irrigated land. Members of these households will also be ready, particularly during a period of drought, to migrate to towns for work.

The top of the pyramid is so narrow. If we add up all those households with jobs in the government, the public and the private sectors, as also those who run non-agricultural businesses and are registered with the government, then it comes to 12.6 %. This can be placed next to the figure of 8.3 % of rural household in which the highest earning member bring home over Rs. 10,000 a month.

RURAL EDUCATION IN INDIA: PROBLEMS AND ISSUES

The number of illiterates in India is estimated to be over 400 million of which 75% live in rural areas. Of the literate population, a significant proportion lack basic vocational skills.

POOR ALLOCATION OF FUNDS

The need for increased expenditure on education has been talked about since the late sixties. The allocation of funds for education as a percentage of the Gross Domestic Product (GDP) has been steadily declining since the promulgation of the New Economic Policy. This investment has continued to decline in spite of the levy of the 2 percent Education Cess. The present level of investment is as low as 3.7 percent (Union budget 2011)

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which was achieved 20 years ago. Out of this modest budget a big chunk of it goes to the payment of the teachers' salary and for the development of the elitist world-class institutes of higher learning, such as the IITs, IIMs and Medical Colleges that are located in urban areas and out of reach by the larger community and society. The left over crumbs is doled out for the rural education.

MULTI-GRADE AND MULTI-LEVEL CLASSES

Multi-grade teaching is a fact of primary schooling in India. Most states are still struggling to achieve the national norm of two classrooms and two teachers, and a teacher pupil ratio of 1:40 in every school. With very few exceptions in a few states and metros, government schools in India continue to have two teachers for five classes. Rural schools are therefore largely multigrade multilevel classes. Such schools work under major constraints. These include uneven quality of classroom management and teaching-learning practices, lack of clarity about and monitoring of, learning outcomes, inadequate teaching-learning materials and learning practice for children. Consequently, the foundation knowledge and skills in language and mathematics are not well mastered, leading to unsatisfactory rates of transition and completion in primary school.

MEDIUM OF INSTRUCTION

In some sense, the entire educational system in India is a bilingual system. No Indian student can ever hope to complete her/his school and college education without studying at least two languages. Also in most cases, a language that may or may not be the mother tongue of the student may be used as the medium of instruction. More than ever before, parents now prefer to have their children educated in English. While private regional medium schools have started shifting to English, Government elementary schools, continue to teach children in the regional language. The entire issue has been embroiled in politics. Since the majority of the elementary education in rural set up are imparting education through the medium of the mother tongue or regional language, they are unable to cope up and proceed to the secondary grade or pursue higher study since at these levels the education conducted is via the English language as a means of instruction.

STATUS OF RURAL EDUCATION INFRASTRUCTURE IN INDIA

It is true that the Government of India and the governments of the states and UTs have been striving for several decades to put in place adequate rural education infrastructure, particularly for elementary schooling. However the widespread availability of pre-school and primary school facilities is outrun by the

number of the relevant elementary school going age group. According to NUEPA (2004-05) there were 0.9 million rural elementary schools and 90% of these rural schools are government schools. Referring to the infrastructural status of the elementary school buildings DISE reports that the percentage distributions of rural elementary schools by type of building are pucca (71 percent), partially pucca (9 percent), kuccha (2 percent), tent (0.11 percent), and multiple type (9 percent). The average rural elementary school has three or less permanent classrooms (with 21 percent of schools having one or no classrooms). Sixty-five percent are in good condition; 24 percent are in need of minor repair; and 11 percent are in need of major repair.

The overwhelming majority of rural schools have some kind of drinking water facility: 50 percent have access to a hand pump; 5 percent have access to a well; 18 percent have access to tap water; and 7 percent have access to some other form of drinking water facility. But 17 percent of schools do not yet have access to drinking water facilities. While more than 80 percent of schools have some drinking water facility, not much is known about the adequacy of the water supply or the quality of the water supply.

The availability of toilets in rural schools is more limited with less than 45 percent of schools having a common facility. Less than 30 percent of schools have a girls' toilet. As with access to drinking water, having a toilet facility is no guarantee that it works or is utilized by the students. The ASER suggests that small proportions of the toilets in schools are not working or are reserved for the use of teachers.

CONTRACTUAL/PARA-TEACHERS

A recent phenomenon in Indian education has been the recruitment of para-teachers hired on contract basis at lower pay scales compare to permanent and pensionable regular teachers. DISE reports that in 2004-05 there were a total of 346,824 Para-teachers contracted in rural elementary schools comprising 11 percent of the total teaching force in rural areas. The enormity of the backlog of untrained teachers in rural set up is yet another concern that has affected the dissemination of quality education in rural areas.

PUPIL- TEACHER RATIO (PTR)

Though the target norms of one teacher for every 40 children in primary and upper primary has been achieved as indicated by the survey for the current year (2004/05) which shows the average teacher- pupil ration is 1:39, yet significant disparities exist between and within states; the majority of schools have ratios well in excess of which 40.8 percent of rural schools have a PTR above 100 compared to 4 percent of urban schools. 122,483 rural primary schools have only one teacher

(19 percent of the total) and 9312 rural primary schools have no teacher (1.5 percent of the total).

PRIMARY-UPPER PRIMARY SCHOOLS RATIO

In rural areas there are on average 2.93 primary schools for upper primary school. About 85 percent of the rural population has an upper primary school within 3 km of habitation. While the national average is now below 3, in eight states the ration is below 2, in three states the ratio is above 3.5 of which Meghalaya is one of them. In West Bengal there are 5.3 primary schools for every upper primary school. The gap in access is therefore, wide in the larger in some states, particularly in West Bengal.

OUT OF SCHOOL CHILDREN (OOSC)

The survey estimates that the number of children in the age group 6-13 years is over 194 million of which 145.5 million are living in rural areas. The study estimated that less than 7 percent of children in this age group are out of school amounting to 13.5 million children of which 84 percent reside in rural areas.

NET ENROLMENT RATE (NER)

The study suggests that in the urban areas of India the Net Enrolment Rate (NER) has reached 96 percent while in the rural areas the Net Enrolment Rate is close to 92 percent.

SECONDARY AND HIGHER SECONDARY EDUCATION

There has been considerable growth in the number of rural secondary schools and progress in secondary school enrolments over the last twenty years, but access to this level of provision is only a little over half that of elementary education. The current GER for secondary education in rural areas is 48 percent with girls 14 percentage points behind boys in their share of these enrolments.

The GER in HSE (20 percent) is less than half that of Secondary Education, equal to just a third of upper primary education (60 percent) and almost one fifth of primary education (97 percent).

HIGHER EDUCATION

Higher education in India is undergoing a tremendous change and transformation as the country is able to perceive the significance and the meaningfulness inherent in Higher education as per the context of the contemporary society which demands, for this 21st century, a knowledge based society. Higher Education sector has witnessed an extensive increase in the

number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of the Ministry of Human Resource Development, 318 State Universities, 185 State Private Universities, 129 Deemed Universities, 51 Institutions of National importance (established under Acts of Parliament) under MHRD (IITs-16, NITs-30 and IISERs-5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013. Out of 677 universities 200 of them are located in rural areas and 54.3% of the colleges are located in rural area and 9.1% colleges are exclusively for girls.

Despite the fact that over the last few decades, there has been remarkable progress in Indian higher education system, there are a number of problems plaguing our system and one of them is that of inequalities, more specifically between rural and urban systems of higher education.

There are number of problems facing rural higher education. They include inadequate quality institutions, low Gross Enrolment Ratio, high level of dropouts, high cost of education, lack of equity, too much political intervention and bureaucratic inertia, absence of stringent enforcement measures, inadequate

infrastructure and absence of competent and qualified faculty.

ROLE OF HIGHER EDUCATION IN IMPROVING KNOWLEDGE AND SKILLS AMONG STUDENTS TO CONTRIBUTE TO RURAL DEVELOPMENT

In the recent past, renewed attention has been paid to investment in education as a means of fulfilling economic growth, full employment and social cohesion. This renewed interest is related to the deep transformation of national economies and labour markets, as well as in rural areas where off-farm employment is playing a growing role.

In addition to the sectoral transfer of labour away from agriculture production, globalization has far-reaching implication for occupational profiles. Addressing this transformation will require increased investment in education and training in order to raise productivity levels and equip vulnerable rural communities to cope with such change. In a fast changing and unpredictable environment, fostering flexibility relies on solid general education and on broad vocational skills which can be updated and completed

Despite the fact that over the last few decades, there has been remarkable progress in Indian higher education system, there are a number of problems plaguing our system and one of them is that of inequalities, more specifically between rural and urban systems of higher education.

through lifelong learning pathways.

While the debate on knowledge and skills for rural development used to focus mainly on agriculture, the transformation of rural labour markets implies that delivery systems should become responsive to a wide range of economic activities such as agro-industries, craft production, tourism and other services. For this reason, the concept of a so-called Agricultural Education and Training (AET) system becomes largely obsolete. What is needed today is a much broader conception of knowledge and skills for rural development. Consequently, the concept of vocational qualifications for employment in the rural economy has much in common with the overall reflection on the future of technical and vocational education and training in a global economy. In this context, higher education assumes an important role to respond continuously to the new demand which is taking place during the rapid transformation of societies with regard to economic, cultural, social and other aspects.

1. Commitment of Higher Educational Institutions to participate in the developmental process of the Society

Universities in particular and higher institutions of other importance for so long have remained monumental sites and the isolated castles, an outreach which is quite impossible from the ordinary life of the public and the society at large. Even though around 200 Universities in India are located in rural areas, these institutions could hardly have any relevance to the rural community as they could hardly be reached out by the students of the locality or the community where such institutions exist. These institutions are very hectic and deeply absorbed in the dissemination of knowledge and research work of high profile which least matter to the need and the welfare of the rural community. To establish the relevance and the meaningfulness of the existence of the higher educational institutions in the rural settings they have to re-commit themselves to establish a link to the needs of the environment that surrounds them and actively participate in the developmental process of the society. This role involves on occasion the expansion and the improvement of the relationship of the institution with society, but at other times it requires a profound revision of the mission of the higher education institutions so that its lost role can be recovered. Therefore, their commitments represent a kind of 'contract' between those institutions and its surroundings, which is one of the best ways to establish and carry out its real 'social life'.

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2. Identification of the needs and demands of the rural community

Higher educational institutions such as universities and other research-based institutions in rural areas should act as a hub for research activities that are linked with the problems and issues of rural life and their needs at the ground-level. This would help in bringing about a profound understanding and the identification of the needs and aspirations of the rural community. Identifying the potentialities of the specific rural environment and their natural endowments, would offer vital information as to what type of education and content of curriculum needs to be designed and offered, so that human resources developed in the rural setting are not uprooted, transferred and transplanted into the urban societies that are alienated to their environment.

3. Widening access to higher education

In some countries growth has specifically been linked to addressing regional disparities. In India, for example, a strong emphasis has been laid on equity and expansion, which has aimed to include new groups in higher education and to reduce inequalities in gender, place of residence and socio-economic background. Far more people are now within easy travelling distance of a university, although this does not always mean that rural areas are well-served. In the most sparsely-populated areas, widening access also means changing the way in which courses are delivered, for example through distance learning - whether via traditional correspondence courses or on-line.

4. Improving the relevance of provision

Access is of little use without relevance. There are two aspects to this:

1. Improving the balance between labour market supply and demand. It is a challenge to balance the aspirations of individuals and the needs of the regional economy. Research based measures designed to stimulate the different categories of business innovation must be linked to teaching-based initiatives designed to enhance the regional skills base in its key business sectors.
2. Improving the relevance of programmes themselves. Higher education institutions are under pressure to increase regional impact, particularly in ways that generate new income streams.

5. Knowledge and Skills for rural development

1. Skills are central to improve employability and

livelihood opportunities, reduce poverty, enhance productivity, and promote environmentally sustainable development. Coordinated efforts are needed to develop an integrated approach that improves access to relevant, good quality education and training to all rural women and men.

- Rural livelihoods are becoming diversified. Agriculture is the main source of livelihoods, but an increasing share of rural households' income comes from non-farm activities. While some farmers are engaged in high-return agricultural business (for example, agri-business value chain activities and export-oriented cultivations), developing countries like India is still engaged in low-productivity subsistence farming. Education and skills increase the ability to innovate and adopt new technologies in agriculture and enhance farmers' performance. Evidence from Asia suggests that better education and training increases the chances to find high-paying non-farm employment, whereas lack of education tends to limit options to agriculture or low-wage non-farm employment. Education and training is often of inadequate quality in rural areas. Teachers and trainers may be unqualified, equipment and technology out-dated and teaching and training methods ill-suited to rural contexts. In many aspects training systems tend to operate in isolation from the labour market and employers' needs. So training does not always match skills demand. The severity and persistence of the food crisis makes it crucial to increase productivity in agriculture, agri-business and other relevant rural industries, for which appropriate skills are indispensable. Environmental degradation and climate change present risks to rural livelihoods that need to be managed and mitigated. In this frame of reference the role of education, and in particular, the higher education sector in the context of rural socio-economic upliftment requires a paradigm shift in its policies, methodology and strategies in disseminating information and skills that would suit to the changing environments. Higher education should therefore:
2. Focus on providing affordable technical and vocational training by reducing financial entry barriers, and design interventions to include those most disadvantaged in accessing education and training.
 3. Complement technical and vocational training with basic education (literacy and numeracy) and life skills (e.g. confidence building, health management, social awareness). This enables participants to benefit more from the technical and vocational training, and may be particularly relevant for those most marginalized.
 4. Develop flexible, modular training. This will benefit

those who cannot afford taking time off (for example, due to household or seasonal work) or paying for longer term training.

5. Facilitate access to training materials, toolkits and modern equipment and technology, and invest in teacher training, as well as better remuneration for teachers and trainers.
6. Consider outreach measures such as mobile or distance learning through information and communication technologies (ICTs). The latter requires, in particular expanding access to mobile phones, computers and education and training hardware and software, and investing in the ICT training of teachers and trainers.
7. Provide career guidance and practical labour market information (e.g. in schools' training facilities and community associations) to enable rural youth to make informed choices about their education, training and employment in the rural context.
8. Consider linking formal with non-formal training, or combining institution-based education with enterprise-based learning.
9. Combine technical and entrepreneurship training, for example through incorporating business knowledge and skills in formal secondary and tertiary education or through developing innovative community-based training programmes.
10. Complement entrepreneurship training by facilitating rural entrepreneurs' access to micro-credit schemes, business development services and market information. This may require expanding the scope of these services and ensuring that the right legal framework is in place.
11. Promote apprenticeship systems as a viable option for young women and men to learn a trade. Apprenticeships are a practical and usually cost-effective way to develop skills, especially for those who do not meet the entry requirements for formal training.
12. Upgrade traditional and informal apprenticeship systems to offer higher quality training and facilitate technological advances and innovations, depending on the local context.

There is a need therefore for the higher education to focus its aim at deepening the understanding of how teaching and learning for agriculture and rural livelihoods takes place in rural communities, and what kind of knowledge and skills are communicated to rural youth and rural population. Particular attention is to be given to the views of young people on the education and training they receive, how they apprise knowledge and skills, the way gender influences the acquisition of knowledge and skills, and their aspirations and perceptions of agriculture and rural livelihoods. Higher education is expected to contribute to adapting and

scaling up innovative teaching and learning methodologies, as well as to new ways of promoting youth engagement in agriculture and off-farm income generating activities. It is also expected to help reinforce and stimulate policy dialogue on the role of education for rural development, and to dismantle the prevailing negative image of the agricultural sector - one of the reasons young people often view farming as a last resort occupation.

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Mahatma Gandhi as a visionary of India had a very clear perception of its villages and made an emphatic assertion that "India lives in her seven and half lakhs of villages". He further believed that India will have to live in villages, not in towns, in huts not in palaces. He held this conviction by saying that "If village perishes, India will perish too." He found that the progress of the country lies in the development of majority of its rural villages; develop rural economy, industry and rural skills. Gandhiji found the only way of bringing hope of good living to the rural people is by making the village the central place in the economic programme.

(Source; Shodhganga, Inflight/ 1, and 2, Pyarelal -Mahatma Gandhi on Rural settlement, Navjivan Press

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LONG-STANDING TENSIONS IN INDIAN FEDERALISM: CASE OF CENTRAL AND CENTRALLY SPONSORED SCHEMES IN EDUCATION

MR A. MATHEW*

The article delves on tension between Centre and States relationship arising out of devolution of funds and management of several Central and Centrally Sponsored Schemes in education and other spheres. It refers to several committees constituted to resolve the conflicts without much success.

INTRODUCTION

Tension in centre-state relations over transfer of revenues/funds to states in India dates back to the arrangements envisaged on the revenue sharing between the Provinces and the Centre and it continues even after the adoption of the constitution of India in 1951. The tension was on account of the large number of Central Schemes and Centrally Sponsored Schemes launched by the Central Government to be implemented by the State Governments. It laid, in the perception of the States, in the wrong interpretation of the powers the Central Government that went against the spirit of federalism both in political and financial relations as envisaged in the Indian Constitution. The tension, i.e., the states' opposition and resentment and objection was mainly on account of the large number of Central Schemes (CS) and Centrally Sponsored Schemes (CSSs), involving a great deal of funds, designed by the Centre mainly in subjects enumerated in State/ Concurrent List of subjects in the Constitution, but are implemented by the States. The Central government's rationale for introduction of CS and CSSs were for realizing national development goals. But, the states' consternation was the Centre's insistence on states implementing all the schemes irrespective of their relevance to state's priorities and adherence to the guidelines, devised by the different Central ministries, to be uniform all across India no matter of what the differences and difficulties were on account of geographic, socio-economic development related variations. The Schemes introduced during the middle of the annual plan and five year plan and outside of plan grants given by the Planning Commission and Finance Commission, tended to distort the state's priorities and funding system. But what was worse situation that it imposed

huge financial liability on the States when these schemes were transferred to the States for their continuation, without adequate funds beyond their initial planned period. An added problem was the arbitrariness seen in interpretation of the guidelines, often betraying favoritism and discrimination among the States.

This thorny problem was the reason at least for the two widely known commissions and committees on centre-state relations - one, the Rajamannar Committee in 1979 set up by the Government of Tamil Nadu and another by the Left Front Government of West Bengal in 1997 on Centre-state relations and suggesting ways by which a satisfactory arrangement to the federalism, especially in the matter of transfer of funds to the states. At the level of Government of India there were also a few attempts to address the concerns expressed by the Chief Ministers (CMs) at the National Development Council (NDC) Meetings and various other forums about the transfer of funds, the number of CS and CSSs and its distorting character with respect to state's priorities and funds commitments, the huge financial liability on the fragile state exchequer. The matter seemed to have come to head,

Tension in centre-state relations over transfer of revenues/funds to states in India dates back to the arrangements envisaged on the revenue sharing between the Provinces and the Centre and it continues even after the adoption of the constitution of India in 1951.

as could be seen from debates in the NDC Meetings from around 2000, the time of the first NDA government. But, it was not before the end of the XI Five Year Plan that the Planning Commission set up a Committee on Restructuring the Centrally Sponsored Schemes in March 2011 (called the BK Chaturvedi Committee). The Committee submitted its Report in September 2011. It recommended far reaching changes, pertaining to : a drastic reduction not only in the number of CS and CSSs, but in allowing option and flexibility in administrative and operational modalities in implementing them, the funding system, i.e., the centre-state share as well as the modalities of release of central share. The resolution of the states' grievances on reduction of CS and CSSs and transfer of funds from the Centre to the States, the flexibility in implementation modalities as per the local conditions

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and convenience of the states started from the XII Five Year Plan. The schemes endorsed and approved by the Central Cabinet in 2013 by the UPA-II government, and the changes introduced in CS and CSSs schemes by the NDA government with effect from the 2014-15 budget, was not found satisfactory. The situation, however, will become clear only from Union budget for this year, i.e., 2016-17.

The trend in Centre-State relations now is in a new paradigm where the central government is on the CS and CSS scheme reduction mode; a drastic reduction in the number of schemes on the plea that the 14th Finance Commission's transfer of Central revenues to states have increased from 32% to 42%. More importantly, the recommendations of NITTI Ayog appointed Sub-Group, headed by Chief Minister of Madhya Pradesh would be fully factored in from this year's (2016-17) Union budget only. To be able to fully appreciate and assess the Centre's viewpoints and the States' reaction, it would be helpful to trace the state governments reactions of CS and CSSs over the last 60 years and especially the changes noticed in the adoption of the recommendations of the BK Chaturvedi Committee on CSSs since 2011.

It would seem that chronic and a very thorny problem plaguing Indian federalism is at last in sight, bringing big relief to the states. But, only time will tell whether this arrangement in the federal fiscal devolution system would address all the areas of central concerns to ensure through the instrumentality of CS and CSSs and its funding design the development of all the states in their socio-economic, educational and cultural spheres had indeed succeeded.

The first section of the article traces the centre-state relations in education sector and the changes witnessed through these 60 years. The second section examines the States objections to the CS and CSSs over the last 11 Five Year Plan periods. The last section examines the changes observed in the recommendations starting from the Chaturvedi Committee in 2011.

FEDERALISM

The essence of federalism lies in proper division of powers and functions among various levels of government to ensure adequate financial resources to each level of government to enable them to perform their exclusive functions.

The undivided Indian National Congress under Nehru (1947-66) in the first two decades led to a strong central leadership and the Centre developed the

concept of a patriarch controlling the Indian federation. The Centre-state relations were simply a reflection of relations between the state branches of the Congress party and its central leadership. However, over the last 60 years many changes have been incorporated in the Indian federation through different constitutional amendments, changes in criteria for reflecting devolution of resources etc to fulfill the objectives of fiscal federalism viz., reducing fiscal imbalances and ensuring provision of equal level of public services like education, health, etc., across all states at similar rate of taxes. The most important aspect of fiscal federalism is the division of resources and functions between different levels of governments. The existence of fiscal imbalances is inherent in most of the states since the devolution of resources goes in favour of the central government to achieve the objectives of stabilization and distribution.

ISSUES BETWEEN CENTRE AND STATES

With the inception of economic reforms in 1991, the responsibility of the States has gone up substantially in meeting the increasing need of the basic services of the people. Over the years, the centre has become stronger in terms of higher revenue potential while states got burdened with greater functional responsibilities in the areas of education, health, economic and social infrastructure, social security and welfare. This has increased vertical fiscal imbalance and also horizontal fiscal imbalances due to differential performance of the states during post-reforms period. What aggravated the

Over the years, the centre has become stronger in terms of higher revenue potential while states got burdened with greater functional responsibilities in the areas of education, health, economic and social infrastructure, social security and welfare.

situation further was the arbitrariness seen in the central government imposing new CSSs and states have to share liabilities without any option to opt out of the scheme. If any state chose not to implement the CSSs, it would anyway mean loss of central funds. Satisfactory solution to fiscal federalism was a far cry, but what the states wanted was a drastic reduction in the number of CSSs and the flexibility in the implementation modalities as per their local conditions. The arbitrariness and the lack of transparency in the transfer of funds was a constant sour especially with states that tended to be critical of the centre's fiscal approach.

TENSION IN EDUCATION SECTOR

One of the sectors under the CSSs where there was a constant tension and friction between the centre and the states was the programmes on education. All through the post-Independence period, both when education was under the State List as well as after it came under the Concurrent List in 1976, and more so

after the inception of the Reforms in 1991, there was constant misgivings and complaints between the centre and states in respect of their respective roles in education: states viewing the central government role as interference on the state subject, whereas the central government felt that its right and duty owed to the many provisions enshrined in the constitution. In order to appreciate the standpoints of the states and centre, it would be useful to understand the constitutional provisions of both state and central governments relating to education.

CONSTITUTIONAL PROVISIONS ON UNION GOVERNMENT'S ROLE IN EDUCATION

Influenced by the general model adopted in the USA and the Hartog Committee recommendation in 1929, the framers of Indian Constitution took a fundamental decision to treat education as a State subject and also to vest the residuary powers in education in the State Governments by making a specific enumeration of powers reserved to the Government of India (GOI) in this field. Entry 11 of List II of the Seventh Schedule to the Constitution, therefore, lays down that "education including universities, subject to the provisions of Entries 63, 64, 65 and 66 of List I and Entry 25 of List III" should be a State subject; and the entries which give authority to the GOI in education included:

LIST I-UNION LIST

63. The three Central Universities at that time like the Banaras Hindu University, Aligarh Muslim University and Delhi University, and any other institution declared by Parliament to be an institution of national importance.
64. Institutions for scientific and technical education financed wholly or partly by the GOI and declared by Parliament to be institutions of national importance.
65. Union agencies and institutions for (a) professional, vocational or technical training, and (b) promotion of special studies or research, etc.
66. Co-ordination and determination of standards in institutions for higher education, research and scientific and technical institutions.

LIST III-CONCURRENT LIST

Vocational and technical training of labour

In respect of Primary education, however, the Constitution has made an exception. In view of the intimate relationship between the provision of a minimum of free and compulsory education for all children and the successful working of a democracy, the Constitution decided to include it as a Directive Principle of State Policy under Part IV, Article -45 by stating that: ". The State shall endeavour to provide

within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years." The "State" as meant by the Constitution included the GOI, the States and its local bodies.

Similarly, the Constitution under the provision of Articles 46, also makes it an obligatory responsibility of the GOI to promote the educational interest of the weaker sections of the people by stating: that. "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation." By "weaker sections", the Constitution meant not only SCs/STs, but also women and girls and people lagging in socio-economic and cultural development. This article, makes it a responsibility of GOI to bring about an equalisation of educational opportunities in all parts of the country and, to that end, to give special assistance to the backward areas or States.

Another provision, which has an indirect but significant bearing upon the Centre's role in education, relates to its function on "Economic and Social Planning" and this implies that GOI has a constitutional responsibility for economic and social development of the country as a whole. Given the well-known sociological principle that economic and social development is intimately connected with education, GOI which is responsible for the economic and social planning of the country, cannot divest itself of a major responsibility in determining corresponding educational policies to realize its economic and social objectives. Thus, in spite of the limited direct authority, as a part of the formulation and implementation of the Five Year Plans of the country, the decision on major educational policies and distribution of resources to education in general for the different sectors of education in particular, is becoming more a matter for a decision at the Central level than at the State levels.

In the context of the Centre-State frictions in roles and funds, on examination of all provisions of the Constitution which have a bearing on education, one cannot help the feeling that there is an element of basic contradiction in the role assigned to the Centre in education. The Constitution takes the simple stand that education, with all residuary powers, is a state subject except for a few special aspects specified within the Constitution itself. But the real trouble starts when the enumeration of these 'exceptions' begins. Instances could be seen in the GOI's role in the provision of free and compulsory education, on account of its cost and significance (Article 45); equalization of educational opportunities between different areas or different sections of society (Art. 46); safeguarding the cultural

interests of the minority and provision of adequate facilities to receive at least primary education through their own mother-tongue (Art. 350 A), and such other functions. The need for controlled development of Higher education made it necessary to authorize the Centre to coordinate and determine standards in universities and scientific, technical, or research institutions (Entry 66 of List I). On account of such factors as high cost, difficulty of securing suitable personnel, the need to obtain foreign assistance, etc., Scientific research, technical education, and the higher types of professional and vocational education had also to be assigned to the Centre (Entries 64 and 65 of List I).

Finally, a very powerful means of central control was created when 'Economic and Social Planning' was made a concurrent responsibility (Entry 20 of List III). These exceptions are so large that they circumscribe the State authority for education very materially and make education look more like a 'joint' responsibility than like a State preserve. Most important, the Constitution was out to create a 'strong' Centre. Therefore, it vested most of the important resources in the GOI and the result is that no State has adequate resources of its own to develop education-the costliest of welfare services. Consequently the Centre, which controls the purse-strings, necessarily has the most dominating voice in the overall determination of policies, priorities and programmes. From this point of view, therefore, education begins to look, not only as a joint responsibility, but almost like a 'partnership' in which the Government of India plays the role of the 'Big Brother'. This implied constitutional role of the Government of India in education, therefore, is directly opposed to the explicit role as stated in Entry 11 of List II; and it is this basic contradiction inherent in the Constitutional provisions that leads to most of the controversies on the subject.

STATES' RESERVATIONS AND OBJECTIONS AGAINST CS AND CSSS

Right from the time of Independence, as in line with the past tradition of central funding of schemes of all India importance, the central government initiated a large number of Central Schemes (cent per cent funded) and Centrally Sponsored Schemes (wholly or partly funded) on the subjects that came under the State List during the First and Second Five Year Plan periods. The transfer of such schemes beyond the centrally funded duration to the states without long term funding for its continuance imposed heavy burden on the states' fiscal health. Many states that were not under the Congress rule like Tamil Nadu, Kerala, etc., started raising the issue of ad hoc nature of bringing the CS and CSSs by the central government and upsetting the

state plans and funding of different schemes. The NDC Meetings became a platform of the CMs, irrespective of whether they belonged to the same party or different party that ruled at the centre, to question: the propriety of the unequal division of revenues between the centre and states; the criteria of determining the division of revenues among different states; the arbitrary nature of central government in coming up with CS and CSSs in the various sectors that came under the jurisdiction of the states; the determination of centre-state share of funding for the schemes; and the transfer of such schemes beyond the centrally funded duration to the states without transferring adequate funds for their continuance by the states (Chaturvedi, 2011: 53).

Over the decades from the 1970s, the CMs kept complaining about the CSSs on many counts. One was, that the CSSs were ad hoc and arbitrary - decided unilaterally by the centre irrespective of whether it was relevant to a state or not; it distorted the state priorities and dislocated the states spending on account of the requirement of counterpart's share to the CSS; centre-state share in the funding of CSS varied like 100%, 91-10, 75-25, 70-30, 65-35 and 50-50 on different schemes in different phases of a CSS duration as decided in its original design. For a large scale programme like SSA, CMs of poor states like Orissa and NE states were complaining about the unbearable heavy financial burden in meeting 35% of SSA programme and were pleading for cent per cent central funding for SSA because it distorted their priorities and dislocated their fiscal arrangements and deprived them of central funds when they were not able to match up to the developed and richer states. The constant refrain of the NE states and states like Orissa was that CSSs should be fully centrally funded (Chaturvedi, 2011: 66-68).

There was another dilemma facing the states. The plan assistance to the states on accounted for more than 50% of funds at centre's disposal; it was 52% in Eleventh Plan (Ramachandran, 2014), leaving the states little option but to fall in line in having to implement a CSS; opting out would mean forfeiting central funds. At the same time, it was seen that the allocation of funds for CSSs often tended to be regressive because affluent states with larger command over resources were able to draw more funds from the Centre by providing matching grants. In the area of education, just like in all other sectoral programmes, it bred a great deal of socio-economic and educational inequalities. The CMs pointed out that infact, the CSSs ended up having exactly the opposite effect of its original intent of development of all states and sections of the people.

The states had a common problem and they broached the solution in many different ways: centre should decide on a basket of schemes in different sectors and leave the option to the states to select those

best suited to their context and priority and allow flexibility in administrative and operational modalities in implementation (Chaturvedi, 2011: 53). Every year 20% of plan funds are diverted for maintenance of posts and assets created during all previous plans, and this erodes state plan funds. The FC should provide adequate funds for this purpose which has not been done. Fag end of the year release of funds was a chronic problem by the central ministries/departments because of which it could neither be utilized nor carried over to the next financial year. Therefore, the centre should lay down priorities and give grant upfront for transferred CSSs to states, and retain monitoring and review at Central level.

Plan assistance by Planning Commission (PC) and non-plan transfers by Finance Commission (FC) has a large element of arbitrariness. Some states get more funds than their entitlement. Hence all transfers should be on transparent formula to know the beneficiaries and the criteria. Finance Ministry should publish on its website state-wise allocations and release it as part of budget documents.

Substantial amount of funds are allocated directly to rural development agencies, while the schemes as such may not figure in priority of State plans. The need is that funds allocated to the states should not be scheme-wise, but should be on the basis of population and development gaps or on previous year grants basis. And, the state should be given freedom to spend it on schemes according to their priority and felt needs. Schemes of national importance can still be kept with Centre.

Especially from around 2000 the grievances against the CSSs seemed to have become stronger and sharper. This could possibly be because of the stand taken by Approach Paper of X Five Year Plan, based on the CAG report in 1999, that the CSSs schemes should be reduced to about 30-40 and with radically altered implementation and fund release design. States became emboldened to say that "schemes of development should be conceived, designed and must originate at state government levels and centre's role should be financially supporting it on mutually agreed parameters. All CSSs should be Centrally Supported or State Initiated Schemes. The very purpose of CSSs is to utilize the administrative machinery already created and available with the central government" (Chaturvedi, 2011:63).

GROUSES OF CENTRE AND STATES: THE CASE OF CSSs

The CS schemes represented public interventions to create an economic, political and social ambience in the country to achieve the vision of all round development. In consonance with the goals envisioned

by the NDA government, and in the context of new socio-political ambience, the Approach Paper for Tenth Five Year Plan proposed that among the 16 agendas, the first one was to be reduction of CSSs through transfer to states, convergence and weeding out (Planning Commission, 2001: 57), because CSSs being implemented by the states, the Central Government had no control over staff, day-to-day supervision and coordination. The report of CAG in 1999, observed that: Centre's inability to control execution of CSS resulted in uncontrolled, time spill over and without quantitative and qualitative evaluation of delivery; the Union Ministries had no role in implementation, they were concerned only with release of funds and not about its effective utilization according to its guidelines and the state's capacity to utilize the grants; the Centre was unable to ensure correctness of the reported data by states and overstatement of physical and financial performance were rampant; the Centre was more concerned about expenditure than attainment of objectives of the CSSs; it released the funds in the last month of the financial year when the states could not spend it in that financial year. The states are indifferent; they emphasize on centre's release than quality expenditure and objectives attainment; misuse of the funds meant for the poor and vulnerable sections had been rampant; Central ministries were indifferent and state ministries were unconcerned; there was no accountability for poor performance and poor delivery. (Planning Commission, 2001: 48-49). The number of central scheme amounted to 200 in 2001. This was a huge number to monitor and control.

The reason for poor and shabby implementation of the CSSs, according to the CAG, were that there were too many CSSs to be monitored - "impossible to keep an effective control on proper execution", by those charged with its implementation at the ground level; overlapping schemes addressed at the same beneficiary population leading to repetition of same inputs like IEC, training, extension, etc., resulting in wastage; duplicating implementation machinery at national, state and district level, such that many schemes continue although no longer productive; ministries hesitant to monitor funds released mechanically without insisting on Utilisation Certificate; weak monitoring; performance hardly studied and sustainability never questioned; effective monitoring and evaluation not encouraged; unwillingness to accept poor performance for fear of being questioned by Parliament and adverse publicity; vested interest at the top to conceal shortcomings; most schemes follow same blue print and top down approach laid down at the top, with little flexibility given to the field staff such that states became indifferent even when they knew the programmes were not doing well; states do not

release funds in time to field level organizations, leading to uncertainty in availability of funds at field level; GOI release of funds held up for several reasons; states have to take legislative approval for GOI schemes which consumes time, do not attach much importance to CSSs and in no hurry to sanction expenditure, and their fiscal problems force them to divert GOI funds for paying salaries; collecting information by state, district and block level officials and form filling by ground level staff become the major pre-occupation in CSSs with little attention at corrective and remedial action; many schemes launched as campaigns with large element of people's participation, requiring activist-like commitment to act as "friend, philosopher and guide" get defeated by short tenure strong of district level officials whose commitment may not be shared by the successor, given the successor-predecessor syndrome in administration (Planning Commission, 2001: 49-50).

The CAG was forthright in stating that CSS is an example of the state over-stretching itself, trying to manage unmanageably large number of CSSs rather than managing less number of CSSs more efficiently. One way to reduce the mismatch between intentions and inadequate implementation capability, in CAG's judgment, is to drastically reduce the number of CSSs and improving the flexibility. It also found that the share of CSS in the Plan budget of Central Ministries increased to 70% in 1999 against 30% in the early 1980s. This diversion of Plan budget towards predominantly social welfare-oriented schemes at the expense of investment in infrastructure, industry and energy sectors, was not matched by effective performance and the diversion of funds who asked for salaries and other non-plan expenditure. The CAG concluded: "...the number of CSS needs to be curtailed drastically from more than 200 today to just about 20 to 40 so that effective systems for their monitoring can be developed"; the tendency to proliferate CSS needs to be curbed and more funds should be provided for state specific programmes which have adequate central control and flexibility to states; Centre's role should be capacity building, inter-sectoral coordination and detailed monitoring and impact studies to maximize gains from public spending. CSS funds should be utilized to fund successful development schemes being run by state governments (Planning Commission, 2001: 50-51).

RESOLVING STATES CONCERNS: PLANNING COMMISSION EFFORTS

Despite the radical suggestions by the CAG, the central government never introduced any of the CAG suggested measures, like reduction of CSSs to about 30-40 from, 200; provision of funds for all welfare programmes like an untied fund, allowing option to

States to select such schemes that suited to their need and priority and confining central role to monitoring, coordination and research. The situation in respect of CSSs continued as before all through the Tenth and Eleventh Plan. To consider the concerns of all stakeholders, Planning Commission constituted a Sub-Committee in March 2011 headed by B.K. Chaturvedi, Member Planning Commission for suggesting restructuring of CSS to enhance its flexibility and efficiency. The Sub-Committee finalized its report in and submitted it in September 2011.

In its report the Chaturvedi Committee recommended that:

- (i) the number of CSS with small outlays needs to be shifted to states: 43% of CSSs have less than Rs. 100 crore annual outlays. Either weed them out or merge them with larger sectoral programmes and transfer to states with the option to continue as per their requirements.
- (ii) Restructure existing CSS into 3 categories: (a) "Flagship Programmes" which will address major national interventions in education, health, irrigation, urban development infrastructure, rural infrastructure, skill development, employment, etc; (b) Sub-Sectoral Schemes attached to Flagship Programmes as above; and (c) Sector-Umbrella Schemes which will address sectoral gaps (Chaturvedi, 2011: 36-38).
- (iii) Total number of CSS can be reduced to 59. All existing 9 Flagship programmes would continue with extensive review by Working Groups. In respect of a number of CSS that are of national importance, but state level variations vastly differ, may be restructured as Additional Central Allowance (ACA) schemes and with lot of flexibility to states (Chaturvedi, 2011: 39).
- (iv) Distribution of CSS funds to states should be based on transparent notified guidelines and put on the website of concerned Ministries, as originally suggested in 2001. New CSS should be only on major development intervention needed for national development. It should be Flagship Schemes (Category-1) and should have minimum plan expenditure of Rs. 10,000 crores in a FYP period. New CSSs less than Rs. 10k crores should be put under Major Sub-Sectoral Schemes (Category II) or Sector Umbrella Schemes (Category III).
- (v) All new CSSs except Flagship programmes should be 100% centrally funded with no conditionality for counterpart state share. In new Flagship Programmes counterpart share by states is a maximum of 25% (10% in NE States).
- (vi) To allow states to meet their special needs, flexibility in design would be provided. 20% of CSS funds (10% in Flagship programmes), would be

earmarked as "Flexi Funds"; it will ensure effective implementation of CSS adjusted according to the development gaps of the state.

Based on these recommendations of the B.K. Chaturvedi Committee on CSSs, and after preceded by obtaining comments and suggestions of central ministries/departments as also of state governments, the UPA-2 government decided in 2013:

- (a) To reduce the existing 142 CSS/ACA Schemes in Twelfth Plan into 66 Schemes, including 17 Flagship Programmes;
- (b) To designate, 17 of the 66 Schemes, in critical areas like agriculture, drinking water and sanitation, irrigation, education, health, nutrition and child development, rural roads, pensions, urban development etc. as Flagship Programmes which have significant outlays;
- (c) To keep at least 10% outlay of each CSS/ACA/ Flagship Scheme as Flexi Funds;
- (d) To formulate state specific guidelines for each CSS/ACA/ Flagship scheme and constitute an Inter-Ministerial Committee with Ministries of Finance, Planning Commission, Administrative Ministry and State Government to consider suggestions from States on the schemes and its implementation; and
- (e) To classify funds for all CSS/ACA schemes as part of Central Assistance to State Plan (CASP), place it with the Administrative Ministries and transfer it to the Consolidated Fund of the States concerned, w.e.f. BE 2014- 2015.

Notwithstanding the restructuring undertaken in BE 2014-15, the prevailing arrangements for designing and implementation of CSS fell short of expectations. The States contended that the proliferation of CSS and the gradual reduction in untied Block Grants under Plan, has led to shrinking of fiscal space for States.

EASING FEDERAL TENSIONS: CASE OF CSSS

Notwithstanding the restructuring undertaken in BE 2014-15, the prevailing arrangements for designing and implementation of CSS fell short of expectations. The States contended that the proliferation of CSS and the gradual reduction in untied Block Grants under Plan, has led to shrinking of fiscal space for States. Moreover, there has been an overwhelming emphasis on a process-centric approach and lack of flexibility in designing and implementing the CSS that has diffused the focus on their outcomes. Therefore, the PMO constituted on March 9, 2015, the Sub-Group of Chief Ministers (SGCMs) on the rationalisation of CSS, headed by the CM, Madhya Pradesh, asking it to submit its report within three months (NITI, 2015).

The SGCMs was requested:

- (i) To examine existing CSSs and recommend

measures to ensure that their implementation is streamlined and adequately flexible; and

- (ii) Given Finance Commission's recommendations for increased devolution of taxes and higher revenue deficit grants to States, suggest reforms of on-going CSSs.

The SGCMs noticed that in the Union Budget for 2015-16, CSS are classified as Central Assistance to State Plan (CASP). In 2014-15, budgetary provisions were made for 66 CSS of which 17 large schemes were designated as 'flagship' programmes. From BE 2015-16, following acceptance of the recommendations of the 14th Finance Commission (FFC) by Government of India, the devolution to States has increased from 32% to 42% of the net Union Tax Receipts, representing Rs. 1.78 lakh cr. As a result, the fiscal space available with the Union Government to fund CSS has shrunk. The 14th FC has recommended that sector-specific transfers from the Union to the States/UTs should be confined to sectors like education, health, drinking water and sanitation. However, in view of the preponderance of CSS being interventions in key sectors of national importance, Government of India has retained 50 of the 66 ongoing CSS in Budget 2015-16. The balance are being either taken into the Central sector, or reformulated as new Umbrella Schemes or have been transferred to the States. Hence, post-14th FC devolution, the BE for Central Assistance to State Plan (CASP) has been reduced from Rs. 3.38 lakh cr in 2014-15, to Rs. 2.05 lakh cr in 2015-16. The BE for CSS has reduced from Rs. 2.52 lakh cr to about Rs. 1.69 lakh cr (excluding provision for CSS for UTs) (Ministry of Finance, 2015).

In the post-14th FC devolution scenario, the SGCMs recommended that:

- Sectors/ tasks/objectives like Poverty Elimination including MGNREGA and Schemes for social inclusion, Drinking water and Swachh Bharat Mission, Rural Connectivity including Electrification, Access Roads and Communications, Agriculture including Animal Husbandry, Fisheries and Irrigation, Education including Mid Day Meal, Health, Nutrition, Women and Children, Housing for All: Urban Transformation and Law and Order and Justice Delivery System would be Core Sectors as they constitute important elements of the National Development Agenda. MGNREGA and Schemes for Social inclusion would be accorded highest priority.
- Existing CSS (i.e., 66 in 2015-16 budget) should

- be divided into: Core and Optional schemes.
- Amongst the Core Schemes, those for social protection and social inclusion should form the Core of the Core and be the first charge on available funds for the National Development Agenda.
- Ordinarily, in any sector there should be one Umbrella scheme having the same funding pattern for all its sub-components.
- Investment levels in Core Schemes should be maintained so as to ensure that the optimum size of the programme does not shrink.
- Funds for Optional Schemes would be allocated to States by the Ministry of Finance as a lump sum and States would be free to choose which Optional Schemes they wish to implement.
- For Core Schemes, the sharing pattern should be:
 - a) For 8 NE and 3 Himalayan States: Centre: State: 90:10
 - b) For other States: Centre: State: 60:40
 - c) For Union Territories: Centre: 100%
- For Optional Schemes:
 - a) For 8 NE and 3 Himalayan States: Centre: State: 80:20
 - b) For other States: Centre: State: 50:50
 - c) For Union Territories: Centre: 100%
- Existing funding pattern of schemes classified as Core of the Core to continue.
- Remuneration for ASHAs, Aanganwadi and Contract Teachers to be protected. However, Central Assistance (CA) may be capped at existing level for the next 2 years in this regard.
- Flexibility in Schemes and Institutional mechanism: 25% allocation in a Scheme should be flexi-fund, to be spent in accordance with Ministry of Finance guidelines.
- Design of CSS should have a large number of admissible components in a scheme, and the States being free to choose components to suit their local needs.
- Cost norms in construction component of schemes should be decided by States subject to capping of allocation by the Centre.
- Releases of funds should be simplified, based on yearly authorization. Actual release of cash would be on quarterly basis.
- Releases should be based on Utilisation Certificates of the installment prior to the last installment to a State/UT.
- The Ministry of Finance would make Scheme-wise allocations for Core Schemes. In each Core Schemes, there would be transparent criteria for State allocation of funds. There would also be transparent criteria for the lump sum allocation to States for Optional Schemes. These criteria to be evolved by NITI Aayog in consultation with State

Governments and central Ministries.

- NITI Aayog to have concurrent jurisdiction in monitoring of Centrally Sponsored Schemes in the States and Central Ministries, and take on third-party evaluation (NITI Aayog, 2015).

CONCLUSION

It would be seen that the recommendations of the SGCMs Committee seemed to address many of the long-standing concerns and complaints of the states and the centre about the CSSs. First was the unequal division of the net Union Tax Receipts between the centre and the states and the centre's acceptance of the 14th FC recommendations of devolution to the states that increased from 32% to 42%. The second was the flexibility in administrative and operational modalities to the states in implementing of CSSs: 25% of CSS funds being earmarked for flexibility-oriented activities. Third was the transfer of CSS grants to states especially for the optional schemes as a lump sum and allowing freedom to states to choose the scheme best suited to their needs. Transparent criteria in allocation of resources to states both in respect of Core and Optional Schemes. Simplified release of funds based on annual authorization and UC of installment previous to last installment. Design of a CSS to have a large number of admissible operational components and states to have the freedom to opt for those that fit best to their contexts.

In the federal design of a strong centre especially in matters of deciding development programmes of national importance, the CSSs always represented a continuity as per the approach of successive party or alliances at the centre, and also in today's context of "National Development Agenda", although the proclivity of the centre is to unburden itself of social welfare programmes that have a very huge revenue implications.

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TENSION IN CONCEPT OF SOCIAL LABORATORY : A VILLAGE - COLLEGE INTERFACE

DR. K. V. PRABHAKARA*

The paper shares the experience of interaction of college with village as social laboratory. It also states that college can become a catalyst in the development of village.

INTRODUCTION

"What Higher Education - particularly colleges which are located nearer to rural areas of district towns and blocks can do through education and skill development among youth and problem solving research by teachers for development of rural areas", is a challenge today, says the preamble to the conference titled "Higher Education for bridging the gap between Rural and Urban India." The need to bring Higher education institutions close to roots and teach what is important to masses is the explicit goal of higher education. But in reality this idea has, by and large, remained only in books, real education neither came close to rural India nor did it ever tried successfully to bridge the gap between rural and urban India. The new education policy (draft) has also emphasized on this objective.

AN INSTITUTION WITH A DIFFERENCE

A College in Mysuru, Karnataka State has experimented with students engagement with the society, since a decade now. The students of this college, are invited to take part in activities connected with the main stream society as a supplement to their studies. About 100 areas are identified for the purpose, and the students are asked to involve themselves in various kinds of activities under the guidance of the teachers. Those areas are carefully selected before being offered to students. They range from National Cadet Corps to Display Boards, Sports to College Ambience, Photography to literacy. These are grouped under four major heads as supporting systems. Student support, Administration support, Institutional support and Curricular support. There are about (average) twenty five different areas (fora) under each of them. Its leadership comes through a process of elected representatives, called Student Parliament. It is an all inclusive model, called ASIC, in short form. ASIC is conceived from Institutional Social Responsibility (In-

So-Re) and delivered through My-So-Re i.e. My Social Responsibility - of each individual member associated with the institution.

THE VILLAGE - COLLEGE INTERFACE

As a part of social responsibility, the college has created a social lab, twenty kms. away from the college. It is a village called Varakodu. The whole village is considered as the laboratory. It is a place to test and experience. Not to simulate and experience virtually. Ideally, every bit of learning undertaken by a student is fit to be experimented here, be it Humanities, Management or Science ... everything.

The need to bring Higher education institutions close to roots and teach what is important to masses is the explicit goal of higher education. But in reality this idea has, by and large, remained only in books.

EXTENSION SERVICE CRYSTALISED

Under National Service Scheme, village adaption is a mandatory exercise. Many a time it is done only on papers or for limited purpose of conducting the annual camp there. This college also went there with the same purpose in mind; but then got involved so intensively that it was not possible for it to leave it and come. That is how the relationship was established.

YOU DO A PURA - KALAM

Dr. Abdul Kalam who took part in our Silver Jubilee programme in 2008 suggested to us to start a PURA (Providing Urban Amenities to Rural Areas). He said "I would suggest SBRR Mahajana College to consider undertaking a PURA project covering 20 villages involving around 50,000 population in the neighbourhood of Mysore as a Silver Jubilee mission." The college went about looking out for a place to implement the great man's ideas. Indeed, a village was spotted 15 kms from Mysore. A special camp was conducted there and a plan was drawn out to implement PURA. There was enthusiasm, very intense, and a lot of work progressed. The projects included assisting the primary school with computers, books and furniture. A village monitoring committee was also formed. Camps for children, programs for women, talks, counselling, medical checkup, ... many empowerment programs were conducted there. But gradually the interest

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generated receded. People got detached and students became disillusioned. PURA made its exit from that village.

VARAKODU, THE NEW DESTINATION

The New destination came under the reckoning, but this time with a difference. Once ruled by the Chalukyas and Gangas, this village Varakodu has a history of 1000 years. A vandalized Vishnu Temple and huge tank stands against the time to reveal the old glory of the village. The village has a population of 2000 members belonging to 900 families. It is a dry place with no perennial irrigation facilities. There is one primary and secondary school in this village. An asphalted tar road runs in the middle of the village and connects it to the city of Mysuru. There are one or two recently built temples in the village. But the difference is about the leadership. The people have ensured that politics and political parties do not interfere in the developmental interests of the village. Incidentally it belongs to the Chief Ministers' constituency.

WE CAME, WE SAW, WE...

The place must have been conquered by the ruling kings of different dynasties. The Masti gallu, Veera gallu, the Varadaraj temple, the tank, they all speak history. But the college wanted to record another kind of victory over the village: Victory of humanity.

The Community College, secured from University Grants Commission gave the college right support to establish a foothold in the village. It made the village its practical field and brought it under the open museums concept. For, every alternative street had something to do with a monument or a relic or some kind of trace connecting it to its History. As a result an open museum emerged. NSS also wanted a village for its activities under village adaption scheme. The college wanted a stage to perform its Institutional Responsibility My-So-Re i.e. My Social Responsibility by Students and staff.

COLLEGE SIGNED A MOU

Village leaders came to the college on an invitation to sign a MoU. The interface meeting was held after they were publicly honoured in the Weekly Assembly. The former co-ordinator of NSS of University of Mysore and a local industrialist witnessed the event. The President of the Grama Panchayat and the college Principal signed the document. An eleven point agenda highlighting the programmes emerged. They are summed up with the following points.

1. Practical work

The students enrolled under Community College will make the village a destination to visit to test their knowledge against the historical relics

abundantly available in the village. This will constitute their practical work related to Museology.

2. Over-all development

Students of the Community College to be involved in the restoration work of the historical temple and for the over-all development of the grama. There will be an added agenda of development associated with this MoU. The historical sites are to be restored by inviting proper guidance from the archeological department. This is a tedious task, but the priceless evidences accessible to researchers and students are many. Thus a blue print for development is drawn out.

3. Tourist destination

The entire village is a open museum or atleast very close to be called so. The village boasts of a 1000 years history involving Chalkuyas and Ganga Dynasty. The temples, sculptures, the tank, folklore etc featuring the village will make it a preferred destination for tourists. It has every potential to make it big provided it is properly promoted on those lines.

4. NSS Units

NSS has a concept of village adoption, to carry out their special activities and annual camps. This village is most suited for the purpose.

5. Visit to the College

The villagers are invited for an exposure tour to the college, especially the children from the village school. This has been done in several rounds, already, and the response is very good.

6. Socio-economic survey

The village is a treasure house of varied information. It provides a typical example for a village trying to retain its heritage status but develop socially and economically. Therefore a data bank over these aspects from the researchers point of view is very important. The data will be used as a repository of vital information which can come to multiple use, particularly to execute the developmental plans.

7. Women, children, the aged and the minorities

The data thus secured will be subjected to analysis to throw special light on women, children, minorities etc.

8. Blue print for overall development

The data will be used to prepare a blue print for development of the village. It will help while approaching agencies and departments for funds and assistance.

9. Strengthen panchayath system

Attempt will be made to consolidate the Panchayath system in the village. Democratic participation of all will be ensured through monitoring bodies constituted by villagers themselves.

10. Introduce Self Help

It is planned to introduce Self Help and Social Business concepts in the village on an experimental basis. Generating economic activities through Social Business will be the thrust area of the MoU.

11. Rural Arts, Carnival, traditional festivals

The village has been witnessing slow disappearance of very vital art forms and folklore. An attempt to revive them and revitalize village festivals and traditional carnivals will be made through this MoU.

CONCLUSION

A college can become a catalyst of development in the village. That is the ultimate aim of this agreement and that is the meaning of this Memorandum of understanding. All the subthemes enlisted for deliberation in the conference are the subject matter in this village-college interface. They are:

- (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.

Dr. Kalam dreamt of empowering youth and developing society. SBRR Mahajana First Grade College aims to realize this dream !

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**Higher Education Development Index
GER Higher Education 2012-13, by States & Union Territories (18-23 year Age Group)**

State Name	Above Average %	State Name	Below Average %
Pondicherry	42.1		
Tamil Nadu	42.0	Madhya Pradesh	19.5
Uttarakhand	33.1	Arunachal Pradesh	19.3
Manipur	30.3	Rajasthan	18.2
Andhra Pradesh	29.1	Uttar Pradesh	18.1
Haryana	28.7	Gujarat	17.6
Maharashtra	25.6	Meghalaya	17.3
Karnataka	25.5	Odisha	15.4
Jammu and Kashmir	24.1	West Bengal	15.0
Himachal Pradesh	23.8	Tripura	14.0
Sikkim	23.6	Nagaland	13.9
Goa	23.2	Assam	12.8
Kerala	22.9	Bihar	11.2
Punjab	22.7	Jharkhand	10.1
Mizoram	21.3		
Union Territories Above Average		Union Territories Below Average	
Chandigarh	51.3	Andaman & Nicobar	15.9
Delhi	38.5	Chhattisgarh	11.8
		Lakshadweep	11.8
		Daman & Nagar Haveli	6.3
		Daman & Diu	4.3

All States and Union Territories	21.1
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Source: NITI Aayog, MHRD-ASHE

BUDGET 2017-18: HIGHLIGHTS ON YOUTH AND HIGHER EDUCATION - FROM FM SPEECH

46. Let me now focus on my proposals for the youth.
47. Quality education will energise our youth. In the words of Swami Vivekananda, "The education which does not help the common mass of people to equip themselves for the struggle for life... is it worth the name?"
48. We have proposed to introduce a system of measuring annual learning outcomes in our schools. Emphasis will be given on science education and flexibility in curriculum to promote creativity through local innovative content.
49. An Innovation Fund for Secondary Education will be created to encourage local innovation for ensuring universal access, gender parity and quality improvement. This will include ICT enabled learning transformation. The focus will be on 3479 educationally backward blocks.
50. In higher education, we will undertake reforms in the UGC. Good quality institutions would be enabled to have greater administrative and academic autonomy. Colleges will be identified based on accreditation and ranking, and given autonomous status. A revised framework will be put in place for outcome based accreditation and credit based programmes.
51. We propose to leverage information technology and launch SWAYAM platform with at least 350 online courses. This would enable students to virtually attend the courses taught by the best faculty; access high quality reading resources; participate in discussion forums; take tests and earn academic grades. Access to SWAYAM would be widened by linkage with DTH channels, dedicated to education.
52. We propose to establish a National Testing Agency as an autonomous and self-sustained premier testing organisation to conduct all entrance examinations for higher education institutions. This would free CBSE, AICTE and other premier institutions from these administrative responsibilities so that they can focus more on academics.
53. We have a huge demographic advantage. Skill India mission was launched in July 2015 to maximise the potential of our youth.
54. Pradhan Mantri Kaushal Kendras (PMKK) have already been promoted in more than 60 districts. We now propose to extend these Kendras to more than 600 districts across the country. 100 India International Skills Centres will be established across the country. These Centres would offer advanced training and also courses in foreign languages. This will help those of our youth who seek job opportunities outside the country.
55. In 2017-18, we also propose to launch the Skill Acquisition and Knowledge Awareness for Livelihood Promotion programme (SANKALP) at a cost of Rs 4,000 crores. SANKALP will provide market relevant training to 3.5 crore youth.
56. The next phase of Skill Strengthening for Industrial Value Enhancement (STRIVE) will also be launched in 2017-18 at a cost of Rs 2,200 crores. STRIVE will focus on improving the quality and market relevance of vocational training provided in ITIs and strengthen the apprenticeship programmes through industry cluster approach.
57. A special scheme for creating employment in the textile sector has already been launched. A similar scheme will be implemented for the leather and footwear industries.
58. Tourism is a big employment generator and has a multiplier impact on the economy. Five Special Tourism Zones, anchored on SPVs, will be set up in partnership with the States. Incredible India 2.0 Campaign will be launched across the world." Source: FM full Speech

NEW TECHNOLOGIES AND FUTURE OF HIGHER EDUCATION

BIKAS C. SANYAL*

The paper highlights the key aspects of implementation of New Technology and its impact on teaching-learning process in higher education. It also points to constraints in implementation and gives suggestions to overcome them.

INTRODUCTION

The new technology is required to confront the challenges facing higher education. These challenges are of two stages:

First, challenges of globalization and need for confronting the knowledge based economy to provide skills needed as follows:

- Exploration skills to find new resources: natural (underground, surface, atmospheric etc.), physical (infrastructure, technological equipments) and human (potential, unutilized, underutilized)
- Production skills to develop the new resources for use of the globalised, knowledge based economy and society
- Managerial skills for equitable distribution, effective utilization of these resources while facing the crises of climate change, pollution, shortage of clean water and clean energy,
- Conservation skills for recycling and reduction of wastage and creating reserve for future generation
- Negotiating skills for fair trade and distribution of benefits
- Moral and ethical skills to promote civic and business ethics, tolerance and understanding of different cultures and customs, fighting injustice and corruption
- Entrepreneurial skills to create new economic and social enterprises

Second, challenges faced in the teaching -learning strategy to provide the above skills:

- Acceleration in the demand for places in higher education including for those deprived so long.

- To equip the graduates with the above mentioned skills, with reformed curricula, adequate structure, methods of delivery and assessment
- To measure the relevance (quality) of higher education
- To facilitate inter stake-holder (students, Teachers, institutions, corporate sector, government) co-operation for updating content, structure, methods of delivery and assessment.
- To reduce cost and increase funding sources to reduce state burden. We discuss below selected emerging technologies and their impact on higher education.

2. Selected Emerging Technologies Useful for Higher Education: some international experiences (Based on RENC White Paper Series Vo. 3 No. 1, 2015) and their impact on higher education

Computerized grading used grading of students' work individually for long, now applies the techniques of machine learning and artificial intelligence to determine statistically the probability that a human grader would give a particular grade to an essay.

COMPUTERIZED GRADING

Computerized grading used grading of students' work individually for long, now applies the techniques of machine learning and artificial intelligence to determine statistically the probability that a human grader would give a particular grade to an essay. A software program does this by searching for aspects of writing such as the number of words,

spelling, sentence structure, use of punctuation, average length of a word, average length of a sentence, accuracy of quotes against source material, etc.

Impact: Reduces subjective assessment, helps increased assessment

E-TEXTBOOKS

E-textbooks offer the opportunity to enhance written text with hyperlinks to additional resources, including other textbooks or readings, videos, audio feeds, and slide presentations. Theoretically, e-textbooks could link students to real-world data sets or streaming sensor data and thereby empower students with data to explore graphical software packages, statistical tests, and other forms of data analysis. The goal of e-textbooks is to create a truly dynamic, interactive learning experience, in which students and teachers can simultaneously

1 Paper based on the author's presentation in the inaugural session of the seminar organized by SEED ICF in the India Habitat Centre New Delhi on New Technology and its Impact on Future of Higher Education from 21 to 23 December, 2016

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immerse themselves in the learning experience. E-textbooks provide greater portability at a reduced cost when compared to traditional paper textbooks, and their popularity has been growing,

Impact: Improved content and delivery, reduced cost, improved quality through student- teacher interaction.

SIMULATION TECHNOLOGY

While traditional simulation has been widely used in higher education, through activities such as role-playing, technology-based simulation has been less widely adopted, with the exception of medical education. Indeed, technology-based simulation is largely considered one of the most significant technical innovations in medical education over the past two decades, and a fairly large body of research supports its benefits in the training of medical students and resident physicians. Medical simulations often involve a combination of traditional simulation techniques, such as team-based role-playing (e.g., an operating room team of anesthesiologists, surgeons, and nurses), and technology-based simulation techniques, such as software programs that mimic real-world medical emergencies. Simulation technology is now routinely incorporated into the curriculum of most major medical schools. Simulation technology is becoming more widely recognized as an important learning tool.

Impact: a) engages students in the learning processes, practicing skills and applying knowledge, b) provides flexibility in learning speed, c) provides a "safe" environment for making mistakes, and d) allows students to engage in virtual situations otherwise risky and impossible.

GAME-BASED LEARNING

Game-based learning can be considered as a very specific type of simulation technology based on the theory that students will be more engaged with the learning process and will ultimately achieve greater academic success if learning is based on gaming concepts such as competition, incentives, and goal attainment. Many e-learning games are available today; some of these are targeted for individual learners, but many are intended for teams, and some have options for either individuals or teams

Impact: Better delivery with better quality.

FLIPPED CLASSROOM

The Flipped Classroom allows educators to prepare online lectures and interactive lessons that students are required to review before coming to class, and class time is spent engaging in hands-on "homework," discussion, and other classroom activities.

This approach has even been implemented for large courses of more than 1,000 students. Formal

research, albeit limited and mostly in the form of surveys, also supports the success of Flipped Classrooms

Impact: Improved access, better time use, better quality

ACTIVE LEARNING CLASSROOMS

The design of Active Learning Classrooms is intended to promote team-oriented, highly collaborative, student-driven but teacher-facilitated, hands-on interactive learning, with the goal of better preparing students for the "real world."

They feature round, computer- and network-equipped tables to accommodate small student teams, a central teaching station to promote teacher circulation around the classroom (as opposed to traditional podium lectures), and multiple computer screens placed strategically around the classroom to enhance visual learning and create a dynamic learning environment

Impact: Better quality.

THE MASSIVE OPEN ONLINE COURSE (MOOC)

Its teaching format has its roots in the philosophical approach of the Open University and the technological platform of traditional online courses.

It adopted a wide variety of digital platforms, including forums, blogs, wiki pages, and other forms of social media, with the goal of creating an online community of engaged and connected students. First truly massive MOOC was introduced in 2012 by Stanford educators Sebastian Thrun and Peter Norvig, whose "Introduction to Artificial Intelligence" course attracted more than 160,000 students, thus launching the term Massive Open Online Course or MOOC. While the MOOCs vary in accessibility, content, approach, size, and teacher credentials, they are all true courses in the sense that they have requirements (e.g., assignments and evaluations) and are time-limited (e.g., a traditional semester). This differentiates MOOCs from other forms of distance learning such as the online lectures. This is one of the most popular new technology being used in higher education with over 35 million enrolled in 2015.

Impact: Improved access, better quality of content.

COLLABORATIVE DISTANCE LEARNING

Collaborative Distance Learning Environments are similar to the Active Learning Classrooms and MOOCs described above, but they aim to take those concepts one step further through active learning among distant, distributed networks of students.

Most courses that aim to achieve collaborative distance learning rely on a combination of technologies.

Impact: better access, better quality

ACTIVE LEARNING FORUM

The proprietary Active Learning Forum is a collaborative distance learning platform that fuels the online curriculum that aims to revolutionize higher education through its combination of international "real-world" fieldwork and entirely online, distance coursework. Such online courses are restricted to small groups of students (e.g. fewer than 20 per course) in order to facilitate dynamic interactions between teachers and students in a manner similar to the Active Learning Classroom but with all interactions occurring remotely.

Impact: Meets challenges of globalization, better quality.

LEARNING MANAGEMENT SYSTEM (LMS)

LMS provides automated administration (including integration with human resource systems), calendar support, course design, document and curriculum management, student registration support, tracking of student and monitoring progress, basic assessment and testing tools, synchronous collaboration tools such as webcasts, and a variety of other features, including training.

Impact: LMS model is driven by three factors that have proven to be critical to educators and employers: speed of implementation; direct cost and resource savings; and outsourced technical expertise. Moodle is one of the most popular LMS programmes.

Impact: Efficient management, reduced cost, facilitates funding.

3. BENEFITS OF NEW TECHNOLOGY IN HIGHER EDUCATION MANAGEMENT

New technology helps to create efficiency and effectiveness in higher education in the following aspects:

1. Proper Utilization of Resources
2. Effective Decision Making
3. Increasing Coordination
4. Planned Management
5. Access to the Stakeholders
6. School Improvement and Development
7. Quality Education
8. Reducing workload for better efficiency.

4. BENEFITS OF NEW TECHNOLOGY FOR THREE IMPORTANT STAKE HOLDERS OF HIGHER EDUCATION AS PERCEIVED BY UNESCO

Student: Increased access Flexibility of content delivery, Combination of work and education, Learner-centered approach, higher quality of education and new ways of interaction.

Employer: High quality, cost effective professional development in work place, Upgrading of employee skills, increased productivity, Developing of a new learning culture, Sharing of costs and training time with

the employees, Increased portability of training.

Government: Increase the capacity and cost effectiveness of education and training systems, to reach target groups with limited access to conventional education and training, to support and enhance the quality and relevance of existing educational structures, To ensure the connection of educational institutions and curricula to the emerging networks and information resources, To promote innovation and opportunities for lifelong learning.

5. THE CONSTRAINTS IN THE IMPLEMENTATION OF NEW TECHNOLOGY IN HIGHER EDUCATION THESE ARE AS FOLLOWS:

1. Lack of Administrative will and absence of staff orientation program
2. Fear of Misuse of Data
3. Lack of Financial Support
4. Lack of Corporate-Institution and Inter Institution Partnership
5. Different Working Styles of institutions and stakeholders
6. Absence of Sharing Innovative/Best Practices
7. Unwillingness of teachers to change their working style
8. Lack of infrastructure including electric supply.

CONCLUSION

We have focused only on the merits and usefulness of new technology for confronting the challenges facing the future of higher education. We must not forget that spread of new technology in higher education will not be uniform among countries and within countries and inequality of higher education's availability in quantity and quality will increase further in the future if proper caution is not taken. The problems are more complex for multi linguistic, electricity starved, significantly computer illiterate developing countries like India, where soft wares are to be adapted for different contexts.

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

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

Ph.D. Thesis

Title : **A Critical Study of the Organization and Utilization of Libraries in Higher Educational Institutions in Kerala**, Researcher: Bavakkutty M, Guide: Gomathy Ammal M S Department: Department of Education, University: University of Kerala. January, 2016

Key Findings:

Colleges Libraries are facing acute shortage of professional and non-professional staff. Qualification both general and professional possessed by the staff is inadequate to perform professional function of library. The utilization of library facilities and resources by students for curricular requirement is very meagre. Students mostly visit college library for extra-curricular requirement or purposes other than what is required for their learning. The duration of time spent by students in the library is far below what is desirable. Also borrowing of subject books other general books is far from satisfactory.

Utilization of library facilities and resources by teachers for instructional requirement is low and below desired level. It also reveals that duration of library use by teachers is very low. Borrowing of books on subject of their study is not up to what is expected.

The study also reveals that expected scientific principle of library science is not practiced in the working of the college libraries. Finances provided for development and maintenance of library are not at all adequate to maintain them at the reasonable standards.

Source: *Shodhganga, Inlibnet*

Title: **Socio Psychological differentials of non sportsmen (NS) and university representing**

sportsmen (URS) Researcher: Sharma Dharam Vir Guide: Bhuller J., Department of Education, University: Punjab University, April, 2016

Key Findings:

As per description and interpretation of the total sample results pertaining to personality differentials, it has been found that URS are emotionally stable (C+), aggressive (E+), tough-minded (I-), venturesome (H+) and experimenting (Qvt) as compared with the NS.

Though NS have achieved a higher mean score than the URS on the intelligence variable, yet the differences are statistically insignificant. Also, the two groups don't differ significantly on personality factor B, which is a measure of intelligence

URS are positively higher than the NS on the self-concept variable.

On the SES variable URS have been found to come from families whose AS, IS, SS and composite SES is positively higher to that of NS

Non-sportsmen vs. Basketball Sportsmen Basketball sportsmen are found to be characterized by personality factors A* (Outgoing), E+ (Aggressive), G+ (Conscientious) L- (Trusting), M- (Practical), O- (Placid) and Q2" (Group dependent) in comparison with the NS. Basketballers have been found to belong to families whose IS, SS and SES(total) is positively higher to that of non-sportsmen. NS and Basketball sportsmen don't differ significantly on the self-concept and intelligence variables

Non-sportsmen vs. Cricket Sportsmen: Cricket sportsmen are found to be emotionally stable (CM*), aggressive (E+), happy-go-lucky (F+), conscientious (G+), tough-minded (I-), trusting (L-) and lower on scholastic mental capacity (B-) than the non-sportsmen. Cricket sportsmen belong to families whose AS, PS, IS, SS, and composite SES is positively higher to that of NS. The two groups have not revealed significant differences on the self-concept and intelligence variables.

Non-sportsmen vs. Football Sportsmen: Football sportsmen have come out to be outgoing (A+), emotionally stable (C+), aggressive (E+), tough-minded (I-), shrewd (N+) , experimenting (Q.j+) and controlled (Q^f) as compared with the Football sportsmen are found to possess a higher positive self-concept than the NS. They belong to families whose AS, IS, SS and composite SES is higher in comparison to the NS. NS and Football sportsmen do not differ significantly on the intelligence variable

Non-sportsmen vs* Hockey Sportsmen: Hockey sportsmen are found to be emotionally stable (C+), venturesome (H+) , experimenting (Qv+0 and controlled (Q^f) than the NS* They possess a higher positive self-concept as compared with the NS. Hockey sportsmen

are found to come from families with higher AS, IS, SS and composite SES than that of NS. NS and Hockey sportsmen don't differ significantly on the intelligence variable.

Non-sportsmen vs. Volleyball Sportsmen: Volleyball sportsmen have been found to be characterized by personality factors A+ (Outgoing), B- (Less intelligent), E+ (Aggressive), Q⁺ (Experimenting) and Cu+ (High self-concept control) as compared with the NS are found to belong to families whose IS, SS and composite SES is positively higher than 367 that of NS. The two groups have not revealed significant differences on the intelligence variable. Out of six comparisons, URS have nowhere achieved higher significant scores than the NS on the intelligence variable. On the other hand, NS have achieved higher mean score than the Cricket and Volleyball sportsmen on this variable. It may, therefore, imply that regardless of an individual's intelligence quotient (IQ) he may be a better or poor sportsman, vice versa, irrespective of an individual's sports achievement, he may fall anywhere in an IQ rating scale, that is, one can't be determined by the other. It is, therefore, suggested that physical education teachers, trainers and coaches should not be very much concerned about the intelligence level of players, teams or squads*;* Even sportsmen with average IQ can achieve adequate success in their respective sport. Individuals with average or low intelligence should not be discouraged or biased in any way but should receive a respectful share of attention on the part of teachers, trainers and coaches and enthused to achieve their optimum.

URS in all the comparisons have achieved higher self concept score than the NS and fifty per cent of the differential on this variable have come out to be significant. Factor-analysis of the underlying socio-psychological variables of URS also led to the extraction of a Factor of 'Self-concept' whereas no such factor appeared in case of NS. Therefore, it is suggested that individuals, who perceive themselves superior, think highly of themselves and value themselves more, should be encouraged to come forward and participate in games and sports. They are likely to prove better and successful sportsmen in comparison to those having lower or negative self-concept.

Source : *Shodganga, Inflibnet*

Research Studies Completed:

Title: **Teacher Recruitment in Higher Education in India-The Role of National Eligibility Test (NET) Higher Education.** Authors- NV Varghese, Garima Malik, Dharma Rakshit Gautam. Institute- Centre for Policy Research in Higher Education, National University of Educational Planning and Administration, 2015

The Study is sponsored by UGC. The study was

based on data base of eight Net Examination conducted by UGC during 2010-2014.

Key Findings:

From June, 2012 session onwards two major changes were introduced in NET examination.

First change was that Paper III was descriptive type till 2011 and this changed to objective type from sessions from June, 2012 onwards.

Second There was changes in final selection of qualified candidates. Before June,2012 selection was based on a cut off point indicated in advertisements. From June,2012 onwards a filtration process has been introduced. Under this filtering process top 15 percent of the candidates securing a cut off point are selected in each category.

Source- *CPREH Annual Report,2015-16*

Research Studies in Progress

Title: **Quality of Higher Education in India- A study Internal and External Quality Assurance at the Institutional level.** Project Coordinator- Dr. Anupam Pauchuri, Institute- Centre For Policy Research in Higher Education, National University of Educational Planning and Administration, New Delhi, 2016

Title: **Impact of liberalization on Development of Higher Education.** Project Coordinator- Dr. Mridula Sharma and Dr. Hemlatha Ramasubramaniam, Institute Society for Education and Economic Development, New Delhi

PH.D. Thesis in progress

Title: **Trans National Education: Theoretical Perspective and empirical evidences on students mobility.** Researcher: Rajneesh Kler. Guide: Professor NV Varghese, Institute- National University of Educational Planning and Administration, New Delhi

Title: **Education, Culture and Livelihood among Nomadic Pastoralists: A Case Study of Bakarwals in Jammu and Kashmir.** Researcher: Sajad Ahmed Dar. Guide: Professor A.K. Singh. Institute: National University of Educational Planning and Administration, New Delhi.

Scholars and Researchers are encouraged to send their briefs on Ph.D., M. Phil. and sponsored research studies for publication in this column of College Post.

ANNUAL SURVEY OF EDUCATION REPORT (ASER) BY PRATHAM-2016

Survey of Quality of Primary Education is done by Parham -an NGO by conducting a detailed survey of students in household/schools. The survey is entitled as Annual Survey of Education Report (ASER) Recently it has published the survey analysis for Primary Education based on student's data across the country. The survey is based on 17,473 Villages covering 350232 households. Pratham has been conducting survey since 2011. This year's report compares the results of 2014 and 2016. Results of analysis reveal that the proportion of students in class third could read class first text books has improved slightly over these two years. It stands as 42.5 as compared to 40.2 percent respectively. It also reveals that proportion of Class V students who could read class II text book improved by five percentage point in 2016 over 2014. It reveals that the reading ability of Class VIII students have slightly gone down in 2016 over 2014. For mathematics it reveals that proportion of class III students who could do two digit subtraction has improved slightly as 27.7 percent students could do this as compared to 25.7 percent in 2014. It notes that improvement is observed in government managed schools. The survey also reveals that ability to read English text has remained unchanged for V standard students, but seems to have improved for III standard students in 2016 over 2014. In general it appears that one third and less than one half students seems to have attained ability lower than their class in which they are studying. The rest are struggling to cope with even lower than their standards. The logic for this approach of testing students with lower standards educational outcome as compared to their own standard level outcome is somewhat intriguing. One could have asked students to read sentences not from a book but from any other text material of their respective standards say III or V standard level just to find out their ability to read sentences or not. Asking students to read from lower standard text book puts the students off, besides he/she might have mugged that text in his/her class. However, fact that very small proportion of students are able to read is a matter of concern for the parents, policy makers and those governing the system. The analysis of Pratham also points out positions with regards to rural and urban areas, by states and by gender on attainment. It also reveals status with regard to participation in education and about the infrastructures in schools.

A survey for assessment of quality of school education is also conducted by National Council of Education Research and Training. The survey is titled as National Achievement Survey -Class V. It tests achievement of students for reading comprehension of class V students considering locating information, grasping of ideas and interpretation, inferences and

evaluation. For primary education level. A similar test is conducted for Mathematics - know and do mathematics focusing on place value of digits in number system, application of fundamental concepts and recognition of shapes. The latest survey results are awaited.

National University of Educational Planning and Administration, New Delhi also conducts survey of schools and publishes great deal of data on quality of primary education mainly related to educational inputs like infrastructures, human resources, students performance in terms of progression separately for all the possible variables namely, rural, urban, gender and state/district/block wise. It may be worthwhile to carry out a meta-analysis based on these three initiatives and other studies to draw effective policy instruments.

EXIT TEST FOR MEDICAL STUDENTS MADE MANDATORY- NATIONAL EXIT TEST (NEXT)

Doctors practicing in USA are often made to sit for exam again after completion of degree programme before they start practicing the medicine. Even exams are also conducted in a regular interval so as to ensure those practicing medicine are well aware of the latest development and have acquired necessary skills. In India first time government of India is proposing to introduce National Exit Test for doctors after completion of their degree programme. It is proposed this test will substitute NEET for admission to PG, Foreign Graduate Medical Examination and recruitment for Central Health Services. This will be outcome based test and would be able to standardize and benchmark the medical education. It is also said that the medical colleges where 90 percent of students are able to pass the test would be viewed as quality medical education colleges. This will also help the students make informed choices about admission in medical colleges. Students are however concerned about future of those who are not able to clear the test. Possibly they could be given another chance to clear. It is also possible it may give rise to another set of coaching institution for test as the admission to MBBS, MBA and Engineering degree programmes. One thing is emerging that there is a general feeling about quality of practising professional. Some time back a test for Lawyers was mooted by Bar Council of India. But it has been shelved.

As far as recruitment of teachers in higher education is concerned, the University Grants Commission introduced National Eligibility Test and also the State Eligibility Test more than a decade back. This was also used for award of fellowship to meritorious students. There have been several attempts to discredit it, but it has survived test of the time.

It is possible that such a test is also conceptualized for other practising professionals namely, engineers and architects and so on.

JNU has been again in news as teachers

association of the university has asserted their right to free speech and expression of thoughts. Like last year it has again organized five day workshop on democracy and higher education.

AUTONOMY OF INSTITUTIONS OF HIGHER EDUCATION

The issue of autonomy of institutions of higher education has engaged attention for several years. National Policy on Education 1986 has specifically recommended for grant of autonomy to Colleges and Departments in the University. University autonomy has been accepted universally but has been truncated from time to time both at central government level as well as state government level. Conceptually speaking autonomy is basis for efficient operation of institutions of higher education. There is also concept of accountability that is to say autonomy and accountability to go together. Those in institutions of higher education feel that that they are accountable to students, teachers and society at large. They should be empowered to take decisions on academic and also on matters of governance. The government, which provides funds for education should not directly be involved in governance. As far as the academic autonomy is concerned institutions of higher education enjoys full autonomy in the matter of setting up curriculum, system of evaluation and award of degrees, of course within its own legal framework of Act, Statutes and Ordinance. But when it comes to appointment of head of institutions and teachers and providing finances to institutions, the state being a financial stake holder as also regulator wants to have a say in governance of institution. There was greatly debate about state funded Institutions of Management and Institutes of Technology. IIMs wanted decisions on governance should also rest with its governing body and no questions should be asked. Similarly there was an issue of autonomy of IITs and role of IIT Council as an advisory body or its decisions are mandatory. It may be mentioned that the council is chaired by the Minister of HRD. The new initiative to have Indian Institute of Information Technology (IIIT) under a Public Private Partnership Mode has again raised the issue of autonomy when a bill for IIIT is being framed. The issue has been raised with IIIT, Dharwad, when Infosys Foundation Chair is also chair of IIIT, Dharwad. The issue also took little twist as Industry partner of the institute is suggested to be Infosys. Therefore, those in HRD and those in PMO has to grapple with the issue of autonomy of IIITs. PMO is favouring more autonomy to institutions of higher education, whereas MHRD has a view that there should be a system of accountability. This system of accountability should have participation of government in governance as 50 percent of funds are to be provided by the provided by Centre and the state government is sharing 35% and 15% by industry partner of PPP model. MHRD seems to be negotiating

with PMO. It is important to ensure that all stake holders have appropriate say in the system of governance. If not direct, it should be under new framework of autonomous governance. The latest news is that the Cabinet has approved IIT Dharwad Bill, with full autonomy to Governing Board as suggested by the PMO. This bill is likely to be tabled in the parliament. Now it has to be seen how this new model of governance is received by the Parliament and what is its likely impact on the IITs and IIMs model of governance. There is a need to give autonomy to all the institutions of higher education. However, institutions should be accountable for their decisions to all the stake holders.

Institutions should be given autonomy and be accountable for their decisions. The government/ or its agency should only intervene in dispute settlement or in performance appraisal.

UGC MODEL OF AUTONOMY

It may be pointed out that the best model of autonomy and governance is the system of governance of University Grants Commission (UGC) as envisaged in its Act, 1956 and tradition set up by CD Deshmukh. Here all decision of the commission are final and not be reported to government. Although, Secretary of Education and Secretary of Expenditure are part of decision making as members in the Commission of 12 members, but the decision taken finally rest with UGC. UGC is accountable to parliament of the country. CD Deshmukh envisaged that government should provide funds but no questions asked for their use. It is only parliament that can do so. Similarly let the state university be accountable to legislative assembly, and central one to the parliament as they are constituted by the these two respective bodies. In case aberrations, they should be taken under laws and rules with well defined framework of autonomy and accountability.

NDA GOVERNMENT DOES NOT SEEM TO ACCORD IMPORTANCE TO EDUCATION

The share of education in GDP is successively declining. In the year 2013-14 education accounted for 0.63% of GDP. It is projected at 0.47% in 2017-18. Expenditure on education during UPA regime was 4-57% of the total budget in the year 2013-14- the last year of UPA government. During NDA government the expenditure on education declined to 3.67% in the year 2016-17. The estimated outlay is 3.71 % in the budget 2017-18. This small increase is likely to neutralize by increase in prices. Decline in allocation of funds for education have bearing on schemes like Surva Shiksha Abhiyan, Madhaymik Shiskha Abhiyan and Rastriya Uchhtar Shiksha Abhiyan also on gross enrolment and recruitment of teachers in schools and higher education. Education system at all levels need extra considerations and support, if we wish people to participate qualitatively in the proces of innovations and development.

Interdisciplinary Research faces problems instead of encouragement

Mid career scientist in Energy Research, basically an interdisciplinary subject faces problems of discouragement and lack of funds. Dr Geertje Schuitema, a lecturer at University College Dublin, and Dr. Nicole Sintov, assistant professor of research at the University of Southern California mentions that limited funding, difficulties publishing their findings, and the fact that university systems are not adapted particularly well to accommodate staff who work in more than one area discourages undertaking work in interdisciplinary areas.

They say. "---- our analyses indicate that in comparison to those focusing on a mono disciplinary career path, early and mid-career energy researchers suffer most from the severe extra costs and fewer rewards when choosing to engage in interdisciplinary research"

They write in the report which looks at the field of energy research that interdisciplinary research should be "incentivised than punished. This situation is at odd with the fact that "there are repeated calls for more research to take an interdisciplinary approach to help solve the world's complex problems. This is particularly true in the field of energy research, which integrates many disciplines including engineering, environmental science, computer science, mathematics, economics, business and the social sciences."

Source: *Courtesy, Times Higher Education News*

Convergence between Information Technology and New Globalization: University Role

Richard Baldwin writes that there is great convergence between Information Technology and new globalization. He says historically universities have played a central role in Societal Progression. This has happened in 1500 When first industrial revolution started with Universities and craftsmen came together to build new technologies. New phase was created a system took off in 1820.

He says to quote "The basic formula remained positive and expansive for most of the second half of the 20th century, and helped to shape much of the rest of the world - partly in its own image." This has been seen by many as a miraculous and fortuitous combination of forces. Prime among these forces were societal variety and intellectual curiosity, the latter nurtured by universities, which fed off each other during this period. .

It is however pointed out that since 1990 with

advancement in Information Technology, whether, this formula would survive or die! Particularly in view of the fact that the " lower communications costs have led to an explosion in the transferring of knowledge. Production systems have separated into new globally coordinated structures with no real national homes. The viability of earlier organisations and their attached jobs has come under severe pressure; government power to control events has weakened in favour of corporate logic; and firms go shopping for distinct societal advantages to co-opt, often taking risks beyond their comfort zone and requiring new managerial skills". This situation calls for a debate in the universities to explore newer ways of participation in future developments in society.

Source : *Courtesy Times Higher Education News*

Cash for Publication - A situation arising out of pressure on Chinese University to figure in internal and external ranking list

When Professor Huisman, a former University of Bath academic, replied to the email out of curiosity, he was immediately sent a contract stating that he would be paid a total of 300,000 yuan (£35,703) if he produced a total of three journal papers, appearing in Thomson Reuters' Web of Science, in which Zhengzhou University was listed as the first affiliated institution

Professor Huisman, who is based at the Centre for Higher Education Governance Ghent, said that he did not think the contract was engaging in anything illegal, "but this practice borders on being unethical. This is nothing more...than an economic transaction." He wrote;

"I would actually be very interested in working with a Chinese university if some scholars suggested an interesting point around governance or mobility where we could work together, "

Rui Yang, associate dean cross border/international engagement at the University of Hong Kong's Faculty of Education, believed that such contracts were "fairly common practice" and that he had received many approaches of this "I declined quite a few such contracts in 2016 alone," said Professor Yang, adding that he informed those making these offers that they were "not good enough ethically". He said "However, within Chinese society today, such things are indeed quite OK to both sides,"

Professor Yang blamed the current "audit culture" that led universities to "basically buy your work to benefit their ranking, both internationally and domestically".

Source : *Courtesy: jack.grove@tesglobal.com*

continued from page 1

to use them for economic gain, personal gratification and for basic and luxury consumption, if it is in circulation. If it is not in circulation, it is dead. If transferred to other countries, it helps receiving country in its economic processes. Money stored and transferred to other countries are harmful to the national economy and we need utmost care to avoid this.

Economics has its own laws that maybe modified by human behaviour which do not fall strictly in the rational economic behaviour, yet by and large laws of economics have their impact on human behaviour owing to suffering caused by decline in economic progress and happiness caused by economic prosperity. In India people also have great resilience to overcome economic odds through mutual support and cooperation for some time. This resilience is sustained by two specific features of Indian economy namely. "Shakh" and "Hath Udhari" systems of credit and provision for repayable of debt over generations. Most of its business operations are in cash and credit for short duration say 2-6 months from sowing to harvesting, but at

the end of day everyone expects to have economically more secured life. No creditor can continue in business, if not repaid with due interest. Hence short term impact may not be as severe as it could be seen in a fully monetised economy, but its medium and long term impacts are likely to be seriously damaging, if corrective measure are not taken on time. Nevertheless, the Indian economy will remain dented.

The budget for the year 2017-18 has been tabled in the Parliament. Budget does not seem to have tackled the problems of savings, investment and employment to a great extent. This was very essential to tackle adverse impact of demonetization. It has of course given some monetary and psychological relief to middle class by reducing income tax on the lower slab and increasing some tax on higher slab. Some efforts have been made to support non-formal and SMEs and temporary rural employment in a traditional manner, rather than long term developmental manner. The economic logic, philosophy and direction of the budget are a matter of puzzle for many.

Box-1 : Demonetization by different Countries since 1980s and its outcome

It may be worthwhile to briefly narrate the experience of countries which attempted demonetization so as to learn from experience of other countries. We give brief report of demonetization as narrated by Neha Borker in IT News. We reproduce the same here:

Myanmar: In 1987, Myanmar's military invalidated around 80% value of money to curb black market. The decision led to economic disruption which in turn led to mass protests that killed many people.

Australia: Australia became the first country to release polymer (plastic) notes to stop widespread counterfeiting. Since the purpose was to replace paper with plastic and only the material changed, it did not had any side-effects on the economy.

Soviet Union: Mikhail Gorbachev ordered to withdrew large-ruble bills from circulation to take over the black market. The move didn't go well with the citizens which resulted into a coup attempt which brought down his authority and the led to Soviet breakup.

North Korea: The demonetisation that happened in North Korea in 2010 left people with no food and shelter. Kim-Jong Il introduced a reform that knocked off two zeros from the face value of the old currency in order to banish black market.

Zimbabwe: Zimbabwe used to have \$100,000,000,000 note. Yes, a one hundred trillion dollar notes! The Zimbabwean economy went for a toss when President Robert Mugabe issued edicts to ban inflation through laughable value notes. After demonetisation, the value of trillion dollars dropped to \$0.5 dollar and were also put up on eBay.

Pakistan: From December 2016, Pakistan will phase out the old notes as it will bring in new designs. Pakistan legally issued the tender a year and a half back, and therefore, the citizens had time to exchange the old notes and get newly designed notes.

Nigeria: During the government of Muhammadu Buhari in 1984, Nigeria introduced new currency and banned the old notes. However, the debt-ridden and inflation hit country did not take the change well and the economy collapsed.

Ghana: In 1982, Ghana ditched their 50 cedis note to tackle tax evasion and empty excess liquidity. This made the people of the country support the black market and they started investing in physical assets which obviously made the economy weak."

DOES THE PHOTOCOPYING OF EDUCATIONAL MATERIAL CONSTITUTE INFRINGEMENT OF COPYRIGHT?*

Copyright in Educational Domain in India - SEED, 2014

The aspect of reprographic of educational material has attracted lot of attention in India as Consortium of Publishers namely, Oxford University Press, Cambridge University Press and Francis and Taylor filed a suit in 2012 against photocopy service provider Rameswari Photocopy Services operating in Delhi University premises. This is concerning Section 52 (a) and 52 (i) of the Copyright Act, 1957.

The Chapter on introduction deals with The Concept, Philosophy, Global acceptance of Copyright and dispute settlement mechanism, positive and restrictive dimension of copyright provisions for development of mankind, 125 years of acceptance of copyright of Creator /Author. The chapter 2nd is devoted to Definition and Scope of Copyright covering, artistic, musical, sound recording, Cinematograph works and authorship work. It also deals with definition of copyright work in USA.

Chapter III, while discussing Indian Copyright Act, 1957, deals with powers of Copyright Board and Dispute Settlement Mechanism. Chapter IV deliberates on Copyright Exemptions and Limitations in Education. This chapter also focuses on Reprographic Educational Material. This also discusses the various exceptions within the law to make provisions for the copying of chapters within books for the purpose of education. It may be pertinent to discuss here the above mentioned suit in the Delhi High Court concerning the provisions Section(1)(a) and Section 52(1)(i). On the above mentioned suit between Rameswari Photocopy Services and Consortium of Publisher, the Hon'ble High Court of Delhi delivered a ground breaking judgement on 16.09.2016, which held that the action of University of Delhi of making photocopy of relevant portions(prescribed in the syllabus) of the books of the various publishers such as Oxford University Press, Cambridge University Press and Francis and Taylor purchased by the University and kept in its library and making further photocopy out of the said master copy and distributing the same to the students does not constitute infringement of Copyright in the said books under the Copyright Act. Hon'ble Justice Rajiv Sahai Endlaw while dismissing the suit instituted by the Publishers seeking relief of permanent injunction restraining the two defendants namely Rameswari Photocopy service (carrying on business from Delhi School of Economics) and University of Delhi from infringing the Copyright of the publishers in their publication of photocopying, reproducing and distribution of copies of the plaintiffs publication,

compiling them into course-packs/anthologies for sale, held that "reproduction of any copyrighted work by the teacher for the purpose of imparting instruction to the pupil as prescribed in the syllabus during the academic year would be within the meaning of section 52(1) (i) of the Copyright Act." The judgment being in favour of a progressive copyright frame and recognizing public benefit held "Copyright, specially in literary works, is thus not an inevitable, divine, or natural right that confers on authors the absolute ownership of their creations. It is designed rather to stimulate activity and progress in the arts for the intellectual enrichment of the public. Copyright is intended to increase and not to impede the harvest of knowledge. It is intended to motivate the creative activity of authors and inventors in order to benefit the public."

The international publishers appealed against the aforesaid judgment dated 16.09.2016. The Hon'ble Division Bench of the Delhi High Court vide judgment dated 09.12.2016, while noting the importance of promotion of education amongst students, restored the suit filed by the international publishers for leading evidence and expert evidence on the issue whether the inclusion of the copyrighted work in the course pack was justified by the purpose of the course pack i.e. for instructional use by the teacher to the class and this would warrant an analysis of the course pack with reference to the objective of the course, the course content and the list of suggested readings given by the teacher to the students. As far as the request of international publishers to grant an interim injunction, the Hon'ble Division Bench declined to do so but at the same time has directed Rameshwari Photocopy Services to maintain a record of the course packs photocopied by it and supplied to the student and every six months the statement of number of course packs photocopied by it and supplied to the students to be submitted in court. The final judgment on the said issue will be ground-breaking not only in the field of copyright law, but as well as its application in the field of education.

The Chapter V makes recommendations on Fair Deal or Fair use in education, research and library and on use of Copyrighted material for Education and its Reprographic practices. The report concludes that "for better development of economy and mankind globally commercial interest of Copyright may be handled carefully keeping in view Hoffener' Research findings with regard to UK and Germany**.

It may be useful to engage in discussion of Copyright in Education. The report published by SEED may be very handy in this debate.

* Mansi Sharma, Advocate High Court, New Delhi

** Methew Lasar- Did weak copyright law made Germany to outpace British Empire? Business reported in www.wired.com

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