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4th Batch

INTERNATIONAL DIPLOMA IN EDUCATIONAL LEADERSHIP
-Higher Education
Inspirimg you to lead

INTRODUCTION

The international Diploma in Educational Leadership – Higher Education (IDEL-HE) 2016 is aimed at capacity development of Planners, Administrators, heads of institutes, key decision makers, educational entrepreneurs and Senior Teachers in Universities and Colleges. Contents and methodology of diploma is based on : (a) adapted and adopted Training Modules developed at UNESCO/IIEP (International Institute of Educational Planning) Paris by Dr. Bikas C. Sanyal, former senior programme specialist (Higher Education) at IIP, Paris , (b) training modules developed by eminent professionals in higher education in India namely, Professor G.D. Sharma, former Secretary UGC, Professor National University of Educational Planning and Director Consortium of Educational Communication, Professor MM Pant, Former Pro-Vice Chancellor of IGNOU and ICT doyen, Dr. Mridula Sharma, Former Chief HRD, Institute of Manpower Research, New Delhi

IDEL-HE PROGRAMME OPTIONS

One year : Programme will be conducted through mix mode namely, e-content, Internet chat, peer group interaction and face to face interaction with faculty and experts from India and abroad.

National Interactive Workshop – One Week

There will be about a week national interactive workshop in Delhi, between 14-20th December, 2017. The National Workshop will provide opportunity to participants to interact with experts on modules, prepare plan for developing methodology for preparation of dissertation/ report/extended essay as part of fulfilment of Diploma Award.

International Exposure –One week

One Week (Optional) International Summer School in Paris, France and other countries of world.

Evaluation and Award Ceremony – 3 days

A 3 Day evaluation and award ceremony will be held in Delhi between 16th to 31st December, 2018.

Registration for IDEL-HE

Three batches have already been benefitted from one year Diploma programme and the registration for the 4th batch. starts from **15th May, 2017.** The programme will commence from **15th July 2017**. For details visit www.seededu.org, or call 011 26651196 and, 09971383430 or e-mail seedicf@gmail.com, idelhe@gmail.com

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

EDITORIAL

NEW EDUCATION POLICY - 2017/18 - THE AGENDA

First National Policy on Education was announced in 1968 following the Report of Education Commission, headed by Professor D.S. Kothari. The report was titled as education for National Development. The policy statements were intentions of the state and guiding policy for development of education at all the levels, namely primary, Secondary and Higher and professional education. The policy remained in operation till 1986 when the second National Education Policy was announced following the report of National Commission on Teachers-1983-85 and national level debate on challenges of education. The NEP was modified in 1992 on the basis of report of Ramamurthy Committee and situation arising out of socio political conditions of that time. All the three policy statement on development of education and particularly the last one emphasised on: (a) inculcation of democratic values, scientific temper and free and compulsory education for all up to the age 14 years; (b) Promotion of mother tongue, regional language and English, 10+2+3+2 structure of education and implementation of National Curriculum. In higher education emphasis was on promotion of autonomous colleges, improvement of quality and relevance of higher education. In 1990s liberalization became global agenda and followed by various deliberations on this aspect, in 1995 The World Trade Organization was set up. This was signed by as many as 144 countries of the world including India. Globalization and liberalization- became main agenda of educational, social and economic development in subsequent years. As far the NEP 1986- revised 1992, this was not the main agenda. Though, in practice after 1995 and particularly 2000 onwards globalization and liberalization became main agenda. The ground for policy of liberalization was laid in early nineties, this aspect, however, received attention after 1995/2000. But no policy change was attempted, although there was urgent need to do so. In practice many things namely, growth of private schools, English medium schools, Private self financing colleges, Self financing courses in public universities and finally self financing Private Universities and self financing deemed to be universities happened without a clear policy pronouncement.

The scenario in 2014 when the BJP party took reins of government at the central level, need for having a new policy of education was expressed by them. In fact the outgoing Congress government had already initiated discussion on National Commission of Education, but could not progress much, as the party lost the election and BJP took over. BJP constituted Education Committee headed by Shri Subramaniam TSR. Report of the Committee for Evolution of the New Education Policy was submitted in 2016 with some controversy with MHRD on making the report public. Followed by this, MHRD made the report public and it initiated debate on the report. Several discussions took place on the report and suggestion made by several groups. Recently it is mentioned that MHRD has constituted a National Education Policy Drafting Committee. This committee may come out with draft policy for further discussion and may be for placing it before the Parliament. The time available for this Parliament is up to 2019 and any policy, if announced has to be announced before the end of this year so that some programme of action can be drawn and resources are allocated for implementation of New Education Policy. Since 12th Five Year Plan would be over in 2017, it has to be seen that how new NITI Aayog ensures implementation of policy at Central, State, District, Block and Panchayat levels? What would be its method of planning and implementation as the present structure of Planning method seems to have been dismantled under the new philosophy of plan-less development. All this is a matter of consideration only after the New Education Policy is drafted, approved and announced. Therefore, it is important to highlight what is and what should be agenda for New Education Policy, 2017/18?

The Agenda before the policy are:

Elementary Education - Free and Compulsory Education for up to the age 14 years as mandated by the constitution of India and made lack of implementation legally challengeable under the Right to Education Act, 2009. Here the issue is by what date it is likely to be achieved given the situation of: Out of School Children, good rate of students participation at Primary Level, relatively less participation at upper primary level, aspects

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Editor
G.D. Sharma

Co-editor
Baldev Mahajan

NATIONAL DEVELOPMENT VOLUNTEER SCHEME

SEED-ICF has launched a Scheme of National Development Volunteers in Colleges. Objective of the scheme is to inculcate voluntary services culture among the students studying in higher education. The scheme focuses on enabling students to work in group of 10 to discuss and undertake the voluntary work for:

(a) Development of Swachh (Clean) and Green Environment of the College. Help college administration, library and laboratories in their upkeep.

(b) Self development through acquiring life coping skills, language competency, IT and computational competencies and over view of society , schemes and programmes of national development.

(c) Identify areas of community intervention namely, advocacy on schemes of development, helping people in sorting out their problem with regard to local administration and developmental agencies- play a leadership role while doing so.

(d) Acquire basic knowledge of health and hygiene, first aid, calamity and disaster management and event and crowd management

(e) Take a vow to transfer the knowledge of voluntary work and work for the cause of national and global development voluntarily.

The first batch of 100 students from HMV College, Una, Gujarat had volunteered under the leadership of Nalini Ben Desai. The programme of their participation in activities would be launched in July, 2017. Volunteers would be encouraged to participate in exchanges of experience of voluntary work among the colleges under mutual exchange programme. The Scheme is being offered to ICF member Colleges, Leadership Development Colleges and all other colleges. Interested colleges may write to SEED-ICF for the same.

SCHEME OF E-CONTENT AND COURSE WARE DEVELOPMENT UNDER MOOCS

MHRD has launched a scheme of support for development of self learning course ware in MOOC and have provided "Swayam" portal for uploading the course ware. Under the scheme UGC has been assigned the aspects pertaining to Non-Technical PG Programmes, NPTEL - Technology related courses, Consortium of Educational Communication, non-technical Undergraduate Degree courses and IGNOU - Diploma and Certificate Courses, CBSE, NCERT, NIOS for 9th to 12th Class CBSE and open education courses. MHRD is providing financial Assistance for development of MOOCs compliant courses in four quadrants, namely, I- E-Tutorial, II-E- Content, III- Web based Resources and IV-Self Assessment. Funding is available under various activities for development of courses. For details reader may visit MHRD website.

23RD ANNUAL NATIONAL CONFERENCE OF INDIAN COLLEGES FORUM

23rd Conference of ICF is scheduled to be held at Hyderabad from 8-10 September, 2017. The theme of the conference is "Challenges of Higher Education in Emerging Fourth Industrial Revolution". Sub-themes are: (i) Implications of Technology Revolutions on Higher Education, (ii) Developing critical and analytical skills and R&D in the fields of Management, Commerce, Science, Law and other professional education to meet challenges of emerging revolution, III -Role of Management, Teachers and students to meet challenges of emerging revolution, IV-Role of Government in supporting and facilitating institutions of higher education to meeting new challenges. The conference is being organized in collaboration with Kedia College, sponsored by Marwari Shikshan Sansthan, affiliated to Osmania University, Hyderabad.

INTERNATIONAL DIPLOMA IN EDUCATIONAL LEADERSHIP- HIGHER EDUCATION 4TH BATCH

After completion three batches of International Diploma in Educational Leadership -Higher Education, SEED-CHEST is launching 4th Batch International Diploma in Educational Leadership- Higher Education from July, 2017. This self contained modular programme is meant for leaders of higher education heading key positions in Colleges and Universities. The approach is facilitate key persons learn at their space and time over a period of one year 8 module course dealing with different aspects of development and management of higher education. Modules are provided in print as well as sent to participants on mail in every term along with additional material and possibility interaction with experts. One week face to face or virtual basis programme is provided to sorting queries pertaining to module and enabling them to develop proposal for project work. It also offers one week international exposure programme in Paris and Europe. For details contact Coordinator - IDEL-HE on seedicf@gmail.com or idelhe@gmail.com

ACADEMIC EXCHANGE PROGRAMME

Recently some of the ICF member colleges' Principals suggested that there is a need for faculty and students academic exchange programme among the member ICF colleges. The exchange programme will provide students and faculty to observe and learn from innovative practices followed in visiting colleges and would also help networking with the peer group for mutual benefit, strengthening bondage among them and improving quality of higher education. SEED-ICF supports this idea and offers to coordinate such voluntary exchange programme among the member ICF colleges. Interested college may offer possibility of one to two weeks exchange programme to their colleges and also indicate areas and colleges where their faculty and students would like to go for academic exchange programme. On receipt of such information SEED-ICF will process and set up exchange possibilities. Collages need to indicate the kind of stay and interactive facilities for number of students and teachers that could be made available to visiting team and possible cost of the same, if any. For financial support of such activities, colleges could approach respective state government /universities under the concept of Gyan Yatra or any of the similar type schemes.

ELUSIVE QUALITY OF INDIAN HIGHER EDUCATION: A COMMENTARY ON THE DRAFT OF THE NEW EDUCATION POLICY[1]

SAUMEN CHATTOPADHYAY*

The paper reflects on the challenges involved in the improving quality of education as outlined in the report of the Committee on Evolution of New Education Policy. It examines issues in backdrop of neo-liberal approach to education.

The objective of achieving excellence in higher education has been the most daunting of all the challenges faced by the policy makers not only in India but even in the developed countries, albeit to a lesser extent. The draft of the New Education Policy (GoI, 2016A) devotes considerable amount of space to diagnose the factors responsible for poor quality in Indian higher education and seeks to provide a policy direction to address the issue.

We would like to reflect on the challenges involved in improving quality of education and policies prescribed as outlined in the New Education Policy (henceforth The Report) against the backdrop of the neoliberal hegemony in education policy making which is sweeping across the globe and India has been no exception as evident from the policy measures mooted in many of the committee reports and policy documents brought out by the government from time to time, particularly during the last decade.

> *The objective of achieving excellence in higher education has been the most daunting of all the challenges faced by the policy makers not only in India but even in the developed countries, albeit to a lesser extent.*

Deconstructing the Neo-liberal logic

While policy making in higher education is increasingly being informed by the application of economic principles, the logic of market and the business, the question is to what extent are these principles likely to be effective and efficacious to reform the sector keeping in mind the larger role higher education should play in maintenance of the social order and nation building other than responding to the demand for skill and knowledge in a growing economy. However, the conceptualization of an individual as autarkic and competitive engaged in the pursuit of self-realization in the neoliberal policy making casts doubt on the sustainability of social relations (Marginson 2014). With regard to the role of the state vis a vis the private in its provision, characterisation of higher education either in terms of a

private good or a public good or even as a quasi-public good is utterly simplistic in nature as 'publicness' is policy determined, nested within a cultural set up, nationally and globally. (Marginson 2016) . Higher education generates private goods in the form of earnings, social status, incomes from the intellectual property rights (IPRs) along with the broader notion of public goods which go much beyond the rather narrow economic conception of externalities like contribution to public debate which is so essential in a democracy and sustainability of social relations (ibid.).

However, as argued (Chattopadhyay 2012), the non-applicability of the two major aspects of economics of education, the concept of an educational production function which is invoked to understand the functioning of an educational institute and the concept of educational market to study the system as a whole comprising of the students and the education providers to explain why achieving excellence in education and specifically for higher education, learning outcomes often proxied by the number of graduates passed and absorbed in the labour market depends on how well the human resources, the teachers and the students in particular make use of the infrastructure to produce quality outcome. While the variation in the quality of human resources as inputs is intrinsic because of uniqueness and non-replicability of human capital embodied in the persons, what is important for the policy makers to ensure how the human resources, who are essentially self-interest driven individuals convert the resources, their own potentials and make use of the physical infrastructure to realize excellence .To add to the complexity of the challenge, since both quantity and quality of university output are not readily quantifiable, ritualistic participation in the process of teaching-learning and in the conduct of research do not serve the purpose unless the teachers and the students are engaged in the process with a great deal of motivation and dedication infused with adequate dose of scruples. For example, classes can routinely take place devoid of enthusiasm and curiosity which makes the very process ritualistic and therefore

virtually meaningless. This makes it clear the salience of academic culture which is an outcome of governance given adequacy of resources to produce quality output. In sharp contrast, in a factory producing material output, machines churn out pre-specified output from pre-specified quality of inputs in a pre-determined and predictable way as given by the technology that the machines are embodied with.

Despite marketization of higher education, the typical market for higher education does not exist, truly speaking, which also renders the application of market logic to reform the sector rather tenuous. One major problem with the notion of education market is that the students who are being treated as the customers by the neoliberals are also the inputs and the co-producers of quality education, learning outcomes and research along with the teachers. Further, propagation of market logic has the potential to overwhelm merit and margin by the sheer power of money much to the detriment of higher education objectives of inclusive expansion with excellence as it is gradually unfolding in the Indian scenario as deregulated privatization continues. If the market logic has the potential to deliver, the increasing participation of the private sector and the ongoing marketisation could have led to an improvement in the quality of higher education by now. It is however neither an enigma nor a paradox that the neoliberals who advocate reform to achieve technical efficiency and allocative efficiency have gained dominance in policy making as the teachers and the students validate their assumption about economic agents that they are essentially homo economicus and manipulatable. Excellence requires the teachers and the students to remain intrinsically motivated in their academic pursuit and do justice to the academic freedom that the university is bestowed with. Arguably, it is the abuse of freedom by the university community given the resource endowments, which is the root cause of the poor quality. This has effectively allowed the policy makers to invoke the neoliberal logic of economic reform to fix the system by providing incentives and installing external surveillance mechanism to curb abuse of academic freedom by the self-interest driven teachers and make them deliver as per the design of the policy makers.

Conceptualization of Quality and diagnosis of the ailments

How has the Report (GoI, 2016) sought to conceptualise quality of higher education, how have the challenges facing Indian higher education been diagnosed and what are policy prescriptions that follow from the Report to

Despite marketization of higher education, the typical market for higher education does not exist, truly speaking, which also renders the application of market logic to reform the sector rather tenuous.

improve quality are all inter-related and sequential in this order. The very understanding of quality determines the nature of the diagnosis of the problems which in turn determine the approach of the policy makers to deal with the problems as identified in the Report.

It is apparent that the quality of higher education has been defined mainly in terms of employability, research output and the global rankings of the Indian universities. The Report possibly in a lighter vein advocates the use of gross employability ratio (GER) in place of the policy makers' persistent concern with the gross enrolment ratio (GER). In terms of the quality as assessed by the quality assurance agency, i.e., National Assessment and Accreditation Council (NAAC), there are enough reasons to feel worried about. Only 30 percent of the universities and 9 percent of the colleges have been awarded A grade, the Report points out. This is further exemplified by the proclivity of a large number of students, around 3 lakh every year, who leave the country to pursue higher studies abroad costing around $10 million per year.

Diagnosing the Challenges

As noted above, from the perspective of economics of education, resources and governance are two broad categories of factors which have bearing on the quality of education and research. We discuss the Report's analysis of poor quality and its remedy under these two broad heads.

Quality and Resources

The Report notes with concern that 40 percent of the teaching positions in the government funded institutions are lying vacant which has seriously affected the delivery of quality education. For the private sector, the Report is critical of the commercial practices indulged by the private providers and deficient infrastructure resulting in poor quality of education. The regulated fee structure for the private providers has constrained them to spend adequately on the infrastructure which has resulted in the delivery of poor quality. The argument that deregulation of fees will do away with the illegal practice of extracting capitation fees from the parents is not really convincing. A majority of the private institutions indulging in commercial practices operate under political patronage and cheat the students who suffer from information asymmetry and irreversibility of choice making which push them to the corners when it comes to negotiation with the management. Quality improvement is a matter of mission of the management or what is called 'prestige maximisation' and that is why some private universities with a long term vision and concerned about reputation are doing well.

The Report is however largely silent about the

imperative for infusion of more resources into the system. In fact, the Report argues that the institutions should explore alternative sources of finances and be financially independent which is a pre-requisite for academic autonomy. However, filling up of the vacant positions would require resources which the state governments can ill afford because of their perennial fiscal crisis. In fact, after the possible revision of the pay scale of the teachers, the state governments will find it harder to fill up the vacant teaching positions. Even in the University of Delhi, a Central University, the teaching positions are not being filled up. The silence of the Report about resources has to be understood in the present context of increasing privatisation and in gradual embracing of the market principles as articulated by the government in other policy documents, promotion of public-private partnerships (PPP), the implementation of RUSA and setting up of the Higher Education Funding Agency (HEFA).

Quality and Autonomy

The issue of autonomy of the faculty and the institution is intricately linked to the issue of governance structure that prevails. The hallmark of the academia is academic freedom the teachers and the researchers should enjoy to be creative and be innovative. Kumar (2015) notes how autonomy has been compromised by bureaucratic interference. Those institutions which are found to be credible and have achieved excellence, should be given freedom in what they do, the Report argues. In the case of the government funded institutions, the Report quite justifiably points out that the appointment of the Vice-Chancellors is political which makes them accountable not to the university community but to the external agency, the political party and/or the government often in a brazen manner leading to alienation and demoralization of the university community.

As noted above, financial autonomy being defined in terms of lessening dependence on government grants will actually interfere with the academic autonomy. Some of the alternative sources for garnering additional revenue are likely to interfere with academic autonomy and even compromise with the quality, like offering of full cost recovery of courses, and agreeing to industry funding for research . Mode of funding determines governance as exercise of autonomy gets conditioned by the imperatives of mobilizing more resources. Complete academic autonomy requires input based funding with no string attached but this model delivers if the teachers and the students are intrinsically motivated and the government has resources to meet the growing demand. The Report does not probe deep into some of these dilemmas in the Indian context which are intrinsic to higher education reform.

With respect to the faculty autonomy, it is reassuring to know that the Report takes a critical view of the UGC Regulations (GoI2010;GoI2016B), the Performance Based Assessment System-Academic Performance Indicator (PBAS-API) which is neoliberal by design (Das and Chattopadhyay 2014), seeks to improve university output in terms of both quality and quantity by making the teachers accountable to the system ostensibly in an objective manner. The implementation of the API system is also an example as to how a neoliberal approach to university governance fails to address the issue of quality if not quantity as the teachers achieve the set target by accumulation of points in a manner which is often unfair and devoid of quality (ibid.) as exemplified by the mushrooming of journals and publication of low quality books. The Report has looked at the teachers' activism rather negatively possibly because it is viewed to be disruptive. However, teachers' activism is essential in a shared governance structure where the teachers should have a platform to address their discontentment and grievances in a bureaucratic set up which would only motivate them perform better as long as the teaching-learning process is not disrupted. The Report argues for making full use of ICT to create a data base of the university in order to be transparent and regularly monitorable by the government. There also arises a possible trade-off between full autonomy and accountability as objective assessment and benchmarking may circumscribe autonomy as normative trust is being replaced by rational and instrumental trust (Kehm 2014). This trade-off is equally true for the autonomy in pursuit of a mission by a university if the university exhibits proclivity to participate in global ranking and to comply with the quality assurance mechanism which entails adjustment and conformism in what a university pursues. .

The typical neoliberal construction of a quasi-market is expected to bestow sovereignty to the student-consumers and the education providers (Jongbloed 2004) and foster competition. The Report reiterates the need for setting up of a regulatory authority for the entire higher education system. However, there are positives to be gained as well as negatives to be negotiated with. There is a need for an uncompromising attitude towards the concern of the students from the margin and the students with merit requires regulation so as to relegate the adverse role money power can potentially play which requires a delicate balance between giving sovereignty and regulation of activities (Chattopadhyay 2012). The Report is scathing in its criticism of the prevalent regulatory regime as one of favour granting system which spawns unfair practices. . The Report argues for autonomy for those who have proved their worth and regulation for those who are yet to deliver excellence which requires the proposed Regulatory authority to adopt a more nuanced and flexible approach.

Policy Prescriptions

Innovation, Accreditation and Ranking: a narrow approach to quality

Quality assurance, ranking and accountability are different mechanisms to assess organizational effectiveness of the institutions which have gained importance in the wake of ongoing massification of higher education, increased concern for cost efficiencies, enhanced autonomy and corporate style of governance, credibility of credentials in the job market both at national level as well as global market and rising global mobility of students and researchers (Harman 2011). Focus on accreditation and ranking to reform the higher education sector is now the focus of the reformers world over. Given the large size of the Indian higher education system and a large number of pending cases involved in the process of assessment and accreditation of the colleges and the universities, coupled with the meek and delayed responses from the institutions the, the NAAC is faced with a gargantuan task. However, this does not make a case to allow the private parties to enter the accreditation system as the process is prone to subversion because of possible collusion between the agency and the institution at the expense of the students' interests. What assessment and accreditation essentially do in particular is to improve governance only to the extent by making it explicit and mandatory for the institutions to make their performances transparent, quantifiable and accountable to an extent. Further, this managerial approach to achieve effectiveness is no guarantee for quality as the focus is laid on target with possible compromises with the processes as the implementation of the PBAS-API system exemplifies .

Focus on accreditation and ranking to reform the higher education sector is now the focus of the reformers world over.

Possible Compromises

Quality and inequality

The question is what does this approach to policy making entail for addressing the inequality that prevails in India in various spheres of the economy, particularly in access and in the processes. Though there has been a steady rise in the gross enrolment rate to 23-24 percent or more, the expansion has been led largely by the private sector in the realm of professional education mitigating thereby the inclusiveness of the expansion. Though it is still debatable whether education accentuates inequality by widening the earning gap between the skilled and the unskilled, setting up of the world class universities, and differences between funding capacities between the Centre and the states contribute to the increasing differentiation in the higher education system by policy design. However, there have only been some glimpses of excellence as the overall situation looks grim. The Report proposes to set up Centre for Excellence in Higher Education (CEHE) to foster excellence in select universities to begin with. While some are promoted based on their proven potentials, the issue is whether the rest would suffer in the process. The status goods that higher education bestows on the graduates depending on the brand of the institutions further contributes to the differentiation in the job markets. Gupta (2016) draws attention to the forms of inequalities broadly conceptualized that India suffers from have been given scant attention in the Report.

Quality and Diversity

Assessment, quality assurance or accreditation, ranking and accountability mechanisms require some degree of conformity which undermines autonomy and diversity at the both the levels of faculty and the university. The PBAS-API system, ranking and accreditation seek to reward innovation in teaching and research. The criticisms levelled against API is not only because of its abuse, but in-built in it is its disregard for individual differences, discipline wise differences and institution wise differences in terms of its mission and functioning (Das and Chattopadhyay 2014). The higher education should ideally be striving for promoting diversity in mission and in the field of knowledge generation and knowledge dissemination. Focus on innovation in teaching and research is apparently a factor to mitigate this force driving towards standardization. Though the concept of innovation in teaching and research is fuzzy, weak foundation, poor governance and absence of vibrancy in the academia are unlikely to be conducive for innovation in the majority of the institutions in absence of visionary leadership, inadequate infrastructure and low morale. This enhances the importance of strategy making and leadership which have implications for the nature of future of the universities. As Kehm (2016) argues in the context of Europe,

"Accountability, evaluation, or accreditation have certainly led to more bureaucracy while the necessity to diversify the funding base or activities geared towards profiling and branding make higher education institutions more entrepreneurial. Leadership styles too can either be more entrepreneurial or more bureaucratic." (p.95)

Concluding Remarks

Though the Report has apparently made an honest attempt to diagnose the problems facing Indian higher education, the policy prescriptions do not deal with the problems which are deep rooted and systemic. The Report gives a clear indication of a shift from state control

to state supervision, granting more autonomy, to be more efficient, effective, accountable and responsive to the environment very similar to what Kehm (2016) has noted in the context of Europe. Kumar (2015) argues that mechanically copying the Western model with disregard for the grim ground reality is unlikely to yield desirable result. However, the Report adopts a convenient approach to advocate autonomy and accountability, accreditation and ranking, innovation and research as popular conventional ways to improve quality of Indian higher education. The Report does not delve deeper to throw some light on why such a low percentage of higher education institutions are actually of A grade as per NAAC. If adequacy of resources and good governance are the two main factors for achieving excellence, the question is to what extent, would the process of assessment and accreditation reinvigorate the system by giving autonomy without any substantial hike in budgetary allocation by the government, particularly by the state governments.

Advocacy autonomy in actual practice will get undermined and diluted by the need to explore alternative sources of finance, the requirements of the quality assurance and accountability mechanism, unequal ground level situation due to variation in public funding and bureaucratic interference. Neoliberal policy making has the potential to negate the very purpose of education as students and teachers undergo transformation to become students-consumers and service providers respectively as universities emulate corporate style of governance. Setting up of the CEHE, if successful, will merely scratch the surface of the problems the system as a whole is faced with as only a few will be nurtured to compete in the global ranking while the rest may bear the brunt of budget compression. The policy measure for scholarship, unless adequate and well designed, will not be able to deal with the access problems which go beyond the ambit of the higher education sector. The market logic and business principles have not been truly effective as the neoliberals continue to advocate, otherwise at least a part of the higher education sector would have undergone transformation for the better by now. Rejuvenation of the system is by no means a simple task. It is an imperative that we take note of the fact that the processes in both the government funded institutions and the private funded ones have been subverted, however on account of two different sets of reasons, poor governance and commercial practices respectively (Chattopadhyay 2012). It is also high time that we, the teachers, in particular, in the government institutions reflect on the problems and the practices

Though the Report has apparently made an honest attempt to diagnose the problems facing Indian higher education, the policy prescriptions donot deal with the problems which are deep rooted and systemic.

which border on malpractices in various spheres of the academic activities which lead to compromises with quality in what we do, teaching and research. The university has to create an ambience of trust, freedom along with accountability. We should look for possibilities and new avenues for making higher education to contribute meaningfully to the social order and democratic functioning of the institutions apart from catering to the rising need for skill and knowledge to maximize the publicness of higher education.

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Explorations

i prepared by T S R Subramaniam committee constituted by the government.

ii A pure public good is in terms on non-rivalry in consumption and non-excludability. The degree of excludability is a matter of policy decision. Marginson argues that neoclassical economics cannot do justice to what higher education does to the society and the polity as the privateness and publicness vary across the nations depending on the state, society and the university relationships.

iii However, the increasing use of IT and ITES in the delivery of education can overcome to a considerable extent the uniqueness and non-replicability of human capital by disseminating the recorded lectures delivered by the experts of repute for years to come

iv Technical efficiency is based on the assumption of educational production function and allocative efficiency is based on the viability of a quasi-market for education.

v The setting up of the Higher Education Funding Agency (HEFA) by the Cabinet as reported on September 12, 2016 is a clear signal that the universities will now be compelled to generate own resources through fee hikes and exploration of other sources to pay for the capital component of the loans taken from HEFA while the government will be providing the financial support to pay only the interest component. The HEFA will mobilisefumds from the market and would tap CSR.

vi Self-financing courses while admitting students would prioritise money over merit and margin and customization of curriculum keeping in mind the need of the market. Industry funding will be promoting applied research and there are instances of serious compromises with the conduct of research and its dissemination in the USA in biomedical research.

vii It is now being argued to encourage academia and industry collaboration. While industry can contribute towards curriculum design and enhance employability, infuse resources for research for the market, there is a need for caution as commercial interest can subvert the interests of the academia and independence of the teachers and the researchers.

viii Regulations (2016) is expected to have attended to some of the pitfalls of the earlier versions, say, Regulations (2010).

RE-THINKING EDUCATION FOR ALL - RELEVANCE OF GANDHIAN MODEL OF EDUCATION IN 2020

Dr. G.D. Sharma*

The paper argues that India has been following a model of education as designed during colonial rule, even after Independence. The failure to achieve education for all lies in this model. Therefore, we need to re-think on this model. Author pleads for debate on Nai Talim- the Gandhian Model of education in the emerging fourth industrial revolution, where critical, analytical and innovative thinking would matter.

THE BEGINNING

In my view die of modern education was cast during 1832-35, when Lord Macaulay visited India and wrote his minutes of education. His observation about India was as follows:

"I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such high caliber, that I do not think we could ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and, therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native self-culture and they will become what we want them, a truly dominated nation"(Extracts from his speech of Feb 2, 1835 in the British Parliament).

This philosophy and approach of British for education of people of India according to Gandhi - " .. has been nurtured in sin, for the tendency has been to dwarf the Indian body, mind and soul."

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SITUATION PRIOR TO BRITISH IN INDIA

Prior to this, education was in the hands of teachers both under the rules of Indian kings and under Mogul period. What education the young generation should receive was decided by teacher, master craftsmen, Master Mason, Master Vaidya, Master agriculturists , Master weavers, Master tailors, Master Warriors, Master blacksmith, Master chemist and so on. There was no structuring of grades of education. There was

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system of acquiring the knowledge at one level to another till one becomes a person trained to use the knowledge. Hence education was in the hands of teachers' i.e Gurus- experts in different vocations and professions as also religion and beyond religion- the salvation. Thus those who possessed knowledge decided what to teach, how to teach, how to assess and declare him /her fit to pursue a vocation or a profession.

FIRST BRITISH EDUCATION INTERVENTION

The philosophy of McCauley was built into approach to education in Woods Despatch. But real change came after Indian Education Commission 1882 headed by Hunter. This came as response to 1857 revolt against East Indian Company - the first Indian freedom attempt. After this, the reign of governance of India was directly taken over by the Crown. Hunter Commission was set up to recommend on primary education of people of India. In fact control of education of native was shifted from people of India to Bristish Rulers. On primary Education Hunter Commission made several recommendations with regard to language, curricula, management and finance. It suggested that Primary Education should be in Mother Tongue and Curricula should be related to needs of local area. On governance responsibility was given to Local Boards and preference in appointment of primary education level people in services. It proposed primary education in mother tongue, secondary and higher education in English language. It also suggested that private education institutions should also be under the local school boards. It made provision for financial support to schools. It also found indigenous school useful and recommended for financial assistance. But in practice, when these schools came under the control of Local board they started fading away

PROGRESS OF BRITISH MODEL OF EDUCATION

The Primary education was foundation for progression to secondary education. So the state policy was to

support such schools against oriental form of education. People saw the importance of education in the system of governance and promoted Primary education through philanthropic support of business community. Philanthropic supported primary and secondary schools, attempted to preserve indigenous language, culture, values while imparting, what was needed for jobs in services. Business by and large kept their native ways of doing accounting and communication with some efforts to adopt and adapt what was needed under the British rule. Private schools also offered opportunity to alternative thinking than what was given in government run schools. Since education was controlled through Directorate of Schools, their effort to promote what was indigenous was subtle or subdued. A research study about primary education during British period in Kerala has effectively revealed that indigenous schools promoted alternative thinking and leaders of freedom movement, whereas government schools and Directorate of Schools effectively discouraged this. (Sudhir Kumar P. - Education and political consciousness in Kerala with special reference to Malabar 1900-1950) Ph.D. thesis submitted to Calicut University, Calicut.) There may be several such examples in other states also. Universities set up during 1857 and subsequently with the support of community and kings did broaden the scope by covering subjects other than what was available with British University system, but by and large structure, function and importance of British system of education continued so was also of the feeder sector like Primary and secondary education. Like alternative thinking at school the alterative thinking at higher education

Mahatma Gandhi had extensively written on the type of education which would be good for the people in villages and cities in India. It was hoped that his concept of Nai- Talim would receive a serious considerations while formulating the model of education for all as provided in the Constitution of India.

also germinated and urge for freedom and what is native was also attempted to resurrect, but not much success as dominant system was British both in supply of knowledge resources and employment of educated people. None the less, alternative thinking and desire for freedom did take root and spread through system of schooling and higher education. After a long struggle by those educated and not so educated and with freedom movement gaining wide spread support from masses with Mahatma Gandhi being in leadership position. Finally India got freedom through division of this habitat in two parts India and Pakistan

THE DEVELOPMENT OF EDUCATION IN FREE INDIA- CONSTITUTIONAL PROVISIONS

The free India had to chart its future course of development and governance. Since freedom came

with division of this habitat on religious ground, the population though settled in both parts had to cross migrate. Gandhi was opposed to this division, but many were keen to get free from yoke of British rule and to have self rule, so leaders of Indian National Congress and Muslim League agreed for partition of this habitat and people.

Soon after India became Independent, it set up a University Education Commission headed by Dr. Sarvapalli Radhakrishnan in 1948 and followed this by Laxmaswami Mudaliar Commission on School Education in 1952. Both these Commissions laid down foundation for policy for higher and school education. The framers of the Constitution of India clearly recognized the importance of Education and hence they incorporated in Article 45 of the Constitution - under the Directive Principles of State Policy that the State should endeavour to provide free and compulsory education to all till the age of 14 years.

To quote , "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen ."

One might ask: what is the purpose of harping on British model of education when India, after getting freedom, had chosen its own tryst with destiny? We had a choice to decide: what should be the model of education of people of India? The two Commissions mentioned above had the freedom to recommend a model which suits most for the development of people and the country. Mahatma Gandhi had extensively written on the type of education which would be good for the people in villages and cities in India. It was hoped that his concept of Nai- Talim would receive a serious considerations while formulating the model of education for all as provided in the Constitution of India.

Both the Commissions mentioned above deliberated on the issue of knowledge and language of education and came out with a balanced view of education as assembly constitution took a balanced view, while framing the constitutions of India.

LANGUAGE AND KNOWLEDGE

The language, in fact determines many aspect of development of people like culture, values, learning from knowledge resources and so on. Since in practice in states of India, different languages were being followed and they are being followed today also, it settled with a balanced view of language that is mother

tongue, regional language and language of those educated in English and they were comfortable with it. English though being alien, was a connecting language of educated in all states. This position was ensured during nearly 200 years of British rule, English being taught at Secondary and Higher Education levels.

It may not be out of place to mention that as far as Primary Education is concerned, Hunter's commission's recommendation that Primary education be in Mother Tongue continued, except in Christian Missionary Schools, where medium was English. Most of the people did work and communicated in their mother tongue or regional language, but link language for educated people was English. Even today with seventy years of independence, in villages, towns in most parts of India, language spoken by majority of population is mother tongue or regional language. But English occupied a position of link language and language of those in power. Since Hindi language was viewed as national language, as it was spoken by majority of people and this language also connected masses throughout India, as many leaders, particularly Mahatma Gandhi, spoke in Hindustani, though his mother tongue/regional language was Gujarati. However, giving the status to Hindi, as national language raised another passion for language of their respective regions. Hence by taking a balanced view policy makers settled for three language formula i.e., English, Hindi, and Regional language at school education. Recently under influence of globalization German was also viewed as third language by some schools leading to controversy of a kind. Why this long narration on language, is because this formula and National Curriculum Framework-with focus on multi-lingualism, seeks to replace Mother Tongue at Primary education with regional and English languages. It may not be out of place to mention that under the perception that English language offers position of power and greater higher employment opportunity and possibility of globally positioning people, many states even changed policy of introduction of English language at 3rd, 4th, 5th and sixth standards, which was followed during British rule, to first standard itself. So our pupil have to learn English, Regional language and Hindi and de- learn mother tongue to pursue education.

GANDHIAN VIEW ON LANGUAGE AND KNOWLEDGE

Gandhi was very clear on the issue of Language, Knowledge and methods of education at Primary and higher education. He in no uncertain terms said-" It is my considered opinion that English education , in the manner it has been given has emasculated the English Educated Indian. It has put severe strain upon the Indian students' nervous energy, and made us

imitators." It is not that Gandhi did not accord due place to English language. He said to quote" English is today admittedly the world language. I would therefore accord it a place as a second, optional language, not in school, but in the university course. That only for the selected few not for the millions... It is our mental slavery that makes us feel that we cannot do without English."

TRYST WITH DESTINY- EDUCATION FOR ALL

In our tryst with destiny we considered education for all an important instrument of democracy and development. But it seems we missed on what education, how to link it with development of people, particularly vast majority of population living in villages, how to impart education, what should be medium through which students in village would understand, analyse and apply for his/her wellbeing, wellbeing of village, city and society at large. We did not ponder enough on issues of direct relevance of education and development of people and went ahead with an attempt to meet the target of education for all. Though we promised to ourselves in the constitution that we would provide free and compulsory education to all within ten years, but we continued to extend it from time to time. First time Shri MC Chagala the then education minister felt it may not be possible to fulfil the promise in given time and resources and it is necessary to extend the date.

Though progress of education at all levels was continuing in terms of provision of education facilities and enhancing access to education by considering all the factors like economic, social and geographic limitation, yet it was felt that education was not delivering the development of people and the nation. Hence another Education Commission was set up to examine the education processes and recommend for future. This Commission was headed by Professor DS Kothari. Followed by the submission of report of Education Commission titled as Education for Development, National Education Policy was announced in 1968.

THE NATIONAL EDUCATION POLICY, 1968

The Policy also emphasized that "Strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course"

The Policy also elaborated on the issue of language of education and emphasised on regional language at primary education, implementation of three language

formula at post primary and secondary education. It emphasised on the promotion of: regional languages at higher education also learning of Sanskrit and other international languages.

THE PROGRESS AND PROBLEMS

During progress of implementation of provision of education for all, several limitations in fulfilling the objective of Free and Compulsory education was observed with regard to disparities in women education, education among SC and STs, OBC and education in remote areas as also lack of financial resources with states and adequate income level among the population for education of their children. Hence equity in provision and access to education became a major challenge. Along with issue of access the aspect of quality of provision of education in terms of infrastructure and teachers also became the challenge, as some studies done on Minimum Level of learning showed that quality of primary education was not up to expected minimum level. Relevance aspect had not attracted attention at the Elementary Education level; it became more visible at higher education level owing rising graduate unemployment in India.

POLITICAL TURMOIL, EDUCATION AND TEACHERS' COMMISSION

Mid seventies was period of political turmoil. Emergency was imposed. A comprehensive constitutional amendment was carried out. With the amendment in the Article 42 of the constitution, education was brought to concurrent list. The Indian constitution has provisions to ensure that the state provides education to all its citizens. The Indian constitution in its original enactment defined education as state subject. Under Article 42 of the constitution, an amendment was added in 1976 and education became a subject in concurrent list which enables the central government to legislate on it in the manner suited to it" Thus with amendment both centre and state's responsibility to provide education was incorporated with objective of Right of free and compulsory education for all till the age 14.

Period of political turmoil of mid seventies leading to emergency and subsequent re-instalment of Congress Party government made people in government to think about the teachers and teaching profession. It may be mentioned that education processes and persons involved are passive in nature, but its impact at times are very active, as was seen during internal emergency and in subsequent period. Early 1980s i.e., 1983 Government of India set up a National Commission on Teachers. This was first of its kind. Commission had two parts- one for the Higher Education - headed by Dr. Rais Ahmed, then Vice

Chairman, UGC and other was school education which was looked into by Shri Keerit Joshi special advisor, education in Ministry of Education, Government of India. Both the parts were headed by Professor Chattopadhya, Professor of Philosophy and Chairman of Philosophical Research Council, New Delhi. Both of them submitted their reports in 1985 based on detailed data analysis of teachers' status and steps to change real and perception about teachers. Among other things at higher education it attempted to bring teachers' salary and their progression in career at par with those in central services and to restore autonomy of profession. At school level also a similar position was taken and teachers at school were also accorded economic and professional status at par with those in services at that level and their career progression comparable to such services. Prime Minister Mrs. Indira Gandhi who commissioned this report was killed and reins of power was taken by Shri Rajiv Gandhi who accepted the recommendations of the Teachers Commission which were then taken care of while formulating Pay Committees for Central Government staff as also Teachers Pay committee for Higher Education

NATIONAL EDUCATION POLICY-1986

Followed by this a debate was initiated throughout length and breadth of the country to formulate a National Policy on Education. As a follow up of this, second time a National Policy on Education was announced in 1986 and its programme of Action in 1987. The policy document emphases on:

The promotion of democratic values, secularism, socialism and scientific temper among the students at all levels. It moved from general approach to provide for primary education to quality primary education and addressing the issues that hinder promotion of girls education, education of SC, ST, OBC and Minority Community. As a follow up action of this policy, several steps for meeting the objectives of Equity, Quality at elementary Education level and Equity, Quality and Relevance at higher education level were taken. At elementary Education, the Scheme of Operation Black Board was launched in 1987. The scheme mainly focused on providing at least two classrooms in every primary school; necessary toilets exclusive for girls and boys; appointing women teachers- at least fifty percentage of the total teachers etc.

POLITICAL CHANGE, NEW WORLD ECONOMIC ORDER AND LIBERALISATION

The policy could hardly take full ground. Shri Rajiv Gandhi who announced policy and programme of action in 1986 and 1987 was assassinated on May 21, 1991 through explosion of human bomb at Perumbdur, near Chinnai in Tamil Nadu. Followed by this Shri Narsimha

Rao became Prime Minister.

Around that time world leaders were deliberating on new economic order and globalization and liberalization in early 1990. By mid nineties that is In 1995, when Congress government was in power, a new world economic order in the form of World Trade Organization was agreed by many countries including India. Millennium Global Development Goal was also agreed, educational expansion to achieve education for all at Primary Education and removal of poverty was one of goals of Millennium Global Development. India also shared and participated in achieving developmental goals. It also started period of liberalization of economy and opening of Indian economy to world trade and market. With liberalization external intervention/support also started at Primary Education in India.

EXTERNAL FUNDING /INTERVENTION IN EDUCATION: DISTRICT PRIMARY EDUCATION PROJECT (DPEP)

When Shri Narsimah Rao took the reins, India was also facing the problem of foreign exchange and debt repayment. With a view to provide education for all a new scheme to revitalize Primary Education and to address the issue of universalisation of primary education under the title of District Primary Education Project (DPEP) was started in 1994" as a major initiative to revitalise the primary education system and to achieve the objective of universalisation of primary education This was an externally funded programme. The arrangements were as follows:

"DPEP is an externally aided project. 85 per cent of the project cost is met by the Central Government and the remaining 15 per cent is shared by the concerned State Government. The Central Government share is resourced through external assistance. At that time external assistance of about Rs.6,938 crore composing Rs.5,137 as credit from IDA and Rs.1,801 crore as grant from EC/DFID/UNICEF/Netherlands was tied-up for DPEP." The ratio of grant and loan was 74.04 Percent being loan amount and 25.96 percent as aid/ grant. There are views that the external funding was taken to overcome foreign exchange and repayment problem by India.

SARVA SHIKSHA ABHIYAN

Though a good deal of progress was made under DPEP, yet it fell very short of huge requirement of providing free and compulsory education up to the age of 14 years considering all the aspects of gender, minority, SC, ST,OBC, differently abled persons and pupil in remote and difficult areas, particularly with required level of quality of primary education and its outcome. Since Government of India and State government also

became at ease in seeking external funding for Primary/ Elementary Education a new flagship programme namely Sarva Shiksha Abhiyan with external assistance was launched in the year 2001-2002, when BJP was a with allied party in the power.

This flagship programme of Sarva Shikhsa Abhiyan was launched by Central government in a mission mode to achieve the objectives of Universalization of Elementary Education up to the age 14 years for all in the 2001-2002. The SSA was centrally funded and externally supported mission in partnership with World Bank- IDA , Department of Foreign International Development, UK DFID, European Commission (EC). A great deal of progress was made over the period. India was under pressure for several years internally and externally- more externally, to make education as fundamental right by enacting Right to Education Act. Under SSA India had attempted to reduce out of school population from 6-14 years. Increase enrolment of various sections of population and in region and retain children in school through various schemes including Mid Day Meal Scheme, enhance quality and infrastructure in schools and also progress in primary to upper primary. Yet by the time it enacted the Right to Education Act 2009 there were stated to be 13.4 million - another estimate 7 million. The target was to reduce by 3 million by 2008-9 it reduced to 2.8 Million. , Share of Girl students at primary increased to 48.22 from 47.79 and at upper primary from 45.80 percent to 46.99. Retention rate at Primary increased to 74 percent from 71 percent. At upper primary the progress was from 32 percent to 38.37 percent. With regard to satisfactory

RIGHT TO EDUCATION ACT, 2009

When Right to Education Act came into operation in 2010 SSA was modified to take into account several provisions of Act. The Progress of education of elementary education for all during the last five years under the Act still leaves much to be desired. Hence provision of free and compulsory education for all leaves a large gap to be filled in. Phenomena of temporary teachers, growth of English medium primary schools in villages and small towns- at times catering to caste denominations are new development in the field of elementary education. The aspect of equity, quality at primary education still remains a target to be achieved when we have celebrated our 67 years of Republic day in January, 2017. As far as I am concerned there are issues of relevance at Primary and school education level also.

This is a long narration of success or even our failure to achieve the objectives of free and compulsory education for all up to the age of 14 years. Studies on achievement of students at primary education by NCERT and Pratham -ASER are not very encouraging.

RE-THINKING

The question arises why with all the good intention and efforts we have failed? Given the philosophy, approach and method will it be possible for us to achieve the target by the end of completion of ten years of Right to Education Act, 2009 i.e. by 2019? If not, then there is a need for re-thinking of our philosophy, approach and methodology of provision of education for all.

My recent visit of many villages and analysis of data of study on quality of education at primary level in six states of India has made me think that our philosophy, approach and methodology of primary and upper primary education i.e. elementary education need re-thinking. While doing so I after a long time, attempted to look into what Mahatma Gandhi wrote on Primary Education and higher education under his vision of Nai Talim. I am not aware whether this still continues for discussion and debate in Education Departments of Indian Universities? But I have not heard many people either in the government and policy making bodies to discuss and debate. We have taken it as given and are following relentlessly the agenda given by British Model of education - may be consciously or unconsciously.

I consider Nai Talim is fundamental to education Philosophy, approach and methodology for education of people not only in India but for people in many of the developing third world countries. What is this philosophy let me quote Mahatma Gandhi:

"..as to primary education, my confirmed opinion is that the commencement of training by teaching the alphabet and reading and writing hampers their intellectual growth. I would not teach them the alphabet till they have had an elementary knowledge of history, geography, mental arithmetic and the art (say) of spinning. Through these three I should develop their intelligence. Question may be asked how intelligence can be developed through the takli (Spindle used in spinning with the fingers without the use of the spinning wheel) or the spinning wheel. It can to a marvelous degree if it is not taught merely mechanically. When you tell a child the reason for each process, when you explain the mechanism of the takli or the wheel, when you give him the history of cotton and its connection with civilization itself and take him to the village field where it is grown, and teach him to count the rounds he spins and the method of finding the evenness and strength of his yarn, you hold his interest and simultaneously train his hands, his eyes and his mind. I should give six months to this primary training. The child is probably now ready for learning how to read the alphabet, and when he is able to do so rapidly, he

I consider Nai Talim is fundamental to education Philosophy, approach and methodology for education of people not only in India but for people in many of the developing third world countries.

is ready to learn simple drawing, and when he has learnt to draw geometrical figures and the figures of the birds etc., he will draw, not scrawl the figures of the alphabet."

In modern time, education if linked to context, linked to scientific explanation of what is being taught and examples are drawn from habitats, where education is being provided would not only interest the students, but sharpen their intellect and ability to apply the learning. Any application of learning would require ability to work with hand, mind and soul or to say inner commitment and energy. What is an added aspect for developing countries is that, if while learning a student by engaging in productive activity can earn, he/she may understand the economics of application of knowledge in real life. And if this happens even family members and society would appreciate and respect the students. Imagine lakhs of schools with hundreds of students in respectable age group contributing through productivity and learning, there would not be any need to take charity or loan from abroad for education for all. By taking loan and charity we have inadvertently fallen in the trap of appendage education and economy.

We have started an experimental school in Mandi village, where we followed the method of concrete to abstract before introducing alphabet or figures to students. I have seen many students in Thailand Schools getting proficiency in one or other vocation, before they complete their higher secondary education. Our respect for manual labour is least as compared with many countries of the world.

Why I mentioned relevance of Gandhi in 2020? By 2019 we will complete ten years of our additional effort under Right to Education Act, 2009 and I am sure given the scenario today, with about 40 thousand students dropping out before completion of primary education in Delhi Metropolitan City alone, large number of students out of school, rate of poor progression to upper primary level and rate of retention, it is not likely that we will be able to fulfil the promise of education for all in spite of completion of ten years of Right to Education Act.2009. The quality of education with class appropriate level of achievement of students is distant dream. Our attempt to fall back to colonial system of evaluation of students, over throwing the concept of Continuous Comprehensive Evaluation is a step in wrong direction. What we need is to discuss and debate the Nai Talim in present and future context, follow the philosophy of Hand, Mind and Soul- or inner energy, methodology of scientific explanation and work with hand not for the sake work with hand, but for productivity and economic earning would only enable us to fulfil our promise of education for all within a period of ten

years with prosperity, power to people and power to teachers to take decisions. Power to people will come with decentralization and not with centralization. What Mahatma Gandhi wanted us to work for is: type of education that empowers people to be self reliant based on all round development i.e. - mind, hand and soul. Power to people is possible through decentralization and not through centralization. Through development from below and not top down approach to guide and

control the development. Let us discuss and debate Nai-Talim for bright and intelligent development of people of India. In the emerging fourth Industrial revolution- critical and analytical thinking and innovations by people will matter. These abilities can best be acquired by following Gandhian Model of analytical, innovative and skill based model of education for all. Mahatma Gandhi meant this as early as 20-3-1924. See box on Page 25.

of retention and achievement by the students and so on. Reports of achievement survey are not very encouraging. Therefore, besides access, retention through mid day meal, automatic promotion to upper primary level, and the challenge of achievement of students. Here the major issue of is of language competencies. There has been lot of messing with regard to language at Primary education. The idea of mother tongue-which was crucial, has been slowly replaced by regional or English language in many states from 1st standard. This is very confusing for the students. In fact , leave aside urban centre or smart cities, challenge before child is transition from mother tongue to regional language in the first place and then to other foreign language. All this makes child diffident and confused. Coupled with this is our method of teaching ,which focuses on remembering and reproducing rather than understanding. Hence he/she remembers, reproduces and forgets. When survey people ask him to read lower class text than what he/she is learning now, he/she fumbles and fails. As far the English language is concerned the imposition has been very cruel even for teachers, as most of them have learned through regional language. Therefore, first challenge is to have a clear view on what language and how language should be taught up to primary then transiting to regional and other language. Many political parties keenness to teach a foreign language from 1st standard has done more harm to learning abilities and achievement of students at primary levels in many states. National Curriculum Framework of multilingualism sounds very lofty, but it is of no avail as far as primary education is concerned. Mathematics learning has fewer problems, if taught in mother tongue. Problem arises when student is not able to understand the questions asked in regional or English language.

The next challenges is how much and what text to be taught at primary and upper primary levels. Should it relate to habitat of students - geography, cropping pattern, climatic conditions, fauna flora, culture and values or text of regional, national and global levels- which again is a major issue.

At upper Primary and Secondary education levels, besides language, challenge is not knowing more and wide, but ability to learn, know and apply in real life in places he/she lives. It is no gain or use to make them remember more and reproduce which is least relevant to them.

Let us be very frank, any attempt to respond to these issues will run into rough weather and opposition from vested interest groups- including teachers, publishers, and distributors and by those who monitor the progress of the achievements.

With regard to agenda for higher education, the issue is freeing colleges from colonial legacy of affiliated colleges. It is a key challenge. An attempt was made in NEP 1986 and revised 1992 policy. But this attempt failed miserably. There are islands of success of this concept, but there is vast sea of affiliated colleges. This is much higher challenge as vested interest group here is very vocal and capable of disruption. This has seriously affected potential of growth of knowledge relevant to societal and national development and made hundreds and thousands of graduates' unemployable. The concept of autonomy was to bring social relevance and improve quality of higher education as 86 percent of students studying in higher education are enrolled in colleges. If these do not develop and impart knowledge of socially relevant courses and keep focusing on: remembering and reproducing text books knowledge in examination held for 100 thousand of students testing the same abilities, it would to sheer wastage. This prototyping is enemy to innovations, diversity and change. This is one of the key agenda for higher education.

Research and Development has received very poor attention in India. Here again to do research on issues which are being done in developed part of world is a ban **have** on innovative and developmental research for India. Taking research out of universities has marred development of research in universities. There is challenge to make research socially relevant and rooted in university system, **may** special institution continue with their work, but research needs to be re-established in university system. Prior to this we should stop aping- what is being done in developed part of world. This would be possible only if autonomy to universities is given in letters and spirit. Make them accountable to students, public and society at large rather than putting political representative in bodies of governance of universities.

These are a few agenda for New Education Policy which needs to be addressed in the policy likely to be framed and announced hopefully in 2017/18.

PROFESSIONAL DEVELOPMENT NEEDS OF RURAL PRIMARY SCHOOL TEACHERS

PROF. K. PUSHPANADHAM PH.D.*

The paper, based on research study, clearly brings out the areas of improvement in teacher education to improve the quality of primary education in rural settings.

INTRODUCTION

India has made significant advances in school education with respect to overall literacy, infrastructure, access and enrolment in schools. The two major accomplishments is the political recognition of Universalization of Elementary education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education (RTE). The Act calls for central control over the development and enforcement of teacher training standards. It institutes minimum qualification standards for teacher recruitment and mandated the existing teachers without minimum qualifications to acquire the same within five years of the Act ruling. Furthermore, the Act dictates specified pupil-teacher ratio to ensure that teachers have reasonable student load and that adequate number of teachers are recruited to meet the proportionate student population (MHRD, 2013).

This has led to a higher demand of qualified teachers; there are questions raised if the teachers are being trained properly to meet the ever-increasing demands of quality education. There is a broad consensus that "teacher quality" is one of the single most important school variable influencing student achievements (De, Khera, Samson and Kumar, 2011). Teacher characteristics that are harder to measure, but are vital to student learning include the ability to (1) convey ideas in clear and convincing ways, (2) create effective learning environments for different types of students, (3) foster productive teacher-student relationships, (4) be enthusiastic and creative, (5) work effectively with colleagues and parents (OECD, 2005). However most of the discourse about in-service teacher training taking place in India has shown severe inadequacy where

The primary education in India, the constitution of India supports the right of universal education until age 14 and has had a long-standing goal of free and compulsory education for all children between the ages of 6 and 14. However, India remains a land of contradictions. Despite a vibrant emerging economy and a string of excellent colleges that produce high caliber professionals, India has not made the grade yet on primary education.

teachers feel incompetent. Therefore, much remains to be done to improve the quality of in-service teacher training in rural India. The policy literature and reports indicate the glaring disconnect between what teachers learn in the teacher training programs and what they eventually teach in the classrooms. This policy-implementation gap is particularly wide in rural schools. India needs teachers in rural areas. The demand for primary school has grown exponentially, increasing nearly furfold from 0.23 million in 1950 to 0.93 million in 2010. The 2009 Right to Education act (RTE) mandates further growth, with the ambition of creating free, universal education for 6-14 years olds.

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In a large country, physical distance can be an issue. In rural areas, some communities do not have a school nearby. In urban settings, unsafe travel conditions, such as traveling alone or crossing busy roads and train lines, may prevent parents from sending their children to school. Social distance can be an even greater hurdle. Some communities do not see the value of school education they feel the things learned at school are not relevant to their lives. In some cases, the school may be in another community of a different socio-economic class, caste, or religion, making it difficult for the child to

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cross that invisible but effective barrier. While discrimination on the basis of caste is now illegal, attitudes of thousands of years are difficult to change quickly.

Child labour is prevalent. Many children need to work and earn in order to supplement a meager family income and therefore do not attend school. Schools often lack facilities and teaching aids including classroom space, toilets, drinking water, blackboards, and chalk. Teachers' lack of training and motivation and the feedback that taken from the Realizing the importance and the critical state of primary education in India today, many organizations on many levels are focusing on this issue. That is required in the different things

The Government of India began a program for improving the status of primary education in 2010, with the following areas of focused on increase in teacher appointments and training, improvement in elementary education content and techniques, provision of teaching materials, improvements in infrastructure and Education for disadvantaged groups: girls, disadvantaged castes, and the disabled children. The policies related on the different functions rated the scenario of the teachers towards the development of the programmes in the rural areas.

The 2009 Right to Education Act also attached great significance to the role of teachers in reforming elementary education: Section 23 highlights the need for making available trained teachers available for the schooling system, though it relaxed this requirement for certain states until 2015; Section 24 specifies the academic duties of teachers, including timely completion of the curriculum, and providing additional support where required; Section 27 prohibits teacher deployment for non-academic work and; Section 28 bans teachers from giving extra private tuition and has set the norm for a Pupil-Teacher Ratio of 30 to 1 at primary level and 35 to 1 at upper primary.

A Teacher Eligibility Test was introduced in 2010 to ensure that even after teachers have obtained professional qualifications, they are screened to ensure that they have requisite knowledge before joining the teaching force. In 2012, the Justice Verma Commission Report on teacher education was submitted to the Supreme Court and covers a whole range of issues which have a bearing on improving the quality of teacher education as well as improving the regulatory functions of the NCTE. Realizing this, undertook the present study in order to answer the following questions.

With teachers being most crucial component of a schooling system, no education reform effort is effective unless their competency is ensured. They also happen to be the most costly resource in schools (OECD, 2005). Therefore teacher professional development should be

considered a national priority from various social and economic perspectives. But unfortunately the quality of in-service teacher training in India has repeatedly failed to match the expectations that have risen with the introduction of 21st century learning framework. As a result, a teacher is unable to transact in a classroom a lesson/concept as the training s/he received was not reflective of what is expected of him/her. Student learning is influenced by many factors, including: students' skills, expectations, motivation and behavior; family resources, attitudes and support; peer group skills, attitudes and behavior; school organization, resources and climate; curriculum structure and content; and teacher skills, knowledge, attitudes and practices (OECD, 2005). Schools and classrooms are complex, dynamic environments, and identifying the effects of these varied factors, and their influence on different types of students and different types of learning continues to be, a major focus of educational research (OECD, 2005).

According to the National Curriculum Framework for Teacher Education (2009), in-service teacher education broadly perform the following functions: (1) updates teachers on issues concerning content, methodology and evaluation, (2) upgrades serving teachers in tasks with which they are currently occupied, (3) initiates and orients teachers to new roles and technologies, (4) provides opportunities for unqualified or under-qualified on-the-job teachers to update and upgrade their knowledge (NCTE, 2009). However, the reality is far from this. Another major concern with teacher trainings - both pre- and in-service - is the inconsistency between the practiced training method and the proposed method of teaching. Most teachers who are currently being encouraged to adopt child-centered and activity-based learning methods are being trained in traditional lecture-based methods (NCF, 2005). In a review of in-service training methods, NCTE (2009-10) posited that the existing in-service teacher trainings are too short to impact teaching methods. It cuts into teaching time as teachers are usually unwilling to come after school or during vacations. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher. This leads to the inability of many teachers to interpret the textbooks in accord with the principles of NCF.

Language proficiency and communication skills of the teacher need to be enhanced, but existing programs do not recognize the centrality of language in the curriculum. Teacher education programs provide little scope for student teachers to reflect on their experiences. It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by teachers. There is no opportunity for teachers to

examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.

The shortcomings in teaching process and the poor achievement levels of the students reflect the deficiencies in teachers' training and hence there is a severe need for substantial reforms in this process. The need is that of a better understanding and a balanced approach towards pedagogy amongst these professionals. A training need is the gap between the skills, knowledge and attitude that the job demands and those already possessed by the trained. This assessment of training is essential if an accurate picture of the gaps in the knowledge and the skills of work force is to be built up. Training is the key point in the process of educational reconstruction.

RESEARCH QUESTIONS

During the development of this present research study, several research questions have emerged in the area of teacher development programs.

- What are the current needs of primary Teachers of rural area?
- What kinds of programmes are needed for the rural primary teachers?

Purposive sampling technique was used for selecting the villages for the study. The villages were selected purposively on basis of the following criteria as per SSA

- The villages where SC /ST population is comparatively higher
- The villages where low literacy rate exists.
- The villages where enrolment rate is low and dropout rate is high
- The villages where students' achievement rate is low.

The data was collected through questionnaire and observation schedule with focussed group discussions.

MAJOR FINDINGS

It was found that primary school teachers of rural area of Vadodara District opined that they had good work culture and job satisfaction has helped in self-motivation. Though the teachers are working effortlessly for unmotivated and most difficult students, the performance of the students was not found to be very effective. Group planning and working in groups was another good practice. It was found that teachers have good support of management in the schools. It was found that the support among the staff is healthy. It was revealed that the cause for stress in work was due to extra work and not by classroom teaching. The teachers opined that to make the illiterate parents understand about the importance of education is a big challenge.
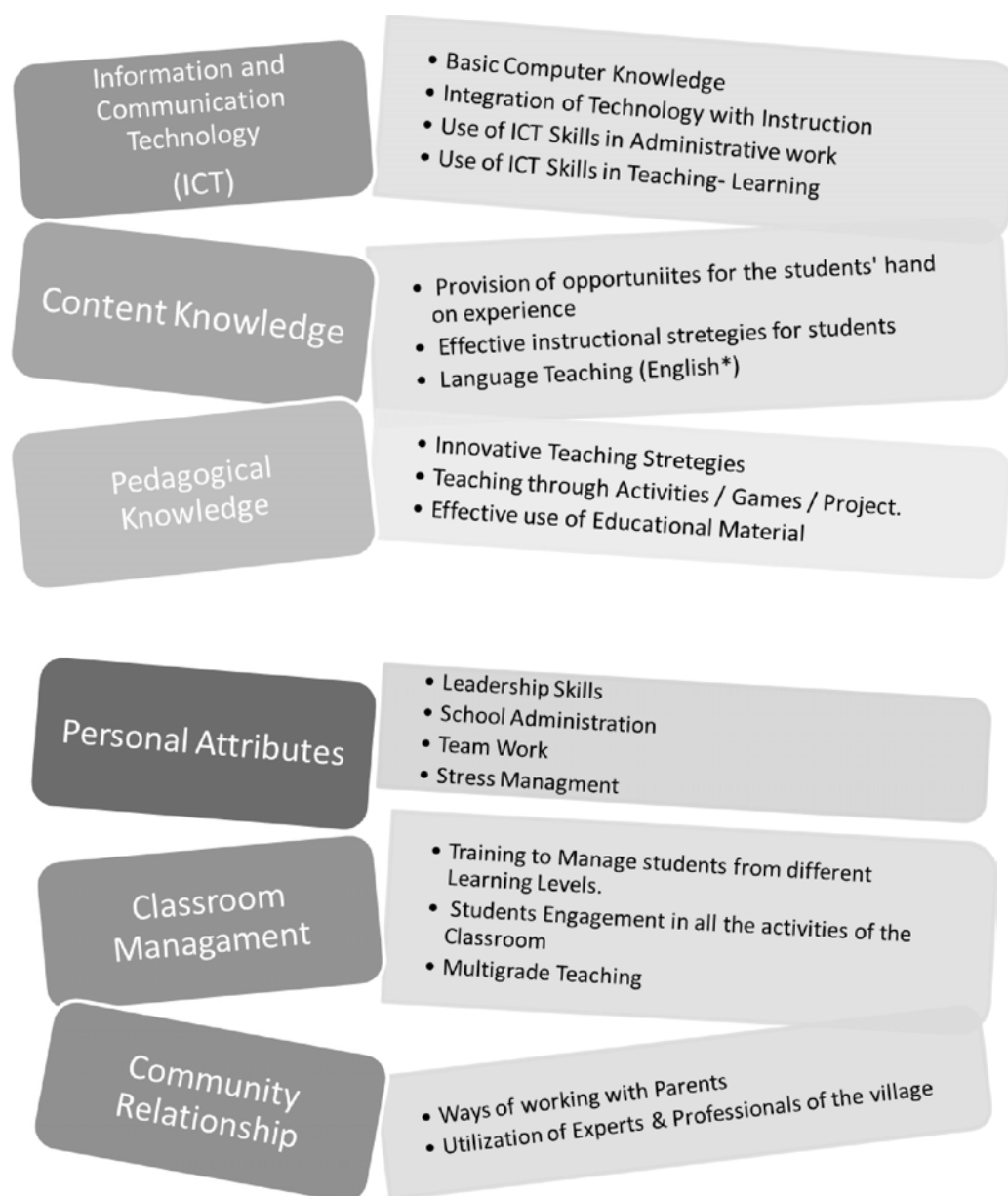
It was found from the questionnaires that students'

poor economic conditions was the main problem.. It was also found that the issues like the lack of parental involvement, students' dropout also posed minor problems. According to most of teachers, Teachers' involvement in other government duties is also a problem, due which the teachers' opined that they could not perform their teaching in classroom properly. The other issues were the seasonal migration of parents, poor health of the students. From the table it was found that teachers' poor remuneration, lack of teaching learning materials, lack of training in ICT and new teaching methodologies were the major issues. Teacher absenteeism is not a problem at all as opined by the teachers.

The findings of the study are relevant to draw implications for the professional development of primary school teachers in rural Gujarat. Professional development or in-service training of teachers is not a new concept in India. Teachers require professional development programs to develop the students of the present for the future globalised world. Teachers needed more programs in technology to upgrade their knowledge. The National curriculum framework 2005 and National curriculum Framework for Teacher Education 2009 has given recommendations for the in-service training of teachers. The present education system is still not adequate for the needs of the rural teachers of an emerging and developing country. This requires the development of the teachers. Teacher performance is the most crucial input in the field of education. India is on the threshold of the development of new technologies likely to revolutionize teaching in classrooms. There are great reform expectations for students to meet the global challenges. India lives in her villages. Consequently these reforms efforts expect the rural teachers to master new sills and responsibilities. States and districts must ensure 'high quality' programs which are classroom focused and have positive and lasting impact on classroom instruction; performance of teachers in the classroom and increase teachers' knowledge of the core academic subject.

The following diagram indicates the list of training needs which were identified from the study entitled "A Feasibility Study For The Identification Of Training Needs Development Of Primary School Teachers In The Tribal Areas Of Gujarat "for the professional development of rural primary school teachers of Vadodara district.

The identified training needs can be implemented at a place and time convenient to the teachers. Training can be developed for multilevel teaching and integrated teaching of languages. The training must be conducted in their dialect, so the teachers understand easily and implement the same. The Resource persons must be

Information and Communication Technology (ICT)	• Basic Computer Knowledge • Integration of Technology with Instruction • Use of ICT Skills in Administrative work • Use of ICT Skills in Teaching- Learning
Content Knowledge	• Provision of opportuniites for the students' hand on experience • Effective instructional stretegies for students • Language Teaching (English*)
Pedagogical Knowledge	• Innovative Teaching Stretegies • Teaching through Activities / Games / Project. • Effective use of Educational Material

Personal Attributes	• Leadership Skills • School Administration • Team Work • Stress Managment
Classroom Managament	• Training to Manage students from different Learning Levels. • Students Engagement in all the activities of the Classroom • Multigrade Teaching
Community Relationship	• Ways of working with Parents • Utilization of Experts & Professionals of the village

available to the teachers when required. The resource materials must be provided to the teachers.

THE ACTION PLAN FOR CHANGE

This research focused on understanding the key challenges and opportunities that the administrative systems, policies and the contextual particularities of the rural areas selected for the study pose for developing relevant teacher training methods and effective teacher training programs. The study attempted to provide a clear picture of the challenges and opportunities of teachers, trainers, policy makers, students, and education officials in translating the intended values of a curriculum into training. Through research the conclusion is reached that the existing in-service teacher training practices in the selected rural districts are not effective. So a relatively modest, targeted program of innovations and resources geared toward teacher training, teaching and learning, and educational programming, coordination, monitoring, and evaluation will significantly improve the outcomes of interest.

Thus this Action Plan address the issues of how to transform teacher education/teacher training in the rural areas, as it is observed that the initiatives undertaken by the DPEP and the SSA in providing training to the primary teachers could not meet the objectives and needs of the rural primary teachers as expected. It is

important for the educational institutions to be self-sufficient with continuously updating teachers with skills and knowledge to achieve the long term sustainability. This requires strategic planning and bold policy changes, all aimed at reaching the shared goal of self-sufficiency. Self sufficiency requires transforming economy, transforming relationships to be partners with the government and transforming government to be more open accountable and responsive.

However, the government firmly believes that teacher training is a pre-requisite for success and for achieving school quality. A transformed system will lead directly to a better trained teacher population whose skills more closely reflect the needs of present rural education system. Teacher's skill development is a powerful tool it can create a "virtuous cycle" of opportunity and prosperity that will help the system of education itself. The following action areas were identified that would help to change the current system of rural teacher training.

A Rural -Focused System

There must be a source of funding for rural student teachers. There must be measures to enhance student financing. New programs can be established to improve access and increase participation for rural students, low-income earners and other under represented groups. Being able to access university courses close to home will encourage their participation and help to reduce the cost of a teacher education course to students.

Enhanced Teacher Training

Teachers are now expected to have much broader roles, taking into account the individual development of children and young people, the management of learning processes in the classroom, the development of the entire school as a "learning community" and connections with the local community and the wider world. Given the varied and multifarious nature of teachers' work, adequate training (both pre-service and in-service) need to be constantly re-worked to reflect the requirements of their job. The success of the educational process depends on the quality, commitment and expertise of the teacher. This dependence is further enhanced due to the rampant illiterate parents. Many teachers in the focus group discussions stated that they did not receive training after entering the profession of teaching, there is a need for more training. The data indicated that teachers find teacher training useful and expressed their need to have more training on multi-grade teaching, engaging with community, and student development. Also, they wanted more training on how to deal with children if they are unable to understand certain concepts.

Increased Learning Opportunities

Formal partnerships between universities, community colleges and communities will be established to develop new, applied and articulated programs. Through the research conclusion is arrived that the existing in-service teacher training practices in rural are not effective. The relay of information from the state to district to the cluster and then finally to the teacher leads to heavy dilution of any given training. Lack of local participation in the decision making regarding teacher training will only serve to widen the gap between well intentioned policies and implemented realities. Establishing a rural teacher training education agency will provide overall coordination, planning and governance for the transformation of the teacher training system in rural areas.

CONCLUSION

Professional development is the bridge that allows teachers to enhance their knowledge and practice. The influence of professional development should be understood if one believes that it makes a difference in the lives of teachers and students (Guskey, 1997). The purpose of this descriptive study was to study the professional training needs of rural primary school teachers of Gujarat. The results of this study can be used to look into aspects like knowledge, skills, practices and attitude of teachers with the goal to improving student achievement. The professional training of the teachers needs to be strengthened so the rural primary schools can be a model to the Indian villages.

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HIGHER EDUCATION FOR BRIDGING THE GAP BETWEEN RURAL AND URBAN STUDENTS - SPECIALLY DESIGNED PROGRAMS FOR THE PURPOSE-A CASE STUDY OF KANYA MAHAVIDYALAYA

Prof. Atima Sharma Dwivedi*

The paper attempts to highlight the innovative programme initiated by the college to bridge knowledge, skills confidence level gap between Rural and Urban students and students within periphery of city.

THE BACKGROUND

Education is the backbone of any strong economy. It is one of the most potent mechanisms known for reducing poverty and inequality and for laying the basis for sustained economic growth. Education system of any nation bridges the gap between the people of different communities, castes, genders etc. It raises the productivity and competence of individuals and produces skilled manpower that is capable of leading economic development. Education is a process through which the intellectual, moral capacities, proper conduct and technical competency of individuals are developed to make them cultural members of their societies (Tuan, 2009 as cited in Dorleku, 2013).

Higher Education System - India

Is the education system of India, especially the higher education system, successfully achieving these goals? The answer to this question needs careful deliberation. The higher education system in India has grown in a remarkable way, particularly in the post-independence period to become one of the largest systems of its kind in the world. Being driven by economic and demographic change, higher education in India is going to face unprecedented transformation in the coming decade as well. By 2020, India will be the world's third largest economy, with a correspondingly rapid growth in the size of its middle classes. Currently, over 50% of India's population is under 25 years old; by 2020 India will outpace China as the country with the largest tertiary-age population. Despite significant progress, Indian higher education is faced with numerous challenges, the most crucial of them being the rural-urban divide amongst the students enrolled for various higher education programmes.

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STUDENTS BACKGROUND OF RURAL AREAS

While rural India is home to around 830 million people, about 370 million reside in towns and cities. In absolute numbers, India lives in its villages. Rural-urban disparity in economic and social development in India has led to disparities in educational resources and variations in students' achievement in different parts of the country. This suggests that bridging the rural-urban gap in educational resources could promote quality teaching and learning and thereby raise academic achievement of the students.

According to Gray, Griffin, and Nasta (2005), students come to school with unique sets of characteristics that include cultural backgrounds that may assist or impede academic performance. Students' background is another factor that influences their performance (Weber, 2000, as cited in Dorleku, 2013). Students from different backgrounds and cultures bring differing prior knowledge and resources to learning. The background of a student is a major contributing factor to the teaching-learning process and also serves as a springboard for further education (Adedeji & Owoeye, 2002).

There is no universally accepted definition for a rural area because different countries have different perceptions of what "rural" means (Adedeji & Olaniyan, 2011). Kashaa (2012) simply describes rural areas as deprived, lacking many government developmental interventions such as potable water, electricity, good roads and school infrastructure to improve upon the lives of the people. In this sense a rural pocket may well exist within the limits of an urban centre. The rural-urban differences in levels of educational resources, quality of teachers and students, students' entry grades, geographical location, prestige of school, character of the community in which a school is located and other environmental factors seem to have some influence on student learning and performance. The Gap between rural and Urban students and within urban areas:

In the case of India, this gap is not only witnessed in students coming from rural belts like villages and hamlets but also in the students who are products of government schools well within city limits. The reason for this can be traced to strict vigilance and quality control mechanism of private and public educational institutions as opposed to the lackadaisical approach

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of the ones being managed by state governments. There is no doubt that primary and high school education needs marked improvement to produce students who exhibit qualitative readiness for higher education. But this is not happening, especially in the case of students hailing from rural areas. Even in urban belts, the requisite level of readiness is not achieved by students from many government as well as some public and private schools.

BRIDGING THE GAP

When students from such widely different backgrounds and schooling enter the portals of a higher education institution, it becomes a challenge to expose them to the same level of academic experiences that can be easily understood and appreciated by them all. At a time when the world has become a veritable global village, such divides should not be a limiting factor for a student in order to realise his dreams and ambitions. Creating necessary conditions that will enable all the students to develop alike to their highest potential to aid national development requires bridging the gap that is the result of their rural and urban milieu and school education.

A CASE STUDY OF KANYA MAHA VIDYALAYA

With specifically this aim in mind, many innovative programmes have been designed and are being run for the students at Kanya Maha Vidyalaya, since the college caters to both the city and the adjoining rural areas. The student body of the college is a composite of both public as well as government school pass-outs hailing from cities and villages of Punjab and nearby states. These programmes endeavour to bridge the gap between high school and higher education as well as reduce the differences arising out of diverse economic and intellectual backgrounds of the students. The present paper focuses on three models that are practical and have been tried at KMV yielding very encouraging results.

KMV FOUNDATION PROGRAMME

The first of these special programmes is the KMV Foundation Programme for all the new students coming to the college for the first time. This course has been designed to strengthen the intellectual foundation of all the new entrants in the college while bridging the gap between high school and higher education. It aims to enable the students to realize their position in the whole saga of time and space, to inculcate in them an appreciation of life, cultures and people across the globe while promoting an awareness of the human intellectual history so that they can carry forward the rich legacy of humanity as responsible and humane citizens of the world. The course curriculum traces the story of evolution of human intellect passing through the ancient, middle and modern ages. Students are provided a glimpse of all the stages that human thought has passed through to reach the present where solutions to the most complex of problems are available. Beginning from the dawn of humanity, each module of the course focuses on the important milestones in the growth of human intellect right from the Vedas, the Gita and the Bible, passing through historically defining moments of the Renaissance to the more recent struggle for the rights of women as well as other marginalized communities both in the East and the West. Special focus is laid on India's contribution as well as the making of modern India.

Student assessment and feedback form an important segment of this programme which is highly interactive and seeks student participation in the form of discussions, interactions and activity sessions. The presentations are made interesting with the use of technology while incorporating music, dance and movies to make the learning exciting and motivating while opening the world in front of the eyes of the students and filling in the gaps left behind by high school education. Being conducted successfully since 2011, this course is a favourite among all the students alike.

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KMV SCHOOL FOR PERSONALITY DEVELOPMENT

KMV School for Personality Development is another attempt by the college to develop a student as a multifaceted personality with academic excellence and commitment to an egalitarian society. India lives in her villages and to bridge the gap between rural Bharat and urban India, this programme is basically conducted for the benefit of students coming from the rural areas, who are economically backward, intelligent and meritorious but cannot afford high charges of personality development programmes available in the market. The three week power-packed personality development programme empowers the students by grooming their personalities, thus enabling them to face the challenges of the world as well as to leave a long-lasting positive impact on whomsoever they meet. Primary focus is on helping the students overcome their fears and inhibitions through confidence building and attitude training. Lessons on virtually every aspect of life and work starting from observance of etiquettes and manners to inculcating self esteem and positive attitude,

table manners, personal grooming, wardrobe planning and physical fitness form a major chunk of the course content. Every effort is made to train the students in skills requisite for the job market that include interview skills, group discussions, public speaking, telephonic conversation skills, effective body language, goal setting, time management, problem solving etc. Training is imparted through practical activity-based sessions in which students learn by doing. This programme is being conducted on the campus since 2009 and has enabled hundreds of students in recognizing their confident selves and emerging as winners in their desired fields.

KMV PROGRAMME ON DEVELOPMENT OF COMMUNICATION SKILLS

Communication skills is another area that has witnessed increasing gap among rural and urban students. Students from underprivileged sections especially lack effective communication skills. KMV School of Communications and Foreign Languages is the third model on the college campus that provides the students the rare and unique opportunity to upgrade their communication skills in English, especially the spoken skills and learn foreign languages of their choice. In the highly competitive globalised world that we inhabit today, effective communication skills, fluency of spoken English and knowledge of a foreign language can surely provide a cutting edge over others and brighten one's career prospects.

EDUCATION OF FOREIGN LANGUAGE AND PREPARING FOR HIGHER STUDIES ABROAD

The School offers short-term proficiency certificate courses in foreign languages like French, Chinese, German, Spanish, Spoken English and Communication Skills as well as IELTS Training. The unique feature of foreign language classes is that these languages are taught by native speakers who are invited from abroad for the purpose. Since their inception in 2009, these classes have attracted an overwhelming response from the students.

CENTRE FOR LEADERSHIP DEVELOPMENT

The latest addition to these innovative and well-meaning efforts is the Centre for Leadership Development & Life-long Learning established for the holistic growth of KMV students. Focused on the challenges of professional world today and into the future, the classes and programs offered at the Centre help the students develop personally and professionally. It aims at bringing together learning across the spectrum and preparing the students to continue and evolve their lives & careers in a constantly changing workplace. The mission of the Centre, the first of its kind in this region,

is to enable the students to be distinctive individuals and to emerge victorious in whatever endeavour of life they may take up.

The Center engages the students in creating and sustaining a cohesive culture of lifelong leadership development, training and education. It empowers students to become leaders by facilitating opportunities for purposeful learning, self-reflection and skill development. We believe in developing authentic, visionary, goal-driven, action-oriented and resilient student leaders who exhibit an awareness of self and others. The endeavour is to empower a community of student leaders to inspire them for positive change through multi-disciplinary dialogue and action. Programmes offered at the Centre include Personality Development, Yoga & Wellness, Self Defense Training, Health & Physical Fitness and Motivational Talks by some of the most renowned and expert speakers and trainers of the region.

All these programmes are being offered at minimal or no cost so that students from rural as well as underprivileged sections of the society can gain from them. Ample flexibility in timings is permitted so that the students can take advantage of their free classes and earn maximum advantage.

TO CONCLUDE

Students, whether hailing from urban or rural backgrounds or belonging to the privileged or disadvantaged segments of the society, are the resposibility of all the educators alike. No doubt much needs to be done at the level of primary and high school education which is a huge challenge and a time consuming process in itself. Meanwhile, the significant role of higher education institutions towards equity cannot be denied. We can neither give up on such students nor can we blame the schools alone. Concerted efforts through specially designed programmes need to be made in this direction if we are to gainfully utilise the strength of our energetic youth towards nation building. The huge rural-urban divide can be overcome by adopting a multi-pronged approach that comprises lifting up the standards of primary education, improving educational facilities and infrastructure in the villages as well as recognizing the vital role that higher education institutions have to play in the whole process. The collective and vigorous efforts of educationists and academicians across all levels of education in this direction are bound to bring about much needed substantial positive change in the educational scenario, giving us hope for the future.

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NEW EDUCATION TO BE ROOTED IN THE CULTURE AND LIFE OF THE PEOPLE

NATIONAL EDUCATION

MK GANDHI

The Curriculum and pedagogic ideas which form the fabric of modern education were imported from Oxford and Cambridge, Edinburgh and London. But they are essentially foreign, and till they are repudiated, there never can be national education. For the moment, we are not going to discuss the problem whether it is possible for India to do without European education; (and in this connection let us say that we regard the English as a mere special phenomenon of the European system). If India decides in the light of the need there is of fighting Europe with her own weapons, Industrialism, Capitalism, Militarism, and all the rest, in favour of making counterfeit Europeans of her children, soldiers, inventors of explosives, prostitutors of Science, forgetters of God, she must go forward on her path stern and open-eyed, whatever the disaster. But in that case, she should make up her mind to do without national education, for, national education will not secure those ends, will not make her sons and daughters fit for the fulfillment of those function. The fact to be realized is that India by the very fact of her long established and elaborated civilization had once the advantage of an educational system of her own, the only thing entitled to be called 'national'. But it was fundamentally distinct from the Anglo-Indian type and from the pseudo-national type that is its descendant. The question then is this: The choice must be clearly and finally made between national and meaning and purpose, of end and means. It has so far not been made. We are almost certain that the necessity for choosing is hardly realized. As long as confusion on this matter exists, 'national' education cannot flourish. And that for a simple reason. The Government is already imparting one type of education in respect of which it is impossible for any purely nonofficial body to compete. Official organization is bigger, it has more money, it has more prizes to offer. We believe that this root paradox will last as long as there is no hard and clear thinking about fundamentals. If, as a result of careful decisions, we promise to the people that the education we offer will be truly Indian and not a mere inferior prototype of the education offered in the schools and Colleges of Government, people are bound to listen to us. We believe that the folk who suffer from the effects of the existing arrangements, who deplore social disruption, who are stricken by the waste of youth, will be thankful to find an avenue of escape. Institutions that stand for the inevitable revolution for the restoration of national and social continuum will have in their hands the secret of the future.

(excerpts from MK Gandhi writings in Young India 20-3-24 reproduced in Towards New Education by MK Gandhi, Edited by Bhartan Kumarappa, Navjivan Publishing House, Ahmedabad, Navjivan Trust, 1953.)

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

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

PH.D. THESIS

Title - **Education and economic development in Himachal Pradesh**, Researcher - Kaur Jasvir, Guide- Sanju Karol, Department-Education Department, Himachal Pradesh University, Ph.D. Completed 2008

The Scope of Study

The relationship between education and economic development has been analysed at different disaggregated units, like the state and district levels. Education is an essential component of society to be manifested in several observable behaviours, developed through training in different fields of life for better living in the society. In this sense, education is the means, and an index of development, as has been seen in this study.

Some Key Findings

The share of elementary education in NSDP remained relatively higher than secondary and higher levels of education over the period. The per capita expenditure on education and the expenditure on education per student enrolled has gone up, in real terms. The analysis reveals that public expenditure on education as a percentage of NSDP in the state of Himachal Pradesh has achieved the goal of 6 percent as recommended by by the Education Commission (1966).

There is evidence of considerable growth of educational institutions since 1971-72. Among the number of institutions, schools form a large number. Analysis of schools by type of management shows that while majority of schools are under government sector, there has been some growth of the private sector too. Regarding enrolment also, growth seems to have taken place since 1971-72. As regards higher education the number of universities has gone up from 1 in 1971-1972 to 4 in 2004-2005. The number of colleges has also gone up. Regarding the type of management of the colleges a large share is still with the government sector. In professional education, the number of students is far less than general education. The structure at higher education seems to be tilted in favour of general education in arts, science and commerce than the professional courses of study.

The analysis based on nine variables indicative of quantitative development of education and seven of qualitative development has covered the period 1971-72 to 2004-05. It has thrown up sufficient evidence to prove that the period has not been one of continuous educational development of the state, if we consider the qualitative aspect or take an overall view. On the other hand, with regard to the quantitative aspect, the picture is slightly different. There is evidence of more or less continuous improvements in percentage of institutions in total number of institutions, enrolment ratio, etc. If we consider over-all development in terms of both the quantitative and qualitative aspects taken together, there are indications of decline, with continuous year-to-year declines.

There is no big change in the relative positions of the districts in terms of overall educational development at four points of time. It essentially states that the districts of tribal belt have lagged in their educational standards despite the government's efforts at the development of education in the backward areas of the state.

A comparison between educational development in terms of composite index of educational development and economic development as shown by per capita NSDP suggests that there does not exist a positive and significant relationship between education and economic development in the districts of Himachal Pradesh.

However, State as a whole, Himachal Pradesh, economy grew rapidly, educational development came before and simultaneous with rapid economic growth, generating a virtuous cycle of growth and social development.

Finally, it can be summed up from the results of Granger Causality Tests that Overall Quantitative Educational Index is not just strongly correlated with economic development, but it has a strong causal impact on growth as well. It is apparent from the causal impact on growth from both the quantitative index and qualitative index of educational development.
Source: Sodhganga, Inflinet, an IUC of UGC, Ahmedabad

Title- **Self Financed higher education -an economic analysis,** Researcher- Sivasankaran P. Gudie- Kuttikrshnan Nambiar AC , Department - Economics, University- University of Calicut date submission 10th February, 2015

The Background

Bharathiar University offers variety of courses ranging from Arts and Science to Airforce Administration. 68 per cent of the institutions are unaided and all are registered as charitable institutions. It is found from the survey that among the self financed institutions Arts and Science colleges

dominate the scene both in the rural and urban areas. Till 1990 there were 12 institutions in the unaided sector. Since 1990, 49 institutions were added to the unaided sector. Almost all colleges in the aided and government sector were started before 1990. Thus the development since 1990 is characterised by phenomenal growth of unaided institutions in the higher educational sector.

Some Key Findings

Irrespective of the area and discipline, total donation mobilised by 9 self financed institutions per annum is Rs.26.68 crores. The donation per institution in the rural area work out to be Rs.2.76 crores whereas in the urban area donation per institution is Rs.3.22 crores. In the Arts and Science category, donation per institution is Rs. 1.77 crores whereas in the Engineering category Rs.5.36 crores is donation per institution.

Financial viability of Self-financed Educational Institutions Irrespective of the area and discipline, total cost of self financed institutions per annum comes around Rs. 10.427 crores with an average of Rs. 1.156 crores per institution. Cost per institution in the urban area is Rs. 1.25 crores whereas cost per institution in the rural area is Rs. 1.09 crores. Cost per Arts and Science and Engineering category are Rs.989 crores and Rs. 1.498 crores respectively. Among the components of cost per institution, salary of the teaching staff, hostel expenses and electricity bill are the major items. Irrespective of the area and discipline, salary of the teaching staff, electricity bill and hostel expenses constitute 75.87 percent of cost per institution.

The combined average of surplus of Arts and Science and Engineering Category is Rs.2.301 crores. The surplus per Arts and Science category is Rs.1.831 crores. As against this surplus per Engineering category is Rs.3.2 12 crores. Urban and Rural institutions have an average surplus of Rs.3.04 crores and Rs.1.683 crores respectively. Surplus per seat in the Engineering institutions is Rs.28,571/- whereas surplus per seat in the Arts and Science category is Rs.23,076/-. It is seen that self financed institutions are making on an average 1 1.25 percent return on their investment. Rate of surplus of urban institutions offering Engineering course (7.02 percent) is lesser than their counterpart in the rural area (20.99 percent). This may be attributed to higher level of investment in the urban area of Engineering category. Rate of surplus of Arts and Science category in the Urban area (10.69 percent) is marginally higher than that of Arts and Science college in the rural area (9.09 percent).

Teachers in the self financed institutions are not paid according to the norms of All India Council for Technical Education. They are paid three times lesser compared to the teachers in the aided or government college. There is no uniformity in the pay and scale of pay of the teachers between colleges and course. Neither government or the university fix running scale of pay for the staff in the self financed colleges. Because of this some teachers leave

the college after one or two years of service. So the turn over ratio is very high.

There is variation in the distribution of benefits according to region and course. It is found that rural institutions provide greater benefits cost ratio to students than their counterpart in urban area. This may be attributable to lower cost of education in rural institutions. Variability in the discounted benefit cost ratio is significailtly higher in Arts and Science category. This may be attributable to lower cost of education in Arts and Science category.

Source: Sodhganga. Inflinet, IUC -UGC

Title; **A Study on the Policies and Programmes for Professional Development of School Teachers in the United States of America.** Researcher: Dr. Meera Subramanian Guide: Prof. K. Pushpanadham, University: Maharaja Sayajirao University of Baroda, Baroda.

The Scope

The in-service education and continuous professional development of teachers has been given prime importance in the USA over the last two decades.

The specific factors responsible for this development are:

• certification laws,
• professional organizations,
• community needs,
• size of schools, nature of job opportunities and skills

Key Findings

Teachers in the USA are expected to have high grades in the examination conducted by the state to obtain the teaching licence. Teachers need certain number of credits to renew their license from the professional development programs or college courses as well, once in three to five years depending on the states.

A performance-based system for licensure is being followed in some school districts. There is a comprehensive mechanism to update the knowledge and skills and system for monitoring teacher continuous development.

The professional development programs are basically need based and are planned on the basis of the continuous reviews and researches conducted by the school districts and the colleges of teacher education affiliated to the school districts.

The implementation and the impact of the programs for teaching-learning are evaluated through a comprehensive system of evaluation.

Key points that emerged are that the professional development programs were successful due to: (a) the Leadership and Management of Professional Development; (b) Multiple Accountability System; (c) Monitoring and Supervision and also Adopting Alternative Professional Learning Community Models.

RANKING VS GRADING

World University Ranking results indicating a very few Indian Universities figuring in the list , made Ministry of HRD to initiate national institutional ranking in India under its National Institutional Ranking Framework. The ranking of world Universities by four World University Ranking Systems, namely, Times Higher Education Ranking, Shanghai Hongkong, QS, World University Ranking by world University Ranking Centre even though suffering from several infirmities of methodology and assessment tools have made big market flash and have given political people to brow beat the national university system. Answer to this appears to have been to initiate their own on ranking system to rank Indian Universities and colleges. To begin with one has to ask the question- what is the purpose and what is the likely outcome and future impact on the system of higher education?

Before we attempt answer to this question let us examine what has been our system of external quality assessment and public reporting and how long has it been in practices. First time quality assessment in system of higher education was started with the setting up of National Assessment and Accreditation Council. by University Grants Commission as inter-university Centre of UGC in 1994. Since then NAAC has been assessing and accrediting Universities and Colleges in India, of course on voluntary basis. So far a good number of Universities and Colleges have been assessed by NAAC. Some are in first cycle of 5years some other are in second cycle of five years. This system of assessment based on parameters and separate weight for affiliated and autonomous colleges and Universities have been used to assess and accredit based on detailed data/documents contained in self study of the universities and colleges and then peer group reviewed though spot verification and assessment and grade is given to institutions based on this assessment with a proviso to appeal for review, if not satisfied with grade or withdraw from assessment, if felt so by the institute. This was one of the methods to let the institution know about their position and let public know the same. Purpose was to make universities and colleges know their strength and weakness in the light of their mission and objective and improve upon it, if need be. Public reporting helped the institution to position itself in information metrics of students and parents. NAAC grading has its own rigour as also its limitations. Yet it is a system which has more depth in assessment of quality of institutions. Recently 2017 NAAC has also published top 10 ranked Universities and Top ten ranked colleges.

The latest in new is National Institution Ranking 2017 published by Ministry of MHRD , with photos of PM and HRD minister on the top of web page, is lending high weight to seriousness of ranking. It may be mentioned that all the four world university ranking systems are not of the government of that country, but by academic bodies or news agency. Some news agencies have also been ranking colleges and universities in India, but not with many consequences. MHRD ranking would certainly have consequences, which may be beyond the control of MHRD. First and foremost is that many recently set up private self financing universities figures in top hundred ranking universities in MHRD 2017 ranking list. Of the total of 100 top universities, there are as many as 30 universities which are self financing and set up in various states not earlier than 1995 or so. This belie an often stated dictum that it requires great deal of resources and may be 100 years to acquire top ranking position. When we are entering fourth industrial revolution time span aspect may receive a great discount. But building a good faculty base, research base and culture of academic dialogue and debate has its own gestation period. Some of public universities which figure in this list are with 40-150 years time span to make the mark, yet not all public institutions with this time span has made the mark. Never the less building a good research and teaching -learning environment requires a good time span. The self financing institutions have also beaten this norm. Many private self financing universities have started marketing themselves citing NIRF ranking.

The other aspect is that ranking of universities has mix list of general, medical, veterinary, and agriculture and so on. This makes it difficult to compare and position institutions with comparable features. It would be appropriate to classify universities with similar stream of studies and rank. Of the five parameters Teaching -Learning Resources ,Research and Professional Practice and Graduate outcome account for 30,30 and 20 percent. The rest 10 each are for outreach and inclusivity and perception with their sub parts.   These sound well, but will have to have different weights for different streams /features of universities. Ranking them under same scale may confuse position and information metrics of students and parents. Having said so, the question may arise what is the aim of such kind of ranking which may conflict with grading by NAAC. Because of different objectives of these two public reporting systems of quality of institutions by the government /government agency might cause confusion if NAAC A+ graded universities or colleges do not figure in the list. Had the ranking done by agencies other than government people might take them in respective light as they take World University Ranking by different agencies ranking one universities at different position, because of methodology and approach differences, but

as this agency being the government in both the cases, it would tend to confuse the users and institutions. In our view this aspect needs to be considered by MHRD. The other point is that whether this is a function of MHRD to enter into ranking system? Outside India people may take it with pinch of salt.

AUTONOMY FOR EXCELLENCE VS SECURITY OF JOBS AND FUNDING

The debate on autonomy of colleges is turning out as autonomy vs security of job and funding by government. Delhi University Teachers' Association has been waging war against an attempt to seek autonomy of St. Stephens College, New Delhi. In fact DUTA and for that matter many of Teachers associations in various universities and colleges have been up against this concept since this was introduced in 1986-87 with announcement of New Education Policy, 86 and programme of Action 1987. Many states enthusiastically adopted this scheme, yet many states opposed it . There was debate in Central Advisory Committee on Education about granting autonomy to colleges and request was at least 500 colleges should be given autonomy by next five years. But it did not happen for the reasons that there is strong fear in the minds of teachers that it will lead to privatization of higher education, threaten their jobs or reduce new recruitment, weaken affiliated college teachers association and finally colleges will be asked to mobilize funds for running the colleges. This fear persisted in spite of the fact that scheme of autonomous colleges never envisaged this to happen. It attempted to provide additional funds to autonomous colleges for new activities and also position of professor in autonomous colleges with post graduate studies programme. Many affiliated colleges in southern states particularly Tamil Nadu benefited from the scheme both financially and academically and some of them have acquired status of Deemed to be University in course of time. The concept of autonomy to colleges and even to university department was a right step to help colleges frame their curriculum for both under graduate and post graduate degree programme, introduce semester system, new methods of teaching and learning, new method of evaluation of students. These reforms were essential to make higher education relevant to society and enable colleges to excel. Since this was a major structural change to over throw the colonial yoke on higher education either teacher did not understand or they found wanting to take new responsibility. On the part of University those who were progressive supported the change and those believed in traditional system put spoke in subtle manner to discourage this change, as it was felt that they will loose revenue on account of examination fee. On the part of government of Rajasthan

state after experimenting it for five years in some government colleges reversed it by constituting committee and getting recommendation to reverse it. The concept also did not suit directorate of higher education as it was likely to go out of their hegemony. Private added college feared their grant may be cut. Hence a well articulated and experimented scheme of autonomous colleges for the larger interest of students, society and system of higher education has been made to fade out. And any attempt by a college to become autonomous gets a hostile reception, as is happening in the case of St. Stephens College. Surprisingly, neither UGC nor University or even Delhi State government has come out with the statement that, whatever a college receive grants, security of jobs and future funding of higher education is not likely to be affected. On the contrary funding agencies should enhance funding, job security and research funds for such institutions as such investment would really help development of the country through quality human resources and Research & Development. Have a courage to over throw this colonial yoke.

CHANGE IN METHOD OF ASSESSMENT ACCREDITATION BY NAAC

The news published by MHRD has suggested a change in method of assessment of Universities and Colleges. NAAC collects detailed data about institutions which offer for external evaluation. But assessment of the Institution and grading is based on 100 percent peer team review. For quite some time many institutions complained about objectivity and fairness of such assessment as it being very subjective of peer team. MHRD stated to have suggested that system of assessment may be based on 80 percent on record/ data/information analysis and 20 percent on peer team assessment. This is very constructive and transparent system of assessment. Institution would know in advance if bench marks are available to them the grade they are likely to get bases on quantitative and qualitative data analysis. What NAAC has to work out is various indices of quality for various aspects of functioning higher education say, Lab use, Library use, Teaching - learning time use, teacher -student ratio, student outcome and so on. Such indices when tried out with several institutions would evolve a standard bench marks. These standard bench mark indices will make the system objective and transparent. This is good move by MHRD.

> **College Post welcomes views and comments of readers.**

UK

EXTERNAL FINANCING HIGHER EDUCATION AND IMMIGRATION POLICY UK

Among the various sources of financing higher education fees from foreign students has been one of the important sources. It is not only for higher education, but international students add to economy of the country through their maintenance consumption as also their services during their study stay period. However, recent trend in checking immigration has made many universities concerned about the possible loss of their finances, if immigration of students is restricted. Recently proposed bill on amendment of Higher Education Research stated to have evoked lot of response from academic community. A report published in THE stated that :

"The poll of more than 4,000 people, conducted by ComRes, found that 73 per cent wanted international student numbers maintained or increased after "discovering the contribution they make to the economy and the jobs they generate." It further states that "The survey also found that 64 per cent think that international students have a positive impact on the local economies of the towns and cities in which they study, while 61 per cent believe that international students also have a valuable social and cultural impact on university towns and cities," This was stated by universities UK spokes person. The survey further revealed that ..."75 per cent believe that international students should be allowed to work in the UK for a fixed period after they have graduated.

Dame Julia, President of Universities UK and Vice Chancellor Kent University, said: "If the UK wants to remain a top destination for international students, we need a new immigration policy that encourages them to choose the UK. As the UK prepares to exit the EU, it is more important than ever that we project a welcoming message to talented people from across the world."
Source : THE - John Morgan
john.morgan@timeshighereducation.com

GLOBAL

HIGHER EDUCATION FACING CHALLENGE OF POPULISM AND ALTERNATIVE TRUTHS

Dr. Sir Peter Scoot, Professor of higher education studies at University College London and the recently appointed Commissioner for Fair Access to Higher Education in Scotland ,was speaking to an audience of academics in Canada at the University of Toronto's Ontario Institute for Studies in Education, as part of the 2017 Worldviews Lecture on Media and Higher Education said "This is an age of alternative truths," And recalling a phrase used by the Trump administration, he warned: "Alternative facts can never be suppressed. "He believes that one alternative truth being pedalled by populists that universities should not ignore is the concept that higher education favours the middle class and is, in effect, "too elite".

He further said that "the majority of college educated in the US supported Hillary Clinton and in the UK voted to remain in the EU - and in both cases ended up on the losing side." Scott noted that in the Brexit referendum, only 27% of graduates voted to leave, compared with 75% of those with no qualifications who voted to pull away from the EU. And in the US presidential election, fully two-thirds of white voters without college degrees voted for Trump. Compounding this is the populist concept that expertise is being outweighed by emotion, or even lies. Academia is seen by some as ivory towers inhabited by elitists, leading to a distrust of experts.

"Higher education seems to have been bracketed with those other global elites, political and financial, which have been the target of populist revolt. It has almost felt in the past 12 months that we have ended up on the 'wrong side' of history,"

The most visible manifestations of populism are, of course, the election of Donald Trump as US president and the UK's Brexit vote. To Scott, both those events evinced a trend towards the simplifying of complex ideas to attract a wider audience for relative purposes, and are part of the current age in which, as he puts it, "Trump governs through his Twitter account", and, "Politicians and political parties have to sort of become brands". Sir Scott has suggestion to meet this challenge through four point plan-as widen, resist, open and reinforce.

(a)widening of participation in universities, extending the higher education 'franchise' to the masses,(b) to resist the commodification and commercialisation of learning, because as Scott put it quite simply, "Learning is a shared experience." (c) opening up research and development (d) to engage with communities, reinforcing the connections that higher education institutions have with their neighbours. Without a strong connection to the communities that serve universities, Scott worries academia could fall prey to the same populist forces that have taken over political discourse.

"Maybe it is partly universities' fault," he says. "In many countries, the strong sense of social purpose, and expanding opportunities to new social groups and disadvantaged communities, has been diluted by the drive towards becoming 'world-class'. He finally says,"Now - perhaps - we are not even trying very hard. Maybe the rise of populism is a welcome call - not just to speak up more loudly for open societies, but also to recover that sense of social purpose we are in danger of losing."
Source: University World News

From this issue of CP we are introducing a column I Share.... - A column to share the experience of heads of institutions of higher education about their unique experience in managing the challenges / innovations in their institutes.- We think such sharing will benefit peer group and readers immensely. Editor CP

The Challenge

There was a big challenge ahead as the institution was to prove its excellence achieved on sustainable basis, its credibility in terms of courses and the placements and in all other sphere leading to holistic development of the students, faculty as well as the institution. This was particularly to a Team of NAAC, which was visiting the institution for second cycle of accreditation of the College. The anxiety prevailed upon all four pillars of the institution i.e. the students, the faculty, the Principal and the Management of the institution.

Academic Ambience

What gave us confidence was that the college has a strong academic ambiance with four faculties, namely, Faculty of ARTS with wide range of subjects, Faculty of Commerce, Faculty of Computer Science and Faculty of Sciences. Ours is the only College having Courses certified by HRD Ministry, namely Certificate Course in Robotic Programming & Maintenance and Computer Aided Product Design Embedded Systems using 8 bits microcontroller. Ours is only College to have a UGC Sponsored Multidisciplinary Innovative Course, i.e, M.A Business Economics & Information Technology. This course is a combined effort of Department of Commerce, Department of Economics & Department of Computer Science. The UGC Sponsored Course is Beauty & Body Fitness under Community Colleges Scheme of Government of India.

Responding Skills Need

The other area where we had strength was that the college is having Skill Oriented Courses under National Skill Development Scheme (NSDC), i.e, Customer Care Executive under Pradhan Mantri Kaushal Vikas Yojana (PMKVY). We have Twelve Skill Oriented Add on Courses at the three levels i.e, Certificate, Diploma and Advance Diploma Level to enable the students in getting jobs. The Youth Welfare Department of College on regular basis organizes various Inter College Competitions, celebrates all important events and National Days. The college also provides equal growth opportunities in NCC, NSS & other co-curricular activities.

Exposure to Industrial and Practical Sites

The Institution gives Industrial Exposure to the Students and tie ups with Local Industry like Leather Industry and Tools, Sports Goods, Hosiery Manufacturers, to name a few and linkages with Chartered Accountants and Industry at the National Level like IBM Daksh, Infosys, Genpact, Wipro Technologies , HDFC Standard Life Insurance etc. are helpful to the students in their placements

The organizations of Competitive Coaching Classes are a regular feature of the college, which includes IAS Coaching Classes, Services (Defence /Forces) Competition Classes and Classes for the preparation of Bank, Insurance, I.T Department and other Government Sector Examination. The Institute arranged boarding facilities by extending hostel in the institute's periphery. In all these the real challenge was also to extend working hours of faculty, thus not affecting regular teaching hours

Digital Sources of Learning

The other strength of the College is that. It offers State of the Art fully Computerised Library with DELNET connectivity, INFLIBNET facility and Reprography facility. The College also has CD library with a good collection of CDs in different subjects. The Institute has Computer Labs equipped with latest softwares, Gymnasium Hall for physical training exercises and athletic games.

Welfare Measures

The colleges has a variety of welfare activities for the benefit of the students like remedial classes for educationally backward students, Scholarship and Stipends for the economically weak as well as meritorious students, Bank Loan facility, Safety Insurance Schemes, Transport Facility, Underground Parking Facility, two Cafeteria(s), Medical Room with health care facilities etc..

Finally, the challenge was to bring all the four pillars namely, Students, Faculty, Parents and Management in a collective and comprehensive way on a common plate form so as to present our strength to the visiting team. All of us did our best to present the case of the college before the NAAC team. The result was the college was reaccredited with A+ Grade by National Assessment & Accreditation Council (NAAC), Bangalore in the session 2016-17. We are the only Institute to get A+ Grade by NAAC during reaccreditation amongst 132 Institutes assessed by NAAC during the above period.

This is not the end, it is a new beginning. The new challenge is to remain and to stand alone on the path of excellence amidst a vast competitive system of higher education.

Shared by Dr. Kiron Arora, Principal, Prem Chand Markanda SD College for Women, Jalandhar, Panjab. established on 3rd August, 1973 is a recognised College managed by Devi Sahai S.D Education Board.

UNDERSTANDING AND MEASUREMENT OF POVERTY
THE ECONOMICS OF POVERTY: HISTORY MEASUREMENT AND POLICY by Martin Ravallion, Oxford University Press (2016) Pp 701 Price 995/-

Poverty as is commonly understood - those who have very little or no money and therefore cannot satisfy their basic needs has been in existence since time immemorial across the globe. There is large body of literature on poverty to measure it (methods of measurement) and efforts made to reduce it. Why poverty exist has received little attention as the prominent-thinker namely, Jean Luis Vives (16th Century), has justified its existence for the sake of bringing about economic advancement in a society, The present book under review has tried to compile the literature on History of thought on poverty as it has evolved over time covering largely the period beginning late 18th Century. This has helped him to divide the time span in two: what he calls stages of poverty enlightenment out of which poverty has come to be seen as a social bad capable of being greatly reduced and even eliminated through policy actions.

This transition in thinking the author traces out to significant political and economic reforms in today's rich world: spread of suffrage as a notable example of the first stage of poverty enlightenment. This stage starts when new respect for a poor people came about. This is the time when economy came to be seen as a tool for producing human welfare including that of the poor from that of purely instrumental role as the means of production as was the dominated thinking for roughly over two thousand years of the pre first stage of poverty enlightenment period. The 1st stage began around the end of the 18 Century. The second enlightenment came when poverty came to be widely seen as a severe constraint on freedom and personal self -fulfillment and on aggregate economic growth: when a consensus emerged that poverty was unacceptable. This stage starts form 1950's onwards the entire discussion on this transition of thought and the policy response against poverty across the globe attributed to the role of Knowledge in policy debate. The author's two chapters of the book "origin of the idea of world free of poverty: and Thinking on poverty after 1950 are devoted to discern and make us understand this transition in thinking and forms part I of the book. The review of debate on transition of thinking is provided in the easily understandable manner and is quite interesting and absorbing

Part II of the Book titled Measures and method used in the analysis of poverty and inequality goes deep into the why and how of measurement of poverty. The four chapters in this part help the readier in how to organize the large quantities of statistics on poverty and inequality to make sensible understanding by using the methods and measures discussed in this part: for monitoring progress, setting goals, targeting and evaluating policies. Chapter 3 looks more closely at welfare measurement. Here the key concepts are explained including the various (on going) debates. Chapter 4 and 5 turn to the problem of how to aggregate the survey based indicators of economic welfare into a summary statistic on poverty and or inequality. Here also key concepts are explained as are the debates Chapter 6 reviews the issues that arise in assessing the poverty impact of policies and main methods found in practice.

Part (III) of the book turns to many policy debates about how best to fight poverty and reduce inequality. Chapter 7 gives an over view of poverty and inequality in the world. This Chapter uses many of the ideas from part II along with a great many empirical studies in using data from across the globe to measure and describe poverty in the world today. This provides an empirical foundation for the rest of Part III Chapter 8 reviews the debate on growth, poverty and inequality. The discussion draws both on theory and extensive evidence from both multi- country comparative studies and more in depth country case studies. The countries covered are China Brazil and India. Chapter 9 reviews past and on going debates on the main categories of economy wide and sectoral Policies including the priority given to urban V/s rural development, mass schooling, Labor, Industry and trade policies, information campaigns and development aid. Chapter 10 in this part turns to both economic argument for targeted policies and the evidence on how successful they have been. The discussion covers the main forms of targeted anti poverty policies attempted till date. Chapter 11 of the book is devoted to the conclusions and is described in summary form under (a) program against poverty (b) explaining the transition in Thinking (c) Knowledge challenges and (d) two paths going forward. The book is written in a form which addressees two types of its readers. Those who do not know economics already and are interested in learning economics as a tool for understanding and fighting poverty and those who already know economics, for them it would act as an introduction to the study of poverty and inequality. The author has inserted one hundred and thirty boxes along the way to explain economics to non- economists. The purpose for which book is written (Undergraduate course on poverty) he has succeeded in fulfilling that purpose and is a must read for students, teachers, researchers and policy makers. The author however would have added value to the discourse on "Why Poverty" to his audience and the book, had he devoted more time prior to the 16th Century as there were several thought processes and practices on this subject.

SC Sharma

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