



University News

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D Kanunjna

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Editor :
Dr Sistla Rama Devi Pani

Higher Education in India: Some Relevant Issues and Concerns

D Kanunjna*

We begin with understanding four basic questions - *what, why, who*
to and *how* - in the context of higher education in India.

Higher Education – WHAT?

Higher Education, also referred to as Further Education, is a cherished
object to foster human intellect and is considered an effective tool to
develop capability of action, coordination of thought and creativity of
mind. It is an important human resource that a modern society is
encouraged to promote to meet its objective ends.

Article 26 of the Universal Declaration of Human Rights States

- (1) Everyone has the right to education. Education shall be free, at least in
the elementary and fundamental stages. Elementary education shall
be compulsory. Technical and professional education shall be made
generally available and higher education shall be equally accessible
to all on the basis of merit.
- (2) Education shall be directed to the full development of the human
personality and to the strengthening of respect for human rights and
fundamental freedoms. It shall promote understanding, tolerance and
friendship among all nations, racial or religious groups, and shall further
the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be
given to their children.

The right of access to higher education is enshrined in a number of
international human rights instruments. The United Nations International
Covenant on Economic Social and Cultural Rights of 1966 declares, in
Article 13, that "higher education shall be made equally accessible to all,
on the basis of capacity, by every appropriate means, and in particular by
the progressive introduction of free education"

Higher education is not yet a fundamental right in India. Nevertheless,
as an ordinary right, its appeal to common man as an individual goal is a
sine qua non to our social progress. Concerns of successive Governments
to target global competitiveness in higher education are reassuring.

In India, Higher education as a sector usually starts with
undergraduate programmes and moves laterally forward. Thus colleges
which are mostly responsible for conduct of post-secondary courses,
remains the major stake-holder in higher education. However, current trend
in remodelling higher education seems to give more emphasis on
University level programmes, at the cost of colleges to a large extent.

*Former Finance Officer, Assam University, Silchar and OSD
(Finance & Management), Sikkim University, 6th Mile, Samdur,
P.O. Tadong, Gangtok 737102, Sikkim 788011.
dkanunjna@gmail.com



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Accountability of College Teachers

Gourang Charan Nanda* and Pradipta Kumar Mishra**

Concept

Educational accountability refers to assumption of responsibility for bringing about specified results in students. A few illustrations would make the concept clear. A College teacher should be able to say to what extent students' performance or non-performance can be attributed to his instruction. A Principal should be able to account for the activities and programmes organised in the college and the amount of expenditure incurred for that purpose. The accountability issue resolves around the question of obligation, that is, who is obliged to assume responsibility for what and who is obliged to call upon them to give an account for their actions. The International Encyclopaedia of Education(1988) rightly defines accountability as "a process which involves the duty both of individuals and the organisations of which they are part to render periodically accounts for tasks performed, to a body having both the power and authority to modify that performance subsequently".

Context

Teaching is now a matter of intense public concern. Teachers particularly college teachers, are on the spotlight of educational debate and policy. There are many factors, which make the job of the teacher tough and challenging.

There is a sense of profound dissatisfaction within the system. To quote Late Prof. B. Das (1969) – "A survey of the current educational scenario makes it very clear that it is crisis ridden and education today, especially higher education, exhibits condition of anarchy in the groves of academie resulting in precipitious fall in general standards while in advanced countries education is scaling higher and higher peaks of excellence. We have dwelt upon the present scenario of decay and deterioration in our colleges and universities because we strongly feel that it affects the quality of life itself in terms of manners, morals and culture. It is here that we would like to deal with the role of teachers. If education is a man making mission are they discharging their obligations sincerely and conscientiously in terms of the teaching-learning system, in terms of the preservation and enhancement of moral and cultural values, in terms of what the Kothari Commission called the shaping of India's destiny in its class room ? Teachers' status is shaped by the general standing of the system as a whole. Therefore, teachers & teachers' association are keen to account for themselves to keep up the prestige of the world's most illustrious profession.

The emergence of the pursuit of quality as a general priority of educational policy has been a hall mark in recent years. The growing

*Additional Director (Teacher Training), O.P.E.P.A,
Sikshyasoudha, Bhubaneswar-751008, Odisha.

**Principal, Balurghat B. Ed College, Balurghat, Mongalpur,
Dakshin Dinajpur-733101 West Bengal.



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Higher Education: Reform of the Affiliating System

Ambrose Pinto, S J*

The Report of the University Grants Commission Expert Committee to formulate action plan on reforms of affiliating system headed by Dr. Thygarajan in August 2008 has finally submitted its report and is made available in the website of the University Grants Commission. The committee was made up of 12 members, most of them bureaucrats and Vice Chancellors – former or the present, with a single former Principal. The most affected group in the whole affiliation system is the colleges. But they were represented by a former Principal in a state that is very different from other states of the country. If the reforms were on affiliation it would have been ideal to have at least 50% of the members from the colleges, principals or teachers from different kinds of institutions – aided, unaided, government, private and minority from different states. Having been part of the bureaucracy, the committee has made bureaucratic proposals to reform the system. The sad aspect is that the committee has not been able to see issues in a larger perspective.

Affiliation System is Not All about Administration

It is wrong to look at the affiliating system purely from the bureaucratic angle. There are other dimensions of finance, academics and administration. The most important thing in all institutions of higher learning is academics. The affiliating system has placed the teachers in a structure of ineffectiveness since the system has treated them as incompetent and incapable. If the syllabus is set by the University and the papers are valued once again by the University, the only task of a teacher in a college is to teach what has been prescribed. How would they generate new knowledge and contribute to knowledge revolution? Why are the teachers not asked to frame the syllabi and value the papers of their students? The Universities think that they are not honest enough and incompetent and they cannot be trusted to value the papers of their own students. How can any system thrive if those responsible for the effectiveness of the system are not trusted? This is a major hurdle for any reform. Instead of looking at the system from below, the report has provided answers from above. There cannot be reforms in the system without teachers getting their legitimate academic due. Any reforms without making the teaching fraternity pro-active are unlikely to yield results.

Status Quo Report

The proposals made to reform the system, therefore, are to maintain the status quo with some minor changes. While the executive summary of the recommendations mentions, “ the need for time bound introduction of multipronged reforms of the affiliating system taking into account the regional, cultural and educational diversities of the country so that

*Fellow, Indian Institute of Advanced Study, Rashtrapati Nivas, Shimla,
Himachal Pradesh. Former Principal, St. Joseph's College, Bangaluru



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Higher Education in India: Issues, Concerns and Remedies

Joyati Bhattacharya*

It is in fact a part of the function of education to help us escape, not from our own time...for we are bound by that...but from the intellectual and emotional limitations of our time. — T.S. Eliot

Today the world economy is experiencing an unprecedented change. New developments in science and technology, media revolution, the trend of internalization and the ever expanding competitive environment are revolutionizing the higher education scenario. A paradigm change is under way and this poses many new challenges to the established education system and practices. The challenge is to produce skilled man-power with adequate knowledge and skill to effectively confront the existing social and economic realities of today. An unprecedented nine-fold increase for higher and technical education against the allocation during the 10th Five-Year Plan shows the commitment of the government to bring in substantial change in the higher education system commensurate with the objective of inclusive growth and quality. It reflects the importance that higher education has gained in the changing scenario of the country in which education is being considered as the most powerful weapon to build up a competitive society in correspondence with the existing global knowledge economy. But such an endeavour has given way to certain realities which are to be settled and solved to give higher education in our country a desirable dimension and direction. One such reality relates to the question of equity and quality.

Rationale of the Study

Education constitutes the backbone of a country as it produces the human force which plays the most determining role in the advancement of a nation and also in the progress of a civilization. No nation could establish its dominance in world history by virtue of its sheer military might or economic affluence. The march of a nation towards glory is carried forward by the competent human resource that a strong education system prepares. Education is one that provides the thrust in getting ahead and building up a powerful democratic society. India is today at a cross road of emerging as a major player in the global scenario. But this half-way dream of the country will be realised once the problems of our education system are identified and remedied correctly. The irony is that while India's strength lies in education, particularly in higher education, in the emerging global knowledge economy, India's main hurdle to achieving development also lies in education, as the quality of education remains poor for the majority of the population. Thus, it is high time India recognises the importance of reforms in higher education which is the key to the realization of the vision of an inclusive society and vibrant democracy. The success, whether of an individual or of a nation, is laid in the foundation of education. In this backdrop, the paper is an attempt

*Associate Professor, Department of Political Science, Assam University, Silchar, Assam. joyati09@gmail.com



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S P Singh

Higher Education and its Perspectives with Special Reference to Poor and Educationally Backward States

M V Lakshmi Reddy

Revamping Indian Education System: Setting a Pan-Indian, Flexible, Equitable and Sustainable Model

M S Bawa and Sangeeta Chauhan

Mentoring Student Teachers for Professional Development

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Self Discipline and Forward Looking: Inevitable Characteristics for Progressive Institutions

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Higher Education and its Perspectives with Special Reference to Poor and Educationally Backward States

S P Singh*

The state of Higher Education in most of the under developed states in general and in Bihar, in particular, is far from satisfactory. A modest attempt is made here to outline some major casual factors and their remedial measures to the best of my understanding about the ground realities obtaining in the field of Higher Education in Bihar.

Inadequate Funding

It is a well known fact that the quality of Higher Education depends largely on two factors; quality of teaching and research and availability of infrastructure facilities; and both these factors, in turn, depend on the availability of financial resources to the universities. I have no doubt that the most serious problem universities of Bihar are facing today is that of the resources constraint.

We find four major sources for which universities get their finance. (i) Central government, through its funding agency i.e. University Grants Commission (ii) State government (iii) Corporate investors and (iv) Public-Private Partnership (PPP)

As far as, Central Funding of Education is concerned, we find that hardly six per cent of GDP is allocated to education on the whole. This is absolutely an un-comparable figure when we look at budgetary allocation for education in countries like United States, which spend 14% of its GDP on education. This percentage in countries like Japan, North Korea, China, and Taiwan, varies from around 9% in China to 23% in Taiwan.

As regards, budgetary allocation for Higher Education in India, currently it is 2.8 per cent which is contemplated to be stepped up to 3 per cent during the 12th Fiver Year Plan.

Regional Disparities

A cursory glance at the allocation of resources among the various states clearly reveals a serious regional disparity. Most of the budget of Higher Education of the country has so far been allocated to the economically developed states in Western and Southern regions of the country.

Likewise, while selecting people for membership and chairmanship of the apex institutions / agencies for Higher Education like UGC and its nine allied councils, it appears that very scant attention has been paid to the relatively less developed states.

*Vice Chancellor, L.N.Mithila University, Kameshwar Nagar,
Darbhanga 846008

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India Needs World Class Institutes in Higher Education

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Teacher Education: An Introspection

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Women Education and Development: An Evidence of Indian States

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Examination Reforms

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Blend Modern Science with Traditional Knowledge
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India Needs World Class Institutes in Higher Education

B.M. Naik*

The paper presents in brief, need and importance of world class institutes, for global competitiveness. To win in competitive world, a nation needs not just simple professionals but leaders of world class standard. The government has realized that it is the world class institutes which make important contribution in this respect. They drive competitiveness and economic growth enabling people to make the most of global opportunities. Colleges and universities produce leaders to take the nation forward. World class institutes are found producing professional leaders with higher imagination. They become pace setters and bring millions of citizens in modern world, and show them the way to win. Conventional institutes produce mostly followers, fit to become soldiers, at best, in multinationals. There is a huge energy in Indian youth, yet too few become leaders in industry and technology on global plane, because that is not what present institutes are teaching students to become.

People demand world class education. They are ready to pay for the same, but not many are able to offer it. Thousands of students every year go abroad. Foreign universities are coming in but the unmet demand is huge. The number of world class institutes is now a differentiating factor between more developed and less developed countries. Such institutes are an insurance against obsolescence. They offer economic security, and are innovative in character. They generate jobs, entrepreneurs and high income. In the knowledge-driven economy of today they assume high significance. Industry looks at these institutes as "Light House". They are an idea source. They energize national and international environment. Spending any amount to make world class is far too less than the benefits. Mediocrity is more costly than the cost of upgradation. Can India hope to be a developed nation with the present poor quality higher and technical education? At least some better performing institutions should forthwith be enabled to deserve world class status. It is now not enough to produce just engineers, professionals and technologists. It is essential to produce world class engineers to lead in industry and become pioneers in technology. Can we create world class centres of excellence? This will decide India's future. Indian economy can flourish only if there is an academic culture favourable for innovation and technology transfer. We need world class institutes to raise our head high, especially in the field of Science and Technology without which India undoubtedly cannot hope to lead. Technical Education Quality Improvement Program [TEQIP] of government of India in association with the World Bank is attempting to do this by investing thousands of crores in about 300 colleges.

You Lead only when You Create World Class Institutes

The US could become world power mainly because it tops the list in

*Retired Principal, SGGS Engineering College, Nanded, 23,
Meher Nagar, Garkheda, Aurangabad. naikbm@yahoo.com



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Raju Narayana Swamy

Internationalization of Indian Higher Education System

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Women Empowerment and Education in the
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K V Kamath

Exciting Future of India
— Convocation Address



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Internationalization of Indian Higher Education System

Raju Narayana Swamy*

Globalization is not a synonym of global trade, but it is more than that. It poses diversity of trends in the economic, social and cultural aspects of all societies. In the globalization context, India is trying to take up the responsibility of facilitating and promoting economic policies that are in consonance with the norms of global free trade, privatization of public sector, tax reforms, environment and nuclear disarmament related agreements. In this process education also turned out to be a commodity of international trade. It is now no more a public good on domestic level, but a private good on global scale. Problems with education in India are complex and public debate on them is often full of rhetoric. In the existing discourse education is expected to be the key tool for enclosure into the 'knowledge society' and 'technological economy'. A well-informed discourse requires an understanding of how a mass evolves with passage of time. This understanding is crucial for design of an effective state apparatus for higher education. The paper analyse the impact of globalization in Indian higher education system.

Globalization is a set of processes by which the world is rapidly being integrated into one economic space via. increased international trade, the internationalization of production and financial markets and the internationalization of a commodity culture promoted by an increasingly networked global telecommunication system. This economic space is increasingly connected to cultural influences and to political relations that are also global in nature (Stromquist, P.Nelly & Karen Monkman (eds.) (2000). The economic globalization has as its aim for the whole world to accept the rules of market economy, where the final result would be free market, free flow of ideas, information technology and a unique currency(Djordjevic, Miroslav & Sonia, Stoiljkovic (2009). In the Manifesto of the Communist Party, Karl Marx and Fredrick Engels wrote:

"Modern industry has established the world market, for which the discovery of America paved the way...The need of a constantly expanding market for its products chase the bourgeoisie over the entire surface of the globe. It must nestle everywhere, settle everywhere and establish connections everywhere".

The governments and elites of Latin America, the Middle East, Africa, Asia and Oceania have been incorporated into the global political-economic order on favourable terms. At the same time as they enthusiastically claim, the rural and urban poor of the 'Third World' have not clearly been incorporated into the current international order on favourable terms (Berger, Mark, T. (1994). For Marx 'the bourgeoisie has, through its exploitation of the world market, given a cosmopolitan character to production and consumption in every country. It has drawn from under the feet of industry the national ground on which it stood. All old-established national industries have been destroyed or are daily being destroyed. In place of the old local

*IAS, Secretary to Governor of Kerala, Room No. 504A, 5th Floor Secretariat Annexe, Thiruvanthapuram 695034 (Kerala)



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Shaping Our Agricultural Destiny
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Challenges and Opportunities in Higher Education in 12th Five Year Plan

S Jeelani*

Higher Education is a very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. The University Education Commission (1948-49), under the Chairmanship of Dr. S. Radhakrishnan, gave the foundations of the future of Indian Higher Education. The report of the Education Commission (1964-66) under the Chairmanship of Dr. D.S. Kothari symbolized the symbiotic relationship between education and national development. Further Indian higher education system is one of the largest in the world. There were only 20 universities and 500 colleges with 0.1 million students at the time India attained independence. This has increased to 610 universities and university-level institutions and 31,324 colleges (Table 1).

Table 1: University and University Level Institutions

Type of institution	Number
Central Universities	42
State Universities	289
State Private Universities	94
Deemed to be Universities	130
Institutes of National Importance and other institutes	50
Institutes established under State Legislature Acts	5
Total	610

In the last half decade, the number of students have also increased from few thousands to 146 lakhs. Half of the number of students are pursuing the Arts and other related courses and rest of them are going for Science, Engineering, Management and Medicine courses. The details as given in the Table 2.

Gross Enrolment Ratio (18-22 Years)

The Gross Enrolment Ratio in Higher Education in India is still about half the world's average GER (24%) and about two thirds that of the developing countries (18%) and much lower than that of developed nations (58%).

During the 11th Plan, the targeted GER in higher education was fixed at 15% by the end of the 11th FYP and was accordingly required to grow

*Director, Centre for Distance and Virtual Learning, University
of Hyderabad, Hyderabad 500 046, Andhra Pradesh.
jeelani_s@yahoo.com



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Spiritual Quotient, Emotional Quotient, Human Quotient and Physical Quotient for Excellence in Education

S P Singh*

The recent years have witnessed a phenomenal rise in the concern for Excellence in Education. Comprising to the topic proper viz; "spiritual quotient, emotional quotient, human quotient and physical quotient for excellence in education" In fact, the term 'Excellence in Education' is fast emerging as a buzz word in the contemporary world. The unease is no longer confined to educationists and educational institutions but spread to government's, parents, employers and others.

However, despite the rising concern for excellence in education, I feel, very little attention has been paid to the proper conceptualisation of the term. As a result, the very concept of excellence in education seems to be shrouded with a great deal of vagueness and at times with a lot of confusion as well.

Excellence in Education Conceptualized

Excellence in education in most simple term implies the transformation of individuals and society to higher levels of physical, intellectual, social, emotional, aesthetic, moral and spiritual attainments. It must enable students to prepare themselves not only for the job market but also for life. There is a growing realization that education must equip students with more than narrowly focused curriculum, based on reading, writing and mathematics. It must expose students to a broad and meaningful study of the humanities, including science, music and art. Besides, education must also foster self-esteem, leadership, tolerance, ethical judgement and moral reasoning.

As far as excellence in higher education is concerned, it is widely seen as the formation of general intellectual abilities and perspectives with a breadth of vision and grasp that goes beyond the confines of a single discipline. Students are expected to acquire here, we might say, the ability to be their own person - a person embedded with all qualities of a good and virtuous citizen. Higher education, for example, must make the case for a pluralistic tradition in which other views, ethnicities, religions and perspectives are valued not only because that is just and good, but also because pluralism is the climate best suited for creativity, curiosity and inquiry to thrive. It must also stimulate students to consider a variety of perspectives on some of the fundamental questions posed by the human condition: "What is truth?" "What is reality?" and "What are my duties to my fellow men, to my country and to God?"

Nevertheless, the advent of the modern knowledge society, based upon information and communication technologies, has almost changed the purpose of higher education altogether. Today, higher education is

*Vice Chancellor, L.N.Mithila University, Kameshwarnagar, Darbhanga-846004



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Pseudo Educationists and Edpreneurs

K S Chalam*

One important argument advanced in favour of the formation of a state, scholars confer is to provide indivisible public services like education and health to the citizens. They are called as merit wants that can be provided by an institution that stands for sovereign political power. The World Bank economists have used their intellect to distinguish between public goods and private goods even in education. They have called only school education as a public good and higher education as private good as it provides benefits to the individual and not to the public (even if one becomes a Nobel laureate we should not claim him or her as a citizen of a country). Even this distinction did not save school education in India is a different matter. Those who are familiar with the American higher education know that around 65 per cent of the students are provided with free education through scholarships. The private universities survive with the munificent endowments and the research projects that the distinguished alumni get from private sector. However, they are very few. The situation in the higher education of the advanced countries varies from country to country. Now the Indian government is seeking ideas and recommendations from concerned citizens, business groups etc as to how to expand higher education to meet the growing needs of an economy.

Indian higher education was initiated by the British to meet their requirements and to help create an elite class that helped them to survive and would run the state once they leave? There are several issues in this statement, but we concentrate on the current discussion on a report given by a group of business- cum- educationists recently in Delhi on private participation in higher education. It is reported that the committee wanted free land (wanted on lease for 999 years like the Mulla Periyar Dam) from the government and a 300 per cent deduction from taxable income. The wish list continues; a 10 year multiple entry visa for foreign students, a national loan fund of Rs one lakh crores, no space index for institutions in urban areas to start campuses (like one room universities) and the Prime Minister should personally write to the business houses to take part in higher education. We could not access the detailed report and could pick up few points from the media reports. It appears that neither the Professors nor the civil society organizations have voiced their views on this important issue that would impact the future generations and the country.

Some of the experts who have given the recommendation are being considered by a section of the media as great Intellectuals and Educationists who brought a turnaround in the system. While the critiques and a few educationists consider them as body shoppers with naked craving for money and success. It is also alleged that some of these self styled educationists brought disaster to the system as they were responsible in influencing the whole system to concentrate on the production of men-

*Former Vice Chancellor, Andhra University, A.P. (Ex-Member, UPSC) 403, Shreya Mansion, Raj Bhavan Road, Hyderabad - 82



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Elitism in Higher Education

Hema Reghavan*

I am aware of the strong reaction the title of this article will evoke among the readers cutting across all differences in their professed ideologies. The term 'elitism' sounds politically incorrect today as it is seemingly at odds with the egalitarian principles of democracy. My defence of this title rests on the fact that I am neither a cultural conservative nor a radical reformer to speak for or against elitism. It is important to bear in mind that all new thinking-such as even a return to 'elitism'- starts as a challenge to current accepted thinking and to that extent is radical in nature. I repeat I am not a conservative. I subscribe to principles of equality, though I am not oblivious to the fact that human beings are different and all attempts to impose equality are wholly utopian. The impractical and unrealistic search for an egalitarian society has made us finger point elitism as the root cause of our failure to establish it and give elitism a pejorative connotation. But when we look at universities like Harvard, we find that they do not fight shy of elitism in education, for in their view elitism "permits people to possess and cultivate superior talents ... to benefit the most disadvantaged parts of society." I have taken courage to speak of elitism in higher education on the strength of Rawls' definition of the term as given above.

To have a right perception of 'elitism' and free it from the charges of being anti-democratic, it is essential to understand the complex psychology underlying democracy. While democracy gives the citizens the right to elect its leaders, it calls for a judicious balance between the principle of equality and the bestowal of power to a few to be more than equal. The same balance finds a place in the arguments favouring elitism in Higher education. Reams and reams of written material are published almost daily about the state of higher education in India. Educationists have used all available platforms to lament the decline of standards in higher education in India. But this is not an isolated Indian phenomenon. It is a global affliction except for a few isolated Centres of Excellence like Harvard, Yale, Oxford and Cambridge. One of the reasons for the decline lies in the confusion between excellence and equality where one outdoes the other.

The democratic principle of equality in higher education is evident in the orchestrated call for a new curriculum that is anti-elitist and anti-exclusionary. John Henry Newman in his Idea of a University defined University as 'a School of Universal learning' and as 'a place for communication and circulation of thought' to enable students to learn who they are and what they want to be in life and thereby formulate their own ways of living in consonance with what they had learnt. "It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other". Universities are meant to provide an opportunity for free exchange of ideas and thoughts that will contribute to

*Former Dean, University of Delhi, N-12 C, Saket, New Delhi-110017



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Internationalization of Higher Education: The Indian Scenario

K B Powar*

The most widely accepted definition of Internationalization of Higher Education (IHE) is that given by Jane Knight¹ who defined it as *"the process of integrating an international, intercultural and global dimension into the purpose, functions (teaching, service, research) and delivery of higher education"*. The rationales for the internationalization of higher education are varied - academic, socio-cultural, political and economic². In the past the academic and socio-cultural rationales were dominant in imparting an international dimension to higher education. In the twentieth century, and especially after World War II, the political rationale gained ascendancy and presently the driving motivation is economic. While promoting internationalization of higher education Indian institutions need to keep in view the fact that the aim of internationalization should not be the generation of funds through trans-national education but the enhancement of the quality of education they provide. Moreover, educators need to appreciate the fact that internationalization of education is important because it has the capacity of changing a person's perspective from one that is purely local to another that is largely global.

Internationalization of higher education is a reality which is influencing policy makers in most countries of the world. There is a feeling that Indian polity (and society in general) has been overly concerned about the possible negative effects of internationalization and has consequently neglected to look at the positive aspects. These include improving the quality of education, promoting Indian culture and values abroad, generating goodwill and understanding across borders, and deriving both economic and political benefits. In general, the Indian higher education system has been sluggish in reacting to the wave of internationalization that is sweeping the world. Consequently, it has not been able to take advantage of the possibilities that internationalization offers.

Historical Perspective

Since the 1990s Indian educators have been aware of the significance of internationalization. At the start of the new millennium the Association of Indian Universities (AIU) organized two international Roundtables to discuss ways of internationalizing its education. The recommendations made through the Mysore Statement (2001)³ and the Amritsar Statement (2002)⁴, respectively issued at the conclusion of the two Roundtables, are unambiguous. The Mysore Statement requested the Government to take urgent action towards finalization of its policies relating to the promotion of Indian higher education abroad; urged the universities and other academic institutions to encourage international students by developing

*Former Secretary General, Association of Indian Universities, New Delhi. Emeritus Professor, YCMO University, Nashik, 15, Marval Memories, Ramnagar Colony, Bavdhan, Pune 411021 (MS)
kbpowar@gmail.com



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Learning without Borders: A Review of Distance Education in India

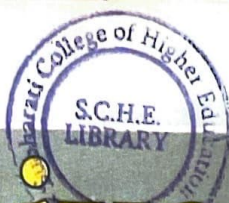
Shamshad Hussain*

Human resource development is the key to the development of a highly functional and developing society. Human being is endowed with such potentials which can make this world worth living if they are unfolded and given a proper shape. In the past a thrust has been on the development of behavioural sciences material resources and the Social Scientists, Educationists, Administrators and the policy makers realized and acknowledged the necessity for the development and unfolding of human potentials. As a result, all efforts were made to enhance the cognitive ability of the individual, so that he can develop his self and contribute to the society. With this realization the HRD department was established which aims at promoting all-round development of the individual by way of healthy education system. If a healthy Educational System is in operation, it not only helps in intellectual development but also aims at providing an all-round adjustment relating to individual's Social, Emotional, Physical and over all adjustment. The author himself empirically studied the effect of higher education on the overall adjustment of the individual.

The effective education thus lies at the root of human resource development and with this aim a number of colleges and schools were opened, though the quality of education could not be properly maintained because of multiple constraints. With the fast increasing rate of population and advancement in technologies, the conventional system could not meet the challenges of the fast developing society. The University 'within the wall' failed to cater to the needs of the thousands of people who could not take benefit of higher education and as a result a new and innovative educational system emerged known as open learning system imparting education through distance mode of learning. A new concept of university 'without wall' emerged.

Open learning system has revolutionised the present mode of education. The growing population of a country demands a system of education which can bring learning to the door-step, so that the percentage of the population living in the remote areas, working in the office and involved in business and agriculture may be benefited. The women can also take advantage of this system even when they are leading a domestic life. In short, that percentage of the population which cannot be benefited by the conventional system can be benefited by the open learning system. The open learning system of education is new one and helps people in achieving higher education without any formality for attending regular classes like that in the conventional, educational institution. The University which imparts distance learning

*Professor Emeritus, Patna University, Former Vice Chancellor, Nalanda Open University, Patna & Magadh University, Res.: Singhi House, Professors Colony, Tripolia, Patna 800007 (Bihar).



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An Approach to Twelfth Five Year Plan: The UGCs Roadmap

K Viyyanna Rao*

It is gratifying to note that wisdom has dawned on the University Grants Commission (UGC) regarding the under-utilisation of funds budgeted by the Government to itself for onward allocation to Higher Educational Institutions (HEIs) in the country. The UGC has realized the fact that there had been an inordinate delay in communicating financial allocations to the Universities and colleges for a variety of reasons. Non-availability of experienced hands to form into Expert Committees, logistics of organizing timely visits to the Universities, time required to study the reports of the Expert Committees to make a decision on the final allocation of fund were identified to be the significant facts causing delay in extending the needed support to HEIs under its jurisdiction.

Therefore, as a measure of reform, the UGC has decided to discontinue this practice and extent complete autonomy to the Universities to prepare their own perspective plans and submit the same, after due approval by the respective statutory bodies, for financial allocation. It is laudable that the UGC has, in fact, identified the crux of the issue pertaining to its financial dispensation. Going by the earlier experience, the Expert Committees are constituted with a time lag of about a year and half after the launch of the Five Year Plan; the Committees are consuming about six months to one year for visiting the institutions and computing their report and almost another year is lapsing in taking a final decision. Thus, almost half the period of the said plan is being consumed in this process, forcing the Grant-in-aid institutions to be on their toes to design and implement the schemes for which allocations are made. The Universities too have their own local bodies and are under an obligation to follow a stated procedure and thus much of the allocation is remaining unutilized with them. The same is also leading to a difficulty in the submission of Utilization Certificates (UCs) in time.

It is in this context, that the UGC has forwarded an approach document to all the Universities titled "Inclusive and Qualitative Expansion of Higher Education", indicating its roadmap for achieving excellence and equity driven expansion of higher education in India during the ensuing XII Five Year Plan (FYP). The UGC is proposing to achieve a 'quantum leap' in achieving the triple objectives, viz., (i) access and expansion; (ii) equity and inclusion; and (iii) quality and excellence. The strategy proposed to be implemented during the ensuing XII Five Year Plan includes the following:

- Expansion, consolidation and upgradation of the existing infrastructure for achieving higher access.
- Implementation of a mission mode national programme called 'Rashtriya Uchcha Shiksha Abhiyan (RUSA)' for increasing and enhancing access.

*Vice-Chancellor, I/c, Acharya Nagarjuna University,
Nagarjuna Nagar-522 510, A.P.



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Grading and Performance Analysis in Higher Education

B S Nagendra Parashar* and G L Datta**

Grading is the last and perhaps the most important phase of teaching and evaluation process. Though, it is one of the most important activities of rewarding a student, perhaps the process of grading is least understood by most of the teachers. Teachers spend time in debating on issues like teaching, learning, curriculum development etc, but occasionally debate (or do not debate) about grading system. It is true and sometimes teachers even confess (at least personally) that their grading system will not accurately discriminate between different levels of performance of students. Thus, the process of grading has become completely idiosyncratic so much so that an "A" grade awarded by one instructor may be the equivalent of a "B" grade or even a "C" grade from another instructor. The process of grading has become idiosyncratic because some instructors are quite strict to prove that they are not pushovers whereas others are lenient and a few other instructors take the task of grading "casually"; for them, the process of grading is only identifying 'gaps' and 'dips', not discriminating the students based on performance. Sometimes, the process of grading may be influenced by students as well if the instructors know the students personally.

Students and parents consider grades as more important than subject knowledge attained! This statement is not far from truth. Since two major stakeholders consider grade as very important, the process of grading needs to be fair. Hence, it is imperative that a good grading system should be based on certain principles.

Principles of a Good Grading System

Now, let us try to answer the question, what are the principles of a good grading system? A grading is said to be fair if it actually reflects differences in students' performances, must be clear and unambiguous to all stakeholders. For example, the instructor should specify the various components (such as attendance, quiz, test etc.) that are considered for final grading and the whole process of grading should have been done fairly and transparently without undergoing any influence. In a good grading system, we need to address the concern of the students as well. It should be realized here that grades linked to learning outcomes of a course either stated or printed in the course handout are more defensible than those that are not.

Having considered what grading is and what are the general principles of a good grading system, now let us discuss the different types of grading systems.

*Director (Education)/Provost, GMR Varalaskhmi Foundation, Rajam 532 127 (AP) bsnagendraa@yahoo.co.in,

**Vice Chancellor, K L University, Green Fields, Vaddeswaram, Guntur 522 502 (AP)



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S P Singh

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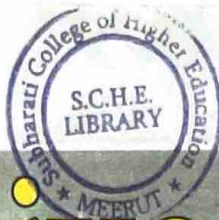
Measures to Improve the Academic and Administrative Scenario in the Universities of Bihar

S P Singh*

The role and importance of Higher Education in the allround development of a country may hardly be over emphasized. Higher Education in general and universities, in particular serve a multicity of roles in present times. They produce people who not only create knowledge but also those who have skills to adapt it. They do these things through Teaching and Research. These universities thus deal with knowledge. Moreover, knowledge is a formidable power in present times. It is because of this, Higher Education attains its importance in this knowledge century. Besides, Higher Education must pay equal attention on imbibing of values and enriching of culture. The first role viz; creation of knowledge and process associated with its use and the second one viz; imbibing of values and enriching of culture must be paid equal attention while working out a roadmap to revamp Higher Education in Bihar. I emphasize on providing fairly equal attention on both, primarily because the first role has, economic dimensions while the second one has humanity dimensions. Keeping the above two dimensions in mind, I suggest the following steps that be initiated on a priority basis. Let me add here that some of these points / steps have already been initiated in some Colleges / Departments of our University and the immediate effect of majority of them have been found to be positive.

- Based upon my experience as the Vice Chancellor of one of the largest Universities of Bihar, I feel that much of the precious time of the Vice-Chancellor along with other senior officials of the University is wasted in purely non-academic and to some extent non-productive affairs such as court cases related mainly to the retiral benefits to the teaching and non-teaching staff of the University. I feel this ugly situation has been caused primarily on account of delay in the preparation of budget on the part of both the University and the Govt; besides, the process of budget preparation also is not free from limitations. It appears to be completely devoid of a pragmatic Envisioning for the all-around development of the University. What is, therefore, urgently required is a fool-proof budgetary exercise, initiated well in time and keeping the multi-faceted requirements of the University so that the Universities are fully prepared to make all sorts of payments to the persons / parties concerned, more particularly to those attaining superannuation.
- While advocating for the timely release of grants facilitated by a purpose-oriented budgetary exercise, I would also like to point out that the excessive red-tapism rampant at the University level is equally responsible for taking too much of time in getting things done. This has got to be rooted out on a priority basis. We have been experimenting with a novel device in this, direction, which we prefer

*Vice Chancellor, L.N.Mithila University, Darbhanga 846004



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K S Chalam

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Does English Medium Harm Students?

K S Chalam*

The death of Ramesh a Telugu medium student of Nalgonda district at the Seethafalmandi station in Hyderabad is one of the most tragic incidents in the midst of episodes of self-immolation unnoticed by many. The suicide note left by Sankini Ramesh, reported to have mentioned the cause for the extreme step as his helplessness to pursue M.Sc in English medium. The details published in the Telugu press city edition indicate that he hails from a village and may be from a lower socio-economic background. This is not an isolated incident as the approach of the main stream media towards such incidents is inattentive and considered to be trivial for the main pages. This episode brings out a serious malady in our education system that was tolerated for decades to reach the present epidemic proportions. Let us reflect on the situation for a moment. When I joined as a Lecturer in the early 1970s, Telugu medium students who pursued their under graduate education started entering the universities for P.G courses. Interestingly, that was also the beginning of the lower socio-economic classes to enter the portals of a University. They belonged to a generation of hard working and determined boys and girls who spent hours in the libraries to learn both English and the subject knowledge. Some of them were found carrying their Telugu medium books along with their English text books. The same may be true in other parts of the country where mother tongue was introduced as a medium of instruction. There are very few studies and media reports about the kind of troubles and tribulations that this generation had encountered. Yet, majority of them have achieved the highest echelons in their chosen fields and are able to contribute to knowledge and national development.

The situation in the system of education in India particularly in Andhra Pradesh has undergone a metamorphosis beyond recognition during the last three decades. School education has become a profitable enterprise and more than 60 percent of the children in general and almost all in the urban areas are studying in the English medium. Mother tongue is now considered as a false notion if not abusive, due to the fact that neither the mother nor the father is in a position to mind their children. The poor are obliged to carry their siblings with them to the work place. Thus, an opportunity was found by Edpreneurs to conduct classes on parenting education for both the parents only in English and it turned out to be a lucrative business. This emerging drift has replaced mother tongue with School Tongue, the dominant medium of the corporate schools. The state is a helpless spectator as the Right to Education is interpreted as Right to conduct private and corporate schools with a tricky 25 per cent reservation for the poor. All those who are craving for upward mobility including those in the villages preferred the English

*Former Vice Chancellor, Dravidian University, Kuppam,
Ex Member, UPSC, 403, Shreya Mansion, Raj Bhavan Road,
Hyderabad-500082*



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A Critique on The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010

K Viyyanna Rao*

The system of Higher Education in India has been in the news, of late, raising the eyebrows of every stakeholder; as it happened never before in the contemporary India. It is amazing that the MHRD is seeking to introduce 19 Bills in the Parliament dealing with the Indian Higher Education.

It is a matter of gratification to note that the Central Government is poised to upgrade the Higher Educational Institutions (HEIs) of India to the level of world renowned institutions. The objective is quite laudable; but the action in that direction is far from satisfactory. The HEIs of India are beset with many problems, though not insurmountable, but require commitment and dedication from every stakeholder. There are issues pertaining to ownership, organization, curriculum, methods of teaching, pedagogy; all impinging on the quality of our HEIs. It is a fact that even the so called best managed National Institutions of Importance could not find a place in the world rankings. There are many deformities in the Indian Higher Education system. It is also a fact that, by virtue of Constitutional authority, both Central and State Governments are competent to establish and run HEIs. The quality standards of these centrally and state run institutions in terms of recruitment of faculty, curriculum, service conditions and funding are at variance. Diverse State Governments are unable to make adequate allocations to the HEIs, impacting the quality of the programmes offered by them.

It is also a fact that education is no longer considered the activity of philanthropists and social reformers. Access to Higher Education is now provided by the newly established 'Commercial Outfits' and education has turned out to be a 'Commodity' for trade, providing an opportunity to the Foreign Universities too to open their shops for trading education as a commodity. The provisions of GATT, for which India is a founder signatory, facilitate this trade. Therefore, discussions on Education turn out to be incomplete, if we do not focus on the issue of ownership fairly and openly. The UGC and certain State Governments have added a new dimension to the ownership issue by virtue of granting 'Deemed to be University' status to many HEIs in the country. The mal functioning of these new institutions has led to scathing attack on the very process of recognition, leading to the intervention of the Supreme Court of India. All these aspects need to be taken into account, while permitting private agencies to take up accreditation process.

Turning our attention to the proposed Bill on Accreditation, the author is of the opinion that it is no good idea to pass the Bill. The

*Vice Chancellor, Acharya Nagarjuna University, Nagarjuna Nagar-522 510, A.P.



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Revamping State Universities: The Need of the Hour

K Viyyanna Rao*

Pandit Jawarhalal Nehru observed that "A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the Universities discharge their duties adequately then it is well with the nation". It is in this context, the collaborative workshop of India – OECD on Education and Innovation assumes significance and relevance. Attempt is made in the following pages to outline a Programme of Action for rejuvenating the vast network of State Universities – the larger canvas of the Indian Higher Education system.

Change in the Focus towards State Universities

It is to be realised that greater part of Higher Education is in the domain of State Governments. As per the latest data available, there are 43 Central Universities, 289 State Universities, 130 Deemed to be Universities, 50 Institutions of National importance, 94 private universities and 31,324 colleges. While the Central Universities are unitary in nature, the entire gamut of colleges is affiliated to State Universities. The fact is that State Universities are not at the centre stage of policy making. The transfer of funds to State Universities and Colleges is totally inadequate and many of them suffer from even basic facilities. Recruitments are not permitted on a continuous basis, even those based on minimum teaching load. Under these odds, it is far to expect that these institutions would make significant contribution to the quality of teaching and research.

Therefore, there is an urgent need to make State Universities as locus of Higher Education policy making. Even the UGC's system of funding is not much helpful. Out of the 31,324 colleges, 6,028 colleges are only covered under 2(f) and 12(B) of the UGC Act, 1951; being eligible to receive UGC's assistance. Though the UGC is trying to provide one-time catch-up grant to those uncovered institutions, the quantum of assistance is very meagre. Unless, these institutions are brought under the network of UGC's financial assistance, there will not be any improvement in the quality standards.

Manpower Planning & Recruitment

The manpower requirement of the Higher Educational Institutions (HEIs) needs to be assessed on a scientific basis. It is true that the UGC has a pattern of positions and a stated student-teacher ratio. But these are seldom observed, particularly by the State universities and colleges. This should be insisted upon by the sanctioning authorities.

There has been an alround realization that Universities and Colleges

*Vice Chancellor I/c, Acharya Nagarjuna University,
Nagarjunanagar-522 510 (Andhra Pradesh)



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Impart Quality in Technical Education

Prem Vrat*

Technology is an important engine of development due to the predominant role it plays to enhance productivity and quality, reduce costs and response times. In the context of globalization of the economy, the underdeveloped and the developing world have to compete with the technologically advanced world, that has the advantage in using technology to enhance productivity, thereby getting a competitive advantage. The quality of technical education, research and innovation, therefore, plays a vital role in providing such a technology driven competitive edge to a country.

The emergence of a knowledge driven economy and the role intellectual capital will play in enterprises in the future have also given an additional reason for countries to focus on time improvement of quality of technical education. The rapid quantitative growth of technical education in terms of number of institutions and enrolments has led to a compromise on quality as a trade-off with quantity. Since anything worth doing has quality implications, such a scenario is not sustainable for success in the global and knowledge driven society.

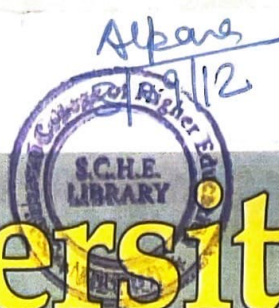
Imbalances in Technical Education

Quality of any system is possible only by striking an optimal balance among various competing demands of any system. The same is true for quality of technical education. An analysis of the technical education scenario in the country reveals some imbalances that could affect the health of technical education,

Regional Imbalance

The spread of technical education suffers from regional imbalances. After privatisation of technical education, a large number of new private colleges appeared in a few states while many states that urgently needed development could not attract such private. A balanced growth of technical education in the country is desirable. Even within the same state, there are intrastate regional imbalances with Pareto's Law of maldistribution leading to vital few and ignored many regions where these new colleges have emerged. While it is understandable is that certain locational advantages will attract more private participation than others, yet the under-represented regions do need either government supported initiatives or Public-Private Partnership (PPP) or the state offers a set of packages as incentives to private academic investors to set up quality institutions in those regions. The concept of special knowledge and knowledge villages, developed by the state can be set up. These can attract private investments.

*Vice Chancellor, IITM University, HUDA Sector 23A, Gurgaon 122017 (Haryana) and formerly Vice Chancellor, UP Technical University, Lucknow and Director, IIT, Roorkee.



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Central University of Jharkhand: A Profile

Central University of Jharkhand, Ranchi is hosting the East Zone Vice Chancellors' Conference of the Association of Indian Universities being held during August 28-29, 2012.

The Central University of Jharkhand was established on 1st of March 2009 under the Central Universities Act, 2009. The above Act envisages establishing and incorporating Universities for teaching and research in the various states. The Central University of Jharkhand started with a vision to specially focus on relevant present age educational drives with an emphasis on research in cutting-edge technologies.

The present temporary campus of the University is located at Brambe, a 25 kilometer drive from Ranchi City. It is a beautiful and vibrant green campus, with its classrooms and hostels blending well with the environment. The city of Ranchi is the educational hub of Jharkhand with many prestigious schools, colleges and institutions of higher learning like the Ranchi University, Birla Institute of Technology-Mesra, National Institute of Foundry Technology, Central Institute of Psychiatry, Birsa Agricultural University, Indian Institute of Management, National University of Law, etc. spread in and around the picturesque capital city.

The Government of Jharkhand transferred 319.28 acres to CUJ for its permanent campus on 22.10.2011 out of 500 acres earmarked for the University. The location is at Sukkurhutu – Cheri – Manatu of Kanke Block, Ranchi, and is about 10 kms from the centre of the city. With this allotment of land for the permanent campus, work has started in full earnest in developing the master plan and in selecting the designs of each cluster of buildings within the campus. A campus of truly international standards has been envisaged. When the classes are shifted to the new campus, the students too would move out and be a part of history of a University determined to be one of the best in the world.

Academics

The Academic Programmes of the University started in the first week of August, 2009. The planning and establishment of the programmes have been made on the basis of relevance and demand at the Regional Level, National Level and International Level. The University offers a Choice Based Credit System. The Examination pattern is Semester based with a continuous evaluation system (Sessional). All the major academic programmes are five year Integrated Post-Graduate level. As of July 2012, the University offers the following programmes:

- Five Year Integrated Masters programmes (after Plus Two) in fourteen streams, namely, Applied Physics, Applied Chemistry, Applied Mathematics, Life Sciences, English, Indigenous Culture, Mass Communication, Business Administration, Nanotechnology, Energy



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Padmashree Dr D Y Patil University, Navi Mumbai

Shaikh Saleem

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Talent Retention in Higher Educational Institutions with
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Manzoor A Shah

Faculty Development in Higher Education

Manmohan Singh

Lead a Life of Purposive Action and Professional
Fulfillment

— Convocation Address



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Padmashree Dr D Y Patil University, Navi Mumbai: A Profile

**Padmashree Dr. D Y Patil University, Navi Mumbai is hosting the
West Zone Vice Chancellors' Conference of the Association of Indian
Universities being held during September 13-14, 2012..**

Padmashree Dr D Y Patil University established in 2002 has seven Constituent Institutes including large Dr D Y Patil Medical College and Research Centre with 900 bed state of the art hospital with superspecialities. The Dental College has in addition to BDS degree, has MDS program in seven specialities. The Ayurved College has 100 admissions for BAMS and PG Course. The Nursing College has B.Sc in Nursing as well as General Nursing. The Department of Biotechnology has B.Tech, M.Tech, M. Phil and PhD program. The Department of Business Management has MBA, M.Phil and PhD students. The Department of Hospitality and Tourism Study has Bachelor and Masters Program.

The University was awarded 'A' Grade by National Assessment and Accreditation Council (NAAC). The IQAC exercise continues to direct the progress of the University towards excellence and newer avenues of exploration.

Vision

To provide quality in all spheres of higher learning in general and Health Services in particular to all including those in the rural and urban areas of the nation, keeping in view the societal needs in the global context.

Mission

To impart and disseminate knowledge, develop competencies and also to provide for Research and Development in the emerging areas of Health Sciences, Science and Technology, Business Management, Hospitality Management, Law, Liberal Education, Teacher's Education, Sports etc.

Goals

To be recognized as one of the leading institutes of higher learning in India within the next 5 years and gain recognition in the global arena.

Founder Chancellor is His Excellency Dr. D. Y. Patil who is a doyen in Education in this part of Maharashtra and who has three Universities named after him. He is currently the Governor of Tripura.

Dr. Vijay D. Patil is the President of the University, a former Vice Chancellor and Chancellor. Dr. Ajeenkya D. Y. Patil is the former Pro Chancellor.



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Higher Education as a Tool for Rural Women
Empowerment

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Higher Education as a Tool for Rural Women Empowerment

Raju Narayana Swamy

Women being educated in the Third World nations of Africa, Asia, Latin America, and the Middle East and the sum of education they receive have both expanded markedly since the 1960s. Female enrollment in primary school has more than doubled, and at the secondary and tertiary levels the increases have been dramatic. Despite these gains, women remain under represented at all levels of education relative to men. Fewer females than males enter educational programs, be they formal or nonformal; fewer receive technical and vocational training; and women account for a very small proportion of enrollment in post secondary education (Gail P. Kelly & Carolyn M. Elliott, 1982).

Education for girls has a strong and very important effect on the role of women in society. It tends to draw more women into the labour market. This increase in female labour force participation expands income-earning opportunities for many households and better utilizes the labour, skills and talents of women. Education brings social benefits that improve the situation of the poor, such as lower fertility, improved health care of children and greater participation of women in the labour market. Research studies indicate a positive correlation between women's literacy and development indicators like fertility, child mortality etc. Caldwell (1979) analyzed the impact of women's education on child health and found that each extra year of maternal education was associated with a 9 % decrease in under-five mortality. In fact, the benefits of female education for women's empowerment and gender equality are broadly categorized as follows:

- As female education rises, fertility, population growth, and infant and child mortality fall and family health improves.
- Increases in girls' secondary school enrollment are associated with increases in women's participation in the labor force and their contributions to household and national income.
- Women's increased earning capacity, in turn, has a positive effect on child nutrition.

The Gandhian Approach

According to Gandhiji, literacy in itself is no education; it is not the end of education. His philosophy of education was based on his experiments with physical literacy and moral training at the Tolstoy Farm in South Africa. He believed that the same soul resides in both man and woman and both of them should have equal opportunities to develop their personality. They are an inseparable pair and one cannot live without the

*IAS, Commissioner of Civil Supplies, Commissionerate of Civil Supplies, Vikas Bhavan P.O, Thiruvananthapuram - 695033, (Kerala)



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Education for Self Actualization: The Way Towards Sustainable Development

Banbehari Mukhopadhyay* and Sekar Viswanathan**

The definition and purpose of education have been viewed by different authorities from different perspectives over the decades. It has been viewed as a tool for self-development, economic development, political and military power and what not. Centuries to come, the definition and purpose of education are bound to change depending on the needs and aspirations of the individual and the nation.

In this era of Globalization, liberalization and privatisation, the purpose of education appears to be sustainable economic development. When we talk about education, of course, we refer to all levels of education and all sectors of education. As the emphasis is on sustainable economic development, the immediate thrust area is bound to be technical and vocational education. In this context, the purpose of technical education may be stated as producing employable graduates and technicians who will contribute towards national development. Further, it can be envisaged that a section of these engineering graduates and technicians will be contributing by way of generating employment, i.e. by becoming entrepreneurs.

In the recent years, we witnessed recession and its global impact. Downfalls of economy in many countries are not yet over and their economies are struggling to survive. Due to this economic crisis, thousands have lost their jobs and in certain extreme cases this has resulted in a few people committing suicide also.

In the coming decades, India is definitely going to be one of World's economic super powers. So at a certain point of time India expected to face recession and the impact of a global recession will be high on Indian population. Does our education system prepare our future citizens to face these challenges?

Some of the major issues which the educationists and policy makers may want to consider are: (a) ways towards development, (b) strategies of sustainable development and (c) facing future challenges in adverse situations.

Context of Our Educational Development Policy

Development cannot be attained by following a single way. We can achieve development by following a variety of paths or ways and even a cluster of ways. This cluster may form by taking into account the similarities of approaches.

Before Independence, Mahatma Gandhi (1937) viewed the national

*Professor Emeritus & Dean, School of Education & Leadership, TIST, Ernakulam (Formerly, Professor at NITTTR, Chennai) banmu@hotmail.com

**Vice President, VIT University, Vellore, TN sekar@vit.ac.in



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Internet: An Educative Tool in Higher Education

Dharmesh V Dhawankar*

There has been a growing body of literature on the impact and implications of the Internet on democratization and governance of higher education. As the Internet has evolved to become a central component in liberal individualist visions of electronic educative democracy. Many have advanced the case that the Internet, unlike any other mode of communication, is immune to government control; many contend that the World Wide Web will destroy hierarchical orders of authority, stifle any restrictions placed on it and unleash the free exchange of information and ideas worldwide. In short, it will precipitate the demise of the state and democratize regimes heretofore resistant to political change. The Internet is a potentially powerful feature in this debate as it is a prominent part of the convergence and world-wide impact of the "knowledge explosion" wrought by new sciences and technologies. In a time of momentous change and instant communication, the compartmentalization of the world is gradually dissolving, making it increasingly difficult for the political elite to isolate its people from such change. Indeed, many democratic theorists postulate that the information revolution will force open political and social systems as governments will need to develop more tenable concepts, policies, programs and institutions by which they can deal with said change. One of the major deficiencies in past research is that they make generalizations on the political impact of the Internet based on the technical and architectural features of the Internet, thereby abstracting and de-contextualizing the technology from the national and political contexts in which it was introduced. An examination of the experiences of China, Singapore and Iran will show that the technology does not produce uniform and undifferentiated effects across varying countries and contexts. There is a real need to embed research in this area into the national political context; to understand Internet use and its impact on developing nations, we need to adopt an approach that takes into account the numerous socio-political factors and variables that intervene in the political use of the technology. In this paper, I will argue that while the Internet has engendered greater political and social awareness, ultimately, it cannot be said to be a democratizing force for higher education.

Experiences in the use of the Internet in several Asian countries reveal unforeseen dynamics which have not been captured by a large body of literature and studies which focus primarily on North America and Western Europe, where democratic traditions have been entrenched for centuries. In this paper, I am making two main contributions. First, I advance the argument that in the case of China and other authoritarian and semi-authoritarian states such as Singapore, the development of Internet technology and its use, have failed to engender democratization or more active opposition movements. Contrary to prediction, the very reverse is

*Senior Faculty, Department of Mass Communication, Nagpur University, Nagpur



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Academic Reforms in Higher Education: A Case of SRTMU

V M More*

It is the responsibility of the academic administration of the University to maintain academic standards, encourage research activities and promote healthy practices in the colleges and university as well. The Board of College and University Development (BCUD) looks after the academic administration and its activities cover Academic Departments of the University and the affiliated colleges.

The BCUD grants approval to the establishment of new colleges the starting of new courses, the setting up of new Chairs and Departments the appointments of college teachers and principals and affiliation to colleges. It encourages university departments to make attempt to obtain research grants and approval to programmers from the funding agencies like UGC, CSIR, ICIIR, DST, ICHR and Sahitya Academy. It also gets approval to establish new Centers of study in the University and monitors Research Fellowship Programme for M.Phil. and Ph.D. students.

It further envisages upon maintaining academic standards of the University through activities of NAAC Cell of the University as well as through the annual visits of the Internal Peer Team. The results of the visits of the Internal Peer Team are encouraging. Through the activities of Special Cell it monitors implementation of reservation policies in respect of admission and filling the teaching and non-teaching posts in universities and colleges. It also undertakes remedial coaching schemes for backward candidates.

Looking into the functions related to affiliated colleges, developments, implementing the process of affiliation, selection of teachers and principals, development of perspective plan of the university, conduct of academic audit, liaison with State and Central Government, funding agencies, Research Strategies and developing the academic administration functions under the guidance of the Director, BCUD.

Academic Flexibility

The university academic departments are looked upon as centers of specialized studies focusing upon thrust areas of research, teaching and development. Keeping in view the functions envisaged at the department level, imparting of knowledge can be seen as one of the major factors in the context of the quality parameters earmarked by the UGC and the NAAC.

Considering above aspects, the University tried to decentralize the education system for bringing more quality in education system. Therefore, it has decided to provide academic autonomy /flexibility to all its departments on the campus so as to encourage the teachers to

*Director, Board of College and University Development, Swami Ramanand Teerth Marathwada University, Nanded 431606 (MS)



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on

Consolidation of Higher Education Institutions for Quality



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Pranab Mukherjee

Education for Progress and Prosperity of Nation
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Paradoxes of Girls' Education in India

Gouri Srivastava*

Education of girls in contemporary India is a mixed baggage of achievement, success stories and pit falls. Forces that have contributed in motivating communities, parents and girls in pursuing education are rooted in constitutional commitments, recommendations of committees and commissions, policy initiatives and formulation of schemes and programmes and their implementation. While this phenomenon is a positive reflection of the educational landscape of India, the phenomenon of dropouts and non-enrollment of girls continues to loom large and is a problem that needs to be addressed. Quantitative expansion in education has not had a matching impact on addressing social, economic and cultural impediments that hinder the participation of girls at different levels of education. This paradoxical situation has been a matter of concern for policy framers, educationists and planners who are constantly formulating need based strategies for combating this situation.

The present paper locates the discussion on initiatives for promotion of girls' education in the historical and contemporary contexts, challenges related to inclusion and strategies formulated for strengthening the momentum of education of girls by the stakeholders and the girls themselves.

Historical Backdrop

The mid 19th and 20th centuries were marked by growing concern for education of girls. Agencies that were involved in instilling the importance of education of the girl child belonging to different caste, class, location and faith were the Christian missionaries, educated male and female intelligentsia and the British Government. While the interest of each agency was at variance, they all wanted to change the existing scenario that hindered the participation of girls in education. The strategy adopted by them was opening of educational institutions, starting organizations that were involved in initiating discourses on status of women in the society and evolving methods for bringing about systematic changes that would improve the position of girls and women in the society. Individual initiatives undertaken by social reformers, male and female, in educating the women folk of their families in different roles as fathers, husbands and brothers had a cumulative effect in ameliorating the condition of girls and women in the society in nearly all presidencies and princely states. Even though the efforts by all agencies were like a drop in the ocean, their efforts did lead to the growth of girls' education and professional development. Women who benefited from education through these multiple agencies went ahead in educating girls both formally and informally. Some of the institutions that were begun by them spread across the length and the breath of the country. Few of the well known ones were the Victoria School established

*Professor & Head, Department of Women's Studies, National Council for Educational Research and Training, 17-B, Sri Aurobindo Marg, New Delhi 110016



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How to Make Universities World Class

G Srinivas

Education, particularly higher education defines career and life of an individual. Providing relevant and quality higher education is a lifetime opportunity given to an individual. It is most valuable than anything else on this earth. Academic institutions are engaged in shaping the future of the nations. The stakes in higher education for an individual as well as for the nation are thus very high. National progress is directly dependant on the quality of higher education. Universities, institutions and colleges are different types of Higher Education institutions (HEIs) we have through which public access higher education. Among these, universities are enormously important. They provide academic leadership to rest of institutions. Technically, Universities are degree-awarding institutions where as colleges and other categories of institutions do not have such statutory powers. Universities by nature and in principle are autonomous. Thus universities assume immense significance. India has always attached greater importance to the universities. It is said that if every thing is good with the universities, the nation is doing well.

Globalization had exposed our strengths and weaknesses including that of our Higher Educational Institutions to the rest of the world. It also gave new opportunities. In this scenario our students need knowledge and skills of world level.

Sweeping changes are taking place in higher education. Student's choices are swiftly moving towards either skill oriented or professional education. With most of the human activities becoming knowledge intensive, the importance of Higher Education has increased. Most of the public funded institutions are offering obsolete courses as well as curriculum. While people who can afford are moving towards private institutes, first generation learners and those from socio-economically disadvantaged sections of the society are pursuing higher education in public funded institutions not by choice but due to lack of option. Currently our Higher Education suffer from multiple deficiencies of relevance, quality and access. We must realize that quality as well as relevance are commonly required from all kinds of institutions. In future universities are also increasingly prone to comparisons due to accreditation ratings and globalization. Globalization has raised our concern for highest possible academic standards. Considering the ever-increasing demand for Quality and relevance, the government is keen on establishing Universities with World Class Standards i.e., universities with highest possible academic standards. World-class universities will become another kind of universities in the country. The Government assumes that by creating these universities or islands of excellence, it can redeem the quality of teaching & research in India to the level of best global standards. These high ranking institutions are supposed to make significant contribution to the advancement of

Joint Secretary, University Grants Commission, South Eastern
Regional Office, 5-9-194, Chirag Ali Lane, IV Floor, APSFC
Building, Hyderabad 500001., Srinivasugc@gmail.com



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Vocationalising Arts, Commerce and Science Education in Indian Universities

S B Nimse*

It is worldwide experience that Higher Education is a critical factor in promoting an individual's economic and social well-being. Higher Education and research plays a vital role for national development. All those countries who have miraculous achievements in economic growth during recent past; have done so by firstly restructuring the total education system in the country, in particular Higher Education & Research.

Especially in the era of knowledge based economy and society, relevant Higher Education and Research is the key for overall development of the citizens of the country.

Government of India realized the importance of Higher Education and Research. To transform Indian system of education in tune with global changes, Indian government appointed National Knowledge Commission (NKC) in June 2005. Since then there is a countrywide debate on this issue, leading to many new ideas and patterns in higher education. Most of the NKC suggestions were taken seriously both by the central and state governments in India. The XIth five Year Plan (2007 - 2012), reflects the desire of central government to effect structural changes in higher education system in India. Hon'ble Prime Minister of India has described this plan as knowledge investment plan and hoped to build up skilled manpower of 500 million trained technicians, by the year 2020. XIIth Five Year Plan (April 2012 to March 2017) further emphasizes the consolidation of the gains in higher education and thereby convert fragile Indian economy into robust one. For that five times more funds are proposed in XIIth Plan. World is critically observing the changes in higher education in India. India can be world power with the help of huge army of highly educated young Indians. To realize this dream, there is a need of all out efforts for providing access with inclusiveness to quality and relevant higher education to all citizens. This only can guarantee the sustainable economic development with distributive justice.

Present Status of Higher Education in India

Indian higher education system is third largest in the world with more than 654 universities, 34000 colleges and 10000 diploma giving institutes, providing higher education to almost 18 million students; in all branches of knowledge. By the end of XIIth Plan, it is expected that there will be 25 million students in higher education, boasting largest higher education system on the planet earth.

Major drawback of Indian higher education system is, it is still elitist in nature; not providing enough weightage to vocational education. Vocational education is still looked down. There is a need of paradigm shift in approach from elitist to egalitarian, from liberal to more and more skill

**Vice Chancellor, Swami Ramanand Teerth Marathwada
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Lovely Professional University: A Profile

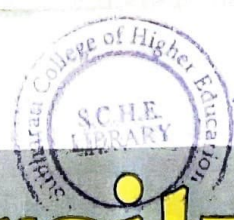
Lovely Professional University, Jalandhar is hosting the North Zone Vice Chancellors' Conference of the Association of Indian Universities being held during November 23-24, 2012.

Lovely Professional University (LPU) is the largest university in India in terms of number of students on a single campus. LPU has more than 30,000 fulltime students on its 600 acre campus which is located on GT Road near Phagwara, Punjab, India. The University campus has many architecturally striking buildings with all the requisite facilities for the students available therein. More than 18000 students are residing in six boys and six girl's hostels on the campus. The University has a rich diversity in its students' population, with students coming from all the 28 states of India and from more than 32 countries including the UK, the USA, Bangladesh, Thailand, Nepal, Bhutan, Mangolia, Rwanda, Kenya, Indonesia, Sudan, Yemen, Congo, and Afghanistan. In addition to regular fulltime students on its campus, more than 35,000 students are pursuing distance education programmes at education centers located all over India and select few overseas countries. .

LPU had a humble beginning in the field of higher education in India. This university started off in Year 2001 as a single college known as "Lovely Institute of Management" with 4 only Programmes (MBA, MCA, BBA, BCA), and 250 students with a total faculty strength of 15. It became a full-fledged university in December, 2005 by the enactment of an act by the State Legislature of Government of Punjab vide Punjab Act No. 25 of 2005, namely The Lovely Professional University Act, 2005, notified vide notification No. 38-Leg/2005. Today, university has more than 1,600 faculty and 1,400 staff to serve its mission of "Transforming India through Transforming Higher Education in India".

LPU has emerged as one the leading universities of India and is duly recognized by University Grants Commission (UGC). The University is also a member of Association of Indian Universities (AIU). The University is also recognized by the statutory bodies of the Government of India in diverse fields of higher education including National Council for Teacher Education (NCTE), Distance Education Council (DEC), Pharmacy Council of India (PCI), Council of Architecture (COA) and Bar Council of India (BCI).

To globalize its educational programmes, LPU have developed mutually beneficial academic programs and bilateral tie-ups with more than thirty international universities and institutes across the globe including China, USA, Australia, Canada, UK, Singapore, Brazil, Poland and Croatia to offer opportunities to its students through study abroad and student exchange programs. In addition, LPU has signed MOUs with several international universities on 2+2 sandwich degree and joint research programmes. It provides study abroad options at various foreign universities with a unique opportunity to get an additional foreign degree



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Enrich Learning Through Question Answer Techniques

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Educational Research Thrust in India

D R Goel* and Chhaya Goel**

Is it feasible and worth to explore the existing? Yes, it is. But, it demands perspective, passion, dedication and culture. Research is mostly wanting in, both, natural and social realm. Most of the present day Science & Mathematics laboratories merely replicate than innovate. India feels proud of its past glory, but, at present Science and Mathematics, both, have lost their identities. Social Sciences are surviving on the borrowed methodology from other Sciences, which are largely not suitable. Similar is the status of other disciplines. There is a fall in our economic growth, because, our Social and Political institutions are not properly located. Our political hub, Educational hub and Economic hub all are centered in the capital. Solutions to all the problems reside at Delhi. The latest creation of Indian Higher Education is Academic Performance Indicators, mostly, known by APIs amongst the Academic Community. As a result there is evident chaos in the field. Those interested in doctoral work are lost in the research course work, suitable or not, but made mandatory. Teaching is mainly text book based, not research based. Our research problems are borrowed. So is the status of research methodology. Our research product is published and marketed by foreign publishers at such a high price which is usually not bearable by us. Thanks to the "Shodh Ganga" which has recently originated in India. With the invention of Academic Performance Indicators many a e-publishers have appeared in the virtual world, with ready ISSN. Earlier the authors used to seek the publishers, now the publishers seek the authors. With the implementation of some of the recommendations of the 6th Pay Commission, in the State Universities, there is abrupt cut in the Teaching & Research Staff positions, justifying it on the bases of increase in work load. Is not it blowing the theoretical framework of teaching, mechanically. Which school of thought has recommended the increase in work load? Can education be purchased with coins? Bricks, stones, cement, computers and white boards do support education. Buildings do facilitate education. Machines cannot replace humans. Money cannot replace men. It is humans & humans only who can formulate and address problems. The credibility of the Cambridge Press & Oxford Press is well established. But, if we are genuinely interested in publication and dissemination, we need to strengthen the Indian Press. We need to enhance the fidelity & testimony of Indian Research & Researchers, Indian Press and Publishers. The present paper attempts to preface the present Research focusing on Faculty Crunch in Indian Education System, Philosophical Foundations, Historical Foundations, Sociological & Psychological Foundations, Expectations with respect to Teacher Education Parameters, Innovations in Teacher Education, ET & ICT in Education, Language Learning, Teaching Methods, Educational Evaluation, Environmental Education, Human Rights Education, Life Skills & Value Education, Population Education,

*Professor and Head, CASE, M.S. University of Baroda,
Vadodara- 390002

**Professor, CASE, M.S. University of Baroda, Vadodara-
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Accreditation of Colleges: Special Reference to Rural Colleges & Revised NAAC Manual 2012

M. R. Kurup*

National Assessment & Accreditation Council (NAAC) has revised the Manual for accreditation of higher education institutions, in May 2012. Though the Criteria, Key Aspects and Assessment Indicators have been largely retained, the focus of questions has been significantly shifted from 'what' to 'how and why'. NAAC has raised the accountability of the Management, Teachers and Departments, with greater emphasis on Curriculum Enrichment, Learning Outcomes, Research & Innovations, Teacher Profile, Governance, Leadership, Student Satisfaction Index, Quality Systems and Environmental Awareness to mention a few. There are a lot of doubts on the part of college Managements located in rural areas as to whether they are able to meet the challenges of accreditation as the urban colleges. There is also a feeling that the new manual is more advanced than the previous ones. This paper is to help institutions, particularly located in rural India, to meet the challenges. The focus is confined to NAAC Criteria VI – Governance, Leadership and Management.

Rural Colleges

India is classified in to 'Rural-Urban' for examining various issues for effectively formulating and implementing socio-economic policies. Some of the characteristics of rural areas are different from those of urban areas. The Rural environment is more agrarian while urban areas are more industrial and commercial. A College set up in rural areas will cater largely to students coming from the primary sector, while the one in urban area will cater to students from secondary and tertiary sectors. However, over fifty percent of urban dwellings are in less developed slum areas dominated by the urban poor. The differences in the rural/urban characteristics are known to all stakeholders. It is equally important to note that we have more rural colleges than urban in the country and Maharashtra is no exception.

Socio-Economic Change

India is in transition. On the eve of Independence, the contribution of agriculture to GDP was around 60 per cent. Today it has declined to about 17 per cent. The significance of agriculture as an occupation has diminished. At the same time, the contribution of the Tertiary sector has gone up significantly from 25 per cent to 60 per cent during the corresponding period. It shows that more and more rural areas are

*Secretary, Kelkar Education Trust & Founder Principal (1984-2003), V G Vaze College, Mulund, Mumbai 400081 (Accredited A Grade (3rd Cycle),
mr_kurup@yahoo.com



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B K Konwar

Empowering Knowledge Institutions for Quality Enhancement

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Ethics and Morals in Integrated Education

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Higher Education in India at the Crossroads

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Empowering Knowledge Institutions for Quality Enhancement

B K Konwar*

Well defined objective oriented consistent effort to produce knowledge empowered manpower is the need of the society. The "horizontal" model of academic leadership that emphasize collaboration and team work among the similar institutes as well as group of individuals can bring wonders in the field of academia. All stake holders of an academic institute shall be prepared to assume due responsibility and tasks as the situation demands. There is importance of working teams, which tend to foster feeling of ownership and pride in the overall product of their endeavour. Organizational need to account for professional practice and expanding academic staff whose work contained an exploratory and innovative component; and growth in postgraduate programs in the creative sector requiring equivalents to the knowledge-transfer models. There is a need to understand teaching, research and innovations which represent an opportunity to reorient the existing and required systems by which teaching and research are undertaken and supported. One of the most cherished Presidents of India Dr. A. P. J. Abdul Kalam rightly stated that "21st Century belongs to the knowledge age, where acquisition, possession and application of knowledge are the most important resources. Knowledge has been the prime mover of prosperity and power; it empowers and enriches people, causes societal transformation, encourages discoveries and innovations, causes goodness in all spheres of the society resulting peace and prosperity." Knowledge is the sum total of education, experience, research, intelligence and information. It is basically harnessed in academic institutions.

Status of Education in the Country

Presently there are 654 Universities and degree awarding institutions in the country. The number of 30 universities and 695 colleges (23 per University) in 1950 has gone up by 30 folds to 634 universities and whereas colleges by 50 folds to 33,023 (55 per university) in 2011-12, thus putting huge pressure on the university administration in managing them. Similarly, the student enrolment of 3,97,000 (girls 43,000) in 1950 has surged to 1,69,75,000 (girls 70,49,000) in 2011-12. The number of graduates coming out of technical colleges was slightly over 7,00,000 in the last year. However, 75% of technical graduates and more than 85% of general graduates are unemployable by India's high-growth global industries, including information technology.

The present ratio of student: teacher in the country is almost 20:1, colleges having about 4,21,000 teachers and universities 79,000. More than 25% colleges and almost 35% universities' teaching positions nationwide are vacant, and 57% of college teachers lack either a master's or PhD degree. Similarly, in IIT, IMM etc ca. 40% faculty positions are vacant.

* Vice Chancellor, Nagaland University (Central) HQ: Lumami,
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Values Based Integrated Education

P Sam Daniel* & Rachel K Daniel**

Integrated Education impacts not just the mind but encompasses a person as a whole, that is., head, heart and hands. It will help students to integrate them into society and to bring out social change as per the needs of the global environment. It will also integrate the modern Information Communication Technologies for the overall development of the education system. Education ideals and philosophies of the past and present, East and the West will make the education process for total development and will help to make one a complete man. The traditional teacher centred education system will be changed to student centred one providing ample opportunities for the students to involve in the entire process and to encourage them to be creative. Integrated Education will integrate the teacher and the taught to make the teaching- learning process relevant to real life situation. The concept of academic-industry interaction will integrate students to develop their skills and potentials to the maximum.

In the era of global connectedness and competition, it is inevitable to have international comparisons. The learning outcomes across the world are distorted according to what is taught and how is taught. In an integrated atmosphere, students need to have understanding in and across the major disciplines, that is, scientific understanding, historical understanding, artistic / humanistic understanding and mathematical understanding. This is best done by providing new opportunities for the student to explicate. It is also necessary to make students to become moral and ethical citizens.

Challenges faced by traditional education in the light of the disruptive potentials of the new digital media is another development in the educational scenario. Parents, the community, religion, service organizations and media should participate in the education process, and to preserve the ancient but still important values. An integrated course should be more flexible, creative in its style of teaching and learning, on the one hand, and the struggle to do well on a single test instrument which valorizes having lots of information and being able to give it back on demand on the other. One of the challenges is to watch the students and to see what interests them, and find ways to help them follow that talent or passion. This does not mean ignoring what is important in school, but it does mean realizing that life is more than school and that finding one's passion can make the difference.

Regarding the issues on mother tongue education versus English medium education, it may depend on the region, the religion, the family options and dynamics. The decisions about language need to be made in terms of what is in the best interest of the child in the long run. Uniform system of education is another matter for concern. There are vast differences in resources utilized for education. Individual learners are not

*Former Principal, Bishop Thorp College, Dharapuram, Former Professor, Mosul University, Iraq. Former Dean, ACTS Academy of Higher Education, Bangalore. B 45, Kanan Nagar, Thanjavur 613007 (TN)

** Teaching Assistant, Faculty of Education, Monash University, Australia.



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Role of Instructional System Design in Mathematics
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Social Exclusion and Higher Education Policy in India:
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Technology Management in Higher Education in India

Raju Narayana Swamy*

Educators everywhere have long looked to rising technologies of their time to advance the delivery of teaching in the classroom and to reach students even in distant locations. In the early days of technology use, the focal point was on the delivery of direct teaching. The increased use of technology in education has generated considerable innovation and debate over benefits and disadvantages. The economic oriented motivation of ICT relates to the possible increase of efficiency in educational tasks, saving labour. The emergence of networked computers marks a significant development in educational opportunities with teachers and learners beyond the classroom, school, university or college.

Information Technology can be used to compensate for what conventional systems cannot afford to offer. If this is done, the reach of serious education can be extended to reach populations who otherwise would have much poorer quality instruction or none at all. Alternatively, Information Technology can be used in conjunction with factors that are scarce and expensive, such as highly trained and motivated teachers. This combination could lead to significant levels of learning in the case of developing countries (Claudio de Moura Castro, 2004). Lim (2007) argues that activity theory could be used as the theoretical framework to provide insights into the ICT integration process in education. According to him activity theory:

- provides a conceptual map to the major loci among which human cognition is distributed in the learning environment, with ICT as one of the mediating tools;
- includes other people who must be taken into account simultaneously with the subject as constituents of the activity system;
- proposes that activities are driven by something more robust and enduring than an individual goal-directed activity;
- considers the history and development of the ICT integration process.

The concept of institutionally mediated practice is very wide and has many component parts. Engeström (1987) used the following model to illustrate the components of an activity system.

As participants we are engaged in this social system (community), where certain rules apply and where the action and interaction between participants are regulated to some extent (division of labour). The upper part of the triangle is thus just the "tip of the iceberg". Actions are anchored in social conditions and requirements that are not so clearly visible. The model depicts what we mean when we say that actions are culturally, institutionally and historically situated and opens up paths for empirical research based on a contextual approach to learning.

* IAS, Commissioner of Civil Supplies (Govt. of Kerala), Vikas Bhavan, P.O. Thiruvananthapuram 695033 (Kerala)



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Value Orientation of Education

Suresh Garg*

"The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism."

These lines from National Policy on Education, 1986 highlight our glorious traditions and rich cultural heritage on the one hand and need for value orientation of education at all levels on the other. Values—moral and ethical—promote innate love for peace and reverence for truth, which are intrinsic in human life. Lack of values in individuals leads to corruption, over-emphasis on materialism and ultimately to free-fall of the society. The Education Commissions headed by Dr. Radhakrishnan and Dr. Kothari recommended that values such as *truth, peace, non-violence, right conduct and love* be induced as core values in our educational system (1948; 1966). Sri Prakasa Committee (1959) made valuable recommendations for strengthening moral, ethical and spiritual values. The need to cultivate the values of a humane and composite culture for integrated development of the youth through specialised institutions or by refashioning the education system has also been recognised in the National Policy on Education (GoI, 1986) and Programme of Action (GoI, 1992).

In spite of such well meaning intentions, not much has been achieved in concrete terms at the institutional level. The intellectuals responsible for preparation of National Curriculum Frameworks did not find much use for value education for a complex society like ours, where education is state subject and individuals are fragmented in several identities—caste, sect, culture, ethnicity, religion, language, and state. The impact of inaction has been detrimental; we observe all pervasive irresponsible behaviour, disobedience and lack of respect for elders as well as past traditions and practices, ever increasing corruption in all walks of life, little respect for rule of law and intolerance for fellow-beings, though India has patented *Ahimsa* and we regard compassion as our national treasure!

We all know that human life is the rarest privilege and humans are value-seeking by nature. There was a time when a highly educated person was also a highly moral individual. We used to revere our teachers as they led us from darkness to light and ignorance to wisdom. But today's teacher is neither insulated from material riches nor lure for power and authority. Research studies suggest that the sense of service, responsibility and duty has almost evaporated from the conscience of majority of teachers in higher education; they prefer to spend time discussing politics and trends of stock market than meet with their classes (Gangrade, 2006).

*Professor, School of Sciences, Indira Gandhi National Open University, Maidan Garhi, Delhi - 110068. scgarg@ignou.ac.in