

COLLEGE POST

the ICF journal

VOL. 13, No. 1

January – March, 2012



Vasant Panchami and Goddess Saraswati

Goddess Saraswati is the mother of wisdom and music.

Panchami is also celebrated as the birthday of Goddess Saraswati.

Vasant Panchami is the festival of king of all seasons.

This begins from spring season and carries upto Panchami of Krishna Paksha of Falgun month. This festival is especially considered significant for lovers of art and education.

seed...



KAWA COLLEGE OF EDUCATION

(Recognised by J&K Govt. & Affiliated with University of Jammu.)

Application on Prescribed
format are invited from
eligible candidates for
admission to following
courses.



B.Ed

Eligibility : Graduation

**With 45% Marks for General
40% Marks for SC/ST/OBC**

KAWA INSTITUTE OF MANAGEMENT AND TECHNOLOGY.

(Recognised by J&K Govt. & Affiliated with University of Jammu.)

Application on Prescribed
format are invited from
eligible candidates for
admission to following
courses.



BCA

**Eligibility : 10+2
With MATH**

Minimum 45% Marks

(Kawa Estate, Patoli Gurha Brahmana, Post Office Muthi, Akhnoor Road Jammu.)

Phone : 0191-2107838. E-mail : kawainstitute@rediffmail.com Website : kawacollegeofeducation.com

EDITORIAL**NCHER BILL, 2011 - AN EXERCISE IN CENTRALISATION AND CONTROL**

The present bill is a revised version of earlier bill which was tabled in the Parliament a year ago. Before commenting on the bill, let us look at brief history of apex organization on higher education. At the time of framing of Constitution of India, a list of Central and States areas of functions were drawn. One among the Central list was maintenance and coordination of standards in higher education. The University Grants Commission was set up 1956 through the act of Parliament to perform this function. The working of UGC accordingly evolved around these main objectives. Maintenance and coordination of standards in higher education was done through drawing plans for developing of higher education. It financially supported university is to improve infrastructure, Library, Laboratory, Faculty development, policy on pay scale and qualification of persons to be recruited in teaching profession in higher education. It prepared guidelines for promotion and development of higher education and research. It promoted research through providing students

scholarship for Ph.D. programme and faculty improvement through major and minor research work. It promoted excellence through development of Centers of Advanced Studies. It also recognized institutes which were providing training and research in focused areas as institutions deemed to be Universities. It decentralized its work by opening Regional Centers. It promoted special areas on research, training and service through its Inter-University Centers. It respected the autonomy of universities at the same time laid some principles to maintain and coordinate standards. Of late in order to assess the quality by an external quality assessment and accreditation of institutions of higher education it set up National Assessment and Accreditation Council. It advised state governments as and when such advice was sought by them. It based its decision on expert opinion from institutions of higher education. Several thousand of people were involved in such exercises.

The process of decision making was more cohesive with twelve members on board two being ex-officio namely education secretary and expenditure secretary of government of India, two members being full time as Chairman and Vice Chairman serviced by Secretary of UGC and its Secretariat which mainly consisted of academics drawn from universities and those who developed in UGC over several years of working experience. It derived its authority from Act and its developmental programmes. It did not have authority to penalize university / institutions of higher education or control them in any manner except ensuring that certain standards are followed by them as universities under its section 2(f) and 12(ii) B, if they wish to seek funding support from UGC. It never exercised power over the choice of programmes of studies, enrollment of students; It respected universities and state governments' autonomy. I think, system of higher education has fared well. India never suffered shortage of manpower in any area; rather India produced manpower and intellectual resources which severed other nations too. When the challenge of agriculture development was thrown, its Agricultural institutions produced best

agricultural scientists, when challenge of health was thrown it produced best of health scientists, when challenge of technology was thrown it produced best of technology persons and so is true about management. A large battery of people have served second and third level service sector and it has shown strength in new and emerging areas namely, IT, and Bio Technology and Space and Atomic Research. Thus far is the history. Now let us look at what is in store in future?

The bill is stated to be outcome of Sam Pitroda report of Knowledge Commission and the Report of Yashpal Committee on Higher Education and Research. Both have recommended for creating single window clearance for higher education and doing away with several regulatory bodies. First one was set up by PM Dr. Manmohan Singh and later one by HRD Minister late Shri Arjun Singh. Both favoured the setting up of National Commission for Higher Education - a single regulatory body. Both Committees have suggested upholding autonomy of universities.

But the bill which has been tabled in parliament is totally against the approach, philosophy and spirit of suggestions and recommendation of these two Committees. This bill emanates from lack of understanding of functioning of University Grants Commission as also requirement as outlined in Constitution of India in the list of responsibilities of Central Government. Since it is based on philosophy of non-trust, it seeks to devise a tedious method of selection and appointment of Chairman of the Commission and the members of Commission, under false sense of giving autonomy of functioning to the Commission. It distrusts the Ministry of HRD. It distrust its processes,

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Editor

G.D. Sharma

Co-editor

Baldev Mahajan

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Centre for Higher Education and Studies (CHEST) of SEED conducted interaction programme for principals of colleges enrolled for International Diploma in Educational Leadership- Higher Education. Participants interacted with Dr. Bikas Sanyal, Co-Chair of the programme and Chairman African Institute of Higher Education, and former advisor to DG UNESCO and presently Director, India House, Paris. He delivered two modules pertaining to University and College Management and Quality Assurance in Higher Education. Professor MM Pant, eminent educationist and advisor IDEL-HE delivered two modules on entrepreneurship and Brand Reputation Management. Dr. Mridula Sharma spoke on concept and practice of quality assurance in higher education. Dr. G.D. Sharma spoke on finances and methodology of project work. Participants highlighted their area of project work. They also detailed out kind of innovations they are likely to introduce in their colleges. Observations about the programme made by some of participants were as follows:

- *The course on IDELHE held at SEED office at Delhi is wonderful. It gives us opening to lead and guide our college in a very progressive way. This four day course also guides us to do research motivation on education. Wonderful. Thanks to the organizers.*

-Dr. Syed Samsuz Zama, Principal, S.P.P. College, Namtidole - 785684, Assam

- *I have attended this course formulated by SEED is quite helpful in understanding the changing scenario of education. I am also very much happy and lucky to interact with persons like Dr.G.D. Sharma, M M Pant and Prof. Sanyal, who are really wonderful person to change the mind set of people. The food and lodging facility also was quite good and the management of the course is wonderful by Vijaya Lakshmi.*

- Dr. Dilip Kr. Bhuyan, Principal, MDKG College, Dibrugarh - 786001, Assam

- 1) *Excellent Hospitality.*
- 2) *Outstanding delivery of lectures.*
- 3) *Effective interactions.*
- 4) *The IDEL-HE will be effective in improving the quality of Higher Education. Hope the participants will increase in future*

- Dr. Buddhin Gogoi, Principal, Margherita College, Tinsukia- 786181, Assam

All the participants have expressed the desire to attend international Summer School in Paris and in neighboring countries.

The second batch of International Diploma Programme will start from 15th July, 2012. An announcement to this effect is given in this issue.

International Summer School / induction Programme for participants of IDELHE at Paris

International Summer School first batch and Induction programme for second batch of IDELHE is proposed to be organized in the month of July, 2012 in Paris for a period one week. This programme will also combine with induction programme for the participants of new batch starting from July 15, 2012. Therefore, participants interested in pursuing IDELHE in the second batch may complete their admission formalities and give their option to participate in the Induction programme in Paris along with participants of first batch. The participants of first batch should give their option to attend Programme at Paris at the earliest.

Employability Enhancement Skill Set Development Certificate Programme

Centre for Higher Education Studies and Training of SEED is launching an online and face-to-face programme for enhancing employability of college students enrolled for undergraduate and post graduate programme. The programme is oriented for development of Two sets of skills namely, (i) soft skills - life coping skills, Communication skills, Value orientation and IT Skills and (ii) Management skills-domain knowledge related skills. These skills will enhance employability and quality participation in work and social life.

Students studying in colleges or completed their studies can take up these courses designed in modular form either registering online with CHEST or registering through their respective Colleges. ICF member college students and colleges will get an additional support for conduct of these skill oriented programme both through face-to-face and on-line interaction with the experts in respective skill areas

Eligibility of Admission

- (a) Students should have completed their 12th standard
- (b) pursuing UG/PG programmes in colleges
- (c) completed their UG/PG programmes and are interested in undergoing this programme.

Duration of Certificate Courses

Three months Certificate Course in:

- (a) Soft Skills- covering skills namely, Life Coping Skills, Communication Skills, Personality Development (Value orientation) and IT Skills.
- (B) Management Skills -covering domain knowledge skills of management such as:

Group-1 (i) Entrepreneurial skills, (ii) Leadership Skills (iii) Interpersonal relationship skills, (iv) Skill to resolve conflicts,

SOCIO-ECONOMIC TRANSFORMATION IN INDIA THROUGH HIGHER EDUCATION

DR K.K SHARMA*

DR. JYOTSNA SHARMA**

Higher Education stands for teaching, research and extension. Besides widening the mental horizon, it prepares the necessary skilled manpower in various fields. The progress in agriculture, industry, medicine, energy, aerospace, management and planning etc. have been possible through higher education. Post-independence India has witnessed remarkable socio-economic transformation due to rapid proliferation of higher education. The economic reforms introduced twenty years back (1991) have worked as catalyst to the Indian economy and have brought it to the level of world's second fastest growing major economy of the world after China. There is need to pursue research and extension in science and technology more vigorously. For it our universities have to be globally competitive. The Western culture of developing research parks, innovation and incubation centers on the University campuses have to be adopted.

Introduction

Higher Education encompasses teaching, research and extension. Teaching is to enable or induce one by instruction and training. Research is an endeavor to discover new facts. Extension means lab to land transfer or class room to community transfer. It is dissemination of knowledge to the community. Higher education makes a society or a nation to have an edge over the other.

Social Transformation

New inventions and discoveries in science and technology have greatly influenced the social and economic life of the people. Science brings one nearer to truth. Blind beliefs and man made prejudices are dispelled. Scientific temper and humanism develop human relations change and consequently social changes occur. A sense of social purpose develops. In multireligious, multicultural and multilingual society like that of India, higher education has significantly upgraded the quality of life and has brought about socio-cultural harmony and a sense of common brotherhood. Dignity of women has improved. Prejudices based on diversity of religion, caste, colour and creed have significantly diminished. Justice, liberty and equality have become watch words. The dignity of individual has enhanced which has ensured unity and integrity of the nation. The sovereign socialist secular democratic model of governance has also been strengthened.

Economic Transformation

The economic transformation of the country has

also been very significant. The research and extension in science and technology have given a boost to industry and agriculture both. The Government of India's policies of economic liberalization and reforms twenty year ago (1991) have worked as catalyst. Country's openness to the world with encouragement to private sector and slashed tariffs helped growth trajectory of India to go upto 8 to 9% from 5 to 6% in 1990s and curb the inflation from 12% to 8 - 9 %. Many domestic industries turned global and became big corporate houses (Figs. 1 - 4).

The transformation in agriculture sector is also encouraging. The teaching, research and extension of higher education in agriculture universities have increased the productivity multifold. Although the population of India has gone up more than three times since independence (Fig.5), the nation is fully secure about the food and even exports the food grains to fulfill the demand of our neighbors. Though the agriculture contributes to 17% of total GDP (Gross Domestic Product), but it employs 50% of the workforce (Fig.6).

A case Study

The case of much cited dalits is worth mentioning here. For centuries, dalits have been at the bottom of income and social ladder deprived and exploited. Independent India aimed to improve their lot through job reservation, but with limited results. Nevertheless, empowerment through higher education and opportunities created by economic reforms have resulted in sudden rise in economic well being of dalits. Many of them are millionaires now. They have established a Dalit Chamber of Commerce and Industry (DCCI) in Mumbai. It is not only a beginning, but a long lasting phenomenon. They are no longer deprived and disadvantaged. For many of them, rising economic power has broken the shackles of caste. Many of them come from lower middle class, got decent education

* Principal, M.S. College, Saharanpur-247001 (U.P.)
Formerly at: CNRS, Meudon (France) & Univ. of Turin (Italy)

** Head, Department of Psychology, D.J. College, Baraut-250611 (U.P), C.C.S. University, Meerut

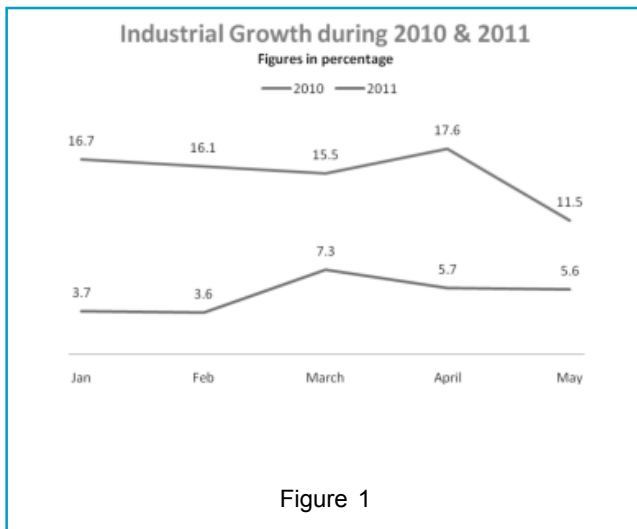


Figure 1

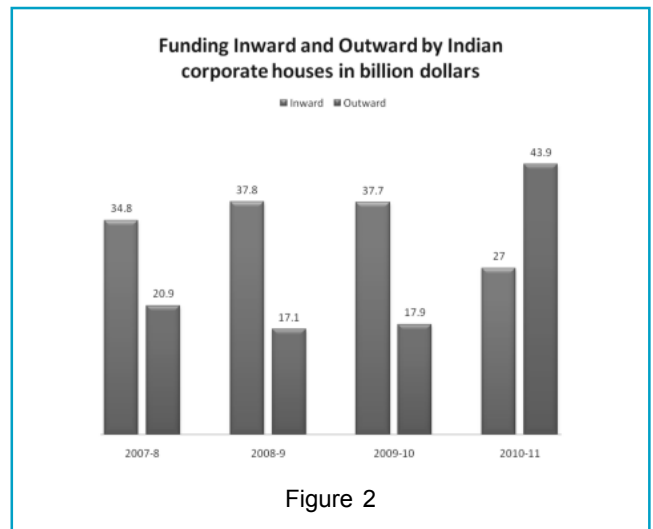


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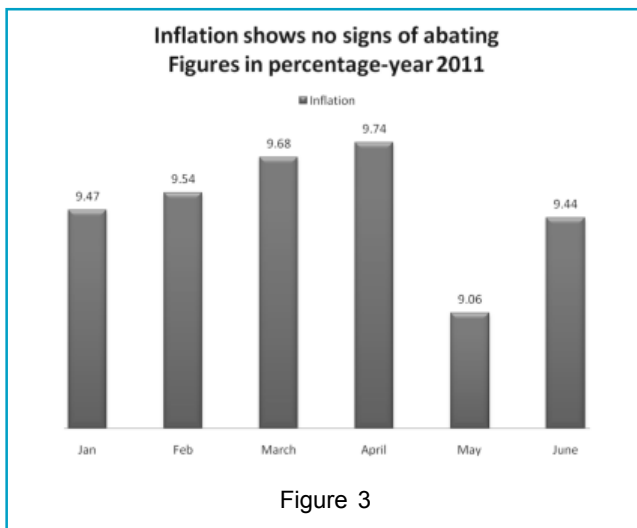


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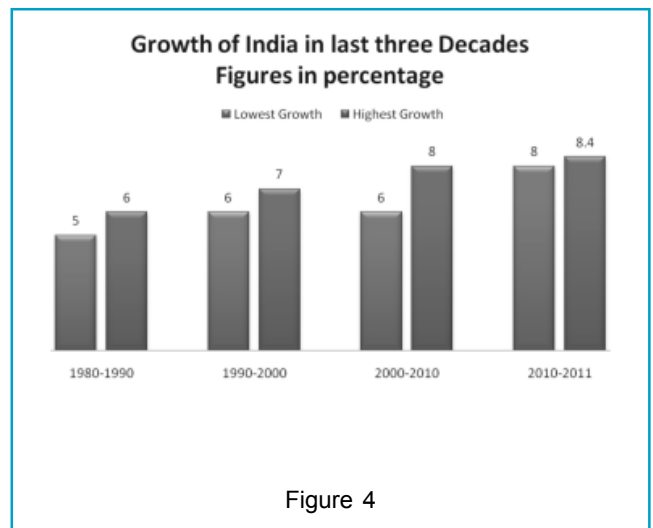


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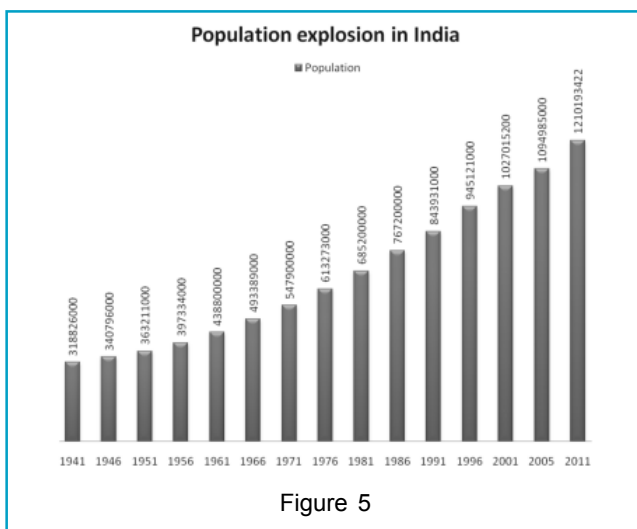


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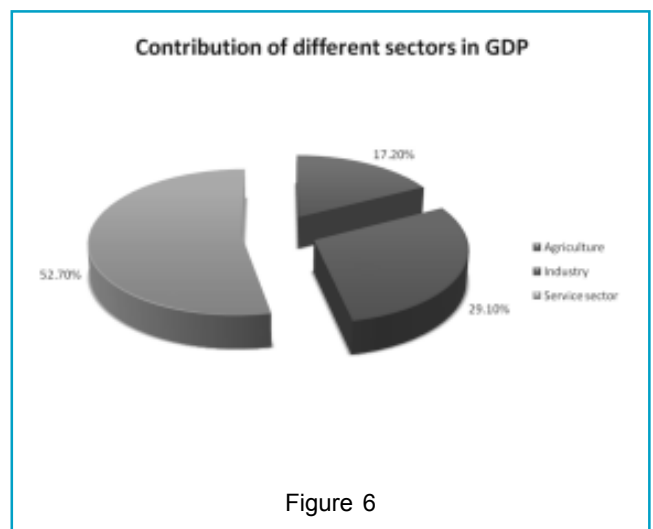


Figure 6

and then made best use of that. Those coming from labour class families also made heartening progress. A social revolution has taken place in the State of Uttar Pradesh as well. The empowerment drive carried out by the dalit Chief Minister in the State have fetched rich dividends to the class.

Discussion and Conclusion

The Government of India has been quite concerned to ensure progress in the growth of higher education. A good number of commission and committees were set up to study major concerns and issues of the India's higher education system and suggest ways and means to overcome them. Some of the significant ones include Radha Krishnan Commission Report 1949; Kothari Commission (1968); National Policy on Education (1986); Acharya Ramamurthy Report (1990); Programme of Action (1992); National Knowledge Commission (2005); Report of the Committee on Renovation and Rejuvenation of Higher Education (2008) etc.

Of late, Government of India has been more serious for taking benefits of higher education to the maximum of its citizens and resolved for massive institutional expansion by establishing as many as 15 new central universities, 8 IITs, 7 IIMs, 20 NITs, 20 IITs, 3 IISERs, 2 SPAs, 1000 Polytechnics and raising Gross Enrolment Ratio (GER) to 15% by the end of XI Plan (2007-12) from about 10% at the end of the X Plan (2002-07). Another land mark decision was taken to establish 374 model degree colleges in educationally backward districts in the country with matching share coming from the concerned state governments. As a result of the vast expansion - Indian higher education system today has 571 degree awarding institutions and approximately 33,000 affiliated colleges. This institutional expansion is bound to result in the augmentation of GER and socio-economic transformation in turn. The Government of India intends to target GER to 20% by the end of XII Plan i.e. 31st March, 2017 and 30% by 2020. The developed countries have GER about 55%.

The major issues of Indian higher education have been 1) access, 2) quality and excellence, 3) academic and administrative reforms, 4) globalization and 5) finances.

There is stark need to make Indian Universities globally competitive. For it to materialise, strategies have to be devised. Many of our universities and colleges have five star infrastructure, brilliant faculty and scholarly students, who do possess a lot of advanced

knowledge. They continuously generate new knowledge through research at Ph.D, PG, UG levels. But existing mechanism for transfer of knowledge from lab to land or extension is not perfect. It is not sensitive to market demands. Feedback loop is imperfect.

Experience of Western schools is worth emulation. Many western schools, since many last years, are having well defined perfect knowledge transfer procedures. They are not only educating students to keep them competitive lifelong but practically marketing new technology/new knowledge and transferring their full scientific capacities to the benefit of society in their vicinity and all over the world. See, Cornell's Centre for Advanced Technology, MIT and Harvard. Their model of research Parks, and Incubation and Innovation Centers on their campuses are worth

emulating. In these parks, space is rented to small, developing companies often headed by recent graduates - and university provides facilities, scientific and business advice & support. Intellectual capital of the University is converted into usable products and processes.

Education is not meant merely to adapt pupils to their society, but also to equip them to alter it. Progressive nations have achieved development from their investment in education and knowledge creation. Knowledge is now treated as commodity. We have to be rich in knowledge economy, of course adhering to our own ethos, culture and values.

Education is not meant merely to adapt pupils to their society, but also to equip them to alter it. Progressive nations have achieved development from their investment in education and knowledge creation. Knowledge is now treated as commodity. We have to be rich in knowledge economy, of course adhering to our own ethos, culture and values.

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LOKPAL BILL - HOPE, FRUSTRATION AND FUTILITIES

DR G.D. SHARMA*

We need to look into economic, political and systemic aspects of corruption. Sources of power and lack of accountability may be encouraging the corrupt behavior among the people. Moral aspects and system of punishment may not alone be able to check such practices. State has to seriously address the issue by carrying out fundamental and structural changes in governance and functioning of State. Let us avoid fooling ourselves and people at large by creating institutions over institutions, without addressing basic and fundamental questions.

The Government of India hoped that putting Lokpal bill in parliament would defuse crisis caused by several scams, as also fulfil promise made to bring the bill in monsoon session. Though, Anna Hazare and his team thought only strong Lokpal bill will eradicate corruption, yet realities are other way round. To our assessment both are avoiding the issue of economics and politics of corruption. They are, it may sound rude and rustic, fooling themselves and public at large. They are trying to address economic and political issues through moral science and conception of an institution which can deal with economic and political issues through the might of punishment.

If the apex institutions like, Parliament, Prime Minister, Supreme Court judges are alleged to have engaged in corrupt practices, what is that which would prevent another institution, howsoever, independent it may be, that it will not be alleged to have engaged in corruption? Institutions do not engage in corruption, but the institutions which give power to individuals, they get engaged in corruption.

One must know that, no body bribes more than economic and social value of favour bestowed on him or her. There is always an economic sense in an act of bribe or corruption. Where there is no power involved which can cause no physical or economic or social and or political loss, one would hardly find cases of bribe and corruption.

Therefore, the issue is to find out system and processes which bestows power and scope to misuse it for economic, social and political gains as also the

lack of accountability in exercise of power. To our assessment it is the scope of misuse and the lack of accountability which allows persons to engage in corrupt practices.

Therefore, what we should address is sources which bestow power, scope which allows its misuse and system that allows escape from accountability and laws which are either draconian or ambiguous and the process of securing justice is resource and time consuming.

It is no gain saying that it has been that way from British Raj, as the system, laws and processes were framed at that time. It is also no gain saying it is gigantic task to review all the sources, logic of power, lack of accountability, laws, processes and systems of securing justice and therefore it is not easy to attend to it.

We should work for addressing basic issues of sources, in terms of power, scope of misuse, process of accountability, laws and process of

securing justice without delay or trauma. It may be gigantic task, but it is an essential task. Single step taken in this direction will correct the course and help getting rid of corruption, if not completely to a large extent.

.....

This piece was written before the agitation was launched by Anna Hazare and his team in Delhi, before parliament came out with a resolution of sense of house and before whole tide subsided, after the fast by Anna Hazare in Mumbai. I thought I shall update if situation change after above stated events. Now I do not think I should do that as the tenor of message seems to remain the same, inspite of earlier tide or may be few more tides of similar nature in future.

If the apex institutions like, Parliament, Prime Minister, Supreme Court judges are alleged to have engaged in corrupt practices, what is that which would prevent another institution, howsoever, independent it may be, that it will not be alleged to have engaged in corruption? Institutions do not engage in corruption, but the institutions which give power to individuals, they get engaged in corruption.

18TH NATIONAL CONFERENCE OF INDIAN COLLEGES FORUM

on

“Higher Education for Innovations and Change”

Organised by

INDIAN COLLEGES FORUM

**SOCIETY FOR EDUCATION AND ECONOMIC DEVELOPMENT (SEED)
NEW DELHI**

in Collaboration with

**FORUM OF RECOGNIZED COLLEGES OF JAMMU & KASHMIR
JAMMU**

16th-18th March, 2012

Hosted by

KAWA COLLEGE OF EDUCATION

Kawa Estate, Patoli Gurha Brahmna, P.O. Muthi, Akhnoor Road, Jammu (J&K)

INTRODUCTION

Anything that is constant is change. Anything which causes change is innovative thinking and action. The process of development of mankind and society is full of stories of innovations and change. Innovations arise out of need as well as desire to improve upon existing situation in any society. This is facilitated and encouraged by level of understanding of persons about the social, economic, technological situations of the time and need of innovation and change that benefit the society at large.

This understanding in the modern world is acquired through the system of higher education. The imaginative and creative thinking enables higher educated person to cause innovations that results in change for the betterment of mankind. The system of higher education, therefore, should be oriented to encourage the learner to understand a phenomenon, critically evaluate its impact and come out with solutions which help solve the problem of societal development.

Body of knowledge created and imparted helps the learner immensely understand the phenomena. The way knowledge is imparted enables learner to critically and creatively think about a phenomena. When this critical and creative ideas are applied to real life situations they results in innovations and change.

Therefore, issues are: how far our system of

higher education is responsive and how to make it responsive to challenges of innovations and change! The subject of innovations in higher education has become immensely important nationally & globally.

THEME

The theme for 18th Annual National Conference of ICF is: **“HIGHER EDUCATION FOR INNOVATIONS AND CHANGE”**

Sub Themes are:

- (a) Policy, Practice and Resource constraints hindering innovations and change
- (b) Academic initiatives namely, contents, methods of delivery and system of evaluation that make higher education responsive to innovations and change
- (c) Best practices of innovations and change in higher education
- (d) Leadership role in Enabling Higher Education for innovations and change

PARTICIPANTS

The three day conference is likely to be participated by 100 plus college Principals drawn from across the country. The invited dignitaries would also be sharing their experiences and expertise with the delegates participating in this conference.

His excellency the Governor of J&K has agreed to inaugurate the Conference.

INTERNATIONAL DIPLOMA IN EDUCATIONAL LEADERSHIP - HIGHER EDUCATION : SECOND BATCH

PREAMBLE

Education forms key to development process all over the world. The goal of every country, therefore, is to build and manage a robust system of higher education, so that it can provide relevant and quality education to people who in turn can effectively participate in emerging knowledge economy and acquire internationally competitive edge. Towards attainment of this goal, there is a need to develop programme for capacity building among policy makers, planners, administrators, entrepreneurs and aspiring youth so that they can take up leadership role to develop and manage a robust system of higher education. International Diploma in Educational Leadership is designed to respond to this need.

THE DIPLOMA- PHILOSOPHY AND APPROACH

Philosophy:

The guiding philosophy of this diploma is to provide knowledge, skills and inspire top management to play dynamic and professionally trained leadership role in management and development of educational Institutions. It is designed for key position holders in institutions of higher education namely, Chairman/Correspondent and Principals of Colleges, Directors of Management and Engineering institutions or those who aspire to occupy key positions in national and global system of education.

Scope:

The areas considered key for capacity building and enabling participants of diploma programme to play leadership role are: Policy Making, Planning & Strategic Management, Financial Management, Human Resources and Academic Staff Management, Regulatory systems, Systems of Quality Assurance, Brand Building and Reputation Management, Educational Leadership with elective specialization in: Use of IT in management, Entrepreneurship, Internationalization of Higher Education.

Contents:

With a view to make this Diploma Programme of high quality and of international standard, modules developed by UNESCO-International Institute for Educational Planning (IIEP), Paris and Dr Bikas C. Sanyal, formerly Senior Adviser of IIEP and Special Adviser on Higher Education to the Director General of UNESCO and at present Vice Chairman of UNESCO International Institute for Capacity Building in Africa, are suitably adopted and adapted. These modules form the course content of this International Diploma Programme. Other modules developed by Dr. G.D. Sharma, Former Professor with National University of Education Planning and Administration and Former Secretary, University Grants Commission and Professor MM Pant, former Pro-Vice Chancellor, Indira Gandhi National Open University also form the course content.

Approach:

This is one year Diploma Programme divided into 3 terms, each of 12 weeks, with an approach of easy, flexible and

dynamic style of building knowledge, skills and drive among the participants to critically examine the issues and apply the knowledge in real life situations. Keeping this in view, the contents and delivery of the programme are designed in such a way that participants while pursuing their full time work can easily take a chunk of module(s) delivered to them every week via e-mail and comfortable go through it, conceptualize and contemplate areas of its application. In case of any query and doubts participants are welcome to contact help desk to seek remedies.

Interaction and Application:

To fortify the learning and application process there will be one week face to face contact programme at suitable location(s). During this week participants will have an opportunity to interact and discuss the modules with eminent scholars and work out their plan for developing dissertations/ extended essays for application of knowledge and skills on the theme/topic of their choice.

There is a possibility of international exposure programme for one week.

Outcome:

Participants would be able to:

1. Conceptualize, understand and envision & prepare policy and plans for the development of higher education in the national and global perspective.
2. Work out strategies for management of systems and institutions of higher education.
3. Understand and manage finances and develop plans for mobilization of resources.
4. Appreciate critical role of regulatory system and prepare proposals to meet regulatory requirements.
5. Acquire know how and skills to meet parameters of quality assurance of national and global systems.
6. Develop strategies for brand building and managing reputation of the institutions.
7. Have know-how, zeal and skills to play leadership and entrepreneurial.
8. Acquire specialised knowledge and skills in elective subject (s) of their choice.

Evaluation and award of diploma:

In order to demonstrate the above outcome, participants will prepare a portfolio of their acquisition of knowledge and skills. They will write a term paper on the assigned topic and an extended essay / dissertation on identified application oriented topic. At the end of the third term a three-day programme will be arranged, wherein participants will present their work before the jury and defend the work in person. Those who are not able to attend this programme will be given an opportunity to present and defend their work virtually. Successful participants will be awarded International Diploma in Educational Leadership in a convocation specially arranged on the last day of the three day programme. Those who are virtually presenting and defending their work and declared successful will receive their Diploma by post.

Programme Structure and Method of Delivery

The second batch of the program will be starting on the 15th July 2012. The academic Calendar will be as follows:

International Summer School for First Batch and Induction Programme for Second Batch:

One week in July 2012 at Paris. This will be optional.

1st Term: July 15th to October 15th 2012

Course Modules to be offered:

1. Strategic Management in Higher Education : Dr. Bikas Sanyal
2. Financial Management - Trends and International Experiences : Dr. Bikas Sanyal
3. Regulatory and Standards Setting Authorities - Their Role and Functions : Dr. G.D. Sharma

Contact Programme

A One week contact program between 16th and 31st October 2012, will be arranged in the New Delhi area and perhaps at one more location. The academic cost of this program is included in the Course Fee. Participants will have to pay for reaching and staying at their preferred location. Participants will be facilitated in their stay and local transport arrangements.

Remote participation through Skype would be possible for those who cannot personally attend contact programme.

2nd Term: 1st November 2012 to 31st January 2013

Course Modules to be offered:

1. Academic Staff management in Higher Education-Trends and International Experience : Dr. Bikas Sanyal
2. Quality Assurance Systems-global trends : Dr. G.D. Sharma
3. Brand Building and Reputation Management of Educational Institutions : Prof. M.M. Pant

3rd Term : 15th February 2013 to 14th May 2013

This will have 2 mandatory courses, and one or two electives from the 3 on offer:

Mandatory:

1. Management of Space- Issues and Approaches : Dr. Bikas Sanyal
2. Educational Leadership Development : Prof. M.M. Pant

Electives :

One or two of the following 3 Modules may be taken in the 3rd Term:

1. Internationalization of Higher Education : Dr. G.D. Sharma
2. Educational Entrepreneurship : Prof. M.M. Pant
3. Information Technology in Educational Management : Prof. M.M. Pant

Registration Fee

Registration Fee is

- Rs.1000/- for participants from India and SAARC countries
- US \$50/- for participants from other countries

Course Fee

Participants from India and SAARC countries

- Full course : Rs 25,000/- to be paid at the time of registration / at the beginning of the 1st term.

Participants from other countries

- Full course : US \$ 800/- to be paid at the time of registration / at the beginning of the 1st term.
- For members of Indian Colleges Forum the course fee would be Rs 20,000/- payable at the time of registration / at the beginning of the 1st term.

The course fee would cover the cost of content & delivery, cost of evaluation & certification, and academic cost of one week interactive programme and a 3-day programme at the end of third term.

Participants will be required to meet stay & food charges during interactive programme and during the 3-day programme arranged for presentation and defence of their work and award ceremony, if they participate in person.

Academic cost, cost of passage, stay etc. for international summer school will be indicated separately.

Fee Remittance

Fee may be remitted to SEED, Centre for Higher Education Studies and Training (CHEST) in Canara Bank A/c No. 1484101025196, IFSC Code No. CNRB 0001484 by bank transfer or DD drawn in favour of SEED-CHEST, Canara Bank, Jitsingh Marg, New Delhi.

Eligibility Criteria:

(i) Graduate Degree holder, (ii) Persons occupying key positions namely, Founders, Correspondent, Secretary of Educational Institutions, (iii) Principals of Colleges, Directors of Engineering & Management Institutions, (iv) Those aspiring to occupy key positions. Since medium of training shall be in English language, participants are expected to have reasonable level of proficiency in English language. Foreign participants from non-English language background should make their own arrangements for translation of modules to their language.

Time of Admission:

Second batch of the Program will begin from **15th July, 2012**. Admissions for the second batch will close on **15th May, 2012** and with late fees of Rs.1000/- / US \$25 up to **15th June, 2012**.

Expertise and experience:**Persons:**

Dr. Bikas Sanyal - Co-Chair of the programme is, formerly Senior Adviser of IIEP and Special Adviser on Higher Education to the Director General of UNESCO and at present Vice Chairman of UNESCO International Institute for Capacity Building in Africa and an internationally renowned person in the area of higher education. He is based in Paris. Modules developed by him have been implemented at UNESCO – International Institute of Education Planning, Paris on international participants occupying key positions in the system of higher education.

Dr. G. D. Sharma - Co-Chair of the programme has been Professor and Head of Higher Education in NUEPA, Secretary of UGC and Director of Consortium of Education Communication, New Delhi and has been associated with international programmes organized by IIEP Paris in New Delhi, Bangladesh, Ghana, Cameroon, and Turkmenistan.

Professor MM Pant - Advisor of the programme has been Pro-Vice Chancellor of Indira Gandhi National Open University and eminent expert in open, distance and virtual education.

Dr. Mridula Sharma, Director of Programme, has been Chief Human Resources Division in Institute of Applied Manpower Research and head of International Division offering Post Graduate and Diploma programme to international participants in Manpower Power Planning and Management.

The Organization:

Centre for Higher Education Studies and Training and Indian Colleges Forum of SEED has organized 3 five day Leadership programme for international participants of Diploma and Masters Degree programme of Institute of Applied Manpower Research – a body of Planning Commission of India. About 150 participants from 30 nationalities attended the programme. SEED has organized five leadership development programmes for principals of colleges in India. The resource persons are renowned international experts in education Policy, Planning, Management and in the system of multi-model delivery of the educational programme.

PROGRAMME MANAGEMENT TEAM**Co-Chaired by**

Dr. Bikas Sanyal, formerly Senior Adviser of IIEP and Special Adviser on Higher Education to the Director General of UNESCO and at present Vice Chairman of UNESCO International Institute for Capacity Building in Africa

and

Dr. G. D. Sharma, Formerly Professor NUEPA and Secretary UGC, Director, Consortium of Educational Communication, New Delhi and Director, Indian Institution of Education, Pune

Adviser

Dr. MM Pant, Formerly Pro-VC IGNOU and international expert on virtual education

Programme Director

Dr. Mridula Sharma, Formerly Chief HRD and Head International Programme, Institute of Applied Manpower and Research, New Delhi

Assistant Programme and Help-Desk Coordinator

Mrs. Vijay Lakshmi

CONTACT ADDRESS**Programme Director**

IDEL-HE

Society for Educational and Economic Development,
Kh.No. 774/6, Main Mandi Road, Mandi-Gurgoan
Border, New Delhi-110047

Phone: 011 26651196, Mob: 08010205082

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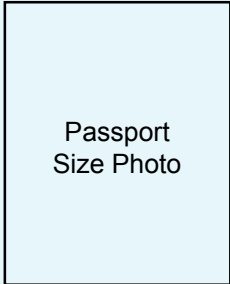
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(To be assigned by Office)

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E-mail _____
Tel. No. _____ Mobile _____

Highest Educational Qualification:

Name of University _____
Name of Degree _____
Duration _____ Year of Passing _____

Professional Qualification

Name Professional Degree _____
Name of Diploma _____
Duration _____ Year of Passing _____

Experience:

Present Position _____
Period _____
Previous Position _____
Period _____

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Area(s) of Special Interest in the Programme

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Your written and spoken language _____

Nature of Support you would need to
To pursue course in English Language _____State the nature of academic support
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Date _____

Place _____

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| | Full Course Fee | Rs. 25,000/- | US \$ 800/- |
| | ICF Members | Rs. 20,000/- | |

To,
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 Main Mandi Road, Mandi-Gurgaon border, New Delhi 110047. Phone: 011 26651196
 e-mail: seedicf@gmail.com, idelhe@gmail.com www.seededu.org**

Higher Education Reforms in UK -Postgraduate Studies in UK may become costly

According to Oxford, any reduction of the teaching grant for stand-alone master's courses by the Higher Education Funding Council for England (Hefce) could be harmful.

It would mean that students of subjects in which four-year integrated master's degrees are not the norm at undergraduate level could struggle to afford to obtain a master's degree - creating a "significant access issue".

Hefce is cutting funding for taught postgraduate courses in the same way as for undergraduate courses. But earlier this month, it announced extra funding for postgraduate taught courses in higher-cost subjects.

Oxford also fears that increased tuition fees could dissuade some undergraduates, particularly those from low-income backgrounds, from pursuing even integrated master's degrees because of the additional year's fees and living expenses.

The concern is echoed in a submission by the UK Deans of Science. It says that master's degrees are necessary to "educate students to international graduate levels", but they had received "no thought" in the deliberations surrounding the higher education reforms
Source: Times Higher Education Supplement- Paul Jump, Feb 23, 2012

Canadian Redefinition of Academic Freedom

The Association of Universities and Colleges of Canada redrafted its statement on academic freedom in October last year, replacing one that had been adopted by the organisation in 1988. The statement was agreed to by the heads of all the universities within the AUCC, but the Canadian Association of University Teachers objected to the document in November.

At the heart of its protests is the fear that academics would no longer have the right to criticise their own institution as well as "the conflation of academic freedom with institutional autonomy", which, it argued, ignored any internal threats to academic freedom that may arise.

In an article, the organisation's president Wayne Peters, writes that one of the more troubling aspects of the definition is "the position put forward that academic freedom exists to the extent that it does not interfere with the needs and mission of the institution".

"The institution's requirements, then, always trump academic freedom."

Adding that such freedom "must be seen as an essential part of our work, both in and outside the classroom", Dr Peters says that the AUCC's refusal to revisit the redefinition is a "wakeup call to all academics that academic freedom needs our full and undivided attention".

"It is a rallying point, a catalyst to be used by CAUT and its member associations to mobilize members to be proactive and vigilant in its defense.

"It is a call to each of us to renew our commitment

to academic freedom and to the academy at a time when post-secondary education in Canada is in the midst of a dire transformational crisis".

Source: Times Higher Education Supplement, by Sarah Cunnane, February 23, 2012.

Arts and Humanities Choices declines in UK

The report, Choice Cuts: How Choice Has Declined in Higher Education, took an overview of provision in the sector from 2006 to 2012 before looking at a specific sample of "principal" subject courses such as single-honours degrees.

It found that overall; the number of full-time undergraduate courses across the UK had dropped by 27 per cent over the period, with those in England falling by 31 per cent. The decline in England was far greater than in Scotland, which experienced a dip of only 3 per cent.

Some of the most startling changes were seen in arts and humanities provision for single subjects such as French and German studies.

Among the sampled courses, German studies, as a single subject, were no longer available in eastern England, the North East and Northern Ireland, while French studies was not on offer in eastern England and the North East.

Academics providing a commentary alongside the report warned that such a restriction in the choice offered to students risked harming higher education generally.

James Ladyman, head of the philosophy department at the University of Bristol, said he was concerned that the shift in funding towards student fees meant that institutions would focus on courses delivering the highest financial return.

Source : Times Higher Education Supplement By Simon Baker, 23 Feb., 2012

Problems of Internationalization of higher education in Finland

At an institutional level, Finnish universities increasingly pride themselves on their internationalism. There are a number of "international" master's programmes taught in English. These are the only courses in Finland's higher education sector - undergraduate or postgraduate - for which fees may be charged, and the fees apply only to non-EU students on these courses. Even so, the Finnish higher education sector's level of internationalisation - as indicated by numbers of foreign students and university staff, Finnish academics' and students' international mobility - lags behind that of other Nordic states.

For some, this is a serious problem. For others, it is part and parcel of a focus on protecting the Finnish language.

Source - Times Higher Education Supplement- by Ed Dutton, Feb 23, 2012

Are We Serious about Higher Education?

Financing and Management of Higher Education in India - Role of Private Sector By J.L. Azad, Gyan Publishing House, New Delhi, pp 405 Price Rs. 750/-

The debate on Financing and Management of higher education is as old as the system of Education. Two schools of thought have influenced the Financing and Management of Higher Education. These two schools of thought have direct bearing on political economy belief or to say philosophy. One school of thought believed in Laissez Faire and other school in state intervention in economic and social process of a nation state. Laissez Faire economist also believed that Human Resources play an important role in the economy and society hence state should support education of those who cannot afford it. Hence, the state to play a "minimalist" role. The other school of thought believed that education and for that matter some of economic sectors cannot be left to market forces. Hence state should positively intervene in these matters. Hence, the state should pay "maximalist" role.

Prior to India became Independent, state played an obstructionist and minimalist role. Hence persons like, Raja Bai, Pt. Madan Mohan Malviya, Sir Sayyed Ahmad Khan and Maharajas of Mysore, Baroda, Rajputana played a role in promoting higher education in the country.

When India became independent, the Constitution of India envisaged a positive role of state in education, health and in selected economic activities. Hence it took upon a "maximalist" role while honouring and partly facilitating the individual initiative in promotion of higher education. Therefore story of financing and management of higher education until early 1990 was a short of mix mode. Initiatives taken by philanthropist caused several institutions of higher education, particularly colleges to come into existence. State provided grants to these colleges to meet their revenue expenditure and occasionally capital/ developmental expenditure. State Governments also set up universities and colleges. The Central Government Provided development Grants through University Grants Commission, set up under the provision of Constitution of India in 1956 through an act of Parliament. It also set-up Central Government supported Universities, or took over universities which came with the efforts of above mentioned heroes of higher education in India.

But question arises is: has the State in India (here we include both Central and State Governments) played "Maximalist" role seriously enough? Has the Indian State given up its "maximalist" role in the wake of philosophy

of liberalisation after signing of the WTO agreements in 1995? Where Indian State is moving in this millennium?

Study of J.L. Azad brings some of facts with regards to some of the above issues to the notice of larger audience.

On a "maximalist" role of State, a Commission on Education was set up by Government of India. This was headed by Professor Kothari. The Commission recommended that India should spent about six percent of Gross Domestic Product on Education. Azad study reveals that Indian State could not cross the figure of four percent even after six decade of independence. That share of higher education never crossed 1.5 percent of GDP. It compares poorly with Nation State which have adopted "Minimalist Role"

The study further reveals that over the years 1995-96 to 2005-06 States have almost halved their budget on education i.e. from 16.48 to 8.48 percent.

The third chapter of the book deals with an empirical study of Central, State and Deemed to be universities finances over two points time i.e., 1996-97 -2001-2. The study based on sample data presented by Dr. Azad reveals that Deemed to be Universities have increased their cost recovery from 24 percent to 43 percent and that State Universities from 23 percent to 29 percent of revenue income. There are several other interesting facts revealed in this chapter.

Though colleges constitute 86 percent of enrollment in higher education, the colleges have received less than one fifth of the total funds made available by UGC to the system of higher education in 1991-92. Over the period it is increased to just one fourth of total funds made available by UGC for development of system of higher education. This is an anomaly and needs an urgent correction, if Indian higher education system has to respond to challenges of future.

Fifth, sixth and seventh chapters of the book deal with WTO, Internationalization and Privatization of higher education. It also presents opinion of people in higher education regarding privatization. Opinion expressed by university teachers, researchers, administrators and Vice Chancellors seem to favour entry of foreign universities in India. But almost all want it to happen under government control. However, sample size is very small to draw any generalization. Opinion by these categories of people seems to have favoured privatization of higher education for improvement of efficiency, effectiveness, relevance and excellence in higher education.

The book is recommended to policy makers, planners and students of financing and management of higher education.

Dr. G.D. Sharma

NCHER Bill 2012*contd. from page 1*

Appointments Committee and wisdom of whole lot of people involved in it. It seeks to make High Powered Committee of PM, Leader of Opposition, Speaker of Parliament to deliberate on the three names given by the Collegium to pick and recommend one for appointment of Chairman to President of India. It is a hybrid of appointment of member of Election Commission and other government appointments. This restricts the choice of this high powered Committee also. Organizations and Individuals heading organizations are not made autonomous by way they are selected, but by the level of their integrity and whom they are made to be accountable. If they are accountable for their performance and to parliament, they become autonomous.

This bill takes the system of higher education from Decentralization to Centralization and distrusts the wisdom and ability of both universities and state governments. Decision to start the programmes of studies and enrolling the students, imparting education and evaluation of students was sole responsibility of the universities and colleges. UGC never - ever interfered in their wisdom and ability to take decisions with regard to these aspects. It only provided guidelines on many of these matters. When AICTE is set up it introduced the concept of seeking approval for enrollment to various courses in technical education. This seriously questioned the wisdom of university and colleges to decide depending on their resources and abilities. The prior approval system led to various problems in the working of AICTE. In fact courts gave decision in favour of some of the universities, when they went to courts against this provision. The Court ruled that universities should follow the standard set by the apex organizations. So is also true for situation obtaining in other similar apex organization which insists on approval of seats and seeking approval for enrollment. There is full chapter on seeking approval by universities before they start teaching students, if not number of seats. This in effect stops universities to start programmes of studies, unless cleared by the NCHER. This in our view seriously doubts the wisdom and integrity of universities and state government. Higher education is on concurrent list of responsibilities. State enjoys the same authority and responsibilities as the centre, but center has always assumed superior position in Union of India, hence making state to play a second fiddle role.

University Grants Commission consists of two full time members- Chairperson and Vice Chairperson, two ex-officio member- Education Secretary and Expenditure Secretary and eight eminent educationists representing universities and institutes of higher education as part time members supported by a secretariat and a full time Secretary. This Commission is responsible for it acts of commissions and omissions. This is one of the best decision making and governing body I have

come across and worked with it. The NCHER bill introduces multiple bodies within a body with if not conflicting interests, but definitely different visions and there may be conflict of visions. The Bill has introduced: (i) a self perpetuating Collegium of scholars with 10 years of membership, (ii) Higher Education Council- a body representing regional higher education interests, (iii) Research Council - body looking into research aspects, (iii) Finance Corporation dealing with development and maintenance funding to universities and colleges- wisdom of making it a corporation on the lines of Banking corporations is difficult to grapple with. All these functions were performed by UGC as one body and AICTE and NCTE as professional education bodies. So higher education Commission and Research will have to deal with all these bodies within NCHER to carry out its constitutional mandate of maintenance and coordination of standards in higher education. Financially, all these have to draw upon from NCHER and decide their rule of operations and business. One is yet to come across such a monolith in the system of developmental administration. A group of six persons will deal with a large group of members in these bodies within NCHER. One can guess the scene that is likely to emerge out of this situation. Either Commission has to ignore many of suggestions and views or keep resolving them before they resort to decisions and actions. There is complete lack of mention of various functions a body, like NCHER, has to perform and supporting system to do so. What about existing system of decentralization. There is provision of NCHER having regional offices. But delineation of role and responsibilities is absent. One new role added in NCHER is with Registry of persons who could be considered eligible for the Post of Vice Chancellor. This is again a move towards centralization in the appointment of Vice Chancellor. It may be true that many bad things might have happened in the appointments. But the registry will again create a system, where things other than merit might work. If not money, it is the liking and disliking and love for near and dear professional might work. A well meaning and self respecting academic will never like to lobby for the position. Therefore, it is not necessarily meritorious will figure in this list. It again seriously restrains the wisdom of Committees appointed by the State Governments. If anything that will make the system efficient and autonomous is accountability on the basis of performance and not by the kind of processes outlined in the Bill.

There are many other issues, but the issues highlighted above make us think that bill suffers from "trust deficit" in the system of higher education. It seriously doubts the wisdom and integrity of universities and state government to develop and manage the system of Higher Education in the best interest of state and nation. There was slogan -"back to nature". We should have a new slogan that is -"back to basics". Basic is the trust in the people and system of accountability on the basis of performance. The rest is story.

Employability Enhancement Skill Set Development

contd. from page 2

Group-2 (i) Accounting Skills- reading and understanding balance sheets of a firm, (ii) Tax Computing skills.

Group -3 Marketing skills- (i) Export market documentation skill, (ii) Retail Marketing skills.

Duration of each of the group of skill course is three months.

Options

Students can choose maximum of two skills namely Soft Skill and any one of the groups of Management Skills or two groups of management skills in a year.

Fees

Registration fee Rs. 500/-

E- Mail Delivery - Course fee of one skill set is Rs. 1500/- for three months.

Student will also have access to material on a portal. Students will be able to send his/her query through email or by post or by phone. Queries will be answered within 24 hrs.

Evaluation

Each student will have to appear in end of course examination and will be interviewed personally or on phone and will have to demonstrate learning outcome as specified in the system of evaluation.

Face-to-Face

Face-to-Face EESD programme will be conducted in identified colleges. Students has to register through the college for face to face programme.

Registration Fee : Face-to-Face Programme

Rs. 700/-

Course Fee : Face-to-Face Programme

Rs. 2500 for each skill set

Face to face students will also have the access to on line material. There will be one class of two hrs duration each week and minimum of three classes each month. Minimum students' group size should be 15- 20 students for each skill Set. Face to face classes will be held in the college during holidays or after College hours

Examination Fee Rs. 300/- for each skill set.

Course Starting From August 16, 2012

Examination in the last week of November.

Result second week of December.

Last date of Registration for both on line and face to is 25th July, 2012.

Interested Colleges and Students may contact

Ms. Vijaya Lakshmi

Project Coordinator

Employability Enhancement Skill Set Development

Certificate Programme (EESDCP)

Centre for Higher Education Studies and Training

SEED, New Delhi

E mail seedicf@gmail.com

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Last date for Registration - 15th May 2012 and with late fee 15th June 2012

Course Fees Rs 25,000/-, for SEED ICF member Rs 20,000/-, and Foreign participants US \$ 800/-.

Programme Management

Co-Chaired by:

Dr. Bikas Sanyal, formerly Senior Adviser of IIEP and Special Adviser on Higher Education to the Director General of UNESCO and at present Vice-Chairman of UNESCO International Institute for Capacity Building in Africa, Paris.

and

Dr. G.D. Sharma, formerly Professor NUEPA, Secretary University Grants Commission, New Delhi, Director, Consortium of Educational Communication, New Delhi and Director, Indian Institution of Education, Pune.

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Contact Address:

Programme Director, IDEL-HE, Society for Educational and Economic Development
Kh.No. 774/6, Main Mandi Road, Mandi-Gurgoan Border, New Delhi 110047

Phone: 011 26651196, E-mail: seedicf@gmail.com, idelhe@gmail.com and www.seededu.org



The participants of International Diploma in Educational Leadership - Higher Education workshop with Dr Bikas Sanyal, Co-chair & Dr Mridula Sharma, Programme Director at SEED, Mandi, New Delhi