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SEMINAR DISQUISITION

“CHANGING PARADIGMS OF HIGHER EDUCATION XII FIVE YEAR PLAN INITIATIVES”

SPONSORED BY

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION
(NUEPA)

Edited by : Dr. Denis Fernandes



**ASSOCIATION OF MANGALORE
UNIVERSITY COLLEGE TEACHERS (AMUCT)**

XXVII AIFUCTO STATUTORY CONFERENCE, 2013

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NATIONAL SEMINAR

In Association with

ST ALOYSIUS COLLEGE, MANGALORE

SPONSORED BY

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION
(NUEPA)

“CHANGING PARADIGMS OF HIGHER EDUCATION XII FIVE YEAR PLAN INITIATIVES”

Sub-themes:

- **Alternative models of Higher Education**
- **Financing with an emphasis on State Funding and Recruitment of Teachers**
- **Quality enhancement through restructuring existing degree courses**

December 1, 2013

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THE SEMINAR ENSEMBLE

-B.V.Raghunandan

Convener Seminar Committee

Ex-President, AMUCT

The confluence of the teachers in higher education from the length and breadth of the country will go down in the annals of AMUCT as the most significant event in its existence. Though there are many milestones in the history of the existence of AMUCT, the significance of the National Seminar is the true character of coverage of faculty from every state of the country. At a time when National and International Conferences are conducted as a petty affair at the local level, it is to the credit of AIFUCTO to assemble about a thousand plus teachers in one place. The event is memorable for the intellectual interaction, scholarly submission, pertinent observations and workable solutions. No one has any doubt in his mind that higher education in the country is facing many challenges and new thresholds are created everyday for incorporating changes or evolving a new dimension. But then, the problems and challenges are nothing but the question marks in the head of an intellectual, as observed by Bertrand Russel. Given the integrity and the resilience of Indians in any chosen area of activity, the challenges are only enablers for the voyage in uncovered territories.

The papers received in a seminar are the products of great minds in the teaching fraternity. The reference area may deal in contemporary challenges, the basic and constant wisdom and evaluation of the options available to deal with the problems. While the oral presentation is important and reaches the gathered audience, the documentation of the presentation creates the permanent source of the input generated. As historians blame Indians for not creating documentation of the events or recording history resulting in our viewing of Indian History through the British Eyes, events many a time unfold and go unrecorded. True, the delegates carry the mental image of the presentations. But, a record of the presentation will help in subsequent references. That is the rationale for bringing out this hand book comprising the papers that are going to be presented. It may not be possible for us to include the papers subsequent to the printing of this document. Even the papers brought on the spot for the Seminar will not be included. However, we have waited quite a long time after the deadline indicated for receiving the papers after which we are arranging the printing.

The papers are received on the theme and sub-themes and they are important. Efforts will be made to send copies of the hand book to the education departments both at our state government level and at the union government level. It is irrelevant whether the proposals will be given the consideration they deserve. It is that as the teaching fraternity, we are deliberating the problems of higher education by bringing representatives from every corner of the country. In this way, we take the initiative in our hand to mould the system for a better tomorrow. In the education departments also, there are notable changes in comparison with the past in the attitude and learning. From the role of mere dispensing with the funds, additional efforts are being made. Debates on higher education are watched, opinions are sought, ideas are challenged and a whole lot of other activities are going on. Such a changed attitude will no doubt take the generated input very seriously. It is with this hope and expectation, we are placing the ensemble in your hands.

FINANCIAL GOVERNANCE OF HIGHER EDUCATION IN POST ECONOMIC REFORMS PERIOD : POLICY SHIFTS AND EMERGING PARADIGMS

Prof. Rabi Ray, Principal
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The role of higher education in the overall development of any society is well established. Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. Besides, it contributes to national development through dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival (GOI, 1998:18). This tertiary level of education provides not only the high-level skills necessary for every labour market, but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and myriad personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies (World Bank, 2002:ix). Thus, the important functions of higher education are: creation and dissemination of knowledge; supply of manpower, specifically knowledge workers; attitudinal changes for modernisation and social transformation; formation of a strong nation-state and promotion of higher quality of individual and social life (CABE, 2005: 8).

Such a conception of higher education has its roots in the economic thinking of early 1960s. In 1961, Theodore Schultz proposed his human capital theory, wherein he conceptualized human capital as an important factor of economic growth. He defined human capital as the acquired productive capacity through investment in education. In this context, education especially the higher education came to be recognised as a key input for the development of human capital that by inculcating critical skills, knowledge and desirable outlook to workforce and has a decisive role in promoting economic growth in any society. Besides, human capital approach viewed. _ expenditure on such education primarily as an investment.

In most of the nations, developed as well as newly liberated ones alike, where state was owning the responsibility for economic growth in the post-Second World War era, such notion of education as an investment in human resource development was well accepted. As a result, education received an ever-larger share of public resources. In this financing model,, higher education was defined as a pure public good, implicitly yielding high externalities (Carnoy, 2007:218-219).

With the shift to an information economy, globalisation, and flexible organisations of production, economists have taken these arguments about human capital in the production process a step further (ibid., 207). Participation in the knowledge economy requires a new set of human skills. People need higher qualification to be capable of greater intellectual independence (The Task Force, 2000:24). Theories of development now argue that developing nations have a better chance of catching up with the more advanced economies when they have a stock of labour who have the skills to develop new technologies themselves or to adopt and use foreign technology. Further, the growth of science-based industries-chemicals-, biotechnology, telecommunications, information systems-also means that economic development depends increasingly on highly educated and scientifically trained labour (Carnoy, 2007:207).

Thus, investment in higher education makes a vital contribution to accelerate the process and rate of economic growth, through increasing human productivity. Higher education is, therefore, regarded crucial to the development of developing countries, and to their ability to compete in the global economy (CABE, 2005:8).

The introduction of new economic reform policies in early 1990s, which include stabilization and structural adjustment through drastic cut in public expenditure, has led the government to retreat from financially supporting education in general and higher education in particular. But, on the other hand, the emergence of knowledge economy has highlighted the need for better skill development and better access to knowledge, thus necessitating the need for development of higher education. Besides, with the coming into existence of GATS, the need for strengthening higher education system has been further accentuated in order to make it competitive with the foreign institutions. In such a paradoxical scenario, the financing of higher education has become quite a contentious issue.

Policy Perspective of Financing Higher Education in Post-economic Reforms Period :

The mode of financing higher education in the public sector is central to higher education policy making because it reflects how education is provided to society and at what price. It also, therefore, indicates the policy stance of the government towards higher education (Chattopadhyay, 2007:4251).

Financing of higher education remained predominantly a governmental responsibility in developed and developing countries alike. In our country, even the private institutions are publically supported through grant-in-aid system. This public financing of higher education has been based on the notion that it is a public good that generates positive externalities. Besides, the constitutional ideals of equality and social justice have also provided the framework, where public financing of higher education is considered as a necessary condition.

But, with the shift in economic paradigm from welfare state to market economy in the post-economic reforms period, there was also a policy shift in the role of the government in funding education especially the higher education. As a result of structural adjustment programme, the higher education sector came under a financial squeeze. As matter of policy both Central and State Governments have started withdrawing financial support to higher education. A commonly posed argument to rationalize the diminishing public subsidies to higher education sector has been that the governments (Central and State) have meagre financial resources at their disposal, so they lack the capacity to finance higher education. Therefore in order to deal with the financial crisis, the higher education institutions have to explore some alternative sources of financing. These are not necessarily public sources, rather these institutions have to mobilise additional resources from non-governmental sources.

Such a policy shift in financing of higher education in our country became evident for the first time in the Programme of Action (1992) for the National Policy on Education (1986), as it stated, "All institutions will be encouraged to achieve maximum self-reliance by generating resources through measures like enhancement of fees coupled with provisions of soft loans to the needy students; consultancy; testing; sponsored projects; community contributions; institutional chairs; raising donations for infrastructural development with a provision for tax exemption; establishment of industrial foundations; charging fees for specific facilities such as laboratories, library, games, magazines etc.

The grant-in-aid institutions will be allowed to utilize the additional income generated for infrastructural and other developmental activities without linking it with the government grants. As with higher education, a High Powered Committee would be set up to consider steps for mobilization of additional resources for technical education, to bring about a better balance in the funding of institutions for technical and management education and research, and to improve the cost efficiency of the technical education system. Efforts will also be made to streamline the scheme of educational loans with a view to making it more customer friendly" (quoted in AICTE, 1994:1).

In the light of above recommendations, the Government of India set up two committees. One Committee on UGC Funding of Institutions of Higher Education was set up under the chairmanship of Justice K. Punnayya and the other High Power Committee for Mobilisation of additional resources for Technical education was set up with Dr. D. Swaminadhan as its chairman. The recommendations of these committees set the direction of government policy with regard to financing of higher education in the years to come.

The Punnayya Committee, (1993) in its report, recognised a major role of the State in funding the essential maintenance and developmental requirements of the universities, but at the same time, it recommended that by augmenting their resources the universities

should cover a larger proportion of the cost of providing education. The resources generated by the universities should be sizeable in the course of time and should constitute at least 15% of the total recurring expenditure at the end of first five years and at least 25% at the end of 10 years. In the committee's opinion the universities should generate internal resources by revising fees for library, laboratory, sports and thus recovering a significant part of the recurring cost. Similarly, the hostel fees should be raised to meet all the actual recurring cost and even a part of capital cost in due course of time. Besides, with a view to mobilising resources from within the country and abroad, it also recommended the formation of alumni association in each university.

In a similar tone, the Swaminadhan Committee (1994) recommended that the time was ripe for the higher and technical education institutions to move towards less dependence on government funding and become self-reliant to a possible extent. In its view, technical institutions and university departments offering technical courses are presently faced with the challenge of meeting the steadily escalating cost of salaries, materials and services, maintenance, library books and journals, replacement of instruments and equipment, modernization of institution and development of laboratories, workshops and teaching facilities without loss of quality of education (ibid., 10). In such a situation, the committee had been of the opinion that the dearth of resources faced by the institutions could not be met by government funding as 'over dependence on government support has already led to both inadequacy and rigidity in resource allocation to various sectors of academic activity' (ibid., 3). Therefore, in its view, "it is essential that institutions should reduce this dependence through raising internal and external resources like contributions from industry, alumni, charitable trusts etc., elimination of wastage and improvement of financial management practices. There is much to be gained through interaction among institutions, laboratories and industries by way of equipment sharing, collaborative R & D, joint academic programmes, sharing and exchange of faculty and sponsored research" (ibid., 3). Besides, the institutions should generate revenue through consultancy, testing and certification, sponsored research projects, part-time courses, development of software etc.

Thus, both these committees underscored the need for reducing reliance on public funding and advocated exploring and mobilising non-government resources. Such a stance taken by these committees was quite in consonance with the structural adjustment programme adopted by the government that was emphasising the retreat of the government from social sectors.

The discussion paper entitled *Government Subsidies in India* issued by the Ministry of Finance, Government of India in May 1997 was another important document manifesting policy shifts in financing of higher education in the country. The paper identified a large set of social and economic services, classified them into public goods, merit goods and non-

merit goods on the basis of their externalities, and proposed to reduce subsidies to non-merit goods in order to reduce fiscal deficits. In case of education sector, education upto elementary level was classified as a merit good, and education beyond elementary level, i.e. secondary and higher education, was labelled as a non-merit good. The rationale behind such a stance was that the private benefits of public spending on higher education outweigh the social benefits. Besides, as most of the subsidies in the higher education sector accrue to the middle or high-income groups and the target population is not actually benefited by the subsidies, hence the 'subsidy regime is not tangibly progressive'. Since public spending is financed by the public tax, subsidising higher education would actually amount to subsidising the rich by the poor. In this backdrop, it was proposed that the subsidy on higher education should be reduced from the existing 90 per cent to 25 per cent over a period of five years.

Although, the Government of India in the report of the Ministry of Finance on Central Government Subsidies in India 2004, revised its earlier position of defining higher education as a non-merit good and reclassified it as a 'Merit (I)' good, deserving public subsidies to a certain extent, but, there was no change in the government's perspective regarding the role of higher education.

The *Report on a Policy Framework for Reforms in Education* submitted to the Prime Minister's Council on Trade and Industry in April 2000 proved to be another significant development in the education policy making in India. This report was prepared by the Special Subject Group on Policy Framework for Private Investment in Education, Health and Rural Development with business tycoons Mukesh Ambani and Kumarmangalam Birla respectively as its convenor and member.

Regarding financing of higher education, the Report suggested that given the sustained fiscal deficits, two methods could be adopted to overcome the problems in financing higher education. The first method is to recover the cost of higher education and the second is to develop the credit market for education, together with provision of selective scholarships in higher education. It stated categorically: "Subsidies for higher education should be gradually withdrawn through higher fees and changes in fee structure" (Ambani & Birla, 2000:110). Further, "user pays principle to be enforced strictly for higher education supported by loan schemes as well as financial grants for economically and socially backward sections of the society" (ibid., iv).

The Report envisaged that introducing loans improves resource allocation since students would enroll to courses with better returns. It will also attract resources to the education sector as it is linked to graduates' future earnings. Since sufficient collateral cannot be provided by students, a scheme for government guarantees coupled with an

independent recovery authority needs to be institutionalised (ibid., I 10-111).

Thus, the recommendations of the Ambani-Birla report were intended to reorganise higher education sector in the country on a commercial basis.

In pursuance of the decisions taken in the meetings of the CABE on 10-11 August 2004, the Government of India constituted the 'Committee on the Financing of Higher and Technical Education' to examine in detail the critical issues relating to financing of higher and technical education.

The committee observed that the rates of cost recovery in higher education were already fairly high in many universities, and the scope for any further increase in cost recovery was extremely limited. The committee observed that the revenue generation through student fees beyond 20 per cent might seriously affect access to higher education (CABE, 2005: 47).

Therefore, the committee emphasised that generous state funding of higher education was critically needed for quantitative expansion, for improvement in quality and excellence, and for preserving and promoting equity in higher education. The government-union and the states-must make a firm commitment to sustained funding of higher education institutions in such a way that basic teaching, research and extension activities are not affected in their quality and quantum due to paucity of financial resources (ibid., 45).

Regarding the mobilization of additional resources, the committee proposed that universities might be encouraged to generate additional revenues from non-governmental sources, without affecting equity, and other academic aspects of the higher education institutions. Besides, institutions of higher education may be encouraged to forge close links with industry, mainly to improve academic relevance of the programmes being offered by the university (ibid., 49).

The report of the committee exhibited some points of departure from the earlier policy stances regarding mobilisation of non-governmental resources. However, such a policy stance could not become a permanent feature of higher education policy making in India.

The National Knowledge Commission established as an advisory body to Prime Minister of India, in its report contended that the expansion of our system of higher education was not possible without enhanced levels of financing, which must necessarily come from both public and private sources.

In the Commission's opinion even by raising the state funding of higher education sector to the level of 1.5 per cent of the GDP would not suffice for the massive expansion in higher education. Therefore, it is essential to explore a wide range of possibilities which can be complements to the increase in public expenditure (NKC, 2007: 55).

In this regard, the Commission observed that fee levels in universities and other higher education institutions are quite low and there is a need to rationalize them to meet at least 20 per cent of the total expenditure in universities. In addition, fees need to be adjusted every two years through price indexation (ibid.).

Further, the Commission contended that most public universities were sitting on a large reservoir of untapped resources in the form of land. Hence, it should be possible to draw up norms and parameters for universities to use their available land as a source of finance (ibid., 44).

Furthermore, the Commission recommended tapping such sources as alumni contributions, licensing fees, or user charges for using facilities in universities by people from outside.

Thus, the National Knowledge Commission in its report largely emphasised the mobilisation of internal and private resources by the higher education institutions. For the management of these resources the Commission also proposed the creation of supportive institutional mechanisms that would allow universities to engage professional firms for mobilising resources.

The Committee to Advise on Renovation and Rejuvenation of Higher Education constituted by the Government in February 2008 under the chairmanship of Prof. Yash Pal (hereafter Yash Pal Committee) in its report has recognized that the cost of providing quality education is increasing. Therefore, the universities require constant infusion of funds to maintain and upgrade their facilities, resources and technologies. But, as the State funding for the universities has been dwindling over the years, the universities are expected to raise their own resources (YCR, 2009: 41)

In this regard, the Committee has suggested that while the State cannot walk away from its responsibility of financing higher education, imaginative ways will have to be devised to find complementary sources of funds so that our universities can move beyond their current levels of engagement with students and excellence in providing education (ibid.).

One such measure as suggested by the committee is introduction of differential fee structure in the universities. This suggestion has been based on the premise that though a large number of students in our universities need to be funded by their institution and the State, yet a large segment of students in our universities can afford to pay for their education. Therefore, absence of differential fee would only lead to subsidization of education of students who can afford to pay for their education. Besides, the Committee has also recommended that guaranteed student loans at low interest rates for those who can take loans and free education for those who cannot afford it at all will be necessary to educate

India (ibid., 42).

Further, the Committee, while emphasising the need for engaging stakeholders particularly the alumni in funding universities, has recommended that changes in regulatory systems are required to encourage philanthropy from society (ibid., 41).

Thus, in the post-economic reforms period, the recommendations of various policy documents have clearly exhibited the impact of neo-liberal ideology on higher education policy making in our country. Consequently, these policy documents while emphasising government's inability to expand higher education, have been highlighting the need for introducing cost-recovery mechanism in public higher education institutions, introducing educational loan schemes and mobilising non-governmental resources by the institutions to meet their financial requirements. Such policy shifts in financing of higher education are resulting in the emergence of new paradigms in financial management in higher education institutions.

Emerging Paradigms of Financial Management in Universities

In the backdrop of such a policy discourse on financing of higher education, the government funding to higher education sector began to diminish continuously in the post-economic reforms period. As a result of dwindling government grants, and with the government even imposing cuts on the committed grants, a situation of financial crunch is being witnessed in most of the public universities.

The reduction in government funding is thus bound to have its bearing on the nature and working of these institutions. The major problems emanating from this financial crunch include lack of requisite and regular faculty, inadequate development of infrastructure and facilities, lack of latest equipments etc. These problems are affecting the academic and co-curricular activities in these institutions.

In order to offset the financial crunch, the universities have been desperately looking for alternative non-governmental resources for their smooth functioning. They have started resorting to different measures as suggested by different governmental committees. Fee hike has been the easiest way adopted by these to deal with financial crisis. Along with the hike in student fees, the universities are continuously raising other fees and charges like prices of forms and prospectus, examination fees, migration fee etc. Introduction of self-financing courses in the already existing departments and establishing self-financing institutions have been other significant measures resorted to by the universities. These are shifting focus from fundamental research and teaching basic sciences and social sciences to professional courses. Besides, the conduct of entrance tests for different courses is proving to be a big source of revenue for the universities.

Other measures adopted by universities to cope with the financial crunch are developing collaborations with industries, organising alumni association, getting donations from individuals and institutions, sponsorships from corporate houses, commercial use of facilities, allowing commercial advertisement in the campus etc. Besides, the universities have been adopting austerity measures especially of not filling the teaching and non-teaching posts on regular basis.

In the face of universities being engaged in resource generating and cost cutting exercises, new paradigms of their financial management have started emerging.

Traditionally, the university is viewed as an institution devoted to development of new ideas and desirable human values, and having a significant role in the development of a democratic society. But, with the policy discourse of neoliberal persuasion in the post-economic reforms period, the orientation of the universities has been undergoing a sea change. The mounting pressure to mobilise resources for their financial selfsufficiency has been giving a pro-market orientation to universities. As a result, the paradigm of organising the universities on commercial basis in order to make them selfsufficient is gaining ground. This paradigm demands that the universities should start offering such courses which have a demand in the employment market, so that exorbitant fees could be charged. Further, for mobilising additional funds, the research activities should also be oriented towards the needs of the industries and corporate world. Moreover, the land, infrastructure and facilities available in the universities should be commercially used for generation of resources. In such a situation, the universities have to work as fund raising and fund managing agencies by adopting a corporate-type management structure. This model of corporate-type financial management has clear manifestation in the ongoing policy discourse in our country. Earlier, the National Knowledge Commission proposed the creation of supportive institutional mechanisms to allow universities to engage professional firms for mobilising resources and afterwards the Yash Pal Committee suggested that the universities and other academic institutions should be able to hire professional fund raisers and professional investors to attract funding from non-government sources.

CENTRE CANNOT HOLD- THINGS FALL APART

(Financing with an emphasis on State Funding and Recruitment of Teachers)

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INTRODUCTION

‘Quality’ has a key priority in higher education. It facilitates in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. But majority of higher education institutions perform poorly in the area of quality on a relative global scale. Prime Minister Manmohan Singh opines that, “Our University System is, in many parts, in a state of disrepair. In almost half of the districts in the country, higher education enrollments are abysmally low; almost two-thirds of our universities and 90 percent of our colleges are rated as below average on quality parameters. I am concerned that in many State University appointments, including that of Vice-Chancellors, have been politicized and have become subject to caste and communal considerations, there are complaints of favoritism and corruption”.

‘Quality’ differentiates ‘an ordinary from an extra-ordinary’, a ‘dunce from an intellectual’ a ‘raw substance from an artefact’. The objective of higher education in India is to impart quality education through competent and dynamic resources. Kothari Commission (1966) was introduced to promote quality and social justice, and to reduce social and cultural differences through diffusion of education. The University Grants Commission was set up by the Union Government in 1956 with an aim to maintain quality in education and also to monitor the funding to higher education institutions across the country. Section 12 of the UGC Act of 1956 requires UGC to be responsible for “the determination and maintenance of standards of teaching, examination and research in universities”. To fulfill this mandate the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly and indirectly, through State Councils, Department of Higher Education, and Academic Staff Colleges.

In spite of all these relentless efforts the Indian Higher Education System is yet to come up to the expectations of global standards. The epicenter of this problem is mainly located on ‘Financing with an emphasis on State Funding and Recruitment of Teachers’. The main purpose of financing is to support quality of educational services.

REVIEW OF LITERATURE

G.O.Ms.NO.1072.Edn. Dept. dated 26-11-1976. This G.O is related to exemption from possessing M.Phil for promotion. Candidate will be eligible for revised scale after obtaining M.Litt/M.Phil/Ph.D degree.

G.O.Ms.No423 Education (M1) Department dated 19-04-1979. This G.O is related to relaxation from acquiring M.Phil qualification for promotion as lecturer. Candidate should acquire M.Phil within 5 years failing which his future increments will be stopped. (If suitable candidate is not available for promotion).

G.O.Ms.No.50 Edn. Education (HE.1) Dept. dated 23-01-1986. This G.O is related to relaxation from M.Phil for promotion and to acquire M.Phil within 8 years or give evidence of equivalent published work of high standard failing which his future increments will be stopped. (If suitable candidate is not available for promotion).

Government of Andhra Pradesh Edn. (UE) Dept. Letter No.101/UE2/89-11 dated 30-08-1989. This letter is related to keeping the promotion channel open to Junior Lecturers to appear in NET for promotion to Degree Colleges.

G.O Ms.No.520 Edn (UE) Dept. dated 15-12-1988 related to UGC Pay Scales 1986 and fitment formula.

G.O.Ms.No.280 Education (HE.1) Dept. dated 05-11-1990 This G.O is related to promotions for eligible candidates as per existing promotion rules and they will be eligible for UGC Pay Scales, others who are not eligible also will get promotions but they get State Pay Scales till they acquire qualifications for claiming UGC Scales.

G.O.Ms.No 378 Education (HE.1) Dept dated 21-11-1991.This G.O is related to exemption from qualifications prescribed by UGC and also exemption from 50% of marks and claiming UGC scales after eligibility.

G.O Ms.No. 208 Higher Education (UE.II-1) Dept. dated 29-06-1999, UGC Pay Scales 1996

This is related to UGC Pay Scales of 1996.

G.O.Ms.No.61 Higher Education (HE) Dept. dated 16-07-2001. This is related to exemption from passing NET to that Jr.Lecturers appointed before 1986 and promoted as lecturers and also for direct recruitment.

UGC Regulations 2000 dated 04-04-2000. Relates to exemption from NET only by UGC on sound justification

G.O.Ms.No.47 Collegiate Education Service Special Rules Higher Edn (CE.I-1) Dept. dated 14-05-2007. This G.O is related to qualifications and eligibility for the post of lecturer in government colleges and P.G colleges –NET/SLET/M.Phil/Ph.D with 55% at P.G level

G.O.Ms.No.123 Higher Education (CE.1) Dept dated 21-07-2008. This is related to exemption from possessing NET/SLET/M.Phil/Ph.D for promotion to post of lecturer with only 55% of marks at P.G level and drawing State Pay Scales and eligible for UGC Scales after acquiring NET/SLET/M.Phil/Ph.D qualifications

G.O Ms.No.128 Higher Education (CE.1) Dept. dated 24-08-2010. This is related to latest condition on qualifications for promotion/recruitment by omitting M.Phil from list of qualifications and by amending previous G.O Ms. No 123 dated 21-07-2010

UGC Regulations 2009 dated Sep. 2009. This insists on minimum qualifications NET/SLET/PhD for the post of Asst.Prof/Associate.Prof/Professor in universities and colleges.

UGC Regulations 2010 dated 30-06-2010. This insists on minimum qualifications NET/SLET/PhD for the post of Asst.Prof/Associate.Prof/Professor in universities and colleges.

UGC Regulations 2012 dated 20-04-2012. Related to granting funds to institutions apart from insisting on qualifications.

UGC Regulations 2013 dated 13-06-2013. Related to performance indicators for upward mobility of teaching staff for their CAS.

NEED AND IMPORTANCE OF THE STUDY

The need and importance of this study is to make an analysis on the attitude of the policy makers and the very purpose of granting funds to enhance quality in education. A serious study has to be made on the practical application of these financial resources, whether they are being properly utilized by the recipients of respective states for achieving the expected results. State funding has to support best practices related to preparation, recruitment and retention of quality teachers. Quality teachers have positive influence on student learning. They help students achieve high academic standards. The UGC and State Councils should develop, coordinate methods to keep a watch on standards. To promote quality they have to focus on performance, curricular reforms, better human resource management, and schemes to promote high quality research. The Department of Higher Education has to create a conducive environment and provide incentives to attract and retain high quality faculty. Faculty is the major driving force for overall quality and excellence in higher education. But it is a matter of grave concern that a large number of faculty positions remain perennially vacant due to either non-availability of suitably qualified persons or due to procedural restrictions, fund constraints in State Universities and Colleges. In order to ensure that expansion drive in higher education is sustained, initiatives shall be taken to attract and retain the best talents as faculty resources by creating conducive working ambience and by making teaching and research as a lucrative career destination through continuous central assistance. Though sufficient number of quality teachers is available, the State

Governments under the influence of Recognized Associations yielding to favoritism and corruption traditionally hire less-qualified /unqualified candidates. As a consequence, many students particularly at-risk students are being taught by teachers who lack the knowledge and skills necessary to produce desired student learning. “The effects of teacher quality are long-lasting, and cumulative, especially for these at-risk students.”(Haycock, 1998)

OBJECTIVE OF THE STUDY

The objective of the study is to focus on the role of the University Grants Commission, State Council for Higher Education, Departments of Higher Education, Academic Staff Colleges -their responsibility in judicious use of finances for recruiting quality teachers for the maintenance and sustenance of quality in higher education.

RESEARCH METHODOLOGY

This paper is descriptive in nature. The information is collected from Secondary Sources. All the related G.O's from various governing bodies-such as UGC, AP State Council for Higher Education, Dept. of Higher Education A.P, Orders of Hon'ble Courts of A P, and Proceedings of Collegiate Education A.P have been referred to for a study in this matter.

ROLE OF -UGC

‘University Grants Commission’ is a statutory organization set up by the Union Government in 1956, charged with coordination, determination and maintenance of standards of University Education. It provides recognition to universities in India and disburses funds to such recognized Universities and Colleges. It works in consonance with professional councils for furtherance of its aims and objectives. It conducts National Eligibility Test (NET) for setting high standards of teaching. It also conducts State Level Eligibility Test through accredited agencies. As a part of quality movement UGC has set up NAAC. But the effective functioning of the UGC depends on implementation of its policies by the State Councils and Department of Higher Education of respective states.

UGC has been funding the state governments (80%) towards salaries of its employees drawing UGC Scales of Pay, and also for maintenance of institutions (universities/colleges) for a period of 5 years, and the remaining (20%) is met by the state governments concerned. But UGC has not been successful in having a say in the functioning of government colleges run by state government (A.P). In matters related to recruiting quality teaching staff in universities/colleges the efforts of UGC have become partially successful. The regulations issued by UGC have been amended by State Government (A.P) in favor of unqualified candidates. From 1976 to 2010 i.e. for a period of 15 years UGC Rules and Regulations have not been implemented in A.P and injustice has been done to qualified junior lecturers waiting for promotions. Though sufficient number of qualified candidates was available

for promotion, Department of Higher Education A.P did not conduct DPC for a period of 4 years (2006-2010) under the false assumption that qualified candidates are not available. Thus the mission and vision of UGC has not been materialized by the State Government. UGC needs to have a control in such matters, through the State Councils.

ROLE OF- STATE COUNCIL OF HIGHER EDUCATION A.P

The Andhra Pradesh State Council for Higher Education (APSCHE) came into existence on 20th May, 1988 through an Act (No. 16 of 1988) of the State Legislature to advise the Government in matters relating to Higher Education in the State and to oversee its development with perspective planning and for matters connected therewith.

The APSCHE, the first of its kind in the Country, was set up as per the recommendations of the National Education Policy 1986. It is primarily a coordinating and liaisoning body between the University Grants Commission, the State Government and the Universities. It is the general duty of the Council to coordinate and determine standards in institutions of Higher Education in accordance with the guidelines issued by the University Grants Commission from time to time and suggest remedial action where ever necessary.

1. To evolve perspective plans for development of Higher Education in the State.
2. To forward the Developmental programmes of Universities and Colleges in the State to the University Grants Commission along with its comments and recommendations.
3. To formulate the principles as per the guidelines of the Government and to decide upon, approve and sanction New Educational Institutions by according permission keeping in view the various norms and requirements to be fulfilled.
4. To facilitate training of teachers in Colleges and Universities.
5. To prepare an overview report on the working of the universities and the colleges in State and to furnish a copy of the report to the University Grants Commission.

APSCHE as a representative of UGC has to direct the State Government in matters related to-

- Recruiting quality teaching staff as per UGC norms, and also to attract and retain them in the teaching profession by providing deserving pay and incentives
- Maintenance of proper infrastructural facilities in government institutions
- Permission to new private institutions in consonance with UGC standards-regarding physical amenities and qualified teaching faculty.
- Orientation and Refresher Courses to qualified teaching staff at appropriate period of time.
- Informing all the heads of the institutions to identify teachers holding fake/invalid

degrees (M.Phil/PhD) obtained through distance mode and initiate necessary penal action against such candidates.

ROLE OF DEPARTMENT OF HIGHER EDUCATION

Department of Higher Education of A.P has a prominent role to play in enhancing and enriching the quality of education in government institutions. But quality teaching has been neglected from 1976 to 2010 by the department for it has sacrificed quality to satisfy quantity thereby amending UGC norms and regulations for the sake of unqualified candidates. The G.O's issued by the department from 1976 to 2010 reveal the fact it has not acted in accordance with the guidelines of UGC and has not coordinated in maintaining and sustaining quality in higher education. It has failed to implement its own Orders owing to favoritism and corruption. Only with the intervention of Hon'ble Courts it has realized the importance of its own G.O's. Further it has failed to support its quality teaching staff in matters related to UGC Pay Scales, Fitment Formula, Fixation, Designation and other Service related matters. Instead of using their resources for effective class room instruction, the teaching staff is made to concentrate on legal areas. This is not a welcome sign for the teacher and also for the student who in fact are the major stakeholders in leading higher education and the nation to the path of glory. A balance between dynamic young quality teachers and experienced retired quality teachers has to be maintained for academic and wealth of higher education institutions. The policy of encouraging and rewarding quality teachers and initiating action against the unqualified teachers has to be strictly implemented to protect the basic values of quality education.

ROLE OF ACADEMIC STAFF COLLEGES

UGC, in order to improve quality, has established Academic Staff Colleges to re-orient teachers and provide refresher courses in subject areas. These courses are essential for academic improvement of teachers and also for their career advancement scheme. But these courses have become traditional and mechanical and have become routine activities to the resource persons of ASC's. Negative attitude has crept in the minds of the Officials of these Academic Staff Colleges for they are of the wrong notion that teachers of government colleges attend these courses only for the sake of increments and for career advancement scheme. The impression created by the unqualified teaching staff of government colleges has diluted the standards of ASC's. These programmes sometimes lacked proper direction and gravity in meeting the demands of UGC. The ASC's have become refugee camps for certain sections of the teaching staff. There is no systematic approach on the part of Dept. of H.E for it has been nominating unqualified candidates frequently and repeatedly to these programmes ignoring the fact that such programmes are essential to qualified teachers for their immediate need. Academic Staff Colleges, keeping in tune with modern-day requirement should make use of their resources and conduct courses

through the faculty Promotion Scheme by upgrading the Academic Staff Colleges as Faculty Development Centers with defined roles and responsibilities.

CONCLUSION

Quality of Higher Education depends on the initiatives taken by the policy makers in coordination with agencies of State Government concerned. The quantum of funding and the quality of utilizing these funds for promoting quality in Higher Education is of prime value. MHRD has planned to revamp Indian Higher Education by launching RUSA (Rashtriya Uchchata Shiksha Abhiyan) to improve the quality of higher education through State Higher Education Council. Whatever may the initiation be, unless the policy makers have a control on the implementing bodies, the funding/financial assistance will be a mere waste. Quality is related to quality in teaching and quality atmosphere for teaching. Teacher has a significant role to play in quality enhancement and sustenance. Therefore the funding agencies have to immediately address his genuine financial needs, creating a conducive atmosphere where his academic potentialities could be utilized to the maximum. Quantity of funding and quality of execution should go hand in hand for shaping the future of higher education in the global world.

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HIGHER EDUCATION AND QUALITY ENHANCEMENT: SOME PERSPECTIVES

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Higher education lends itself to multiple meanings in society with pluralistic views, cultures and ideologies. It imparts knowledge of teaching, learning, research and extension. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around.

If we critically analyze the different concepts of higher education, we can list the various roles higher education plays in the society. Scientific and technological advancement and economic growth of a country are as dependent on higher education system as they are on the working class. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas are possible because of our world-class higher education infrastructure. Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge and skills from time to time based on the societal needs.

The main objective of higher education is to achieve the standard. Its aim is to move towards excellence. This is also the main focus of the Twelfth Five Year plan. We, being teachers, principals, heads of departments and planners and policy makers in education, must strive hard to achieve this objective. One should follow the qualitative models to excel in any field of knowledge. Thus, the aspect of quality has become important in higher education these days. The Indian students of the higher education institutions must be provided multiple skills to make them ready to face the competition. There is a need of quality enhancement in higher education through innovation, creativity and regular monitoring of the institutions.

Quality as a concept is a 21st century phenomenon and it is a much-debated term. To some, it is like beauty that lies in the eye of the beholder! Those who believe in this are relativists, whereas those who believe quality can be specific attributes that can be identified, they are objectivists. Quality has both absolute and relative connotations. The concept of absoluteness in quality boosts the morale of the higher education system at the delivery end i.e. institutional, and at the receiving end i.e. students.

The dimensions of quality seem to have two implications, i.e., functionality of the output and meeting the basic standards. Hence, the quality of a higher education system may be seen from the point of view of norms and standards, which may evolve depending on the need of the hour. In the 21st century, it is crucial to identify the relative norms for different components of a higher education system. The alternative dynamics for teacher preparation and the sustaining quality in teacher input are curriculum design and development, curricular practices vis-à-vis emerging principles of pedagogy, evaluation of learners performance and progress vis-à-vis curriculum evaluation, etc. The quality of these components may also differ from institution to institution. Sharing of the experiences among institutions on quality issues may not only generate ideas for evolving norms and strategies for their quality assurance of management processes but also curricular inputs and practices, and the evaluation system.

Although the policies are made and priorities are set at the top, it is everyone's duty to work for the quality enhancement in an educational institution. And the activities for assuring the quality should be done on the regular basis. It should not be considered as a one time activity for accreditation alone. However, accreditation as external quality monitoring (EQM) can be found in all types of higher education systems.

The University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for the determination and maintenance of standards of teaching, examinations and research in universities. To fulfill this mandate, the UGC is continuously developing mechanisms to monitor quality in colleges and universities directly or indirectly. In order to improve quality, it has established national research facilities, and Academic Staff Colleges to re-orient teachers and provide refresher courses in subject areas. The UGC also conducts the National Eligibility Test (NET) for setting high standards of teaching.

Over the years, various committees and commissions on education have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system. The concept of autonomous colleges as recommended by Kothari Commission (1964-66) has its roots in the concept of quality improvement. Since the adoption of the National Policy on Education (1968), there has been a tremendous expansion of educational opportunities at all levels, particularly in higher education. With the expansion of educational institutions, came the concern for quality. The constitutional amendment in 1976 brought education to the concurrent list making the central government more responsible for quality improvement (Stella and Gnanam, 2003). The New Education Policy (1986) emphasized on the recognition and reward of excellence in performance of institutions and checking of sub-standard institutions. Consequently, the Program of Action

(PoA) in 1986 stated, “As a part of its responsibility for the maintenance and promotion of standards of education, the UGC will, to begin with, take the initiative to establish an Accreditation and Assessment Council as an autonomous body.” After eight years of continuous and serious deliberations, the UGC established NAAC at Bangalore as a registered autonomous body on 16 September 1994, under the Societies Registration Act of 1860

21st century ushered in a knowledge-based society wherein Information and Communication Technology (ICT) plays a pivotal, role. Enhancement of quality in higher education institutions can be assured with the employment of technology. It is a widely accepted fact that the intervention of ICT as an administrative tool and exchange of knowledge will bring about a sea change in the teaching–learning–assessment process.

This method can be best utilized through (a) networking of the open learning system with traditional Universities, (b) interdisciplinary interactions at intra-institutional and inter-institutional levels, (c) networking of institutions globally, (d) data based management of higher education, (e) changing the orientation of institutions by incorporating self-financing in their financial management, (f) assessment and accreditation of higher education institutions and creation of different statutory and regulatory bodies at the national level.

The use of ICT in Education helps

- facilitate easy access of internet in all the colleges
- enhance the teaching –learning process through ICT resources
- equip teachers, students and administrators with digital literacy
- provide a platform for sharing of ideas and techniques and pooling of knowledge resources
- revamp the processes involved in examination, assessment and administration with the help of the ICT
- train teachers in the preparation of e-content

The other factors that help further to improve the quality of higher education are as follows:

- (i) A well-planned and structured interaction to be developed between Centres of Academic Excellence and other Universities/Institutions.
- (ii) While restructuring the syllabi and courses, efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. The courses should be so designed that critical reading and interpretation of classics, practical field work wherever relevant, and application of readings and other skills are given importance.
- (iii) Quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet. The courses should be so designed to make good use of these modern developments.

- (iv) In restructuring of syllabi, all stakeholders such as students, teachers and users of services should be involved. However, teachers should be given flexibility within the norms and benchmarks decided by the stakeholders.
- (v) Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented.
- (vi) Quality of higher education can also be improved by inducting quality oriented objectivity in merit promotions of teaching faculty. Specification of weightages for teaching, research publications/ supervision would help in making this transparent and credible.
- (vii) Re-organization and integration of various faculties, particularly in social sciences, around inter-disciplinary and multi-disciplinary courses can also help in quality improvement in teaching, research and consultancy. UGC, ICSSR and other research funding bodies should encourage inter disciplinary/ multi-disciplinary Seminars/ Conferences/ Research projects. These bodies could allocate at least 50 percent of their research funds for inter-disciplinary activities. UGC could also take initiatives to open Centres/ Schools for promoting multi-disciplinary teaching and research.
- (viii) Basic Parameters of Academic Merit need to be developed for bringing transparency and credibility in the process of granting promotions under the Career Advancement Scheme. There should be no disparity between Readers/Professors appointed through open selections and those promoted on the basis of the Career Advancement Scheme.
- (ix) A critical review of activities of higher educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based one is now necessary to arrest the erosion in quality in spite of the resource crunch.

Education is for enlightenment and it can be realized only through the proper guidance of a teacher for whom there is no alternative, in spite of the use of advanced technological gadgets. Quality in education is sure to enhance when the teacher is provided not only a proper training in the changing trends but also a hassle-free environment for his *self*.

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QUALITY ENHANCEMENT THROUGH RESTRUCTURING EXISTING DEGREE COURSES IN THE PERSPECTIVE OF CHANGING PARADIGMS OF HIGHER EDUCATION

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One of the greatest personalities of India, Swami Vivekananda had once said "Education is the manifestation of the perfection already in man". The qualitative and the quantitative expansion of higher education are the pillars of economic, social and cultural development of any country of the world. Previously the nations were measured by the strength of the army but in modern times knowledge is determines the strength of the nations. The status of a country will be determined by the number of excellent institutes that can innovate new knowledge. In our country massive growth of state funded higher education is noteworthy but in comparison to other developed countries of the world the gross enrolment ratio and the quality education in the field of higher education are not satisfactory. According to experts a minimum twenty to twenty three percent general enrolment of the students of the relevant age group of 17 to 23 years in the field of higher education is the primary condition for the overall development of any country of the world. The quantitative expansion may be an important factor but the institutes of higher education should concentrate on quality.

Education is a fundamental pillar of democracy, human rights and sustainable development of the society. When the world is undergoing rapid changes, the higher education of our country should be vision-oriented and the higher education system should educate students to become motivated and well –informed citizens who can analyse the problems of the society and bear the responsibilities for over-all economic, social and cultural development of the country. Higher education makes the citizens the members of knowledge – society. It is an urgent need to expand higher education with quality so that specialized form of human capital will be able to contribute towards sustainable development of the nation.

The concept of quality has been drawn from industry. Initially, education and industry functioned independently. In the recent years, education and industry both have moved towards each other. The concept of standard quality used in industry are being considered for application in the field of education. The British standard BS 570 its international

equivalent ISO 9000 and Indian equivalent ISI 14000 has attracted educational circles. Quality has been defined by the as the totality of features and characteristic of a product or service that bear on its ability to satisfy stated or implied needs (Bureau of Indian Standard 1988).

The International conference on Quality Assurance in Higher Education was held in 1991. The International network for quality Assurance Agencies in higher education (INQAAHE) was launched during the conference. Quality is multidimensional and through higher education it strikes to develop human resource of a global standard. To enhance quality in the field of higher education National knowledge Commission has emphasized on (a) Accountability (b) making the universities the hub of research and development (c) Provide proper infrastructure (d) shift to course credit system (e) Internal Semester-based assessment. On the basis of the opinion of the knowledge Commission it is to be emphasized that education particularly higher education leads to formation of human capital and is an important investment for the development process and it depends on four principals (a) Learning to know (b) Learning to do (c) Learning to live together and (d) Learning to be . This learning process should be dynamic involving continuous monitoring of performance and corrective actions when necessary.

There is no denying that going by hard statistics – there has been an impressive growth in the sector of higher education in post independent India. The number of universities rose to 564 in 1911-12 from 30 in 1950-51, the number of colleges increased to about 35000 in 1911-12 from 700 in 1950-51. The enrolment of students in higher education increased 42.76 percent compared to the percentage of 1950-51. This picture of increase of educational institutions and the number of enrolment apparently looks bright but the ground reality is that the average quality of higher education in India is much below the average quality that we find in western countries. Today there is strong feeling that the skills of graduates do not match the need and expectations of the employment sector. The skill of young graduates requires (a) Time management (b) communicative ability (c) power to work under pressure (d) Attentions to details followed by accuracy (e) Managing different tasks in allotted period.

Quality education attracts/more significantly for accepting the challenge in the global competitiveness. Quality improvement in the field of higher education is a continuous process and it should be implemented according to the changing needs of the socio-economic condition of the country. To establish the quality in higher education one needs the existence of faculty of suitable quality and institutional infrastructure of global standard. In our country, most of the higher institution follows the old paradigm of constant teaching and variable learning process which fails to match the emerging needs of the student community and the economic activities of the employment sector. Globalization paves the way of knowledge

revolution and this type of revolution provides knowledge capital replacing the land and finance capital and in present era this capital becomes an important agent of economic, social and cultural development of the society.

Restructuring of existing degree courses in Colleges is essential for quality enhancement in the field of higher education. In the eleventh plan, University Grants Commission recognized the need to introduce academic reforms in the university and colleges and this reforms emphasized the changes of admission procedures in various courses, assessment of examination methods, switch over to semester system and assessment of student's skill. Regarding restructuring of degree courses in colleges there is a need to bring major component of internal assessment through tutorials, seminar and presentation by students with a view to reduce in written component and to adopt credit system with credit accumulation.

Now it is strongly felt that proper attention should be given to restructuring of degree courses for enhancement of quality in higher education arena. Today it is evident that most of the students are doing degree courses without any interest and they believe that the course they are following will provide them employment. In this way it is apparent that there is a mismatch between educational preparation and the manpower needs of the society.

The present day curriculum in some subjects have no relevance and poor quality of students is blamed for educated unemployment. The curriculum of the degree courses should be suitable for employment sector. The preparation of course materials should be done in consultation with the experts who are highly experienced in training, research and development from various relevant fields so that output will be fruitful and prepares the relevant manpower of the society.

The quality of higher education is based on some foundations in which academic accountability is of great importance. Academic accountability indicates the satisfactory performance in teaching, training and development so that the higher educational institutions become knowledge –based learning centres. Expectations of the society are to be achieved by increasing the skill and efficiency of the young generation through global standard academic challenge. Non-accountability of the institutions leads to the poor quality in higher education. A good academic institution is known by its teaching personnel. To enable an higher education institution to become world class requires change in policies and practices and change in style of governance.

According to the opinion of world conference on higher education under United Nations Educational Scientific and Cultural organization that higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and

progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential component of cultural, socioeconomic and environmentally sustainable development of individuals, communities and nations. Higher education institutions should educate students to become well informed and deeply motivated citizens, which can think critically, analyse problems of the society for which research is the essential function of all system of higher education. The infrastructure of undergraduate level should be framed in such a way so that minimum research programme be introduced in the curriculum. The programme of research should be promoted to long-term orientation on social and cultural needs of the society. For quality enhancement in degree courses of colleges' guidance and counseling services should be developed, in cooperation with students organization, in order to assist students in the transition to higher education. The world is changing fast so that relevant quality education has become prime importance before the policy makers of higher education. It is an urgent need to introduce career oriented courses in degree level by making changes in undergraduate syllabi to increase the employability of the students and to face the needs of the market.

Quality higher education which requires innovative educational approach, critical thinking and creativity has always been a great concern of the government. Primarily the Central Government is responsible to allocate funds for the growth of and maintenance of higher education. In 1956, by the Act of Parliament, the government of India allowed the establishment of University Grants Commission as statutory organization and the UGC is empowered to allocate and disburse grants to the higher educational institutions in India. The University Grants Commission allocates finance both under plan and non-plan schemes for the development and to improve the standard in the universities and other higher educational institutions. In India there are some universities and other higher learning institutes which exist as centre of excellence but on the other hand there exist some sub-standard higher educational institutes. So the overall scenario of quality-education is not up to the mark in comparison to Western countries. The quality of output of higher education depends on the quality and quantity of a variety of inputs such as proper physical infrastructure and teachers of high standard for which it requires sufficient financial resources. It may be pointed out that the National Policy on Education of 1986 expressed the neglect of adequate budgetary provision to academic scientific research despite the expansion of universities and other higher educational institutes. Indian universities are experiencing inadequate funding for the growth of new courses and recruitment of competent faculties. The Challenges of global standard should be addressed through the availability of adequate financial support otherwise it becomes difficult to achieve the desired result. The advanced countries spend 30 to 35 percent of their total research and development expenditure in the university sector but in our country the expenditure is calculated as 6

percent. If we compare the higher education scenario of our country regarding funding the higher education in terms of GDP in some countries we find that we are not in a position to compete with those countries. In terms of GDP, the state funding in the sphere of higher education in USA is -6.9%, France 5.8%, Germany 4.6%, Thailand 5%, and Kenya 6.2%. India less than 2%. Regarding enrolment in the field of higher education, the young Indians between age group of 17 to 26 years are also huge in number. It is a great concern that most of them, approximately 88% are out of higher education. The enrolment ratio in relevant age group population is now about 12%.

The balance between quantity and quality of higher education particularly in degree courses could be maintained by creating academic infrastructure consisting of regular review and revision of the curriculum, upgrading of Libraries, Laboratories and improving examination system that encourage continuous assessment systems throughout the academic sessions. Minor research project system should also be introduced in degree courses so that the students may be acquainted with the research and development programme in their future study.

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STRATEGIES OF QUALITY ASSURANCE IN HIGHER EDUCATION

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Quality assurance has become the main focus of the 12th Five Year Plan and it is every stake-holder's responsibility to work hard to achieve this, in spite of that fact that policies which are made at the top are unmindful of the realities at ground level i.e institution. The concern for quality should not be limited to a period of accreditation but it is to be an ongoing activity along with the regular teaching process. However, accreditation as an external quality monitoring (EQM) can be found in all types of higher education systems. Unconsciously, every educational institution has an internal evaluative system that assures quality of teaching learning process.

In fact, higher education in India lacks in quality at all levels. Today, we are aware that very few Indian institutions boast of international standards in terms of being Centres of Excellence in their field. It is essential that these centres of excellence be nourished and if possible expanded. There is a need to ensure that in widening the base of higher education, the apex must not be allowed to slip down.

The toughest challenge of excellence lies in improving the quality of teaching-learning in a majority of non-elite universities and colleges which continue to admit but fail to do justice to an overwhelming proportion.

Most of the students, who study their secondary education in regional languages, come to the higher education and find it hard to cope with new medium of instruction. Even when teaching is done in their mother tongue, preparing study material in Indian languages is not taken up seriously and thus it does not help the rural talent. Moreover, since colleges admit majority of the students in higher education, promoting a culture of excellence requires recognizing colleges as sites of creativity and not just dissemination of ideas. Research capacities need to be consciously developed in the colleges. Colleges and their teachers should be encouraged and supported in taking up research including generation of innovative teaching-learning material. Adequate funding and initiatives/schemes need to be developed here. In fact, if the importance of College as a space that effectively transits students out of some of the non-salutary learning habits they pick up in secondary education. Similarly, there is a need to outgrow the unstated assumption that cultivation of

excellence is the prerogative of any particular domain of knowledge or discipline. India has the potential for extending frontiers of knowledge in all disciplines.

If excellence is about extending frontiers of knowledge, it cannot be cultivated without interrogating the received definitions of what these frontiers are. India is one of the few places that can offer a creative yet critical engagement with the globally dominant templates of knowledge. This would require that research and teaching-learning should be encouraged to encounter the context and needs of our society, its traditions of knowledge and the challenge of effective fostering of Constitutional values.

Shortage of quality faculty coupled with lack of faculty mobility across the regions is another constraint in achieving excellence in Indian higher education system. Faculty development programmes are insufficient and ineffective in nature. The 12th FYP should focus on effective implementation of the brain gain policy. It must envisage newer initiatives to attract quality faculty coupled with mobility across the regions to meet the national level teacher requirements.

Faculty mobility and faculty networking is one of the factors which promotes interaction and also quality of teaching. It is recommended that movement of faculty from one institution to another for a period of 6 months to 2 years needs to be facilitated through appropriate provisions and guidelines from the UGC. Appointment of overseas faculty as Visiting Faculty at par with local faculty in terms of remuneration, and appointment of experts from industry in universities and colleges should be facilitated through special schemes. It has been realized that meagre honoraria and salaries prescribed by the UGC for visiting Professor / Adjunct Faculty has not really attracted good expertise to the universities thus necessitating a relook into the scheme.

Student mobility as an integral component of quality enhancement can be facilitated by (a) opening up admissions to students of other states with a minimum of 20% intake from other states. This will benefit all the states and naturally promote student mobility; (b) recruitment of faculty should not be entirely from the products of the same university, on the contrary, at least 20% of the faculty should be from other states of the country. Incentives to such universities should be considered who promote plurality of students and faculty; (c) encouraging the universities to facilitate international students joining the university by creating Office of International Relations and Foreign Student Facilitation Centres. The universities should be funded by the UGC for construction of International Hostels, if they have a strength of a minimum of 50 international students. The UGC may introduce this scheme to fund such offices/hostels in the 12th FYP with minimum skeletal staff and honorarium to the in-charge faculty and some running expenses for the activities.

Networking of Universities and Colleges through Setting up a National Educational

Resource Portal One of the major lacunae in our system is the insufficient networking and poor data base on the Indian Higher education system and non-availability of one window information of available human resource. A National Educational Resource Portal needs to be created and the data of all the educational institutions of the country should be made available on the portal and this should be made mandatory. This would be the first step towards national networking of universities and colleges. Such a portal will be a source of information on:

- (i) human resources available in the Indian institutions of higher education;
- (ii) Availability of experts in various fields for teaching, examinations, research collaboration, industrial consultancy;
- (iii) Transparency of activities, display of new initiatives, innovative ideas – for sharing and mutual benefits;
- (iv) Posting of model teaching and research programmes and the syllabus followed in the various institutions;
- (v) Display of the examination systems, academic, administrative and examinations reforms initiated;
- (vi) Model guidelines for the Choice-based Credit System (CBCS); and
- (vii) Display of needs and vacancies of all educational institutions both in staff positions and the vacancies in several programmes offered.

Easy access to internet and to E-resources is the key to enhance the quality of teaching and learning process. The Government of India's scheme to promote 1 GB connectivity to some select colleges and universities through NKN and NMB-ICT is a significant initiative. In the 12th FYP, this connectivity should be extended to all the colleges under Section 12B and to all the state and centrally funded institutions. The present condition of part payment by the universities/colleges and also payment for the cost of Router should be removed and in the 12th FYP, it should be fully supported by the Government of India.

Research Facilities for Science Teachers in State Universities and Colleges Science research in universities has always been under criticism for not being innovative, original and of high quality. While it is to be mentioned that the main and essential mandate of the universities is to train and produce high quality personnel who enter into the challenging assignments of the dynamic society and to meet with most varied tasks and environments of employment, the fact also remains that good teaching evolves out of good research and where teachers engage themselves in research, the situation is progressive. A scheme of "Strengthening of Basic Science Research in State Universities and Colleges" was launched during 11th FYP, concentrating on production of high quality Ph.Ds and nurturing of research

ambience through strengthening of infrastructure, provision of Research Fellowships and Post-Doctoral Research Fellowships, creation of networking centres in different disciplines of basic sciences for training through Summer Schools/Winter Schools, etc. In addition to continuing the above special schemes, creation of two national facilities directly under the UGC as Inter University Centres (IUCs) for sophisticated Analytical facility during the 12th FYP need to be established, one each in the northern and the southern regions. These centres will have the mandate of installing and maintaining sophisticated instruments needed for all researchers in Physical, Chemical and Life Sciences in universities and colleges across the country. These centres will also serve as training place by regularly offering specialized short term programmes of 3-4 weeks as summer and winter schools to familiarize young researchers with modern research technologies.

There is a need for clearer articulation of what is meant by internationalization of higher education. Extending frontiers of knowledge for the larger good of human kind requires that knowledge seekers all over the world join in a common quest for mutual learning. What often passes for internationalization is more often than not a one way traffic. Genuine internationalization of higher education in India would require setting up networks and exchanges of mutual learning with global north as well as global south. India can emerge as an important educational hub for South Asia in particular and also other countries of the developing world. A number of initiatives were launched during the 11th FYP and these included setting up of new institutions, strengthening of existing institutions and implementing reforms agenda. In order to gain full benefits of these initiatives and consolidate the efforts further, the schemes and programmes launched during the 11th FYP be continued with full support. Besides, the 12th FYP should be flexible to make changes in the mid-course, based on independent evaluation studies by reputed institutions, of the success of the 11th FYP initiatives. In addition, the innovative and new initiatives to enhance quality and excellence across the country are to be facilitated in the 12th FYP.

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PLIGHT AND PACE OF DEMONSTRATORS

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Demonstrators of Orissa have a chequered history of struggle to place them in the centre stage of national mainstream. But they have to go a long way to achieve their cherished objectives. Small efforts have been made here to draw the attention and active support of AIFUCTO.

In the light of University Grants Commission Report, Demonstrators are considered sine-qua-non in the field of imparting education to students of science of faculties in the institutions of higher learning. Their roles in establishing rapport between students and teachers are of special importance. The function of Demonstrators in promoting the cause of education in science is indisputable.

Ever since independence the service conditions and pay scales of teachers have been discussed by various Commissions and Committees of the Government of India and State Govt. with the establishment of UGC and pursuant to the objective of conditions and maintenance of standards of Higher Education, uniformity in pay scales all over the country, received added emphasis. This is also linked with recruitment and retention of excellent teachers. Even though Central Government has taken many steps to bring uniformity in all respect, unfortunately our state has not taken any steps in this regard.

In the year 1936 when separate province of Orissa was formed, there were three colleges in the state, i.e. Ravenshaw College, Cuttack; S.K.C.G. College, Paralakhemundi and Khallikote College, Berhampur, Ravenshaw College was under Patna University while other two colleges were under Andhra University. Now the Demonstrators who started their career in Andhra and Patna University (basic qualifications and the job chart are the same as those our state), are enjoying UGC recommended pay scales where as Demonstrators continue in Orissa are deprived of the same.

In 1943, Patna University, through its regulation (Section 20, Chapter – II), describes that Demonstrators in colleges are Teaching Staff and they came under Bihar Education Service Class II. In 1947 there were post of Demonstrators / Asst. Demonstrators in colleges of Orissa in the JUNIOR BRANCH OF CLASS II OF ORISSA EDUCATION SERVICES vide Govt. Order No. 5711 Dt. 01.11.47. The report of the PROVINCIAL PAY COMMITTEE, 1949 shows in respect of the Education Department the Lecturers and Demonstrators too have been

categorized as CLASS II (Jr. Branch) in one group for the purpose of pay revision and this fact finds place on page No. 46 and 51 of the Report.

Subsequently, in most retrograde circumstances, the nomenclature of Demonstrator was changed to Lab Assistant and Govt. of Odisha stated that there is no post of Demonstrator in Odisha. As per the Pay Commission Report of 1961, 1971 and 1981 the scale of pay of Lab. Asst. (later on Demonstrators) was 200-700, 125-250, 400 – 620 and 320—750 respectively. In 1985 the Lab. Assts with B.Sc. and B.A. qualifications were designated as Demonstrator (N.T.) with scale of pay 1090-1950. During 1989 on demand of association, Government has declared Demonstrators as Teaching Staff and CHSE's regulation provided to make them examiners in the Practical Examinations in various centres.

In the light of recommendations of 'Sen Committee' and the UGC, the Govt. of India, in 1974, has implemented 500-900 as UGC scales of pay and the UGC guidelines for Demonstrators to declare DYING CADRE vide letter No. F1 /407 Dt. 2nd November 1974. As per the UGC norms all the states of India except Orissa have implemented the UGC scales of pay 500-900 in the case of all Demonstrators. They have also given promotion to Demonstrators having P.G. qualifications to the post of lecturers. But the Govt. of Orissa have informed the UGC and Govt. of India that demonstrator post does not exist in Orissa instead of implementing the 'Sen Committee Report' and UGC guidelines. For the interest of Demonstrators DHE, Orissa have declared Demonstrators are 'Dying Cadre' vide letter No. 53760 Dt. 27.11.95 and it has got the concurrence of Finance Department in UOR No. 1980 / PSF Dt. 24.06.2004.

The 'MEHOROTRA COMMITTEE' AND 'RASTOGI COMMITTEE' while prescribing the recommended scale of pay for all categories of Teachers in Colleges and Universities of the country and also recommended that the scale of 1740-3000 and 5500 – 9000 for the Demonstrators w.e.f. 01.08.86 and 01.01.96 respectively.

The Demonstrators in Orissa have been placed in the pay scale of 1400-2600 in 1989 and 500-8000 in 1996 which is discriminatory as compared to corresponding category of posts in other states.

In response to representations of our Association and Higher Education Department, Orissa Letter No. 102444 / E Dtd. 03.03.94, Hon'ble HRD Minister in his D.O. letter No. 1-39/87 UI Dt. 12.11.94 and UGC in their letter no. F.1 -3/86 (PS) Dt. 11.10.94 had agreed to bear the burden of financial assistance to the extent of 80% for additional expenditure involved in the revision of pay scales of Demonstrators in Orissa. Further, again on 24.12.96 the Ministry of HRD in the letter No. 1039 /87 UI Dt. 24.12.96 also assured the State Govt. to provide 80% of financial assistance for the period 01.01.86 to 31.03.90 for those post which were in existence on 01.01.86 in response to Orissa Govt. Letter dated 14.08.96.

After a number of dharna / strikes / hunger strikes unto death / demands of the Association and sincere efforts of Prof. A.K Boral, Secretary General Siksyak Mahasangha, the Hon'ble Minister, Higher Education decided in principle to implement U.G.C. Scale of Pay notionally w.e.f. 01.01.86 and financial benefit w.e.f. 01.01.96 on 19.12.95. Again on 27.12.96 after receiving reply from HRD, Govt. of India Hon'ble Minister, H.E, Orissa in a meeting with the delegates of AONGCDA, OGCD and AIFUCTO declared that UGC scale will be implemented on moratorium system w.e.f. 1.1.86. In spite of the rationality our demands, genuine efforts and all assurances of Government, the results negative. The State Finance Department turned down the file of Demonstrators regarding U.G.C. scale of to the Higher Education Department with some adverse comments. Being aggrieved a number of Demonstrators of Govt. and Non-Govt Colleges and Universities have filed case against the Govt. before the Hon'ble High Court of Orissa for implementation of U.G.C. scales of pay for Demonstrators w.e.f. 1.1.1986.

The Govt. has allowed the state revised scales of pay to the employees of Non-Govt. Aided colleges expect (the teachers under U.G.C) notionally without T.B.A. scale w.e.f. 1.1.96 and actual payment from 1.10.2002 which is very painful and unprecedented compared to corresponding category of post on Govt. sector as well as U.G.C. scale pay holder. Again the state Govt. has revised the scale of pay of Demonstrators w.e.f. 1.1.2006 9300- 34800 + GP 4200 without A.C.P. benefits which is also very painful and unprecedented compared to corresponding category of post of Govt. College. The Govt. have also implemented BLOCK GRANT instead of direct payment of full GIA to all employee of Non-Govt. aided colleges since 2004.

The Govt. has passed orders that the Demonstrators of Orissa as College Teachers as per U.G.C. guidelines. Hon'ble Orissa High Court and Supreme Court judgments and Lokpal case and also directed to issued order to CHSE accordingly to register and prepare gradation list of Demonstrators as college Teachers. Demonstrators are assigned as practical examiners by CHSE by virtue of amendment of CHSE regulation 140 of CHSE Regulations, 1982 vide, notification No. 18060 Dt. 17.04.89.

There is no scope for promotional avenue of Demonstrators in Odisha like other state. They will join as Demonstrators and retire as such in the same post. The UGC have provided Promotional avenues for in-service Demonstrators vide Letter No. F 1-3 /86 dt. 08.10.92 and letter No. F-3-2 /99 (PS) dt. 21.07.99, more over U.;G.C. has directed Odisha govt. to implement promotional avenues for in service Demonstrator vide letter No. F 1-3/86 (PS) Vol. II dt. 4.3.94 and 24.4.1994 but the State Govt. is silent over the matter. But the Odisha Education Recruitment and conditions of service (amendment) Rules 1974 under 8 (2) (b) provides for the promotion of Demonstrators to the post of Lecturers, but this provision becomes ineffective because in most cases such posts are considered as management

The Hon'ble Orissa High Court in OJC case No. 1088 / 200 (General Secretary, Utkal University Demonstrators Association Vrs. State) directed the Govt. of Odisha to implement U.G.C. scale of pay to the petitioners notionally w.e.f. 1.1.1986 and revised scale of pay introduced by UGC w.e.f. 1.1.1986. Against the aforesaid order the state preferred SLP before the Hon'ble Apex Court which dismissed the SLP on 10.09.2012 with the observation that the court find no ground to interfere the impugned order of the Hon'ble High Court. After the dismissal of SLP the legal process on this issue has come to an end. Moreover Hon'ble State Education Tribunal in GIA Case No. 375 of 2011 (R.K.Patnaik and others Vrs State) also directed the Govt. of Odisha to implement UGC scale of pay w.e.f. 01.01.1986 on 12.09.2013. Now the Hon'ble Court's order in OJC No. 1088/2000 and GIA Case No. 375 of 2011 need to be implemented.

Unfortunately the Demonstrators in India have not given their due rights in the matter of pay scale and promotional avenues w.e.f. 1.1. 2006 by Pay review committee headed by Prof. G.K. Chadha. The report of pay review committee (Sixth Pay revision) is silent about the pay scales of Demonstrators. The AIFUCTO leadership and our Association have demanded before UGC and HRD, Govt. of India to include the revised scale of Demonstrator in 6th Central Pay revision. Still there are Demonstrators are working in most of the states of the country like Odisha, Bihar, W.B. Andhra, Jharkhand etc.. The implementation of U.G.C. scale of pay is a dream for Demonstrator of Odisha. Time has now come to fight for designation as well as all service conditions of teachers which the U.G.C. scales of teachers enjoy. This required more sustained struggle under the banner of Sikshyak Mahasangh of Odisha and AIFUCTO. This is a fight to bring Odisha into the centre stage of National Mainstream.

NEED FOR AN EFFECTIVE EDUCATION

“ Change your future and change the world”

Prof. M.B.Kudari

(Rtd) M.A JSS Arts, Science & Commerce College,
Gokak – Belgaum – Karnataka

Change is quite obvious every one looks for. Manage change through well - planned and Co-operative steps as knowledge is the future currency of the world.

Now-a- days an enlightened and a culture oriented education is essentially needed which irrigates our heart with **LOVE**, cultivates our character with **CULTURE**, motivates our mind with **COMPASSION** but I am at a loss to know it as a bolt from blue that today we have homes and schools without discipline, we have modern education without knowledge, politics without honesty, politicians without prestige and modern woman without modesty. Under such circumstances, if the present youths run amuck is not surprising. The present system of education is more or less Hamletism having no emotional approach. Hence, we have to go back in order to go forward in spite of acquiring knowledge in the fast technologically developing world, men in the field have failed because of the **lacuna of the culture oriented education.**

College is a place where students can find the inspiration and energy to drive their quest for knowledge achievement and success committed to instilling values and character in its making them to responsible citizens achieving not only personal success but significant contribution in the task of nation building. As it is knowledge based community to develop the talent pool besides global vision to develop a generation of students must be adherent to values like honesty, trust-worthiness, Co-operation, Responsibilities and Respect, and who will positively contribute to a **global society** in all aspects of achievement. Such is the power of values and character.

Dr B R Ambedkar puts it rightly that we may forgo our material benefits of civilization but we can't forgo our rights and opportunities to reap the highest education to the fullest extent. It is an emphasis that education policy is committed to respecting the heritage and conservative personality of the people providing a wide choice of facilities in both the public and private sectors.

The real foundation starts when actually one enters the portals of higher education. As such the **onus** lies on those who impart education through qualitative approach towards solving the challenges and at times facing them diligently and dauntingly.

The need of hour is **holistic approach** in education. As such **Edmund Burke** opines that the cheapest defence of nation is education. It is the cheapest equipment to stand the test of time as well. The real education has to care for the **physical, emotional, and ethical** integrations of the individual into a complete man. The values to be inculcated in the minds of the students **include global outlook**. The conventional education hampers the liberation of the mind from the labyrinthine one is faced with. The students shouldn't be confined to imitative methods of learning the truths. The real education is expected to focus on the individual needs of the students. The hidden talent is to be unearthed. Our education should mainly aim at creating love for the others. Of what use is my knowledge, if I don't have feeling for the deprived?

“ Where is life?

We have lost in living

Where is wisdom?

We have lost in knowledge

Where is knowledge?

We have lost in information”

Our colleges have become mere centers of information and not the launching pads of attaining **worthy values and virtues of life**. The main stream has failed to solve the fundamental problems of living, conflicts at all levels, of increasing violence, of fear and environmental degradation on a **global scale**. Remember the words of **Ravindranath Tagore**

“Where the mind is without fear,

Where the head is held high

Where knowledge is free

Into that heaven of freedom, oh!

My father, let my country awake”.

If **Tagore's dream idea** of existence is to be realized, our educational centers should strive hard to lead the young minds in their onward march of progress. The younger generation is at the cross road of life as the proper guidance is the need of the hour. Our colleges should be the enthusiastic partners in the learning process.

As Bertrand Russel points out – “ Real education is not indiscrimination but Enlightenment. The teachers should inculcate a rational and scientific outlook among the students. Students should not be conditioned by narrow nationalism, religious

fundamentalism, sectarian antagonism, linguistic fanaticism, or provincial jingoism, it is only such an unconditioned student who can become a true citizen of the world and help to bring about a human family **on a global perspective**. This fragmented world can be turned into an **earthly paradise by the conscientious efforts of the people at the helm of affairs**.

We have to admit and realize that Indians are different. We have our positives and negatives. The idea is to utilize the positives and manage the negatives in order to succeed. We have strong culture with tolerance. **Ravindranth Tagore described India as a melting pot of all religion and culture**. It may not be conducive to easy handling. We require bountiful behaviour, meticulous management that dynamic leaders like **Lord Krishna and Mahatma Gandhi** who have already shown how to make **galloping horses out of sleeping cows**. It is our turn. Every person has a different driving force to go through. They all need **human touch to be most effective** making others productive and efficient is one of the important aspects of the educational organization **as well as national success**. My spiritual master of erudition **H. H Shri Siddeshwar Swamiji of Karnataka emphasizes the importance of education is flower divine to the mankind, as the core remains, many pass and change**.

We need to manage ourselves and the people. We work with effectively, in case, we are able to do so, success would never elude us.

QUALITY ENHANCEMENT THROUGH RESTRUCTURING EXISTING DEGREE COURSES

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INTRODUCTION

Below is statistics of the affiliated colleges in India:

Osmania university has the most number of affiliated colleges in the country with 901 colleges under its belt. Two universities from Karnataka figure among the top 10 as per the latest data from the University Grant Commission New Delhi.

1. **Osmania** university has **901** affiliated colleges.
2. **Pune** university has **811** affiliated colleges.
3. **Maharashtra**, Rashrasant Tukadogi Maharaj Nagapur university has **800** affiliated colleges.
4. **Rajasthan** university , Jaipur has **735** affiliated colleges.
5. **Mumbai** university has **711** affiliated colleges.
6. **Bangalore university** has **687** affiliated colleges, which ranks **6th** rank and
7. **Rajiv Gandhi** university of health sciences is **the 10th position** with **560** affiliated colleges.

Affiliated colleges are the **mainstay** of the country's Higher education system. They enroll 89.3% of undergraduate students and about 72.2% of postgraduate students. Many experts say that the affiliation system has "stretched past capacity", be it, the national knowledge commission , the Yashpal panel, the recent RUSA report , or the higher education REVIVAL COMMISSION set up by the Maharashtra govt. Most recommend that universities be divided to govern smaller clusters of colleges.

Autonomous, Deemed colleges and universities are really doing well, with an innovative approach to teaching. A teacher must have a for teaching. Learning and reading will not stop at any age for any teacher. There should be lifelong learning within teachers.

When we have accreditation and assessment institution like NAAC which has written rules; but how many colleges and universities follow these rules?. It is pathetic to say that

so much money is being spent on higher education to improve quality , but where does his money go, rather than improving quality, this money goes into the pocket of privileged persons.

Society intervention is very important in educational institutes. Society is like a facilitator, facilitating the needs of the students and teachers. The triangle is students, teachers and society.

DIFFERENT MODELS OF EDUCATION

Life long learning and ODL, MOOC, OOLL, will evolve a new paradigm shift in education system worldwide. LLL, ODL, OLL, MOOLL will change the life of the learner, society communities and educational organizations. Globalization has removed the geographical barriers between the east and west due to ICT and the knowledge is shared among the countries.

If a teacher wants to be a role model or a motivator, he/she should be a life long learner in higher education. Teachers are the cream of society and one should lead from the front to spearhead the movement.

The system should be restructured in order to make teacher as advanced sections of society by changing the curriculum in different courses, introducing quality teaching in tertiary education . It can be even brought into the M Phil and PhD courses also.

Attending orientation courses, refresher courses, workshops, seminars, conferences should be made compulsory for the subject teachers under science, commerce and humanities faculty improvement program. (FIP) Research methodology , doctoral courses should be undertaken through major and minor projects to adapt to the changing paradigm in higher education.

SCENARIO

Non literate —— 300.14 millions.

Neo literate— — —110 millions According to National literacy mission (NLM). **In the 12th five year plan literacy is redefined to go for a paradigm shift from basic literacy to life long learning.**

Quality of life is the quality of higher education

According to JOSEPH JURAN, the quality can be improved,

1. By structural annual improvement plans.
2. By training the whole organization
3. By quality directed leadership.
4. Some are the vocabulary on quality should be practiced in the higher education .

Quality in Indian higher education:-

UGC, with its statutory power is trying to maintain quality in higher education under Sec 12 of UGC Act 1956 . There are many lacunae in determining and maintenance of standards of teaching , examinations and in research fields of university education.

Many committees and commissions are striving hard to bring quality improvement, but they are unable to achieve their target .

EXTERNAL ENVIRONMENT INVOLVES:

Self evaluation/ self study.

Benchmarking .

External quality management (EQM)

Brain storming solution for problems solving .

Managing HE in INDIA IQAC, E-Learning OLL, ODL, MOOL, etc.. That makes available both synchronous and asynchronous learning opportunities to the students

PLAN, DO, CHECK, AND ACT.

Quality assurance in higher education;-

National Assessment and Accreditation Council Bangalore- India and Commonwealth of learning'-

QUALITY:

- Fitness of purpose at minimum cost to the society –
- There was a debate on whether there is a need for quality education at tertiary level or not.
- Does quality have culture? If it is there, then why not bring a culture of quality education at tertiary level.
- Can a new ICT (information and communication technology) help to improve higher education?
- The Quality Assurance Cell has become merely a club.
- Rapid expansion in the developing world will change the outlook of global tertiary education .
- DL, OLL, MOOL, LLL CC will open the doors of higher education, because they fulfil the criterion of being fit for the purpose at a minimum cost to society.
- The quality assurance system should meet these criteria, by helping institutions evolve towards a culture of quality.

- This implies that the major challenges for quality assurance in the years ahead is “**CAPACITY BUILDING**” at all levels.
- Quality is a concept , philosophy, journey and practice which create awareness and understanding in the given arena.
- Dr Sanjay Mishra has given us sufficient knowledge regarding quality in higher education
- Not many changes were brought into the structure of the module in the 2007 edition of NAAC.
- Dr Mishra has brought many editions with tool kits on quality assurance of teacher education.
- Quality should form the important activity of the NAAC.
- Quality assurance in higher education in collaboration with the commonwealth of learning (COL), Vancouver Canada is the first series that aims at providing a basic understanding of quality in general and its application to higher education in particular.

GENDER BIASED: - For the women , more degrees mean less pay,

-----SALARY SLIPS-----		
Education.....	Avg. Pay of women in INR.....	% differs from men
1. No formal Education	1,41,114	12.0
2. Less than class 10	70,584	9.4
3. Certificate/Diploma	3,01,260	10.3
4. Class 12	99,900	14.4
5. 3- year degree	1,99,000	16.7
6. 4/5 year degree	3,50,000	27.. 8
7. Masters	2,70.120	40.8
8. CA/CS/ICWA	4,91,400	44.3

MODULE NO. 1.

Geetha, a lecturer in zoology , wants to specialize in quality assurance in higher education so that she can improve her quality of teaching and as well the quality of tertiary education as a whole.

MODULE NO. 2.

Seetha , a lecturer in literature , thinks that she should be able to explain what is quality assurance in higher education like history, movement, magnitude, framework, various tools used, models ,concepts, components of quality in higher education.

MODULE NO. 3.

Meena , a lecturer in history, wants to do Mapping, graph, histogram, bar gram, an nova etc.

MODULE NO.4

Reena ,a lecturer in physics, wants to use “USER INSTRUCTIONS”. She wants it to be user friendly; it should be used whenever required (IQAC).

MODULE NO. 5.

Many would want additional reading, browse, online study, books, references etc. should be provided in college and university without any hassles.

Higher education, in a country like India with diverse ideologies and opinions means different to different people. We, the teachers are the stakeholders of higher education, should think something more in higher education rather restricting ourselves to the meaning or structure of higher education.

According Ronald Burnett (1992)

1. Higher education is the production of qualified human resources
2. It (HE) is a training for a research career
3. HIGHER EDUCATION , AS AN EFFICIENT MANAGEMENT OF TEACHING PROVISION.
4. Higher education, as a matter of extended life chances.

Restructured role of higher education in society :-

1. Contributing to the national development. (Nation building).
2. Fostering global competencies among students.
3. Inculcating a value system in students.

4. Promoting the use of technology.
5. Quest for Excellence.

Following points to be considered when restructuring the existing degree courses.

1. Background information about the current program.
2. Student body:- It gives information about the student population currently enrolled in the program and the primary resources of these students high school or transfer from another university, currently employed professionals , people preparing to enter the job, market etc.
3. Program history: -Year of the program when it was implemented and major changes which have taken place .
4. Program organizational and administrative structure.
5. Program operational objectives.
6. Relation to university mission and strategic plan.
7. Current program specification. a)Mission, b)Educational objectives,c)Learning outcome and d)Delivery mode.
8. Rationale for program restructuring.
9. General needs for program restructuring. a) University needs, b)Market needs, c)Efficiency, d) Subject area needs.
10. Accreditation needs.
11. Needs based on the learning outcome Assessment, Evaluation of program operational objectives,Data from office of institutional planning and development and overall analysis of current programs.

Following are the program restructuring details:-

1. Change in program general information.
2. Change in admission and graduation requirements.
3. Change in program length.
4. Change in program curriculum structure.

CHANGE IN CURRICULUM STRUCTURE

Curriculum Components	current structure		proposed new structure	
	No. of courses	total no. of credit hours	no.of courses	total no. of credits
1. General Education Requirements				
2. Requirements in Major courses				
3. Electives courses in major Courses				
4. concentration.				
5. Minor courses.				
6. Free electives Applicable.				
7. Others				

Some of the changes in courses are mapping, to learning outcomes, course pre-requisite, structure, and the study plan.

IMPACT OF THE PROPOSAL PROGRAM RESTRUCTURING

Impact on students, faculty, library resources, physical resources, Assessment and Evaluation, other programs offered within the university.

Plans for resolving issues and minimizing their Impact:-

- i Restructured program implementation plans.
 - ii Students transition plans
 - iii Faculty and Academic staff transition plans.
 - iv Faculty development plans.
 - v Assessment and Evaluation plans.
- Arrangements with other related programs.

Financial impact of the change

- 1 Financial benefits
- 2 Cost analysis.

CONCLUSION:-

Higher education is the backbone of any society. It is required to make society right. As beauty is in his eyes of the beholder, so also quality lies in the eyes of the beholders. Quality is a BRAND. It is like "AN EDUCATIONAL BRANDING". Quality of higher education can be improved by restructuring NAAC into following statements,-

In terms of exceptional.

In terms of consistency.

In terms of fitness for purpose.

As values for money .

As transformative agent.

Thus, we can change some of the aspects as told above to bring quality education.

WEB-LINK:-

1. All India council for technical education <http://www.aicte.ernet.in>.
2. Bureau of Indian standard <http://www.bis.org.in>.
3. common wealth of learning Canada.
4. Indian council for agricultural and scientific research, India. [Http/ www.icasr.org.in](http://www.icasr.org.in).

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RUSA (RASHTRIYA UCHCHTAR SHIKSHAK YOJANA): PERSPECTIVES, PLANS AND PITFALLS"

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What is RUSA?

The Rashtriya Uchchatar Shiksha Abhiyan(RUSA) is a centrally sponsored flagship scheme for funding State higher and technical institutions. Apart from providing funds RUSA also seeks to elicit a number of policy, governance, administrative and statutory level prerequisites from the states and universities. With the wide mandate that it has RUSA would subsume all the current schemes and is also expected to relegate the UGC to the position of an advisory body bereft of its current significance. RUSA is introduced as the third tier of Sarva Shiksha Abhiyan (SSA) and the subsequent Rashtriya Madhyamik Shiksha Abhiyan (RMSA). RUSA has set a GER expectation which is 25.2% by the end of 12th Plan and 32% by the end of 13th Plan with the aim of reaping the demographic dividend. The scheme would be spread over the 12th and 13th Plan periods for funding the State universities and colleges to achieve its declared objectives of equity, access and excellence in higher education. The XII Plan Document announces that the gross budgetary support for RUSA during the plan period would be to the tune of 25,000 Crore rupees. The Scheme will be implemented through the Ministry of HR Development.

Why RUSA? What does the Government Say?

The government says that the presumed success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik **Shiksh Abhiyan** (RMSA) has led to greater demand for higher education. However UGC's mandate allows it to fund only a limited number of institutions that come under Section 12B and 2f of the UGC Act. Any support to the group of non-12B and non-2f institutions will require a change in the statutory provisions in the UGC Act- which would be a time consuming process and hence a new scheme in a mission mode is the solution. Further the UGC as a regulator should be actively involved in planning for new institutions but the present system does not permit it to do so. UGC is also not allowed to channelize funds through the state government or through any entity other than an educational institution, which makes it impossible for the UGC to fund any planning and expansion activity through a state level higher education body. The RUSA document explains that the present system of grant disbursement is archaic and managing such a diverse

higher education system in a two-tier mode, with the UGC dealing directly with Institutions, is a near impossible proposition.

Institutional Structure of RUSA

At the national level there will be the RUSA Mission Authority, Project Approval Board, Technical Support Group and the National Project Directorate functioning within the Ministry of Human Resources Development. **RUSA Mission Authority** -which has the onus of policy planning, review, allocation of funds to Project Approval Board -will have the Union HRD Minister as its Chairperson, Secretary of the Department of Higher Education in the MHRD as the Vice-Chairperson, Chairpersons of UGC, AICTE, SHEC's, three experts in higher education, Financial Advisor to MHRD as members and Joint Secretary (Higher Education) as Member Secretary. **Project Approval Board**- which will examine and approve state plans, assess performance of states and institutions, approve release of funds- will have Secretary (Higher Education) as Chairperson, Chairpersons of UGC, AICTA, SHEC's, two experts in Higher Education, Financial Advisor to MHRD as members and Joint Secretary (Higher Education) as Convenor. The **Technical Support Group**, which will monitor flow of funds and information and provide operational support, will be a contractual body manned by professionals. The **National Project Directorate** will be located within the Department of higher education (DHE) in the MHRD and headed by the Joint Secretary as National Project Director (NPD).

At the state level RUSA will have **The State Higher Education Council, Project Directorate, and the Technical Support Group** and at the Institutional level there will be a **Board of Governors** and a **Project Monitoring Unit**.

RUSA and State Governments

RUSA proposes to improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards. Academic, administrative, governance and examination reforms including the setting up of a State Higher Education Council are necessary prerequisites/commitments for gaining entry into the RUSA scheme. Funding through RUSA involves mandatory contributions from the states also. The funding will be provided in the **Center : State** ratio of 90:10 for North-Eastern States & J&K, 75:25 for Other Special Category States (Sikkim, Himachal Pradesh and Uttarakhand) and 65:35 for Other States and UTs. Funding to the States would be made on the basis of critical appraisal of State Higher Education Plans (SHEPs). SHEP should contain each State's strategy to address issues of equity, access and excellence. The document notes that states do not spend adequate proportion of the Gross State Domestic Product (GSDP) on higher education and that the average is just 0.5% of GSDP at present. States would be free to mobilize private sector participation (including donations, philanthropic

grants and PPP schemes) through innovative means, limited to a ceiling of 50% of the State share.

The document also stipulates that if any state has imposed a ban on regular recruitment of faculty, the State must ensure lifting of all bans on recruitment, and requisite proof must be produced. States must also present a coherent action plan to fill up all the vacant positions in a time bound manner. This should also take into account the ideal student faculty ratio and the states must be aware of this requirement.

Each state would set up the Accreditation Agencies and make it mandatory for state institutions to go in for accreditation. It is also stipulated that funding should be contingent on accreditation. Accreditation should not be limited to universities and colleges but should be made mandatory for individual departments and programmes of the University. For this purpose, National Assessment and Accreditation Council (NAAC) would act as a facilitator and a guide. The state accreditation agencies must get an authorization from NAAC before commencing accreditation operation.

The document also calls on the states to adopt a tight fist policy on new private colleges in an already saturated sphere of private higher education enterprises.

The States may not be permitted to constitute uni-disciplinary universities under any circumstances and central funding may be cut to such Universities. Multi-disciplinary synergy is an inalienable element for any university to be worth the name. The UGC and the Centre should view this trend seriously.

The states must ensure that Legislations/amendments to legislations are brought in to ensure the existence of state universities as autonomous independent entities. It also recommends a gradual withdrawal of the state from decisions on appointment of Chairpersons of the Executive Council or Vice Chancellor and members of the Executive Council. To enforce its guidelines RUSA will also be using the principles of incentivizing desirable actions of states and institutions and dis incentivizing the undesirable actions.

RUSA and Universities

The RUSA document states that there is a need to revisit the Acts of various State universities to find out if there are some clauses detrimental to their autonomy. The union government or the UGC may constitute a committee to frame a model University Act and Statutes. A grace period of two to three years can be given to the States within which the amended Act and Statutes can be brought into force. The UGC can link the eligibility of grants to this provision.

RUSA envisages Seniority cum Performance based Promotion for faculty.

The 12th plan UGC document envisages that no University shall have more than 50

affiliated/constituent colleges and 50,000 students. Funding restrictions may be imposed on universities which cross this limit. College Cluster Universities having 50 colleges and 50,000 students (limit) shall be formed within a grace period of two to three years so that the affiliation burden of the State universities is mitigated. However elsewhere in the RUSA document it is mentioned that the permitted limit should be 100 Colleges per University. To unburden the universities RUSA also recommends the creation of more autonomous Colleges and College Cluster Universities. However the document also notes that the 'Autonomous Colleges' scheme has not been successful because there are systemic problems encountered, with the result that only about 400 colleges in the country have acquired that status so far.

The document notes that prohibiting an already saturated university from affiliating anymore private colleges may have to be resorted to in extreme cases. It is also necessary to ensure that self-financing colleges follow government laid down reservation policies. The document also notes that though private colleges increase access, the aims of equitable growth and quality enhancement are not necessarily fulfilled. Commercialization of education has already led to huge distortions in the educational landscape, socially as well as spatially. 80 percent of the country's professional institutions located in five states are mostly controlled by private sector. The document reiterates that educational priorities cannot be left to vagaries of market forces.

RUSA also envisages a set of academic reforms which contain semester system, Choice based Credit System, Curricular revisions, continuous evaluation and Cumulative Grade Point scores based on a 5 point or 10 point scale.

RUSA and State Higher Education Councils

The main agency through which RUSA will work in the States will be the State Higher Education Council (SHEC), conceived as an autonomous body that will function at an arm's length from the state and central governments. RUSA proposes a State Higher Education Council consisting of twelve to twenty five members; each with a term of 6 years, of whom one-third will retire every two years. The Chairman will be an eminent Academic/Public intellectual with proven leadership qualities and the Chief Executive, an eminent academic administrator with proven record (rank of a Professor). The State Project Director, ten to fifteen experts and five to ten Vice Chancellors will be members of the Council. The RUSA regime confers a lot of powers on the State HEC's. The regulatory functions endowed on the Council involve that of preparing the State Higher Education Plan, monitoring its implementation, evaluating state institutions on the basis of RUSA norms, carrying out faulty quality enhancement initiatives, protecting autonomy of state institutions and certain advisory functions.

RUSA and Institutions

RUSA prescribes certain institutional level governance reforms. The project at the Institutional level will be managed by two bodies; the Board of Governors (BoG) and a Project Monitoring Unit. Each Institution will necessarily have its own BoG as per the State Universities Act or as per the guidelines issued by regulatory bodies or, as the case may be, either appointed by the sponsoring Government or by itself through due procedure. Each Institution will form an Institutional Project Monitoring Unit with appropriate representation from academic officials of the Institution, faculty, senior administrative officers, technical and non-technical support staff and students.

RUSA document also contains a proposal that funding will be provided for government aided institutions for permitted activities, based on certain norms and parameters, and in a ratio of 50:50.

The Private Sector and the RUSA Regime

Despite its detailed observations about the ills of commercialization of Higher Education a whole chapter of the RUSA document is devoted to the role of private sector in Higher Education. As already mentioned the states are given the freedom to raise up to 50% of their proportionate matching grant through private participation. The document expects the government to change its role from that of a provider of higher education to that of an agency that regulates the higher education sector. The document portrays Public Private Partnership (PPP) and Viability Gap Funding (VGF) as a redeeming models for the country's higher education system.

RUSA Related Apprehensions

The huge mismatch between the diagnostic part and the prescriptive part is a general feature of the RUSA document and programme. The diagnostic part reads like a well versed critique of commercialization and privatization in higher education but the solutions prescribed would result in a reinforced entry of the corporate sector into higher education.

It is evident that the UGC, which is a statutory body, is going to be relegated to a position of insignificance. Redundancy is the reason cited. But it is evident that the aim is to bypass statutory restrictions and ensure the unbridled entry of market forces. Likewise, the state universities, are also going to be dismantled with bodies that have few or limited statutory obligations. The attempt is to bypass the UGC imperatives with regard to sections 12 B and 2f in the distribution of funds.

As mentioned earlier the grant as well as allocation of RUSA funds is based on certain mandatory academic, administrative, governance and legislative reforms being carried out in the state higher education scenario. Such a comprehensive streamlining and wing clipping was never a part of SSA or RMSA which are depicted as the first two tiers of educational

reform in the country. The varying degrees of autonomy currently enjoyed by the universities, is the result of a series of negotiations with regional realities. Uprooting the state universities from their regional contexts and pruning them in accordance with a national model would ultimately destroy the regional context that the state universities should uphold. Such a move is detrimental to federal principles that should be upheld in education. The whole program looks like a coercive apparatus using conditional grants to wean state Universities away from chalking out their unique line of development.

The scheme accepts the fact that there is a need for planning in higher education focusing on the state as the basic unit. The scheme is linked to proportionate matching contributions from the Government of Kerala which amounts to 35% of the fund. However the state has absolutely no share in deciding the components of the scheme. Its role is restricted to that of submitting a State Higher Education Plan in compliance with the various components of the scheme. This might result in disincentivizing the state. The document itself admits that the two Centrally-Sponsored Schemes of the XIth plan did not achieve success because the states thought the terms were strict and they also did not have matching grants to provide. Another factor is that the capacity to absorb funds is low because the components for which the fund is being granted may not have local appeal and validity.

The status of the State Higher Education Council, in states like Kerala where it is fully functional as of now, is that of an advisory body with the mandate to coordinate the activities of the Government, Universities and other institutions of higher education and also to evolve new concepts in the field of higher education. Checks and balances were put in place to ensure that the activities of the Higher Education Council would not hamper the autonomous status of the Universities. However RUSA envisages restructuring HEC's as a planning, evaluating and monitoring body with a core role in channelizing funds to Universities and Colleges. This would be detrimental to the very concept of the autonomy of the University. Further when the Higher Education Council is placed squarely on top of the Universities the question also arises of the democratic validity of a nominated body being placed above a democratically elected body. Ironically enough the RUSA document also says that it is the duty of the HEC to ensure the autonomous status of the university.

Public Private Partnership (PPP) is the new model being recommended to vitalize the higher education sector, to enhance institutional capacity and also to establish new institutions. But a PPP based intervention would definitely make higher education very expensive and further such an intervention on the supply side will not help to increase the GER.

Though the RUSA document waxes eloquent about autonomy it ends up placing a highly bureaucratic structure on top of the countries higher education pyramid. At the national level the RUSA Mission Authority, Project Approval Board, Technical Support Group and

the National Project Directorate are mostly headed by bureaucrats and not academicians.

RUSA mandates that the States should set apart 4% of their GSDP (Gross State Domestic Produce) for higher education. The current national average of state funding is a meager 0.5% of GSDP. So it is a foregone conclusion that the states would not be able to come up with the 35% proportionate matching grant from their side. Here RUSA comes in with a readymade solution which says that the states are permitted to raise upto 50% of their contribution from private entrepreneurs. So ultimately the funding division would be 65% from the centre, 17.5% from state exchequer and 17.5% from private entrepreneurs. It is evident that the states are being forced to privatise their assets and go for PPP or receive no fund at all from the RUSA regime.

Though RUSA blames privatization of higher education for commercializing education and also for denying social justice-and also calls on the state and universities to adopt a tight fisted policy towards private players- it ultimately ends up recommending models like PPP and Viability Gap Funding (VGF) which would only pave the way for corporate takeover of higher education. Actually the need of the hour is a national legislation to rein in private entrepreneurs in education. But RUSA is determined to circumvent even the existing legislations in this regard.

SUSTENANCE OF THE QUALITY ENHANCEMENT IN HIGHER EDUCATION

Sub-theme: Quality enhancement through restructuring degree courses

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ABSTRACT

Education has a device that makes the people a knowledge society. The aim of the quality enhancement is to bring out the best from the personality to achieve the quality in higher education is discussed in this paper. The responsibility of student, teacher and management are elucidated in brief.

Our country is one of the largest higher education systems in the world with the enrolment of about 25.9 million students in 45,000 degree and diploma institutions across the country. At the time of independence there were only 20 universities and 500 degree colleges.

In spite of this massive system of higher education, only 7% youth in the age group of 17-24 is receiving higher education as compared to USA (81%), Canada (99.8%) and France (50%).

The basic aim of higher education is to bring out the best from personality. To achieve this, the government has been increasing the budget in every plan period, but the skills of the graduates do not match the needs and expectations of the employment sector. Very few are getting quality education, the majority is taught by poorly motivated and poorly compensated faculty with inadequate facilities. Hence, there is a need to bring out change in the education system.

Quality cannot be achieved by the teachers only; student participation and administration support are also very much needed. Teachers must be well versed with the subject and recent happenings and one should be a role model to the students. And should have ample time for preparation and modern technical facilities must be provided in the institution to upgrade his/her knowledge.

Student admission process must be regularized and uniform admissions are to be maintained in all colleges. Student-teacher ratio must be followed to attain good results. The regularity of the students coming to the college must be checked and they should have interest to know the subject and they should participate in all evaluating methods like internal exams, seminars, group discussions and extra-curricular activities.

Institutions must be provided with infrastructural facilities like classrooms, labs, libraries, seminar halls and play ground. Modern technology must be accessible to the students to acquire the more information in the subject. We cannot expect quality from the ill-equipped. Students must be prepared to face the competition in the changing society in order to get their livelihood.

Higher education is like an industry where the raw materials are students and skilled technicians are teachers. When these two components along with the management are good then only quality goods (students) can be produced.

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PARADIGMS OF HIGHER EDUCATION: ISSUES AND CHALLENGES, A CASE OF MANIPUR

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INTRODUCTION:

The demands on higher education has been increasing at the national level. Development of infrastructure for higher education sector in Manipur needs top priority keeping in view the significance of knowledge based- society and economy. Large budgetary resources should be given for financing higher education institutions in the state. The financing of higher education in Manipur should not be merely on a routine basis of paying salary and meeting other expenditure. It is high time that there should be a large increased in public funding or government funding to meet the continued demand for various courses or disciplines in order to attract the students and impart advanced knowledge to them so that they may able to prepare for any suitable or appropriate job in the employment market. There are number of students going outside the state for higher education to obtained degree suitable to the carrier of the students for getting jobs and unemployment in future. Higher education institutions needs attraction to the younger generation and students. Higher education are one of the most important points of contact between the national and international environments.

In Manipur there are 77 colleges and institutions, of which 57 colleges provided general Education in Arts, Science and commerce including 1 college imparted post-graduate in science(D.M.College of Science), 20 institutions imparted Professional and technical Education in Teacher Education (7), law(3), Engineering (4), Fine Arts(1), Dance(1) and Management(1), which is shown in Table no.1

Table : 1

Course-wise and Management-wise Number of College and Institutions Affiliated to Manipur University (2009-10).

Category (Course)	Management Government	Aided	Private	Sub-Total
General Education	25	07	25	57
Teacher Education	02	-	05	07
Technical Education (Engg.)	04	-	-	04
Medical Science	03	-	-	03
Law	01	-	02	03
Management	01	-	01	01
Dance College	01	-	01	01
Art College	-	01	-	01
Grand Total	37	08	32	77

Source: Annual Report, 2009-10.

Problem of Student's Admission:

Due to the increases in the number of Universities and Colleges the number of students seeking admission has increased so much that all of them cannot be admitted. There should be some national policy regarding admission of students to universities and colleges. It is often seen that a eligible student is refused admission to the university and an unfit one is easily admitted. In fact, the admission policy should be objective and scientific. The one who cannot benefit from the University education should be diverted to take up some such fruitful discipline which may add to the national prosperity. It will be a national waste of time, energy and money if without one selection all are given admission to University. If vocational education is made compulsory at the secondary stage. This will solve the problem of unemployment.

Financing of Higher Education :

The financing of higher education in Manipur should not be merely on a routine basis of paying salary and meeting other expenditure. It is high time that there should be large increased in public funding or government funding to meet the continued demand for various course/disciplines in order to attract the students and impart advanced knowledge to them so that they may be able to prepare for any suitable/appropriate job in the employment market. Indeed, higher education institutions need attraction to the younger generation and students. There should not be cut in plan outlay on higher education in Manipur.

Indian Universities and higher education institutions cannot, at the moment compete with foreign universities. Therefore, subsidies in higher education cannot be immediately withdrawn since majority of the students in the country and also in Manipur are poor. If public funding or govt. funding is reduced in most of the Indian states including Manipur, the quality of higher education will be seriously affected. Again, education cannot serve the social objective. Thus, education needs a by-care-model in the new scheme of financing higher education in the country in general and Manipur in particular.

Table no.2

Budget Allocations of 12th FYP of UGC, is shown below.

Area- Wise Budgetary Provisions.

Sl.No.	Sector/Scheme	Proposed Allocation(Rs.in crore)
1.	Enhancing Aggregate Access	1,44,350
2.	Equity	16,260
3.	Quality & Excellence	11,140
4.	Research projects	5,350
5.	Relevance& Value Based Education	1,240
6.	ICT integration	4,450
7.	Governance & efficiency improvement	1,950
Total Projected Requirements		1,84,740

Source: Higher Education in India, UGC,2008.

Curriculum:

In Manipur courses still suffer from certain inadequacies at all the levels of education. The following are the inadequacies at the university level.

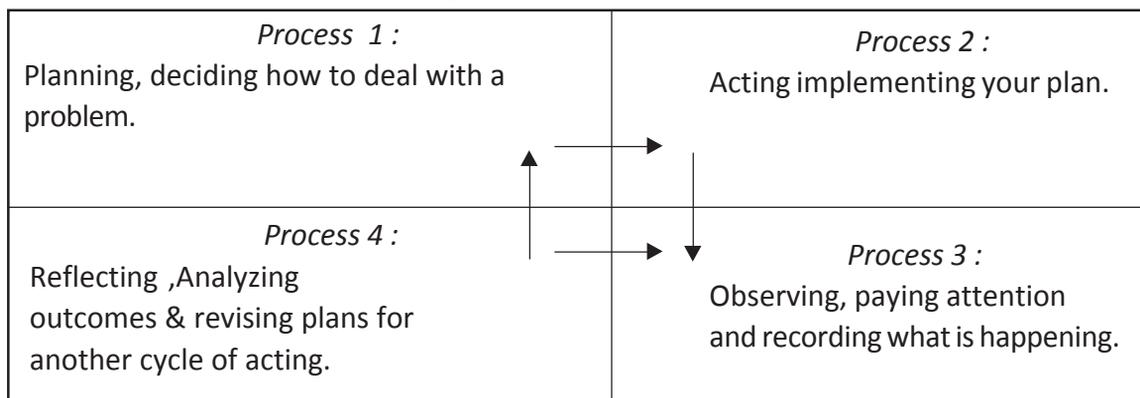
1. Social sciences and natural sciences should be given a wider place in the University curriculum. This is necessary to acquaint the students with the latest developments in the field of arts and sciences. This will broaden their outlook.
2. Vocational subjects should also be given due place in the curriculum in order that the desirous students may acquire some vocational skill by the end of university education. This will help them to stand upon their own legs after receiving university education and they will not run only after seeking some office jobs.
3. The various subjects in the curriculum should be integrated and corporate as far as possible. In other words, inter disciplinary approach is necessary for liberalising the students.
4. Only a few subjects of study are available in the degree colleges. Hence the students do not get subjects corresponding to their interests and abilities.

Research:

Many developed countries of the world have professional organisations dealing with higher education and research. High quality research is one of the prime duties of a university. Its function is not only to teach, conduct examination and confer degrees. Educational research as an extensive activity in the institutes for higher learning generates lot of enthusiasm among students and researchers, but little is known about the relevance and applicability on the area and clientele on which investigations have been carried out. A researcher progress through the core processes of research as pointed out by Kuhne and Quigley (1997) could be depicted in the diagram in the following manner:

Table no. 3

Core processes of Action Research.



Once a practitioner-researcher progresses through these four processes of the cycle of research, she/he will often decide to try yet another cycle of four processes (revising the plan, active ,observing, and reflecting). This shows that the research has to be carried out in a systematized manner to bring desired results. It flows a definite process of planning, acting, observing and reflecting. These processes in turn create a cycle of research that often leads to other cycles. Now our state and central governments are keen about higher order of research in various areas of study. They are giving crore of rupees to various universities for this purpose. However, it will have to be admitted that there are very few research works done by universities which have come international recognition. So much more efforts are needed in this direction. Most teachers and students in universities do not appear to be very enthusiastic for high order of research. In this respect their main aim to help getting the doctorate degree any how. The result is that the degree is awarded but the thesis which fetches the degree is seldom an original piece of research of a high standard.

Conclusion:

Universities and degree colleges have to function under a free environment in order that the main work of teaching, study, guidance and research does not suffer. In the absence of freedom of speech and thought the purpose of this main work will be defeated. The universities and colleges must not be made centres of casteism, groupism, regionalism, conspiracy and party politics, otherwise their very purpose will be defeated. Above all research facilities should be increase.

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PUBLIC FUNDING IN HIGHER EDUCATION TO BRING QUALITY AND EXCELLENCE IN THE PERSPECTIVE OF 12TH FYP: MANIPUR CONTEXT

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INTRODUCTION

Higher Education (HE) in the state is facing a lot of problems in public funding, which is almost zero in spite of the initiatives of the government of India right from 11th Five Year Plan (FYP) with an increase of budget allocation to 9-fold. The allocation in the budget is increased again in the 12th FYP to Rs 1,84,740/- crores (Table-1) from that of in 11th FYP of Rs 1,29,378/- crores.¹ Under the policy of Liberalization, Globalization and Privatization (LPG), the Government of India is trying to lay utmost thrust on Higher Education to join Global Knowledge Society (GKS) by 2020 aiming to increase the Gross Enrolment Ratio (GER) of youths between the age group of 17-22. The thrust given to Higher Education in the 11th FYP made to increase the Gross Enrolment Ratio (GER) to 17.21% from that of 10th FYP of nearly (7-8)% only.² The importance of Human Resource as the only resource became aware in the brain of policy makers and the Prime Minister felt the necessity to build up **a second wave of Institution Building** through Higher Education and declared 11th FYR as the National Year of Education. The budget allocations were increased 9-fold leaving behind all sectors, including the Panchyati Raj. The objective of the policy makers of the country to attract young and talented youths to Higher Educational Institutions (HEI) were clearly given in the statement made by Smt. D. Purandeshwari, MOS to the Ministry of Human Resource Development at Lok Sabha on 16th December 2008. The country is marching with full gears to achieve Excellency in the field of Higher Education with components of Equity, Access, Quality and Expansion; although to some extent, along LPG; for which teachers of this country under the banner of All India Federation of University & College Teachers' Organization (AIFUCTO) are trying to streamline and rectify the dishonest motive of the policy makers through peaceful protests, organizing seminars and appraising the policy makers at appropriate platforms. It is through AIFUCTO that the teachers of the country are availing their 6th Pay implementation of University Grants' Commission (UGC). (ibid: Randhoni P-43, XXVIII Academic Conference of AIFUCTO)³.

Funding by UGC under 12th FYP

The country has the vision to join Global Knowledge Society by 2020 by increasing the GER to 25% and the increase in budget allocation with a quantum jump right from 11th FYP has tremendous effect with an increase of GER at the end of plan year to 17.22%. The present 12th FYP with the vision of 3-Es; Equity, Expansion & Excellence in HE is giving more emphasis in Expansion under the heading of “Enhancing Aggregate Access” with marked budget of Rs 144550/- crores, almost 200% from other heads. The targeted GER of 30% at the end of this plan year is in the mind of policy makers. But, the hidden agenda of LPG is almost visible when we go through the whole context of the 12th FYP proposal; encouraging private institutions, PPP mode of HEIs, inviting foreign universities in HE sectors. The two Es, namely Equity & Excellence are allocated only Rs 16,260/- crores and Rs 11.140/- crores respectively and this clearly shows the will of the policy makers playing number games. It is a hard fact that in spite of the largest HE system, India is lagging far behind the dream of reaching the list of world rank universities and still will be the same, although the GER may increased as per the target. This is a matter of concern to all academicians of the country.

Table-1

Area-wise Budgetary Provisions of UGC during 12th FYP

Sl.No.	Sector/Scheme	Proposed Allocation (Rs.in crore)
1.	Enhancing Aggregate Access	1,44,350
2.	Equity	16,260
3.	Quality & Excellence	11,140
4.	Research Projects	5,350
5.	Relevance and Value Based Education	1,240
6.	ICT integration	4,450
7.	Governance & efficiency improvement	1,950
	Total Projected Requirements	1,84,740

Source: 12th FYP of UGC

HIGHER EDUCATION IN MANIPUR

The number of HEI in the state are altogether 77 comprising of 37 government, 13 government aided and 27 private colleges affiliated to Manipur Central University, one central professional university (Central Agricultural University), one centre of Indira Gandhi National University imparting knowledge in various areas (Table-2). The government of Manipur, in the name of the resource crunch, is paying no heed to the education sector. It is worth to mention the fact that the 6th UGC ROP is not yet implemented completely in this state. The state government had not taken up any policies to enhance the quality of HE and

to provide minimum infrastructures, minimum faculties, basic power & water supplies etc.

The vision and statement of our Prime Minister to declare the need for building a second wave of institution building is a far off cry in this border NE state. The second wave of institution building never reach this state; even, the first wave, which is already sweeping across the whole country, seems to reach in lesser percentage. We had witnessed a dark period and our leaders are fighting with the high-handed beaurocratic behavior of autocratic officials towards the teachers. In spite of deteriorating physical infrastructures in the HEIs, the human infrastructure seems to affect horribly. The present scenario may be observed as follows:

- (A) The number of teachers are not in tune with UGC norms: only 957 regular teachers, 420 part time teachers & 42 Guest Lecturers existed in spite of the minimum required number of teachers of 2130 in the government colleges of the state as per UGC norms and latest MU Ordinance.
- (B) The Part-Time teachers are not regularized for so many years (more or less about 15 years) and in the colleges of remote and hilly areas some faculties are run by only PT teachers.
- (C) All colleges have no regular principal (except for two Professional Colleges)
- (D) The infrastructures are horrible and the state funding for this is almost zero.
- (E) The minimum basic needs like water and power supplies in almost all colleges are acute problems in this 21st century of fast ICT world.

Table-2

Management-wise & Course-wise Number of Institutions affiliated to Manipur University

Category (Course)	Management			Sub-Total
	Government	Aided	Private	
General Education	25	12	20	57
Teacher Education	02	—	05	07
Law	01	—	02	03
Technical Education (Engineering)	04	—	—	04
Medical Science	03	—	—	03
Management	01	—	—	01
Art College	—	01	—	01
Dance College	01	—	—	01
Grand Total	37	13	27	77

Source: Annual Report

Conclusion & Recommendations

The public funding of the state is almost zero in the HE sector. The central government must give due weightage to NE states like our Manipur. Only producing silvery budget without proper investigation in the prevailing scenario may not solve the problems long buried without tending and mending to where it needs. The role of stakeholders like teachers, students, parents, society and above all the role and will of the government regarding the public funding of HE are all important.

With the public funding of 100% in such educationally backward state, the need for enhancement of quality and bring excellence is also one of the necessary factors in this far off NE state. The following recommendations may be proposed to convert into action by the policy makers as per 12th FYP of UGC:

1. To increase number of Constituent College of Manipur Universities by conversation of some colleges
2. To establish/ convert Model Degree Colleges
3. To establish one Women's University
4. To establish one state University
5. To constitute Higher Education Commission and to implement RastriyaUchhtarSikshaAbhiyan (RUSA) in a transparent manner.

QUALITY ENHANCEMENT THROUGH RESTRUCTURING THE DEGREE COURSES ISSUES AND CHALLENGES

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Quality based higher education is a critical component that brings about socio-cultural and economics transformation of society. Higher education is the backbone of any society in terms of knowledge imparted presently in our Country quality of higher education is quite questionable in global contest. Majority Universities are incapable of meeting international standards of higher education. A recent evaluation of Universities conducted by Shanghai University says not a single Indian University is in the World's Top 300 list. The gross enrolment ratio in to higher education in India is 11% compared to China which is 20%. The overall scenario shows that there is a need for radical restructuring of our educational system. This paper tries to analyze how restructuring of educational system under graduate level can be done and how quality can be fostered.

Quality assurance needs a lot of planning it never happens by an accident and there must be a continuous improvement and compliance. Restructuring the existing degree course to suit the market needs should have lot of vision. The academic frame work, curricula needs a thorough revision.

The institution should take care of admission, transportation, provide good infrastructure, good management, maintain highest academic standards, enhance the students new learning process, annual monitoring, faculty monitoring, student feed backs must be taken and finally institute should foster an environment of continuous academic development.

To start a new restructured programme we have to gather views on quantitative and qualitative data and information from multiple and diverse sources about the educational programme. Organize workshops, seminars, symposiums to show how it would benefit the society. Promoting public confidence to encourage more enrolment is the next step. The institute must provide Laboratories, Computers, good library and institutional facilities and support.

The aim of maintaining the quality is to meet the needs of learners, employers and other stake holders with in the context of social, intellectual and economic requirements of society. Skill development is a critical component of restructuring of higher education. To maintain quality academic freedom institutional autonomy and student teacher accountability are very essential. We need restructuring because there is a need to deliver knowledge resources and service as well as high level skill and competencies for socio-economic transformation of society.

Restructuring has to take place to meet the demand of equity and social justice and in some cases to meet the man power requirements of a diversifying economy. The institute must have mission measurable objective and expected outcome.

Restructured courses emphasize practical training, usable knowledge and skills relevant to the job market. The restructuring has to be in such a way that it should provide knowledge, attituded for creative and productive functioning. It should aim at imparting among students skills which are in great demand and student can use those skills to lead a dignified life.

Curriculum must be designed and organized to achieve the program's objectives and outcomes. Teaching-learning, research and extension must get an adequate attention in a comprehensive scheme. The under graduate education system need to develop multi disciplinary courses with inter disciplinary content.

We have to create an integrated frame work for learner, facilitate access to new course mobility and progression with in education, training and career paths. All round personal development of learner must be brought about so that he can actively help in nation building process.

The teacher must effectively and efficiently deliver education. They must participate in training, research and community services to produce students with skills and competencies necessary for society. The student must assist faculty members to attain highest standards. They have to assist new faculty members by conducting induction programmes and teach them new skills of learning and teaching. Students must have ample opportunity to interact with their instructions. All faculty members should be motivated and should work with job satisfaction to excel in their profession. Teaching faculty should have access to ICT aids. Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities. The students must be encouraged by teachers in all possible way. Student must be encouraged to be proactive. The faculty must have access to updated journals, reference books. The teacher must make a self assessment if the new programme conducted is enhancing student learning or not. The strengths and weaknesses of programme must be analyzed. The future development plans of the programme must be strictly evaluated. As the course is new some necessary reading material must also be provided. The teacher must impart intellectual, social, vocational skills of the new course. The UNESCCO four pillars of general education, learning to know, learning to do, learning to live together, learning to be must all must be applicable while we are restructuring the course. Explicit focus should be kept on the latest knowledge of the course in order to deepen and extend the quality of higher education. Establishment of Forums for teacher for discussion, exchange of new knowledge and sharing best practices will enhance the quality. The institution should establish relationships with higher education as well as partnerships with national and regional educational institutions. Capacity development programmes must be conducted at institutional levels for teachers. Regular feed backs from students must be taken up. Teachers must be encouraged to take up new Minor and Major research projects to update themselves. The teacher must continuously

conduct assessment to know the knowledge gained by the student. There must be collaboration and consultation with employment establishments to promote quality. To encourage teachers towards higher studies quality based distance education mode must be set-up. According to V.S Prasad (2006, P.343)

The government is forgetting that higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers. Every institution requires adequate number of teachers for imparting education which the government is not taking care of. In that case at least Guest Faculty must be employed. Very low percapita is spent on higher education all this is leading to low investments in libraries, improper research facilities, under equipped laboratories. The resource constraint is posing challenge to restricting. The government is encouraging privatization which is not a welcome trend. Owing to the pressure of World Bank which emphasize high returns from higher education. Government is making policies that effect quality in a way or other. The entire teaching, learning and evaluating process must be changed. The students must be given the entire curricular design that should comprise of syllabus, evaluation method, field activities, lab, reading list, projects they should do, remedial classes etc. The aims and objectives of programme must be clearly specified. The number of student enrollment must be fixed on the rational availability of faculty and infrastructure. Depending on this student teacher ratio should be fixed. Mid way through the course, student feedbacks should be collected, compiled and utilized for self improvement by teachers. They should never be linked with general performance assessment and career advancement.

For improving content, method and access E-Learning must be introduced at Degree level. ICT must never substitute for class room teaching it should be used as presentation tool to make the subject interesting. For ex Mathematics Lecturers can use Scilab, to help them to present Maths applications visually, for chemistry Molecular visualization free software Rasmol can be integrated in to teaching. Language Lab (JKC) can be used for English teaching.

The entire evaluation system needs to be thoroughly revised. The teacher who design the course and teacher who teaches the course should evaluate the student internally and in the end there must be external end semester exam. Evaluation system should be based on knowledge acquired, standard application of knowledge, applying knowledge in new situation, critical evaluation of knowledge.

In the restructured syllabus there is overlapping of syllabus and students end up studying same chapters in one or more subjects and some times are forced to study irrelevant chapters. The curriculum should be redesigned. Example there is a lot of similarity in curriculum of Chemistry and Biochemistry, similarly Botany, Genetics, Microbiology and Biotechnology too face the same overlapping and this must be avoided.

Colleges should never come up with new restructured courses with out proper infrastructure or faculty, if quality is not monitored students do not show interest to take up the combination.

The curriculum should give importance to stress management, value education,

science and civilization, environmental studies, communication skills and introduction to computer. Some marks must be added to the aggregate.

Block scheduling must be offered in a regular back to back time sequence. The student can be given a free hand in choosing time to complete the course. It's definitely hard for a good student who is working to complete his higher education if this is not implemented. If this chance is given students can take courses they need for their degrees. In an efficient, predictable time block and it would facilitate them to balance their work and education.

The fee structure for the restructured courses is usually high and Government must take initiative to reduce the fee structure. The curriculum should encourage co-curricular, extra curricular, sports, extension activities (NSS, NCC) by students and some marks should be allotted for the same.

The role of public sector should be enhanced and if Right to Information act is strictly implemented then accountability for everything and transparency at all levels can be maintained. The contract system of recruiting the faculty must be discouraged. Young blood must be infused into teaching cadres through recruitment. Parent teacher associations must be strengthened. In spite of conventional class room teaching, web based learning, audio visual aids, computer assigned learning must be given importance.

The students ambitions, aspirations and attitudinal changes must be understood by the teachers. Strong interpersonal relationship between student and teacher must be established. This can happen if Ward-counseling is started. Education system should be student centric. Methods that lay stress on self-study, seminars, workshops, project work must be conducted to create interest among the students.

Thus we must transform our education system from rigid to flexible, from common core to choice based optional core, from year ending evaluation method to continuous assessment, from teacher centric to student centric, from year system to semester system. From talk and chalk to activity based education. By restructuring we can perpetuate knowledge, change old beliefs, provide leadership qualities, inculcate morals and intellectual values and increase the competency to take up professions with social purpose and there by help in national upliftment.

If teachers, students and Government have unconditional commitment to maintain the quality then nation building is possible. Decisions and directions taken up by policy makers will have an impact on generation of students. Government must guarantee all students access to high quality higher education. Every institution must have IQAC and continuous monitoring of student, teacher performance must be looked in to. Institute must use every opportunity to foster discussion on quality of education. Academic and administrative and it should be conducted. The industries and firms must be encouraged to be partners with educational institutions directly to develop human resources who can complete the global markets.

At no point of time should the vision of facilitating the growth of responsible citizens with knowledge, wisdom, creativity, life skills and social sensitivity be ignored. Quality

enhancement involves analytical understanding, monitoring and up gradation of knowledge. The students must have academic mobility. Higher education is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war (Delors et al 1977:11).

Thus enhancement of quality can be done by bridging teaching, research and innovative learning methods. Privatization of higher education is not the only solution to promote quality.

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ECONOMICS OF EDUCATION :PROSPECTS OF INDIAN EDUCATION SYSTEM

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Introduction

In the vital process of development education plays a dominant role ,where social transformation emerges with this knowledge of education. For the growth to be taking place, India need to rise strongly with economics of education. Human capital formation being important in the development process, education and health services assume importance. Indian education system expands but quality concerns need to be given more attention. Women education is improving and therefore, they empower to employ, earn and to lead a better life. All these issues are discussed in detail in the paper.

The role of education is greater today since it has to concentrate on total literacy on one hand and on the other hand computer literacy and technical literacy to cope with a changing world. In fact, communication and information technology would be the new form of capital and source of manpower. Now-a-day's, knowledge is the most important means of production, not capital, raw material or labor (Drucker, 1993). In the growth process, knowledge is an input as well as an output. Ideas can put together to create new ideas (Weitzman, 1998). Indian education system expands but quality concerns need to be given more attention. Women's education is improving and therefore, they empower to employ, earn and to lead a better life. Different levels of Indian education system are Primary education, Higher education, Technical education, Medical education, Management education, Private education, and Women education. 27.0 per cent of Indian children are privately educated. The objectives of this paper can be highlighted here.

Objectives

The main objectives of the paper are as follows:

1. To examine the Indian higher education system.
2. To analyze women in education sector.

Methodology

Secondary source of data is taken into study with the five year plan reports of India. The literature review helped to see how education system in India helped the developmental perspective.

Results and discussions

India's higher education system is the third largest in the world, after China and the United States. In 2012, India had 42 central universities, 286 state universities, 129 deemed universities, 115 private universities totalling 572 in all. Some institutions in India, such as the Indian Institute of Technology (IITs), have been globally acclaimed for their standard of education.

Some of the highlights of the 2011 Census are impressive with regard to the achievements of Indian education system. The male literacy rate has increased to 82.14 per cent, which shows an increase of 6.29 per cent. On the other hand, the female literacy of 65.46 per cent has increased at a much faster rate of 11.3 per cent. The male-female literacy gap has reduced from 21.59 per cent in 2001 to 16.68 in 2011.

All States and Union Territories without exception have shown increase in literacy rates during 2001-2011. In all the States and Union Territories, the male literacy is now over 70.0 per cent, and that of female is above 50.0 per cent.

The total number of illiterates has come down to 26.0 per cent from 35.0 per cent. Kerala ranks 1st in literacy rate as well as in female literacy rate among all states with 93.91 and 92.0 per cent respectively; Bihar has lowest literacy rate with 63.82 per cent. Among Union Territories Lakshadweep stands 1st with literacy rate of 92.28 per cent. Kerala, Mizoram, Lakshadweep and Tripura are the consistent forerunners for both 2001 and 2011.

The total allocation for higher and technical education in the 11th Five Year Plan recorded a nine-fold increase over the 10th Five Year Plan allocation. In relative terms, the share of education in total plan outlay was increased from a mere 7.7 per cent in the 10th Plan to 19.4 per cent in the 11th Plan, of which nearly 30.0 per cent was allocated for higher and technical education. Thus, the allocation to higher and technical education during the 11th Five Year Plan was raised to an unprecedented \$ 84,943 crore (as compared to \$ 9,600 crore during the 10th Plan) or nearly 30.0 per cent of the total plan outlay in the education sector. The allocation for the higher education sector alone was \$ 46,449 crore. However, much of the resources allocated for higher education could not be utilised fully and to the best of the advantages that could accrue for a variety of reasons. As on March 31, 2011, the amount sanctioned and utilised for higher education was \$ 12,963.78 crore. With the massive increase in Plan investment in higher education, the 11th Five Year Plan aimed to triple the ambitious targets of expansion, inclusion and excellence.

As a part of the tenth Five year plan (2002–2007), the central government of India outlined an expenditure of 65.6 per cent of its total education budget of Rs. 438250 million, or (Rs. 287500 million) on elementary education; 9.9 per cent (Rs.43250 million) on secondary education; 2.9 per cent (Rs. 12500 million) on adult education; 9.5 per cent (Rs. 41765

million) on higher education; 10.7 per cent (Rs. 47000 million) on technical education; and the remaining 1.4 per cent (Rs. 6235 million) on miscellaneous education schemes.

However, compared to the importance of education in development public expenditure on education is very less. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), India has the lowest public expenditure on higher education per student in the world. Share of plan expenditure on different sectors of education (in per cent age) may be observed from table-1.

Table-1: Share of plan expenditure on different sectors of education (in per cent age)

Five year Plans	Elementary education	Secondary education	Adult education	Higher education	Technical education	Others	Total (in millions)
First	56.00	13.00	-	9.00	13.00	9.00	1530.00
Second	35.00	19.00	-	18.00	18.00	10.00	2730.00
Third	34.00	18.00	-	15.00	21.00	12.00	5890.00
Fourth	30.00	18.00	-	25.00	13.00	14.00	78600.00
Fifth	35.00	17.00	-	22.00	12.00	14.00	9120.00
Sixth	33.00	21.00	9.00	22.00	11.00	4.00	25300.00
Seventh	37.00	24.00	6.00	16.00	14.00	3.00	76330.00
Eighth	47.00	18.00	9.00	8.00	14.00	4.00	96000.00
Ninth							45752.14
Tenth	65.6	9.9	2.9	9.5	10.7	1.4	287500.00

Source: "Education for all", Dept. of Education, Ministry of Human Resources & Development, Government of India

Women Education

Even though women had access to education in India even in the Vedic period, they gradually lost this right. Again during the British period there was revival of interest in women's education in India. When the British arrived in India, English education came into being. European missionaries came and established many schools. These missionaries promoted schooling for girls from the early part of 19th century. These schools were mostly attended by girls from poor families. By the end of the 19th century, women were graduating from colleges and universities in a sizeable number. Around the beginning of the 20th century

the new emphasis on education for women was not just to make them better housewives and mothers but to help them educate their children and so contribute to nation-building.

By the 1920s, different rationales were being presented to provide quality higher education to women. This period also saw a shift in consciousness of and about working class women. Once women were recognized as an integral part of the work force, higher education became a necessary stepping stone.

Many universities were established during this period. Banaras Hindu University in 1916, Aligarh Muslim University in 1920, and Delhi University in 1922, became new hubs of women's liberation. At this stage many enlightened national leaders took much interest in this area and strove hard to bring about a change in the mindset of the people.

After independence, women's education, especially higher education, took off. Education started playing a great role in the emancipation of women from traditional dependencies. Women became more vocal, articulate and assertive. In 1950-51 there were nine women per hundred men pursuing higher education. In 1984-85 the situation improved to 28 women per hundred men. Our constitution granted equal rights to women and that included the Right to education.

The National Policy of 1968 marked a significant step in the history of education in Post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It was acknowledged that the growth of our population needed to be brought down significantly over the coming decades. The largest single factor that could help achieve this was the spread of literacy and education among women. This Policy laid special emphasis on the removal of disparities and to equalize educational opportunity for men and women. Today Indian women's participation in higher education is quite high and growing. Today 53.5 per cent of young women below 30 have University degrees. This is due to high job aspirations and parental support.

During the 11th Five Year Plan, a number of initiatives were undertaken with a view to reducing regional and social imbalances in providing inclusive access. These included initiatives such as Schemes for Promotion of Equity and Inclusion and programmes for women encouraging are

1. Women's Hostels (*Merged Scheme*)
2. Department of Women Studies
3. Capacity Building for Women Managers in Higher Education

The benefits of female education for women's empowerment and gender equality are broadly recognized:

- As female education rises, fertility, population growth, and infant and child mortality fall and family health improves.
- Increase in girls' secondary school enrolment is associated with increase in women's participation in the labour force and their contribution to household and national income.
- Women's increased earning capacity, in turn, has a positive effect on child nutrition.
- Children - especially daughters of educated mothers are more likely to be enrolled in school and to have higher levels of educational attainment.
- Educated women are more politically active and better informed about their legal rights and how to exercise them.

Conclusion

Service sector is a major component of Indian economy and has several opportunities for people to employ. They act as a supporting system to other sector's growth and as other sectors grow, service sector gains scope. Among services, health and education services are of special significance as they are in the prime of human capital formation. Both these sectors are such that they are more conducive for women participation and their role in women empowerment is visible in developing countries.

Economic globalization requires more extensive knowledge and training in order to cope with the changing world. The world's changing environment will bring revolution in the international and national social order, skill revolution and management revolution. Under these conditions, one can imagine the type and need in human resource development for multicultural interaction, and the task of education system in its promotion.

In developing countries like India, the role of education in national development is more valid today than it was before. It has to attempt total literacy on one hand and computer and technological education on the other, to compete in the newly changing world. At present, with the globalization and Information society movement, the important questions facing us in human resource development for global interactions are (a) what skill do we need to cope with future? and (b) what types of education are demanded?.

We hope that service sector reforms in India will create more scope for women participation and encourage them to be in the main stream of development.

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ENHANCING QUALITY OF RE-STRUCTURING AND VOCATIONALISATION OF DEGREE COURSES

(Sub Theme: C. Quality Enhancement through restructuring existing degree courses)

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INTRODUCTION

XII Five Year Plan initiatives are set to give greater impetus to quality enhancement through interdisciplinarity and restructuring of existing degree courses. Therefore, universities have dual responsibilities, viz, on the one hand, they are responsible for the maintenance and advancement of knowledge, and on the other, for fulfilling of certain societal obligations. If the universities fail to respond to the change there is a danger of degree holders coming out of the colleges without required skills for a job in the ever increasing employment market. Skilled hands are in demand due to liberalization, privatization and globalization (LPG) and also information and communication technology (ICT). Generally, the students of a particular area look for a university which is responsive, innovative in its approach based on local needs. Hence, changes are essential for any system to be dynamic, vibrant and growing. It must have the capacity to face the new challenges. So, any system can be strengthened by introduction of something altered, something new or different, a new practice or an additional input or value addition based on the present and future needs. Thus the adoption of innovative restructured courses will facilitate the system function effectively. Particularly, there is a need to revamp vocational education by introducing skills-oriented syllabus and trained staff with special reference to concern for innovations like interdisciplinarity and restructuring of degree courses in a scientific way so as to strengthen Higher Education in India.

RESTRUCTURING COURSES

As there is a tremendous progress in science and technology and to make the Indian students to acquire the diversified up to date scientific knowledge and to make the students market and industry ready, the University Grants Commission (UGC) has issued a framework policy document in 1977 which reads as follows:

‘ A policy frame of Development of Higher Education in India’ adopted by UGC in

1977 states the importance of this reform in higher education and the proposed structure of the reform thus:

“A major programme of reform of higher education is the restructuring of courses at the undergraduate stage to make them more relevant and significant, not only to the students but also to the nation as a whole by assisting social transformation and national development. It is absolutely essential that every undergraduate student should be given a grounding in four important areas: viz.,

- a) a set of foundation courses which are designed to create an awareness of areas such as Indian History and Culture
- b) a set of core courses which will give the student an opportunity to acquire a broad familiarity with some chosen discipline including a study of one or more of them in depth
- c) some applied studies projects/field activity, which will form an integral activity of the course and will be carried out in the final year and
- d) involvement in a programme of national service for the first two years. This will provide a rounded and richer education (1977: 25)

The UGC has proposed that the weightage of the core courses be reduced to 50 per cent and component courses (foundation courses) be given weightage of 25 percent and the applied courses the remaining 25 percent. A university can adopt three or more components with different weightages to suit the needs of the students and the facilities available. However, the UGC norms state that any variation adopted should not upset the social, educational and professional credulity of the courses.

OBJECTIVES

The present paper is intended

1. to study the present system of Higher Education with a special reference to the Degree Courses
2. to evaluate the impact of the restructured courses
3. to suggest alternate model of restructuring the degree courses with vocationalisation.

The Initiative of UGC in restructuring degree courses

The UGC, in its revised guidelines for restructuring, published in 1983 has put forth the following main objectives:

- a) within the general principles of relevance and flexibility, there is an immediate need for combining the academic component of courses at the First Degree level with relevant applied components suited to the real problems having a bearing and direct relevance to the regional needs

- b) the restructuring of courses implies reorientation of existing courses in subjects to the needs of the region and also the introduction of some relevant applied disciplines/ subjects related to basic subjects or subject groups.
- c) the new courses of applied nature to be introduced do not have to be necessarily in the nature of professional or job-oriented courses but should involve development of appropriate skills and competence. The underlying idea in restructuring courses is to make them relevant to the local needs and increase the horizon of the employability of science and Arts graduates.

Thus, the objectives are broad based and encourage universities to include applied and vocational subjects as well as extension activities in the curriculum. The objectives can be further expanded and interpreted as to:

- a) develop self reliant learning habits in students
- b) generate self confidence in students about the knowledge acquired
- c) create greater awareness of social, cultural and natural environment of the changing society
- d) adopt different methods of teaching –learning and assessment and thereby develop appropriate communication skills
- e) impart pre-employment and vocational knowledge and related skills
- f) provided learning experiences on the job and expose students to the world of work experience
- g) enable the students to apply the knowledge acquired to study regional problems
- h) motivate the students to acquire more and more the values of work especially manual work and social commitment
- i) enable the students to serve the community in its development and thereby the nation at large (Takwale, 1985-295).

TOO MANY COMBINATIONS OF RESTRUCRED COURSES

The objectives when closely observed are evolved to bring a holistic change in the society but in practice most of the universities have failed to live up to the expectations of the market needs and when restructuring of the courses devised hundreds of combination came out leading to confusion and duplication in prescribing syllabus. Thus, the numerous combinations are overlapping the syllabus and students end up studying the same chapters in one or more subjects or forced to study a few chapters that are irrelevant to them for higher education. The hundreds of combinations available at the degree level cutting across sciences and humanities streams need to be reduced to a few combinations by avoiding

duplication of prescribing the same syllabus under a new course name. In this regard, the Chairman, Andhra Pradesh State Council of Higher Education (APSCHE) P. Jayaprakash Rao says,

- “Students are losing opportunity to learn more in the given time as they end up repeating some lessons at different levels,”

For instance, the Andhra University offers 225 combinations in the B.A. course and 113 in the B.Sc stream. In the Osmania University 71 combinations are offered in B.A. stream and 65, in the B.Sc stream. In the B.Com stream the combination of courses are around 10. Similar is the situation in other universities with a plus or minus of 10 combinations. Prof. Rao, who himself is a chemistry teacher says that there is lot of similarity in the curriculum of chemistry and bio-chemistry. Similarly, Botany, Genetics, Microbiology and Biotechnology too face overlapping at one point or the other.

To rationalize the combinations the APSCHE is planning to appoint three different committees for Social Sciences, Biological Sciences and Physical Sciences and these committees headed by senior teachers will suggest the desirable combinations. The committees would study the pattern adopted by different universities in creating a variety of combinations and how popular and effective they are. Humanities stream too faces similar problems. “The committee will also see if the combinations have to be continued and how best the curriculum can be structured to avoid overlapping,” he said. Though universities have the autonomy to offer courses based on the market needs and demand from students, their interest stops once the combination is created due to various factors. Since most of these combinations are offered by the private colleges, monitoring the quality is a difficult task for the universities. Colleges come up with new combination requests without creating the sufficient infrastructure or faculty and students end up repeating the same lessons in several subjects. “So the idea is to ensure that students get to learn more in their three years at college,” Prof. Rao said.

The UGC’s guidelines, based on the Gnanam committee’s recommendations on university reforms, emphasize the need to reform the process of admissions to university courses, the need to reform the ‘annual system’ of examinations, the need to move away from the system of awarding marks to a grading system, preferably over a nine-point scale, and the introduction of Cumulative Grade Point Average (CGPA). Hence, the universities in India need to adopt the recommendations of Gnanam committee for enhancing the quality in higher education

Uniform calendar

The UGC had also mandated that curricular reforms be affected in universities every three years and that there be a uniform academic calendar for all institutions of higher

learning. It had also warned the universities that according to its new 'grant making policy,' the process of deciding grants for a university will be linked to the academic and administrative reforms initiated by it. Hence, inter-university vice-chancellors round table conferences need to be held periodically for maintaining uniform calendar.

Restructured Courses and Vocationalization

The Education Commission, 1966 led by Dr.D.S.Kothari recommended vocationalization of secondary stage- as it was conscious of the consequences of expanding secondary education on universities. But, a majority of those, after completing the secondary education, opting to get admitted in a private, conventional degree college. Thus, the very purpose of providing vocational education is being defeated. In fact, the vocational courses were started with an intention to make the students to become self- employed. As the courses were expected to be largely terminal in character, providing knowledge and skills to them for entry into middle level jobs.

In this regard, the National Council for Educational Research and Training (NCERT) provided technical support to states and schools in introducing vocational courses. It identified and supported the design and development of over 150 vocational courses for introduction at the + 2 stage in Agriculture, Business and Commerce, Engineering and Technology, Health and Para-medical Services, Home Science, Humanities and others. But the equipment sent and dumped in the store rooms, worth crores of rupees is lying idle. Further, the ambitious programme has met with mixed success as the objective of covering 50 per cent of the enrolment at the + 2 stage has, however, remained unfulfilled. Even the targets recommended in the National Policy on Education, 1986, of covering 20 per cent of enrolment at + 2 stage in vocational courses by 1995 and 25 per cent by 2000 were not achieved. Furthermore, in a number of states, the programme has either not been introduced or is not large enough to be accepted the secondary education, as a terminal one.

In some states, in the name of vertical mobility, terminality of courses has been adversely affected. Vocational courses at the + 2 stage have often been used as alternative modes of entry to professional courses like medicine and engineering. Above all, the data about the extent of absorption of the + 2 stage students in gainful employment is meager which itself speaks the efficiency and effectiveness of the programme. Further, the quality of skill training leaves much to be desired. The authorities have taken initiation to make secondary education more relevant to skill needs of the job market. This effort too met with mixed results as -university education has generally not shown strong concern or urgency for restructuring courses in relation to the requirements of skilled manpower. There have been efforts to re-design courses to make them more suitable for students and community by providing skill training. But that too received much less attention. The Programme of Action, 1992 drawn up by Ministry of Human Resource Development in relation to the

National Policy on Education 1986 has emphasized the need to expose the First Degree level students to the world of work by including application oriented courses in the curriculum. It has also suggested that the model curricula for vocational subjects be developed for the undergraduate level, among others to ensure mobility for students completing the + 2 stage vocational courses. This model curricula thus prepared in due course of time is yielding result as students getting admitted into vocational courses like Biotechnology and Microbiology in Science stream and Computer Application, Computer Science, Shorthand, Office management and Accountancy in Arts and Commerce stream.

SUGGESTIONS

In this context the following suggestions are made which are useful to enhance the quality of Higher Education with regard to restructuring the degree courses with special reference to vocationalisation.

- 1) **The restructuring of degree courses:** The restructuring of degree courses in the country will move one more step closer to reality, when the Inter University Committee on Regulations for Restructured Undergraduate Courses puts in place a common skeleton of rules that would govern the conduct of vocational courses in each university.
- 2) **Common framework :** To aid the restructuring of degree courses, a common framework of rules relating to Regulations for Restructured undergraduate courses need to be evolved so as to help the students by way of better academic mobility and flexibility.
- 3) **Academic mobility:** Academic mobility gives the freedom for a student to cut across boundaries of disciplines and of universities. The mobility across universities in Andhra Pradesh has always been a problem as one university would not recognize the degree of another university in the same subject. The usual reason given for this is that one course is not equivalent to the same course offered in another university. With the new courses going on stream, this problem may be solved forever.
- 4) **Credit Transfer:** The credits acquired for courses in particular university should be accepted on a reciprocal basis as per UGC norms. If so, a student of Kakatiya University would be able to transfer his credits to the Osmania University where he can complete his degree programme.
- 5) **Teaching Faculty:** For successful conduct of vocational courses, the competencies of teaching faculty would be required in four main directions:
 - delivery of a new subject matter which is applied in, nature
 - practical training to students in institutions
 - promoting skill development among students which, although carried out with the assistance of personnel of employing establishments will require collaboration of the teaching faculty
 - entrepreneurship development

- 6) **Orientation for the teaching of new subjects:** Generally, the bulk of teaching of new subjects will be undertaken by the existing faculty of institutions and only where their competence is limited, services of guest faculty drawn from professional institutions and/or employing establishments will be requisitioned. But, it has been observed that there will be clash of timings and officers in charge of identified institutions are not willing to spare the services of their employees. Hence, these Institutions can provide to them orientation for the teaching of new subjects and institution-based practical training, Teachers will also have to be placed in employing establishments for observation of and participation in skill training.
- 7) **The Role of the Academic Staff College:** The scheme of the University Grants Commission needs to be widened to incorporate skill training of teaching faculty through academic staff college. It would be advisable to assign control and organization of some academic staff colleges to executive and supervisory personnel of employing establishments as far as skill training aspects of the subjects are concerned.
- 8) **Guest Faculty:** In view of the contents of the proposed subjects being different from what is generally available in universities and colleges, much of the content of new subjects will have to be taught by guest faculty. They could be drawn from training and professional institutions and from production related establishments, the latter particularly for skill training of students. They might also need exposure to principles and practices of pedagogy.
- 9) **Laboratory /Workshop Staff:** They will be drawn largely from institutions where new subjects are introduced. They will be assisting the teaching faculty in organizing practical training of students to be carried out in the institutions. This category of staff will require training of a sufficiently longer duration. This training can be given in professional institutions and employing establishments where students will have to go for long term on the job training (OJT).
- 10) **Skills Trainers:** These will be the persons already available in employing establishments. They will be competent in providing training in skills that they will be called upon to impart to students. What they need is an orientation as how to deal with a clientele which is different from those they are familiar with so a short orientation will be needed for them.
- 11) **Modality:** It would be necessary to identify lead institutions where training and orientation courses will be organized right in the beginning. Orientation and training of various categories of staff should begin soon so that competency to train and teach is available in institutions when teaching of vocational subjects is launched in them.

12) Re-structuring of courses: In the restructured courses the combination should be in such a way that the duplication or study of the same chapters should not be prescribed in two or three courses.

CONCLUSION

For success of any educational system an informed teacher is very much needed. So the teacher should be trained and be acquainted with necessary skills to be imparted to the students. For spread growth and acceptance of vocational education 'train the trainer' programmes should be held from time to time for skills updating of the teacher. They should also be informed of the objectives and nature of the vocational course and what it aims at, particularly, its emphasis on transmission of employable skills to students. For quality enhancement suitable course material need to be supplied.

When we observe the general tendency of the community in India, unlike the westerners, instead of encouraging vocational education, step-motherly treatment is being given to it. Even the Ministry of Human Resource Development (MHRD) supplies the equipment without funding for the development of infrastructural facilities at grass root level. It issues the guidelines for starting a vocational scheme and arranges the equipment. But, it is the duty of the state government to appoint the teachers on a regular basis which is rarely done. So to strengthen vocational education there is an urgent need to recruit the qualified teachers.

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NEED FOR MARKET-ORIENTED REFORMS TO BOOST QUALITY OF HIGHER EDUCATION

**Sub-Theme: Quality enhancement through restructuring
existing degree courses**

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“The destiny of a nation is nowadays being determined inside the classroom”

- Kothari commission, 1964-66.

For sustainable development of any nation, higher education is a major instrument of change. The intellectual dynamism, resourcefulness and economic prosperity of any nation is reflected in the quality of its university education.^[1] Higher education is about promoting excellence in more ways than one: at individual level, it is an instrument of upward mobility through cultivation of excellence: For national economy, excellence of work force is a pre-requisite for sustained growth and for humankind, excellence is a must for extending the frontiers of knowledge and in education of values. Deepening of excellence requires simultaneous and multi dimension effort at improving the quality of higher education: generous support for individuals and institutions who work at the highest level and in the frontiers of knowledge measures to uplift the quality to redefine relevant knowledge in keeping with one context.^[2]

Higher education in India suffers from quality deficit in all aspects. The latest QS world University Rankings offer more evidence of worrisome stagnation that higher education in India is facing. In 2010, the IIT Bombay was the only institute to figure in the top 200 was indicative of the desperate need for education reforms. Compared to this, at that time, China has as many as six Universities that were ranked higher than 200, with four in the top 50. Having a clear advantage in manufacturing, it appears that China is now determined to outstrip India in the knowledge sector as well. To respond to this challenge, India needs to cast aside its bureaucratic approach to higher education and start thinking out of the box.^[3]

Indian Universities are over-regulated, born out of the desire to keep elitism at bay. However, this approach has paid little individuals dividends, stifling the potential of universities to grow and leading to a shortage in quality institutions of higher learning. The few institutions that have enjoyed autonomy, such as IITs and IIMs have turned out to be institutes of excellence. There is a case not only for having many more autonomous institutions but also giving a significant degree of autonomy to the existing central and state universities. In doing so the latter will have the freedom to chart their own course and many will become more competitive, leading to rise in quality.

In order to relate education more to the world of work, structure and content of courses should be modified in such a way that on one hand, reasonable specialised knowledge and skill is given, and on the other hand, students should be capable of doing work in another area also for which related interdisciplinary courses should be provided. The point that is important is that some specialisation and a built-in flexibility to get adjusted with any related area would be a special demand.

The fundamental problem in the education sector is lack of choice. Although moves such as the IITs' decision to offer interdisciplinary courses in medicine are welcome, it is clear that our education infrastructure is insufficient to ensure a steady supply of high-skilled talent to the knowledge driven sectors of economy. To remedy the situation, a conducive environment needs to be created to facilitate greater private and foreign investment in education. Vocational education too needs to be boosted. Implementing policies that make the education sector more market-oriented is our best bet to inject vibrancy into our universities. The problem of access can be resolved through great availability of educational loans and scholarships. Our representatives to the government, administrators and planners need to think for creation of special educational zone which would serve as education and skill development hubs. These could help establishing education townships along the lines of Oxford and Cambridge. Freeing up the higher education sector by encouraging greater autonomy, competition and private sector participation.

In conclusion, there is a need of national attention towards the expansion in higher education for providing equality. It is also necessary to ensure that quality and excellence are sustained and upgraded in all institutions of higher education to march up to international levels. Under quality and excellence, programme support for research relevance and value base education ICT-integration, Governance & Efficiency improvement during the 12th five year plan, it is anticipated that (a) the quality of higher education provided to the youth of the country would be comparable in terms of curricular offerings, content and delivery methods to those practised internationally, (b) increase in the employability rate of the human-resources development through the portals of Universities and colleges nationally and internationally, (c) quality of Ph.Ds and high quality publications in high impact factor journals and with increasing citation indices of individual researchers and institutions, (d) promotion of Indian universities to find out their place among top 250 Universities of the world through the international ranking processes, and (e) the Indian University system would make significant progress in performance to the societal welfare and build the economy of the country.

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RESTRUCTURING HIGHER EDUCATION NEED AND SCOPE OF IMPROVEMENT

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Introduction

In India we have over 300 universities but this number is not enough in accordance to our needs in higher education. Also the standards of courses are not well in these universities. Yes some universities provide very high academic standards and good governance but still there is a need to increase the scale of universities. If we have to increase our development level in comparison to the most developing countries we have to restructure the existing system of degree colleges and also the courses run by them. To attain the exact standard there is a need to increase the number of universities, colleges, institutions and also improve and strengthen the existing centers of higher education. A major reform is done by making learning of courses integrative and broad-based so that the students emerging through such trainings are effectively prepared for disciplinary research.

The enormous potentials for India to become a leading knowledge power in the coming years can be realized only if our young generation has opportunities for all-round good education and training, especially in science and technology. This area of study is most important because

But in this field the present state of our higher education is poor and thus there is a need to change the quality according to the changing needs of the society. So we need a large investment as well as well-planned radical changes in our higher education system.

Drawbacks of Current Education System –

- Repetition of papers in Bachelor degree and Master degree level
- Poor laboratory facilities and poor training of students
- Waste of time and energy while taking admissions at every level B.Sc., M. Sc., Ph. D.
- Distinguished teaching/ learning of only few sub – disciplines of science and technology
- Multidisciplinary research programs is not supported by all universities or institutes
- Little exposure to research methodologies

Solutions for the Drawbacks-

To overcome all these drawbacks there is an urgent need for a large increase in the investment in science and technology education so that our teaching universities, colleges

and institutions can provide a stimulating and rewarding atmosphere which would, in-turn, provide creative learning.

- Institutions have to provide good training to students so that they may find gainful employment.
- At school level prepare students to take up academic and professional career requiring more specialized training.
- To upgrade the facilities for enhancing knowledge and skills of undergraduates, universities have to improve the laboratories, libraries, transport facilities for field training, IT facilities and learning environment.
- A lot of time is wasted every year because the actual teaching time is just about 6 months a year. The summer months are rarely utilized in a meaningful manner. Further, after finishing B.Sc., the students waste about 6 months in securing admission to M.Sc., so there is a great need for dual degree courses.
- To enhance UG and PG study opportunities to meet the national and regional needs, higher education management has to develop some new degree programmes and also improve the quality of existing degree programmes.
- To motivate students performing to their best of abilities in all aspects, introduce some informal academic discussions between staff-staff, staff-student and student-student.
- The rewarding system must be restructured to establish some schemes to recognize the peak performers.
- To enhance the quality of research, some new resources should be developed, also new scholarship programs, awards and grants should offered to researchers.
- The switch over from Science to Technology/Engineering and vice versa is generally not possible due to the unequal duration of B.Sc. (3 years) and B.Tech. (4 years) programmes. So the duration should be adjusted and improved.
- About 10 years are needed after school to get a Ph.D. This makes the choice of career in science less attractive.

So there is a need to restructure the time period of the courses and degrees. We suggest the following improvements which, if implemented, can change the mindset and direction of youth of our country:

- In place of 3+2 years B.Sc. and M.Sc. Course, a new 4 year course can be introduced where along with the subject, inter-personal and emotional intelligence should be taught with the addition of moral values. Our Youth is badly in need of this.
- The 5-year integrated M. Sc. Program could be introduced in every discipline and in every University for 10+2 qualified students.
- Integrated and dual degree courses for Ph. D. programmes for Bachelor degree students must be introduced throughout the country instead of selected institutions.
- Some new vocational courses to tap the existing graduates of our country, should be introduced so as to directly place them into corporate MNC's.

IS STATE FUNDING OF HIGHER EDUCATION NEEDED IN INDIA?

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Introduction

Today higher education is not only confined to the development of the individuals physically, mentally, intellectually and spiritually, but it is also meant to equip them with necessary skills for their well being as well as for the socio-economic development of the society at large. Regarding the role of education as a means of human development as well as human resource development, Amartya Sen, the Nobel Laureate in Economics, has remarked that education is ‘essentially a capacity building and it widens the choice of the people and empowers the nation.’ Thus, the main goals of higher education are the dissemination of knowledge, use of information networks and mass media technologies, helping in the improvement of productivity which can be defined as a way of ensuring the prospect of employability and employment. In this globalised world, the formation of human capital is possible through education only. So education is closely related to human resource management and in the higher stage, it can boost the human resources and improve socio-economic condition particularly in the developing and under-developed countries.

Status of Higher Education in India:

At present, there are 573 universities and university-level institutions in India including 42 Central Universities, 286 State Universities, 130 Deemed Universities, 115 private universities. Apart from these, there are around 25,951 colleges including 2,565 womens colleges imparting higher education in India. Besides the traditional universities, there are 14 open universities out of which one is a central university and others are state open universities. In addition, the Government of India during the Eleventh Five Year Plan targeted to establish 30 Central Universities (already 14 established), 8 IITs (6 already established), 8 IIMs (4 already established), 10 National Institutes of Technology (NIT), 5 Institutes of Science and Research, 2 Schools of Architecture, 374 model degree colleges etc to build up trained and skilled manpower in the country.

This growth, in general education is mainly supply driven as the students fill the seats in the educational institutions. For more comprehension of the reality about the uneven growth of enrolment in higher education specifically in our country, the disparity in educational growth can be seen among different zones. As a result, there are surplus graduates from conventional education system where degree devaluation and decline in academic standard is another big issue affecting the quality of education. Private institutions now account for 64% of the total number of the institutions and 59% of the enrollment in

the country, as compared to 43% and 33% respectively a decade ago. Faculty shortages- there is 40% and 35% shortage of faculty in the state and central universities, 62% of universities and 90% of the colleges were average or below average on the basis of NAAC accreditation and there is a wide disparity in the GER of higher education across states and the gross attendance ratio in urban and rural areas gender and community wise. All these disparities challenge, the concept of inclusive growth in higher education which was advocated in eleventh and twelfth five year plan. With this background, the present paper attempts:

- i) to examine financing of higher education in India after liberalisation.
- ii) To discuss the rapidly increasing role of private sector and self-financing courses within public higher educational institutions and
- iii) To emphasise the need for state funding and regular recruitment of teachers.

Methodology:

The paper is based on the secondary data collected from books, journals, government reports, research article and internet.

Discussion:

In India, over the years, there have been private initiatives in education initially for philanthropic reasons and eventually in professional and even in general higher education not only to meet the growing demands but also to realize the huge and quick profit potential. Privatization of higher education has emerged in several forms and types in the recent decade in India. One, privatisation within government higher education institutions take place in the form of introducing self-financing courses within government institutions; two, converting government-aided private institutions into private selffinancing institutions; three, allowing to expand self-financing private institutions with recognition and also without recognition, which may be termed as commercial private higher education institutions. Commercial private higher education emerges from market forces and tied to economical and global forces. They thrive on the principles of commercialism, primarily focus on vocational courses and are highly pragmatic. Their commercial thrust is training jobs, indeed, part of the curriculum is industrial training. Not only training for jobs but also place their students in well-paid jobs. This indeed speaks about the strong industry – institution linkages. It is strength as long as there is demand for such specific nature of the courses and a weakness once such a demand is satiated.

Since 1993, with the Supreme Court judgment, the number of commercial higher educations in the name of capitation fee or self-financing colleges is mushrooming. The private institutions include colleges, training centers, etc. Neither the Department of Education nor the University Grants Commission collect, compile and publish the information on the size and growth of institutions and enrolments on this rapidly growing private higher

education. The programs and courses are market-driven and each private institution decides on their own the course and subjects it offers. Hence, they also have a free hand to introduce new programs and discard the old. Student is the power while faculty is weak in these private institutions. Indeed, the faculty lack the position, power and autonomy as traditionally enjoyed at universities. Basically they serve students and their practical orientations in commercial private institutions. These institutions rely on part-time faculty and may be drawn from full-time faculty at public universities (and hence do not add to further employment opportunities). When employing full-time faculty, they pay meagre salary. Perhaps many of them have neither practical nor academic expertise and lack of training. The finances of these private enterprises seem to be free to raise and deploy resources to meet their own norms. The Government of India, in its Prime Minister's Council on Trade and Industry, appointed a committee to suggest required reforms in the education sector, along with other sectors (headed by M.Ambani and K. Birla). It strongly suggested full cost recovery (user pays the principle) from students even in public higher education institutions through hike in fees and introduction of self-financing courses and seats; shifting of resources from higher to primary level of education that government should leave higher education altogether to the private sector and confine itself to elementary and secondary education. Further, it is suggested that the user-pays principle be strictly enforced in higher education, supplemented by loans and grants to economically and socially backward sections of society (Ambani-Birla, 2001). In addition the number of foreign universities and franchise of multinational educational (business) centres compete in developing their own centres in India at a full cost recovery basis. It is important to note that in the U.S., drive for efficiency and profits are categorically powerful among the private higher education providers. In developing countries like India, it is only the profit, which thrives these institutions and efficiency is jeopardized. Further, the important dimensions of complementarity and competition found in the U.S. private higher education sector boosts the growth and survival of both the public and private higher institutions, which is conspicuously absent in India.

On the one hand, we are worried about the so called 'mushroom growth' of the universities and colleges, and on the other, are unable to provide access to education even at par with most other developing countries in the world. Further, while enrolment of women and those belonging to SC/ST groups and other backward communities has improved, they are still very much under represented. Thus, the twin issue of access and equity needs to be tackled by adopting alternative strategies.

Problem of funds

Lack of adequate funds in education is the most crucial issue. While overall investment in education as a proportion of the gross domestic product (GDP) has gone up from 1.2 per cent in 1950s to 3.7 per cent in the 1990s, it is still below the norm of 6 per cent as stated in the National Policy on Education. University education has particularly been hit hard.

Most higher education institutions all over the country are facing acute financial crisis. Two important questions immediately intervene themselves: One, what is the justification for so radically changing the 40-year old policy of state support to higher education, and two, how could the state extend financial support to higher education at a time when the country is facing severe resource crunch? Since provision of free and compulsory education at the elementary stage is a Constitutional commitment, budgetary allocation for this sector of education is continuously on an increase while the University and higher education has got a raw deal for the sixth year in succession. This is in keeping with the declared objective of the Union Government that a lion's share of funding for higher education must come from sources other than the Government. The consequence of inadequate investment in higher education is serious. While the Universities are at pain in persuading the Government for increased budgetary allocations, some of them have simultaneously taken measures for generating funds of their own. It is high time the university system resorted to long-term resource planning instead of taking the state support for granted. Each University will now have to identify avenues of resource generation, internal as well as external, depending upon the nature of its programmes offered and the locale. The internal measures, amongst other things, may include proper utilisation of funds, general economy in expenditures, pooling and sharing of departmental and institutional resources and most importantly, rationalisation of the fee structure. As far the external resources are concerned the important avenues include donations from the alumni, philanthropists and others - consultancy, university-industry interaction, etc.

In most institutions of higher education, at present, the tuition fee contribute very little towards earnings while the recurring expenditure on each student is much higher. In fact, an upward revision of fee is overdue. The need to raise the tuition fees to at least 20% of the recurring expenditure per student generally and at a still higher level in higher professional and technical courses is being advocated. Increase in fee from the foreign students at further higher levels is being talked about by reserving seats for them in select institutions like the IIT and the IIMS. While measures such as these appear realistic, their repercussions need to be thoroughly assessed before taking some definite decision in the matter. Particularly, interests of poor students generally and those Indian students who are pitted against the foreign students admitted on the basis of higher fee need to be protected.

By far, the least controversial avenue of generating additional resource is that of tapping the philanthropists, alumni and others such as business houses and industrial concerns for voluntary contributions. In order to encourage this Government of India's financial act provides for 100% tax exemption in respect of donations by the tax payer to a university or institution of national eminence. Again, University-Industry interaction is becoming a plank in this direction. It is pertinent to mention here the official view that avenues generated through enhanced fee structure, consultancy and other activities would

not offset against Government grants with the industries considering “adoption” of one or more institutions of higher education. A major problem in relationship between industry and academia is that perhaps both do not know what the other wants. While the universities are unable to identify the precise needs of the industry, the latter are unaware about the type of interaction universities look forward to from them. Could a beginning not be made by sharing the infrastructure each is known to possess?

As part of globalisation, the economic reform packages were introduced in India in the beginning of 1991. These reform packages imposed a heavy compression on the public budgets on education sector, more specifically so on higher education. This has trickled down to public expenditure on education in general, and higher education in particular. With economic reforms, cuts in public budgets for higher education have been very steep severely impairing the growth of higher education. Paradoxically, under the reforming economic conditions, integration of the Indian economy with world economy presupposes efficiency and competitiveness in the domestic front as well as in the international arena. As the process of globalization is technology-driven, and knowledge-driven, the very success of economic reform policies critically depend upon the competence of human capital. But, what is observed is there verse. Even within the education sector, relative priority assigned to higher education has been on the decline. It is to be realized that higher education institutions play an important role in setting the academic standard for primary and secondary education. They are also responsible for providing the specialised institutions. It is a fact that macro economic reforms imply profound changes in the relationship between government and higher education and also considerable expansion of the private sector in the higher education. Nevertheless, there are three important economic justifications for government funding of higher education as

- 1) Higher education investments generate external benefits important for economic development, such as the long-term return from basic research and from technical development and transfer which is essential for competition and globalisation. Hence, public investment on higher education should be enhanced.
- 2) Private investment alone in higher education would be socially *sub-optimal*.
- 3) Increased role of market undermines the participation of meritorious students from economically disadvantageous groups (World Bank, 1994).

Conclusion:

Under the deep waves of globalisation and competition, important economic rationale for government funding for higher education is neglected. With economic reforms and other pressures of the government, higher education has been shifted to the list of non-merit good from the list of merit good. It has ignored expenditure on education as a social investment and the complementary nature of public and household expenditure on education. It is to be realised that the funding of higher education requires both public and private

resources under economic austerity. However, the role of the state and public support to higher education remains essential to ensure its educational, social and institutional mission. It is essential that the nation achieves universal elementary education, it cannot afford to neglect higher education in the period of globalisation. Further, it needs to be realised that all levels of education are inter-dependent; the principle should not be the growth of one level of education at the cost of another. Private investment alone in higher education would be socially *sub-optimal*. It is because the private and households do not come forth to invest on non-market oriented courses in higher education and research and development. Further, increased role of market jeopardises the participation of meritorious students from economically disadvantaged groups, women and minorities. Very steep increase in fees might compel a good number of students from low and middle income families and women not to go for higher education, and some rich students to opt for studies in abroad. Further, it is important to notice that self-financing courses are short term in nature and heavy reliance on them will have repercussions on the equity and quality of the higher education system in the long run. This will also lead to lack of teachers and researchers in pure and basic disciplines in the near future, as it is being experienced in United Kingdom.

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HIGHER EDUCATION: A CRITICAL REVIEW OF NEW INITIATIVES BY UGC

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ABSTRACT

The University Grants Commission has taken some new initiatives to streamline higher education. This paper is written with an intention to critically review some of the initiatives taken by UGC. The issues discussed are (1) Accreditation by NAAC (2) Allowing Autonomous Colleges to grant Degrees, (3) Relevance of PhD in Undergraduate Colleges, (4) Ambiguity of Research in Colleges (5) Information Technology and Plagiarism by Faculty, etc.

Accreditation has been made mandatory from January 2013. Compulsory accreditation has its own merits and demerits. The most important aspect is the improvement of quality. It is doubtful, whether the present indicators emphasized by accreditation bodies improve the quality, for example, the percentage of staff with PhD. Apart from this, NAAC accreditation is not associated with any special grant, no special recognition; only colleges and universities started writing as NAAC Accredited College or University with A Grade. It has just become a symbolism. Still many Universities, Colleges and Deemed Universities are not accredited. It is being criticized that NAAC failed miserably in creating a slightest impact on higher education scenario on the quality front. Every University, whether accredited or not used to say that their University is the best. It was thought that the purpose of NAAC was to assess the relative ranking so that the stake holders could take right decision before joining any College or University. But now it is apparent that stake holders completely disregard the verdict given by NAAC. Out of 600 Universities in India, only 130 Universities are accredited. If we look into the quality standards of many Universities and Colleges, NAAC accreditation has failed to guarantee academic standards. We can see that many benchmarks like ISO Certification, ISI Mark, Egg mark – have lost their shine and credibility. The same phenomenon has become the state of NAAC. The acceptance by stakeholders may be a better index of its academic excellence.

The emphasis laid by accreditation agencies exert pressure on teachers to enhance qualification resulting in considerable pressure to match these standards (Cropley, DH 2002). Due to this pressure by accreditation system, the faculty started short cut methods of obtaining PhDs, where candidates are not required to qualify NET conducted by the UGC and CSIR or the pre-PhD registration test of different universities. It is sufficient, if the candidates are ready to cough up Rs. 1 lakh to Rs. 1.6 lakhs. Through this they can obtain a passport to teaching. Contrary to the UGC norms, the Dravidian University of Kuppam already cancelled 5000 PhD students and 2000 MPhil students admitted after July 2009, after the receipt of several complaints against the study centers for charging Rs. 1 lakh to Rs. 6 lakhs for PhD admissions. The enquiry committee appointed by the University said that out of 8441 PhD admission, 8008 were illegal. More than 1885 students moved to court, hence the PhD process has come to a standstill now. Consequently, Andhra Pradesh has banned universities from offering Ph Ds, in distance education mode and instructed them to offer PhD on regular mode. It was surprising that while prominent universities such as Osmania University and Andhra University registered less than 500 PhDs over a period of two years between 2007 and 2009, Dravidian University registered 8029 Ph.Ds. through distance education mode.

For many years, the Indian Higher Education was considered to be extremely rigid, failed to accommodate the changing demands of society. The menace of affiliating system, which was borrowed from British System, still in practice and Universities failed to foster the aspirations of colleges in the academic development.

CHANGING PARADIGM OF HIGHER EDUCATION

XII FIVE YEAR PLAN INITIATIVES

(QUALITY ENHANCEMENT IN EXISTING DEGREE COURSES AND THE ROLE OF TEACHERS)

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Introduction:

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. Indian higher education system is one of the largest in the world. There were only 30 Universities and 500 colleges with 0.1 million students at the time India attained independence. This has increased to 611 universities and university-level institutions and 31,324 colleges. "Higher Education in India is passing through a phase of unprecedented expansion, marked by an explosion in the volume of students, a substantial expansion in the number of institutions and a quantum jump in, the level of public funding. It is a concern that merely increasing the number of higher educational institutions and their enrolment capacity will not achieve the national developmental goals. Without concurrent attention to Quality and its access to all those who desire it In recent years, the nation has embarked upon initiating a number of developments linked strategies for promotion of higher education. India has made enormous strides in achieving educational goals in more than six decades since independence and the success milestones of its higher education system are recognised globally. Yet, considerable challenges remain. To meet these challenges, the University Grants Commission called for a thrust on expansion of higher education and promotion of greater regional and social equity in the 11th Five Year Plan. During this plan, provision was made for setting up 16 new Central Universities and 374 model colleges in low Gross Enrolment Ratio districts. All adopted measures yielded results with a significant increase in enrolments and reduction in overall social group disparities. The 11th Five Year Plan evolved as a move towards a Quantum leap in expanding and strengthening the higher education system. Much greater challenges continue to exist with respect to Quality and the provision of relevant education. Curricular reforms leading to regular revision and upgrading of curriculum, introduction of semester system, choice-based credit system, and examination reforms are yet to take place in all higher educational institutions across the country. Exceptions apart, majority of our higher education institutions perform poorly in the area of quality on a relative global scale. Optimal use of infrastructure was attained during the 11th Five Year Plan.

Goals & Objectives of the 12th Five Year Plan in the field of Higher Education

The vision of the 12th Five Year Plan for Indian higher education is to achieve further access to higher education through a mission mode national programme of creating new universities and increasing the intake capacity of the existing universities and colleges. Access will be coupled with equity and inclusion by bridging regional imbalances and disparities across disciplines and shall address spatial, economic, social and technological needs of the country. The initiatives will be capped with enhancing inputs for quality and excellence in all spheres of higher education-student intake, faculty enrichment, curricular and evaluation reform, revamping governance structures, greater emphasis on research and innovation by creating efficient regulatory framework. Expansion of higher education shall continue to remain an important objective during the 12th Five Year Plan. The 12th Five Year Plan shall continue with innovative approaches to provide access to higher education so as to increase the GER to 10%. The plan shall aim at correcting imbalances in tune with the national move of providing equal opportunities in higher education to the eligible population. It is proposed in the 12th Five Year Plan to lessen the burden of affiliation on the universities and facilitate greater autonomy and freedom of growth to the colleges by establishing “College cluster Universities” by clustering a minimum of 50 colleges in the vicinity of the city or district to make a university of its own independent establishment and relevance. In order to achieve the goal of all increased access to higher education by all sections of the society and in view of the limited financial resources with Central/State governments, newer models of private sector participation may have to be evolved. The objective in the sphere of equity should be to eliminate gender disparities and to reduce urban-rural, inter-regional and inter-social group disparities. The major emphasis of the 12th Five Year Plan should be on promoting inclusiveness so as to accommodate more students from the marginalised sections into the ambit of higher education in respect of elimination of gender inequalities, promotion of inclusion, improving access for differently able students, promoting equity in all disciplines; Quality enhancing measures and support along with accreditation need to be intensified during the 12th Five Year Plan in the field of reform agenda, structural & systemic reforms and academic reforms. The 12th Five Year Plan is projected to maximise the output/outcome of access, equity and quality meeting the international benchmarks. –It is expected to offer an opportunity to build upon the progress made during the 11th Five - Year Plan.

Strategies of the 12th Five Year Plan

- a. The focus will be towards achieving higher access through expansion by consolidation and better utilisation of the existing infrastructure, up gradation of the infrastructure as and where necessary, and creation of new institution.
- b. Increasing and enhancing access through a mission mode national programme, “Rastriya Uchcha Shiksha Abhiyan” (RUSA) aimed to achieve 25% national level GER

which will include upgrading of Autonomous Colleges, Colleges with potential for Excellence, and A grade accredited colleges by the NAAC, promoting evening colleges, introduction of undergraduate programmes, in the universities as integrated programmes, enhancing the intake capacity of the existing institutions, developing the “College Cluster University “ and establishing “Meta University Complexes” in association with Public/Private sector undertaking.

- c. The strategy for promoting equity at all levels and all branches of higher education, from enrolment to pass-out stage, shall be through new schemes for financial support of socially deprived groups, minorities and women.
- d. Schemes for reducing regional/disciplinary/gender imbalances will include setting of large number of polytechnics, completing the establishment Of 374 model colleges in Backward Areas of low GER districts, establishment of 800 constituent colleges in existing universities and establishment of 20 exclusive universities for women.
- e. The system of financial support to girl students and students from SC/ST, minorities and OBC category is proposed to be considerably enhanced at all levels of higher education and for all branches. Financial support will be expanded in the form of scholarships, transport/rent allowances, book-banks and fee-plus scholarship system for professional students.
- f. In order to retain students from deprived social groups in the higher education system, post-doctoral scholarships will be enhanced and a fast-track methodology implemented.
- g. There will be strengthening of infrastructure to provide access and retention of women students & backward students.
- h. A major emphasis will be the strengthening of the remedial education for students from socially deprived backgrounds.
- i. Equal opportunity cells, which were initiated in the 11th Five Year Plan will be set -up in all institutions.
- j. Promotion of quality would be through a greater focus on performance, curricular reforms, better human resource management, schemes to promote high quality research and technology-assisted monitoring mechanism.
- k. In order to ensure that expansion drive in higher education is sustained, initiatives shall be taken to attract and retain the best talents as faculty resources by creating conducive working ambience and by making teaching and research as a lucrative career destination through continuous central assistance.
- l. The capacity building and capability enhancement, keeping in tune with modern-day requirement of the faculty resources through the Faculty Talent Promotion scheme by up grading Academic Staff Colleges.

- m. Equally important shall be the initiative for Leadership Development and Institutional Management Programmes.
- n. Support for curricular and academic reforms to improve student choices, technology-assisted participatory teaching-learning processes and increasing the provision of relevant education, with an emphasis on feed-back-based holistic examination/evaluation system.
- o. For promoting skill-based education and to improve competence, a fresh impetus to vocational-education shall be given.
- p. Reforming the financing system of higher educational institutions by the UGC such as to promote the culture of accountability, improved performance and better resource use efficiency and at the same time respecting the academic autonomy.
- q. The UGC, as an organisation, shall have to be restructured and modernised, and rejuvenated as a vibrant academic, administrative and monitoring body.
- r. In order to facilitate national level coordination of Higher Education scheme /Policies and their speedy implementation, all states shall be encouraged and incentivised to establish and activate All India Council.
- s. A New Education Management System should be introduced.
- t. A large number of new Central Universities and model colleges need to be continued.

The 12th Five year plan put emphasis on access, equity and quality with interlaced components of relevance, value-education and creativity. The overall budget requirement projected to achieve the proposed initiatives is ₹ 1, 84, 740 crores.

Role of Teachers

Role of teachers in changing the vision of higher education in India, to realize the country's human resource potential to its fullest with equity and inclusion is significant. Professors, Associate Professors, Assistant Professors, Readers and Lecturers of Colleges and Universities are also treated as teachers. Dr. S. Radhakrishnan who gave the foundation of the future of Indian Higher Education was also a teacher. The responsibility of a college teacher for social development of the country is important. College teachers should be innovative and dynamic. They should be prepared to face the new challenges in the field of higher education. The teachers should achieve the triple objectives of access & expansion, equity and inclusion and quality & excellence. The 12th Five year plan will give a historic opportunity to teachers in achieving equal access to quality of higher education. The teachers should make success the 'Rashtriya Uchcha Shiksha Abhiyan' (RUSA). They should strive for promotion of quality through greater focus on performance and curricular reforms. They should develop their capacity and capability. Teachers are responsible for speeding implementation of the 12th Five year plan priority. They should put emphasis on value

education and creativity. The teachers should give assurance for fair and impartial treatment to the disadvantaged sections of the society.

Teaching is not everybody's cup of tea; to become a teacher bookish learning, passing the examination and ability to instruct are not enough. He should possess a passion and certain physical, intellectual, social and emotional qualities which are a prerequisite for success in teaching. In the pages of history we find the name of great teachers like Plato and Aristotle of Greece, Vasistha and Viswamitra of India. Such teachers were honoured as the builders of the nation. They enjoyed a status next to the kings in olden days. But time has changed such traditions. In the olden days teachers were respected in the society. Day-by-day the prestige of the teachers has gone down. The teachers have lost their dignity in the society. Although the teachers prepare human beings of righteousness and virtue for the future generation; they are really neglected and their problems remain unsolved. Teachers are agents of social change and transformation. Teachers can influence the students. They are friends, philosophers and guides of the students. Teachers should have special aptitude for teaching.

Teachers are definitely different from other professionals like engineers, doctors and advocates. They are really social engineers. So they should develop special skills and mentality. They are society-builders. They should not be too materialistic. Teachers are treated as spiritual personalities. The aim of an ideal teacher is to impart perfect education to the students, which means the harmonious development of personality i.e. body, mind and soul. Moral development and excellent character building depends on teachers. Success of different plans & schemes depend on the teachers. Salient features of 12th Five year plan should be welcomed by the teachers. Teachers can be affected by privatisation of higher education.

Teachers' Movement

In India teachers are united and well-organised. We can find a number of national and state-level University teachers and college teachers' Associations. Those associations have not only raised their voice for the enhancement of salary and promotion but also have given positive suggestions to the government regarding Higher Education. They have helped University Grants Commission and National Knowledge Commission. Several seminars and symposia on problems of higher education have been organised by All India Teachers Associations. Various national and state-level movements, agitations and strikes have been organised by teachers for change in higher education. Academic movement by University and college teachers is significant in our country. A movement has been started all over India for Indianisation of Higher Education, which is relevant for society.

Conclusion

In the last 50 years much progress has been made in the field of education and yet

we have to go a long way to improve higher education. With industrialisation growing at rapid pace, we need technology-oriented people in large numbers and hence the need for professional colleges has become imperative. These colleges turning out mere numbers is not enough, they should impart quality education to churn out able technicians. In our country there is no planned educational development and as a consequence demand and supply in jobs do not go match. For example, in Tamil Nadu and Odisha there is a mushroom-like growth in the engineering colleges and every year about thirty thousand engineering graduates come out of these colleges. There is no industrial infrastructure to absorb all of them. Naturally, after completing the engineering degree many youths remain unemployed or underemployed. Besides, what with capitation fees etc, any technical qualification has become expensive and the parents in their anxiety to make their children employable borrow loans to give them a technical education. Of course, public sector banks liberally offer educational loans, but if the wards remain unemployed, it becomes incumbent on the parents to pay the loan. With globalization looming large on the horizon, it is time we moved along fast reorienting our education system to the needs and challenges of the country's future development process and then has been accorded a high priority. Education became the joint responsibility of the centre and the state after 42nd constitutional amendment. So role of state government in improving higher education is significant.

Majority of the proposed provisions of 12th Five year plan in the field of higher education are impressive. But private sector participation in higher education will create problem of privatisation. The All India Teachers Association generally opposes the private sector participation in higher education. The main problem is, parents and students are not interested in Government Colleges. In many states the condition of general colleges is far from satisfactory..

The state governments are not taking interest in development of general higher education. Especially, in Odisha, maximum posts (75%) in Autonomous, Government and Aided colleges are vacant. There is no post of Professor or Reader in most of the colleges. Majority of the college authorities manage teaching work with the help of contractual teachers. In Odisha majority of college teachers are deprived of getting UGC salaries without any attractive systems, College teachers are being instructed by the Govt. to remain in the college campus for 6 hours. Promotional system in the department of higher education of Odisha is not satisfactory. How can a talented student be interested in joining as a teacher or lecturer? It is a shocking phenomenon that Govt. of Odisha is hesitating to confer the designations like Assistant Professor, Associate Professor and Professor on the teachers, rather, the Govt. of Odisha gave Bulk Grants - an unwarranted tradition for teaching community. In Odisha we can find several types of teachers in an educational institution, which creates division and conflict among college teachers. There should be more allocation of funds in State Govt's budget in the field of higher education. The 12th Five year plan

should give emphasis on, and financial status to, career development and promotion of college teachers.

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HIGHER EDUCATION AT CROSS ROADS

Changing Pattern of Higher Education in India

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We cannot discuss the super structure of Higher Education alone without the foundation course of Secondary Education. Ever since liberalization policy of 1990 in India, Education has become a commercial product. Now education is only for affordable community. Education is a right to every citizen of India. Article-21A of Constitution affirm the right to Education but we do not have right to live. Though there is legislation on compulsory education, practically it is not being implemented in true spirit. The British legacy is still continuing. Once East India Company was a monopolistic exploiter. Now under the guise of Foreign Direct Investment, Western market is entering in all the fields where the technology is not required but demonstration is required. The fields are, retail market, eateries, soft drinks, Insurance, Management of pension fund, even defence production, Higher education etc.

We cannot achieve anything unless the mind set is changed in the present vicious circle of political pampering. The root cause for all the ills in the system is political exploitation. There is no room to a poor fellow since education has become a marketable product.

We can trace the genesis of first educational reform of Mudaliar Commission which was well thought out approach, highlighting the immediate needs of the society. But Governments had implement the report half-heartedly giving more weightage to general education and least weightage to multipurpose education to avoid additional financial burden on education. But at the Government had adopted the educational structure of 11+1 (H.S) + 1 (PUC) + 3. The thread of diversified courses is continued even in the Kothari Commission report. But all the Governments have followed the structure of 10+2+3 and adopted general education, ignoring the diversified courses (50:50).

The above two reports are based on national interest. But successive Governments have not thought of man power capital. But created educated unemployment. It is not worth to consider reports of Radha Krishna or Birla.

The latest report we have to consider is National knowledge Commission consisting 3 business magnet members. Main thrust was given to (1) Expansion (2) Excellence and (3) Inclusion.

Expansion:

Increase the Universities to 1500 by 2015. This may include Indian Private and Foreigner Players (F.D. Is).

Major expansion in the field of technical education has taken place in 9th and 10th Plan period. (459 intake 5,50,000) without proper faculty members least paid not followed U.G.C. / AICTE scales. At present part-time / contract lecturers are recruited. We can imagine the state of affairs in private sector.

There is also regional imbalance 60% of the Engineering graduates came from only four states Tamil Nadu, Andhra Pradesh, Karnataka and Maharashtra because of market forces. Most of the politicians are holding Engineering and Medical colleges. One person is holding 16 Engineering Colleges, one can imagine the lucrative of education business. Nass-com Makinsey Report (2005) mentioned that only 25%-30% of engineering graduates in India re employable.

At present there is a shortage of good faculty members in almost all fields of Higher Education due to higher offers from Corporate Sector. Private players adopt the theory of minimization of cost and maximization of profit. In addition paradoxically the management quota is allowed to maximize their profit. The rich competitive class can only afford a seat. A student who purchased a seat in Medicine cannot practice but can start a Nursing Home with the licence of MBBS. The regulatory bodies like U.G.C. and A.I.C.T.E. are placed in the back seat in the market system.

All the governments have ignored the constitutional obligation of upliftment of the poor. The present economy is for rich but not for the poor. But the poor is necessary in the present political exploitation.

Education is in concurrent list. State Governments are burdened with irrigation, education, welfare acts whereas Central Government is more resourceful with Tax Revenue deficit financing etc.

The Higher Education should be in the Central list. Simply giving 80% on additional expenditure on revision of pay scale for five years is not enough. The State Governments should be relieved of the component of salary and administrative expenditure and extended the Central assistance to States.

Leaving Higher Education to market forces is unethical. Education must be free good. Government should bear entire expenditure on education. Government should foresee long term welfare of society and not for temporary gain of the public money. Government should not go for vote catching doles. Those part of funds can be utilized for education which uplifts the man power and creates human capital. We can achieve self sufficiency.

Excellence:

In a idealistic situation when a committed teacher and the taught come closer and

both are educated when the ratio is not more than 1:20. But in the present “Mass Education System” there is least commitment on both sides.

Mushrooming of autonomous colleges indiscriminately due to various reasons is worst fall down of educational standards. There are ofcourse a few renowned colleges which are more committed with principles, where we find committed teachers and students. We have reached such a stage when some agencies are advertising that the degree holders of deemed universities need to apply for the the job.

There are brilliant teachers in India who excel given the conditions and they are in no way inferior to foreign teaching. In fact Indian teachers are working in world renowned 50 Foreign Universities. It is a paradox that we are useful to other nations, but not in India. It is a political decision and insult in not giving due respect to the entire teaching community of India and allowing Foreign Direct-Investment in Higher Education. India is good market due to the bulging of middle class.

We would like reiterate the following suggestions:

1. Man power planning is quite essential for the balanced growth of education in turn with development of the nation.
2. Allocate 6% of G.D.P. for Education as demanded by AIFUCTO.
3. Central Legislation to include Higher Education in the Central List or bearing of entire expenditure on education by the Centre.
4. Constitute a National Commission for Education (on the pattern of Dr. Kothari Commission, not on the lines of National Knowledge Commission which is for pro marketing).
5. Strengthen public funded education system from primary to the university level.
6. Stop entry of Foreign Universities under GATS. Stop privatization and commercialization of education. Bring all un-aided institutions under Aid System with Government Control.
7. Constitute National Commission for Teachers, both for Schools and Universities to avoid spoil system and sons of soil theory to invite national talent (once it was prevalent).
8. Implement neighbourhood common school / college system to avoid duplicity of teaching subjects so as to minimize the expenditure. This also helps commonness in students also.
9. Allocate more than 3% of GDP for Higher Education and Technical Education.
10. Constitute National School Grants Commission.
11. Provide quality infrastructure, teaching personnel and education for all.
12. Stop downsizing and fill all vacancies of staff.

13. Ensure implementation of 7th U.G.C. P.R.C. in full, to all teachers in India.
14. Democratize Educational Governance from Primary to University level.
15. Promote inclusive education through more Social Affirmative Actions.
16. Keep whole of Educations Sector within the reach of the people.
17. Strengthen the U.G.C. academically financially to ameliorate rural upliftment of the poor in Higher Education.

The suggestions may be utopain but they are required to streamline the education in India. We know it is very difficult to implement in the present politicalisation of education. We cannot dream the ideology unless there is a change in corrupt and self-interest system. Let us not be silent spectators

QUALITY PARADIGM- CONCERN OR CAMOUFLAGE ?

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National Secretary
Aifucto

No one can argue against efforts to enhance the quality of anything including higher education. We desire quality food, quality healthcare, quality environment and in short, quality life. But, the word quality when used by educational bureaucrats including Vice Chancellors, Chairpersons of UGC, AICTE etc not only portend danger signals but also camouflage a hidden agenda.

When the concept of autonomy was formulated, it was claimed that it was an exercise aimed at quality. When newly nomenclatured job oriented courses were introduced, the UGC claimed it was an exercise to promote quality. When the concept of accreditation was introduced it was claimed that it was a move to promote quality. It was the same with the deemed University, unitary University concepts.

All these concepts were introduced with great trumpeting and drum-beating. But have they in any way contributed to quality improvement?. The phrase "quality paradigm" is impressive but if it fails to be a sub system of an Equality paradigm an Equity paradigm and an Inclusive education paradigm, it is bound to meet the same fate. Our concern for quality should not be allowed to check and mate national priorities. What are they in our Country ?. Each developing country should have its own priorities.

INDIA'S NATIONAL PRIORITIES:

In a Country with a population of 1.2 billions only around 10 % have access to higher education. Economic and social inequalities are nowhere near the point of fading even after sixty five years of Independence. The National enthusiasm to provide equal access to education without discrimination received a positive push till the eighties. Public funded education grew though not at a jet speed but did so at least at a snail's pace. It was a slow growth, yet growth. Enrolment improved among socially weaker sections. Though the dropout rate was alarming, first generation learners arrived at the portals of colleges and universities and moved upon the social ladder thanks to policies of reservation.

EDUCATION VIZ-A-VIZ GLOBALISATION

But the situation changed suddenly and shockingly in the second half of eighties. The New Education Policy brought out by the young Prime Minister was considered an exercise of youthful enthusiasm. But in reality it was a shocking exercise to reverse the policies under the dictates of a new LPG dispensation. In his book Globalisation and its Discontents Nobel Laureate Joseph Stiglitz who was the Chief Economist at the world Bank and the Chairman of the then American President's council of Economic advisers says, I saw first

hand the devastating effect that globalization can have on developing countries, and especially the poor within those countries. But the New Education Policy's refrain on quality for the first time in India camouflaged the 'LPG' dispensation at a larger level. Quality became a 'mantra' lisped by the flunkeys occupying high positions in the educational hierarchy. They lisped the quality Mantra as a chorus. They criticized the numerical expansion of higher education at the cost of some imagined quality level. They who came up taking advantage of the nation's public funded education system occupying high positions lamented the poor quality of the end product from universities and colleges. Their theory of quality really camouflaged a curious blend of ideology (related to capitalism) bad economics, outdated dogma and a thinly veiled personal ambition and special interest. The former three led to rapid privatization of education and the veiled personal ambition led to rampant corrupt practices. Education department that was not liked by bureaucrats and ministers in comparison to PWD/revenue became a fresh green pasture. The so called "cost recovery programme" claiming that higher education provided personal advancement (no public good!) and so the cost should be recovered from the student (beneficiary). Government cannot afford to provide higher education for all the aspirants. A red carpet was thrown before private entrepreneurs'. The good, the bad and the dirty invaded the system of higher education promising quality education. It is a veritable "Laissez faire" today.

As an Illustration the following figures related to Tamil Nadu is provided:

Year	Government Colleges	Aided Colleges	Private/unaided Colleges
1980	67	162	2
2011	69	162	>500

The demand for greater allocation for education was met with cut backs in expenditure on education. The example of Governments all over the World (capitalistic or socialistic) that have performed their roles in ensuring social justice and at the same time providing quality education to all and furnishing required infrastructure have gone to the winds. No new Government / aided institutions came up after eighties. Vacancies were left unfilled. Student enrolment dropped, courses were closed unceremoniously for nearly three decades now. Government funding will lead to poor quality and private enterprise can ensure quality became the specious argument.

The Government which today does not hesitate even to privatise water resources never suffered any qualms in throwing the doors open for private enterprises. Cut-backs on grants to traditional pure science/humanities courses as non-utility courses and opening up of "the new nomenclatured" job oriented courses in private sector worked at tandem with the quality mantra in the nineties.

AUTONOMY AND ACCREDITATION - THE DOUBLE BARREL GUN!

In 1978 the UGC introduced the concept of autonomy. The claim was to identify some quality institutions and confer autonomy on them. In 1978 in Tamil Nadu only five

colleges were conferred autonomy. They were no doubt traditionally famous colleges. But today there are hundreds of autonomous colleges in the State. But subsequently Autonomy was conferred left, right and centre and this does not appear to have enhanced quality in any way. Mark scandals and student victimization in some of the autonomous colleges have increased manifold.

In 1994-1995 accreditation was introduced. Colleges vied with each other to get star status. The members of the accreditation committee prospered. Agencies to help get good accredited status were established by retired bureaucrats and professors. They prospered. These two concepts further demolished public funded education.

I want you to think about the entry of foreign universities in India. I can quote an analogy from Joseph Stiglitz's book globalization and its discontents. He says recall the controversy in the USA over the large chains of drug stores and convenience stores. When wall mart comes into a community there are often strong protests from local firms who fear(rightly) that they will be displaced. The local community (not the shopkeepers) worry that the character of the community will be destroyed. These are the concerns, thousand times stronger in developing countries. Where are the village soft-drink manufacturers and ice cream vendors ? You have been overwhelmed by coke & pepsi and branded ice-creams. We need not hold a brief for the self-financing colleges. We want Government to take care of the education of the poor and socially under-privileged. The FDI in retail has been temporarily suspended. But not Mr Sibal's bills on Universities. I will conclude with a quote from Joseph Stiglitz, understanding the choice between public funded education and privatized educational institutions can be only by understanding the causes and nature of poverty. It is not that the poor are lazy, they often work longer and harder than those who are better off. Many are caught in a series of vicious spirals. Lack of food leads to ill-health which limits their earning ability leading to still poorer health. Barely surviving they cannot send their children to schools (leave alone colleges) and without education their children are condemned to a life of poverty. Poverty is passed on from generation to generation. In a publication called the voices of the poor (world development report 2000 of the world bank), the poor feel that they are voiceless and they do not have control over their own destiny.

ERRONEOUS QUALITY PERCEPTION AND QUALITY PARADIGM FAILURES

There are no acceptable parameters for quality. It can be rationally arrived at only if we have an understanding of the inputs and output. In the present scenario of education, the end product is evaluated by parameters of performance. The system views education as a production agency. This is yet another facet of commodification. The perception causes great pressure on the student and the teacher. You start setting up unrealistic goals in a society marked by severe divisions. The rich-poor divide, the rural-urban divide, the caste divide, socio-cultural divide and language barriers are not easy to resolve. Added to all these inherited divisions, there is rampant corruption in every sphere of human activity. Excellence is evaluated on basis of a system that is vulnerable to manipulation. You cannot

expect every Post Graduate Student in Economics to be an AMARTYASEN and every student of Physics to be a C.V. RAMAN. The imperatives for a Quality Paradigm should be holistic and not in bits and pieces. A gross misunderstanding has already triggered a social tragedy resulting at denial of education to large sections. But at a micro level the pressure on teachers and students cause personal tragedies. Students resort to suicides when their performance is not up to the expected levels. Teachers get victimized for not improving performance. In extreme cases, a teacher is at the risk of losing life, as it happened in a recent incident at Chennai.

CONCLUSION

If we are constrained to think the 'content' of the curriculum, 'the methodology' of teaching, the 'smart class room/laboratory' etc under quality paradigm, we are not doing justice to our work. The nitty-gritty details of these can wait. The first step towards quality is to provide education to the poor and the marginalized. A quality paradigm should be an inclusive education paradigm.

COMMUNITY COLLEGES AN ALTERNATIVE SYSTEM OF EDUCATION

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Introduction

In *Rigveda* it is said that knowledge is power. It plays a catalytic role in the all-round human development. It continued to evolve diversity and extend its reach and coverage since the dawn of human history. India, at present is recognized as one of younger nation's in the world with 50 percent of the population under the age of 30 years and the census projection reports that the people between 15-59 years age group are likely to increase from approximately 58 percent in 2001 to more than 64 percent by 2021.¹ In order to harness the dividend of this, India needs an education system, which is of high quality, affordable, flexible and relevant to the individual as well as to the nation. This calls for a flexible and open system within the broad framework of higher education system of the country in which there is value added multiple entries and exit option available to the learners.

The Problem

The prevalent higher education system in the country in the area of general education remains affordable through a large number of publicly funded institutions. Professional education is gradually becoming expensive and unaffordable for even the middle and upper middle class. The institutions of higher education almost disconnected with the requirements of the work place. It is also neutral to the cultural heritage of the country, beat the art, craft, handicraft, music, architecture or any such thing which deserves proper preservation and promotion through education system with income assurance. Further, the traditional higher education system in the country is rigid in terms of duration of courses, teaching, learning timings, place of study and choice of subjects. Sometimes, on completion of degree one has to leave the course for good and go empty handed. Therefore, there is a genuine need for a provision to acknowledge and certify the knowledge and skills available with a person and their up-gradation to a certifiable level, which is accepted nationally. Skill based short duration courses are more useful for rural learners looking for employment, self employment or better employment locally. The courses available in the formal system or in the market are not credible or fully acceptable to the employers. Community colleges are expected to address or responds to the needs of the day.

Why Community Colleges?

Exclusion and elimination, mismatch between education and employment and capability of poverty are the dark side of the Indian education system.

The exclusion and elimination of school dropouts is the major problem faced both at the primary and higher levels of learning. Alphonse Xavier², in his paper on 'people building business' highlighted that for every 100 children only 4 reach the collegiate level. About 150 million children go to primary school. On an average, only 6 million reach the collegiate level and 70% of the school children do not go for higher education.

The Hindu³, in its 'green page' reported that if 100 million students get enrolled to the primary school, only about 30 million cross over to middle school and about 16 million to high/higher secondary schools of children in the age group 6-11 years. About 90-95 percent enroll to primary school, at the secondary stage, that is age in the group 11-15 years, only 48 percent continue higher secondary stage, that is, age group 15-17 years, only about 24 percent are found to pursue studies. In the age group 17-23, only about eight percent are in the higher educational institutions. From these statistics, we can see that roughly, about 50 percent of students dropout at every stage, in the school. Thus the question is, "what happens to all those youth who drop out of the educational system between the age group of 11-17 years?"

The New Indian Express⁴ reported that though 63.04 lakhs students get admitted in 31,052 schools across the state of Tamilnadu, the dropout ratio is almost 36 percent by the time they get to high school among whom 90 percent are girls. Around 48 lakhs of non-school going children (in the 6-14 age group) are in Tamilnadu.

To address these issues the community colleges are the significant need of the hour.

Focus of Paper

The present paper focuses on the following issues.

1. A brief overview of the present system of education.
2. Why community colleges are needed ?
3. History and concept of community colleges.
4. Preparatory stages and recommendations

Sources of Data

The paper is based on secondary sources collected from census report , reports of pilot studies, MHRD, University news and web search.

History of Community Colleges

The community college movement was started in India with the beginning of the Pondichery University Community College, followed by Madras Community College in

Malapore in August 1996. It was strengthened by the Manonmaniam Sudernar University, Thirunelveli, by giving approval to five community colleges in September, 1998. In January 1999, the Madras Centre for Research and Development of Community Education (MCRDCE) was started as a unit of the Loyolo Technical Institute (LTI, Madurai). Then it spread to Andrapradesh with the starting of JMJ Community College in Tenali in July 1999. It also spread to the states of Gujarat, Maharastra, Kerala, Karnataka, Uttarapadesh, Haryana and others.

Concept of Community College

The Community College is an alternative system of education which is aimed at the empowerment of the disadvantaged and the under privileged through appropriate skills development leading to gainful employment in collaboration with the local industry and the community and achieve skills for employability and self employability of the above sections of people in the society. It is an innovative educational alternative that is rooted in the community providing holistic education and eligibility for employment to the disadvantaged. The community college promotes job oriented, work related, skill based and life coping education. It is an initiative in consonance with the national policies which prioritize primary and vocational education.

Features

1. The community college system envisages access, flexibility in curriculum and teaching methodology.
2. Cost effectiveness and equal opportunity to all in collaboration with the local industries and community.
3. Economically and educationally weaker sections of the community are the target group (preferably 10th and 12th passed students, school dropouts, rural youth and rural women.)
4. There is no age limit for admission into a community college.
5. Skill development is an integral part of this system.
6. It is a system created for addressing and learning needs of the community at low and affordable cost without compromising the quality.
7. The community colleges keep the community engaged in the affairs of the colleges in several formal and informal ways. It may have multiple campuses also.
8. The community is represented on the academic and administrative bodies of these colleges.
9. The curriculum has four parts viz., life skills, work skills, internship and preparation for employment.
10. It aims at achieving the liberation and empowerment of the exploited and deprived groups of society.

11. It responds to the deficiencies of the vocational system through industry-institutional linkage, competence assessment, proper certification, training on site, life skills training and job oriented programmes on the basis of the local needs.
12. Collaboration with industrial, commercial and service sectors of the local area.
13. There are three stages; Certificate courses of 28 weeks duration, Diploma courses and Advanced diploma courses/Associate degree.
14. The course structure consists of different levels of certification. They include recognition of prior learning (RPL), certificate for work preparation (NCWP) and national competency certificate (NCC).

Success Story

Tamilnadu is front runner in the establishment of community colleges. In the first decade of its inception the state has started seventy five community colleges. These colleges have enrolled 8,947 students out of which 8.02% were married and 99.04% students were in the age group of 16-34 years. The state has really enrolled the students to whom the graduation is not affordable which is evident from the fact that 92.46% were less than +2 education holders. Social coverage wise also 91.67% enrolled belong to SC, ST and backward communities. They have served the economically weaker sections of the society with an income of below Rs.3,000 p.m (87% students enrolled were belongs to this group).

Preparatory Stages

The stages involved in the launching of a community college are as below.

1. Need analysis which is considered to be the gospel, is the backbone of the community college. It involves the study of the requirements and analysis of the employment and self-employment opportunities in the local area.
2. Development of curriculum.
3. Deciding the evaluation methodology and assessment of skills.
4. The community college cannot succeed without the active participation and collaboration of industrial, rural, agricultural, commercial and service organizations of the locality. Thus, identification of partnership and having an MOU with them is another stage.
5. Creation of administration and governance body.
6. Getting recognition from approved educational bodies.

Requirements/Recommendations

To make the community colleges more effective the following initiatives are required.

1. The community college is a concept apparently working well in countries like USA for about last 50 years, but all its features cannot be adopted to India due to the socio-economic and socio-cultural differences that the two countries have in spite of several

similarities. They should be given a suitable indigenous name, which represents the character of their colleges aptly and meets the contemporary needs of the society and the nation.

2. Designing the proper model to address the need of the industry or the trade.
3. Continuous monitoring, evaluation and updating of the curriculum in consultation with all the stakeholders.
4. It is difficult to create the infrastructure in a short time. Therefore, it is desirable to use the existing colleges or polytechnics to run the courses.
5. Training the faculty to update them with latest knowledge.
6. Organising the workshops to facilitate interaction between the proposed colleges, the regulatory authorities and industry partners.
7. Legislation (strong) would be a potential instrument for implementing the above concept effectively. The government can develop a model legislation to enable state to adopt it according to the needs of the states.

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CHANGING PARADIGMS OF INDIAN HIGHER EDUCATION: A COMPARITIVE STUDY OF STUDENTS PERCEPTION AT THE UNDERGRADUATE AND POST GRADUATE LEVELS

Quality Enhancement through restructuring existing degree courses

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INTRODUCTION

Education is a personal process. There is a need for radical change in the education system. Our students are living in the era of most stimulating time. They are besieged and bombarded by a hoard of media to include social networking like twitter and WhatsApp, gadgetry like iphone, and hundreds of other such technologies. What and how young people are taught, how do we engage their energies, how to bring out the best in them, need to be carefully analysed. What is needed is a much higher standard based on the principles of personalized learning for every student. In today's fast evolving world, teachers across the spectrum need more skills, imagination, new styles and techniques of teaching, creative ideas, to transform and customize curriculum for our students. There is no single model to measure and promote ideals, principles, morals, ethics and cultural identity in our students; a model that proliferates the principles of values and life skills through different domains in education. We need to bring in powerful, transformative learning for a just, compassionate and humane world.

During ancient times in India the educational system was mostly individualistic – education was being provided by a few learned persons, in their individual capacity as a matter of devotion, sacrifice and service, and education was being received by a group of individuals out of their own interest, love and requirement for learning. Teachers used to live in the bosom of nature in a sylvan with very limited needs and hardly any anxieties of life. They were held in high esteem and they devoted their heart and soul to the furtherance of education. Students were living in the Ashrams with their teachers, sharing all the rites as well as responsibilities there. In such residential institutions there was close and cordial relations among the teachers and pupils. The pupils were gaining knowledge and acquiring learning according to their own individual interests and abilities. Dhomya, Sandipani, Vasistha, Viswamitra, Vyas and so on were the celebrated "Gurus" or teachers who imparted education to their pupils with deep love, care and dedication. Nalanda, Taxila, Mithila, Rajagrih, Rajagiri and Lalitgiri were a few renowned seats of higher learning.

In the 10th century, India was invaded from the northwest and many founded their dynastic rule in India. Persian became the court language and the educated elites became conversant in Farsi and Arabic. The dual traditions of Sanskrit and Farsi education were kept alive till the colonization of India by the British. The British established schools to teach English and the sciences. In 1857 three universities were established in three metropolitan cities, Bombay (now Mumbai), Calcutta (now Kolkata) and Madras (now Chennai) following Oxford or Cambridge as models. Another university was established in 1887 in Allahabad. These universities imparted education in the liberal arts and sciences. The main objective was to prepare people for careers in the civil service, legal profession and in medicine. The need for technical education was also felt by the British, who established the first industrial school attached to the Gun Carriage Factory in Guindy, Chennai, in 1842. With this varied history of the higher education system, the current system is primarily modeled after the British system. Currently, it takes 15 years of formal education to complete the UG degree successfully. Professional U G degrees (B Tech, MBBS, BV Sc, etc.) take a total of 16–17 years of formal education. If we add the years of postgraduate and research level education, one can see that a person becomes employable around 30 years of age.

PARADIGM SHIFTS IN HIGHER EDUCATION

In recent years Indian graduates have done well in knowledge industry and they are now at an advantageous position in knowledge-controlled world economy. Jobs, particularly in disciplines and subjects that have link with knowledge industry, have increased. The Indian youths are now looking for education that would be of quality and immediate utility. The private institutions have come up to fulfill the demand by introducing large number of specific skill oriented courses. The foreign universities are also looking forwards to encash on such demands. The Indian economy also has shown steady growth in recent years. This has enhanced the percentage of families who can afford to spend more money on education. Thus raising interest in utility oriented education and enhanced economic strength of few have encouraged the growth of private institutions and entry of foreign universities in India. India is steadily shifting to a fast track of economic and industrial development, which has lead to several paradigm shifts in higher education, such as: From 'State Controlled Education' to an 'Open Market Economy Education' · From 'Education for Human Development' to

'Education for Human Resource Development'. From 'Education for a Few' to 'Education for Many'. From 'National' to 'Global Education' From 'Institution or Teacher Centered Education' to 'Student Centered Education' · From 'Subsidized Education' to 'Education for a Price.'

There can be no denying to the fact that changes in higher education scenario in India are utterly fast, changes are phenomenal and changes continue to be inevitable. Private participation in professional education (specially technical and management education, has brought changes in the perception of the society, According to the results of a special survey 'Higher Education: Free degrees to fly'(see Economist, February 26th-March

4th, 2005, pp63-65), higher education is already a global business. The days when higher education was a matter of national policy and higher education was a matter of national policy and government regulation are rapidly fading. Higher Education provisioning is now globalised and in many ways, a commercialized affair and the way that the State had in the goings on is vastly diminished.

FRAMEWORK OF INDIAN HIGHER EDUCATION

India with more than a billion residents has the second largest education system in the world (after china). Experts estimate that 32% of the Indian population is under the age of 15. (the world fact book, CIA, 2004 estimate) In the Indian system of education the tertiary education or higher education starts after the 10+2 stage. The structure of undergraduate education in India is broadly similar all over the country, following the pattern of a three year programme. Colleges form the backbone of Higher Education in India since 88% of undergraduate education and 56% of post-graduate education is imparted through colleges with approximately 83.37% of the teachers being concentrated in colleges. (HE1). The UGC has formulated Regulations for the recognition of colleges under Section 2(f) of the UGC Act, 1956 as per the powers contained in Section 26(1)(d) of the UGC Act, 1956 on 12th July 1974. The UGC also included colleges under Section 12(b) of its Act in terms of Rules framed under the Act. This makes the colleges available for central assistance from the central Government, or any other organization receiving funds from the central Government (HE4) The majority of institutions offering bachelor degree courses are in English medium. There are various college universities and private institutions that offer BBA /Bcom /BCA etc. The colleges follow a yearly examination system and offer basic knowledge in specific areas. After completing a Bachelors degree the student can qualify for admission to master's degree programme in more specialized areas. Post graduate studies comprise of Master's degrees such as MA/Mcom/Msc/MBA /MD etc. These courses are offered by universities, colleges affiliated to universities /AICTE and private universities. (HE7) Recent trends are towards growth in professional colleges both in the area of medical ,engineering and management. Other vocational courses which increase the employability are also preferred by the students .Our study limits itself to the purview of management education which actually started in India more than 50 years back. It commenced in 1950's as part time education programme for working professionals. It was only in 1990s that about 82 departments schools and affiliating colleges provided management education both at the undergraduate and post graduate level. (HE8). At the time of independence India lacked a network of universities and affiliated colleges that could suffice the education requirements of a diverse student base. Over the last so many years India has endeavored to provide access but have been unable to provide desired quality. In order to achieve equality in terms of opportunity and creating social mobility the government has unduly restricted and has instituted strict commonalities in terms of free structure and curriculum over more than 250 odd universities. This however had restricted excellence and differentiation in the higher education industry .

THE PROBLEM

Education today, has very complex programs and product. The activities of higher education often involve highly intangible matter. Also institutions 'compete' in market with other institutions, but do not always have similar intensity to economic and social goals. But we cannot deny the fact that private participation in professional educational is a business and the self financing institutions comprise of an industry with students entering them as consumers and coming out after skill development as products. This being so, it raises a number of issues that guide the survival and growth of these institutes. In order to address these issues the following

OBJECTIVES OF THE STUDY

- To study the importance and availability of faculty as intellectual capital enhancing quality of educational package, being offered by an institute.
- To study the importance and availability of infrastructure facilities like hostel, canteen, labs, library etc. as support services that play an important role in shaping the brand image of the institute.
- To study the level of importance for different variables relating to quality and support services at both undergraduate and post graduate levels .
- To study the level of satisfaction for different variables relating to quality and support services at both undergraduate and post graduate levels

HYPOTHESES

H01 There will be a no difference between overall importance and overall availability of faculty as intellectual capital of an institute between male and female students

H02 There will be no difference between Importance and availability, of infrastructure facilities like hostel, canteen, labs, library etc. as support services that play an important role in shaping the brand image of the institute between male and female students.

RESEARCH METHODOLOGY

The study was carried out in the Hyderabad Karnataka region . The sample chosen consisted of 410 respondents. The sampling technique used was multistage sampling. In the first stage the it was purposive wherein 10 management institutes were selected randomly (every second institute) from the list of GUG affiliated institutes .30 undergraduate management students and 30 post graduate students per institute were approached to fill in the questionnaire. Out of total questionnaires 410 completed questionnaires were considered for the study. The data was collected through a field survey conducted with the help of a non disguised pre structured questionnaire. Using a 5-point, Likert-type scale (1 =strongly disagree, 3 = neutral and 5 = strongly agree) The effort was to gauge respondents perception on different dimensions of quality and its impact on decision making for the institute. The questionnaire was pre-tested on a group representative of the target population and modified as needed. The final survey instrument took between five to eight minutes to

complete. The statistical tools used for descriptive analysis included mean, standard deviation etc or inferential analysis independent sample t test was applied.

ANALYSIS AND DISCUSSION

Individual characteristics of human beings are believed to have an impact on behavior and hence it is pertinent to study the effect of these characteristics of students on their perception of cost, quality, and support services available in an institute. An effort was made through research to explore and highlight the differences existing between perception of undergraduate and postgraduate students with respect to their perception regarding quality, cost, and support services of an institute.

Reforming School education is the need of the hour and it is rightly recognised by our educationists and the Government. It is not only enough to recognise and advocate measures but also necessary to implement them at the right place and at the right time. Education is a long term endeavour and a continual work in progress. The education system must be built on strong fundamentals, and continue to evolve to prepare our students for a changing future. A critical concern on every parent's mind would often be: "Will education prepare my child for the future?" "Will she be able to make a living and succeed?" "Will he be able to live his dream and find fulfilment?" It is the duty of every educator to teach the students to develop an enduring core of competencies, values and character and ensure that they possess the resilience to succeed.

The root of the problem lies in our school education system that rewards the ability to memorise rather than to think critically and analytically. Our school curricula and examination system should be reformed, focusing on major transformation in the education system. Though the changes are visible and appear to be heading towards a breakthrough, the follow-up or monitoring measures are not seen happening concurrently.

Current systems of education adopt the principles of linearity, conformity and standardization. Human development is not linear and standardized but it is diverse. The change needs to begin with a mindset of not only the educationists but also the parents, society and students themselves. Educationists must shift their thinking from result oriented approach to holistic development approach. Why is it that in today's world, when someone does not pick up conventional subjects like Science or Commerce, they are either termed as an outcast from the general population or simply tagged as being unintelligent or uncreative? The society must change, and we must be the propagators of that change. As parents, we dream a future for our child that yields a high income as opposed to one that would give him true happiness.

CONCLUSIONS

While universities and the academic community in general would like higher education to be viewed as a public good, the prevailing argument in the WTO Secretariat is that higher education is akin to 'private consumption' directly benefiting the consumer by way

of higher income. However, overtime the perception of higher education as a commercial service is gaining acceptance world wide Over the last 50 years, the Government of India has provided full policy support and substantial public funds to create one of the world's largest systems of higher education. These institutions, with the exception of some notable ones, have however, not been able to maintain the high standards of education or keep pace with developments in the fields especially in knowledge and technology. Over time, financial constraints with exploding enrolments, and a very high demand from primary and secondary education has led to the deterioration in the financial support provided by the government. On top of this, an overall structure of myriad controls with a rigid bureaucracy has stifled its development. The need to realize this fact and act accordingly is not only growing but poses problems as well.

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MAPPING THE GAP — THE FINANCIAL CRUNCH: THE THREE ES

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ABSTRACT

The UGC has already come out with its XII plan document which proposes 'a paradigm change' for achieving the three Es. This continued focus on achieving quality and supporting reforms in higher education and promoting excellence still poses much greater challenges. To materialise the 'quantum jump' in achieving the triple objectives, the mission mode national programme of a new funding mechanism RUSA aimed to achieve 25% national level GER. To kick start the process, the states and Union Territories would be required to communicate to this RUSA Mission Authority. Its willingness to participate, its commitment to undertake the **a-priori** prerequisites and other reform activities. It, thus is to call forth the executive function of the sincerity, honesty and transparency of a good government. My paper will focus on the funding crisis in Higher Education with special reference to Manipur. Further, I will try to highlight the consolidated statement showing number of posts lying vacant against the sanctioned posts and number of college teachers required as per Manipur University Ordinance, 2013. A lot of colleges both Government and Aided are becoming sick because of acute financial crunch. The curtailing of post of teachers and non-teaching staff which is in force makes the education system suffered.

Recently, a body of all Manipur Government College Teachers, FEGOCTA met the visiting team of 14th Finance Commission headed by Shri Y.V. Reddy, the Chairman and submitted a memorandum. Keeping the pathetic state of ailing fund crunch in view, it sought for kind intervention and favour of financial assistance as per classified pending issues.

Key words:- Three Es, RUSA, A-priori.

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