Students coming back to India from Ukraine after evacuation

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WHY DO STUDENTS GO ABROAD FOR STUDIES?

There was a time when students from all over the world used to come to India for studies. The report of Chinese scholar Hienn Tsang has mentioned that persons from different parts of the world study in one of the oldest Indian Universities of the world namely, Nalanda. That was the period when India was at its pinnacle of development. But that is history.

However, new three universities were set up in India in 1857, just around the time native people challenged the British occupation and rule. It was termed an Indian mutiny. In politics, if a movement succeeds it becomes a revolution and if fails, it is termed a mutiny.

Before independence, many well-endowed students went abroad for studies. But very few students came to India for studies.

For the period of 90 years i.e., 1857-1947, the British rule, the growth of higher education was very slow, and also the prototype of the British University system- old type. In 1947, after India gained independence from British rule, the growth of higher and school education started. However, the growth of engineering and medicine education was extremely limited.

When the number of students in higher education was relatively less there was not a problem with seats in engineering and medicine education, but for good performance of students. With the expansion in school education and growth of enrollment in them, there was no commensurate growth in engineering, medicine, and other professional education. As a result, there was great pressure on limited seats.

Additions of the Indian Institutes of Technology with the foreign collaboration expansion in B.Tech education started. However, there was no such collaboration with Medicine education institutes. The seats in IITs were also limited. Hence 100 thousand students competed for these limited seats. Similarly, 100 thousand students competed for limited seats through national testing for admission to medical education institutions. In due course this competition gave rise to coaching institutes for admission in IITs, National Institutes of Technology, earlier known as Regional Engineering College and Medical Colleges.

The system of testing also gave rise to coaching institutions. Now it is a well-established coaching industry for admission to almost all professional education institutes. The coaching institutions charge heavily and often beyond the reach of relatively poor and modest income groups.

Owing to great demand for these courses, around late 1980s private education provider entered into the provision of engineering, medicine, and other professional education. They charged heavily and also charged underhand. The stories of capitation fee charges and court cases and court decrees for regulation of admission and fee rates are many. Let us leave those stories here.

The Commission on education set up by the government of India -known as Kothari Commission 1964-66 after several formulations concluded that at least six percent of GDP should be spent on education. This was reiterated by Commission after Commissions. But the actual amount spent on education was always half or less than half of what was recommended/mandated. Owing to low investment adequate expansion in quality general and professional education did not take place.

The impact of low investment was that there was a scarcity of supply of engineering, medicine, and other professional education. Expenditure required for creating these facilities is almost 3-5 times more than general education. Therefore, the expansion of institutions and growth in enrollment in higher education was more in general education. This resulted in an oversupply of general education graduates and a scarce

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ICF- MEGHALAYA STATE CHAPTER MEETING AT SHILLONG

A meeting of members of the ICF of Meghalaya State Chapter was held on 26th March,2022 at the Shillong club. The meeting was coordinated by Dr. C. Massar, Secretary ICF Meghalaya State Chapter. The following Members were present:

Dr. G.D. Sharma, President SEED-ICF.Prof. Sudhanshu Bhusan - Head, Higher and Professional Education, NIEPA in (Personal Capacity) - a Special Invitee Dr.S.Lyndem, Former Principal, Union Christian College, Barapani, and RUSA Consultant, Meghalaya Dr.C. Massar, Former Principal, Lady Keane College, State Secretary, and Coordinator ICF state Chapter, Meghalaya Dr. S. Bawri, Principal, Bissau College, Shillong, Dr. V. Kharmawphlang, Principal, PGT College of Teacher Education, Shillong Dr. R. R. Kharkongor, Principal, Nongtalang College, West Jaintia Hills ,Meghalaya Ms. C. Laloo, Principal, Mawlai Presbyterian College, Shillong Dr. Ratnadeep Roy, Principal, Women's College, Shillong, Dr. R. R. Lyngdoh, Principal, Synod College, Shillong Dr. Eva Kharkongor, Principal, Shillong College, Shillong Dr. D.Khlur.B. Mukhim, Principal, Lady Keane College, Shillong

Dr.C.Massar introduced and welcomed the members to the meeting. She gave a brief background of the meeting for revamping and strengthening the ICF Meghalaya State Chapter.

Dr. G.D. Sharma appreciated the efforts made by Dr. C. Massar in strengthening the ICF state Chapter. He also said that Dr. Massar, Dr. Kharmawphlang, and Shri. Debasish Choudhury had completed the International Diploma Programme in Educational leadership - higher education and had submitted their project reports. They were awarded the Diploma Certificates in 2013. During the programme they had also attended an international exposure session at IIEP, OECD, UNESCO at Paris, and Maastricht School of Management, Netherlands. He said ICF had also organized a programme on the use of ICT and Media in education for college Principals from different parts of the Country. During the Covid-19 period, ICF could not organize annual conference for the last two years. However, it has brought out issues of College Post -the higher education journal in digital form. He said there is a need for increasing the membership from 11 members to nearly 30 member colleges out of 72 colleges as informed by Dr. Bawri in Meghalaya to make it a good network of colleges in Meghalaya connected with the national network of the Forum. He said we need to strengthen the state chapter and establish a district chapter. New constitution ICF provides for the following Committees:

National Level Committees - 15 Members,State Level Committee   - 5 Members,District level Committee   3

members. At least two meetings in a year. Fees for registration of new colleges is Rs.10,000/- one time and Rs. 5000/- per Annum.

Fees of College Post are Rs. 1500/- per annum for print and Rs.700 for a digital copy.

It has been proposed that 50% of an annual subscription of member colleges will be given to the state chapter to strengthen it.

Dr. Massar said there is a demand for launching the IDEL-HE program again. Some Principals wish to attend the Programme. She said IDEL-HE had tremendously benefited us in developing the college and understanding issues facing the system of higher education.

Dr. Vanessa Kharmawphlang said despite their very busy schedule, she herself, Dr. Massar and Debashish Choudhury used to meet frequently together to discuss the preparation for the term papers and project reports. The Programme has helped them a lot in developing the college and participating in the development of higher education. The international exposure was unique which made them globally competent.

Dr. Massar and Dr. Kharmawhphlang appealed for strengthening the ICF state Chapter.

Dr. Bawri, Principal, Bissau College, pointed out that the University continues to grant mostly renewal of affiliation of colleges/courses from year to year. This puts a lot of pressure on the Colleges. Dr.G.D.Sharma pointed out that as per the UGC rules, colleges should be given permanent affiliation in six years or so . After getting permanent affiliation they can be included in the 12 B list for receiving a development grant from UGC.

Other colleges have pointed out some difficulties in the delay in releasing funds and acceptance of utilization certificates from the regional office for the construction of hostels and other facilities.

Dr. Sharma suggested in the meeting of the state chapter of ICF that the issues and difficulties faced by the member colleges can be listed and then the matter can be taken by the state chapter with the relevant authorities. He said ICF headquarters at Delhi will also pursue the matter with higher authorities.

He also said the chapter can conduct meetings/ workshops to discuss the implementation of NEP 2020 and ground-level issues faced in its implementation. He requested Dr. S. Lyndem to be present in the meetings and help colleges in applying for NAAC accreditation. He has gained significant experience in this work while working as a consultant and advisor for colleges who are due for NAAC accreditation. Similarly, other discussions can also be taken in the chapter meeting.

Prof. Sudhanshu Bhushan said that NIEPA is working on developing IDP for colleges. The state chapter can also deliberate on the Institutional development Plan as provided in NEP 2020.

IN EVALUATING EDUCATIONAL POLICY-
SOME BASIC CONSIDERATIONS

P. R. PANCHAMUKHI [1] *

The paper deals with reference criteria for the evaluation of education policy. It reviews past education policy of India and their acceptance or otherwise. It suggests drawing lessons from the educational heritage of India.

Education is universally recognized as an important factor for the all-sided development of the individual and the country as a whole. When a country introduces a policy relating to education it goes without saying that the policy must be developed based upon a thorough understanding of all aspects of education keeping in mind its short-term, medium-term, and long-term implications and also its historical aspects. This also implies that any evaluation of the policy also has to be developed systematically by recognizing all these aspects. In the present paper, an attempt is made to lay down some general guidelines which need to be kept in mind while attempting an evaluation of NEP of India. It would be unfair to policymakers if the educational policy is assessed on the basis of one's own wish list. It would also be an incomplete attempt of evaluation if it is done by quoting certain data say only enrolments or any other parameter relating to education and mechanically comparing them with the historical data or similar data elsewhere. Such an evaluation is likely to become very subjective, less relevant, and incomplete. In the background of a discussion of general principles, an objective and relatively thorough evaluation of educational policy may be facilitated. Though we have not attempted here a focused evaluation per se of National Educational Policy 2020 of India apart from occasionally making reference to some aspects of it the basic considerations presented in this write-up may help any such initiative.

Education confers power and facilitates better access to even material benefits. It does not require much probing to explain why the underprivileged masses were kept deliberately outside the process of education in a number of countries for a long time. In India during the British period, it is noticed that such exclusive tendencies became very much pronounced.

IMPORTANT ASPECTS THAT ANY EDUCATIONAL POLICY NEEDS TO CONSIDER

A well-thought initiatives in respect of any particular sector need to be taken from time to time in order to ensure their 'relevance to the people and to increase their efficiency in the economy. This is because a let alone approach or laissez-faire approach in respect of any sector may not be very effective in realizing the desired results. It may also lead to highly unfair consequences, particularly for all types of deprived sections of the population. Socio-economically better off communities might corner the majority of every type of benefit from different sectors including education if adequate precautions are not taken. Self-interest motivates different population groups -classes, or categories of different denominations to have increasing shares of development for themselves in any economy. Education is one sector whose outreach is very wide & deep and very long. If one can visualize such interactions among different population groups in a game-theoretic framework we may notice that in such a game the players are generally not of comparable strength making the whole game very unfair. As such, policymakers need to take a long and broad view of the implications of this sector. Education confers power and facilitates better access to even material benefits. It does not require much probing to explain why the underprivileged masses were kept deliberately outside the process of education in a number of countries for a long time. In India during the British period, it is noticed that such exclusive tendencies became very much pronounced. Since most often the so called socially advanced communities may not be the same as the economically advanced communities and vice a versa it may not be proper to overlook different types of implications of policy changes for both of them. Fine tuning of different developments therefore becomes necessary suggesting the importance of deliberate initiatives. Pronouncements of such initiatives with back up explanations of the philosophy behind every initiative may be termed as a 'policy statement'. Wikipedia's explanation of the term policy is worth our attention in this context. The explanation is as follows; 'A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol. Policies are generally adopted by a governance body within an organization.'

'Policy or policy study may also refer to the process of making important organizational decisions, including

the identification of different alternatives such as programs or spending priorities, and choosing among them on the basis of the impact they will have. Policies can be understood as political, managerial, financial, and administrative mechanisms arranged to reach explicit goals.' In the background of this explanation educational policy statement is a comprehensive statement of all aspects of and related to the sector of education and initiatives addressed to them, as stated earlier.

Even though generally a governance body adopts a policy ideally it should be formulated by all the stakeholders who are affected directly or indirectly, in a positive way or a negative way, currently or after a time lag. They should be considered responsible for developing such a policy as it is meant for them. Otherwise, the policy would become an autocratic imposition on the hapless and helpless population, which after some period might start expressing strong discontent, resentment and resistance, and hence such a policy cannot be enduring. The team of individuals taking such initiatives may also consult the elderly mature minds of the period who have accumulated experiences in the field, though these persons may not themselves come under the explicit influence of that particular policy. A common agency, however, has to be visualized to coordinate the initiatives and views of all the stakeholders. In order to maintain an element of objectivity and comprehensive coverage representatives of all the stakeholders may constitute such an agency. It is obvious that such representatives of stakeholders should take into account the implications of the policy not only for the present stakeholders but they should also visualize the implications for stakeholders of the future since education has long period implications.

ON FREQUENT REVISIONS IN THE EDUCATIONAL POLICY

Having understood the broad meaning of what a policy in general is and what is meant by educational policy it may be helpful to present a synoptic view about major educational policy changes in the Indian context, which might raise a question about the propriety or otherwise of frequency of educational policy changes. A quick survey of educational development in India shows that there have been attempts at restructuring different aspects of education from time to time. Even though at a particular point in time chosen distinguished personalities might have deeply deliberated and formulated an educational policy based upon the prevailing state of knowledge and their perceptions the state of knowledge keeps changing the world over and the people -it is obvious that all the stakeholders- should not be deprived of these developments. For example, during the period of the Kothari Commission of 1964-66, there was no widespread awareness of computers and the internet. The digital revolution and the information revolution which have taken

place subsequently made their consideration imperative in the educational policy of 2020. In 1968 Educational Policy and even 1986 Educational Policy such issues did not receive focussed attention. Only in NEP of 2020 naturally, did such issues catch the attention of policymakers.

Right from the period of the British rule educational policies with newer perspectives are being introduced from time to time depending on the emergence of newer issues and policy makers' prioritization of these issues. A review of educational policies of the past makes an interesting study of how and at what times the country realized the importance of different educational/societal issues and how the policymakers addressed them while formulating an educational policy. Sometimes, political considerations and image building of a particular political party also have played a role in introducing newer changes into the educational system. Since the policy changes would make an impact on the process of education of children frequent changes obviously are likely to create tremendous problems to children and their interest in education itself. In the following table, the important issues of major educational policies are presented in a synoptic way to bring out how educational policy initiatives in India have continued to be an ever-changing phenomenon. Thus, while change is the essence of development very frequent changes in the structure of education, language policy, medium of instruction, etc. through policy initiatives may not be considered virtue of any educational policy. Such frequent changes may introduce elements of instability in the minds of children and parents and also disturb the readiness of teachers to perform their function of teaching. Certain non-negotiable elements, therefore, need to be sustained within the education sector as a whole and the policymakers at different points in time need to be cognizant of such non-negotiable elements. This suggests that there are certain 'categorical imperatives of educational policy though introduced at different times. They need to be kept in mind while evaluating any educational policy also. We have tried to identify some of these categorical imperatives and discuss their different aspects in the present paper after presenting a brief synoptic view of policy initiatives taken in India historically with the purpose to provide a setting for such a discussion. We also wish to emphasize that the synoptic view does not claim to be comprehensive and exhaustive as initiatives might have been taken at different micro levels also by the stakeholders -teachers, students, officials, parents, etc. as per their experience for bettering the system under their governance and these do not find a mention here.

As the above chart shows many attempts were made in India during the past several decades to alter even the basic aspects of India's educational system. However, a

A Synoptic Presentation of How Educational Policy Initiatives Kept Changing in India

Educational Policy Initiative	Important Personality/ org, associated	The focus of the initiative	Immediate implications
1. Charter of 1698	British Ministers were appointed for the first time to promote education in India	Spread of Gospel in India. This aroused agitation in England and India	Resentment and agitation for a long period from 1698
2. Charter of 1813	British Government	The decision to spend Rs 1 Lakh for education in 3 Rs and teaching of English in place of Sanskrit and Urdu in India	The imposition of English was resented by the natives in India
3. The Committee of Public Instruction in India was set up in 1823	British Government	Systematic implementation of 1813 charter	Resentment continued
4. Increased allocation for education 1835	Macaulay's Despatch	Imposition of English language, literature and culture	The persistence with earlier Charters and the natives' resistance
5. A comprehensive examination of education of natives in India.	The Sargent Commission under the chairmanship of Sargent 1944.	Post-war reconstruction of the educational system in India	Efforts to examine the education system by critics
6. Central Advisory Board of Education was set up which set up two major Commissions	University Education Commission with S. Radhakrishnan as Chairman 1948 and Secondary Education Commission with L Mudaliyar as Chm 1952	A comprehensive inquiry into the problems of higher education and also the issues relating to secondary education in Independent India	The enthusiastic response of citizens of independent India.
7. Kothari Commission on all aspects of education 1964-66	D.S Kothari as Chm and Sri J.P.Naik as Member Secretary	A comprehensive inquiry into the entire educational system	Implementation of 10+2+3 pattern in education; evolving Draft National Policy of Education 1968, Step up in Resource Allocation to Education Sector; Intensive Debate on various recommendations of the Commission including the Language Policy.
8. National Policy on Education NPE 1986		Operation Blackboard, Navodaya School, etc	NPE 1986 is inspired by the insightful ideas of the Kothari Commission
9. National Programme of Action 1992	Ramamurti later Janardana Reddy Committee		
10. Sarva Shiksha Abhiyan (SSA) Education for All 2000-01	New government initiatives		The positive response from the people

11. District Primary Education Programme (DPEP)	Do1993	For Focussed Attention on UPE by strengthening mechanisms for administration	The positive response from the people
12. National Knowledge Commission 2005	An initiative by a new governmentChm- Sam Petroda; appointed by GoI when Dr Man Mohan Singh was the P.M.	School Education of good quality has been a central theme It is recognized that it is essential if India is to transform the current demographic asset of a mostly young population into a dynamic national force for all-around progress. This makes it imperative to increase public resource allocation for education during the Eleventh Five Year Plan of the Government of India. But it also requires related reforms in the systems for school, vocational and higher education, if such education is to have the desired effects in terms of socio-economic development and the reduction of disparities in the country.	Started with good intentions but later got surrounded by internal clashes and outside differences and controversies. Finally became defunct without much impact.
13. Right to Education Act 2010 ……….	Govt of India	With the Act SSA got a legal status	Lukewarm response from the people.
14. National Educational Policy 2020	Initiative by a new government	New structure of education was recommended; A Comprehensive focus on all stages of Education	Mixed response to the recommendations

good educational policy in a country needs to consist of certain basic aspects which are non-negotiable elements. Following, according to us, are some of the basic considerations for a good educational policy formulation. There may also be many other important issues deserving serious attention of policy makers. However, this write up may be considered only as a trigger for a serious debate on the issue.

1.   The first step of educational policy-making consists of **defining the scope of education**. A saying of ancient wisdom very succinctly summarizes the complete scope of education as follows[2]; 'Learning takes place through four channels- first through a teacher, which relates to one-fourth of the learning; another one-fourth of the learning occurs through the channel of parents; the other one fourth occurs through the channel of the peer group and the remaining one fourth occurs through one's own efforts in the form of say, self-study, teaching others, self-experience in life, etc.' This implies that educational policy should concern itself with the entire area of education i.e. all the channels through which learning takes place. This may be termed as the **Criterion of Complete Coverage**. In

[2] *Achaaryat Paadamaadatte Pitrubhyaam Paadameva cha | Paadam Sabrahmachaaribhyah Paadam Vyaakhyaanakoushalaat || - A Subhaashita in Sanskrit*

a sense, education's full potential is normally not taken note of under the channel of formal school and college-based education. What is generally spoken of as educational policy generally focuses its attention to channels of such formal education only. However, educational policy needs to address itself quite explicitly to all the potentials of education as all of them are very closely connected and the effectiveness of formal channels as above also greatly depends upon the other channels which are mostly informal channels. About this issue, some more ideas are presented below.

Education at home, education, and training on the job- paid employment or self-employment-, education and training in the armed services, education in religious cum cultural institutions like temples, gurukuls, gurudwaras, churches, madrasas, mosques, etc. all of which are involved in production and distribution of knowledge and information and hence all of which should come, according to us, under the purview of educational policy. The policy might visualize providing suitable support and channels to them for performing their role more efficiently and to bring them in line with the modern developments and thus integrating them with the mainstream of the country. Fritz Machlup's comprehensive analysis of all such modus operandi in the context of the United States some decades ago in this connection provides valuable insights for

understanding the crucial role of such formal and informal institutions in education and their suitable consideration in the educational policy of a country[3]. This is thus the **Criterion of 'Comprehensive' Coverage by the Educational Policy**.

2. The criterion of Harmony from Education

Education is unfortunately very narrowly understood in common discussions as an activity of transmission of 'information and knowledge from the teacher to student in formal institutions where the teaching-learning activity takes place in a formal way. Even some serious thinkers consider the creation of a 'knowledge society' as a dominant goal and use education as a modus operandi for achieving this goal. However, this way of looking at education amounts to missing the most important benefit of education The real purpose of education is however to develop the ability of the learner to look at each issue, event, and person in life with an approach of 'understanding' rather than merely to develop the capacity to absorb information and knowledge. While possession of knowledge and information empowers the individual in the society, the ability to inculcate the spirit of understanding in students and their surroundings prepares the students with the strength to handle the challenges of life and develop harmony in life. This aspect relating to the vast potential of education to build a complete human being is totally lost sight of in the presently followed way of looking at education. This implies that educational policy should aim at taking an eclectic perspective about all the important objectives of education. Education should guide the learner to adopt an approach of developing a sense of harmony 'within. himself / herself and harmony 'with' the society. The learner needs to understand how to evolve methods about how to face challenges in life and himself/herself develop the 'art of living' to attain peace and tranquillity in life. It is not that there are set methods of achieving this but during the process of education proper approaches can be evolved to wade one's way through and achieve peace and tranquillity, We may term this as the **Criterion of 'Developing Harmony within oneself and harmony with the society' from Education**. Educational Policy evaluation, therefore, needs to bring various recommendations of the suggested policy under such a scanner.

3. The criterion of Judicious Weightage for Economic and other Basic Objectives of Education

A related issue that deserves special attention is the economic aspects of education which are receiving currently an overwhelming focus. The utilitarian approach to education was emphasized by the British under the

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[3] *Fritz Machlup- Production and Distribution of Knowledge in the United States, Princeton University.*

advice of Macaulay In fact, very important recently advocated approaches to educational planning and policy called manpower planning approach and rates of return approach with a focus on only economic returns lay disproportionately bigger emphasis on this potential of education. Economists of education have conducted innumerable studies highlighting the importance of these approaches for different countries using micro and national-level data. One cannot deny the importance of skill formation and resultant economic gains from education. For ordinary business of life-nurturing, this aspect at all stages of education should not at all be underrated. However, this focus has the tendency to crowd out other, and probably more important potentials of education stated earlier. With an overriding focus on skill development like computer skills- leading to economic benefits learners have been giving less importance to arts, language, and literature in any language including that in one's own mother tongue many children of the present generation have denied to themselves the great benefits from access to ancient and modern literature and emotional development from it. Obviously, this would be unfair to the generation and society. Hence, Educational Policy needs to pay specific attention to this aspect of learners. This may be termed as the **Criterion of Judicious Weightage for Economic and other Basic Objectives of Education**. The policy needs to have comprehensive coverage paying suitable attention to every aspect of the sector for which the policy is being formulated. Accordingly, the evaluator of educational policy needs to keep a judicious approach to weigh all aspects of every recommendation.

4. 'Policy Matrix' Perspective in Educational Policy

There is a need to develop a perspective of a 'policy matrix' while thinking about any policy recognizing the interconnectedness of different sectoral policies. It is all the more true in the case of educational policy in view of its multiple implications and interconnections with other sectors. For example, in order that learners fully benefit from education, they need to have good nutrition and satisfactory health levels, adequate housing and related accessories, adequate transportation facilities for reaching the place of learning, and other facilities relating to other sectors. Education's different sectoral connections need to be properly explored and weighed and a suitable holistic view needs to be developed. Thus, Educational Policy should concern itself not just with education per se but should pay attention to all such connectedness with related issues. This may be termed as the **Criterion of Policy Matrix Perspective in Educational Policy**. This implies that even at the time of formulating a comprehensive educational policy a thorough consultation with other sectors which are directly/indirectly related to the sector of education should

be considered mandatory. In the same way evaluation of educational policy requires a comprehensive perspective. Thus, both at the time of formulation and evaluation of educational policy multidisciplinary expertise is necessary as consideration of changes in some of the related sectors demands the use of expertise in say health and medicare, transportation economics, housing studies, etc.

5. Requirement of Philosophical Backing and Empirical Verifiability for Every Recommendation of the Educational Policy

For every aspect of the sector, there must be adequate research backup -both conceptual and empirical, so that the policy statement does not become a statement of mere impressions or a wish list. This implies that the Educational Policy needs to satisfy the **Criterion of Philosophical Backing and Empirical Verifiability**. Before including a particular recommendation as a part of Educational Policy it is necessary to test its ability to implement on the ground with the help of micro-level empirical studies relating to the issue to which that particular recommendation of the educational policy refers.

6. The criterion of Service as the Primary Social Goal of Education

If education and training as understood today are producers of knowledge and information and their transmission, real education is considered as the channel for developing in the persons who are involved in the process of education the ability for 'understanding'. Education should really nurture the spirit of developing internal harmony within oneself - about each issue, event and person - and also the harmony with others in the society. This ethos encompasses the values of honesty, sympathy, kindness, fellow-feeling, a sense of propriety, etc. This indeed is a great service to humanity. The ancient texts like Jataka tales, stories of Anushasana Parva of *Mahabharata*, Fables and Parables of *The Bible*, etc. may provide useful insights for developing the great value of 'understanding', which is normally lost sight of in the process of education aiming predominantly at knowledge and information acquisition. While 'knowledge capital' formed through education is important for raising the economic power in students, the asset of 'understanding' and the basic values developed in students raise the 'capital of harmony' in the society in which the student lives. Unfortunately, the obsession with the six-decade-old human capital revolution that started during the sixties of the previous century seems to have been waylaid to lay disproportionately greater emphasis on the 'economic power raising potential of education' overlooking the 'understanding asset creating potential' of education, which probably is its more important service. Some economists of education even termed education as an 'industry' or an enterprise. This idea has been further stretched in recent

years to such an extent that the profit-making corporate sector has almost developed monopoly control over education at all levels. This corporatization of education amounts to totally changing the nature of education from its primary characteristic of being a service for society to a profit-making activity in the economy like any firm. Educational institutions are now considered as merely 'earning institutions' rather than as 'spending institutions' aiming at providing service to society. Marx had noted this with denigration a long time back when he called educational institutions in general as 'teaching factories'. Thus, ***the Service Perspective of Education should be the primary consideration in the Educational Policy***. The service perspective implies that education should emerge as an agent for value inculcation. ***Educational policy evaluation needs to closely examine how different policy recommendations of educational policy have taken cognizance of the social service aspect of education***.

7. A Watchful Eye on all Channels of Knowledge and Information Acquisition and Value Inculcation

Since education is expected to influence the capacity to absorb knowledge and also the ability to cultivate good values the policy initiatives need to address all the channels through which knowledge and information acquisition takes YouTubes, WhatsApp, Skype, Zoom, Google, etc are powerful media in this connection. During the 'covid' era such channels have become important media of interaction and access to information and knowledge. These channels can e fruitfully used to derive significant educational gains. This modus operandi, which is likely to wield greater impacts on the young minds in particular, and through these channels there are likely to be huge profit-making possibilities unscrupulous profit-making elements having least concern for the value-added aspects of education, might cause great damage to the students and the entire society by their very unscrupulous profiteering activities. It is therefore not wise not to keep a watch on them under the purview of educational policy interventions. Since demand for all levels of education is increasingly becoming more and more inelastic in India, thanks to vigorous Universal Elementary Education drives and powerful 'option effects' opening up the options to move up the educational ladder, these channels are likely to become more popular. Hence, this might lure the profiteering elements to the sector of education and hence great caution needs to be taken by the educational policy about such channels. Hence while evaluating educational policy we need to closely examine whether the policy has introduced any regulatory checks, whether any attention is paid to their efficacy in functioning, etc.

8. Cautious Approach to Internationalization of Education
Another major development in recent years is the internationalization of education. Major foreign players in

schooling and higher education have entered India in a vigorous way. This also is likely to interfere with the value inculcation implication of education, particularly making education very costly and making it inaccessible to many. Indigenous players are likely to be driven out on account of such inroads of foreign actors. Since education brings with it a foreign country's values also the matter becomes serious inviting the attention of policymakers. Thus, since every country and every population group is characterized by its own unique features and they need to be sustained, education needs to play its role as the most important vehicle for transmission of the nation-specific values to students and through the teachers and students to the entire society. This also is education's great function which is in the nature of developing and training the nation's mind. This should not be interpreted as blind standardization of a uniform lifestyle or value system. It is essentially the process of inculcating mutual tolerance and the 'art of living' in a diversified society with mutual respect and identifying with national goals and ambitions.

In recent years there is also a debate about whether the Indian players should initiate efforts for the internationalization of education by encouraging educational entrepreneurs to undertake educational activities in other countries or encouraging foreign players to operate in India or even by encouraging foreign students to receive education in India. Ancient institutions like Nalanda, Taxila, etc had several foreign students on their rolls and thereby such a method of internationalization of education was given a great trial and was found tremendously successful too. It is necessary that the educational policy encourages a serious debate about these options of internationalization. In the first model, there is a risk of Indian educational entrepreneurs settling down in other nations and severing their links with their motherland. Educational Policy, therefore, needs to assess the options for the Internationalization of Education and make recommendations with great caution and a sense of responsibility. Educational policy evaluation initiatives need to put different recommendations under this scanner of caution and responsibility.

9. Education Policy acting as a Watchdog on the functioning of Parallel Institutions of Education

Another major area related to the above discussion deserving the attention of education policy is the now raging channel of parallel institutions of education in the form of tuition classes or coaching classes. It is worth noting that some of these 'teaching factories' are themselves converted into regular schools and colleges and even private universities in due course, after getting themselves registered as trusts or societies. This is done, it is noticed, primarily to claim grants from the government. Since their one-time students may be occupying important positions in politics and government, it would not be very

difficult for them to get government grants sanctioned in their favour. There is nothing wrong in all this if the coaching classes had adopted the service perspective in their functioning as institutions of education or support systems for the needy children needing compensatory support in the process of learning. However, in actual practice, such coaching classes with service as the underlying motive for their functioning, are hard to find. In order to survive many of them are found indulging in all types of profiteering activities and sometimes even in malpractices relating to question paper leaking, wielding big pressures on examiners, etc. Since such bad habits are hard to die there is no guarantee that after they become regular schools and colleges or universities they can start adhering to value-based functioning and adopt service perspectives about education. It is not just this; there are reports that these institutions interfere with the performance of other channels of education such as education at home and formal institutions of education in respect of their knowledge transmission function and also in the 'understanding inculcating function'. These parallel educational institutions are primarily profiting institutions rather than service institutions. Even the normal institutions of education get distorted by these parallel institutions in respect of charging of fees, the commitment of teachers in the normal institutions, the honesty of teachers in these institutions, the temptation of students to underrate the normal institutions and overrate the parallel institutions, malpractices in examinations, focus on marks rather than even knowledge, leave alone inculcation of values, etc. Normal institutions of education are treated merely as certificate issuing institutions. There was a time when taking tuition used to be considered as an index of the underdeveloped capacity of a student and hence good students were deliberately avoiding going to tuition classes. However, on account of big monies for tutors, lavishness in pomp and show, and highly effective marks fetching strategies used by coaching classes even good students have started attending these classes, and in recent years in fact children - even good children feel proud to attend more popular coaching classes. Thus, while in the olden days' regular attendance and full attention in the regular schools used to be a status symbol in recent years the situation has reversed, and attendance in parallel institutions is considered not only as an index of status but also as mandatory since there is the less serious atmosphere in normal institutions of education. It is also noticed that teachers who are appointed on a regular basis in normal institutions are permitted to conduct private tuition classes and/or join tuition classes as teachers and earn substantial remuneration. It is also alleged that teachers in normal institutions do not exert much and do not do their teaching properly there but ask students to join coaching classes or join their private tuition arrangements where difficult

problems of the syllabus are solved with a personal interest for students. Thus such parallel institutions seem to have created a generation of dishonest teachers. From all these points of view the overseeing agency of the sector of education needs to keep a close watch on these parallel institutions and their impacts on normal institutions and the direct and indirect linkages between the two. Hence, educational policy needs to visualize an agency to act as a Watchdog for this purpose. Accordingly, educational policy evaluation needs to closely examine whether the policy contains effective measures to regulate the coaching classes. There is also a need to strengthen the normal institutions and make them competitive to the parallel institutions so that the teachers not taking recourse to such parallel institutions for additional earnings are dissuaded and also students consider it a matter of pride to undergo education only in normal institutions and earn certification in a legitimate way.

10. Criterion of Equity

Education is a screening device to screen out the incompetent both in the process of education and also in the job market. This amounts to saying that education is equity neutral. However, no component of educational policy can ignore this criterion of equity as every recommendation needs to be testified against the ethical touchstone. Generally, the potential of education as an equalizing agent is understated particularly after the human capital revolution of the 1960s under which education is considered as an important instrument of efficiency in preparing students for jobs and economic/ gainful activities. Only when everyone has access to quality education it can be considered as an equalizing agent also. However, the facts are entire to the contrary and hence conscious efforts to make education as an equalizing agent would be extremely necessary.

The equalization and justice potential of education can be assessed in terms of the following criteria. These are listed here only as illustrative. There can be many more dimensions of equality and justice in education;
i.   **The criterion of Universal Access and Equity**
ii. **The criterion of Gender Equity**
iii. **The criterion of Equity for Socially Deprived Population Groups**
iv. **The criterion of Equity for Economically Weaker Sections of Population across different Social Groups**
v.   **The criterion of Regional Justice and Equity**
vi. **The criterion of Justice in Education**

The social sector development in general and educational development in particular urgently needs to consciously integrate the ethical elements of equity or fairness and justice. On the opening page of *A Theory of Justice*, John Rawls states, "Justice is the first virtue of social institutions, as truth is of systems of thought"

(Rawls, 1999a, p.3). Education indeed is a social institution and hence justice should be considered as its hallmark. A quick survey of views of the noted political philosophers on justice from the available literature brings out that their views do not necessarily focus on the educational sector or social sector per se. but they can help develop insights for a conceptual framework for justice in the educational sector. We contend that ***any conceptual framework in the context of justice in the educational sector has to be based on the 'individual aspirant' targeting for equity and 'individual aspirant' perceptions for justice instead of only the 'planner's perceptions.*** Most often the planner cannot fully capture these perceptions of aspirant/s. Hence, the measures suggested by the planner may fail to achieve the goal of equity and justice.

Ethics in Educational Policy

This suggests that ethical considerations in education make it mandatory for planners or educational policymakers to focus on the viewpoints of every individual aspirant for education and not take only a sweeping global viewpoint. It is true that it is extremely difficult to consider every individual's viewpoint as they themselves may go on changing according to different circumstances and time points and their integration to constitute a 'policy for the society or a country as a whole is not a simple task. However, it is clear that the present-day policy statements focussing on merely equal access to education in the name of 'inclusive education' may not ensure fairness and justice to the participants in education.[4] It would obviously be unethical from the point of view of individual aspirants of education. For example, if some students do not have an aptitude for a particular subject (say, mathematics) then there is no point in compelling them to study that subject in the name of equality in access to all types of educational opportunities. That would be unfair to those students themselves. It would also be unfair to other students as well, as these other students would find lesser availability of resources for their own educational pursuits as the scarce resources get frittered away for students who are not so much interested in the courses which are thrust upon them in the name of 'inclusive education'.

Why is it that these students do not have an aptitude for some subjects or courses is indeed a big riddle? They are the handiwork of the 'invisible hand'. It is only when such issues of aptitudes, interests, etc. receive serious attention in the educational policy that the conceptual

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[4] *Further ideas regarding this are delineated in my paper entitled, 'Social Sector, Ethics and Justice; Reflections about the Nexus.' A paper presented in a national conference on the social sector organized by the Goa University, 2019. To be published by the Goa University.*

framework for educational policy for justice becomes realistic and relevant. Thus, the Educational Policy needs to take cognizance of such individual perceptions about justice. Like Rawls, we believe that collective good is best served by focussing on individual views. Educational policymakers, therefore, need to undertake intensive studies to understand such individual perceptions of aspirants of education. Outcomes of such studies would help form some judgment regarding what individuals think about justice and fairness in education. While universal access to education ought to be a non-negotiable goal of educational policy in the interest of equity, considering such individual perceptions would be mandatory aspect in the interest of fairness and justice in education. Any policy without paying sufficient attention to the individual (student's and community's) aspirations with regard to educational goals would be a truncated policy. Educational Policy, therefore, needs to fulfil the *Criterion of Individual Perceptions of Justice in Education.*

Similar insights can be developed with regard to other aspects of equity in education. The contributions of John Rawls, Amartya Sen, Mahatma Gandhi, etc. may provide useful insights in this connection. The above paper (referred to under footnote 4) of this author has attempted to present these ideas to develop the concept of the individual-specific perspectives about equity and justice in education. Particularly a concept of *Self Targeted Equality for Perceived Justice (STEP Justice)* has been developed to examine equality and justice in education.

Incorporate STEP Justice Approach in Educational Policy Formulation and Evaluation:

When a decision about educational policy has to be taken based upon the views of every individual -direct stakeholders and those who have remotely linked stakes as in the case of friends or family members, etc. it becomes imperative to understand the views of these stakeholders also about the acceptability of a particular policy recommendation. As stated earlier it is not easy to take cognizance of every individual's perceptions about what type of educational system would be fair to him/her. The following discussion is intended to present some ideas to concretize policy makers' initiatives in this connection.

i.   Every recommendation of the educational policy is likely to be fair to some and unfair to others. Policy makers' goal should be to take cognizance of this fact by compensating those for whom the recommendation/s turn out to be unfair without adversely affecting those who find the recommendation/s fair to them.

ii. Alternatively, the policy should recommend measures to build capacities in those who find a particular policy recommendation/s unfair to them. By such compensatory measures adding to their capacities,

the overall level of acceptability or fairness of the policy would surely improve.

iii. Alternatively, still, policymakers may make efforts to understand why some sections of the population, though in minority, find a particular policy recommendation unfair to them and include measures to cater to their needs even if for others, though in the majority, that particular policy recommendation is not assessed to be useful. Rawls recognizes the importance of minority views also in the interest of justice.

iv. Now, the question is how to identify the two categories of people for whom the entire educational policy is meant, - those who find the policy or recommendation favourable and those who do not find it so. In the case of merit goods like education certain degree of interference with individual aspirants' assessment/ preference is considered necessary. For example, minimum levels of three R's are mandatory in any modern society. Hence, only beyond these mandatory aspects of education assessments of individual aspirants may be visualized to play a role in the restructuring of education- resource re-allocation, creation of new structures in education, etc. Educational policymakers may initiate a large-scale empirical study to collect responses from different sections of society, - different income groups, different community groups, different social groups, different states/regions, etc.

v.   Before expressing their assessment/preference or otherwise for a particular policy recommendation the respondents should be asked to visualize themselves as not belonging to any of the above groups or they should visualize themselves to be under a *veil of ignorance*, to use the term of John Rawls. After they feel that their visualization in this way is perfect then they may record their preferred recommendations for inclusion in the national educational policy. They may be supplied with a long list of policy initiatives for achieving nationally accepted goals of education clearly specified before them. A set of volunteers should be put into service for assisting the respondents to understand the goals, various policy options, different implications of these policy options,

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[5] *In Section 54 of A Theory of Justice entitled "The Status of Majority Rule" Rawls while supporting the majority rule states clearly at the same time that the majority must be constrained by a constitution that clearly protects the rights of all, including minorities (1999, p. 313). During 1950s Richard Musgrave, in his path breaking contribution Theory of Public Finance, had termed this approach to political process of public decision making as the principle of qualified majority voting where minority views are explicitly integrated with the principle of majority rule.*

etc. with possibilities of respondents themselves suggesting new set of policy options.

vi. Since respondents are expected to visualize that they are under a veil of ignorance about their background they are likely to visualize themselves to be under the most unfavourable situation particularly in the educational field in the post policy context. Even though they may be present in the privileged group the possibility of their joining the most underprivileged category even within a short period is not ruled out at all. This is what is emphasized in every philosophy or faith in order to motivate people to be humble and well behaved, for the riches and privileges are very fickle and their continued availability with the same persons cannot be trusted. In this background, the respondents visualize that during the post-educational policy situation they might belong to the most underprivileged class, poor income group, socially most backward communities, least developed region, educationally backward families, etc. Their views for various educational policy recommendations under such a veil of ignorance are likely to be guided by self-interest motivation most favourable to people in the most unfavourable situation, such as lowest income group, belonging to the families with the most deprived educational background, most unfavourable educational surroundings, located away from educational institutions, belonging to communities who are having the most undeveloped language of the transaction, least socio-economically developed regions, etc. as they cannot rule out the possibility of they themselves belonging to this category in the new situation. Resource allocations or policy recommendations based on individual preferences are likely to be most fair for society. Refinements may be introduced in this approach by assigning probabilities of the respondent belonging to different categories of deprivation and providing opportunities for them to express their views about different recommendations suggested as a part of the educational policy. A final weightage chart for different aspects of educational policy may evolve from averaging of individual respondents' weighted preferences. Such a weighted preference chart has the advantage of not missing out the views of any person directly or indirectly coming under the influence of educational policy. Such an approach is likely to make the policy recommendation just and fair.

'Educational policy evaluation' also may adopt the above approach while examining whether various policy recommendations are fair and just.

We may thus consider the formulation of educational policy as consisting of two stages; first, formulation of policy recommendations simply based upon purely philosophical considerations of each aspect of education, while doing so the policymaking experts might formulate their views on the basis of small scale micro-level studies; and second, the recommendations should be adjusted - strengthened, modified, diluted or deleted, based upon the views of individuals of different socio-economic backgrounds, under the veil of ignorance, derived from large scale surveys conducted in different regions, .

11. The Criterion of Quality Assurance

Education without adequate quality amounts to simply student spending the time away from home without any value addition for her or him. It may also imply negative value addition to the society as the entire generation is wasted not just during the time away from home for the student but also for the future generations of students since the present period students would be the future parents who would have the educational certificates and degrees to flaunt around but not the values and knowledge acquisition through the process of quality education. It should be admitted, however, that the operational meaning of quality of education is not very clear. Educational quality can be understood only in the ex-post sense. As they say, proof of the pudding is in eating. Even if good quality education is imparted to students the real outcome is experienced by the society if the learner has been able to absorb that quality education. This is very meaningfully articulated by one of the great ancient poets in Sanskrit -Bhavabhuti, several centuries ago as 'the teacher does not make any alteration in his imparting of the same quality education for different students but the effect of his uniformly delivered teaching is found to be different for different students just as the same sun rays are seen to have bright reflections in the case of a jewel but not in the case of a mound of earth.'[6]

It is worth noting that the United Nations explicitly recognized the importance of not only universal access to education but emphasized access to 'quality education for the purpose of Sustainable Development Goals. As can be seen below[7] two of the 17 Sustainable Development Goals refer to the quality of education.

For the first time in The United Nations document - Transforming Our World: The 2030 Agenda for Sustainable Development, Goal 4 of the SDGs was set which focused purely on education. This Goal is aimed primarily at Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning

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[6] *Vitarati Guruh Praajnye Vidyaam yathaiva tathaa jade | Na tu khalu tayoh jnaane shaktim karotyapahanti vaa | Bhavati cha bhooyaan bhedah phalam prati tadyathaa | Prabhavati bimbodgraahe manih na mrudaam chayah || Uttararaamacharitm*

[7] *Sean Slade, 'What Do We Mean by a Quality Education?' Feb 22, 2017*

This implies that all the countries should aim at 'Quality Education for All' rather than merely Education for All. This broke a polarised view of some researchers in the field of education of the last century (like that of Harbison and Myeres in their Strategies for Human Resource Development) that only high-income countries which can afford should aim at higher education and education of higher quality and other countries should introduce policies for access to whatever is understood as first-level education only. This obviously is not acceptable to any country in the modern-day world. All countries wish to grow and to become strong in the global economy. All countries wish to have access to all stages of quality education in order to achieve a competitive position in the comity of nations.

But what do we mean by quality education? It does not mean as some consider, focusing only on literacy and numeracy. SDGs clearly showed that this 'definition is insufficient and outdated. Education is not simply a content delivery system; rather, it is a system designed to help all children reach their full potential and enter society as full and productive citizens.'

One should not understand Quality Education as the one that is 'measured purely by a test score or by how many words per minute a 5-year-old can read.' Quality education is truly that which 'focuses on the whole child- the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socio-economic status, or geographic location. It prepares the child for life, not just for testing'

Sometimes it is thought that fewer students per teacher would ensure personal attention to students and hence would lead to a higher quality of education. Similarly, good and spacious classrooms, risk-free approach roads to educational institutions, compound walls for schools, the proximity of educational institutions for students, 'neighborhood schools', free supply of books including notebooks and writing materials, etc. would help raise the quality of education. In fact, a policy initiative under the 'Operation Blackboard' introduced in India a few years back had focussed its attention on this aspect. While all these would help raise the quality of education they themselves are not equivalent to quality education. Researchers have identified the school-related, home-related, and society-related factors as 'causal factors for the quality in education. However, about what is quality itself there is not much clarity. Whether quality itself is individual-specific or region-specific, etc. also needs to be further examined. Educational Policy initiatives - both formulation and evaluation- need to probe deep into this issue and identify quality education and instruments for achieving it. Quality is an extremely tricky and intangible concept. Under the scheme 'operation blackboard' an attempt seems to have been made to 'tangibalize' it. It is true that in the case of most of the intangible variables

visualization has to be done with the help of tangible causal factors only though these causal factors might have different magnitudes of effects on the quality. In any case, deep conceptual research are needed on this area. In fact, educational policy-making and educational policy evaluation should be considered as opportunities for initiating fundamental research on basic issues like quality of education.

12. Criterion of Topical Relevance

Since education is the most effective transmitter of knowledge the policy makers need to be alert towards the contents of education and their relevance, otherwise the teachers who do not take their responsibility seriously may keep repeating in their classes whatever they had learnt when they were students or keep on reproducing (including the jokes also!) whatever notes they had prepared for delivering their lectures during the initial years of their teaching career. This defeats the very purpose of education as it is the important vehicle for transmitting topical and relevant information and knowledge to their students. The present period is the period of knowledge explosion and information revolution in view of fast changes in scientific advancements relating to the social life of the people, economic opportunities, etc. In this background, the Criterion of Topical Relevance assumes a great significance.

The term 'topical relevance' is often interpreted to refer to the economic capability of the student in the context of severe economic challenges of our times and the need to prepare students to face these challenges. Hence, efforts are made to attune the curriculum of different courses/stages in education to the manpower needs or self-employment opportunities in the economy. This may not be objectionable per se if other important goals of education that are of longer-term significance are not lost sight of. More often the latter is crowded out by the former.

Other compelling components of topical relevance relate to educating the students and people about the ill effects of merit badges like tobacco addiction, addiction to drugs, alcohol, other health-damaging substances, etc. Such components transcend the usual components of educational policy like literacy and numeracy, etc. Hence, educational policymakers need to ensure consideration of all aspects of training of the human mind through formal, non-formal, and informal channels and also thereby ensure proper balancing of such different goals.

Similarly, education has the great responsibility of educating students and the people for adopting the necessary habits of protecting themselves and those who come in contact with the risks of 'Covid' -corona viral disease- a pandemic- during the present risky period. Protective measures and practices of SMS - Social distancing, Mask use, and Sanitizer usage, which were

hitherto not part of normal practices of the people in India (and also the entire world) need to be cultivated. Education's role as a powerful instrument of social change in this connection needs no further emphasis. That Covid has caused catastrophe to the economic condition of the economy and of several families is a matter of common experience throughout the world.[8] In this background education can act as a major rejuvenator for the revival of the economy by facilitating the creation of relevant skills in people, motivating new activities, new start-ups, etc. in the face of new health challenges.

13. The Criterion of Course Completion by Students

Educational Policy needs to address the problems of dropouts and stagnation in education. While dropping out of students from the stage or course in education before completing that stage or course reflects a particular type of wastage in education the failure in and non-completion of that stage or the course, which is termed as stagnation, reflects another type of wastage in education. Since these are formidable problems defeating the very purpose of achieving the goal of education for all any policy which does not pay adequate attention to this problem cannot be considered as a good educational policy. In countries like India, the menace of dropout and stagnation in education deserves serious attention. Some studies of the past in India have shown that non - completion of some years of schooling might lead to a relapse of students into illiteracy suggesting that the few years spent in schools amount to a wasted life for the students and wasted resources for the economy. However, some evidence for some of the other third world countries indicates[9] that the issue of relapse into illiteracy is a myth and individuals need to be left to decide how many years of formal education is desirable for them. This may also raise an issue of **whether literacy initiatives should be delinked from formal education initiatives?** The Educational Policy needs to evolve a studied approach to all such issues.

Obviously, wastage problems would have far-reaching consequences for the self-confidence and initiative of children and spoil the familial relations in their personal life as well. Some other studies of the past have shown that completion of the full period of primary schooling alone can lead to an increase in agricultural productivity and hence the completion of the stipulated period of formal education would be a crucial factor in enabling education's ability to act as a factor for economic development[10]. All such studies speak about the importance of course completion in the case of formal education only. However, there is a need to examine the issue of the optimum period of association of students with their teachers, guides, and well-wishers to get full and enduring benefits from such an association. Thus, the child's proximity with parents, particularly the mother (and not the caretaker maids) would have significance in inculcating the values of compassion, love, affection, a sense of responsibility, etc. only if the child spends good time with the mother and the parents. Experiences of some countries like Finland in this respect are reported to provide useful insights about the value of the contact period of the child with the mother in particular and for framing recommendations about Pre School Education Reform. In order to ensure serious attention to all such issues, educational policy needs to fulfil the Criterion of Course Completion or the Criterion of Provision of Sufficient Time for Child to be in Active Education of the relevant type. Simply extending the period or duration of courses or the stages of education may not be practicable as this would greatly affect students' interest in the process of education itself since in a country like ours students are required to undertake some economic activity to support the family. Also, the scholastic education as being provided for many years in the past may not fulfil the true goals of education like three A's - Aptitude, Ability and Application or three H's - Head, Hand, and Heart- in place of the routinely talked three R's - Reading, Writing and Arithmetic. Education is expected to bring into the open the aptitudes of students and strengthen their abilities in accordance with their aptitudes and facilitate their use in actual practice. It is for this reason that the period of the process of education was split into various types of suitable stages like primary, secondary and higher, covering different age groups. The recently visualized splits like 5+3++3+4 recommended by the National Education Policy 2020 and accepted by the Government of India is yet another way of splitting different stages in scholastic education providing different terminals to students to apply their ability in productive activities. This discussion only goes to show that about the goal of course completion several models have been visualized from time to time and all these models have emphasized the importance of course

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[8] *An interesting policy relevant study in this connection is recently available. See Dr Anand Kabbur, Education for the Revival of Indian Economy. Dr. N.B. Kabbur Smarak Shikshana Wikas Anveshana Pratishthan (SWAP), Dharwad 580 007, 2020.*

[9] *Daniel A.Wagner, et al; 'The myth of literacy relapse: Literacy retention among Moroccan primary school leavers'* **International Journal of Educational Development, Volume 9, Issue 4, 1989**

[10] *Some of such important studies are Schultz TW (1964) Transforming traditional agriculture. Yale University Press, New Haven; Chaudhri DP (1979) Education, innovations and agricultural development. Croom Helm, London; Jamison DT, Lau LJ (1982) Farmer education and farm efficiency. Johns Hopkins University Press, Baltimore; Tilak JBG (1993) Education and agricultural productivity in Asia: a review. Ind J Agr Econ 48(2):187–200*

completion and the importance of explicit recognition of this criterion in educational policy formulation. As stated earlier, frequent changes in course completion period might also cause a damage to the entire education system and hence need to be avoided.

14. Criterion of Administrative Expediency

The policy needs to pass the litmus test of whether the policy is implementable or not. Our plans and policy statements are generally best formulated but least implementable. This is what great economist of yester years Prof V.K.R.V. Rao spoke about the Indian five year plans. In fact, a number of educational reforms in India also suffered from this shortcoming even though they were visualized on the basis of very sound conceptual thinking. Two most glaring experiments in education in our own country have been cited in this connection. The classic reforms in education like Basic Education and the Multi Purpose School Reform in the early and mid 20th century respectively are quoted by critics as examples of such experiments, which though well conceived were adjudged to have been far from being successful mainly because of their administrative inexpediency.[11]

15. Criterion of Resource Use Efficiency

Education is essentially a spending activity rather than an earning activity. It of course strengthens the earning abilities of those who pass through its alchemy. It is notable that educational institutions generally experience most often situations of resource scarcity necessitating the adoption of strategies for efficient and economical use of resources available at their disposal. About the strategic recommendation of the Education Commission (Kothari Commission 1964-66) regarding the desirable level of expenditure on education, there is not much clarity as to whether the desired level of 6 percent of GDP (GNP?) should be the expenditure of the public sector or that of the central government or the entire economy consisting of the public sector and the private sector, etc. All this confusion seems to us to be indicative of the difficulty of the entire sector including the government in mobilizing resources for education.

Education cannot perennially depend upon only government support. This is particularly true in the case of higher education. A recent study reviewing the finances and development of selected institutions of research in India and abroad conducted by this author revealed that at some point in their career higher educational institutions have to keep exploring the non-governmental resources even for their survival. 'Diversify the activities and develop' seems to have been the mantra of the survival strategy of a number of noted research institutions of the world.[12]

There are also many practical difficulties in ensuring adequate mobilization from fees from students. Fees are not just instruments of resource mobilization. They are also instruments of enrolment planning as the elasticity of substitution of enrolment with respect to fees is found to be significantly high in India. This is particularly true when fees are at high levels and significant variations in them are contemplated.

The donations and endowments are fast drying up on account of several factors. Tax policies incorporating incentives for donations, policies to motivate the rich to donate to the sectors like education and health, etc. with frequent appeals, etc. become very crucial. This suggests that educational policy needs to get support from other sectors' policies as well. It is worth noting that Koutilya seemed to have visualized such a 'policy matrix' idea some 3000 years ago.[13] Such initiatives to link financing of education with the resources mobilized from other sectors which benefit directly or indirectly from the education sector may be worth trying.

In the background of education's struggle for resources, it is also extremely necessary to use the available resources in an extremely economical and efficient way. Educational Policy, therefore, needs to be very scrupulous in respect of the resource cost of its recommendations. The policy has also to be very alert regarding the equity aspects of its recommendations because the recommendations have to be implemented in a country like ours with steep inequalities of many types.

Hence, this implies that the Policy needs to keep in mind the Criterion of Resource Use Equity also. Educational Policy evaluation needs to examine such aspects of the recommendations of the policy.

16. Providing opportunities for Strengthening the Competencies of Stakeholders like Teachers, Students, and Parents both at Home and in Schools and Colleges

An adequate number of teachers who are well qualified with proven abilities, adequate digital and other types of lib-lab facilities to keep them updated for self-training and improvement, facilities for continuous learning, etc. play a very crucial role in the proper functioning of the education sector. A good teacher is not just one who possesses only degrees and diplomas in the field of education. A good teacher is one having innate abilities for teaching and the education policy needs to evolve mechanisms to

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[11] *Reference may be made to a five volume Studies on Educational Reforms in India edited by Dr P.R.Panchamukhi brought out by the Indian Institute of Education Pune, published by Himalaya Publications Bombay.*

[12] *P.R. Panchamukhi, Vision, Struggles for Survival and Development; A Story of Development of Institutions-*

[13] *Koutilya appears to link up crime prevention policies with the policies for social welfare as he advocated use of funds from penalties on criminals for expenditures on oldage houses and poor asylums, etc. Koutilya Arthashastra.*

identify and nurture such innate abilities on an ongoing basis.

Similarly, adequate learning facilities for students like reading writing materials, proper peer group interaction facilities, self-learning-teaching, other opportunities, etc. are important in strengthening student competencies. More often students do not get opportunities to enjoy their learning period because of a mismatch of the choices of courses and their interests. Education, unfortunately, becomes most often an activity alienating students from themselves (because of the mismatch), from their family, from their environment and nature causing serious damage to the process of their full development. Such a system would surely ruin the entire generation of children, be the main cause of wastage and stagnation in education and inflict heavy losses on the society as a whole. Many innovative ideas are suggested by some of the notable thinkers of the past which deserve the attention of the policymakers. For example, the idea of the Neighbourhood School, interesting suggestions relating to the duration and timing of the school in conformity with the seasons in India, like the ideas of Vinoba Bhave, Raja Gopalachari, etc are worth giving a try. Rabindranath Tagore's very pragmatic analysis of the educational system presented in his classic contribution entitled 'My School' several decades ago is very much relevant for the present times also and hence any Educational Policy formulators can derive insights and inspiration from it. For a vast and heterogeneous country like India, there need not be a strict uniform policy for promoting all types of stakeholders in education. The basic ideas can be the same with inter-state variations when it comes to the details. These variations can be state-specific, say with reference to school timing, academic terms, school buildings, location of schools, etc. Even with regard to the norms like the number of schools, colleges, etc per lakh population in each state uniform standards may not be proper while evaluating a state's performance in the course of plan discussions and plan grants to states. It is noticed that even the other grant-giving authorities like UGC prescribe almost uniform standards of evaluation of higher educational institutions for special assistance programmes in different states without sufficient recognition of whether institutions are from rural areas or urban areas, small towns, or cities and metropolitan centers, etc. Hence, while providing opportunities for growth of competencies of stakeholders in education a flexible approach is needed. Educational Policy Evaluation needs to examine whether the educational policy formulation and implementation have taken note of this need.

Generally, Educational Policies hardly pay attention to the role played by the home in shaping the educational progress of children. In fact, Educational Policies in recent years have tried to formalize pre-school education to such

an extent, for example, that home is not able to play its crucial role in the education of children. Home traditionally acts as the first informal school promoting the emotional development of the child. Children live in different worlds during the process of their education in formal institutions, the world of the completely different environment of home and the world of a highly regimented and standardized environment of the educational institution. Children are required day in and day out to constantly internalize different methods of adjustment in these worlds. In the process of identifying the right mechanism of adjustment, the children are likely to face the risk of becoming total misfits in the home once they achieve some progress in their educational pursuits. Modern education distances students from household chores, manual work, the language they speak at home, etc. Use of English in domestic transactions also becomes a new norm, on account of which the parents and other elders in the family feel alienated from their children. Even educated parents find it extremely uncomfortable and stressed to keep pace with what happens in the school and college environment. Students have hardly any opportunity to share their challenges and problems in this world of home and educational institutions and vice versa. Most often at home, there is no place for students and parents to quietly sit and do any scholastic work. Mechanically conducted PTMs (Parents Teacher Meets) hardly pay any attention to such issues which are considered personal to the family and left out. Presently conducted PTMs do not serve the purpose of bringing some harmony between these two worlds from this point of view. It is extremely important for educational policymakers to probe into such problems of all the stakeholders, which are real and formidable problems. We, therefore, mention the provision of proper facilities to all the stakeholders not only in educational institutions but also at home as a separate criterion in order to attract the attention of Education Policymakers to this crucial issue.

Language Issues in Educational Policies

Another important issue that is related to the objective of bringing about some harmony between home and the educational institution is concerned with the Language policy and Medium of Instruction. Most often the deprived sections of the population face language as a big problem during the process of education and their social transactions. This author has noticed this problem in his own vicinity at Dharwad where the gouli community, the waddar community and backward Muslim and Christian communities find their children laggards in primary and secondary schools because of the language- both medium of instruction and also the language of interaction with teachers and other children is found to be very strange for them. Most often they do not follow what is happening in the class or in the school. In the Indian Institute of

Education, Pune, where this author had served as Director earlier, had initiated under close guidance of an eminent educationist Dr Chitra Naik, a project of supplying rewritten books to students. The government-approved school textbooks in all subjects in Marathi designed by the scholarly editorial committee were rewritten in the commonly used language of different backward communities of the state and checked whether this improves the performance of children of those communities. It was found that this significantly raised their scholastic performance levels. Thus, the inaccessible language of textbooks is one of the primary reasons for many children's lagging behind in their scholastic performance through their intelligence level is comparable to that of other children. Educational Policy's success or failure particularly at the school level heavily depends upon how this issue is tackled by it. Frequent changes in language policy (two language formula, three language formula, etc) would add further pressure on children and parents, particularly in deprived sections of the population. They have to face the problem of transition, once from their spoken -home- language to the local language and again from the local language to the school language which also differs considerably from the local language. Since most of the explanations are given by teachers in the local language, which may or may not be followed by the children of these communities for whom their home language is totally different. Such transitions make learning highly stressful and not a joy. It is this which leads to the dropout of many children from the process of education itself. Educational policy evaluation initiatives need to pay special attention to such issues linked with language and the medium of instruction. The policymakers need to keep in mind that the individual identities of different communities are not lost and the nation's identity is promoted in the process of children's education.

17. Learning from our Ancient Heritage- India case*

Editor's note- If education is a continuum. This continuum runs from generation to generation over the millennium. India has thousands of years of this continuum running from generation to generation- passed on through oral to written literature in olden to modern languages. These offer kind of passage India has lived and living through. The author has tried to peep through some of those having bearing on education policy formulation and evaluation. The key features namely, questioning, the honesty of the teacher in frankly admitting the limitation of his/her knowledge, access to knowledge to any deserving, irrespective of caste, position, and wealth, and the role of memorization in faculty development are highlighted through examples. These should be viewed this context.

No country can dissociate from its past. This is particularly true in the case of the sector of education which essentially is a continuing process. This does not mean that policymakers should put in efforts to recreate the past or what is termed by some critics with disdain as cultural revivalism. But, it is important to note that India of hoary antiquity has always lessons to offer for creating a brighter future. Very long experiences of our various systems are age tested. A number of statements of ancient texts had always brought out that education's importance in every activity is supreme. The following Upanishadic statement may be considered in this context as an example;

yadeva vidyay? karoti ?raddhayopani?ad? tadeva v?ryavattara? bhavat?ti -- Chandogya Upanishad 1.1.10

Anything done with knowledge, with faith in the teachers and in the scriptures, and according to the principles of the Upani?ads [or of yoga] is more fruitful. Here is the mantra of the effectiveness of any action.

Unfortunately, some of the important and useful elements in the indigenous - ancient - system of education in India seem to have been totally forgotten in the prevailing educational practices of modern times. It would be prudent and wise to borrow from our ancient heritage and suitably integrate these elements into modern educational policies. A brief presentation is made below about only some of the elements of our ancient system which can be considered worthy of emulation in modern educational policies also.

i. Recognition of the importance of the home environment in the involvement of children in the learning processes.

Since in ancient India a 'wide' view of education was adopted with a comprehensive coverage encompassing education at home and education in formal institutions etc., care was taken to ensure a proper environment at home also to facilitate child's mental peace -equanimity at a high level so that the educational process continues smoothly for the learner. This is brought out by the story of Yama the teacher and Nachiketa the student in Kathopanishat. Nachiketa an introspective child of about five years asks Yama the divine teacher to grant him the boon of peaceful atmosphere at home with his father not being angry with him -ÌmÉiÉ× xÉÉÉæqÉÉÉxrÉ . This is the very first of three boons granted by Yama before instruction was initiated by him about transcendental issues. The other two boons asked by Nachiketa are more serious ones, the second relating to the knowledge about xuÉarÉÉÉïÌalÉ the nature of God in fire by offering oblations to which the sadhaka attains the heaven. The third boon relates to the question put by Nachiketa about the nature -xuÉÃmÉ of the entity which is supposed to regulate the Jiva after death. Thus, before a serious activity of education was started the learner and the teacher ensured that

the home atmosphere of both is congenial. Earlier Yama's wife had ensured that the home atmosphere of the divine teacher i.e. Yama is made peaceful by asking him to take initiatives quickly in order to keep their guest - Nachiketa pleased. Nachiketa was on fast for three days at Yama's residence when Yama was away. These are the subtle inferences from the story which have great relevance to the modern educational system also. Educational policies of our times need to take clues from such episodes. It is necessary to ensure a good home atmosphere for both the students and teachers to help the smooth process of teaching-learning activity.

ii.   Another ancient text viz. Shatprashnopanishad brings out another important message for the education sector. The message relates to the issue about who should be considered a great teacher who can be effective in teaching. It says a great teacher is one who possesses a great quality of intellectual honesty while undertaking the function of teaching seekers of knowledge. The story in the Upanishad mentions that six seekers of supreme knowledge approached the most popular and knowledgeable teacher of their time by name Pippalayana and expressed their desire before him that they wish to know answers to six basic questions in their minds. Pippalayana received them with affection and agreed to help them in this respect but said that they should stay with him comfortably in his hermitage for a year and after a year he would oblige them. He made an observation that is so touching and revealing about why he was a great teacher; he said, 'Bhhoya Eva Tapasaa Brahmacharyena Shraddhayaa samvatsaram samvatsaram Samvatsyatha | yathaakaamam prashnaan Pruchchatha | Yadi vijnyaasyaamah sarvam ha vo vakshyaama iti || - 'All of you live here in discipline and commitment happily and then can freely put your questions. Then I shall surely answer all your questions if I myself know the answers.' There is no bluff or pretense of knowing everything on the part of that renowned teacher. He was not feeling any type of pressure in his mind as to how he should manage six of these seekers having retained them for one full year with himself in his hermitage and he will have to babble something diplomatically to please them and send them back. Instead, he was clear in his mind and so he frankly tells them that he would answer their questions only if he knows the answers. But it also seems clear that he was fully confident in his knowledge, otherwise, he would not have offered to ask them their questions freely (yathaakaamamÇ). All these statements reflect the teacher's modesty, intellectual honesty, and affection toward inquisitive students.

iii.   India's ancient texts also bring out some other insights relevant to the educational policy-making of modern times such as the following;

a.   In ancient times students of all ages and all educational stages were permitted to receive instructions only after fully ensuring that the student is eligible, with the right type of aptitude, capacity, commitment to his/her tasks, etc. Education was available to all irrespective of caste, community, gender, and even age. Several children of a very young age were also given the highest level of knowledge depending upon the intensity of their desire. Only the concerned teacher used to scrutinize such backgrounds of students through person-to-person interactions. The story of Jabala Satyakama, a child of a maidservant who did not know from whom out of several masters of the houses where she worked, she got Satyakama as a child, narrated in one of the Upanishads (Chandogyopanishat) brings out that the caste or family background of the child did not at all come in the way of receiving supreme education. It is only the truthfulness of the family members and the child, commitment of the child that matter for getting admission as sa tudent of a great teacher Goutama. A lower-caste boy Ekalavya was taught Dhanurvidya -training in archery- by Dronacharya in a special location. A child of 5 years viz. Nachiketa was given the highest spiritual knowledge by the divine teacher Yama after confirming that he does not get diverted by the baits of worldly pleasures. Boy Jabala Satyakama was made to wait for a long time by his teacher Goutama just as six grown-up sages were by their teacher Pippalayana before instruction was given. This wait was just to test their steadfastness in desire for learning. Such learners would develop a deep attachment to their learning. In respect of certain complex disciplines of knowledge, the educational system had to impose on students certain rigorous codes of conduct and some of the students had to be denied access to the learning of those disciplines because of very high demands about the use of language and pronunciation, strict diet restrictions, highly disciplined lifestyle, etc. These stories have great messages to offer for educational policymakers and educational policy evaluators about what should be preconditions of eligibility for students.

b.   About the methodology of teaching also ancient system provides interesting insights. Knowledge seems to be imparted to inquisitive seekers through the methodology of questions and answers. Instruction was never a one way traffic from the teacher to the learner. Seekers were

permitted to raise questions before the teacher either at the beginning of the session which would have motivated the teacher to initiate his teaching or interrupt the teacher in the course of his instruction and thus cause a trigger for extending teaching covering deeper aspects of a particular issue. This is evident from almost all the Puranas and Upanishads, Bhagavad Gita, Mahabharata, and Ramayana literature. This suggests that learners had very strong inquisitiveness and teachers had a perfect understanding of the subject matter. Otherwise, questions cannot be raised nor can they be answered without faltering and fumbling.

c. Memorizing used to be encouraged at all stages, particularly at the early stages of education. The entire Vedic literature has remained intact over several thousand years through oral tradition. It is indeed revealing that in recent years researchers have shown that the practice of memorizing facilitates the growth of the brain. This is termed as the Sanskrit effect by a Neurologist Sanskritist researcher Dr. Hartzell.[14] Unfortunately memorizing is dubbed as the index of the backward educational system by some of the western educationists and researchers. Educational policies of our times need to appreciate the 'Sanskrit effect' dimensions in educational processes and suitably integrate such positive aspects of our ancient educational practices.

Till recently children used to recite by heart from memory even several Sanskrit thesaurus compositions like Amara kosha, Vishvakosha, Halayudha kosha, Shabda Kalpadruma, etc. very useful sayings of profound wisdom like Shataka Trayi of Bhartruhari, Subhashita Ratna Bhandagara, as part of syllabus about language learning and ethics, Panini Ashtadhyayi Sutras as a part of a study of grammar, Meemamsa Sutras of Jaimini, as part of the study of Philosophy, Goutama Nyayasutras, Brahmasutras of Badarayana, as part of a study of epistemology and ontology, etc. They used to memorize tables of integers, ratios, halves, quarters, three quarters, etc. as part of a study of arithmetic. Even works in calculus, trigonometry, astrology and astronomy were memorizable. A very absorbing poetic work called Leelavati by Bhaskaracharya can be cited as an

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[14] *The India-Trento Partnership for Advanced Research (ITPAR), Dr. Hartzell. Reported by the Scientific American and the Alan Alda Center for Communicating Science at Stony Brook University, with sponsorship from the Kavli Foundation. 2 January 2018. Internet source.*

example. Bharata's Natyashastra is a tratise with thousands of memorable verses on dramaturgy. Ramayana and Mahabharata are poetic treatises in the discipline of history memorized in verses. Such skills of memorizing have almost disappeared on account of the non-use of the concerned faculties. Traditional pundits used to know by heart several thousands of Vedic hymns, shlokas from epics, etc. Traditional works were also composed in the form of verses to facilitate recitation and memorization. Works in shat shastras -Shiksha, Kalpa, vyakarana, nirukta, chandas, jyotis, used to be mostly in the form of memorizable pithy statements or recitable verses.

It is not that the practice of memorizing is unique to only reading learning material in Sanskrit language. Such materials in other languages also are memorized by children in India from their childhood itself. It is too well known to the observers of traditions and practices in India that several verses of Hanuman Chalisa, Ramacharit Manas of Tulsi Das, Dohas of great saint poets like Kabir, Mirabai, etc. in different languages and regions, thousands of Vachanas of Shiva Sharanas, thousands of devotional songs of Hari Dasas, from Karnataka, Tamil Saints, Marathi varkaris (Abhangas), etc are memorized by the young and the old in the country. Nursery rhymes in English also are memorized by heart by children in English medium schools also.

All this shows that much effort is not needed in our country to inculcate the skills of memorizing. What is needed is a conscious effort to preserve these skills. Thus, the educational syllabi, teaching-learning material in different disciplines, methodology of teaching, etc. that used to be supportive of the skills for memorizing need to be further nurtured. Modern system-based and technology-dependent education with a high degree of reliance on slide rules, calculators, computers, etc. has led to a weakening of such faculties. Education Policymakers need to recognize the importance of memorizing faculties and promote them suitably in teaching-learning activities. As it is, young children in India have a natural trait to remember various literary pieces and that trait should be further encouraged by measures in the Educational Policy. In the face of technology-induced adverse effects on the faculty of memorizing such countervailing initiatives of its promotion should make Indian Education System unique in the world. Of course, such promotional measures should not turn out to encourage only cramming and weaken analytical capabilities of children.

Epilogue

Thus, one has to conclude that any initiative to reform

education and to suggest measures to implement the suggested changes needs to be comprehensive and pragmatic with a clear understanding based on micro-level research inputs about the implications of the suggested changes on the ground. It is also necessary to bear in mind that the suggested changes cannot be considered to be permanent. It is also equally true that in the case of the sector like education frequent changes are also not advisable. At least for one generation, the contemplated changes need to be made applicable with minor variations. The task becomes all the more complex since education happens to have influences on almost all the sectors of the economy and society and changes in all these sectors are going to be relevant to education requiring prompt responses from it. It is indeed a great 'balancing act' when we speak of educational policy. Some of the positive aspects of the ongoing system need to be retained by the policies introduced from time to time. Policy evaluators need to act as a watchdog for ensuring that the basic imperatives outlined above are sustained in any educational policy.

On the whole, the task of educational policy-making and assessment of educational policies introduced from time to time is a very delicate activity involving the constant use of multidisciplinary expertise. Evaluation of educational policies on sound principles would provide an objective understanding of various recommendations contained in the policy statement. This would help the decision-makers like the members of the Parliament by enlightening them about the thrusts of the recommendations and thereby build awareness about their implications for the people. It would help boost the confidence of policy makers and the agencies implementing different recommendations. Any queries from the stakeholders or others can be convincingly handled if each recommendation is understood in the background of the above mentioned norms. A systematic evaluation in this way would also help future attempts at modifications of the recommendations or even evolving new set of recommendations for approval through a democratic process of decision making. The present paper is a modest attempt to lay down certain basic principles which need to be kept in mind while formulating and evaluating an educational policy. It is hoped that the ideas presented here would help any serious initiative to evaluate the recently introduced educational policy in India.

Dr. C. Massar wanted to seek clarification about her position in the ICF state Chapter after she retired from the College. Dr. Sharma said she continues as coordinator and member of ICF Chapter nominated by the President SEED-ICF as per the constitution of ICF. New State Secretary of ICF and her/his team should be appointed either on a seniority basis or based on election. He said, Dr. Massar coordinator of the ICF State Chapter can undertake this exercise in a meeting and inform the ICF headquarter.

There is also a request about the position of retired College Principals in ICF. At present, retired principals (as discussed in the meeting at Jamshedpur conference) continue to be associated with ICF in a personal capacity. They can attend the ICF conference and also work to

strengthen the ICF. Fees, etc. have not yet been decided. The issue of fees will be taken up in the next meeting proposed for ICF State Chapters Secretaries.

Dr. Sharma and all members thanked Dr. Kharmawphlang for generously hosting the meeting.

SEED- USTM MEMORANDUM
Society for Education and Economic Development, New Delhi, and the University of Science and Technology, Meghalaya have signed an MoA to work together to promote collaborative Research, Training, policy planning, and human resource development in the field of higher education and in other academic fields to help institutions of education to achieve excellence and development of youth. Both organizations agreed to work for the common interests. The MoU was signed in the presence of Hon. Chancellor, Faculty members of USTM by Professor GD Sharma, VC USTM, and Dr. GD. Sharma, President, SEED in the presence of Dr. Sudhanshu Bhusan, Head Higher and Professional Education, NIEPA, New Delhi as special invitee.

Photos of Members of ICF State Chapter, Meghalaya and Dr. GD. Sharma. Prof. Sudhanshu Bhushan as special invitee.

STUDENTS GOING ABROAD FOR THE STUDIES-CHINESE APPROACH TO THE INTERNATIONALIZATION OF HIGHER EDUCATION

DR. KAVITA SHARMA*

The paper highlights China's policy of internationalization of higher education through students going abroad for studies. The paper brings to light the policy for state-funded and self-funded students going abroad for studies. Issues pertaining to students returning to China after their studies have been brought to light.

China has made education the cornerstone of its economic development, international prestige, and global influence. However, Hantian Wu has placed all activities pertaining to the internationalization of higher education under two heads: inward-oriented and outward-oriented. The two intersect at points forming almost mirror images of each other. Inward orientation encompasses processes and activities of learning from foreign experience including import of foreign knowledge, culture, models of higher education institutions and norms, recruitment of overseas students, and scholarly exchanges. Outward orientation deals with the processes and activities of exporting domestic knowledge, culture, models of higher education, and norms to the world, primarily to increase their worldwide reputation and influence. It includes supporting international student recruitment, higher education-based programs of cultural diplomacy such as China's Confucius Institutes and giving development aid in higher education. Currently, China is attempting to transform from inward orientation to outward orientation, or at least to balance between the two.

The process of opening up education began after the Cultural Revolution in the post-Mao period, from 1978 onwards. In the Third Plenary Session of the 11th Central Committee of the Communist Party held in December 1978, it was pointed out that the primary task of reform and opening up was to develop the economy, for which quality education was vital.

The country needed highly qualified and talented people to lead it towards social development. In the beginning, the internationalization of higher education mainly meant sending students to study abroad and carrying out a few collaborative projects with foreign universities and home institutions.

Students studying abroad: The growth

In 1981, the State Council issued a document, Interim Provisions for Study Abroad with Self-Funding, which permitted students to study abroad at their own expense. It led to a dramatic increase in self-funded students going abroad to study. Since then, the number of self-funded students has increased dramatically. Between 1984 and 1988, the number of students who were self-sponsored was nearly the same as those who were State or institution sponsored. However, from 1990, self-sponsored students accounted for the majority of China's students studying abroad. In the early 1980s most Chinese students who had gone to study abroad, returned to China because approximately 80% of them had been sponsored by the State or by some institution with conditions that required them to do so.

US and Western Countries Policy Impact on Chinese Students:

With large self-financed students going to study abroad the number of returns decreased. The Tiananmen incident in 1989 proved to be a watershed for the return of Chinese nationals. The US government too passed the Chinese Student Protection Act of 1992 which allowed Chinese students and scholars to stay and work in the US. Canada and Australia, as well as other Western countries, also issued similar protection Acts, which granted the students permanent resident status or extended stay. As a result, approximately 50,000 Chinese students in the US, 10,000 in Canada, and more than 20,000 in Australia chose to stay in their host countries. This was the first large unexpected loss of talent of highly educated Chinese who might otherwise have returned and made a contribution to the development of science and technology.

Chinese Government Response to US Policy:

Consequently, the Chinese government adopted more conservative policies of study abroad and deliberately decreased the number of State or institution-sponsored students. A major policy restriction was that those who wanted to go abroad as self-funded students had to serve in China for a certain number of years, five for undergraduates and seven for graduate students. Otherwise, they were required to pay back to the government the cost of their higher before they were given permission to leave China.

However, the Chinese government did not close the door to overseas studies. In 1992, during his Southern Tour, Deng Xiaoping reaffirmed the importance of overseas study saying that China should not stop sending students abroad just because only a few returned. He said that even if half the overseas students did not return, those

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who did would help the country. Later that year, the Central Government issued a circular that decreased the restrictions on students going overseas. In 1993, a Guiding Policy Regarding Studying Abroad, Supporting Overseas Studies, Encouraging Return in Securing Free Movement was proposed. Since then, the policies regarding studying abroad have stabilized.

The Issue of affordability to go abroad for studies:
The self-financed students who go abroad to study are usually from cities and come from affluent families since a small fortune has to be spent on their education. That is why although there is a widespread desire to go overseas for study, many cannot do so because their families do not have the required means. Hence, families must make an objective assessment of their financial capacity before sending their children abroad as the child has to be supported for several years.

Preferred Destination:
Although the United States is the preferred destination, it is more expensive than other countries. It accounts for at least half of the students going abroad to study. The UK is next at 30% and the rest are 21%. Some change seems to be taking place as Singapore and Japan are also becoming popular.

Students choose to study abroad because they think that it will improve their academic abilities. However, with time greater clarity of motivation is dawning. A majority of students are becoming more discerning about the majors they want to study basing their choice on future job opportunities, instead of rushing headlong into any available foreign qualification. Another motivation is the desire to improve their foreign language skills.

Language Impediment:
Language is a major impediment in studying overseas because the students have to rely mainly on English both for study and for their everyday life. Theoretically speaking, Chinese students have been exposed to English since primary school and have passed numerous English like IELTS and TOEFL, but only a few them can communicate with foreigners normally. Lack of ability to communicate in English results in loneliness and anxiety and even to depression. In addition, the difference in accent when coupled with deficient listening skills in English, makes the class difficult to understand. Also, weak verbal communication in English makes them shy of clearing their difficulties with their teachers in the class or taking help from their peer group. This can cause significant decline in academic performance. The student may feel overwhelmed and unable to adapt to the pressure from all sides.

The Cultural Differences and Education:
Due to regional and cultural differences, the ideas and values of each country are also different to some extent,

which too can have an adverse impact. The classroom in western countries stresses on autonomous learning, while in China, as in a large part of Asia, education is mainly based on infusion. Moreover, there is an emphasis on team work and expression of independent opinion which is in contrast to the teaching methodology in Asian countries where the teacher student relationship is more hierarchical, the student ranking lower than the teacher. Inability to adapt places tremendous academic pressure on the student.

The New Initiative:
In 2009, the General Office of the Ministry of Education issued the Measures for Education Subsidies for State-Funded High-level Graduate Students which further clarified measures for the administration of public-funded graduate students and increased the quantum of funding. This, together with a series of policies and measures, the number of people being sent out abroad by the government increased steadily.

In July 2010, the Outline of the National Plan for Medium and Long-term Education Reform and Development (2010 - (2020) was released. In it, the need to continue to open up to the outside world was reiterated. It also stressed upon further enhancing the high-quality educational resources in Chinese universities to encourage them to increase collaborative arrangements with foreign universities.

The Academic Mobility Beneficiary Countries:
The direction of academic mobility is deeply shaped by an Anglo-American linguistic and cultural hegemony in higher education. The US and European academic labour market is largely an extension of their doctoral market, and draws the brightest minds from all over the world. Hence, America is a beneficiary of global talent from other countries, mainly India and China.

Statistical data also reveals that up to 25% of the students who stayed on in OECD countries after the completion of their degree, the largest number of them were from China and India. In their study of long-term international mobility of Chinese students, Zhang and Li found that the return rate of Chinese students who studied in the US between 1978 - 2001 was 14.1%. Another study showed that the proportion of Chinese and Indian doctoral students who intended to stay in the US after graduation in 2001 - 2003 was more than 80%. Hence, education is obviously a major channel for students from developing countries for migration to developed countries.

China did not only send students and academics abroad but also vigorously sought to get them back so that they could aid in the country's economic development. It was felt that returnee scholars not only increased research cooperation and enhance the quality of research, they also helped to solve the capacity weakness in developing countries who were unable to

support the development of all research fields. In practice, however, the flow of academics is fundamentally uneven and asymmetrical in terms of both scale and intensity.

The New Policy- Attracting Talents:

In 1997, Jiang Zeming President of China announced a new policy of Revitalising the Nation through Science and Education to highlight the vital role of education and science in China's economic development. To meet this goal, both the government and the institutions aggressively recruited scholars from overseas, to raise China's research capacity to international standards. Approximately 20% of the funding given to the prestigious Project 985 universities went into hiring foreign-trained academics.

In its efforts to bring back trained Chinese scholars from abroad, the government provided many incentives that include seed funding money, competitive salary packages, positions in universities or research institutes, housing subsidies, education for their children, favorable taxation, and special policies for hukao registration or long-term residency permits for those with foreign citizenship. The Hundred Talents Program, the Chunhui Scholar Program, the Program of Introducing Discipline-based Talent to Universities, also called 111 Project, the Project of Thousand Talents and Project of Thousand Youth Talents were all launched to entice overseas talent back to participate in China's economic development. Of these the most important are the Project of Thousand Talents and the Project of Thousand Youth Talents. Project of Thousand Talents was launched in 2008 as a way of attracting top overseas Chinese academics and managerial staff. Academics who were full professors or had an equivalent position in world-renowned universities; managing staff - those who had managers as a senior manager within a well-known company; and entrepreneurs, who had developed technologies, obtained patents, or owned their own businesses were offered handsome relocation packages. Academics could also get a one-time start-up funding for setting up laboratories. Compared with earlier talent programs, this scheme set the bar higher and the net wider.

The Impact of Policy:

It is also the first talent program launched by the General Office of the Central Committee of the Chinese Communist Party indicating the government's seriousness in recruiting talent. By the year 2013, it had drawn back more than 2000 top-notch overseas Chinese, over half of whom were academics.

Due to its success, a follow-up strategy, the Project of Thousand Youth Talents was launched in 2011. This program targets talent younger than 40 years old. The eligibility is a doctoral degree from a world-renowned university and at least three years of overseas research experience. These two programs were reasonably successful in hiring back some of the best foreign educated Chinese people. In addition to the Central Government, the local governments too showed considerable interest in attracting those with foreign education and work experience. Many local governments set up their own talent schemes that were independent of, and in some cases, even ahead of the Central initiatives.

Shanghai has been one of the most successful cities in encouraging the return of overseas Chinese. It is also one of the first cities to issue permanent residence permits for returnees with foreign passports. From 2008 on work, the Shanghai government issued and implemented the Eastern Scholars Program under which it facilitated universities and research institutions to attract 50 overseas scholars each year to work in Shanghai.

The Chinese government achieved some success in creating a favourable atmosphere for overseas talent to give return a chance. Factors that have motivated them are China's rapid economic development, good government policy, and good opportunity to develop technologies in China.

Political stability is no longer the top concern among overseas Chinese. Increasing funds invested in science research, the institutional transformation, and the visibility of China's research system are also major reasons behind the return migration. Shrinking of research funding and full- time job positions in the US are the key factors that contribute to the return moves. Other factors are concern for their families, a desire for social recognition, and a nostalgic feeling toward home.

The Other View:

However, academics like Cao have pointed out that government policies have failed to attract first-rate academics. According to him, salaries in China do not match the remuneration in developed countries. Also, returned find the education of children problematic. Further, there are also reasons related to work culture in China which they find very different from what they have got accustomed to in western countries, and problems with children's education at the common reasons. Cao concluded that unless the research culture becomes conducive to first-rate research, China is unlikely to see a large return migration of the best and brightest academics.

Li found that about 61% were only visiting scholars. There was also unevenness in regional distribution, that is, the returnees preferred Shanghai and Beijing over other places. Moreover, the challenges are different for senior and junior returnees. Despite the fact that the academic labour market in China is increasingly internationalised, title and networks continue to matter for professional advancement. While these two elements are important everywhere, they are particularly important in Chinese

society where academic opportunities are sometimes not based on merit, but on personal connections, seniority, or authority. In such a context, junior returnees encounter more challenges because they have limited agency in being able to bring about changes to the existing system, which continues to be hierarchical and bureaucratic.

Individual institutions develop their own ways to interpret and manage State policies. Sometimes, they may get incentives from the government to recruit overseas scholars but at other times, they may have to compete with each other to attract researchers who have strength in publishing in international journals in order to move up in the university ranking.

The Change in Policy and Practice and its Impact:
The three institutions in Shanghai have been gradually giving up special treatment to returnees and moving toward equity in new faculty hiring and promoting. Returnees looking for positions in research universities in Shanghai have to now compete with domestic PhD graduates, although the chance for a domestically trained scholar to work at a Project 985 University is limited. In essence the threshold for junior returnees is higher now. A fresh PhD does not get any special treatment.

The difficulty of finding a job for junior overseas returnees has worsened over time. To begin with their social network is weak. Having gone abroad at a young age, their domestic social network has broken. The difficulties increase because of differences between Chinese and Western semester systems which creates a mismatch between the time of job hunting for international students, and the time of recruiting for domestic enterprises. Further, often international students lack career planning awareness and training before going abroad, so they are not clear on what career they should be pursue after graduation. Finally, as Chinese universities have started competing with the top universities of the west, the comparative advantage of returnees has weakened.

Despite few policy incentives towards individual junior returnees in Shanghai, many other institutions have carried out significant internal innovations in order to create an organisational culture that is more conducive to attracting overseas scholars. They are interested because, as Choi and Lu found, there is a strong relation between returnee faculty members and the internationalization and diversification of curricula. Moreover, returnee scholars could be a bridge between China and the international academic community. This helped both directly and indirectly as it helped to improve China's research productivity and competitiveness and make it a part of overseas professional and trade networks. Hence, some proactive schools and departments have adopted dual track systems to manage returnees and the locally trained faculty differently in terms of salary packages, performance expectations, and promotion requirements.

The age-old debate of Brain Drain:
However, this new policy has not been without controversy. It has provoked debates on brain drain. The assumption behind the preferential policies is that the returnees are better than the locals. Local scholars believe that the government has over emphasized the returnees because, as they see it, many overseas returnees are not especially talented or better than the locals. They feel that their contributions have not been valued enough and that they have been marginalized. This feeling of marginalisation is not uncommon.

According to one view developed countries have negative effects on the source countries which have made substantial educational investments in the students. This view has been challenged by recent studies on brain gain and brain circulation, which focus on the potential benefits that overseas students and highly skilled people might bring back to their country of origin. Scholars like Rizvi claim that the concept of brain circulation continues to ignore the more fundamental issue that the space in which mobility takes place is not a neutral one. In India KN Kabra of Indian Institute of Public Administration, New Delhi written a book on Brain Drain.

To sum up:
Overall, it seems that although China has developed from a country with relatively insufficient human resources to one of the world's largest countries with rich human resources, it has lost a vast top-ranking talent to developed countries in vast numbers. This is especially true of the fields of science and engineering in which the best do not return.

There seems a global tug of war for talent between the developing and developed countries. Many developing countries have adopted policies to attract global talent or drawback immigrant nationals to contribute to domestic economic growth. Failing to attract the return of talent on a permanent basis, one policy initiative is the construction of diaspora networks. This enables the emigrants to transfer their skills and expertise to their home country without necessarily returning permanently.

China, for instance, represents an important example of reaching out to its overseas intellectuals to entice them back, even if temporarily, by deploying diaspora options. Many U.S.-based Chinese academics are extending their diaspora networks with China and are working as visiting professors are research counselors in Chinese universities during summer, and winter terms. At the same time, many developed countries continue to reform their immigration policies and increase their efforts to attract or retain talent.

CENTRAL UNIVERSITY ENTRANCE TEST (CUET) AND THE REST*

Dr. G.D. Sharma *

The paper reviews the system of CUET and examines its impact on School and Higher education in the context of the large and diversified system of school and higher education in India.

THE BACKGROUND:

For some years, the concept of a common entrance test has been in practice for engineering, medical, legal, and other professional education for admission to centrally sponsored educational institutions. Some of the common admission tests are also adopted by the state engineering institutes.

For medical education, there is National Entrance Eligibility Test (NEET). This has been recently questioned by the Tamil Nadu government owing to its iniquitous system of testing, high cost of coaching for admission, and rise of the huge coaching industry. It is also affecting the general education of students in schools as they start preparing for the test during school education. This test was accepted by various state-run medical education institutes. The lack of expansion of medical education has led to a large number of students going abroad for studies and risking their careers on return to India. Besides India pays a huge amount to other countries for medical students' education.

For engineering education for the admission to Indian Institutes of Technology, there is a common admission test conducted by one of the IITs in rotation. Similarly, the state government also conducts tests for admission to engineering colleges. National Institutes of Technology at the second rung of technical institutes also conduct tests for admission. After doing the B.Tech, many IIT graduates migrate to developed countries. Thus IITs work as a supply chain for human resources of developing countries at the cost of the taxpayers of India. India takes solace in the possibility of remittances by migrating professionals. On both counts of medical and technical education, one needs to revisit our understanding of the economics of education in India.

So far all central universities offering the general and special education programs used to conduct their test or admit students based on the performance of students in Higher Secondary Education.

CENTRAL UNIVERSITY SYSTEM:

Of the 45 central universities, eight central universities have affiliated colleges offering undergraduate programs. Delhi University has nearly 52 Colleges offering UG general

The lack of expansion of medical education has led to a large number of students going abroad for studies and risking their careers on return to India. Besides India pays a huge amount to other countries for medical students' education.

education programs. NEHU also has nearly 79 affiliated Colleges. Assam University has 55 affiliated Colleges, Tejpur has 2 colleges Mizoram has 36, Nagaland has 68, Manipur has 72 and Allahabad has 19 Colleges. Hence there are 363 Colleges affiliated with Central Universities out of nearly a total of 42 thousand colleges affiliated with state universities in the country.

It is estimated that more than one hundred thousand students seek admission in undergraduate programs in central universities. Besides affiliated colleges, some of the central universities offer undergraduate to Ph.D. education programs. Delhi University offers admission to students on percentage marks obtained in the higher secondary examination. Which were popularly known as "cut-off marks" for admission. Some colleges kept cut-off marks as high as 100 percent. Recently a good number of students in a college got admission from a particular state board as a good number of students from this board had nearly 100 percent marks. This made some reports in the local and national newspapers questioning the admission based on "cut-off marks".

SCHOOL EDUCATION EXAMINATION SYSTEM :

There are as many as 66 boards of secondary and higher secondary and special education boards in the states of India. Most of the states have their school boards separately for Secondary and Higher Secondary Education, Some also have three boards of examination namely, state open school education boards, Sanskrit and Madrassa education boards, and vocational and skill education boards.

The Central Board of Secondary Education, (CBSE) - a central board- has nearly 30 thousand affiliated schools enrolling nearly 2.1 million students. It conducts Secondary and Higher Secondary Examination. In the year 2020, it conducted a higher secondary examination for nearly 1.1 Million students. Of this, about 1 lakh (0.1 Million) got about 90 marks at the secondary level and 30 thousand got above 95 marks. Some of the state boards also accorded about 100 percent marks. Hence, there were very high cut-off marks for admission to Delhi University-affiliated colleges and colleges affiliated with other central universities and central universities offering UG programs.

There is Council for the Indian School Certificate Examinations. It has 73 affiliated schools and conducts

* Former Secretary, UGC, Director, CEC and Professor NIEPA

higher secondary examinations for students throughout the country. National Institute of Open schooling also examines k-12 at all Indian levels.

Some of the Deemed Universities namely -Dayal Bagh Education Society and Vanasthali Vidyapeeth etc, offer primary to higher education also conducts school examination, and are recognized for admission to higher education.

Two international boards namely, International Baccalaureate and Cambridge Assessment International Education also examine students at the k-12 level and are recognized for admission to higher education. School boards of some countries are also recognized for admission to higher education. They have to establish equivalence with a higher secondary examination in India.

THE MAGNITUDE OF STUDENTS ASPIRING FOR HIGHER EDUCATION:

Out of 26 state-level Secondary School Examination Boards that examined 12. In the year 2020, nearly 15412423 appeared and 12598074 passed the examination. Thus pass-out rate is around 82 percent. Thus 1.2 crore students are aspiring for higher education or job every year. Those who score more than 60 percent marks at higher secondary examinations aspire to professional education in engineering, medicine, and other professions.

Of the total 38.5 Million students enrolled in higher education, 79.5% of students are enrolled in the Under Graduate Programme in India. This works out as 30.6 Million students at the undergraduate level if one-third of UG students are assumed as entry to higher education, the total intake capacity is 10.2 Million. Compared to this number, intake capacity in central universities account for a very minuscule number ie., 100 thousand only. Thus most of the students seek admission to a state or private-run higher educational institution.

THE SYSTEM OF CUET/ CENTRAL UNIVERSITY COMMON ENTRANCE TEST (CU-CET:

The University Grants Commission has announced that admission in the Undergraduate program of all the central universities deemed (eight of them have agreed) should be through CUET in the year 2022. to be conducted by National Testing Agency. It is said the CUET the test will be held in the following manner:

The CUET is a major change in the system of assessment of students for admission to central universities. For that matter, it is also a major change in the system of evaluation of students' abilities through a method of language, domain knowledge, and general aptitude for higher education. Let us discuss the same here.

LANGUAGE COMPETENCY:

It attempts to test the language capabilities in two parts termed Section IA and IB. A student has to appear in one

language out of 13 languages of her and his choice. One has to obtain at least 30% Marks to qualify for the language capability test. Section 1A has 13 Languages and Section 1B has 20 languages. Except for English most of the languages under 1A are Indian languages mentioned in the schedule of official languages. Of these most schools under the CBSE, the framework has either English or Hindi as a medium of instruction. State boards have regional languages along with others as a medium of instruction.

DOMAIN-SPECIFIC KNOWLEDGE CAPABILITY:

Domain-specific Knowledge competency is tested under Section II. There will be several subjects out of which a student should choose three subjects. It could be three subjects nearer to the subject's stream she/he proposes to seek admission. Here also section II has been divided into two parts that are B1 and B2. There is a total of 27 subjects under section II. B1 has 18 subjects and B2 has 9 subjects. B1 subjects mainly relate to Under Graduate program areas namely, Biology, Physics, Chemistry, Mathematics, History, Sanskrit, Psychology, Economics, Sociology, and so on. In the B2 list, there are subjects namely, Mass Media, Mass Communication, Entrepreneurship, and so on.

A list of languages and Domain-specific subjects is given below:

Languages (13): Tamil, Telugu, Kannada, Malayalam, Marathi, Gujarati, Odiya, Bengali, Assamese, Punjabi, English, Hindi, and Urdu

Languages (20): French, Spanish, German, Nepali, Persian, Italian, Arabic, Sindhi, Sanskrit, Kashmiri, Konkani, Bodo, Dogri, Maithili, Manipuri, Santhali, Tibetan, Japanese, Russian, Chinese.

Domain Specific Subjects (27): 1.Accountancy/ Book Keeping 2.Biology/ Biological Studies/ Biotechnology/ Biochemistry 3.Business Studies 4.Chemistry 5.Computer Science/ Informatics Practices 6.Economics/ Business Economics 7.Engineering Graphics 8.Entrepreneurship 9.Geography/Geology 10.History 11.Home Science 12.Knowledge Tradition and Practices of India 13.Legal Studies 14.Environmental Science 15.Mathematics 16.Physical Education/ NCC /Yoga 17.Physics 18.Political Science 19.Psychology 20.Sociology 21.Teaching Aptitude 22.Agriculture 23. Mass Media/ Mass Communication 24.Anthropology 25.Fine Arts/ Visual Arts (Sculpture/ Painting)/Commercial Arts, 26. Performing Arts - (i) Dance (Kathak/ Bharatnatyam/ Odissi/ Kathakali/Kuchipudi/ Manipuri (ii) Drama- Theatre (iii) Music General (Hindustani/ Carnatic/ Rabindra Sangeet/ Percussion/ Non-Percussion), 27. Sanskrit. This is as per NCERT model sysllabus as applicable for Class XII. Source - NTA notification dated 26-3-2022

GENERAL KNOWLEDGE AND APTITUDE FOR HIGHER EDUCATION:

Section III attempts to test the general aptitude of the candidate.

It covers subjects like- General Knowledge, Current Affairs, General Mental Ability, Numerical Ability, Quantitative Reasoning, (Simple application of basic mathematical concepts-arithmetic, algebra, geometry, mensuration/stat taught till grade 8, Logical and Analytical Reasoning

The merit would be decided based on test scores in domain-specific subjects, two subjects from list B! and one subject from list B2 or B1.

THE POSSIBLE IMPACT OF CUET ON THE SCHOOL AND HIGHER EDUCATION SYSTEM:

The system sounds to be quite elaborate and oriented to give opportunities to candidates from regional languages background, and different subject combinations about three domain-specific subjects- which were forming part of different subject streams. It also attempts to introduce aptitude tests for elective subjects under Section III. Section III as a separate section and allowing the mixing of subjects from the different streams with advice to keep subjects close to their chosen stream is a new addition to the system of assessment of students for admission to higher education. Through this, it attempts to break the silos of subject- domain as pronounced in the NEP 2020.

Universities may evolve their model within the CUET framework. UGC is urging deemed to be universities, state public, and private universities to adopt this model. Universities and colleges in north eastern region and Uttarakhand have been exempted from CUET this year.

IMPACT OF CENTRALIZATION OF TESTING:

The challenge is the standardization of language competencies as also domain-specific knowledge which could reflect, and represent varying levels in the school system of India. This challenge seems to have been avoided by the CUET by following a single board syllabus. The notification states that the test would be based on the National Council of Education and Training Model syllabus for class XII. This is followed by the Central Board of Secondary Education and schools affiliated with it. The test will also be computer-based through Multiple Choice Questions (MCQ). The test would be conducted in July 2022. Registration for this is stated to have been started on the first week of April 2022. The test is proposed to be conducted in two shifts and more than 500 centers located in different parts of the country.

This single board-based syllabus leaves out diverse thrusts of state-level boards based on the local and regional situations. The system of testing though attempts to give students from different regional languages backgrounds, but effectively excludes them by adopting a single board ie.CBSE board NCERT Model curriculum. There are genuine worries among the state boards and

also schools. Tamil Nadu Government has passed a resolution requesting the central government not to implement CUET as it is disadvantageous to students coming from state boards of education. It is also seen as an imposition on the state to adopt the NCERT Model syllabus at the cost of ignoring diversities, cultures, and the local and regional employment requirements. It is also stated that 80 percent of the students from the region remain in their district/state/region for their careers and living. It is also stated that MCQ type test encourages coaching industry and students pay less attention to classroom teaching and learning through in-depth large format.

Academically it does not sound to help the domain specific-knowledge and general development of students. It is also stated that other common admission tests like NEET, JEE, etc. will give rise to the coaching industry, which invariably charges unaffordable heavy fees to many marginalized, lower, and middle-class populations of the country. It will tend to promote those who can afford the heavy fees being charged by the coaching industry. Thus the system tends to raise more problems than it attempts to solve.

As stated above we have national, international, and state-level boards of senior secondary examinations. They are passing out nearly 1.2 crores (12 million) students every year and a good proportion of them aspire for higher education. But the system of CUET meant for admission to Undergraduate programs for nearly 1-2 lakh students in Central universities and centrally supported deemed to be universities has far-reaching implications for the school system as also for colleges and universities in India. If a state-level affiliating university adopts this system it will directly affect all the colleges affiliated with it. The colleges affiliated with some of the state universities range from 100 to 300 or more.

But the impact of this new approach to admission in higher education will have an impact on the school as the well higher education system. There is likely to be a great impact as all schools prepare students to obtain high scores in various domain-specific knowledge /subjects. And these scores mattered for admission to higher education and several other vocations and occupations. Since these scores will not matter for admission to central universities and centrally supported institutions of higher education the focus would shift from domain-specific knowledge/subjects to preparation for CUET.

The system of CUET will have a disruptive impact on the school education and examination system. Like admission to Technology, Engineering, Medical, and other professional education, there is likely to be severe competition for nearly 100 thousand seats by nearly 1 million students. Since the aspirant for these programs were relatively fewer owing to the requirement of high performance the impact on the general school system was relatively limited. But if this system of tests is applied to admission in Central Universities and its affiliated

colleges, and some of the state universities are also compelled to adopt it, the system of testing will have a larger impact on the school education system in India.

TO SUM UP:
The system of testing for admission to central universities and centrally funded deemed to be universities or other state universities that may adopt this CUET will have quite a disruptive impact on the school and higher education system. Focus may shift from diversification, large format teaching and learning, and overall development of students to preparing for CUET or its adopted version. This may also lead to the centralization of the education processes both in terms of contents and forms which may prove too dangerous for highly diversified economic, cultural, and resources endowments regions requiring diversified talented human resources to meet the local, regional, and national, and global needs. Besides, if the performance of students at the school level is not counted for future professional and career development importance and purpose of schooling will also be undermined. The format of testing in terms of language competency, domain-specific knowledge, and general knowledge and aptitude may be useful but needs to be adopted in a decentralized manner keeping in view local, and regional diversities and requirements.

supply of Engineering, medical graduates, and other professionally educated graduates. Those who graduated in professional education had better job opportunities in India and abroad and also relatively better pay packages abroad.

Developed countries expanded higher education more than their demand. There was spare capacity in universities and colleges. Hence they started marketing education in India. UK, Australia, the USA, and Canada were among the leading nations. The word of mouth and experience of people who went abroad for studies also encouraged them to migrate to these countries for studies. Those who took loans for studies thought of repaying the loans with higher earnings in lucrative jobs or even earning during their education by working for certain hours in a week in the host country. This was permitted due to a shortage of labor in a developed economy.

After the liberalization, many engineering and professional education institutes came to be established. And it largely met the demand in engineering education. To the extent of it being surplus in supply in some courses. This led to many colleges shutting down. Though these colleges were permitted to enroll a certain percentage of students from abroad. But the demand was very limited for Indian education from the developing countries.

However, due to heavy investment and strict regulations, medical education did not expand as required in the private sector. Besides, the fee for medical education in the private sector was very exorbitant. This has led to students going to Ukraine, Russia and China for medical education. These countries offered education in English, better infrastructure, recognition by WHO, and relatively lower fees.

Recent and projected estimates for students going abroad have increased from 4.4 million to 7.7 million from 2016 to 2019. That is to say, nearly 1.1 million went abroad for studies annually. This number is likely to grow to 1.8 million in 2024. India has spent $28 billion on the education of students going abroad. By the time the next parliament election in 2024 takes place about 1.8 million students would have gone abroad for studies and India would spend around $80 billion. This is around Rs. 6 lakh crores. This is almost ten times what we propose to spend on higher education in 2022.

Data about students coming to India for higher studies pale before this figure. We have not crossed a figure of fifty thousand students in 2020. The amount of revenue we earn through them is not known.

The scenario in Ukraine with an estimated 20 thousand students studying medicine is quite alarming, if not frightening from the aspects of security, financial, and future careers of these students. This is almost one-fourth of the total seats in MBBS in India. Most of them have been evacuated and returned to India. One has lost his life also. A good number might emerge from China and Russia. To help them and other aspiring students to pursue their careers in medicine India may need nearly 100 medical colleges.

This was the price of low investment in education from 1970-to 2022. For the last 50 years. The ratio of expenditure on education to GDP during the last 7 years has been less than in previous decades. This is despite the promises made in NEP 2020 to increase the expenditure on education to 6 percent of GDP over 20 years.

It is high time, we seriously deliberate on our regulatory, restrictive supply policy and high - unaffordable fees for medical and other professional education in private colleges- so as to avoid sending our finance and human resources abroad.

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

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

PH.D THESIS
Title-**"COMPARATIVE ANALYSIS OF GOVERNMENT AND PRIVATE SCHOOLS AT ELEMENTARY LEVEL - A STUDY OF HARYANA STATE**, Researcher - Bhim Singh, Guide- Rajkumar, University - Choudhary Devi Lal University Date of Completion 2020

KEY FINDINGS:
Study examined academic, infrastructure, process of education In Government and private Primary schools in Haryana. Some of the key findings are mentioned below:
¢ It was found that the maximum (80.00 per cent) of government schools provided coeducation at elementary level while all the (cent percent) private schools provided co-education at elementary level.
¢ It was found that in maximum (80.00 percent) government schools, medium of instruction was Hindi while in majority (53.34 per cent) of private schools medium of instruction was bilingual.
¢ Further, it was also found that in 36.66 per cent private schools medium of instruction was English and no government school was found where medium of instruction was English
¢ It was found that private schools at elementary level had maximum (80.00 per cent) female teachers while government schools had majority (60.00 per cent) of male teachers.
¢ It was observed during the study that most of the private schools gave more preference to appoint female teachers because they think that female teachers can handle the students carefully at elementary level than the male teachers. Moreover, it was also noted that government of Haryana appoints the teachers in the schools on the basis of test and interview and they may be male or female.

¢ It was found that all the government schools at elementary level had no computer teacher, sports teacher and music teacher while most (90.00 per cent) of the private schools at elementary level had computer teacher, maximum (80.00 per cent) private schools had sports teacher and majority (60.00 per cent) of private schools had music teacher.
¢ It was observed that in some government schools part time music teacher, art and craft teachers and computer teachers was appointed by the government of Haryana.
¢ It was found that student teacher ratio was 25:1 in government schools and student teacher ratio was 22:1 in private schools. Further, it was found that private schools had better student teacher ratio than the government schools at elementary level.
Source : Shodhganga, UGC- Inflinet, For details, readers are advised to refer to the source.

Research Project:
The Title -**DYNAMICS OF FINANCES OF PRIVATE HIGHER EDUCATIONAL INSTITUTIONS IN INDIA,** Researchers: Jacob John, Megha Jacob, and Naveen Joseph Thomas, Study supported by: National Institute of Educational Planning and Administration, New Delhi
Researchers have examined the dynamics of finances of Private Universities based on a sample of 40 Institutions of higher. Some of the key findings of the study are reported for the benefit of readers.
1. Unit costs of Education-The results of the sample study of 40 institutions show that 7 institutions have a unit cost of education below Rs. 1 lakh. For 12 institutions the unit cost is in the range of Rs. 1 to Rs. 3 lakhs. A total of 7 institutions are in the range of Rs. 3 to Rs. 5 lakhs. Another 7 institutions are in the range of Rs. 5 to Rs. 7 lakhs. A total of 5 institutions have unit costs of Rs. 7 to Rs. 9 lakhs, the highest unit cost of education.
2. The fee structure of courses varies from institution to institution and depends on factors like demand for the courses, category of courses i.e. whether it is a degree, diploma, certificate, or a post-graduate degree, the duration of the course, the market value of the course, and the brand value of the institution
3. Absence of Fee Concessions and Scholarships for Economically Weaker Sections: Certain private universities do not follow guidelines for fee concessions and scholarships for economically weaker sections. However, private deemed to be universities offer some scholarships to students from economically weaker sections.
Source: Occasional Paper No. 57, National Institute of Educational Planning and Administration. Editior - Dr. Kumar Suresh. Readers are encouraged to look for the study to have a comprehensive view.

IMPORTANCE OF PARTNERSHIP WITH INDUSTRY, CIVIL SOCIETY, AND COMMUNITY BY HIGHER EDUCATION INSTITUTIONS TO ACHIEVE SDGS

In a Policy Dialogue on the contribution of higher education partnership in achieving SDG 4 Mr. Darren McDermott, team leader of EU Support to Higher Education in the ASEAN Region said "The role of higher education in partnering with society at large in achieving the 17 Sustainable Development Goals is timely with just under eight years remaining to achieve the 2030 SDGs agenda,"

He said," The goals include SDG 4 to ensure inclusive and equitable quality education and promote lifelong learning for all, and SDG 8 on ensuring decent work and economic growth, which directly concern higher education." It's important to look again at the SDGs as 17 interlinked goals."

It was pointed out that "The recent UN reports on the SDGs assert that progress remains uneven. We are not on track to meet the goals by 2030. " " Worse again, it seems that the pandemic has reversed years and, in some cases, decades of progress. " This means, Mr McDermott said, we need to redouble our efforts."

He was addressing the policy dialogue on the contribution of higher education partnerships towards achieving the SDGs, held from 29-31 March in Bangkok, Thailand.

In a key note address Mr.Libing Wang, chief of the section for educational innovation and skills development at the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, said "Much had been done towards achieving the SDGs, but a great deal more remained.

The Policy Dialogue included "the ASEAN Secretariat, Southeast Asian Ministers of Education Organization Regional Centre for Higher Education and Development (SEAMEO RIHED), the ASEAN University Network, the European Union, British Council and other stakeholders including the German Academic Exchange Service (DAAD) and the Netherlands agency Nuffic".

It is reported in University World News that "the discussion in Policy Dialogue "on how best to promote partnership between higher education, the private sector, and civil society in the region will feed into the UNESCO World Higher Education Conference - a once-in-a-decade event to be held in May in Barcelona, Spain, as part of the Southeast Asian regional contribution."

Source and Courtesy: - Yojana Sharma 05 April 2022, University World News, www.univertyworldnews.com

STUDENTS GOING ABROAD -A LESSER-KNOWN FACT

In a recent article in University World News Hans de wit and Lizhou Wang reveals that "In studies about international student recruitment and mobility, the emphasis is primarily on South-North mobility to the Anglophone world: the United States of America, the United Kingdom, Australia and to a few other non-Anglophone countries, such as France and Germany. But the reality is more diverse, with increasing student mobility to non-Anglophone countries, as the substantive presence of international students in Ukraine as well as in Russia makes clear."

International Students in Ukraine

The article further reveals that" In 2019, Ukraine received over 80,000 international students (a 50% increase since 2011). Twenty-three per cent of the international students come from India (18,429), followed by 10% from Morocco (8,233 students). Around 21.5% of international students are from post-Soviet countries, mostly from Azerbaijan and Turkmenistan, and around 1,200 are from the Russian Federation.

The Level of Studies

Fifty-one percent are in master's programmes and 36% on bachelor's degree programmes. Others are in preparatory (8.5%) and postgraduate programmes (3.5%). Medicine is the most popular field of study (32%), followed by medical practice, dentistry, management and pharmacy. This explains why Kharkiv National Medical University is the institution with the most international students.

International Students in Russia

" In 2019 Russia had approximately 310,000 international students - almost four times as many as Ukraine - but around 70% are from neighboring and predominantly Russian-speaking post-Soviet countries. Kazakhstan is the main sender and China, the only major sending non-post-Soviet country, is the second-highest sender. Asia, with 15% of the international students, is the second sending region after the former Soviet Union nations. Ukraine, with 22,000 students in Russia, is an important sending country as well, which is not surprising given the large Russian-speaking population in the country."

The authors state that " most international students in Russia study at the bachelor degree level. Only 10% study at the masters level, which is the opposite of what happens in Ukraine. Healthcare (20%), economics and management (13.5%) and humanities (11.5%) are the three most popular fields of study in Russia, which is a more diverse mix than in Ukraine." It further states that "More than 40% of Russia's international students study in Moscow and St. Petersburg. "

The article is based on a book entitled International Student Recruitment in Non-Anglophone Countries: Theories, themes, and patterns. The book is published in the book series 'Internationalization in Higher Education, Routledge. DOI 10.4324/9781003217923. Editors are Hans de Wit, Ekaterina Minaeva, and Lizhou.

Source and courtesy: Hans de Wit and LizhouWang, University World News, 9th April, 22.

Assam is a state with an abundance of natural resources but is economically backward in comparison to many other states in the country. It is rich in its natural resources, blessed with its scenic beauties and diversified cultural heritage. But its natural resources are not adequately explored and/or utilized for its economic development. The state is generally divided into two river valleys: the Brahmaputra valley and the Barak valley, named after two main rivers the Brahmaputra and the Barak. Silchar, is the district headquarter of Cachar in Barak Valley located in the southern part of Assam and in a remote corner of north - east India.

It was the 1 November 1987, one of the memorable days in my life, the day on which I had joined as the lecturer in Economics in Radha Madhab College, in Silchar. At that time it was a small college affiliated with Guwahati University with only an Arts Stream and nearly 300 students. Later on, with the establishment of Assam University in 1994, it came under it. To speak the truth I was rather disappointed with the small number of students, staff and also inadequate infrastructural facilities. But in spite of all these, I started loving the college and it became my second home. This was due to the enthusiastic fellow feelings, familiarity, and cooperation among staff. It was like a happy family with a small number of children. The soul of the college was the dedication of the faculties and well-behaved students. Their love and respect towards teachers were exemplary.

The teaching-learning process in the 1980s was very much different than that of today. There was no question of the internet or any other digital methods any technologies which are available today but the teachers had a single aim to give their best to the students with the 'Chalk and Talk' method. And the students were very serious about their classes in the college. This may be because of the fact that most of the students were from a very humble background and they were eager to break their vicious circle through education. Another reason is obviously they did not have the opportunity to spend their time on mobile phones, chatting on social media, or view movies on mobile phones like today's students.

After about 25 years of service in Radhamadhav College, I left the college as the Associate Professor and HOD Economics and joined Women's College, Silchar as the Principal, in January 2012.Women's College Silchar, the only college for girls and women in the district of Cachar. The college is old enough as it was established in the year 1963 but unfortunately, its infrastructural facilities were in bad shape. My first priority was to streamline the teaching-learning process of the college and to introduce the best practices in order to bring the academic discipline and at the same time focus on the improvement of its physical infrastructure. I tried my best to implement some of my ideas for the all-around betterment of the college which I gathered with my 25 years of experience. But this was really a tougher job than what I presumed. However, facing all odds, I am successful in my endeavours to a larger extent, if not fully.

For the small colleges located in a remote part of the country with insufficient financial strength, inadequate infrastructural facilities are common issues. With continued efforts, I am successful in bringing some remarkable improvement in the physical infrastructure with the financial grants received from the State Government, RUSA Assam, and UGC.

I believe the teaching profession is something different from other professions, the teachers are expected to focus more on the students' careers. They are to focus on their own career too but that should not be at the cost of students'. I tried my best to inspire faculties but faced a lot of barriers in doing so. However, my efforts imparted some positive impact on the outlook of the faculties and this is reflected in the better results of the students.

It is also very much common among some of the senior faculties that they are always reluctant to adopt anything to which they are not accustomed or which is something new Initially, our all efforts to motivate the senior faculties regarding the use of modern teaching aids and different digital methods of teaching were ineffective. it was ultimately successful to a greater extent due to the compulsion under the Covid-19 Pandemic period. This is obviously a positive side of the pandemic over the all negative impacts that it forced all teachers and students to become internet savvy and compelled to adopt the new digital technique in the form of online teaching, online examination, webinars, etc.

The biggest event in the lifetime of the college, to date, was its Golden Jubilee Celebration in 2013 and it is my pleasure that I could successfully complete the event and it put a mark in the history of the college.

I hope that our efforts will gradually make our college a model college in near future and contribute to the all-around development of the locality as well as of the country through women empowerment. The message is:-never lose hope and keep working for good of higher education and the society we live in.

Manoj Kumar Paul, Principal, Women's College, Silchar, Assam

College Post invites Heads of Colleges, VCs of Universities and Directors of higher education to send their report not exceeding 1000 words about best practices and innovations in the area of academic, governance, contribution to society and achievements in sports and culture. Selected reports will be published under the proposed CP column on innovations and best practices in higher education.

DELVING INTO DEVELOPMENT DYNAMICS: DEVELOPMENT, DISTRIBUTION AND MARKETS

Edited by: Kaushik Basu, Maitrash Ghatak, Kenneth Kletger, Sudipto Mundle and , Eric - Verhoogen.Published by: Oxford University Press, 2021 Pages

The Book under Review has a subject matter that broadly cover areas which fall under the modern version of development economics. The contributors to this book have addressed questions of development economics which now also are integral part of policy making. The book in all has twelve chapters divided in three sections: (i) Anti-poverty policies (ii) Land labor and financial markets and (iii) political Regimes and economic development.

Section one of the book has five chapters, four chapters concentrate on programs and policies for India and fifth covers international experience with cash transfer programs. Chapter one by Dilip Mukherjee discusses anti poverty programmes. Particular attention is given to understand the underlying causes for relatively low proportion of expenditure for poverty reduction programs reaching the poor: despite substantial spending, the average rate of benefits continued to be persistently low and varied greatly across regions. Martin Ravilion (Ch. 2) analyses in more detail one of India's flagship anti-poverty program: MGNREGS. The author reviews the evidence on the impact of this program and finds that the evidence on its desired impact on creation of assets for the poor has been mixed though it has been less cost effective in reducing current poverty through the earning gains to workers than one would expect from even untargeted transfers..

Bruce Wydick (ch.3) reviews evidence on the effectiveness of cash transfer polices and analyses theoretically when one would expect a basic minimum income to have a sustainable long term effect on individual's productivity and income.

Abhijit Banarjee and Easter Duflo (ch.4) evaluate different aspects of anti-poverty policy: the provision of health care. The authors highlight the inadequacy of the Indian health care system which is expected to deliver universal health services. To substantiate their conclusions, they use their findings of a survey of health care experiences and outcome of poor in Udaipur district which were awfully disappointing.

Parikshit Ghosh and Debraj Ray (ch.5) address the question of how interventions in the anti-poverty programs are to be paid for? The authors taking clue from shared ownership funds from elsewhere, propose sovereign wealth fund for India..

The essays in the second section (four in all) explore several issues that pertain to Bardhan's major concerns of development and puzzles of land and labor markets, particularly in poor nations. The first essay in this section by Bhaskar Dutta (ch.6) makes an important point which says standard measure of growth ignores income distribution that makes it difficult to answer: how would one compare economic performance of economies that differ in their economic and political structures. Nancy Chau and Ravi Kanbur (Ch. 7) explore the theoretical relationship between labour saving technical change and wage inequality and show that the relationship depend crucially on the degree of monopsony power of the employer. In their model, different outcomes have been shown to be possible depending on the power of the employer and these lead to interesting interactions in the relationship between the objectives of efficiency and equity.

Maitresh Ghatak's essay (ch.8) gives an important insight using researches on the effect of property rights on resource allocation that provides important clues about how institutional reforms at the micro level can provide robust platform for development. Ghatak, in particular, explores the relationship between property rights, especially over land, and the incentives that producers face to make productive investment.. Nirvekar Singh (Ch. 9) reviews empirical evidence for how well different components of financial inclusion can be accomplished as well as the methods that impact work in specific context. Chapter 10, 11 & 12 go beyond the realm of economics and enter the territory of politics and engage in urgent concerns of present day. These include how the importance of caste designation in policy of India arose (Rohini Somanathan Ch. 10). She reviews the history of conceptualisation of caste in the Indian Constitution and discusses why caste remains so salient as a political cleavage. Progressive autocracies in Islamic countries and the political economy of China's Belt and Road Initiative are the subject matter of Ch. 11 and 12 respectively. Jean-Phillipee Plateau (Ch. 11) considers the question of whether democratic or autocratic political regime is more conducive to economic development. To answer this question, he takes clue from the historical experience of autocratic enlightenment in Muslim countries: Mustafa Kemal Atatrik of Turkey and Habib Bourguiba of Tunisia, find out the causes of their failures: to pursue successful strategies of state-led industrialization. Gerard Ronald (Ch. 12) analyses China's underlying motivations for the ambitious Belt and Road Initiative (BRI). He argues that BRI is expected to provide greater access to natural resource supplies which in turn help maintain high export growth rather than to rather than to dominate the world through this as has been argued by many scholars.

The book deals with several dimensions pertaining policy, practices that attempt to address the issues of reduction in poverty and highlights the not very successful attempts to do so. It also attempts to link politics, religion and autocracy. However, one has to delve deep to arrive at a comprehensive understanding of the phenomena of development. The book will enrich the understanding of policy, practices and interplay of economic and political factors influencing the development dynamics. It is recommended to scholars and policy makers dealing with development of economy and society.

S.C. Sharma, *former principal RLA(Eve), Delhi University*

SEED PUBLICATIONS

The list of Publications and Research Studies is given below:

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

Research Reports

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

Research Studies Completed/Research Papers

SEED carried/carrying out the following studies:

(1) Micro Finance for Income Generation for Livelihood: A comparative Study of Non-Profit making NGOs, SBLP and for Profit MFIs - (ICSSR, GoI, Sponsored project).

Study entitled Micro Finance for Income Generation for Livelihood: A comparative Study of Non-Profit making NGOs, SBLP and for Profit MFIs sponsored by Indian Council of Social Science Research was completed during this year. Review by expert of ICSSR was very encouraging. To quote:

"The study makes an important point that poverty is a complex phenomenon and all poor household cannot be treated as homogeneous group. Micro-finance can be successful in cases where households have some assets and marketing skills. The support s the revolving fund support model of MFIs." ----- The analysis has been carried out in a systematic manner and presented in a clear style"

(2) Monograph on Foreign Direct Investment - Creative or Disruptive External Economic Intervention - © SEED authored by Dr. G. D. Sharma.

A report of FDI entitled FDI- An External Economic Intervention was completed this year and presentation of the same was made to students and teachers of Management in G.D. Goenka University. The report was also sent to relevant experts for their use.

(3) Diversification of Higher Education paper has been prepared by the President, SEED and has also been submitted to Higher Education Policy and Research Centre of NUEPA. The paper is being published as chapter in the Book being brought out by NUEPA.

seed...

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CHEST

Centre for Higher Education Studies and Training

Indian Colleges Forum
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COLLEGE POST

College Post - The higher education journal

WWS

Centre for Economic Analysis and Development

International Centre for WTO and WIPO Studies

Women Empowerment through Micro Enterprise
(WEME)

Other Centers
- **Centre for Assessment of Standards in Education**
- **Centre for Public Policy and People**
- **Centre for International Cooperation and Peace**

**SOCIETY FOR EDUCATION AND ECONOMIC DEVELOPMENT
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