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EDITORIAL

SEARCH FOR AN ALTERNATIVE MODEL OF ECONOMIC AND EDUCATIONAL DEVELOPMENT



In the last editorial we took the stock of economy and education. Our statement that problems are fundamental and there cannot be resolved unless we think out of box, carry out innovations and explore alternative developmental model than developed countries appendage model, we have been following so far. Impact of chasing of western countries developmental model is increasingly becoming dangerous in spite of the considerable push and faith factors are invoked to implement second generation reforms. As stated these reforms are basically meant to help create opportunity to foreign investors to push funds to refurbish economy. Foreign investors are feeling shy as they are not very sure of return on their investment. Government is keen to get more foreign funds to meet current account deficit (CAD) than attempting to address fundamental problems of Indian economy, education and the society.

There is an inter-play of the entire four key sectors namely, economy, education, polity and society. All the sectors are very closely related. While attempting to solve a problem one needs to consider interplay of these sectors

The source of conflict is - reckless adoption of western education and industrial model of development, without taking preventive care, if that word can be used here. The source of conflict is also the reckless western model of education, ignoring the serious warning given by the Father of Nation - Mahatma Gandhi, The recklessness arises out of lack of understanding of the issues and hasty copy cat model of development. The industrialization is needed to produce steel, cement, machines. It is also needed to generate energy to push production of raw material. The real question is: whether it was and it is needed to be done, in the present manner! Similarly education is needed for industrial and societal development, but the question is: whether it should be done the way it is being done presently.

This is a matter of debate and discourse. Whether Gandhian model of development, which might have helped development of machines goods to operate at micro level than at monolith level! Since micro level model, which was based on philosophy of decentralized development and devoid of concentration of economic power, it did not suit western monolith model. The Gandhian micro level Gram Swaraj model ideologically and in practice was discarded by those who had deep grooming in western model of education and economic development. The monolith model of west was producing more than their people can consume. Therefore, export became a necessity to sustain monolith

model. This also gave them economic power to manufacture arms, thereby gave them added advantage to market their product with force. East India company pushing indigo production is an example in India, and Mc Artaney's successor pushing of western products and opium in China, is an another example in series of such examples in the world*.

We in India thought about development of education sometime in the year 1948, soon after independence by setting-up two Commissions namely University Education Commission headed by Dr. S. Radhakrishnan and School Education Commission by Dr. S. Mudaliar. This was followed by setting-up of University Grants Commission in 1956 under the Act of Parliament. Another Commission was setup in 1964 named as Education and National Development headed by Dr. D.S. Kothari. Followed by this we formulated a National Policy on Education in 1968. Again in 1980s a debate on challenges of education was held and followed by this debate another National Policy on Education, 1986 was announced. This policy was revised in 1992 when another party came in power.

All this happened almost a quarter century back. Since dominant economy and dominant education was all pervasive in the world, no attempt was made to question the western model of education, we went ahead with adopting it, as its success in the Science and Technology was amply demonstrated in world. In the

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Editor

G.D. Sharma

Co-editor

Baldev Mahajan

International Diploma Programme in Educational Leadership- Higher Education- Summer School at Paris and Maastricht 1-11th July, 2013

A Group of 12 Principals of Colleges from North Eastern Region, participating in International Diploma Programme in Educational Leadership - Higher education are going to Paris and Maastricht under summer school programme from 1-11th July, 2013. As part of Summer School they will visit and interact with : Prof Khalil Mahshi, Director International Institute of Educational Planning, (UNESCO) Paris and experts namely, Dr NV Varghese, Ms Michaela Martin, OECD Experts namely, Caroline Lesser, Valerie Lafon Phyllis Flick, and others, Dr. Thomas Ea, Director of International Relations and Dr. Béata Mikovicova, In-charge of Student Motilities and Dr. Amara of and Director ISEP, Paris, Director Higher Education Dr. Devid Atchaorena, Director for Teacher Development and Higher Education, UNESCO and his colleagues in UNESCO , Dr. Bikas C. Sanyal, Co-Chair and Director, Maison de l Inde, Paris, Vice Chairman of UNESCO International Institute for Capacity Building in Africa , formerly Senior Adviser of IIEP and Special Adviser on Higher Education to the Director General of UNESCO, Dr. G.D. Sharma , Co Chair, Former Secretary, UGC, Director CEC, Professor Higher Education, NUEPA and Dr. Mridula Sharma , Programme Director Formerly with IAMR. His Excellency the Ambassador of Indian to France Shri R.K. Singh has consented to interact and give valedictory address to Participants at Indian Embassy. Indian permanent representative to UNESCO, His Excellency Shri V.S. Oberoi will also interact with them in his office.

Participants are scheduled to visit Maastricht School of Management of 8th July and interact with experts and faculty members namely, Dr. Rita Deuren, Ms Katalin Kovacs and Mr. Diederik de Boer of Maastricht School of Management, Maastricht, Netherland.

Participating principals of colleges are senior principals having considerable years of experience. Purpose of visit to learn from international experience, interaction with eminent persons and observance of best practices in management of institutions of higher education and Introduce innovative practices and change in their institutions.

Indian Colleges Forum - Jammu and Kashmir Chapter

A meeting members of ICF was held at Kawa Education College, Jammu to discuss the issues of development of colleges in Jammu and Kashmir. This was the first meeting of J&K Chapter of Indian Colleges Forum. The ICF Chapter has been set up in Kawa College, Jammu for J&K. The meeting resolved to arrange for a workshop on Quality Assurance in Higher Education in J&K with a focus on preparing for assessment and accreditation by National Assessment and Accreditation council and other national and international agencies. Shri M.S. Kathoch, Chairman of Kawa Education College, Jammu took lead in arranging the meeting of chapter. The J&K chapter has resolved to provide all support to member ICF and encourage all colleges to come under the banner of ICF and help strengthening higher education in the state.

19TH ANNUAL CONFERENCE INDIAN COLLEGES FORUM

19th Annual Conference of Indian Colleges Forum was held on 31st January, 1st February and 2nd February, 2013 at MES Keevyam College, Valancherry, Malappuram in collaboration with MES Keevyam College and its sister institutions and college in Kerala. The theme and sub-themes of the conference were:

New Policy and Planning Strategies for development of colleges in India

1. Policy and planning strategies for development of college- From affiliating to degree granting status to colleges
2. Reforms in regulatory approach and systems - beyond present initiatives of four pending bills in the parliament of the India
3. From control systems to quality assurance systems of regulations
4. National Qualifications Framework - its advantage and methods of implementation.

Nearly 100 principals of Colleges from different parts of the country attended the conference.

NDV SCHEME

SEED-ICF is launching a developmental programme for youth of colleges studying for graduate and post graduate programme. The objectives of the programme are:

1. Orient youth about National and Global development concerns and initiatives
2. Orient youth about the concept of voluntarism and their participation in programmes of National Development intellectually and physically
3. Inculcate values, cultural moorings and respect for: (a) ideas, (b) diversity of thought process, (c) elders, Women and children
4. Develop leadership skills to serve the Community, State and Nation and Human kind.
5. Develop skills and knowledge of emergency situation management such as floods, fire, epidemic diseases, attack by groups on vulnerable etc.
6. Involve youth in voluntary developmental work pertaining to: Environment, Education, Health and promoting / participating in income generation activities
7. Sharing and caring, networking for the social and developmental cause.

Enrolled NDVs will be awarded silver, gold and diamond medals for voluntary service ranging from 4 weeks to 12 weeks during three years' period. They will have opportunity to participate in local, national and global level need of voluntary work. They will meet once in a year locally, once in two years at state level and once in three years nationally and once in four years globally (optional).

National level register will be developed by colleges of their enrollment. Date base will be shared with industry, national and UN development agencies for inviting teams for voluntary work. Best performing college and best performing NDV team will get awards.

There will a portal where volunteers name and profile will figure and they will be able to share their contribution and their own development on this portal.

For details visit www.seededu.org

DIFFUSION OF ICT TOWARDS IMPROVING THE HIGHER EDUCATION INFRASTRUCTURE

DR M. PRAKASH*

Key to development and progress of mankind is innovation and change. Education system and quality human resources trigger it.

Real education consists in drawing the best out of yourself. What better book can there be than the book of humanity? - M.K. GANDHI

Abstract

A quality education ushers in a lifetime of opportunity, which helps build a strong and diverse citizenry to work and live in an increasingly competitive world. Higher education provides the competencies that are required in different spheres of human activity. Knowledge is the driving force in the rapidly changing globalized economy and society. Therefore, in this study an attempt is made to examine the severe inadequacies of India's education infrastructure and the role of ICT with the hope that the change catalysts will seriously examine the issue and generate competent and enlightened delivery of higher education in India.

Keywords: Higher Education and Information and Communication Technology (ICT)

1. Theoretical Background

Education is recognized as one of the critical elements of the national development effort and Higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society. At any given time, higher education has been a key factor for its ability to change and to induce change and progress in the society. The vision is to realize the human resource potential to its fullest in the higher education sector with equity and inclusion. A quality education ushers in a lifetime of opportunity, which helps build a strong and diverse citizenry to work and live in an increasingly competitive world. Education is one of the most powerful instruments for reducing poverty and inequality. It is equally important to enhance the competitiveness in the global economy. Knowledge is the driving force in the rapidly changing globalized economy and society. Education in general and higher education in particular, is a highly nation-specific activity, determined by national culture and priorities.

Education is recognized as one of the critical elements of the national development effort and Higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society.

The Indian higher education system has emerged as one of the largest in the world, with 14.6 million students enrolled in more than 31,000 institutions. The number of institutions has grown at a CAGR of 11%.

Education is an essential for the growth and prosperity of both a nation and society. Apart from primary and secondary education, higher education is the main instrument for development and transformation. Higher education has the omnipotent role of preparing future leaders for different spheres of life-social, economic, political, cultural, scientific and technological. According to UNESCO Report on Education in the 21st century, Higher Education is the mandate to bridge the knowledge gap between countries and communities, enriching dialogues between people culture; international linking and networking of ideas, research and technologies. Thus, Higher education provides the competencies that are

required in different spheres of human activity, ranging from administration to agriculture, business, industry, health and communication and extending to the arts and culture (Power 2002 Pp74).

Out of 1.21 billion population in India, around 234 mn fall in the age group of 15-24 years, which is expected to increase by 13% over 2005-2020 as compared to the world average of 4%. Hence, India is a striking market for the higher education sector.

India's education and training sector is estimated to be about US\$ 40 bn market, with a potential 16% five-year CAGR. The market size for higher education is projected to treble in next 10 years to \$115 bn.

As per an estimate in FICCI-Ernst & Young report 2010, the higher education spend is going to increase to INR 155,015 Cr and requires an investment of INR 360,640 crores (\$ 76 bn) by 2020 to create the additional capacity. The amount accounts for around 1.9 % of the current GDP based on Purchasing Power Parity. In order to reap benefits of this 'demographic dividend' (i.e., out of a population of above 1.1 billion, 672 million people are in the age-group 15 to 59 years and India will see a sharp decline in the dependency ratio over the next 30 years); access through expansion, equity through

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inclusion and quality have been major concerns of the Government in the higher education sector.

2. Significance of the study

The growth of Indian higher educational system has undergone a remarkable transition from an elite system, having deep colonial roots, to an egalitarian system striving to meet the aspirations of a vibrant democracy. Today, the growth is a result of the nation's policy, adopted immediately after independence, to promote education amongst the masses. Despite that, there is still a struggle to provide better higher education facilities in the country. Therefore, in this study an attempt is made to examine the severe inadequacies of India's education infrastructure and the role of ICT with the hope that the change catalysts will seriously examine the issue and generate competent and enlightened delivery of higher education in India.

3. Objectives

1. To study the enrolment rate of students in higher education in India.
2. To explore the role of ICT in improving higher education infrastructure.
4. Findings

Objective 1: To study the enrolment rate of students in higher education in India.

India is facing an emergency situation in the higher education segment, according to the India Labor Report by TeamLease Services. This has been caused due to low college enrollment, employability crisis of unskilled labor and lack of flexibility of the education sector, the report said. At the beginning of India's independence, there were 20 universities and 591 colleges while students enrollment at the tertiary level of education was 0.2 million. While focusing about the growth in student enrolment the University Grants Commission report also states that in 1950 the total number of students enrolled in higher education institutions was 3,97,000. The growth witnessed is steady till 2001 and stood at 83,99,000 but saw an unprecedented surge in next 10 years. In 2010-11 it stands at 1,69,75,000 a figure that has almost doubled in the last decade. The TeamLease Services study clarifies that despite the enrollment rate is improving, India still lags behind its international counterparts. The higher education Gross Enrolment Ratio (GER) of India is 13.5% (2005). This is much below the world average of 24%, two thirds of that of developing countries (18%) and way behind that of developed countries (58%). The GER of different countries is estimated to be USA (84%), UK (59%), Sweden (82%), Brazil (25%), Japan (55%), China (23%) and Russia (71%).

Even an eleven per cent increase in student enrolment in higher education courses and a nine per cent growth in the number of institutions in the past

decade have not helped improve India's higher education scenario, says a report prepared by the Planning Commission, Federation of Indian Chambers of Commerce and Industry (FICCI) and professional services firm Ernst & Young. The low enrollment is compounded by an uneven spread of higher education; only five states have more than 20 universities and five have only one. Sixteen states do not have a single central university. Representing the enrolment of girls during the same period, the report states in 1950 the figure was 43,000 and in 2001 it stood at 33,06,000 while in 2010-11 it reached 70,49,000. On the much debatable topic of research, the report paints a dismal picture stating that the student enrollment in this area is not encouraging. Talking about enrolment by stages, the report says that 86 per cent students complete their Graduation, while only 12 per cent opt for Post-Graduate programmes and only 1 per cent opts for research thus making it clear that the students either do not have zeal for pursuing post graduation and research or have better career option available after graduation. The rest 1 per cent go for diploma or certificate courses. The report goes in detail and states that maximum numbers of students from both the sexes choose Humanities stream followed by engineering by boys and girls choose science while management or commerce stream is still the third preference. Meanwhile, programmes in Agriculture, Education and Veterinary sciences have very few takers. Moreover, "the government intends to achieve an enrolment of 35.9 million students in higher education institutions, with a GER of 25.2 per cent, by the end of the 12th Plan period through the coexistence of multiple types of institutions including research-centric, teaching and vocation-focused ones," says Mr. Amitabh Jhingan, partner and national leader, education practice, Ernst & Young. Despite of growth in terms of number of colleges the enrolment numbers are not sufficient enough to cater to the education needs of increasing young population of our country.

Objective 2: To explore the role of ICT in improving higher education Infrastructure.

Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. One of the levers to enhance the accessibility and quality of education is improved technology for education delivery by Indian higher education institutes. Integration of ICT in higher education assists in imparting easily accessible, affordable and quality higher education leading to the economic upliftment of India. ICT integration in education can provide, right from breaking time and distance barriers to facilitating collaboration and knowledge sharing among geographically distributed students. ICT

increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. ICT also allows the academic institutions to reach disadvantaged groups and new international educational markets. Thus, ICT enabled education will ultimately lead to the democratization of education. Especially in developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the digital divide. The challenges before the education system in India can be said to be of the following nature: Access to education- There exist infrastructure, socio- economic, linguistic and physical barriers in India for people who wish to access education (Bhattacharya and Sharma, 2007); Quality of education- This includes infrastructure, teacher and the processes quality; Resources allocated- Central and State Governments reserve about 3.5% of GDP for education as compared to the 6% that has been aimed (Ministry of Human Resource Development, 2007). There exist drawbacks in general education in India as well as all over the world like lack of learning materials, teachers, remoteness of education facilities, high dropout rate etc (UNESCO, 2002).

As observed in the previous objective, it highlights the poor percentage of participation rates (GER) of the Indian population in education, and especially in higher education is quite low. Use of ICT in education develops higher order skills such as collaborating across time and place and solving complex real world problems (Bottino, 2003; Bhattacharya and Sharma, 2007; Mason, 2000; Lim and Hang, 2003). It improves the perception and understanding of the world of the student. Thus, ICT can be used to prepare the workforce for the information society and the new global economy (Kozma, 2005). E-learning allows delivery, dialogue and feedback over the Internet. It allows mass customization in terms of content and exams. E-education can provide access to the best gurus and the best practices or knowledge available (UNESCO, 2002). The main goals of ICT adoption in the education field are reducing costs per student, making education more affordable and accessible, increasing enrollments, improving course quality, and meeting the needs of local employers (Ozdemir and Abrevaya, 2007). If education-related goals are to be realized, new and innovative methods of ICT are required to reach out to disadvantaged and special needs students needs to assume greater prominence. ICT can help in enhancing the quality of education through blended learning by supplementing the traditional talk and chalk method of teaching. ICT-enabled education can also be a solution to the growing demands for enrolments in higher education in India and thus help increase the gross enrolment ratio (GER) which at present is very low as compared to the world

average. ICT in education is the need of the hour. It has the potential to provide solution to many of the challenges higher education faces today. ICT is, therefore, needs to be embraced so as to empower our future generations by providing them high quality education. ICT can help increase India's GER aiding it in its transformation towards becoming a knowledge society. There is an urgent need to increase GER i.e. access to higher education both due to consistently rising demand for more places and more quality institutions and also to achieve the larger goal. ICT has the potential to drive innovative and effective ways of teaching learning and research and some of the innovative tools are:

1) MOOCs (Massive Open Online Courses)

A massive open online course (MOOC) is a type of online course aimed at large-scale participation and open access via the web. From an educator's standpoint, MOOCs are relatively easy to set up using free open source tools and tend to have low startup costs. All work, thoughts and instruction can be shared, viewed and critiqued by all the participants of the course. MOOCs are usually free and all that is needed to participate is an internet connection. Students don't have to enroll in the institution which hosts the MOOC and these kinds of courses provide students with the flexibility to perform the course work based on their time availability. Language barriers are less of a concern to students because of the availability of website translation services. Due to their interactive nature, MOOCs allow for direct immersion and engagement within the topic at hand and allow for digital skill development.

2) Flipped Classroom

Flip teaching (or flipped classroom) is a form of blended learning which encompasses any use of technology to leverage the learning in a classroom, so a teacher can spend more time interacting with students instead of lecturing. This is most commonly being done using teacher-created videos that students view outside of class time. It is also known as backwards classroom, reverse instruction, flipping the classroom, and reverse teaching. The idea of the "flipped" classroom is that core content can be reviewed and digested outside of the classroom. Class time (or Webinar time, or conference session time) can then be used for deeper discussion, collaborative learning, etc.

3) Personal Learning Networks (PLNs)

Personal Learning Networks are a great way for educators to get connected with learning opportunities, access professional development resources, and to build camaraderie with other education professionals. Although PLNs have been around for years, in recent years social media has made it possible for these networks to grow exponentially. Now, it's possible to expand and connect your network around the world anytime, anywhere.

4) BYOD (Bring Your Own Device)

Colleges and universities can adapt their networks and policies to accommodate personal mobile computing devices. Undergraduate and graduate students can bring their own wireless-enabled notebook computers and smart phones to campus. Students, who use their own personal devices for anytime, anywhere access will engage more in classroom activities, collaborate more fully with classmates, communicate with faculty and learn how to solve problems using the latest skills.

5) DIY (Do it Yourself) /Self-Directed Learning

The Web has revolutionized almost every aspect of our lives, but the one that is underappreciated is learning. Thanks to the Web, access to educational content is more instantaneous and less expensive than ever before. A process in which students take the initiative to diagnose their learning needs, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes. The role of the instructor shifts from being the 'sage on the stage' to the 'guide on the side' in a self-directed learning environment.

6) Big Data

The era of big data has arrived in higher education as IT becomes increasingly embedded in the processes that comprise "going to college," such as course enrollment, classroom instruction, and student services. Of equal value, data about student journeys, successes, and failures can be captured to improve both individual and collective outcomes across all of higher education when provided back to students in useful ways. When it comes to the intersection of education and technology, 'big data' makes it possible to mine learning information for insights regarding student performance and learning approaches. Rather than rely on periodic test performance, instructors can analyze what students know and what techniques are most effective for each pupil. By focusing on data analytics, teachers can study learning in far more nuanced ways. Online tools enable evaluation of a much wider range of student actions, such as how long they devote to readings, where they get electronic resources, and how quickly they master key concepts.

7) Community Telecenters

Community telecenters (sometimes based in schools) have been touted as important tools to provide access to learners (including teachers engaged in personal enrichment and professional development opportunities) to ICTs outside of formal institutional settings.

8) Multi-channel learning is a useful concept

The practice of 'multi-channel learning' focuses on enriching the educational experience by engaging all resources that are available to help effect incremental change by coordinating the various ways to connect learners with information, knowledge, and stimulation,

and to mediate those interactions, provides valuable insight into how blended learning approaches can be delivered and tailored in areas of great resource scarcity. Thus, ICT is emerging as an important strategy to provide widespread and easy access to quality higher education and becoming a knowledge society.

5. Conclusion

Equity is at the heart of a good educational system. We don't have equity. ICT can affect the delivery of education and enable wider access to the same. They build a platform that enables them to connect with learners in many different ways. Moreover, ICT enables access, inclusion and quality among the higher education institutions. ICT in education is the need of the hour. It has the potential to provide solution to many of the challenges higher education faces today.

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WHAT IS THE ROLE OF EDUCATION AND HOW DO WE REACH OUT TO MASSES?

PROFESSOR M.M. PANT*

*The questions addressed in this paper pertain to: What is good education? How it should be imparted?
What are the characteristics of educated person?*

Mahatma Gandhi had said this very simply as "there is enough for everybody's need" but not enough for everyone's greed."

One of the first questions that we need to address is "What is the Soul of a good education?"

This question begs two aspects, namely contents of education and the other is the method through which contents are imparted and learned by the students. The other questions relevant to the main question are: Is it giving knowledge and skills through institutional arrangement or on job? Is it developing certain capabilities among the learner? Thus far contents of education of education are concerned. The question with regard to how education should be imparted is: Is it necessary to do so face to face training to enable learner to acquire knowledge and skills? Or are there different methods through which these abilities can be developed in the same measure and quality as under the face to face guidance by the Guru?

While some Institutions, such as the IITs and IIMs and a few in the premium league are considered campuses where high quality education is imparted, there are many others which have also produced many distinguished alumni, and such Institutions are spread across the length and breadth of the country, but may not be so well known. But the question remains what is soul of education? What would be the attributes of a well-educated person in the future... say in 2050 or are there any perennial attributes in an educated person with the transient features changing, but a perennial soul that remains forever.

Many Institutions have been asking themselves what qualities or abilities their graduates must have in addition to the rigorous academic programs that all good Institutions run.

Attributes of educated person:

Harvard's list is as follows:

1. The ability to define problems without a guide.

2. The ability to ask hard questions which challenge prevailing assumptions.
3. The ability to quickly assimilate needed data from masses of irrelevant information.
4. The ability to work in teams without guidance.
5. The ability to work absolutely alone.
6. The ability to persuade others that your course is the right one.

But the question remains what is soul of education? What would be the attributes of a well-educated person in the future... say in 2050 or are there any perennial attributes in an educated person with the transient features changing, but a perennial soul that remains forever.

7. The ability to conceptualize and reorganize information into new patterns.
 8. The ability to discuss ideas with an eye toward application.
 9. The ability to think inductively, deductively and dialectically.
 10. The ability to attack problems heuristically.
- Princeton's list overlaps somewhat but has a slightly different emphasis:
1. The ability to think, speak, and write clearly.

2. The ability to reason critically and systematically.
3. The ability to conceptualize and solve problems.
4. The ability to think independently.
5. The ability to take initiative and work independently.
6. The ability to work in cooperation with others and learn collaboratively.
7. The ability to judge what it means to understand something thoroughly.
8. The ability to distinguish the important from the trivial, the enduring from the ephemeral.
9. Familiarity with the different modes of thought (including quantitative, historical, scientific, and aesthetic).
10. Depth of knowledge in a particular field.
11. The ability to see connections among disciplines, ideas and cultures.
12. The ability to pursue life-long learning.

As we confront the 3rd year of the 2nd decade of the 21st century, we see a world facing a range of challenges from climate change, to political turmoil to economic crises. It is clear that solutions to these problems can only come from new approaches that lead to creative, innovative and maybe disruptive solutions that will be suggested by our youth, if the issue of the "Soul of Education" is addressed appropriately.

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The entire world has huge expectations from the youth of India, in leading the planet in its future trajectories. But being young and intrinsically enthusiastic is not enough. The attributes that the young have to inculcate in themselves are many, but I think that they can be condensed in 4 :

- * the ability to learn very fast, something new, substantially on your own with no guidance and mentoring by your teachers
- * the ability to change your habits, according to new needs
- * the ability to change your mindset from a closed conservative mindset to an open expanding one.
- * having an ethical disposition and standing up for the right values. If you have integrity, nothing else matters; if you don't have integrity, again nothing else matters.

Here's another list of "Core Human Skills":

- * Information-Assimilation - how to find, consume, and comprehend information and identify what's most important in the face of a problem or challenge.
- * Writing - how to communicate thoughts and ideas in written form clearly and concisely.
- * Speaking - how to communicate thoughts and ideas to others clearly, concisely, and with confidence.
- * Mathematics - how to accurately use concepts from arithmetic, algebra, geometry, calculus, and statistics to analyze and solve common problems.
- * Decision-Making - how to identify critical issues, prioritize, focus energy/effort, recognize fallacies, avoid common errors, and handle ambiguity.
- * Rapport - how to interact with other people in a way that encourages them to like, trust, and respect you.
- * Conflict-Resolution - how to anticipate potential sources of conflict and resolve disagreements when they occur.
- * Scenario-Generation - how to create, clarify, evaluate, and communicate a possible future scenario that assists in decision-making, either for yourself or another person.
- * Planning - how to identify the necessary next steps to achieve an objective, account for dependencies, and prepare for the unknown and inevitable change via the use of contingencies.
- * Self-Awareness - how to accurately perceive and influence your own internal states and emotions, including effective management of limited energy, willpower, and focus.
- * Interrelation - how to recognize, understand, and make use of key features of systems and relationships, including cause-and-effect, second and third-order effects, constraints, and feedback loops.
- * Skill Acquisition - how to go about learning a desired skill in a way that results in competence by finding

and utilizing available resources, deconstructing complex processes, and actively experimenting with potential approaches.

Society has probably been grappling with this question from times immemorial, and to be able to move on, I am proposing indicators, attributes, and attitudes of educated persons in a graded manner, as it is not expected that there will be a sharp dividing line between an educated person and an uneducated person.

- * An uneducated person sees the world as it appears to the senses, not being able to discern the errors in his perception. His mental model is largely of correlation meaning causation. The kind of fallacy " ergo hoc, propter hoc". A Pavlovian reflex of sorts.
- * A slightly educated person is perhaps literate and numerate and has learnt to read, so he can now read to learn. He can also comprehend quantitative aspects, going beyond mere verbal descriptions; typical outcome of elementary school education.
- * A reasonably educated person, typically a product of secondary school education has learnt adequately what he was required to do, and can produce expected answers under test conditions to the satisfaction of the examiners.
- * A moderately educated typically at senior secondary school level, can process larger amounts of information in mostly familiar contexts, and demonstrate some Higher Order Thinking Skills, but not a high degree of creativity or imagination, because that was discouraged.
- * A well educated person is typically the product of a good tertiary liberal or professional education, and is now trained in some fields of knowledge such as electrical engineering, mechanical engineering, medicine, business studies or law. He can deliver expected results in his field but may be incapable of attempting a challenge in another.
- * A highly educated person would demonstrate the skill set mentioned in the Harvard and Princeton lists and his key ability is to apply his knowledge and learning to new and unknown situations which he has no prior exposure to or experience of. He has the courage to face such situations armed with the right knowledge, attitude and belief. Courage is a golden mean between recklessness and cowardice.

I have coined the term 'Octagon of Success' comprising the following 8 skills that must complement a good academic achievement:

- 1: English Language Skills of reading, writing, listening and speaking
- 2: ICT skills: Using Tablets, Smartphones and productivity Apps
- 3: Information Skills of seeking, organising and presenting information

- 4: Learning to learn : becoming an auto-didact
- 5: Learning to think and problem solving
- 6: Curiosity: asking the right questions
- 7: Character , Grit, Perseverance, Optimism
- 8: Non-verbal Communication Skills: You don't get a second chance to make a first impression.

So, in a simple and straightforward expression, the soul of a good education is not just a well informed or a well skilled mind, but actually a well formed mind.

Having said so the issue is how to do we ensure that each every individual within India and for the matter in the world has an opportunity to acquire knowledge , skills and above listed abilities with or without being part of existing limited institutional arrangement, in the sea of unlimited knowledge and skills resources in the world.

Reaching out to masses

We consider it almost axiomatic that we can never have a high quality education, delivered to almost everyone who wants to learn, at a fee that they can afford. But as has been referred to in a recent book titled 'Abundance' by Peter H Diamandis and Steven Kotler, we are now at a stage where many things that we presumed to be scarce are really globally abundant. They document how progress in artificial intelligence, robotics, computing, broadband networks, digital manufacturing, nano-materials, synthetic biology and many other exponentially growing technologies will enable us to make greater gains in the next 2 decades than we have done in the last 200 years

With the recent reduction in costs of access to information and knowledge across geographies, it is possible to get the best courses from academics and experts from a range of Institutions delivered to a willing learner anywhere in the world.

When Archimedes discovered the principle of the lever, he is said to have remarked "Give me a place to stand on, and I can move the earth". And with present day access to Tablets and the Internet, the ancient Indian wisdom of {Aah noh bhadrāh kritavoh yantu vishwatah} " Let Noble thoughts Come To Us from Every Side : Rigveda 1-89-1" can actually be realised.

The day is not far away when by taking the best online courses from the best professors from around the world - some computing from Stanford, some entrepreneurship from Wharton, some ethics from Brandeis, some literature from Edinburgh, a learner can get a custom made learning programme that fulfils his needs and aspirations. The question may be asked how is it going to happen. In the area of alternative forms of education world has moved pretty fast, thanks to enabling Information and Communication Technology.

Massive Open Online Course (MOOC)

One of the latest enabling form is: the Massive Open

Online Course (MOOC) is an emerging new method of education, especially in an era when mobile Internet is proliferating and Tablets are becoming more accessible to learners.

Because of its relative novelty and the fact that some of its theoretical assumptions are still evolving its applicability across a broad range of fields is untested - its applicability to higher education may be highly debatable.

Some may be inclined to believe that MOOCs ought to be considered as passing fads, or, at best, on the fringe. It is possible, however, that MOOCs will have a disruptive transformational influence on all sectors of education in the coming years.

Before pursuing or implementing a MOOC, it is crucial to understand the concept and how the MOOC differs from a traditional face-to-face course and even a "traditional" online course. This brief note is designed to assist educators and learners in understanding the concept of a MOOC.

So, what is a MOOC? "MOOC" is an acronym for "Massive Open Online Course." The term was first coined as a result of a large online course run by George Siemens and Stephen Downes in 2008. The structure was inspired by other similar large courses, such as one run by Alec Couros and the philosophy of connectivism. Many readers are probably familiar with the terms "online" and "course" in the context of education, but the other terms in the acronym require explanation.

The "massive" refers primarily to the number of students. ("Massive" may also refer to the scope of the course's activities.) For example, a MOOC with 200 students might not be considered "massive." MOOCs can easily have several thousand students simultaneously engaged in the course. In the future, even this figure may be considered relatively small.

The "open" draws on and develops the concepts originally inspiring Couros' work. The software used by staff and students is open-source, registration is open to anyone, the curriculum is open (or loosely structured and open to change as the course evolves), the sources of information are open, the assessment processes (if they exist) are open and the learners are open to a range of different learning environments.

As a matter of fact, Indian Open Universities and Correspondence Institutes have remotely taught a large number of students even several decades ago. Sir John Daniel had categorised some of these Institutes as ' Mega Universities'. Even in the previous century, IGNOU had distributed course materials with bundled Internet time to 70,000 students. But MOOCs became respectable when Stanford University launched its Computer and artificial intelligence courses to a few hundred thousand students from all over the world. And

during the last year or so the MOOCs movement has been accelerating in its adoption.

MOOCs may be considered to be the fourth generation in the evolution of online education. Like all metaphors with stages, some models of online learning implementation may have made quantum jumps of stages, or may be considered to be in more than one stage at a time. The stages of online learning development can be broadly described as follows:

First generation online learning: The faculty place notes and presentations into an online repository or file server with a shared drive. The online environment was often a Local Area Network (LAN). This was common during early 1990s.

Second Generation online learning: Institutions bought a well known LMS like Blackboard or an Open Source one based on Moodle. Within the LMS, the concentration of activity is still on the lecturers' notes and presentations, but other tools such as chat rooms, discussion forums and wikis are available. Some learner-learner and learner-instructor online interaction does occur through these tools, but is frequently of little consequence to the course. The quiz and grade book tool show potential.

The lecturer is still the "sage on the stage," but other voices are heard.

This approach is typical of the mid 1990s.

Third Generation online learning: The LMS remains the centralised teaching and learning environment, but important changes occur in the relative importance of the various tools within the LMS. Most notably, the content area is reduced in importance and the other tools, especially the discussion forums and chat rooms, are now prominent. Learner-learner and learner-instructor online interaction is common and important to the course. The quiz and grade book tool become important management tools. Some courses venture into the use of online (even portable) ePortfolios. Other tools, such as wikis and blogs are also of some importance, but the learning model still emphasises a process of content acquisition, learning and testing. The creators of the LMS adapt the LMS to contain more "Web 2.0" tools, but these tools are, by definition, "contained" within the LMS.

Fourth Generation online learning: The MOOC with access to mobile Internet on Tablets. Many options are available at both the operating system on the Tablets as well as the platform where the contents of the MOOC are aggregated.

One of the major challenges that the developed world faced with deployment of MOOCs was assessment and identity establishment and giving credit for such courses. In India, however, we are used to holding examinations for millions of students in many different areas. The various School Examination Boards

(almost 30), the National Institute of Open Schooling, the various Universities including Open Universities, the Union and State Public Service Commissions all conducted authenticated examinations on a large scale. In fact the common IIT-JEE for all CFTI (Centrally Funded Technical Institutes) had about 1.4 million candidates taking the examination.

In India, the initiatives in online learning were implemented under the 'distance learning' system, which until recently was overseen by the 'Distance Education Council', a Statutory unit within the Indira Gandhi National University. By means of an order issued last year (29th December 2012), has made it clear that this DEC cannot act as regulator for other Universities, pursuing Distance learning based on the recommendations of the Madhava Menon Committee report. Among other actionable points arising from this report is the encouragement to all conventional Universities and Institutions including technical and professional ones, to switch over to a dual mode of education in addition to the conventional programmes to better utilise the already available infrastructure. It further stipulates that there will be no territorial constraints in case all the components, viz. admission, Learning Management System (LMS), counselling, submission of assignment and evaluation and final examination of the programme are offered completely online.

Clearly all traditional Institutions can move on to adapt and adopt the fourth generation online learning with MOOCs and greatly benefit from them.

We therefore need a massive orientation to suitably skill both the teachers and students to adopt a suitable version of the MOOCs. And probably we are now ready to respond to the twin challenges of scale and quality. The success of some notable MOOCs such as Coursera, edX, Udemy, Khan Academy and Udacity in which many Indian students and faculty have participated can be a good starting point to create our own innovative model of an integrated technology empowered unified model of education. The need of the hour is to explore Open Education Resources and MOOCs and we hope that we will over the next year design, develop and deliver a model of quality world class education which several other regions may also choose to adopt. MOOCs in Hindi and regional languages are an obvious development that we must make possible. MOOCs pursued concurrently with regular degree programs to build the skills listed earlier would be very critical to our economic development. The obvious areas in which this will have a huge impact are women empowerment, skill development and life-long learning.

And may the Distance Education Council rest in peace.

REVOLUTIONARY CHANGES IN HIGHER EDUCATION - THE PRIVATIZED MODEL

SANDEEP KUMAR PAUL*

Privatization has considerably influenced the change in Higher Education and it has moved from imparting of knowledge to imparting of skills.

Indian Higher Education System is the third largest education system in the world with student enrolment of more than 1.5 crores and 5 lakh teachers. We admit more than 6,50,000 engineering undergraduate students every year whereas all the universities of United States of America put together admit around 70,000 students only every year. The country records the largest student population of the world which is more than 22 crores. Being attracted by the profitability and potentiality of this vast education market one hundred and fifty (150) foreign universities are already working in India. The 2011 census report exhibits gross literacy of 74%. However it also shows that of the total population of the country only 7% are graduates and only 2% are post graduates and it further reveals that many of the learning population are "first generation learners". Of late the higher education population of our country has increased both in absolute number as well as in statistical percentages. As compared to 0.7% in 1950-51, the enrolment in higher education has increased to 10% in 2006-07 and further to 12% in 2009-10. But in real terms it is still far less from the world average of 23.2%, Canada 88% or USA 80.9%. In the developed countries the average enrolment in higher education is 56.4%. The following schedule of comparative data maps the progress of higher education in our country since independence:

Table - 1
Schedule of Comparative Data

Year	1947	2007-08
No. of universities	18	416
No. of colleges	500	22,064
No. of teachers	24,000	4,35,000
No. of students	2,30,000	1 Crore

Still more and more number of people of the country are to be brought within the ambit of higher education. At the national level the government has set a target of increasing the Gross Enrolment Ratio (GER) in higher

education from the present level of 12% to 15% by the end of the XIth. Plan and to 30% by the year 2020. Various new initiatives are now being taken by the government both in the centre as well as in the states to increase the GER.

Another alarming factor is that in India in higher education preference has shifted from the erstwhile knowledge based education to skill-based education.

Another alarming factor is that in India in higher education preference has shifted from the erstwhile knowledge based education to skill-based education.

Instead of the traditional subjects like literature, history, philosophy, economics etc., skill based subjects like engineering, medical, management, law and technological subjects are gaining more and more popularity.

In an effort to find out the reasons underlying such changes in subject preference it was found that this change

is essentially consequent upon the change in the nature of demand in labour market. India has achieved a growth rate of 9% in recent years. India's economic growth in recent years is largely due to the growth of the service sector. Again the service sector requires skilled employees. Therefore in the labour market the demand for skilled workers has gone up. As a natural consequence therefore in the higher education sector preference has shifted from conventional "knowledge based education" to the present "skill based education". It is thus ultimately the market demand which has started determining the shape, size and pattern of the present day higher education in India. However in reality we find that it is the market which has already started moving, shaping and designing higher education in India.

So far it was a demand based analysis now let us have a look at the supply aspect of it as well. To increase the supply of skilled employees the governments both of the centre as well as at the states have opened up for private sector for imparting skill based education. Due to such policy changes in the late eighties to allow the participation of private and voluntary organizations in setting up and in running Business Schools, Engineering Colleges and Technical Institutions on self-financing basis, in the last two decades the country has experienced exponential growth of skill based technical educational institutions not only in the urban areas but

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in the rural areas as well.

In 1947 there were only 44 engineering colleges and 43 polytechnic (including pharmacy and architecture) institutes in the country with intake capacities of 3200 and 3400 respectively. In 2010-11 the total number of programs in technical institutions and their total number of seats went up to 10,364 and 19,54,482 respectively.

The following two pieces of AICTE data are presented. Table 2 and the adjoining diagram (Chart - I)

maps the growth of different programs in technical institutions from the year 2005-06 to the year 2010-11. Table 3 and its diagrams (Chart - II) exhibits the growth of seats in different programs in technical institutions during the same period.

The West Bengal Scenario

Now let me provide you a few statistics from my own state West Bengal. The privatized model of higher education which spreaded all over the country, West Bengal was no exception to it in spite of its Communist

Table - 2
Growth of different Programs in Technical Institutions

Year	Engineering	Management	MCA	Pharmacy	Architecture	HMCT	Total	Added in Year
2005-06	1475	1888	1576	629	118	70	5756	383
2006-07	1511	2031	1619	665	116	64	6006	250
2007-08	1668	2062	1642	854	116	81	6423	417
2008-09	2338	2734	1768	1021	116	87	8114	1691
2009-10	2942	3482	1888	1054	106	93	9565	1451
2010-11	3241	3858	1937	1102	125	101	10364	799

Chart 1

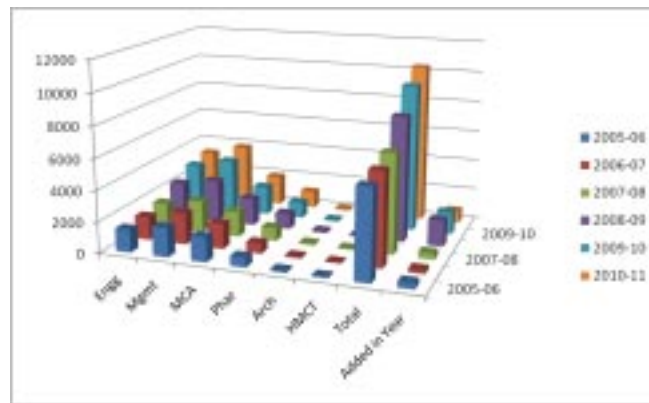
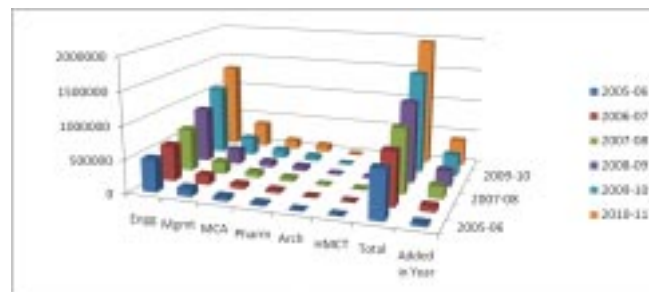


Table - 3
Growth of seats in different Programs in Technical Institutions

Year	Engineering	Management	MCA	Pharmacy	Architecture	HMCT	Total	Added in Year
2005-06	499697	122663	61991	32708	4379	4435	725873	40691
2006-07	550986	144372	63394	39517	4543	4242	807054	81181
2007-08	653290	185780	78692	52334	4543	5275	979914	182860
2008-09	841018	227989	82578	64211	4543	5794	1226133	246219
2009-10	1071896	273732	121123	72836	4133	6387	1550107	323974
2010-11	1324246	378907	135173	103867	4933	7061	1954482	404375

Chart 2



[Source : Approval Process Hand Book (2011 - 2012), AICTE]

regime of three decades and a half.

The cumulative enrolment figure of students in different areas of study (undergraduate as well as postgraduate) in universities and colleges in West Bengal in the year 2009-10 is given in the following tables 4 & 5.

In 1947-48, there were only 3 (three) Engineering Colleges in West Bengal with an intake capacity of only 320 students. In 2009-10, the total number of degree level Engineering & Technology Colleges was found to be 83 with the total intake capacity of 23854.

In West Bengal many management institutions have been established by the Government as well as by private initiative in the last few years to cater to the enhanced requirement of managerial personnel. In the early 50's, there was only one management institution namely the Institute of Social Welfare and Business Management, Kolkata and there after in early 60's the Indian Institute of Management, Joka was established. But these two institutions could not fully meet the

Chart - III
Year wise establishment of Engineering & Technology Colleges in West Bengal

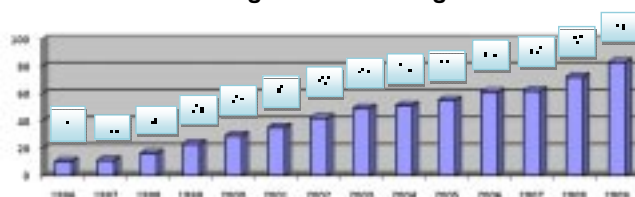


Chart - IV
Year wise availability of approved seats in degree level engineering & technology colleges in West Bengal:

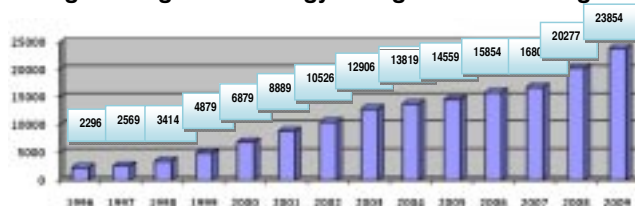


Table - 4
Cumulative Enrolment of Students in Different Areas of Undergraduate Study in Universities and Colleges in West Bengal for 2009-2010

Area of study	BOYS				GIRLS				GRAND TOTAL
	GEN	SC	ST	TOTAL	GEN	SC	ST	TOTAL	
Arts	249561	75503	15429	340493	230267	50710	9975	290951	631445
Science	67112	13221	2262	82595	37384	5327	1130	43841	126436
Commerce	68133	5893	982	75008	21504	943	326	22773	97781
Education	3703	796	250	4749	2845	594	181	3620	8369
Law	3047	408	51	3506	2057	198	15	2270	5776
Engineering	50426	5124	736	56286	13123	1020	131	14274	70560
Management	343	0	0	343	270	0	0	270	613
Others	1950	215	63	2228	1322	125	38	1485	3713
TOTAL	444275	101160	19773	565208	308772	58917	11796	379485	944693

Table - 5
Cumulative Enrolment of Students in Different Areas of Postgraduate Study in Universities and Colleges in West Bengal for 2009-2010

Area of study TOTAL	BOYS				GIRLS				GRAND
	GEN	SC	ST	TOTAL	GEN	SC	ST	TOTAL	
Arts	17373	5593	848	23814	19437	4422	498	24357	48171
Science	10981	1819	159	12959	5997	1680	74	7751	20710
Commerce	2868	418	31	3317	1457	237	20	1714	5031
Education	1055	386	59	1500	955	396	23	1374	2874
Law	174	57	26	257	199	40	28	267	524
Engineering	2829	430	45	3304	1224	171	14	1409	4713
Management	2677	100	16	2793	1268	54	3	1325	4118
Others	3523	507	54	4084	4428	481	46	4755	8839
TOTAL	41480	9310	1238	52028	34965	7281	706	42952	94980

(Source : Annual Report 2009-10 : Department of Higher Education Govt. of West Bengal)

requirement of this category of personnel. As a result, further expansion of management institutions was felt necessary. Accordingly, many State Universities have established Management Departments and further growth occurs due to establishment of MBA institutions through private initiations. Students are admitted in Management courses through All India Examinations such as CAT, MAT etc. and also through the State Level Entrance Examination JEMAT conducted by West Bengal University of Technology. In 2009 - 10, the total number of approved institutions conducting MBA courses in 45 and the intake capacity is 2790.

Chart - V
Growth in Management Education in West Bengal

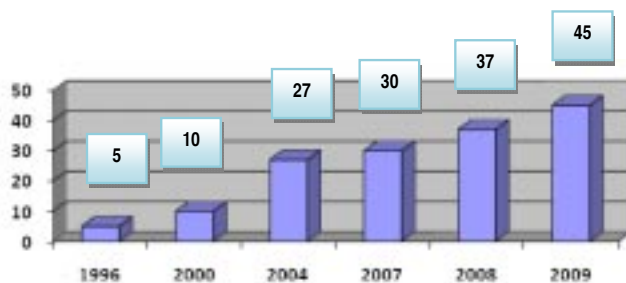
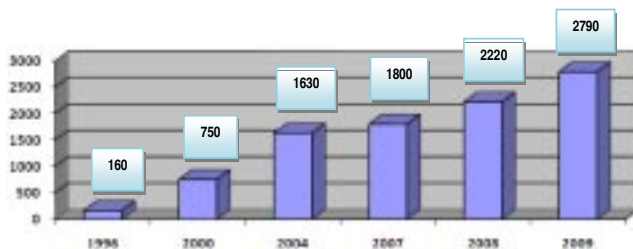


Chart - VI
Trend in increase of availability of approved seats in management education in West Bengal



(Source : Annual Report 2009-10, Dept of Higher Education, Govt. of W.B.)

When in June 2011 the new government under the leadership of Smt. Mamata Banerjee took over the charge of the state, not much remarkable change in the policy matters of higher education was observed. The government continued to depend more on private entrepreneurs for spreading skill oriented higher education. Here a few excerpts are given from the Statement on Higher Education Budget 2011-12 (Demand no. 13) of Sri Bratya Basu, Minister-in-charge, Higher Education Department, Govt. of West Bengal :

The West Bengal University of Technology (W.B.U.T.) has completed 10th year of its functioning. Six Government Engineering and Technological

Colleges, 68 non-Government and self financing Pharmacy and Technological Colleges have been affiliated to WBUT in the academic year 2010-2011.

In the year 2010-11, 7 new Engineering & Technology Colleges have been established resulted in increase of 1980 seats again another 2917 seats have been increased in existing Self-financing Engineering and Technology Colleges for enhancement in approved intake for introduction of new disciplines.

For existing Engineering & Technology Pharmacy Colleges, AICTE has enhanced 1520 seats (approximately) for the academic year 2011-2012. AICTE has approved 3 new Engineering & Technology Colleges (out of them 2 new colleges have already received State Government recommendations), 1 new MBA college and 1 new PGDM college for the academic year 2011-2012. Considering all the existing colleges and newly established colleges, in 2011-2012 academic year total approved intake in respect of Engineering & Technology Colleges (including Pharmacy) was 31,343.

At present 10 courses of 6 (six) Government Engineering & Technology Colleges and 33 courses of 11 Self-financing Engineering & Technology Colleges have been accredited by the National Board of Accreditation, New Delhi. Accreditation of some more courses both Government and Self-Financing Engineering & Technology Colleges is under process.

In 2010-2011, 1 new Institute with MBA Department has been established and 3 existing Engineering & Technology Colleges have introduced MBA course. Total approved intake of MBA is 3900 in 50 number of Colleges. In 2010-2011, 1 new institute with MCA Department has been established and 3 existing Engineering & Technology Colleges have enhanced MCA intake. Total approved intake of MCA course in to 2010-2011 is 2240 in 41 Colleges.

In the academic year 2011-2012, AICTE has approved 63 M.Tech. courses at 22 Engineering & Technology Colleges and 21 M.Pharm courses at 7 Pharmacy Colleges. Thus the government budget data of West Bengal reveals that in all spheres of skill based education in the state the private sector is playing a pivotal role.

Under World Bank funded Technical Education Quality Improvement Programme (Phase-1), the State Government released full amount of Life Time Allocation of Rs. 147.097crore for Project implementation which has been almost fully utilized by the Programme Institutes (11 in number) and State Project Facilitation Unit.

There has been a thorough reform in the

Technical Educational Sector. On the basis of the changed AICTE guidelines, the minimum requisite qualification for a student to get admission into the under-graduate engineering and technology courses has come down. Similarly the State Government has modified its guidelines too. Moreover the left-out and vacant seats in various Engineering & Technology Colleges and Institutes are offered to the eligible students having the minimum requisite qualification even if they have not appeared in the Joint Entrance Examination for Engineering & Technology.

A special Inspection Team has been formed to look into the infrastructure and quality of education imparted to the students.

The State Government has also announced the fee structure for the self-financed Engineering & Technology Colleges and Institutions.

State Government has formed a 13 member-Expert Committee to review the matters relating to Higher Education, specially in the fields of functioning of Universities, Colleges, West Bengal College Service Commission, West Bengal State Council of Higher Education and other institutions of Higher Education.

It is imperative from the above that the Department of Higher Education in West Bengal has embarked onto a new course of activity, unknown hitherto. To ensure QUALITY EDUCATION FOR ALL the Govt. claims that the Budget of the Department of Higher Education for the fiscal year 2011-2012 would tear open the existing dogma encompassing the existing practice and place the Government closer to the man at the grass-root level by bringing hope of quality education to every family in an affordable and effective manner.

[Source : Statement of Higher Education Budget 2011-12 (Demand No : 13) Govt. of West Bengal]

It is thus found that both the central as well as the state governments are depending increasingly on the private sector for achieving educational excellence. This is because of certain distinct advantages enjoyed by the private business schools, engineering colleges and technology institutes over their counterparts in the public sector. Some of these advantages are listed below:

1. Financial Advantage : These institutions start with a huge capital base and also enjoy some sort of financial autonomy within some broader limits in the matters of raising funds, fees structure, financial outlays etc.
2. Infrastructural Advantages : Luxurious, well planned and nicely decorated campus, buildings, laboratories, libraries, hostels, seminar rooms, auditoriums etc.
3. Technological Advantages : Latest teaching

methodologies, smart boards, video conferencing, visual effects etc. extend the boundary of the class rooms as compared to old chalk and talk method of teaching in ordinary colleges.

4. Professional Advantages : This actually calls for psychological or attitudinal advantages. Private institutes are managed by professional and trained experts who are often successful managers. Instead Government colleges are mostly managed by teachers who never managed anything earlier. This is the most important advantage which creates difference between the line of thinking, psychology, attitude, outlook and mindset of the two sectors.
5. Indigenous Advantages : These are actually the inherent advantages of the private sector particularly with regard to business connections, career counseling, campus interview, placement etc. Private sector is represented by businessmen who have just put one leg into education while the other leg is firmly fitted in industry.
6. Social Advantages : There is no political or state sponsored, politically motivated students' union, staff union or teachers' association. It helps in proper and timely decision making and their immediate implementation as well.

Further lot of criticisms from different corners have often been raised against the private education sector particularly on grounds of their quality of education and profiteering objective.

These private institutions come up with colossal buildings, gigantic hostels, state of the art laboratories, picturesque seminar halls, super speciality equipments, five star like facilities etc. mingled with a flavour of foreign culture and a beckoning of an advanced standard of living.

The owner group often includes building promoters, real estate business owners, goldsmiths, hotel chains and so on. It won't be irrelevant if a few examples of such business groups are mentioned from West Bengal viz - Pailan, Bengal Ambuja, Rosevally, Camellia, Tower Group, P.C. Chandra etc. who are now running business schools and engineering colleges besides their real estate and other businesses.

Conclusion

Like the mixed economy model in the field of higher education also we observe a conglomeration of the erstwhile public sector with its recent private sector counterpart. Since both these sectors have their respective merits as well as shortcomings, a propitious

combination of the two is desired. This journey together started in late eighties, two decades have passed, we hope by one more decade it will take the appropriate shape. However the following suggestions would surely help to expedite the process:

1. Inception : Recognition: At the time of inception of the college the infrastructure, properties potentialities of the private institute should be examined properly before giving recognition or affiliation.
2. Governing Body : Restructuring : The apex body of the colleges should be reconstructed ensuring participation of the educationists and the industrialists so that it can function properly as per the guidelines of AICTE / NAAC / UGC etc.
3. Admission : Single Window System : Except the management quota (10%) all other seats (90%) are to be filled up from the merit listed candidates by the Central Selection Committee.
4. Fees Structure : Committee : Fees Structure Committee should be constituted by the State Governments. The committee will suggest, control and revise the fees of the different courses of the private colleges.
5. New Courses : Core Disciplines : The governments should encourage private institutions to introduce core disciplines, viz, Mechanical, Civil, Electrical etc. Permission for new courses should be given by a committee considering its necessity, viability, cost, curricula etc. of the course.
6. Career Counseling : Selection : Career counseling committees should be constituted both at state level as well as at college level. They are to guide the candidates in selecting the suitable course. Selecting the right course for the right candidate is the first and the most important step.
7. Placement Cell : Employment : Apart from the college level there must be placement cell at the state / government level which will arrange for off campus interviews and guide effectively the candidates for choosing the right job. While the placement cell of each college arranges for campus interviews depending on their own strength and connections, the State Level Placement Cell will help in developing a parity and in ensuring man to job fitting.
8. Merit Rating : Up gradations : A methodology to access the overall performance of these institutions for their rating for gradual up gradation has been developed. Regular information is collected from such colleges as to some preset quality markers. and grade points are assigned and accordingly scoring or rating of each college is done. Such institutes should be rated on their overall academic excellence and not by placement alone.
9. Expert Committees: Co-ordination: Higher education is not the matter of just one department or one institution. Rather it requires the concerted effort of all the different departments and agencies concerned. To ensure their co-ordinated smooth functioning a high level expert committee may be formed as is done by the Government of West Bengal.
10. Distance Learning : Home Delivery of Higher Education : In a vast country like India it is really difficult to bring all the aspirants of higher education to the classroom. Again "Postal Coaching System" today has gained sufficient support and confidence. Professional autonomous institutes like the Institute of Chartered Accountants of India, Institute of Company Secretaries of India, Institute of Cost & Works Accountants of India etc. popularized postal education in late seventies and eighties. It was thereafter followed by Indira Gandhi National Open University (IGNOU), ICFAI, Netaji Subhas Open University etc. Today Government Universities also have started providing education in distance learning mode. In west Bengal Universities like Burdwan, Vidyasagar, Kalayani etc. are successfully operating distance learning centers. In Jammu University also there is a big size distance learning center. Some of the private institutes have also opened up and some others are thinking of opening distance learning centers. However in all these cases tremendous care and caution must be taken with regard to the followings: forming the course curricula, developing study notes, holding model classes, framing question papers, conducting examinations and above all maintaining the standard of the distance learning courses.

Higher education, in earlier days was essentially a private matter of the elite class rich people of the society. Today the Government in one hand and the private providers of higher education on the other have popularized higher education to all including the first generation learners. In this scenario a careful considerations of the above mentioned suggestions would surely help in imparting quality higher education to every family in an affordable and effective manner. The new mission is : Quality Higher Education For All. This mission can never be achieved by Governmental efforts alone. Since the need is so large and Government resources are truly speaking so limited that some other entity in the form of the Private Sector must step in with adequate checks and controls. The civil society may also be given an advisory role in the process.

FROM REGULATORY CONTROL TO QUALITY ASSURANCE OF HIGHER EDUCATION - CHANGED AGENDA UNDER 12TH FIVE YEAR PLAN

DR. M.S. RAWAT*

The paper discusses the issue of regulatory control to quality assurance in higher education in the light of recent developments with regard to quality assurance parameters and indicators.

I. Introduction

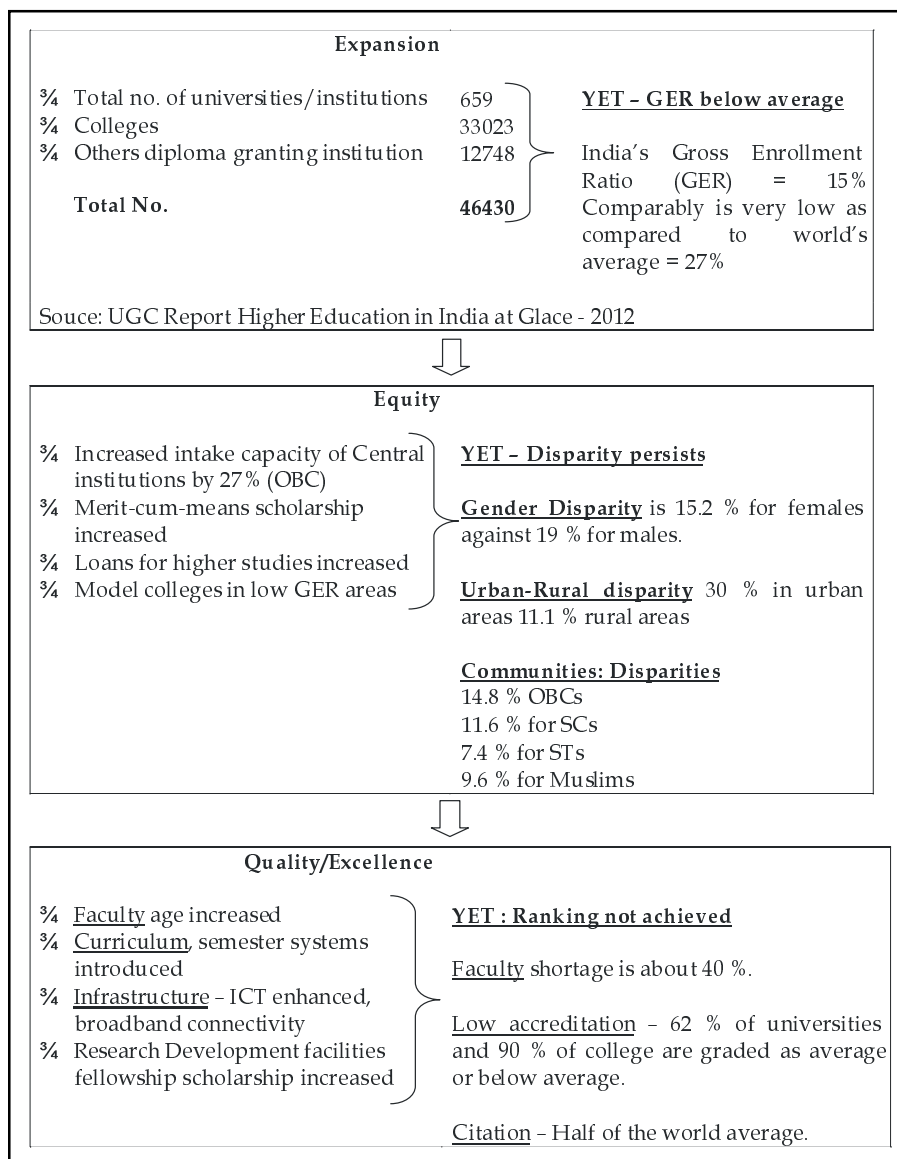
In recent years the Government of India has undertaken various measures to overhaul higher education system. However, the progress has been slow. There are obvious reasons including the standoff in the Parliament whereby the reforms in regulatory approaches and systems have unduly delayed. The net outcome is that forward movement on reforming higher education is working under uncertainty and confusion. Designing an effective and competitive higher education policy is lacking because of the vested interests and complex system in existence at present. The changing circumstances at national and global level have not been responded to by the Indian Higher Education system. Prof. D.S. Kothari, the Chairman of the Education Commission 1966, has printed out that "the single most important thing needed now is to get out of rigidity on the present system. In a rapidly changing world, one thing is certain: Yesterday education system will not meet today's and even less so, the need of tomorrow.¹" Challenges in the higher educational sector still need to be chased with open eyes and get out of the rigid system. The role of market factors need not be ignored in the best interests of the stakeholders.

II. Challenges Faced and the Focus under Five Year Plans

Changed Agenda: Government of India attempts to develop the higher education through its Five

Year Plans. A bird's eye view would entertain us what we achieved and what not under Five Year Plan periods. It would be better to understand as to what main challenges have been faced so far by Indian higher education system. The continuing challenges so far faced by Indian higher education system have been mainly on three fronts as shown.

Let us look at the Five Year Plans in regard to



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Higher Education under Five Year Plans

Plan & Period	Planned expenditure on higher education in INR billion	Annual enrollment growth	Focus/Thrust Areas
³ / ₄ Seventh Five Year Plan (1985-1990)	12.0	6.2 %	- Restructuring courses at First degree level to increase employ ability - Enhancing research centre and facilities
³ / ₄ Eight Five Year Plan (1992-1997)	10.6	5.4	- Start new specialized courses and depts.. - Establishing more labs, workshops at postgraduate level
³ / ₄ Ninth Five year Plan (1997-2002)	25.0	5.6 %	- Focus on professional courses for career development - Academia- industry linkage to enhance revenue - Socially backward educational needs
³ / ₄ Tenth Five Year Plan (2002-2007)	96.0	6.6 %	- Distance education & research institutions focused. - Quality, evaluation & accreditation of higher education - Use of ICT
³ / ₄ Eleventh Five Year Plan (2007-2012)	849.4	9.3 %	- Expansion - Quality assurance - Infrastructural development - Research promotion - Inclusiveness of H.E. - Six bills introduced
³ / ₄ Twelfth Five Year Plan (2012-2017)	1107.0	To be observed	Strategic framework to enhance quality and excellence

funding, enrolment growth and the thrust areas.

The Government has planned to the development of higher education through its five year plans. The planned expenditure of INR 1107 billion on higher education during XII Five Year Plan is 1.3 times higher than the planned expenditure in XI Plan.

III. Enhancing Quality and Excellence in Higher Education - The Changed Agenda

12th Five year Plan has to address many challenges as discussed earlier in this paper. Government has proposed many initiatives to be undertaken. There has been a shift from control to quality assurance. Emphasis

on quality of higher education has been focused through a strategic framework. However, expansion and equity will not be overlooked but simultaneously aimed at "Access will be coupled with equity and inclusion by bridging regional imbalances and disparities across disciplines and shall address spatial, economic, social and technological needs of the country. The initiatives will be capped with enhancing inputs for quality and excellence in all spheres of higher education - student intake, faculty enrichment, curricular and evaluation reforms, revamping governance structures, greater emphasis on research and innovation by creating efficient regulatory framework."2 Efforts to promote excellence needs improvement of the quality of higher education supported by teaching learning systems and institutional development to redefine

the relevant knowledge. "Higher education in India suffers from quality deficit in all respects very few Indian institutions have global recognition in terms of being centres of excellence in their fields. The biggest challenge of excellence lies in improving the quality of teaching-learning in a majority of non-elite universities and colleges which continue to admit but fail to do justice to an overwhelming proportion of our talented students".3 The strategic framework for enhancing quality and excellence in higher education has been planned as under:

The Twelfth Five Year Plan have looked at some key levers for enhancing quality in higher education

Strategic Framework of initiative to enhance quality and excellence of Higher Education	Faculty	<p>➔ Shortage of faculty to Overcome by:</p> <ul style="list-style-type: none"> ¾ Creating pool of retired experts ¾ To double the faculty <p>➔ Training and Development by:</p> <ul style="list-style-type: none"> ¾ Creation of “National Mission on Teachers and Teaching” ¾ Around 40-50 annual workshops to be conducted. ¾ To establish 50 teaching & learning centres in the country. ¾ Internship for 3-6 months in foreign institutions. ¾ To fund doctoral students to study in international institutions. ¾ New Qualitative content and methodology will be introduced in Academic Staff Colleges (ASC’s) to bring a change. ¾ Inter-institutional collaborations for research and innovations be made. <p style="text-align: center;">↓</p>
	Accreditation	<ul style="list-style-type: none"> ¾ Accreditation will be made mandatory for all higher education institutions. ¾ Setting up of “National Accreditation Regulatory Authority” (NARA). Bill for the same is pending for last two years. ¾ Existing bodies (NAAC and NBA) capacities will be enhanced. ¾ Foreign institutions accreditation will be encouraged. ¾ Benchmarks for accreditation will be in process. <p style="text-align: center;">↓</p>
	Revamping examination system and degree courses	<ul style="list-style-type: none"> ¾ All universities will be encouraged to shifting from annual examination system to semester system. ¾ Choice based credit system (CBCS) to be introduced ¾ Continous evaluation ¾ Regular revision of curricula to be updated ¾ Four-year degree courses in place of three years. <p style="text-align: center;">↓</p>

global knowledge economy through generating skills and innovations. Quality of higher education is an important issue to be resolved effectively on both ends by the teacher and for the learner. As the higher education system expands India faces shortage of well qualified teaching staff. It is certainly going to affect the quality of education. "The dilemma is real and not easily solved. Indeed, it is likely that the quality of instruction in the elite sector of Indian higher education will decline in the short term because of these shortages and the resulting need to hire less well qualified teaching staff. This quality decline may increase the attractiveness of a foreign degree. This would be unfortunate." Further, talented teachers are already running short of in reputed institutions. The expansion plan under XI Five Year Plan of establishing 14 innovation universities and 374 model colleges announced has been postponed because of the shortages of faculties.

Talent is the key and

global talent search is one of the accelerating factors for attaining excellence/quality in higher education. The global hunt for attracting talented students in the country in near future will be rare. This is for the reason that the basic infrastructural facilities for foreign students as provided are not up to the mark. The present position of the State Universities and their affiliated colleges which are suffering due to inadequate infrastructure, deficiency of funding, poor rankings and governance are further leading to the risks and challenges of quality education.

The 12th Five Year Plan has proposed new initiatives to enhance quality and excellence across the

institutions. These levers are:

- ¢ High quality faculty,
- ¢ Enabling research environment,
- ¢ Improved technology for education delivery,
- ¢ Employability,
- ¢ Merit based student financing,
- ¢ Internationalization of education,
- ¢ Collaborations, and
- ¢ Sorting PPP models.

IV. Risks & Challenges

It is evident that today higher education needs to provide the country a comprehensive, competitive system in the

Strategic Framework of initiative to enhance quality and excellence of Higher Education	Promotion of Autonomous colleges	<ul style="list-style-type: none"> ¾ To achieve target of 500 autonomous additional college apart from 362 college till date. ¾ Upgrading the existing autonomous colleges with 10 years performance. ¾ Allow as "Degree Awarding Colleges" as per the UGC norms. <p style="text-align: center;">↓</p>
	Framework of University	<ul style="list-style-type: none"> ¾ Establishing Meta universities to encourage ¾ Inter-University collaborations networks ¾ Using Massively Open Online Courses (MOOC's) ¾ Allowing access to content, teaching and research support to members of network. <p style="text-align: center;">↓</p>
	Use of ICT	<ul style="list-style-type: none"> ¾ National Mission to use of ICT to be enhanced ¾ Digital Infrastructure initiatives to be taken by upgrading broadband connectivity of universities and colleges ¾ Building computer labs with increased availability of laptops and devices ¾ Smart class rooms with video connections ¾ Content: Developing virtual labs ¾ Establishing single National Level consortium for open access ¾ Computerise examinations wings ¾ Online linkage of all affiliating universities and colleges ¾ Automation of libraries ¾ Online data collection ¾ Technical Education Quality Improvement Programmes (TEQIP) be launched for ecosystem through state technological universities <p style="text-align: center;">↓</p>
	Internationalization of Higher education	<ul style="list-style-type: none"> ¾ Faculty-student exchange programmes ¾ Institutional collaborations for teaching & research ¾ Globally compatible academic credit system ¾ India International Centre to be created to support Internationalisation of education <p style="text-align: center;">↓</p>

societal welfare and to build the economy of the country."5

Increased competition, employability are prime movers to improve the quality of higher education provided the minimum standards are achieved. Even the accredited institutions by Indian authorities do not fall within any world rankings even upto 300. And employability scenario is further alarming "Companies are able to select only eight or nine people out of 100 who apply and that is a pretty low selection ratio". Mr. Kiran Karnik, President, NASSCOM, observed by 2020 about 200 million jobs across the country would be created. Dr. Abdul Kalam, Former President of India has already cautioned stating "There is a large gap in the availability of skilled manpower and to bridge the gap an interface is needed between education system and the needs of the economy". It is

country. Further the anticipated deliverables as suggested under the Plan points as:

- a) The quality of higher education provided to the youth of the country would be comparable in terms of curriculum offerings, content and delivery methods to those practised internationally,
- b) Increase in the employability of the human,
- c) Quality Ph.D and high quality publications in high impact factor journals and increasing citation indices of individual researchers and institutions,
- d) To find the place among top 250 universities of the world Ranking, and
- e)make significant progress in performance the

clearly evident that the education system needs to follow minimum standards to be able to be compared nationally and internationally.

In higher education sector the availability of reliable data and its correct interpretation has remained a serious problem for planning purposes. Therefore, the realities in shaping the higher education system through various Five Year Plans has resulted in mis-match. It is important to make available the reliable information/data and a critical interpretation thereof for formulating policies in regard to the quality of higher education. Today, India has the largest number of institutions and is the second

Strategic Framework of initiative to enhance quality and excellence of Higher Education	Enhancing research	<ul style="list-style-type: none"> ¾ Setting up “Universities for Research and Innovation”. 20 such universities to be created or converted ¾ 20 Centres of Excellence (COEs) in selected areas of national importance are proposed to be set up. ¾ 50 Centres of training and research to be established. <p style="text-align: center;">↓</p>
	Encouraging Innovation	<ul style="list-style-type: none"> ¾ “National Initiative for Design and Innovation” will be started. Under this scheme the following will be set up: <ul style="list-style-type: none"> ○ 20 new Design Innovation Centres (DICs) ○ Open Design School (ODs) and ○ National Design Innovation Network (NDIN) ¾ To encourage Innovations - Inter University Centres (IUCs) will be set up in different areas. ¾ 10 Inter - Institutional Centres (IICs) would be established. ¾ Excellence Clusters and Networks would be established by creating links between national labs or research centres and universities ¾ Nodal Agency “Council for Industry & Higher Education Collaboration (CIHEC) will be set up to facilitate industry - institute collaboration ¾ International Research Linkages would be strengthened for 22 million Indian Diaspora. <p style="text-align: center;">↓</p>
	Basic Sciences	<ul style="list-style-type: none"> a) National Initiative for Excellence in Basic Sciences & Social Sciences and Humanities would be strengthened. b) A body to revamp funding, scholarship scheme upscale fellowship and create links of Inter-university centres would be set up as “Empowered Committee to promote Basic Sciences.”

delivery of education to its learners. The 12th Five Year Plan rightly focuses to strengthen the quality of higher education in the existing universities and institutions. Suggested strategies need to be evaluated through discussions and deliberations. Workable implementation need to be rightly directed to change and set in the reformed agenda for inclusive and qualitative expansion of higher education system. However, the current political consensus on various regulatory bills need to be created. It is correctly put "In absence of public confidence in the higher education reforms, India runs the risk of the entire process being derailed in course of implementation and the country's new state apparatus for higher education may be as dysfunctional as the earlier one"⁷. We, are awaiting for the outcome to be achieved.

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3. U.G.C. 12th Five Year Plan on Higher Education Chapter - 7 "Enhancing Quality and Excellence in Higher Education" page 87
4. Prof. Phillip G. Altbach "Who is Teaching in India's Universities" EST, Dec 11, 2011
5. UGC, Five Year Plan, Chapter X "Anticipated Deliverables" 2012, p. 113
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largest country in terms of enrollement, yet facing challenges and risks on various fronts because of the availability of reliable and authentic data. Public needs some assurance of quality education imparted to their children. "The real test of the proposed accreditation system, however, will lie in its implementation. It must not be allowed to become just another way for corrupt officials to make money in the process jeopardizing the future of millions."⁶

V. Concluding Remarks

11th Five Year Plan got nine fold increase in funding for higher education for inclusive expansion. But there has been no significant improvement in terms of quality

Four Year Bachelor's Degree Programme- Is it a must?

Four year degree programme for Arts and Science Courses attempted to be implemented by Delhi University has attracted lot of attention of Media, teachers, students and politicians. There has been exchange of views supporting and opposing the move. Whereas, in India most of the Universities have three years bachelors degree programme, how one should view this four year degree programme for Arts. Social Science and Science - first degree course - is a matter of debate and discussion. Under the column Across the Globe we bring out what is being practiced in good number of countries in the world for the first degree i.e., bachelors degree course. Countries considered are those who have taken lead in modern higher education and those who have an indigenous system higher education.

There are two countries in the world which had oldest system of Universities namely, Greece and India. India (Oriental India) had three eminent universities namely, Nalanda, Taxsila and Vikram Sila. They had tradition of giving higher education in various fields of knowledge, available at that time of the history. Process was attaining the mastery over the subject and demonstrating the same in public. Years of education for obtaining varied from subject of study and student's ability to complete the course.

The modern higher educational institutions in the world had origin in British and French Education as half of the globe was dominated by these two countries under the system of colonization or colonial rule. The well-known universities of Britain namely Oxford and Cambridge became leaders in higher education in erstwhile British colonies. Souborne University of Paris, France become leader in French colonies. There was an exception to this rule in the case of erstwhile British colony in American Continent. America, having settlers from various parts of world and first colony to declare liberation carved its own system of school and higher education. It developed universities which became leaders in the world after United States of America became economically and intellectually strong. It may be mentioned that strong nations also have strong influences on all the developing world. After world war -II influence of America grew considerably all over the world. Therefore, its education system, its literature, its science and Science & Technology and social Science became a source of attraction and emulation for the good number of countries in the world. This was further strengthened by invitations to scholars of the various countries to USA to participate in higher education and research.

Similarly, UK universities also invited and enrolled students from erstwhile colonies. This process made it possible emulation and imitation of structures and process of these universities in many developing countries. In fact first three universities in India namely, Bombay, Calcutta and Madras universities, set up in 1857 in three presidency towns of India were modeled on British Universities. The influence of British Universities in India continued even after India became independent. Over time because of American influence many persons have been considering changing of structure of under graduate degree programme.

National Policy on Education, 1986 and revised 1992

has accepted the pattern 10+2+3 for schooling and undergraduate education in Science, Social Science and Arts. In the case of operational skill oriented subjects such as Engineering, Medicine, Architecture, Pharmacy and similar other subjects duration of undergraduate degree programme ranged between 4-5 years. Recently for integrated courses like law and MBA, it is five years duration of completion of courses. This has been practiced in India and in many countries.

The real issue is, therefore: what needs to be learned by students at a particular level in a given time period? This question envisages the following steps: First an analysis of body of knowledge pertaining to particular subject, segmenting /classifying it and, keeping in view the ability of adult learner, second step is deciding how much time frame is needed on academic and pedagogic considerations so that an average student is able to cope up with the subject. We are not aware, whether we have conducted any exercise of this kind very recently. University Grants Commission did some exercise in developing model curriculum for various subjects and made these available to universities in India. But no exercise of change in structure of undergraduate programme was attempted. In my view such an exercise is needed to be taken up by various subject associations or by the University Grants Commission, which has been mandated for maintenance and coordination of standards in higher education. The decision on structure should be taken by peer group after wider consultation and based on academic and pedagogic considerations. First deciding on structure and then fitting subject matter within that structure may not be a very wise and effective way to implement the change. The issue is: change for what and how to implement change? What are the outcome of learning we expect from undergraduate students in a particular subject area and how much time an ordinary student needs to acquire the same, given the teaching-learning process?

While going through the literature on existing undergraduate/ first degree programmes in the world one would observe that it varies from country to country with the broad range of three and four years by and large. In some cases it could be even more than four years. Yet in some other cases, it could be less than three years. Therefore, there is no sacrosanct structure of undergraduate programme. What a country has to do is to evolve its own structure, keeping in view: What kind of outcome of learning it expects and what are time duration requirement, keeping in view academic and pedagogic considerations? Besides this, it also needs to consider its socio-economic and cultural settings. In India most of parents support education of children up to undergraduate level and in many cases upto postgraduate level. Whereas, in many other countries, particularly in USA it is the student who has to fund his/her education. Therefore, socio-economic and cultural considerations also become important while deciding on the issue of first degree programme in India. This consideration is important, if we so wish to pursue the policy of inclusive higher education in India.

The Issue of Food Security in India under Economic Liberalization

Economic Liberalization and Indian Agriculture : A District Level Study

G.S. Bhalla and Gurmail Singh. Published by SAGE Publications India Pvt. Ltd., 2012. Dr. S.C. Sharma, Retd. Principal, RLAC (DU)

Provision of food security to its people is the primary responsibility of governments the world over. As populations grow over time, it becomes essential that output of food grains must also grow. Output growth can be achieved either by increasing land under cultivation or using technologies which help increases in output with the same old level of inputs or a combination of both, Area as well as technology.

The impact of technology across states has been the subject matter of a good number of studies. Prof. G.S. Bhalla who had been researching Indian agriculture for the last more than five decades has contributed to our understanding at a more disaggregated level, i.e. District level. These include the author's (1979) study with Y.K. Alagh, (1989) study with D.S. Tyagi and (2001) study with Gurmail Singh.

All the earlier studies on Indian agriculture including those by Bhalla (et.al.) whether at the aggregative level or much lower levels of disaggregation have examined the performance of agriculture in the context of the central objective of agricultural policies - provision of food security through augmenting domestic production.

The present study by the author, fourth in the series with Prof. Gurmail Singh is in fact an extension of the three earlier periods of analysis when it puts to analysis the performance during 1962-65 to 2005-08. The study, however deviates from its mechanical extension as it sets the analysis specifically in comparative terms of pre-reform period with that of post reform to throw light on the spatial pattern of agricultural performance.

In all the book has six chapters of which first is devoted to the Introduction of the subject and 6th to the Conclusions of the study. Chapter 2 contains an analysis of growth in cropped area, output and yield of major crops alongwith changes in cropping pattern at the All India and state levels. It is then followed by the analysis of spatial pattern of performance of the total crop sector at the state and regional levels. Chapter 3 takes this

analysis of spatial pattern to the district level (281 districts in all). The analysis in this chapter addresses specifically the problems of spatial variations in agricultural production (yield levels) to understand if there exists any association between the level of productivity and use of modern farm inputs. Analysis of spatial pattern of growth of agricultural output in Chapter four has analysed with if there is any association between growth rates of output and intensity of the use of modern farm inputs.

Since the main objective of the study is to explore the impact of liberalization policy regime on the performance of agriculture, comparative analysis of its performance during 1990-93 to 2005-08 is carried out with the immediate pre-reform period from 1980-83 to 1990-95 as well as from 1962-65 to 1970-73 and 1970-73 to 1980-83 is carried out in this chapter. Spatial patterns of levels and growth (state and district levels) of agricultural workers productivity is examined in Chapter 5.

Main finding of this empirical study can be summed up as : The long-term growth rate of crop production (1962-65 to 2005-08) has been found to be 2.46 % per annum. Both crop output as well as food grain output growth show declining trends, from 3.17% to 2.77 % in crop output growth in pre and post-reform period from 2.94% to 1.26% in food grains output in pre and post-reform period.

In the early years of Independence cropped area and irrigation extension largely contributed to agricultural growth. The transition from pre to post-green revolution was marked by the introduction of seed-fertilizer technology that brought about significant increase in the agricultural output. Slowdown in irrigation expansion due largely to lack of public investment and failures of fresh breakthrough in technology and inefficient use of existing technology largely contributed to its slowdown in the post reform period. The fall in growth in the post-reform period was widespread. Both the hitherto high yield North-western region as well as in the highly populated eastern region.

Liberalization therefore, while provided favourable opportunities for export-crops, this instead sometimes led to a sharp shift in cropping pattern away from food grains. This shift in cropping pattern has caused serious concern with regard to food security of India.

The book is highly recommended to scholars and policy makers.

[Search for Alternative model...](#)*contd. from page 1*

west, it was evolved over years and it was in response to evolving situations. In India and in many developing world this model was adopted, without questioning and testing its suitability keeping in view socio-economic and cultural settings.

Recently with two committees namely, "National Knowledge Commission" Chaired by Sam Pitroda and "The Committee to Advise on Renovation and Rejuvenation of Higher Education, Chaired by Yaspal were set up and two reports were produced. Followed by this several legislative measures were announced and tabled in the Parliament of India. However, all the bills fell short of future vision. In fact no attempt was made to evolve a National Policy on Education to meet the challenges of 21 century and future development of India. What we are trying to do through various initiatives is to repair the wrecking ship, but still not thinking which direction to go. Which model will meet the need of development of teaming billions of Indians through knowledge and skills? And in a manner which will help solving the problems of development of people at micro level or to put it in Gandhian terminology-decentralized development at the village or small habitat level. This approach would necessitate using existing knowledge bank at the rural and national level, scientifically testing the veracity and applying the knowledge and skills to develop at micro level and above all developing a questioning and creative mind and not argumentative or submissive mind at all the levels.

Until we came under colonial rule and colonial model of education, situation as described by Lord Macaulay was as follows:

I visited villages over villages, I did not find any destitute; people were literate in their language and were self respecting. All this might have happened under a system of open, relevant and free education. Therefore, Macaulay in order to establish British rule had to develop an anti thesis of then Indian education model by introducing regulatory power and financial force to introduce English education through his Minutes on Education in 1835.

On regulation aspect situation in pre-British period could be described as follows:

No teacher or no school had to seek permission to start an education programme or institution. It could be the king or state of that time might have promoted education, culture and arts, but there was no provision of seeking approval. The concept of seeking approval came as a response to colonial masters' need to control the minds of people through education. In independent India you need to seek approval, may be for security reasons

and possibility of anti-democratic education, communal hatred education and anti-state education. Incidentally for all these, there is no prior approval. It is only punishment, if you are caught engaging in these activities. Therefore, logic for seeking prior approval for education, as far as above restricted activities are concerned, has no basis. Seeking approval for ensuring quality is misnomer. As the quality is observed the way we carry out the processes and actions. That comes after establishment and operations for at least 3-5 years. And those who are engaged in education they are best suited to ensure it. Yes, apex organization, with the support of collective wisdom of academics, should lay down standards, and see that these are observed and reflected in the outcome of the processes learning. How that could be done. I recall an experiment conducted by one of manufacturing unit near Pune. Under this experiment students were taught engineering by working and learning with the support of practicing engineers and after completing the programme they were able to do their engineering work. However, they were not considered qualified to do engineering work. Nor there was system to test their knowledge and skill to do engineering job.

By now there is a well articulated system of developing a National Qualifications Framework (NQF). This system ensures quality through outcome of learning. Institutions, individuals should have freedom to pursue their academic interest and vocations at home, in industry and in institutions of education. NQF should lay down standards of outcome of learning from Primary to Ph.D. levels. Any one, interested in seeking certification can appear for such a test and prove his/her worth and get certification of level of his/her attainment.

We need to liberate system of education to enable it to innovate and change. What are we hinting at is an alternative model of internal liberation of economic and educational development. We know we cannot undo many things of the past. What we should do is to liberate education from existing structure and approval. We can certainly do things differently in future than what we did in the past.

GD Sharma

* The Qing emperor of Qianlong had turned away the British emissary, Lord Macartney, in 1793, saying he had no use for British products, "ingenious" as they might be. Britain came later with modern ships and weapons instead, to force China to buy opium. Together Western powers (and in 1895, Japan) began carving up China and raiding its treasury with series of unfair treaties. (Source : The Economist, December, 22nd, 2012).

3rd Batch

INTERNATIONAL DIPLOMA IN EDUCATIONAL LEADERSHIP -Higher Education

The International Diploma in Educational Leadership (IDEL-HE) 2013, meant for Planners, Administrators, Scholars, Entrepreneurs and key Decision Makers in Higher Education, is based on the Training Modules developed at UNESCO/IIEP (International Institute of Educational Planning), Paris by Dr. Bikas C. Sanyal, former Senior Programme Specialist (Higher Education) at IIEP, Paris. These modules, supplemented with additional modules developed by eminent persons in India (keeping in view the needs of present day and future leaders in higher education), are adopted and adapted suitably to develop the course contents.

IDEL-HE PROGRAMME OPTIONS

One Year: Programme will be conducted remotely over three terms (each of 12 weeks). During the programme the participants will be having one week face-to-face interaction with faculty and experts in India.

Three Months: Intensive Programme covering each term in one month through guided self-learning and on the pattern of M. Phil./Ph. D programme.

Three Weeks: Interactive face-to-face certificate programme covering each term modules in one week. There is a possibility of earning Diploma through project work evaluation after completion of certificate course.

International Exposure

One week (optional) International Summer School in Paris/Europe.

Registration for IDEL-HE

Two batches have already been benefitted from one year Diploma programme and the registration is now open for the 3rd batch of one year and first batch of 3 months and 3 weeks programme. Last date for registration is 25th June, 2013. The programme will be commenced from 15th July 2013. For details visit www.seededu.org, or call 011 26651196 and 09899584102, 09971383430 or e-mail seedicf@gmail.com, idelhe@gmail.com.



Centre for Higher Education Studies and Training
Society for Education and Economic Development



ICF holds 1st Meet of J&K Chapter

ICF for introduction of job oriented courses in colleges

NEWSPOINT BUREAU
Jammu Tawi, May 4

INDIAN Colleges Forum (ICF) an amalgam of more than 500 colleges of the country convened the first meeting of its J&K chapter here today Jammu under the chairmanship of Er MS Katoch Hony Secretary ICF J&K State Chapter and the founder Chairman of Kawa Group.

Various member colleges from across the state attended the meeting to discuss and deliberate upon the issues pertaining to the educational scenario of the state. The members

raised the issues like quality education, NAAC accreditation and literary activities. While discussing educational issues the members expressed concern for not introducing job oriented courses in all the colleges Government as well as private so that unemployment problem which seems to be a major issue of this troubled state, could be resolved to some extent. Regarding quality and moral education all member unanimously resolved to work hard on both the issues by taking it further to all these three regions including district head quarter of the state.

The meeting also resolved that regular educational events would be organised region wise wherein the active participation of all the stakeholders will be ensured and the Government's support would also be sought to bring innovation in this sector.

Others who were present during the meeting included Dr Anita Bali Principal Kawa College of Education, Dr Zahoor Ahmed Principal Government Degree College Anantnag, Dr Meera Sharma Principal Chenab College of Education and others.