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Inaugural Function of 20th Annual Conference of Indian Colleges Forum, GSSDGS Khalsa College, Patiala Jathedar Shri Avtarsinghji, President, SGPC, Darbar Saheb, Sri Amritsar inaugurated the conference and Dr. Furqan Qamar, VC Central University of Himachal Pradesh gave key note address

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National Anthem in Valedictory Session of 20th Annual Conference of ICF at GSSDGS Khalsa College, Patiala, standing from left to right Dr. Prem Kumar, VC, BML Munjal University, Gurgoan, Dr. D.S. Ubha, Principal, GSSDGS Khalsa College, Patiala, Dr. G.S Walia, VC Gurugranth Sahib World University, Fatehgarh Saheb, Dr. G.D. Sharma, President Seed, Dr. S.C. Sharma, Vice President, SEED, Dr.Mridula Sharma, Secretary General SEED, New Delhi.



Professor MM Pant Speaking to Participants



Principal Kamaldeep Kaur presenting the paper



Professor K. Biswal speaking



Principals Prakash and Principal Sakia presenting papers to participants

EDITORIAL

IS EDUCATION OF DEMOCRACY A PART OF OUR EDUCATION SYSTEM?



We the people of India are going to elect members of Parliament in another couple of week's time. It is also amply reported that many first time young voters (estimated figures are about 10 crores) will exercise the franchise rights. With the spread of education in the form of larger number of young person's either attending institutions of higher education or have gone through twelve years' of school education should have normally had education of democracy. What I mean by education of democracy is not symbols of democracy in terms students' union election or of similar kind. I mean students are systematically given lessons in education of democracy in school and colleges, not as practice, but as philosophy, as thought process, as process of evolutions in systems of governance of people of a nation state or at sub -nation state i.e., province and local levels. Its' implications, responsibilities and possibilities for an adult who is empowered to elect the

persons who are likely serve the interest of people and nation state at large. They are in fact chosen to serve the people at large.

In my career as student in school and college/universities as a teacher of economics and education in colleges and universities and national institute, I have never come across a course in education of democracy. I happened to read some of the finest books on democracy. One of the them that attracted me most was "Economic Theory of Democracy" by Anthony Downs, yet another book was Politics of Education by the author of Pedagogy of Oppressed- Paula Frariere. There may be several other books on this subject, but kind of books/ education programmes which deals with philosophy, the thought process, the implications and practice of democracy are few and far. The reasons for this gap are not difficult to fathom. When this modern system of English education was introduced in India and for that matter in many parts of the world, other than those countries where the system was evolved, the objective was not to give this education. Had it been given, than the colonial system of governance would have collapsed much before it took the roots in many countries. Hence, it was imperative that colonial rulers should deprive people of India and native population of colonial ruled countries from understanding the philosophy of democracy. After India and for that matter, many erstwhile colonial countries became independent it was expected of democratically elected government to make education of democracy as part of curriculum of any stream of education both at school and college levels. Alas it has not happened. I think, major Education Commissions headed by Dr. S. Radhakrishnan, Dr . Ramaswami Mudaliar, Dr. D.S. Kothari and two National Policies on Education had hardly made any recommendation with regard to introducing the education of democracy as an essential part of education of people who are to be self governed. However, some learned people are of the view that "the existing curriculum is not entirely bereft of elements of education for democracy. The compulsory subject of social studies at the school level and

discipline of political science and political philosophy at the university stage are directly relevant to education for democracy. Of course, there is scope to incorporate more contents of appropriate nature in general education at the school and college level to enhance awareness of this vital aspect of contemporary world."

I, however feel that the practice of democracy has dominated the discourses and discussions in the elite circles and symbols of democracy in the form of students' union election and education of Parliamentary System as provided through youth parliament by Parliament, only gave an idea and practice of democracy to people. If the practice of democracy got distorted in the course of time, there was no philosophical framework, where in degree of distortion could be assessed and measured. Distortion often got reflected in the way and manner elected members behaved in Parliament or in Assemblies or in Panchayats or in general public. Distortion also happened at the time of elections. Over a period of time elections became part of corporatization and marketing through media and buying voters by different means and practices.

Use of money, muscle and administrative power is very well reported features of practice of democracy. Besides this, every party attempt to promise which may not be deliverable, this is so, in spite of advice by Election Commission. The desire for ruling is so great with political parties that they are ready to comprise basic tenets of democracy.

Democracy has become not a system of governance by the people and for the people, but for getting power and money and money buying the power. The circle is

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20TH ANNUAL CONFERENCE OF ICF HELD AT PATIALA

20th Annual Conference of Indian Colleges Forum held in collaboration with GSSDGS Khalsa College, Patiala has been successfully completed. A bout 120 principals of colleges drawn from different parts of the country participated in the conference. The conference was inaugurated by Jathedar Avtarsingh, President Gurudwara Shiromany Prabandhak Committee and inaugural key address was given by Dr. Furqan Qamar, Vice Chancellor, Central University of Himachal Pradesh. The conference was addressed by several eminent persons namely, Professor M.M. Pant, former PVC IGNOU, Delhi, Professor G.D. Sharma, former Secretary, UGC, Professor Jaspal Singh, Vice Chancellor of Punjabi University, Patiala. Professor J.A. Khan, Dean of CDC, Punjabi University Patiala. Dr. K. Biswal of NUEPA, New Delhi, Dr. Srinvas, Director IT, Ambedkar University, New Delhi. Dr. Rawat former Principal, College of Vocational Education, New Delhi. Delegates from different parts of the country namely, Kerala, Karnataka, Assam, Gujrat, Punjab, UP, Bihar, Meghalaya, Utrakhand, J&K and Delhi discussed and deliberated on the important theme of Contribution of Colleges to Society through Research and Innovations and its various sub theme. They also worked in groups drawn several recommendations for MHRD, UGC, State Government and for colleges on aspects of research and innovations, on Rastriaya Uchhatar Shiksha Abhiyan and on quality of education. A declaration as ICF Patiala declaration was also adopted and announced. The participants also adopted new constitution of ICF. The Valedictory address was given by Professor G.S. Walia, Vice Chancellor of Gurugranth Sahib world Univerity, Fatehgarh, special address was given by Dr. Premkumar, Vice Chancellor of BML Munjal University, Gurgoan.

INTERNATIONAL DIPLOMA IN EDUCATIONAL LEADERSHIP- HIGHER EDUCATION

The forth batch of International Diploma Pgramme is likely to be announced soon. The programme prepares Principals of Colleges to be future ready and lead colleges for development and potential of excellence, Knowledge so acquired prepares principals to deal with emerging situations and take up major responsibilities at University level in public and private sector. Prepare institutional plan for seeking funds from RUSA, Prepare Self Study Report and work for mandatory external quality assessment. In fact its international exposure make them globally competitive to deal with and cause innovations and development in higher education. Two batches of College Principals had already benefited from international exposure at UNESCO. IIEP, OECD in Paris, and in Maastrich School of Management, Maastricht,

Amsterdam. The third batch of participants is likely to go for Summer School in Paris in the month of July, 2014 for 7-8 days. For details of programme please visit www.seededu.org

ICF ANNOUNCES ELECTION OF OFFICE BEARERS

Under the new constitution of ICF elections will be held between and March and April. Under the new constitution of ICF member colleges will elect by postal ballet secretary of their state. State Secretary will elect Zonal/ Regional Secretary and working president and vice working president and working secretary. It is hoped that new system will enable college principals to guide future course of development the forum and its contribution for development of higher education and the society. It is also proposes to launch a separate website www.seedicf.net for Indian Colleges Forum very soon. The state chapter of ICF at J&K has drawn a plan of activities for the year 2014-15. Seed NE office is working under leadership of Principal Buddhin Gogoi at Dibrugarh. With new office bearers in position it is hoped the idea and concept of the forum will take roots in various states.

RESEARCH AND INNOVATION CENTRE IN COLLEGES

SEED -ICF has requested its members and leadership colleges to set up Research and Innovation Center. The concept is that: (a) colleges have a large pool of academically excellent resources in terms of teachers with varying degree of highest qualifications in their respective fields of specializations and,

- (b) teachers have close linkage with people, environment, industry, developmental agencies, agriculture and agro- products, social and economic understanding as the colleges are located very close to district towns and rural areas.
- (c) Subject specific or multidisciplinary research conducted by college teachers through minor and major research at the field level will greatly benefit the people of the area and society at large, besides it being contributing to fields of knowledge.
- (d) The other strength is that colleges have vast energetic students resources who can help teachers in conduct of research and innovation activities. Being young, they also have very bright ideas and can significantly contribute to innovations that lead to solving the problems of society and causing development of people and areas.

Accordingly keeping this concept in view, two initiatives have been proposed by the Seed- ICF. One is setting up of Research and Innovations Centre with the participation of teachers on voluntary basis and other is setting up National Development Volunteer programme in colleges for the students.

HIGHER EDUCATION REFORMS AND REVITALIZATION OF THE SECTOR

N.V. VARGHESE*

The paper deals with increasing demand on higher education by product market, employment market, knowledge economy and external environment and resultant reforms. It also highlights attempts to revitalize higher education in different parts of the world.

1. Introduction

The higher education system expanded in the decades of 1960s and 1970s thanks to the state support the sector received. This was followed by a decade of decline of the sector in the 1980s when enrolment and the share of public resources allocated to higher education declined in many countries. The share of developing countries in additional enrolment in higher education declined from 85 per cent in 1980 to 50 per cent in 1995. To overcome the financial constraints, many governments introduced cost reduction strategies, which included staff reduction, a freeze on new appointments, and a freeze on increase in staff salary, which encouraged many staff members to migrate to other sectors of employment or to other countries. Deterioration of physical facilities and academic standards combined with faculty attrition have contributed to a sharp decline in the quality of teaching and research. Many universities, especially in the developing world, have fallen into a severe state of disrepair.

These trends are reversed in this millennium. Between 1995 and 2008, the system not only expanded considerably, but the developing countries also accounted for more than 90 per cent of the additional enrolment in higher education; budgetary allocation to higher education increased in most of the countries; staff salaries improved as did teaching learning conditions. At present, both the state and households are willing to invest in higher education. This has contributed in no small measure to the revitalization of higher education.

These changes can partly be attributed to the changing perception of the economic value of higher education in production. With the emergence and expansion of knowledge based production, the capacity to produce and absorb knowledge produced elsewhere became an influential factor in promoting economic growth. Empirical evidence supported the view that 'capacity to mobilize knowledge and use it to the full' (World Bank, 2008: 3) determines the pace of growth of

knowledge economies. Given the role of higher education in knowledge production and use, the revival of the sector is seen as a necessary condition for fostering faster economic growth.

The revitalization of the sector implied favourable public support, increased investment especially from non-government sources, diversified provisions and programmes, experienced unprecedented expansion, and made serious efforts to improve quality. This paper shows that the revitalization of the sector is the result of the reforms introduced in the sector. Most of the reforms in higher education focused on enhancing the role of

higher education in knowledge production, on realigning higher education with production sectors of the economy, and on expanding the system. These reforms taken together led to reduced state control, made institutions self-reliant, and households willing investors in higher education. This new context forms the basis for revitalization of higher education.

The next section of the paper discusses the major concerns in higher education reforms followed by a review of the type of higher education reforms in some of the countries in section 3. Section 4

analyses implications of these reforms for governance and management of higher education. Based on the discussions on reforms, section 5 identifies the issue of university autonomy and its effects on governance and management. The final sections makes some concluding observations.

2. The major concerns in higher education reforms

The reforms in higher education are many and the nature of reforms vary among countries. A review of reforms in several countries indicates that the pressure to reform comes from three sets of actors - the state and the corporate sector, the employers and the households. The core concerns in reforms were also an effort to satisfy these actors. These core concerns, common across reforms in several countries, may be categorized into three distinct, but related, factors: a) a concern for knowledge production and use of knowledge in production; b) a concern for realigning higher

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education to the employment market; and c) a concern for expanding higher education.

a) A concern for knowledge production and use of knowledge in production.

Knowledge has become a springboard of economic growth and development (The taskforce on higher education and society, 2000); and it has become a defining character of modern economies. Given the economic value of knowledge, it has become dear to corporations and rewarding to those who invest in its production. Knowledge and human capital has been 'the single-most important engine of growth in OECD countries in the past three decades' (OECD, 2000: p.17) and the driving force of economic performance (UIS/OECD, 2003). The capacity for higher education institutions to innovate and produce knowledge and absorb knowledge produced elsewhere has become a necessary condition for accelerated growth. The countries with higher levels of investment in research and development (R&D) activities have higher potential to grow faster and retain, if not improve, their competitive edge in the globalized production process. Therefore, investing in knowledge production and improving quality in higher education have become a necessary condition for improving economic performance and competitiveness. 'Research and education are core national production factors contributing to industrial and technological competitiveness' (Dobbins, et.al 2001, p.670). Enhancing quality in higher education implies focus on research and excellence in teaching. Most of the reforms focusing on the creation of research universities, the development of university ranking systems, and on quality are visible signs of reforms stemming from the economic value of knowledge and higher education. These concerns make higher education dear to the state and the corporate world.

b) A concern for realigning higher education to employment market

The public sector has traditionally been the major employer of university graduates. Over a period of time, employment in the public sector decelerated and that in the private sector increased. Liberalization policies and the globalization process helped expand market based sectors to increase their share in production and the employment generation. The type and nature of skills required in these sectors differ from the skills demanded in the traditional public sector job

market. Traditional public universities in many countries could not offer courses aligned to the requirements in the emerging production sectors of the economy. Further, a large variety of jobs did not need skills to be developed through a long duration study programme leading to a degree offered by a university. This led to various reforms to diversify institutions providing post-secondary education (PSE), programmes of study, on duration of study, and on certification procedures. The skill premium enjoyed by PSE graduates was an incentive for household to invest and for public authorities to transfer the burden from the state to individuals seeking diversified higher education.

c) A concern for expanding higher education

The compulsions to expand higher education come from various sources. One of the influencing forces is the knowledge economies and the process of globalization. Globalization demands skills and competencies which are developed mostly at the post-secondary level of education. Another source of pressure to expand is the increasing demand for higher education. Given the large number of secondary school graduates seeking post-secondary education (PSE), the social pressure to expand the system was high. However, the public institutions neither had places nor funds to respond to this increasing social demand. This formed a basis for reforms which led to two patterns of expansion: privatization of public institutions and promotion of the private sector in higher education (Varghese, 2004). All reforms related to new forms of financing the sub-sector, including cost sharing, cost recovery, and income generation, stem from the compulsions of the state to expand higher education and the fiscal constraints of the state to finance the expansion. These reforms indicated a move from state to non-state financing to expand higher education.

The effects of these reforms are very encouraging. The enrolment in higher education increased from 100 to 158.7 million between 2000 and 2008 (UIS, 2010). The average annual increase in enrolment is around 7.3 million in the first decade of this millennium and is the largest expansion ever experienced by the higher education sector in any decade. It is equally important to note that the expansion was universal and was experienced by countries belonging to all levels of development and in all regions. In fact, the rate of growth of enrolment continues to be high in the less developed countries although enrolment ratios remain low, higher

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education is massified in the middle income countries and nearing universalization, if not universalized, in most of the OECD countries.

It is important to note some of the characteristics of the expansion of higher education. First, the higher education sector is expanding at a higher rate than that at other levels of education which warrants higher level of investment in the sector. This may necessitate a re-look at the intra-sectoral resource allocation policies followed by public authorities. Second, the surge in enrolment is realized not only through public institutions. The private sector in higher education is expanding rapidly and accounts for a large share of institutions and considerable share of enrolment. Third, the expansion is not confined to the traditional university sector. The sector is increasingly getting diversified and very often the expansion is faster in the non-university sector and in non-degree programmes. Fourth, the expansion is not dependent upon public resources only. Very often the expansion is funded by non-state resources. The households are investing considerably in the sector; expansion of the non-state sector is an indicator of this trend. Fifth, more and more girls than boys are found in higher education. In 2008, females accounted for 51 per cent of the global enrolment (UIS, 2010). Further, it is the only sub-sector of education where the global gender parity index is more than unity even when most of the countries are far away from universal higher education. Sixth, the efforts to expand the system are accompanied by strategies to assure quality. The establishment of accreditation agencies/bodies in several countries is a reliable indicator of this trend. Seventh, there is a serious effort to harmonize the structure and the contents of the study programmes at the regional and global levels. The regional efforts in this direction are very strong in the recent past.

One of the important features of the expansion is that, contrary to the general belief, it did not necessarily lead to increased unemployment of higher education graduates. This may be partly due to the fact that expansion has taken place when economic growth has been positive and high (except during the crisis period) and partly due to the reforms which made serious efforts to align skill formation with skill requirements in the labor market.

The discussions in the above paragraphs indicate that an increasing recognition of the role of knowledge in production, realigning higher education with employment market, and reliance on non-state funding for expansion are continuing concerns in higher education reforms. These changes also indicate a shift in public policy to prioritize investment, to promote diversity in provision, and households' willingness to invest more in higher education. For example, even during the period of economic crisis, governments

continue to invest in science and technology, which are closer to knowledge production, to improve national competitiveness. The rate of return studies in the recent decades showed higher returns to higher education (World Bank, 2002). This is more so in the knowledge-based professions (Feenstra and Hanson, 1999). The higher educated enjoy a premium in the labor market, which encourages households to invest in education. In other words, most of the reforms in higher education stem from a belief that more of higher education is good and more provision does not necessarily imply higher investment by the public authorities nor increased unemployment of the higher education graduates.

3. A review of reforms in higher education

Now let us look into some trends in reforms in higher education introduced in several countries.

Reforms to enhance capacity to produce and use knowledge: The US universities enjoy an enviable place both in knowledge production and excellence in teaching. Several US higher education institutions of the US occupy top positions in the global ranking of universities. These reputed universities help preserve/retain/maintain USA's global leadership role in economic and political spheres. According to the QS 2010 university ranking, the top 17 positions are shared between USA and UK with the US universities accounting for 13 out of top 17 universities in the world. Needless to add, many of the top ranking universities are research universities engaged in knowledge production.

An analysis of reforms in Europe also reinforces the belief in the role of knowledge in production. These reforms stem from a belief that economic growth and global competitiveness are increasingly driven by knowledge (CHEPS, 2009). Countries are competing to reach and retain global standards and to transform their national universities into world class universities. This requires excellence in research, quality of teachers and teaching, talented students, and an abundance of funding. The move towards creation of research universities is a necessary step in the creation of world class universities (Salmi, 2009) with concentration of talents, resources, and institutional autonomy. Many of the reforms initiated in several countries have some of these elements included in the reform measures.

For example, the white paper on higher education (2003) and the higher education Act of 2004 reflected on the future of higher education in UK and it emphasised, among other things, research and teaching to boost world class excellence to make the UK higher education the best in the world. The university rankings bear this out. The UK university was not only the top ranking university in 2010, but also the UK accounts for four out of 10 top universities in the world. The 2007

Law of France encourages the higher education sector to compete on the global stage and meet the requirements of the workforce in France. The reforms envisaged higher public investment in higher education and the granting of more autonomy to higher education institutions in France. The German efforts to restore and improve research capabilities through selected institutions (Centres of Excellence) to re-establish their reputation in global research is also in the same direction. As noted earlier, many OECD countries continue their investments in science and technology subject areas despite the economic crisis.

Higher education reforms in many countries of Asia, too, had the same focus on achieving excellence. The Chinese reforms of Project 985 or Project 211, the Centers of Excellence (COE 21) in Japan, Brain Korea 21 (BK 21), and the Accelerated Programme for Excellence (APEX) in Malaysia are good examples of this trend. The recent reform in India include the establishment of the National Commission for Higher Education and Research (NCHER), the establishment of a national accreditation agency etc; (Tilak, 2010). Reforms in all these countries lay emphasis on research and improving the quality of teaching learning processes.

Reforms to reposition higher education to changes in external environment: The repositioning of the higher education system was necessitated to respond to changes in political orientation and changes in production and employment market. The reforms introduced in Commonwealth of Independent States (CIS) were efforts to reassert relevance of higher education to the changed political and ideological orientation of the state. The efforts were to reposition and facilitate transition from a centrally planned to a market economy. Curricular reforms took precedence over other reforms and were intended to reflect market-orientation in the curricula and study programmes. New courses were introduced in economics, accounting, financial analysis, marketing, business administration, law, information systems, international relationships, psychology, etc. The expectation was to socialize the students with market processes (Varghese, 2009b) and the theories pertaining to market operations.

The expansion of the non-university sector is an example of diversification to respond to changing skill requirements in the employment market. In the USA, there are research universities, professionally-oriented universities, and community colleges. In countries such as France, there are Grandes Écoles, universities, and IUTs. In Brazil there are research-oriented universities and teaching-oriented university centres. The creation of service universities in countries such as Korea is another example. The reforms in Norway led to two

parallel sectors - the university sector concentrating on basic research and the professional colleges responsible for professional education and applied research relevant to the region (Tjeldvoll, 1998). In Malaysia, PSE includes pre-university courses or technical/vocational courses leading to certificates and diplomas. In Nigeria, PSE consists of universities and non-university institutions such as polytechnics and mono-technics, colleges of education, and schools of nursing.

Reforms to expand the system: The reforms in Africa and CIS countries also show their concern for resource generation to counter the relative decline in public funding. These reforms can broadly be categorized into two: a) privatization of public institutions and b) expansion of private institutions of higher education (Varghese, 2004). Both these measures intended to reduce the financial burden of the expansion of higher education on the state. The most common factor in both the measures was related to cost recovery through levying student fees. The examples of privatizations measures include the university enterprise scheme (UNES) and parallel programmes of the university of Nairobi, the dual track admission policy - with sponsored and private students in Makerere University-, the institutional transformation programmes, cost-sharing, and revenue diversification strategies of the University of Dar-es-Salaam, dual track systems in Zambia, etc.

The CIS countries also adopted cost-recovery and cost-sharing measures to finance higher education. The retention of the professoriate was an important concern in this region during the period following the collapse of the Soviet Union. During the transition period, the salaries of professors declined below survival levels (Shattock, 2004), leading to a mass exodus of professors from public universities in the CIS countries. Institution based income generation was the only alternative left to the policy makers. Student fees were the most reliable and sustainable source of income. Following the reform measures adopted in universities of Africa, universities in CIS countries too started admitting fee paying and non-fee-paying students. The non-fee-paying students, supported by the state budget, were called 'budget students' (Kitaev, 2004, Varghese, 2009b). The enrolment of non-budget students increased at a faster rate than the number of budget students.

Apart from the move towards privatization, most of the countries in Africa, Asia, and Latin America encouraged the establishment of private higher education institutions. In many countries it is the private higher education segment that is expanding very rapidly (Levy, 2006; Varghese, 2004). The private sector is very prominent in Latin America. For example, in Chile, there

are 25 traditional universities belonging to the Council of Rectors of Chilean Universities (CRUCH), which receives direct public funding (Araneda, 2010). The universities created after 1981 are self-funded private and other non-university tertiary institutions are also self-financed private institutions.

The number of private universities outnumber the public universities in Africa although their share in enrolment is less than one-third of the total enrolment. These reform measures have helped to maintain high growth rates of enrolment in higher education in most countries in Africa (Mohammedbhai, 2008). More importantly, the private segment of the public institutions (fee-paying students) and private institutions of higher education have helped facilitate expansion of higher education in many countries and especially in Africa without relying on state funding.

The European situation is characterized more by privatization of public institutions than by promotion and expansion of private universities. Privatization measures and cost recovery are more common in the UK universities than in German or French universities.

The level of tuition fees levied in the UK universities are higher than that in the universities located in other European countries.

Did reforms lead to a more integrated system of higher education across countries?

Although the specifics of reforms varied across countries, they together have helped the system of higher education to converge globally. The efforts towards a harmonized degree structure, student assessment, and external quality assurance mechanisms have been driving the system towards better convergences and integration globally. The harmonization has two elements: harmonizing national systems with global (with higher education systems of the developed world) and regional harmonization initiatives. Most of these efforts to harmonize higher education stem from the Bologna Process.

The Bologna Process was, perhaps, central to higher education reforms in Europe in the previous decade. Most of the 46 countries constituting the European Higher Education Area (EHEA) have adopted new higher education legislations, a credit system (180+120 credits equivalent to 3+2 years of full-time study), effected curricular changes, and embraced quality assurance processes. The development of the European Standards and Guidelines for Quality Assurance in Higher Education (ESG), and the creation of ENQA, the association of quality assessment agencies, were all efforts to improve the quality of higher

education (Martin and Antony, 2007) in Europe. Although started in Europe, its effects transcend beyond the continent's borders.

The governments in Latin America, Africa, and Asia are planning to form their own regional networks and a regional higher education areas to harmonize qualification structures and student and staff exchanges. For example, in Latin America in 2010, the Inter-American Organization for Higher Education initiated a programme to create a Latin American and Caribbean Higher Education Area; in West Africa, 15 countries signed an agreement to promote intraregional student mobility by giving students from other WAMEU states equal access to higher education. SEAMEO RIHED is

taking initiatives to create a South East Asian higher education space. The harmonization effort in this region will include a credit transfer system, a quality assurance framework, a diploma supplement, and formation of research Clusters etc.

The harmonization measures introduced in the CIS region were essentially to align universities in CIS countries with international standards

and their education systems with those of the West; and to respond to regional pressure to develop a comparable structure for the purpose of credit transfer systems between universities located within the CIS. The reform measures included the introduction of the credit system and changes in course structure and student evaluation methods.

The reforms in the recent past have helped to develop a more integrated concern about higher education irrespective of the varying levels of development of the country. The harmonization efforts, no doubt, have also helped to evolve a global framework to develop higher education offering comparable levels of degree structures and facilitate mobility of students and staff from one country to another.

4. Implications of the reforms for governance and management of higher education

Most of the reform measures discussed above have major implications for governance and management of higher education institutions. The reform measures in all the regions implicitly underlined the importance of bringing closer together the locus of decision-making and the units that implement these decisions. Resultantly, the locus of decision-making in higher education invariably shifted from the government and ministries to the institutions of higher education. This was a slow but successful process in many instances and a continuing process in other instances. This shift redefined the relationship between the state, institutions

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of higher education, and households. More specifically, this shift made institutions more autonomous and self-reliant, reduced direct state control, and, at times, funding. The move away from the state control model also implied a move towards the markets. In other words, the shift in the locus of decision making implied a shift from state control to a market-mediated decision making process; and it is also in line with reforms implemented in economic sectors.

The state traditionally played an important role in development and the idea of state control and funding of higher education stems from this premise. During the post World War II period, governments saw universities as useful instruments for the advancement of national purposes (Anderson and Johnson, 1998) and the public support and funding for higher education were forthcoming. The universities were run or managed the way schools or government departments were managed. In many instances, the Head of State served as the Chancellor of public universities and they were also responsible for appointing the head of the institution; in some countries the professoriate was part of the civil service.

By the 1980s, government failure became evident in many sectors and the call was for a reduced role of the state in development - from a dominant to a minimalist role. The governments were initially hesitant to open higher education sector to markets. Therefore, governments gave freedom to institutions to engage in activities that would not necessitate additional resource from the public exchequer. In other words, governments granted institutional autonomy. This granting of autonomy implied a shift from state-control to the state-supervision model (Van Vught, 1994) of educational governance. The autonomy gave freedom for institutions to set priorities and targets and mobilize resources over and above state funding to achieve those targets. It seems that autonomy is one of the major reforms that has a near universal appeal and has helped with energizing institutions of higher education and revitalizing the sector.

5. University autonomy and its effects on governance

Autonomy is the freedom of an institution to run its own affairs without control from any level of government (Anderson and Johnson, 1998). Autonomy for an institution of higher education implies 'the freedom to determine its own goals and priorities; to select its own leaders; to employ and dismiss staff; determine enrolment size ' (Saint, 2009). Eastermann and Nokkala (2009), in their study on 33 countries, broke down autonomy into its components: organizational structures - governing bodies, executive leadership, and internal administration; staffing matters - recruitment and

appointment, setting salary levels, civil servant status of staff; academic matters - university's ability to define institutional strategies, academic profiles and regulate student admissions. Autonomy does not imply complete absence of external control. The government may be exerting influence through legislative authority and as per the division of labor agreed upon.

There is a need to distinguish between two types of institutional autonomy: substantive and procedural. Substantive autonomy pertains to academic and research areas and procedural autonomy refers to non-academic areas (Raza, 2010). Substantive autonomy involves freedom to design curriculum, evolve research policy, determine student admission policies, and staff recruitment criteria and criteria for the awarding of degrees. Procedural autonomy implies freedom to prepare and administer budget and financial administration, appoint non-academic staff, and procure and enter into contract with others outside the institution. The newly attained autonomy included both types.

Granting of autonomy necessitated mechanisms to coordinate activities between the ministry and institutions of higher education. To facilitate the process of dialogue, negotiations, and funding, many countries set up buffer bodies. National councils of higher education, university grants commissions/committees, and tertiary education councils are examples of these trends. The buffer bodies had responsibilities of advising the government on higher education policy, funding, quality, etc. (Saint, 2009). The role of buffer institutions was extended to cover issues related to the establishment of private higher education institutions.

Autonomy has three types of implications on higher education institutions, namely, on governance, accountability measures, and the internal management and re-organization of activities. A review of reforms in higher education in Africa (Saint, 2009) and a recent IIEP study (Varghese and Martin, 2011) showed that governing bodies, board of directors, and boards of trustees have become important and influential parts of the decision making process in the universities. There is diversity of governance structures such as a shared governance structure focusing on negotiations, the role of external stakeholders, the participation of all groups (Sporn, 1999), and corporate governance (Braun and Merrien, 1999) emphasising on the entrepreneurial character of universities and their strategic planning efforts linking universities, markets, and society. The new managerialism is part of corporate governance and has become the key principle for steering higher education systems of many OECD countries. It focuses on decentralization of authority, institutional autonomy, private sector, institutional evaluation, performance contracts, etc.

Autonomy is also linked to the accountability

measures as can be seen from the reforms in many countries. A focus on accountability measures implies a move from ex-ante to ex-post control and strong result orientation. While the existence of block grants, strategic plans, external quality assurance, academic freedom, and independent governing body are signs of institutional autonomy, performance contracts, performance based funding, competitive funding, payment for results, and external quality assurance processes are indications of improved accountability measures.

The institution based decision making (governing boards) and pressure to meet the accountability measures forced many institutions to re-organize their activities. The steering policies and institutional functioning measures mediate between enhancing autonomy and reducing public authority. Through a process of restructuring institutions, diversified sources of income reduced reliance on the government, opened new departments, rationalized structural changes that provide a stronger response capability, created a central steering capacity, etc. These changes, individually and collectively, have led to a major re-organization of university activities. Such reorganization, especially in public institutions, may be called 'institutional restructuring' (Varghese, 2009a), which is in fact the major change one notices in the higher education sector.

The autonomy attained by institutions helped in devising their own strategies of institutional development, and they together have contributed to expand the system relying on non-state funding, diversifying the system to meet the skill requirements in the labor market, and compete with other institutions to improve quality and attract competitive funding for research. Taken together, these measures led to revitalizing the sector.

6. Concluding observations

How did the reforms affect different stakeholders in higher education? The accent on research and quality in the teaching-learning process is certainly beneficial to the process of knowledge production. These efforts may help improve productivity and national competitiveness. The employers, especially those who rely on markets, should be happy with the focus on measures taken to diversify institutional arrangements and programmes of study for skill formation. All concerned are happy with the expansion taking place in the sector.

The more difficult area was implementation of the reforms in the institutional context. The higher education institutions in many developed countries continued to enjoy state support and the system accepted these changes with limited resistance. Some universities in Africa experienced direct confrontation between the

authorities, students, and staff. The reforms in the CIS countries were accepted with less resistance since the alternative was to close down the institutions. In Southeast Asia, protests were limited, but resistance was felt. One of the important trends to be noted is that resistance to such changes, in general, declined over a period of time (Varghese, 2009a; 2009b). It seems the reforms have now become more acceptable implying a process of legitimization of market operations in higher education

There are legitimate criticisms against the introduction of these reforms. The reforms seem to have encouraged institutions to undertake financially attractive but non-core activities, leading to a shrinking of the core activities in higher education (Clark, 1998). Resource mobilization has become an important responsibility of institutional heads and faculty. Similarly, the diversification of programmes and sources of funding were important elements in facilitating the expansion of the system. In many countries, the privatized segment of public institutions and private institutions contribute substantially to enrol more students. This in the long run may lead to inequalities in access to higher education and consequent income inequalities.

Did the role of the state in higher education decline? This necessarily need not be the case. The role of the state in directly controlling, funding, and managing higher education has declined. However, the state's role in developing a framework for the functioning of institutions under the autonomy and the regulatory mechanisms to meet accountability requirements to ensure equity in access and quality in outcomes may be on the increase. Given the reduced funding role, the state may reprioritize its interventions to ensure this in the selected areas. For example, during the crisis period, the state investments were targeted towards science and technology programmes, which help retain and improve the market competitiveness of the economy. Similarly, in order to ensure equality, the state needs to deploy its limited financial resources to targeted investments in favour of the less privileged. The understanding seems to be 'State-dominated development has failed, but so will stateless development. Development without an effective state is impossible' (World Bank, 1997; p.25). The recent economic crisis has further confirmed the harmful effects of a minimal role of the state and an absence of its regulatory mechanisms.

To conclude, the unprecedented expansion of higher education may be one of the most visible impacts of the reforms. And this may be contributing to the increase in the stock of human capital at the national level; increasing access to the less privileged and helping to position higher education to the immediate requirements in the labour markets. However, the

questions related to whether or not these reforms lead to a more balanced expansion of the sector or a more egalitarian society remain to be conclusively answered. Answers to these questions can form a fair basis for a realistic assessment of the reforms and their desirability.

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COLLEGES' CONTRIBUTION TO SOCIETY THROUGH RESEARCH AND INNOVATIONS

This write up is compiled from published sources attempts to highlight the basics of research and innovations so as to help readers and colleges to set up Research and Innovations Centre in colleges.

The follow up write up is based on globally available knowledge through Wikipedia. It highlights basic tenets of research and innovations. This is a beginning and you all will add up through you experience of engaging in research and innovations. A source of text has been given in parentheses.

Definition of Research

Creswell states that - "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question. (Creswell, J. W. (2008). Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.) Upper Saddle River: Pearson).

Research comprises of "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications. (OECD) It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. To test the validity of instruments, procedures, or experiments, research may replicate elements of prior projects, or the project as a whole. The primary purposes of basic research (as opposed to applied research) are documentation, discovery, interpretation, or the research and development (R&D) of methods and systems for the advancement of human knowledge. Approaches to research depend on epistemologies, which vary considerably both within and between humanities and sciences. There are several forms of research: scientific, humanities, artistic, economic, social, business, marketing, practitioner research, etc.

Forms of Research

Scientific research relies on the application of the scientific method, a harnessing of curiosity. This

research provides scientific information and theories for the explanation of the nature and the properties of the world. It makes practical applications possible. Scientific research is funded by public authorities, by charitable organizations and by private groups, including many companies. Scientific research can be subdivided into different classifications according to their academic and application disciplines. Scientific research is a widely used criterion for judging the standing of an academic institution, such as business schools, but some argue that such is an inaccurate assessment of the institution, because the quality of research does not tell about the quality of teaching (these do not necessarily correlate totally). J. Scott Armstrong and Tad Sperry (1994). "Business School Prestige: Research versus Teaching")

Research comprises of "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications.

Research in the humanities involves different methods such as for example hermeneutics and semiotics, and a different, or relativist epistemology. Humanities scholars usually do not search for the ultimate correct answer to a question, but instead explore the issues and details that surround it. Context is always important, and context can be social, historical, political, cultural or ethnic. An example of research in the humanities is historical research, which is embodied in historical method. Historians use primary sources and other evidence to systematically investigate a topic, and then to write histories in the form of accounts of the past.

Artistic research, also seen as 'practice-based research', can take form when creative works are considered both the research and the object of research itself. It is the debatable body of thought which offers an alternative to purely scientific methods in research in its search for knowledge and truth.

Steps in Conducting Research

Research is often conducted using the hourglass model structure of research. (Trochim, W.M.K, (2006). Research Methods Knowledge Base). The hourglass model starts with a broad spectrum for research, focusing in on the required information through the method of the project (like the neck of the hourglass), then expands the research in the form of discussion and results. The major steps in conducting research

are: Creswell, J.W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd). Upper Saddle River, NJ: Prentice Hall. 2008 ISBN 0-13-613550-1 (pages 8-9)

- " Identification of research problem
- " Literature review
- " Specifying the purpose of research
- " Determine specific research questions or hypotheses
- " Data collection
- " Analyzing and interpreting the data
- " Reporting and evaluating research
- " Communicating the research findings and, possibly, recommendations.

The steps generally represent the overall process, however they should be viewed as an ever-changing iterative process rather than a fixed set of steps Gauch, Jr., H.G. (2003). *Scientific method in practice*. Cambridge, UK: Cambridge University Press. 2003 ISBN 0-521-81689-0 (page 3) Most researches begin with a general statement of the problem, or rather, the purpose for engaging in the study.([Rocco, T.S., Hatcher, T., & Creswell, J.W. (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: John Wiley & Sons. 2011 ISBN 978-0-470-39335-2) The literature review identifies flaws or holes in previous research which provides justification for the study. Often, a literature review is conducted in a given subject area before a research question is identified. A gap in the current literature, as identified by a researcher, then engenders a research question. The research question may be parallel to the hypothesis. The hypothesis is the supposition to be tested. The researcher(s) collects data to test the hypothesis. The researcher(s) then analyzes and interprets the data via a variety of statistical methods, engaging in what is known as Empirical research. The results of the data analysis in confirming or failing to reject the Null hypothesis are then reported and evaluated. At the end the researcher may discuss avenues for further research.

Innovation

Innovation is the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to markets, governments and society. The term innovation can be defined as something original and, as consequence, new that "breaks into" the market or society. One usually associates to new phenomena that are important in some way. A definition of the term, in line with these aspects, would be the following: "An innovation is something original, new, and important-in whatever field-

that breaks in to (or obtains a foothold in) a market or society". Based on Frankelius, P. (2009), *Questioning two myths in innovation literature*, *Journal of High Technology Management Research*, Vol. 20, No. 1, pp. 40-51.)

While something novel is often described as an innovation, in economics, management science, and other fields of practice and analysis it is generally considered a process that brings together various novel ideas in a way that they have an impact on society.

Innovation differs from invention in that innovation refers to the use of a better and, as a result, novel idea or method, whereas invention refers more directly to the creation of the idea or method itself.

Innovation differs from improvement in that innovation refers to the notion of doing something different rather than doing the same thing better.

Individual

Due to its widespread effect, innovation is an important topic in the study of economics, business, entrepreneurship, design, technology, sociology, and engineering. In society, technological innovation aids in comfort, convenience, and efficiency in everyday life cite. It can also lead to negative effects such as pollution or exploitation. For instance, the benchmarks in railroad equipment and infrastructure added to greater safety, maintenance, speed, and weight capacity for passenger services. These innovations included wood to steel cars, iron to steel rails, stove-heated to steam-heated cars, gas lighting to electric lighting, diesel-powered to electric-diesel locomotives. By the mid-20th century, trains were making longer, faster, and more comfortable trips at lower costs for passengers.[2] Other areas that add to everyday quality of life include: the innovations to the light bulb from incandescent to compact fluorescent then LED technologies which offer greater efficiency, durability and brightness; adoption of modems to cellular phones, paving the way to smart phones which supply the public with internet access any time or place; cathode-ray tube to flat-screen LCD televisions and others.

Innovation is not only a modern phenomenon. Classicist Armand D'Angour has argued that Ancient Greece provides a model for innovation and reactions to it. D'Angour. *The Greeks and the New*. Cambridge University Press. ISBN 978-1-139-50061-6. Retrieved 1 September 2013)

Innovation is the development of new value through solutions that meet new needs, or adding value to old customers by providing new ways of maximizing their current level of productivity. It is the catalyst to growth.

Organizations

In the organizational context, innovation may be linked

to positive changes in efficiency, productivity, quality, competitiveness, market share, and others. However, recent research findings highlight the complementary role of organizational culture in enabling organizations to translate innovative activity into tangible performance improvements. (Salge, T.O. & Vera, A. 2012, Benefiting from Public Sector Innovation: The Moderating Role of Customer and Learning Orientation, Public Administration Review, Vol. 72, Issue 4, pp. 550-560).

All organizations can innovate, including for example hospitals, universities, and local governments. For instance, former Mayor Martin O'Malley pushed the City of Baltimore to use CitiStat, a performance-measurement data and management system that allows city officials to maintain statistics on crime trends to condition of potholes. This system aids in better evaluation of policies and procedures with accountability and efficiency in terms of time and money. In its first year, CitiStat saved the city \$13.2 million. Perez, T. and Rushing R. (2007). The CitiStat Model: How Data-Driven Government Can Increase Efficiency and Effectiveness. Center for American Progress Report. Pp. 1-18.) Even mass transit systems have innovated with hybrid bus fleets to real-time tracking at bus stands. In addition, the growing use of mobile data terminals in vehicles that serves as communication hubs between vehicles and control center automatically send data on location, passenger counts, engine performance, mileage and other information. This tool helps to deliver and manage transportation systems. (Transportation Research Board. (2007). Transit Cooperative Research Program (TCRP) Synthesis 70: Mobile Data Terminals. Pp. 1-5.).

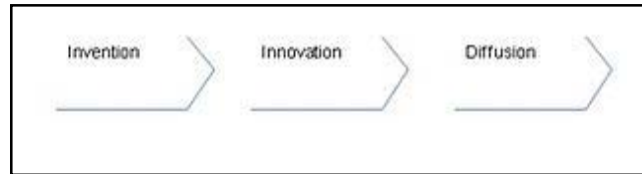
Still other innovative strategies include hospitals digitizing medical information in electronic medical records. For example, the U.S. Department of Housing and Urban Development's HOPE VI initiatives turned severely distressed public housing in urban areas into revitalized, mixed-income environments; the Harlem Children's Zone used a community-based approach to educate local area children; and the Environmental Protection Agency's brownfield grants facilitates turning over brownfields for environmental protection, green spaces, community and commercial development.

Sources of Innovation

There are several sources of innovation. It can occur as a result of a focus effort by a range of different agents, by chance, or as a result of a major system failure.

According to Peter F. Drucker the general sources of innovations are different changes in industry structure, in market structure, in local and global demographics,

in human perception, mood and meaning, in the amount of already available scientific knowledge, etc.



Original model of three phases of the process of Technological Change

In the simplest linear model of innovation the traditionally recognized source is manufacturer innovation. This is where an agent (person or business) innovates in order to sell the innovation.

Another source of innovation, only now becoming widely recognized, is end-user innovation. This is where an agent (person or company) develops an innovation for their own (personal or in-house) use because existing products do not meet their needs. MIT economist Eric von Hippel has identified end-user innovation as, by far, the most important and critical in his classic book on the subject, The robotics engineer Joseph F. Engelberger asserts that innovations require only three things:

1. A recognized need,
2. Competent people with relevant technology, and
3. Financial support.

(Engelberger, J. F. (1982). Robotics in practice: Future capabilities. Electronic Servicing & Technology magazine.) However, innovation processes usually involve: identifying needs, developing competences, and finding financial support. The Kline chain-linked model of innovation (Kline (1985). Research, Invention, Innovation and Production: Models and Reality, Report INN-1, March 1985, Mechanical Engineering Department, Stanford University.) places emphasis on potential market needs as drivers of the innovation process, and describes the complex and often iterative feedback loops between marketing, design, manufacturing, and R&D.

Innovation by businesses is achieved in many ways, with much attention now given to formal research and development (R&D) for "breakthrough innovations". R&D help spur on patents and other scientific innovations that leads to productive growth in such areas as industry, medicine, engineering, and government. (Mark, M., Katz, B., Rahman, S., and Warren, D. (2008) MetroPolicy: Shaping A New Federal Partnership for a Metropolitan Nation. Brookings Institution: Metropolitan Policy Program Report. Pp. 4-103) Yet, innovations can be developed by less formal on-the-job modifications of practice, through exchange and combination of

Innovation by businesses is achieved in many ways, with much attention now given to formal research and development (R&D) for "breakthrough innovations".

professional experience and by many other routes. The more radical and revolutionary innovations tend to emerge from R&D, while more incremental innovations may emerge from practice - but there are many exceptions to each of these trends.

Information technology and changing business processes and management style can produce a work climate favorable to innovation. (Sociologist Silvia Leal Martín created the Innova3DX method to promote innovation in companies and professionals) For example, the software tool company Atlassian conducts quarterly "Ship It Days" in which employees may work on anything related to the company's products.[16] Google employees work on their own projects for 20% of their time (known as Innovation Time Off). Both companies cite these bottom-up processes as major sources for new products and features.

An important innovation factor includes customers buying products or using services. As a result, firms may incorporate users in focus groups (user centred approach), work closely with so called lead users (lead user approach) or users might adapt their products themselves. The lead user method focuses on idea generation based on leading users to develop breakthrough innovations. U-STIR, a project to innovate Europe's surface transportation system, employs such workshops. Regarding this user innovation, a great deal of innovation is done by those actually implementing and using technologies and products as part of their normal activities. In most of the times user innovators have some personal record motivating them. Sometimes user-innovators may become entrepreneurs, selling their product, they may choose to trade their innovation in exchange for other innovations, or they may be adopted by their suppliers. Nowadays, they may also choose to freely reveal their innovations, using methods like open source. In such networks of innovation the users or communities of users can further develop technologies and reinvent their social meaning (Tuomi, I. (2002). *Networks of Innovation*. Oxford University Press. *Networks of Innovation*)

Goals/failures

Programs of organizational innovation are typically tightly linked to organizational goals and objectives, to the business plan, and to market competitive positioning. One driver for innovation programs in corporations is to achieve growth objectives. As Davila et al. (2006) notes, "Companies cannot grow through cost reduction and reengineering alone... Innovation is the key element in providing aggressive top-line growth, and for increasing bottom-line results One survey across a large number of manufacturing and services organizations found, ranked in decreasing order of popularity, that systematic programs of organizational innovation are most

frequently driven by: Improved quality, Creation of new markets, Extension of the product range, Reduced labor costs, Improved production processes, Reduced materials, Reduced environmental damage, Replacement of products/services, Reduced energy consumption, Conformance to regulations. Davila, T., Epstein, M. J., and Shelton, R. (2006). "Making Innovation Work: How to Manage It, Measure It, and Profit from It." Upper Saddle River: Wharton School Publishing.)

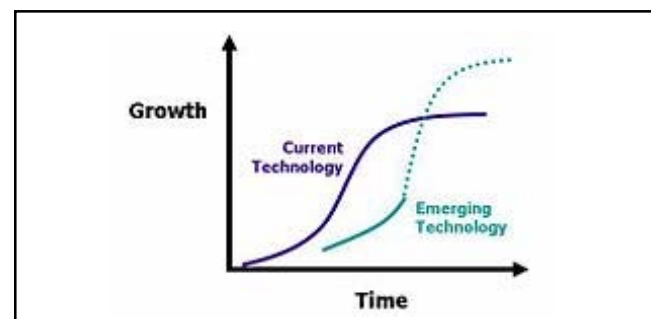
These goals vary between improvements to products, processes and services and dispel a popular myth that innovation deals mainly with new product development. Most of the goals could apply to any organisation be it a manufacturing facility, marketing firm, hospital or local government.

Whether innovation goals are successfully achieved or otherwise depends greatly on the environment prevailing in the firm. Khan, A. M (1989). *Innovative and Noninnovative Small Firms: Types and Characteristics*. *Management Science*, Vol. 35, no. 5. Pp. 597-606.)

Conversely, failure can develop in programs of innovations. The causes of failure have been widely researched and can vary considerably. Some causes will be external to the organization and outside its influence of control. Others will be internal and ultimately within the control of the organization.

Internal causes of failure can be divided into causes associated with the cultural infrastructure and causes associated with the innovation process itself. Common causes of failure within the innovation process in most organizations can be distilled into five types: Poor goal definition, Poor alignment of actions to goals, Poor participation in teams, Poor monitoring of results, Poor communication and access to information. (O'Sullivan, David (2002). "Framework for Managing Development in the Networked Organisations". *Journal of Computers in Industry* 47 (1): 77-88.)

Diffusion of Innovation



Diffusion of innovation research was first started in 1903 by seminal researcher Gabriel Tarde, who first plotted the S-shaped diffusion curve. Tarde (1903) defined the

innovation-decision process as a series of steps that includes: (Tarde, G. (1903). *The laws of imitation* (E. Clews Parsons, Trans.). New York: H. Holt & Co.)

1. First knowledge
2. Forming an attitude
3. A decision to adopt or reject
4. Implementation and use
5. Confirmation of the decision

Once innovation occurs, innovations may be spread from the innovator to other individuals and groups. This process has been proposed that the life cycle of innovations can be described using the 's-curve' or diffusion curve. The s-curve maps growth of revenue or productivity against time. In the early stage of a particular innovation, growth is relatively slow as the new product establishes itself. At some point customers begin to demand and the product growth increases more rapidly. New incremental innovations or changes to the product allow growth to continue. Towards the end of its lifecycle, growth slows and may even begin to decline. In the later stages, no amount of new investment in that product will yield a normal rate of return. The s-curve derives from an assumption that new products are likely to have "product life"-i.e., a start-up phase, a rapid increase in revenue and eventual decline. In fact the great majority of innovations never get off the bottom of the curve, and never produce normal returns.

Innovative companies will typically be working on new innovations that will eventually replace older ones. Successive s-curves will come along to replace older ones and continue to drive growth upwards. In the figure above the first curve shows a current technology. The second shows an emerging technology that currently yields lower growth but will eventually overtake current technology and lead to even greater levels of growth. The length of life will depend on many factors. (Rogers, E. M. (1962). *Diffusion of Innovation*. New York, NY: Free Press)

Measures

There are two different types of measures for innovation: the organizational level and the political level.

Organizational Level

The measure of innovation at the organizational level relates to individuals, team-level assessments, and private companies from the smallest to the largest. Measure of innovation for organizations can be conducted by surveys, workshops, consultants, or internal benchmarking. There is today no established general way to measure organizational innovation. Corporate measurements are generally structured around balanced scorecards which cover several aspects of innovation such as business measures

related to finances, innovation process efficiency, employees' contribution and motivation, as well benefits for customers. Measured values will vary widely between businesses, covering for example new product revenue, spending in R&D, time to market, customer and employee perception & satisfaction, number of patents, additional sales resulting from past innovations. (Davila, Tony; Marc J. Epstein and Robert Shelton (2006). *Making Innovation Work: How to Manage It, Measure It, and Profit from It*. Upper Saddle River: Wharton School Publishing).

Political Level

For the political level, measures of innovation are more focused on a country or region competitive advantage through innovation. In this context, organizational capabilities can be evaluated through various evaluation frameworks, such as those of the European Foundation for Quality Management. The OECD Oslo Manual (1995) suggests standard guidelines on measuring technological product and process innovation. Some people consider the Oslo Manual complementary to the Frascati Manual from 1963. The new Oslo manual from 2005 takes a wider perspective to innovation, and includes marketing and organizational innovation. These standards are used for example in the European Community Innovation Surveys. (OECD The Measurement of Scientific and Technological Activities. Proposed Guidelines for Collecting and Interpreting Technological Innovation Data. Oslo Manual. 2nd edition, DSTI, OECD / European Commission Eurostat, Paris 31 Dec 1995.)

Other ways of measuring innovation have traditionally been expenditure, for example, investment in R&D (Research and Development) as percentage of GNP (Gross National Product). Whether this is a good measurement of innovation has been widely discussed and the Oslo Manual has incorporated some of the critique against earlier methods of measuring. The traditional methods of measuring still inform many policy decisions. The EU Lisbon Strategy has set as a goal that their average expenditure on R&D should be 3% of GDP. (Ec.europa.eu. Retrieved 2011-09-07.)

Indicators

Many scholars claim that there is a great bias towards the "science and technology mode" (S&T-mode or STI-mode), while the "learning by doing, using and interacting mode" (DUI-mode) is widely ignored. For an example, that means you can have the better high tech or software, but there are also crucial learning tasks important for innovation. But these measurements and research are rarely done.

A common industry view (unsupported by empirical evidence) is that comparative cost-effectiveness

research (CER) is a form of price control which, by reducing returns to industry, limits R&D expenditure, stifles future innovation and compromises new products access to markets. Some academics claim the CER is a valuable value-based measure of innovation which accords truly significant advances in therapy (those that provide "health gain") higher prices than free market mechanisms. Such value-based pricing has been viewed as a means of indicating to industry the type of innovation that should be rewarded from the public purse. The Australian academic Thomas Alured Faunce has developed the case that national comparative cost-effectiveness assessment systems should be viewed as measuring "health innovation" as an evidence-based concept distinct from valuing innovation through the operation of competitive markets (a method which requires strong anti-trust laws to be effective) on the basis that both methods of assessing innovation in pharmaceuticals are mentioned in annex 2C.1 of the AUSFTA. (Hughes B. Payers Growing Influence on R&D Decision Making. Nature Reviews Drugs Discovery 2008; 7: 876-78.)

Rate of Innovation

Several indexes exist that attempt to measure innovation include:

" The Innovation Index, developed by the Indiana Business Research Center, to measure innovation

capacity at the county or regional level in the United States.

- " The State Technology and Science Index, developed by the Milken Institute is a U.S.-wide benchmark to measure the science and technology capabilities that furnish high paying jobs based around key components.
- " The Oslo Manual is focused on North America, Europe, and other rich economies.
- " The Bogota Manual, similar to the above, focuses on Latin America and the Caribbean countries.
- " The Creative Class developed by Richard Florida
- " The Innovation Capacity Index (ICI) published by a large number of international professors working in a collaborative fashion. The top scorers of ICI 2009-2010 being: 1. Sweden 82.2; 2. Finland 77.8; and 3. United States 77.5.
- " The Global Innovation Index is a global index measuring the level of innovation of a country, produced jointly by The Boston Consulting Group (BCG), the National Association of Manufacturers (NAM), and The Manufacturing Institute (MI), the NAM's nonpartisan research affiliate. NAM describes it as the "largest and most comprehensive global index of its kind".
- " The INSEAD Global Innovation Index
- " The INSEAD Innovation Efficacy Index
- " The NYCEDC Innovation Index.

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complete. Had there been education of democracy, as a philosophy, as a thought process, as an evolved system of governance of people, as an evolved adult imbibing thought of democracy as a way of life, where was the scope for corruption and present form of practice of democracy. Youth who are going to vote would have understood the false hood of promises, would have asked for better system of corruption free governance, change in legal system, change in practice of governance, doing away with the administration which is entrenched and trained in colonial system of governance. How is that people are frightened of police? People are frightened of bureaucrats in position of delivery of services? How is that elected representative behaved like Maharaja? How is that under pseudo threat of security they do the same thing, as rulers in colonial period used to do? As for the youth, they are enticed to believe, that quota will help them, as for the

farmer they are enticed to believe that direct transfer will help them, as far the poor and slum dwellers, it is said that some dole will help them, rather than promising and working for development, rather than ensuring dignity of life through respectable earnings for people through improved economic and service delivery system.

This election may pass in due course of time, we may have single or multiparty coalition of government, a new government in position or we may go for another election shortly. However as we plan to set up New Education Commission, as the present government attempted to do, we must make education of democracy as an essential element of education of people of democratic India. Or should we all wait for another Gandhi to educate masses and our youth in philosophy, thought processes and practice of democracy for the people and by the people and of the people.

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STRATEGY TO INVOLVE TEACHERS AND STUDENTS IN RESEARCH AND INNOVATIONS THROUGH MINOR AND MAJOR PROJECTS

DR. M. PRAKASH*

The focus in higher education today is actively engaging teachers and students through research and innovative practices. The paper presents a case study of a college attempting to engage teachers and students in research and innovations.

I. Introduction

One of the biggest challenges for both faculty and students in the ever-competitive world of research is how to get the job done. Students need the opportunity to learn and grow, as well as to increase their chances of attending graduate school; faculty members need to pursue their discipline and feed their teaching. Since students often do not understand the urgency of their need, the burden of this endeavor is left to the faculty. After all, the faculty person is the one with the upper hand in terms of social power, and the student is therefore likely to be apprehensive, at best, in the pursuit of research. But how does the faculty member go about involving the student? This article presents several suggestions as to how this can happen as painlessly as possible for all. The ideas here are not just for the faculty member, but also provide some insight for students as to how the system works and how to facilitate their own interests.

The vehicles for the inclusion of students in research follow two primary roads: a programmatic approach, and an informal one.

The programmatic approach includes the use of the classroom to spark interest in research. The classroom is perhaps the college professor's most valuable tool for conveying the passion that often goes with the pursuit of research. It is here the student first sees our enthusiasm and excitement over "doing science." Although important and traditional, the classroom is not the only conventional vehicle for involving the student in our research. Other areas that spring from the classroom include in-class projects and/or lab reports that require the collection of some small amounts of data, but nonetheless help to answer a real research question. These paths are often best used to illustrate the mechanics of the research process and can be used to springboard to a research question proposed by the faculty or student. The last programmatic approach mentioned involves a teaching

tool that has become quite popular in recent years within the field of psychology--service learning. Here the student does some service to the community that directly relates to the content area of the course he or she is taking. Often the "hands-on" nature of this course component can spark questions from the students which the faculty can then use to draw the student into a line of research related to that interest.

The informal approach mentioned takes a different track. Here the faculty must display personal interest in the student. Sometimes this can be accomplished by informal meetings after class which begin as simply a

question of clarification about a point in the lecture just given, and grow into an invitation to answer the question by attending a meeting in the lab of the professor. Let's face it, to approach a faculty member about becoming part of a research group is considered a daunting task by the undergraduate. Although we faculty would like to believe it is so, students are not necessarily going to be drawn to the glow of our intellects like moths to a flame, no matter how brightly we may radiate.

As was said before, the social power has advantage here, and we can use that social dynamic to benefit our students and ourselves. Just saying, "Stop by and visit" may not be enough for some students. We increase the probability of high interest and motivation if we make the first move, or make it easy for the student to make it. In connection with this latter point, guest speakers in a class can also pave the way for students and faculty to approach one another about the answer to a research question. These speakers can be other students who are currently involved in the faculty's research and are presenting data or reporting on a field experience. The power of a role modeling effect by these student speakers as well as outside guests should not be underestimated.

Sometimes the beginning of a research project is the most exciting time for researchers, and student interest may wane as the rather slow wheels of research grind on. It needs to be pointed out, however, that there are multiple reinforcers for students and faculty in this

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process. These include some straight-forward benefits such as student access to resources and faculty. But less immediately tangible reinforcers also exist. Students, as was stated earlier, can serve as role models for other students. This benefits both students and faculty who may be trying to convince other students of the benefits and ease of the research process. Students perform this role modeling effect by presenting ongoing research in introductory psychology courses, acting as course tutors, and by monitoring the research activities of less knowledgeable students just starting the journey into research.

Related to these role modeling functions, and as an added benefit, students also get to present their research at regional and/or national conferences, either by themselves or with faculty. For faculty at small colleges with a demanding teaching load these relationships also provide a vehicle for adding to their own vitae, as well as providing to students the opportunity to add to their own beginning resumes.

II. OBJECTIVES:

1. To involve teachers in Pure Research based activities;
2. To encourage Students to participate in research projects minor or major:

III. MISSION TO EDUCATE, TO TRAIN AND TO UNDERTAKE RESEARCH:

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

- (a) educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;
- (b) provide opportunities (espace ouvert) for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;
- (c) advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist

societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

- (d) Help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity;
- (e) Help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;
- (f) Contribute to the development and improvement of education at all levels, including through the training of teachers.

IV. METHODOLOGY:

This is a descriptive research. Both Primary and secondary data has been used for this research paper. Primary data is comprised of the case study of Seshadripuram First Grade College, where research is given due importance in the form of Poster Presentation for the students, twice a year. Also faculty participation in research is Promoted in the form of conferences.

Data of this paper is drawn from the following secondary sources, like articles in the newspapers and magazines, journals, and websites.

V. RESEARCH IN EDUCATION SERVES A NUMBER OF PURPOSES, INCLUDING:

- " Gathering evidence from research at the classroom, school and school board level to inform a variety of management and governance decisions;
- " Providing focus for educational change and policy development related to student engagement and learning;
- " Providing opportunities to conduct applied research to enhance teacher preparation, teacher practice and student learning outcomes;
- " Encouraging and supporting the development of change leaders who are willing and able to champion innovation in education;
- " Allowing teachers to participate in applied research and understand its importance in improving student learning, and
- " Engaging students in research initiatives to ensure that improvement activities are focused on ensuring the system is student-centered.

VI. STUDENTS RESEARCH:

Strategies for Motivating Students

Following are some research-based strategies for

motivating students to learn.

- " Become a role model for student interest. Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.
- " Get to know your students. You will be able to better tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their abilities.
- " Use examples freely. Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities.
- " Use a variety of student-active teaching activities. These activities directly engage students in the material and give them opportunities to achieve a level of mastery.
- " Teach by discovery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.
- " Cooperative learning activities are particularly effective as they also provide positive social pressure.
- " Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class.
- " Place appropriate emphasis on testing and grading. Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades.
- " Be free with praise and constructive in criticism. Negative comments should pertain to particular performances, not the performer. Offer nonjudgmental feedback on students' work, stress opportunities to improve, look for ways to stimulate advancement, and avoid dividing students into sheep and goats.
- " Give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give

Give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these assignments are weighted.

students options for how these assignments are weighted.

Every day, teachers engage in research. Working with students to facilitate learning, teachers develop lesson plans, evaluate student work, and share outcomes with students, parents, and administrators. Teachers then begin again with new units and lessons to clarify and review concepts as well as develop new understanding. That may not sound much like research - most of us call it teaching! But if we describe those activities in slightly different language, we'd say that on a daily basis teachers design and implement a plan of action, observe and analyze outcomes, and modify plans to better meet the needs of students. That's research.

All that distinguishes teacher research from the

everyday work of teaching is that teacher research consists of intentional and systematic inquiry in order to improve classroom practice - intentional because the teacher chooses to pursue a particular question; systematic because she follows the steps described below. In teacher research, the teacher chooses a question she wants to know more about (the research question), plans how to gather useful information (data collection), reflects on what she's learned (data analysis), and determines how content or instruction can be modified to better serve student needs (conclusions or outcomes). Teacher research is simply good teaching that is planned and written down in a formal way.

VII. CASE -STUDY:

Research is promoted in Seshadripuram First Grade College, Yelahanka campus at Students' level from the very First year of their admission in the college. This habit is inculcated in the students from the early stages, to make the students aware of Research in its true and original sense. They are made to participate every year in the International conference, held and organized in the college. This started four years back, and Poster Presentation was the first of its kind to happen in Bangalore initiated by this great college, under the leadership of Dr. M. Prakash. This was an American concept originally, but when it was initiated in this college, it won many laurels and accolades, because it was only first of its kind to happen in Bangalore.

The international delegates Dr. Roger Collier, Dean, College of Business and Technology from North Eastern State University, USA, with Prof. Dalton Bigbee visited SFGC and Seshadripuram main college campus during their 5 day stay in Bangalore from 20th to 23rd August,

2012. CGE organized for the Poster Presentation Competition on Finance on 23rd August, 2012 at SFGC campus. As many as 150 students participated in it from B.Com. and B.B.M. disciplines. Best posters were selected and prizes were distributed. The guests were amazed by students' active participation in Research and scholarly activities and they also proposed the students to participate in the International Paper Presentation competition in their esteemed University, NSU.

Annual International Poster Presentation Competition in the International Seminar was conducted by CGE on 14 of February, 2013. At SFGC, CGE's concerted effort is directed towards creating an ambience of research. For this, as part of Avant-Garde, 2013. International Seminar, CGE conducted consecutively for the 3rd time Poster Presentation Competition, in which 165 students actively participated, putting up, altogether 53 posters, The Chief Guest for the occasion were Mrs. Sudha Narayan Murthy, wife of Infosys Chairperson Sri Narayana Murthy, along with Sri Manjunath Reddy, Chairman, Institute of Company Secretaries of India, Bangalore Chapter. It was appreciated by the guests.

This year, the International Conference, Avant-Garde 2014, on 19 March, will witness 200 Posters, in which nearly 700 students are participating, which is an amazing and splendid figure out of the total strength of 3000 students of this college.

For all these Poster Presentations almost 70 percent of teachers guide the students, this is indicative of direct involvement of teachers in research based activities.

This Case-study of Seshadripuram First Grade College, Yelahanka Campus, Bangalore, truly depicts the immense, and profound involvement of both Teachers and Students in Research.

VIII. WHY TEACHER RESEARCH?

Teacher research differs from more formal or academic research about schools and teaching in a number of meaningful ways that make it quite valuable to teachers, administrators, and academic researchers alike.

1. by, for, and about teachers

The most obvious difference, of course, is that teachers conduct the research - not district administrators evaluating a teacher or curriculum, and not university faculty or graduate students who may not spend enough time in the classroom to truly understand what's happening.

In teacher research, teachers decide what to study. The research question emerges from a teacher's nagging or curious "I wonder..." about some aspect of classroom life. As a result, teacher research addresses the challenges teachers actually face - not the

challenges someone else thinks they face. In addition, teachers participate in the production of knowledge and theory about classroom life. Not only the research questions but the methods and conclusions also come directly from teachers. So much is written about teachers and for teachers, but writing by teachers can be especially valuable - and represents a great professional opportunity for the teacher writing it.

Finally, the findings of teacher research impact teacher practice directly because they stay in the classroom or are shared with the researcher's colleagues. Research findings are not generated to appear in a scholarly publication that takes significant time to filter back to the classroom. Findings can affect practice immediately as teachers make decisions about a strategy's effectiveness for student learning.

2. Building new relationships

Teacher research also gives teachers the opportunity to develop new and different relationships with both colleagues and students. While a lone teacher can pursue research on their own, the value and effectiveness of teacher research are magnified when several teachers at a school/college work together, forming a supportive research group to act as a sounding board, provide encouragement, and explore next steps. This opportunity for collaboration with colleagues breaks through the isolation many teachers experience. The process invites teachers to include students in decisions about curriculum in an effort to develop and incorporate best practices. After all, if you want to know how a particular strategy is affecting a child's learning and experience in college, who better to ask than the student?

Teacher research projects vary greatly, for the goal is for individual teachers to decide the important issues for investigation. You start simply by asking questions about your teaching. Projects might focus on one student, a group of students, or the entire class; they might focus on a particular instructional strategy to understand its effectiveness or on the ideas students bring with them to class.

3. The research question

A research question is designed to get to the heart of what goes on in the classroom, asking "what's going on?" in relation to behaviors or strategies. It's worth spending significant time thinking about this central component of teacher research. Using guiding questions in order to focus attention in the research process:

- " What are you curious about in your classroom?
- " What puzzles you in your classroom?
- " What problems do you want to solve in your classroom?
- " What seems most or least successful about your

teaching?

It might be helpful to frame inquiry as a "What happens when...?" "How...?" or "What is...?" question.

- " "What happens when..." allow teachers to explore the effects of a particular practice, strategy or intervention. "What happens when I implement read-aloud in my classroom?" invites teachers to observe the effects of read-aloud strategies from a cognitive or behavioral perspective, for example.
- " "How..." questions lead teachers to consider the details of a practice or behavior. For example, "How do ELL students interact during recess?" invites teachers to try to understand social behaviors of particular students that might suggest ways to facilitate interaction in the classroom.
- " "What is..." questions suggest thoughtful consideration of a method or strategy and its place in classroom practice. "What is the role of inquiry in my science classroom?" requires careful reflection on the role and possibilities of inquiry in the classroom, its potential for student learning, and the qualities of inquiry in the classroom.

Choosing a compelling question is critical for it guides the research process. It can be tweaked over time as teachers discover that they are really interested in thinking more broadly or narrowly about an issue, for example, but the research question needs to emerge from an area of inquiry about which teachers are passionate, for this keen interest sustains the research process.

4. Data collection strategies

In addition to teachers' everyday opportunities to record data, a number of other strategies can be useful for collecting data in the classroom. Interviews with students, parents and other teachers can yield valuable information.

- " Collect student work such as portfolios, written work, and art work.
- " Record class discussions, group work, and playground or cafeteria interactions through photographs or audio or video recordings.
- " Use questionnaires, checklists, and surveys to explore students' attitudes, opinions, preferences, behaviors.

When selecting data collection strategies, it is important to consider which strategies best answer the research question and which strategies fit as seamlessly as possible into daily classroom practice, although data collection is also simply characteristic of thoughtful teaching. Again, the distinguishing characteristic of teacher research is that this collection of data is intentional and systematic. Nevertheless, when selecting strategies, questions to keep in mind include

the following:

- " Can you afford the time to gather, record and reflect using this technique?
- " How soon can the technique give you information?
- " What are the limitations of this technique?

5. Data analysis

Data collection can quickly yield tremendous amounts of data for analysis, and initial analysis - as well as revision and refinement of the research question - is likely to begin before data collection ends. Data analysis is the process of organizing and reorganizing data in a variety of ways in an effort to understand what the data say. As a systematic form of inquiry, teacher researchers don't rely only on reflection and intuition to understand classroom life (even though these are valuable tools), but they "get their hands dirty" through intensive analysis of the data

Several strategies to help teachers navigate data:

- " Categorize and sort. Sorting data into categories is a way of identifying potential themes that will organize findings. Recording key quotes or observation details on index cards, for example, allows the teacher-researcher to "shuffle" data into different categories in an effort to understand "what's going on?"
- " Order. Analysis can be facilitated by ordering data in various ways: chronologically, by frequency, or by importance, for example. Chronological ordering of one student's data, for example, might show development of a particular capacity over time; ordering data by frequency might yield insight into the time of day certain behaviors occur.
- " Identify and acknowledge assumptions. Teacher research groups are an ideal setting for identifying and exploring assumptions the researcher brings to the process. Unacknowledged assumptions may leave the researcher vulnerable to seeing only what she expects to see. For example, an unacknowledged assumption that students read better in silence and isolation might leave the researcher blind to findings that suggest more interactive reading strategies are effective for some students.
- " Pay attention to surprises and unexpected results. The identification of assumptions and possible biases leaves the teacher-researcher more receptive to surprises that may come from the data and involves paying attention to data that doesn't seem to fit with other data. Surprises can lead to new areas of inquiry or deeper understanding of the area of investigation.
- " Talk with students and others about what they think. Students are a tremendous yet often untapped resource for understanding what's going on in the

classroom. In addition to involving students in data collection, student insight can be valuable for data analysis as well, for they can confirm or disconfirm initial analyses, as well as provide alternative analysis. The research group should play the same function as researchers work to organize and focus data. In addition, talking with interested others about analysis of data is an opportunity to speak findings out loud and listen for moments that lack clarity.

- " State theories. Data analysis should lead to the articulation of a teacher's theory about what is going on in the classroom. Plenty of research offers theories on the way things work in schools, but analysis frequently generalizes findings across settings so that the theories that emerge are too abstract to apply to particular classrooms. The benefit of findings that emerge from teacher research is the generation and articulation of a personal theory of how things work or how they might be changed to enhance classroom practice.

6. Writing up findings:

Summoning time and energy to write a report of research findings might seem a poor use of valuable time, but the process of organizing and writing about one's findings is a critical step in identifying and articulating new understanding(s) about "what's going on" in the classroom. Prompts or strategies for drafting a report of findings, Writing about findings is another feature that distinguishes teacher research from ordinary classroom practice, for the write-up reflects the intentional and systematic nature of teacher research, acting to improve classroom practice. Once again, the write-up does not focus on proving something through research, but rather describes new understanding that emerges from the process.

Writing also facilitates an exploration of the implications for classroom practice that emerge from self-study. A new practice or strategy may be embraced or rejected following the teacher research process. Writing up findings can also facilitate greater collaboration among colleagues, for a report of the research not only describes the process (the data collection and analysis, for example) but also shares insights valuable to the larger school community of educators.

XI. CONCLUSION

On the eve of a new century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes

'all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities'.

Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

The strength of teacher research is the development of a better understanding of classroom practice in ways that are specific and local. Outside researchers often work to generalize research findings to the larger educational community or lack a teacher's insider perspective on the classroom context. In its focus on intentional and systematic inquiry, teacher research empowers teachers to thoughtfully examine and analyze classroom practices in order to improve teaching, a stage in which enrolment in higher education is low by internationally accepted comparative standards should strive to ensure a level of higher education adequate for relevant needs in the public and private sectors of society and to establish plans for diversifying and expanding access, particularly benefiting all minorities and disadvantaged groups.

The interface with general, technical and professional secondary education should be reviewed in depth, in the context of lifelong learning. Access to

higher education in whatever form must remain open to those successfully completing secondary education or its equivalent or meeting entry qualifications at any age, while creating gateways to higher education, especially for older students without any formal secondary education certificates, by attaching more importance to their professional experience. However, preparation for higher education should not be the sole or primary purpose of secondary education, which should also prepare for the world of work, with complementary training whenever required, in order to provide knowledge, capacities and skills for a wide range of jobs. The concept of bridging programmes should be promoted to allow those entering the job market to return to studies at a later date.

Concrete steps should be taken to reduce the widening gap between industrially developed and developing countries, in particular the least developed countries, with regard to higher education and research. Concrete steps are also needed to encourage increased co-operation between countries at all levels of economic development with regard to higher education and research. Consideration should be given to making budgetary provisions for that purpose, and developing mutually beneficial agreements involving industry, national as well as international, in order to sustain co-operative activities and projects through appropriate incentives and funding in education, research and the development of high-level experts in these countries.

X. RECOMMENDATIONS AND SUGGESTIONS: PRIORITY ACTIONS AT NATIONAL LEVEL

1. States, including their governments, parliaments and other decision-makers, should:
 - (a) Establish, where appropriate, the legislative, political and financial framework for the reform and further development of higher education, in keeping with the terms of the Universal Declaration of Human Rights, which establishes that higher education shall be 'accessible to all on the basis of merit'. No discrimination can be accepted, no one can be excluded from higher education or its study fields, degree levels and types of institutions on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities;
 - (b) Reinforce the links between higher education and research;
 - (c) Consider and use higher education as a catalyst for the entire education system;
 - (d) develop higher education institutions to include lifelong learning approaches, giving learners an optimal range of choice and a flexibility of entry and exit points within the system, and redefine

their role accordingly, which implies the development of open and continuous access to higher learning and the need for bridging programmes and prior learning assessment and recognition;

- (e) Make efforts, when necessary, to establish close links between higher education and research institutions, taking into account the fact that education and research are two closely related elements in the establishment of knowledge;
- (f) develop innovative schemes of collaboration between institutions of higher education and different sectors of society to ensure that higher education and research programmes effectively contribute to local, regional and national development;
- (g) fulfill their commitments to higher education and be accountable for the pledges adopted with their concurrence, at several forums, particularly over the past decade, with regard to human, material and financial resources, human development and education in general, and to higher education in particular;
- (h) Have a policy framework to ensure new partnerships and the involvement of all relevant stakeholders in all aspects of higher education: the evaluation process, including curriculum and pedagogical renewal, and guidance and counseling services; and, in the framework of existing institutional arrangements, policy-making and institutional governance;
- (i) Define and implement policies to eliminate all gender stereotyping in higher education and to consolidate women's participation at all levels and in all disciplines in which they are under-represented at present and, in particular, to enhance their active involvement in decision-making;
- (j) Establish clear policies concerning higher education teachers, as set out in the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997;
- (k) Recognize students as the centre of attention of higher education, and one of its stakeholders. They should be involved, by means of adequate institutional structures, in the renewal of their level of education (including curriculum and pedagogical reform), and policy decision, in the framework of existing institutional arrangements;
- (l) Recognize that students have the right to organize themselves autonomously;
- (m) Promote and facilitate national and international

mobility of teaching staff and students as an essential part of the quality and relevance of higher education;

- (n) Provide and ensure those conditions necessary for the exercise of academic freedom and institutional autonomy so as to allow institutions of higher education, as well as those individuals engaged in higher education and research, to fulfill their obligations to society.

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FUTURE ELECTRIC STORAGE DEVICE - FLOW BATTERIES

Batteries may not use expensive metal like vanadium. It may instead use paper like device coated with molecule called quinines, mixed with sulfuric acid on one side of the membrane, and a mixture of bromine and hydrobromic acid on the other - and make the electrodes out of carbon. The researcher Dr. Huskinson and Dr. Marshak and their colleague at Harvard University have found out this new device. The researcher said class of quinones employed by them can be synthesized cheaply because their precursor, anthracene, is a component of crude oil. And anthraquinones already have number of industrial applications, for example in paper-pulp industry. Thus infrastructures to make them are already available. This flow battery being able to use organic molecules instead of metals changes battery making game completely. Next time you go to market, please watch out for flow battery, if not in immediate future, certainly not very distant future.

Source: Economist, March 8th-14th, 2014

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INDIAN COLLEGES FORUM - PATIALA DECLARATION

On the eve of 20th Annual Conference of Indian Colleges Forum at GSSDS Khalsa College, Patiala the delegates of the conference having deliberated on the important theme of linking colleges with economy and Society through research and innovations adopt and declare the following as ICF Patiala declaration.

1. The Forum recognizes the need for generation of knowledge and innovative solutions based on field level studies at local , regional and national levels so as to address various issues and problems of development of economy and society. Colleges being located near to people in a district and having vast intellectual resources with different subject specializations and energetic student's resources can significantly contribute to the development of economy and society through research and innovations.
2. All member colleges of Indian Colleges Forum would, therefore, actively encourages and engage in linking colleges with economy and society through research and innovations (R&I). Towards this main object colleges will : (a) set up research and innovations hub/centre in their colleges; (b) encourage teachers and students to engage in minor and major research projects pertaining to issues and problems related to local , regional and national levels, (c) under take capacity building programme for training the teachers volunteering to be part of R&I Center, in new methodology and techniques of fields studies and strategies for innovative solutions; (d) orient and train students volunteering to be active partner in conduct of research and innovations.
3. With view to develop the culture and aptitude of voluntary work and for development students through knowledge and skills, member colleges would attempt to set up National Development Volunteer programme in the colleges for the purpose linking colleges with economy and society.
4. Forum appeals to the funding agencies, namely UGC, Various Research Councils, Department of Science and technology, state directorate of higher education, philanthropist, industrialist and different developmental agencies to encourage and support the setting up of R&I Center in Colleges and support the conduct of research through funding the project. It would greatly help if special scheme of supporting colleges in R&I is launched by agencies namely, UGC, DST and State Government. Philanthropists providing funds for R&I in colleges should be given tax incentives up to 100% as is given to political parties.
5. Member delegates undertake to set up network of colleges voluntarily undertaking the work of R&I through SEED-ICF for exchange of information and sharing of finding and best innovative practices and products.
6. SEED-ICF would develop this network through State Chapters and through state chapters' national network at SEED-ICF office in Delhi. The Presidents of State Chapters and state level ICF committee would actively involved in developing this digital network of R&I
7. R&I centers in colleges will actively involve research institutions in the local, regional and national levels in different areas of specialization. Where necessary and possible, R&I through national level network involve in international research institutes/organizations.
8. Member delegates undertake to encourage colleges in the region to be part of this endeavor by becoming member of Indian Colleges Forum and actively contributing to this aims and objects of develop of economy and society, knowledge, skills and Research & Innovations.

We the present member of the Forum resolve to adopt and announce this declaration on 1st March, 2014.

STRATEGIC PLANNING FOR DEVELOPMENT OF COLLEGES THROUGH RUSA

KAMALDEEP KOUR*

The paper deal with major initiative in higher education that is strategic planning for development of higher education with the financial assistance from Rastriya Uchhatar Shiksha Abhiyan.

Strategic Planning for Development of Colleges through RUSA

Union Ministry of Human Resource Development has launched its ambitious programme to revamp the higher education sector in the country, Rashtriya Uchhatar Shiksha Abhiyan (RUSA). Through RUSA it aim to cover 316 states public Universities and 13024 colleges across the country. RUSA is a holistic scheme of development for higher Education in India. It provide equal development to all higher Institutions and rectify its weakness. Rusa is a final tier of centrally sponsored schemes of the Ministry of Human Resource Development.

It is centrally sponsored scheme with matching contribution from the State Government and Union Territories. It is proposed to set eligibility criteria for state to achieve a high and sustained impact of the project through monitoring and evaluation. The primary responsibility of monitoring will be institution themselves. The State Government and the Centre through the Project Appraisal Board will monitor the project existing autonomous colleges to universities. The other attempt will be to convert colleges to cluster Universities and set up new model colleges. The strategy of RUSA will also include converting existing Degree colleges to Model Colleges.

The view of govt. is to reform and improve quality of higher education sector through RUSA and as per RUSA document, emphasis will be laid on improvement of quality of teaching-learning process, provide greater autonomy to universities as well as colleges and have a sharper focus on equity based development and improvement in research sector in order to produce employable and competitive graduates, post graduates and Ph.D's.

Key Objectives of RUSA

The main objective of RUSA is to improve access, equity and quality in higher education through planned Development at state level. The planning at state level emphasis on creating new institutions, expanding and upgrading institutions and strengthening self reliant institutions. The institutional strengthening, employability improvement and learning outcome are the specific objectives.

Setting up of higher education institution in unserved and underserved areas

The institutional development proposal includes improving employability of graduates, increased learning outcomes of the students, obtaining autonomous states within 2 years, achieving the target of 60% of the eligibility UG and PG pgms accredited with two year of joining the project, 100% accreditation obtained and applied for the end of the project of the eligible UG and PG Pgs, implementation of academic and non-academic reforms, improving interaction with industry and enhancement of research and consultancy activities.

Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels.

The finishing studies plan involves organizing a Finishing studies/school for improving the academic performance of SC/St/OBC/academically weak area through innovative methods such as remedial and skill development classes for increasing the transition rate and pass rate with the objective of improving their employability.

Planning and Funding Approach

With respect of planning and funding approach, some key changes are as under:-

- (a) Funding will be more impact and result oriented. It means funding will be performance based funding. Incentives will be offer to well performing institutions. The flow of funds is based on outcomes and achievements, physical outputs as well as intended outcomes, decision making through clearly defined norms.
- (b) Various equity related schemes will be integrated for a higher impact.
- (c) Instead of unplanned expansion, there will be focus on consolidating and developing the existing system adding capacities.

There are three board categories of higher education institutions in India, centrally funded institution, state funded institutions and private institutions. Centrally funded institutions receives generous funding from centre while they have a limited coverage in terms of enrollment. About 94% students enrolled in state funded or state control private institutions which comes under the state higher education system. These private institutions, mostly, to

state universities. Thus, any efforts for development in this sector must recognize the importance of state higher education institutions and strive to improve their states.

UGC is also not allowed to channelize funds through state govt. or through any entity other than an education institution, which makes it impossible for the UGC to fund any planning, expansion activity through state level higher education. This creates unawareness of funding to the state institutions and makes difficulties on planning and funding for the state. Under RUSA the centre aims at an optimum solution to create an alternate way of providing funding to a larger number of institutions and channelize fund through a body that ensures cohesive and integrated planning at the state level.

Strategic Focus

The strategic focus of RUSA for development of college are as under:-

- (a) Spatial and Regional Planning and mapping
- (b) Programme and discipline planning
- (c) Mandatory Accrediation and quality Improvement
- (d) Reforms: Governance and Academic
- (e) Infrastructure
- (f) Review of affiliating system
- (g) Transparent and norm based funding
- (h) Outcome based re-impbursement
- (i) Faculty planning
- (j) Equity Intervention
- (k) Focus on Research and Innovation.

Planning and Equity Intervention

Other related points that came up are expanding the institutional base by creating additional capacity in existing institutions and establishing new institution in order to achieve enrolment targets, correcting regional imbalances in access to higher education by facilitating access to high quality institution in urban and semi urban areas creating opportunities for student from rural areas to get better access to better quality institutions and improving equity in higher education by providing adequate opportunities of higher education to SC/STs and socially/educationally backward classes.

Infrastructure

Under RUSA, the centre will provide 90% for infrastructural development of college, faculty, recruitment, support, faculty improvement, vocationalisation of higher educational, institutional reforms and restricting, capacity building and planning support, while stage with provide 10% remaining. In insurgency infested scenario, RUSA is focusing an instant need for improvement both in infrastructure, faculty support and expansion and providing better education to outgoing student.

Transparent and norm based funding

Once eligible for funding under RUSA, after meeting the prerequisite commitments, the states will receive funds on the basis of achievements and outcomes. The yardstick for deciding the quantum of funds for the states and institution comprise the norms that reflect the performance in key result rears (access, equity and excellence). The state plans will capture the current positions areas of the states and institutions with respect to these indicators as well as target that need to be achieved. The State Higher Education Council will undertake this process of planning , execution and evaluation in addition to other monitoring and capacity building factors.

Review of Affiliating System

In order to raise funds, most universities rely heavily on affiliation fees that receive from affiliated institutions and on self-financing courses. Treating affiliation fees as source of income and starting courses for revenue generation have led to further dilution of quality and perpetuation of inequity. Except a few institutions, most affiliated institutions depend heavily upon the university for administration, examination related and curricular matter. This adds to the burden of the university as it is reduced to an administrative and exam conducting unit rather than an institution focused on promoting teaching, research and faculty development of associated colleges.

This system also takes away the autonomy of affiliated institutions in teaching and conducting examinations. Instead of increasing access in a positive way, the affiliation system creates highly centralized and inefficient institutional structure which does not allow its constituents any room for creativity in teaching, learning, curriculum development or research. In such structure, quality enhancement can only be brought by reducing the burden at the university level and giving greater autonomy and accountability to the constituents through affiliation reforms.

Program and discipline planning

I think there is a lack of vision and planning for development of institutions in the higher education sector at the state level. Given the complexities of managing the access and equity issues within and amongst states as well as the large number of institutions that already come under the state university system, there is a crying need for planning in higher education focusing on the state as the basic unit. This planning should be done by an autonomous body that can raise and allocate funds from the state as well as central govt.

Under international Diploma Programme in Educational Leadership - Higher Education, higher education leaders from North East who completed the Diploma Programme carried out project work pertaining to development of higher education in their state, region and colleges. Under the column on focus on North East we highlight some of the aspects of studies which have planning policy bearing on development higher education for the benefit of policy planners and decision makers of higher education. Findings and key suggestions of these studies will be highlighted under this column in this as well as subsequent issues of College Post.

Study-I -HIGHER EDUCATION IN MEGHALAYA-An Evaluation on the Quality of Teaching and Learning by Dr. Mrs. Chrysanthemum Massar, Ph. D, Principal, Lady Keane College, Shillong, Meghalaya.

Dr. Massar also conducted a survey of opinion of heads of higher educational institutions, as part of this study. Several aspects like Vision, Mission and key issues of development were highlighted by this survey. Here aspects of quality improvement of higher education and suggestion thereof are being reported under this column.

What are the problems you face in the process of providing quality of higher education of the students of your College? Views expressed by respondents are summarized as follows:

- o Financial problems, lack of quality teachers and committed to the cause
- o Infrastructure development & enhancement
- o Consequent upon the ban on creation of Posts by the Government, it is difficult for all college to get qualified teachers. In some cases, even if the colleges get qualified teacher to retain them is a problem. Reason being the college cannot offer big salary to College Post Teacher.
- o Shortage of time and vast curriculum to cover keeping abreast with time due to rapid changes in the educational needs of students
- o Inadequate Infrastructure such as classrooms, playgrounds, hostels, etc.
- o Proper infrastructure for which additional funding is required
- o Late approval by Government in vacant posts
- o Quality of students - As more and more (creamy) students are opting for professional courses rather than conventional courses, the quality of students has deteriorated.
- o Teaching posts- As the Government does not sanction new posts, the College has to create

College post which causes a financial burden.

What is the future vision you have of your college and its progress, say, 15-20 years from now? View summarised are as follows:

- o To cater to the learning needs of the students as success of the college has always been measured by the success of its students.
- o To have better infrastructure to open new job oriented courses and to have a net working with other colleges so that students - primarily the economically disadvantaged can avail of the facilities thus improving the opportunities of the students of the state and the region as a whole.
- o Provide quality and holistic education
- o To remain relevant to the ever changing education scenario of the country in general and region in particular
- o To see ourselves as an institution of excellence in all spheres
- o To be a model institution
- o Extension of the campus
- o Construction of Hostel for Boys
- o To encourage training programme for faculty
- o To encourage teachers to pursue in-house research
- o To open professional courses, Upgrade the present status of the college in terms of infrastructure and provide other facilities specially to teachers and students so that the institution creates a niche for itself in the society and not only regionwise but also at the national level
- o For a Government College, there is a lot of scope for all round development depending on the Government Education Policy. Colleges can be upgraded as one which can provide Post Graduate Courses in the State.

(Interested readers/ policy makers may ask for a copy of complete report from SEED Office).

Study-II Globalization and its Impact on Indian Higher Education System by Dr. Budhin Gogoi, Principal, Margerita College, Margerita, Dibrugarh, Assam. Some findings of this study are reported as follows:

The whole process of liberalization and opening of our economy and educational institutions to competition, as has been focused in the paper, already has brought about major changes in our approach to Higher Education. Reformation, re-structuring and renovation process has already been initiated at all level in the development processes. The working and development modalities of the colleges have already been changed.

In a nutshell, internationalization of Higher Education has effected the working and development of colleges in the following ways:-

1. Renovation and modernization of curriculum in the colleges as per demand of the market.
2. Adoption of Information & Communication Technology in the teaching, learning and evaluation process.
3. Creation of congenial atmosphere for more Research & Development activities in the colleges.
4. Extension and consultancy services in the colleges are observed to be increased.
5. Infrastructure and Learning Resources is rapidly developed in the colleges with the financial support of National and International Financial organizations.
6. Student support system has been developed in a more student friendly way.
7. Innovative and modern method of management of the colleges has been adopted.
8. Colleges started adopting best, innovative and healthy practices through either out sourcing or developed by the college of their own.
9. Colleges become more competitive, with short-term and long-term development policies with determination, plan of action and trying to implement the policies with missionary zeal to achieve their destination."

Study III-WOMENS' COLLEGES OF ASSAM AND HIGHER EDUCATION by Dr. Bonti Rani Gogoi Principal, H.P.B. Girls' College, Golaghat, ASSAM Some highlights of findings having bearing on policy, Planning and decision Making are reported as follows:

" Fulfillment of the basic objective of higher education depends on the Principal . If the Principal of the college is a person of dynamic character and highly capable, the objective of higher education would surely be actualized in practice .

In Assam who is above 50 years of age is not eligible to be appointed as Principal which is not in conformity with the UGC guideline. According to the UGC guideline, those who have 5 years or more to retire from service are eligible to be appointed as Principal. The guideline of the Govt. of Assam has deprived many eligible, competent and senior most lecturers of being appointed as principal which is against the academic health of the institution and importantly enough against the concept of natural justice.

To attract talents to the teaching profession for quality education, UGC has implemented handsome

scale of pay to the college teachers. But priority for teaching jobs suffered a setback today. It is high time to find out the reasons of their disinterestedness towards this profession. When an educated unemployed youth when fails to get a good job elsewhere, opts for teaching jobs. So there is still lack of commitment towards teaching profession amongst the educated youths. Implementation of high scale of pay is not expected to improve the institution unless there is a change in the mindset of people particularly of the young generation.

Recruitment of college teachers is made following the guideline of the UGC . But the Govt of Assam in a recent circular has abolished viva from the interview while viva forms an integral part of selection of candidates in all categories of services of the Govt. Abolition of viva might do great harm than good to the cause of higher education of Assam .

Introduction of Semester System at the UG level by the universities has increased the workload of the teachers of the colleges of Assam. The ratio between teacher and taught has gone up . Continuation of H.S course parallelly at the colleges has further worsened the situation .

Streams and Curriculum Aspects : So far streams and curriculum are concerned the old conventional streams and subjects are continued still today . Present situation calls for introduction of career-oriented and vocational courses. There is an urgent need to enhance the employability of university graduates specially in the context of increasing unemployment. There is no doubt scope to introduce vocational subjects as indicated by the UGC at first Degree level, but vocational courses are to be run on self financing basis which is not possible for the colleges particularly for the womens' colleges where enrollment is very poor.

Introduction of PG course in the colleges under the jurisdiction of the Dibrugarh University , Assam is subject to condition of delinking Higher Secondary course from UG course. Government of Assam, however, takes a stand not to delink Higher Secondary course from UG course which is obviously against higher education .

To sum up: Today there is much talk and discussion on quality in education and empowerment of women. Keeping in view on those two objectives there is now the need to redesign and shape the present system of education by introducing curriculum which is best suited for women"

(Readers and Policy makers can ask for the report from the SEED office)

Other studies are going to be reported in the next issue.

TRANSPARENCY IN RE-ASSESSMENT OF ASSESSMENT GRADING OF INSTITUTIONS OF HIGHER EDUCATION

Quality Assurance Agency of UK has been criticized for changing the rule in publication of details of appeal against the judgments given by QAA. The decision taken recently states that "no information will be disclosed about any individual higher education institution that lodges an appeal against a review team's decision in case it causes "inadvertent reputational damage". Neither will details of an appeal be made public once any repeat review has been completed" This rule change comes " after a successful appeal by the University of Southampton against critical findings in an institutional review carried out in 2012. Details of Southampton's appeal are still expected to be published alongside the outcome of its repeat review, set for 2014-15.

Geoffrey Alderman, professor of politics and history at the University of Buckingham and former head of the University of London's academic council said "I suspect it is to spare the QAA any embarrassment when its original decisions are overturned,". He further added that "It does not sit well at all with the QAA's apparent commitment to openness and transparency - why should there be this secrecy?"

Head of QAA resources- Douglas Blackstock, said that "what is important is the confirmed judgement of the review team". In his view publishing the appeal may result into -"the potential for inadvertent reputational damage to an institution that appeals, successfully or not, when this appeal is in the public domain, we are also concerned that publication could act as a deterrent to using the appeal process,"

With the change in rules the institutions will have to appeal on grounds of procedural irregularity, such as reviewers failing to carry out agreed procedures, taking account of irrelevant information or exceeding their powers.

Professor Alderman also questioned the deletion of "perversion as a reason to appeal" against the decision of QAA. He said it is well recognized word in law. There was no reason to delete it.

Source and courtesy: Times Higher Education - report by Jack Grove

CULTURE OF FEAR AMONG SCHOLARS OF DURHAM UNIVERSITY

An interim report of review of governance of the University of Durham reveals that scholar suffer from fear. One of the respondents says that "a real culture of fear has developed in the university" and that there was "little confidence" that governance gave a "fair and transparent route to recourse". Other evidence shows "personal relationships can have undue influence over the outcome or expediency of decision-making

processes". The interim review - mentions a series of concerns, including the influence of "personal relationships" on decision making, the dominance of management staff in the university's senate and the "undermining" of junior decision-makers by the executive.

The fear seems to follow from "tussles over ethics and conflicts of interest in Durham's upper echelons related to its acceptance in 2010 of a £125,000 gift from British American Tobacco.

In accepting the gift, the university overruled its ethics committee and communications office, and tried to keep the donation under wraps. Although the review does not explicitly mention this episode, the governance report recommends that the ethics committee, which the university came close to scrapping, should be re-established as a council committee, rather than a joint committee of council and senate, in order to "provide scrutiny at the highest level".

The report also warns that " the university executive "cannot be dominated by any single individual or succumb to 'groupthink" and the vice-chancellor "cannot be the only voice" when appointing members of the executive.

However spokesperson of Durham University said that " the university was a "remarkably successful institution that is committed to the highest standards of governance and management". She added that the interim report had not yet been considered by the council and that it would "not be appropriate to comment on individual aspects of the report out of context".

Source and courtesy : Times Higher Education News, Report by Devid Mathews

THE DEBATE ON PROMOTING STUDIES AND RESEARCH ON HUMANITIES AND STEM SUBJECTS

Report brought out by Guardian Professionals mentions that:

"The first conviction is that humanities graduates are eminently employable and are trained with unique skills which bring serious advantage to the world of work.

The second conviction around which the debate swirls is that the world desperately needs the insights of the humanities. Socio-economic progress, developmental challenges and the intelligent addressing of complex world issues require a combination of skills drawn from the humanities, social sciences and Stem subjects to design and deliver holistic and fully informed solutions.

The middle path ": In this emerging exchange between the humanities as a discipline and needs of societies for development, security, prosperity and employability, academics need to re-position themselves in the world and look back at their academics.

Democracy in India

By CP Bhambri (Second Revised Edition 2009 Reprinted in 2010 and 2011, National Book Trust, New Delhi - 110070) * Dr. S.C. Sharma

1. Democracy was the most successful idea of the 20th century and by 2000 as many as 63% of world. Total numbers of countries were classified as democracies.
2. The book is narrative and primarily addressed to educate that section of the Indian voter who have not only distanced themselves from participatory democratic political system but also is that section who do not have any historical memories of struggles which have been launched in defence of democracy in India.
3. The book opens with meaning of democracy and how it has evolved overtime beging with 'John Locke' (1690) idea that a ruler should possess limited power and be accountable to the ruled, later carried forward by James Mill (1820-23) and John Staurt Mill (1861). The idea of democracy is practiced in the modern age is based on the theory of representative democracy. The idea draws upon vary important human values: Freedom of an individual, human equality, equal right to participate in elections and the necessary institutional arrangements that ensure all human values and Governance as per rule.
4. In the 2nd Chapter we are told that the idea of participatory representative democracy got rooted in Indian Consciousness during the period when India was waging National freedom for struggle for freedom from colonizers. This acted as a catalyst to stand up their right to govern over themselves. Essential features of the Indian constitution necessary for understanding and analysis of functioning of democracy are also and discussed in this chapter
5. Chapter III & IV analyses proportion of voters participation in elections since 1952 and heightened political consciousness due to frequent involvement of Indian people in the electoral process is used as a measure of how Indian democracy has enriched itself over time. This while on the one hand has given rise to increasing participation of voters, the existence of multiple political group has made the system quite competitive when these multiple political groups concentrate on mobilization of their own caste based or religion based social constituency of voters.
6. Chapter V to VII of the book are devoted to illustrate

the progress of democracy beginning from Nehruvian Era, which he calls foundational phase. Democracy was practiced in the same tradition till the 1980, but became much more identity based in later years. This led to fragmentation of political parties and in the process affected Governance. Governments proved incapable of providing a coherent leadership for taking the country forward.

7. The danger posed to the secular democracy by political manipulation of religious identity in a multi religious society are highlighted with the break in Economic philosophy of the democratic Government in integrating the Indian economy with the global world order broadened inequalities. In fact Indian democracy faced many ideas with islands of prosperity and masses in deprivation which created a situation in which democracy became vulnerable to internal challenges. These issues find discussion in chapter IX of the book.

Chapter X is devoted to taking a peek into successes and failures of democracy in India. It tells us that while both illiteracy and level of economic development, which are pro-requisites for existence, survival and success of democracy are low in India, but stoutly disagrees with the view that Indian experiments is no more than formal arrangement which lacks the real substance of democracy. His defense of Indian democracy emanates from the comparison with multi similar period of formative years of Anglo-American democracies.

In his opinion on the greatest challenge before Indian democracy is to make public policies for tackling the problems of social divide, regional divide rural urban divide.

Whereas revised edition of books updates the scenario in practice democracy, there is need to do little more deeper analysis of situation as obtaining today and role of our mind making education and social systems. The Indian social construct evolved over centuries and for that matter for many countries(through oral history, religious beliefs , experience of generations exploited under foreign rule) gets into conflict of democratic practices as evolved in western social construct. This conflict would definitely lead to kind of challenges faced in many ex colonial countries. To resolve this conflict a nation state has to evolve philosophy and practices of democracy from the roots. This could be possible through systematic inputs through the process of education. Let us look for new edition dealing with conflicting social constructs. Meanwhile let readers enjoy and be better informed through this book.

* *Principal, former RLA College, Delhi University*

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