Higher Education in India: Retrospect and Prospect

Editors

Dr. Suchitra A. Naik

Dr. Jayshree Singh

Dr. Prashant P. Dharmadhikari

PREFACE

In the changing parlance, the idea of education is undergoing a constant flux. The traditional wisdom says that *'Sa Vidya Ya Vimuktaye'*, that is, 'It is wisdom that liberates'. Education is a medium for lifelong learning of an array of attributes to be imbibed by learners. However, education is incomplete without due exposure to the exploration of culture, character-building and other related dimensions of personality. Swami Vivekananda opined that, "Education is not the amount of information that we put into your brain and it runs riot there, undigested, all your life. We must have life building, man making and character making assimilation of ideas".

Yuval Noah Harari, a noted Historian, advises us that to stay relevant, we will need the ability to 'constantly learn and to reinvent yourself'. The philosophers across the globe have advised us the dictum 'know thyself'. If we know what we want in life, technology can help getting it. But if we don't know about the purpose of our life, it will be all too easy for technology to shape our aims for us and take control of our life.

At the advent of National Policy on Education (NPE) 2019, the system is expecting complete rejuvenation and reconstruction of education. NEP 2019 focuses on the five pillars of education: access, equity, quality, accountability and affordability. It ensures quality education in India for a span of 20 years starting from 2020 to 2040.

NPE 2019 aims to consolidate 800 universities and 40,000 colleges into around 15,000 large, multidisciplinary institutions. The policy proposes three types of higher educational institutions (HEIs): Research Universities, Teaching Universities and Autonomous Degree Granting Colleges. It aims to provide autonomy to all higher education institutions. Higher education institutions to be governed by independent boards with complete academic and administrative autonomy. An autonomous body called the National Research Foundation (NRF) is to be set up through an Act of Parliament.

Keeping this in mind, Principal Dr. Suchitra A. Naik proposed the idea of a peer reviewed monograph on higher education to commemorate the Golden Jubilee Celebration (1969-2019) of our college that we are celebrating this year. Her dynamic leadership and critical acumen conceptualised this academic endeavour of churning about higher education in India. It is for the first time that we are putting forth our ideas in the form of a monograph. This book is an expression of teachers, researchers and academicians who are committed to the students and teaching-learning process.

We are extremely happy to present a plethora of vibrant ideas in the form of twenty erudite articles and research papers on the theme – **Higher Education in India: Retrospect and Prospect.** The present volume is an attempt to consider the relevant issues taking shape in contemporary higher education ecosystem of India. This monograph consists of six research articles and fourteen research papers.

The article 'Education in Ancient India' by Dr. Vijay V. Bedekar is modified from the inaugural speech delivered by him in the Seminar on 'Education in Ancient India' on Saturday, 29th April, 1995 at Thane. It draws attention to a very crucial turning point in the history of this land, when the system of education was transplanted from its traditional moorings to Western concepts from indigenous to alien, from vernacular to English and from creativity to soul killing formality. The article throws light on the educational perspective of ancient India

and juxtaposes the effects of Macaulay's education system introduced by British East India Company.

The article 'The Seven Steps to Excellence' by Dr. Shirish Chindhade is a rich testimony of his experience as a NAAC Assessor (Peer Team Member and Coordinator) in India. By referring to the sacred seven steps (*saptapadi*), taken in Hindu marriage code to solemnise the relation, the article suggests the magical seven steps to achieve excellence in higher education as interdisciplinarity, choice based credit system (CBCS), addressing resource crunch, quality faculty, quality research, patents, citation, equity and inclusiveness autonomous status.

Dr. A.B. Dhopeshwarkar's article 'Higher Education: Opportunities and Challenges' attempts to draw attention to the various problems faced by higher education as well as the various opportunities available to the institutions of higher education in the light of National Policy of Education 2016. It categorically enumerates the features of various education policies with appropriate proofs. The transformation of society through education is the theme running through the article. The article stresses the fact that educationists will have to think more seriously of the entanglement of the artificial intelligence as well as the 'man-made' memory and the natural memory. The new kind of unsocialisation brought about by communications technology needs to be recognised as a natural phenomenon.

The article entitled 'Amalgamation of Research in Higher Education: Some Thoughts' written by Dr. Sudhakar Agarkar aptly discusses four aspects in order to encourage amalgamation of research with teaching as enhancing institutional capacity, training of teachers, setting up a research culture, encouragement to presentation and publications.

Dr. Prashant P. Dharmadhikari's article 'A Report of Educational Odyssey to Oxford, Cambridge and London: Some Observations' is an attempt to gauge the implications of the educational tour in the transformation of the perspectives and outlook of the students, teachers and parents. The pedagogical implications of the tour are analysed in detail.

The article 'The 'Flip' side of Classroom Learning' by Rishikesh K.B. and Sharon Lewis talks about the concept of a flipped classroom (FC) that enables students to take greater ownership of the knowledge they absorb and accordingly pace themselves.

Principal Dr. Suchitra A. Naik's paper 'Prioritising Philosophy of Education in India' explores the function of philosophy of education in contemporary society. It argues that modern theories of education, which were primarily shaped by the analytic spirit, need to be supplemented by a normative approach. In the light of post-modern critical thinking, it is necessary to go beyond managerialism in order to develop a deeper conversation in education. Only then it would be capable of addressing the moral and ethical dimensions of 'human making'.

The paper 'Quantity vs. Quality Trade-off in Higher Education: Challenges and Consequences in India' by Aparna Kulkarni tries to compare the status of Indian and foreign universities with respect to quantity and quality of higher education. It introduces the idea of 'quantity and quality trade-off' that is faced by Indian universities. The growing attraction of foreign universities amongst the Indian students is due to the quality concern that is jeopardised by Indian universities in the game of maintaining quantity.

The paper 'Challenges and Opportunities in Higher Education in India: A Perspective' by Dr. Pramod T. Kharate examines the various challenges the Indian higher education system is facing and discusses the opportunities in its present scenario. The paper argues that education is

an important tool for transformation, growth and prosperity of any nation and strengthens the democracy and guarantees progress in all the fields.

Dr. Manoj Patharkar's paper 'Language and Literature in Higher Education' proposes that literature has an important role to play in higher education. It proposes that the whole project of modernity was to refine the 'human', a process that requires a 'culture of ideas'. The paper argues the necessity of recognising the pivotal role played by humanities to imagine possibilities latent in any organisation, to plan future course, to connect with each other and to make ethical choices.

The paper 'Rejuvenating the Youth through Swami Vivekananda's Value Education' by Dr. Indrani Roy is an attempt to delve into the value based educational philosophy of Swami Vivekananda. The paper is also an effort to highlight Swamiji's ideas on value education and his suggestions to prevent moral degradation of youth through value education.

In the article titled 'सा विद्या या विमुक्तये', Dr. Shyamsunder Pandey briefs about traditional idea of liberation through education and then discusses current issues and problems associated with prevailing education system in India. It discusses the objective of education to shape overall personality of a human being. It also stresses the need of ethics in education.

In the research paper titled 'मूल्य शिक्षणः आवश्यकता और चुनौतियाँ' by Dr. Mithilesh Sharma deals with meaning and importance of value education in one's life. Further, he explains how with changing time there is rapid fall in values. Recent education system is getting deprived of value education, and thus the need for reviewing current system of education. She also talks about the challenges involved in implementation of value education.

The research paper titled 'उच्च शिक्षण संस्थानों की चुनौतियाँ: गुणवत्ता, मान्यता, स्वायत्तता और श्रेयांक' by Dr. Jayshree Singh begins with the issue of maintaining quality in education in general and higher educational institutions in particular. The paper studies multidimensional challenges in maintaining quality in Higher Educational Institutions (HEIs) with respect to learners and accreditation given by UGC under seven criteria of evaluation. Further, the paper deals with new challenges in maintaining quality in the era of autonomous status granted to HEIs.

The paper 'Privatisation of Higher Education in India: A Critical Analysis' by Dr. Sangita S. Mohanty envisages the tendencies of privatisation in higher education sector, and also proposes to monitor and govern these institutions for quality education.

Dr. Rashmi Agnihotri's paper 'E-Initiatives for Enhanced Governance in Higher Education: A Study of Stakeholders' Perspective' tries to study the areas of education processes which can be strengthened to improve e-governance in education sector. It also tries to understand the various benefits of taking such initiatives along with the challenges which come across while implementing it.

The paper 'Understanding the Growth Pattern of Educational Institutions in Thane: Impact on Enrolment of Students and Employment of Teachers' by Dr. Sagar Thakkar is an attempt to understand the growth pattern of educational institutions in rapidly developing Thane and its impact on enrollment of students as well as employment of teachers.

The paper 'Imparting Quality Higher Education Facilities – A Solution for Brain Drain Issue" by Shubhangi A. Rajguru attempts the study of brain drain and the possible solutions to it.

The paper 'Digitizing Education – The Khan Academy Way' by Archana Nair and Jharna Tolani attempts to decipher the Khan Academy Model and understand the current scenario of digital education in India.

'A Study on Impact of Commercialisation of Education with respect to Students of Ulhasnagar City' by Dr. Vinod S. Chandwani has tried to find out the impact of commercialisation of education in India in general and Ulhasnagar (District Thane) in particular.

We are happy to initiate and present this very first monograph in the interest of larger society. This would be a continuous activity to publish a monograph every year. As a responsible teaching fraternity, we are committed to making higher education practically more significant and liberal. This monograph is a modest step in this direction.

Editors

CONTENTS

<table>
<tr><td>**1**</td><td></td></tr>
</table>

1   Education in Ancient India

Dr. Vijay V. Bedekar*

[This article is a modified version of the inaugural speech delivered by Dr. Vijay Bedekar, Chairman, Vidya Prasark Mandal, Thane in the seminar on 'Education in Ancient India' on Saturday, 29th April, 1195 at Thane.]

The plethora of reports prepared by various commissions, and specially those in the post-independence era, voluminous in bulk, hardly touches the soul of education concentrating mostly upon the externalia of the educational system like buildings, educational equipment, salaries of staff, etc. With regard to the aim of education, all these commissions harp upon the spread of scientific attitude and eradication of superstition as Sanjivani Mantra on the supercilious presumption that Indians lack the former and are hampered by the latter.

I shall not touch here, upon the recent trends of research in the field of what is knowledge, education, the learning process, cognitive faculties, etc. undertaken by scientists, philosophers and sociologists, but would draw attention to a very crucial turning point in the history of this land, when the system of education was transplanted from its traditional moorings to western concepts from indigenous to alien, from vernacular to English and from creativity to soul killing formality.

The Encyclopaedia Americana says,

> "Education is any process by which an individual gains knowledge or insight, or develops attitudes or skills. Formal education is acquired through organised study of instruction, as in school or college. Informal education arises from day-to-day experiences".

The deliberations in this conference are going to delineate the systems and traditions evolved in this country for providing both these kinds of education from Vedic times till the advent of the British. In spite of the troubled times during the so-called Mughal period in our history, this system and tradition of education was a living force informing our socio-political-cultural theory and practice. Our philosophical, grammatical, architectural, mathematical (from zero to indeterminate equations), astronomical (sphericity of the earth, gravitational attraction, zodiacal signs, Nakshatra-Chakra, etc.), metallurgical (Panchadhatu, etc.) and naval achievements recorded in literature, epigraphy and monuments are testimony to the viability of the system. What happened then during the last two hundred years to believe that we lacked scientific attitude and that our religion was a pack of superstitions?

---

*   Chairman, Vidya Prasarak Mandal, Thane.
    Email: bedekarvijay@googlemail.com

The introduction of the British system of education sounded the death knell of this time-tested tradition of our land which had given sustenance to our forefathers for thousands of years. The educational system imposed on us by the British was based on a firm premise, philosophy and objective. Not that the account of India's glorious past was not known: William Jones established the Royal Asiatic Society in 1785 and there existed accounts describing the contemporary conditions of our culture. Many of these individuals were Europeans and not British. Their accounts provide vivid pictures of the condition of our society from early times upto the 17th and 18th centuries, which include our religious beliefs, scientific and technological achievements and social institutions including education. We also have elaborate historical accounts today of social, moral and educational conditions of Europe including Britain in the 17th and 18th centuries. It is not out of any vain glorious pride in our past that I shall state as a matter of historical record that Europe had, by then, borrowed from us and imbibed the following, not metaphysical speculation, but sciences and technologies of immediate, practical utility.

Mathematical and astronomical sciences were the earliest to migrate. The famous so-called Arabic numerals are really Hindu numerals, which were learnt by Arab scholars who transmitted them to Europe. The existence of petroleum wells (around 500 in number) and the use of petroleum was known in Burma since 1797. Rhinoplasty, considered even today a highly skilful plastic operation is recorded to have been performed on an injured by a Kumbhar (a potter) in Pune, the description of which has appeared in a publication dated 1794. Drill plough was first used in Europe (Austria) in 1662 and was first introduced in England in 1730. Captain Thoss Halcott in his article entitled, 'On the Drill Husbandry of South India' (dated 31st Dec, 1795 and 10th Jan, 1796) has said,

> "Until lately, I imagined the drill plough to be a modern European invention, but a short time ago, riding over a field I observed a drill plough at work, very simple in its construction, which upon enquiry I find is in general use here, and has been so since time immemorial".

The same observations have been made by other individuals about the use of drill plough in other parts of the country. There are descriptions, on record, of making of ice (AD 1774) and production of the best variety of mortar at Madras (AD 1732). There are accounts of the manufacture of dyes and colours and materials for the waterproofing of the bottoms of ships, the information of which was sent by a Bombay correspondent to the President of the British Royal Society in the year 1790.

Hortus Malabaricus, a 12 volume encyclopaedia, giving illustrations of 750 species of Indian plants was published in Europe during 1678-93, and its authenticity was certified by Kerala and Konkan Pundits. Such examples of search, study and borrowings by Europeans are innumerable. Export of steel, textile, artefacts of skilled artisans and jewellery is not new to this audience.

Can these achievements be ever possible for a society, ridden by class conflicts or exploitation of all strata? Or did it take place by imitation or by borrowing or by sheer accident?

No, these achievements were not possible without an optimum social-psychological stability in society.

Is this the picture of a society of low morals, with no science, riddled with rampant illiteracy, superstition, backwardness and barbarism?

But such claims have been made by Charles Grant, Wilberforce, Mill, Macaulay, Bentinck and many other British bureaucrats who were the pioneers of Western English education, which was established after neatly burying, deliberately, all information about pre-British Indian achievements.

Contribution of Missionaries like William Carey (1767-1837), William Hodge Mill (1792-1853) and John Muir (1810-1882) who were responsible for initial school and college syllabi and opening of educational institutions was considerable in the propagation of the myth of fallen Indian morals, illiteracy and religious superstition. They employed education as a tool for their evangelical designs, albeit they proclaimed their pious intentions of 'educating' Indians and uplifting the 'downtrodden'.

They were prompted by these designs to paint and present to their masters and paymasters in England a dismal picture of Indian society practising *'Sati', 'Devadasi'* custom, female infanticide, child marriages, etc. and nothing else. This was a very dark, exaggerated lopsided picture; multiplying small drawbacks and decimating high achievements. It is a matter of great regret and anguish, pain and distress that an Indian, currently revered as father of modern scientific India and a great reformer - none else than Raja Ram Mohan Roy, being more loyal than the king, helped achieve these sinister objectives with enthusiasm and stratagem surpassing these of the one generally held responsible for this state of affairs, Thomas Babington Macaulay.

Let us cast a glance at the chronology of events that destroyed the ancient Indian educational system and established the alien English system. It is traditionally believed that it started, at the time of renewal of East India Company's charter (Section 43) in 1813. This process was heralded by allotting Rupees one lac for –

> "the revival and improvement of literature, and the encouragement of the learned natives of India and for the introduction and promotion of knowledge of the science among the inhabitants of the British territories in India ....."

Rupees one lac may appear as a very generous and sumptuous liberality for the noble cause of education. However, the preconditions for making this grant available were –

> "that out of any surplus which may remain of the rents, revenues and profits arising from the said territorial acquisitions, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt, in manner hereafter provided, a sum of not less than Rupees one lac in each year shall be set apart ....."

However, examination of records shows that this large amount of money to educate the entire colonial population was not made available till 1823. It is also worthwhile noting that the value of Rupees one lac at that time was around 7 to 10 thousand pound. Lord Macaulay, as member of the law commission and its Chairman was drawing a salary of more than £10,000/- per annum.

These attempts to westernise Indians in the name of education are seen to have started since 1793, at the time of the renewal of the Charter of East India Company. They were undertaken by Charles Grant and Wilberforce. The plan was to send missionaries and schoolmasters for 'mental' and 'moral' reform of Hindus. In 1792 Charles Grant wrote an elaborate tract entitled, "Observations on the state of society among the Asiatic subjects of Great Britain particularly with respect to morals and on the means of improving it'. These means were nothing but the introduction of Western education with English as the medium of instruction. Charles Grant struck a very philanthropic posture and painted a very dark picture of Indian society in the last portion of this tract. However, he did not succeed, because the Board of Directors were not convinced of the the veracity of Grant's description, and while rejecting his plea, were constrained to say,

> "The Hindus had as good a system of faith and morals as most people, and that it
> would be madness to attempt their conversion or to give them any more learning or
> any other description of learning that which they already possess."

What appeared as MADNESS even to the foreign conquerors was for Raja Ram Mohan Roy 'reformist zeal'. These efforts of missionaries culminated in the famous minutes of T.B. Macaulay (1835). As stated earlier, credit for these 'achievements' goes not only to missionaries but also to zealots like Raja Ram Mohan Roy. However, it must be placed on record that some Orientalists like Warren Hastings, Wilson, etc. had opposed these sinister designs. Warren Hastings had founded a Madrasa in Calcutta for Islamic studies and a Sanskrit college at Banaras. Taking a cue from this, some people tried to establish a Sanskrit college at Calcutta. It is at this stage that we find Raja Ram Mohan Roy opposing, tooth and nail, government's efforts in founding the Sanskrit College. He wrote a very strong letter on 11th December, 1823 and forwarded it to Bishop Hebber to be placed before the Governor General in Council, in which he had opposed the founding of the Sanskrit College as he thought that it would perpetuate an antiquated system and would not lead to the extermination of evils and superstitions of Hindu society. How Raja Ram Mohan Roy's missionary zeal paved a way for Macaulay's minute is graphically described by Arthur Mayhew, in his book, 'Pre-independence Education Policy of India'.

> "It was Ram Mohan Roy and his friends who detected the insidious poison in the
> Sanskrit College Scheme of the Orientalists and submitted a petition which
> inaugurated a controversy that was prolonged for more than ten years. Macaulay by
> his eloquence and wealth of superlative has often been made solely responsible for
> cutting of Indian education from the roots of national life. Let it be remembered here
> that he was not the prime mover, that his intervention was late and that the forces
> which he represented would probably have been successful without his singularly
> tactless and blundering championship. The movement towards anglicisation
> originated in missionary and Hindu quarters before Macaulay had begun to sharpen
> his pen and select his epithets in the land of 'exile' whose culture he was to traduce.
> And it was fostered by Hindu support for many years after he had left India. Far more
> important than that 'master of superlatives' was Ram Mohan Roy whose antecedent's
> career and aspirations won for him, friends among Hindu reformers and missionaries
> alike, and enabled him unite these bodies against the common enemy".

Macaulay who had no knowledge of India, Indian culture, Indian languages, and was too young to understand the complexities of our social organisations, had the arrogant audacity to shape the destiny of this country, saying –

> "We are at present a Board of printing books which are of less value than the paper
> on which they are printed, when it was blank, and forgiving artificial encouragements
> to absurd history, absurd metaphysics, and absurd physics and absurd theology".

It was Raja Ram Mohan Roy who provided such insolent courage to Macaulay who further ventures to say:

> "No Hindu who has received an English education, ever remains sincerely attached to
> his religion. It is my firm belief that if our plans of education are followed up there
> will not be a single idolator among the respectable classes in Bengal thirty years
> hence, and this will be effected without any effort to proselytise, without the smallest

interference in their religious liberty, merely by the natural operation of knowledge and reflection."

It would be worthwhile to scrutinise and investigate here, that during the 18th century, the so-called superior morality and scientific and technological upper hand claimed by missionaries vehemently and which was agreed upon also by Hindus, like Raja Ram Mohan Roy, had any truth in it. It was not only untrue, but Christianity directly opposed progress of science for centuries. Stories of Copernicus, Galileo and Bruno are far well known. So Christianity as a religion by any stretch of imagination had no constructive contribution in the advancement of scientific temperament in the West. M.S. Anderson in his book 'Europe in the 18th century' says:

> "In England, by contrast, education for the masses remained throughout this period, comparatively backward. This was because the widespread distrust of strong central government made a state controlled educational system impossible, because the position was complicated by the mutual antipathy of established Church and dissenters and simply because popular demand for education was weak. The Charity school and Sunday school movements made efforts, often devoted and not altogether unsuccessful, to spread tincture of book learning among the lower strata of society, above all in the towns. These attempts, however, were inspired by the desire to combat vice, drunkenness and irreligion, rather than by any belief in destability of knowledge for its own sake".

The first University textbook to be based on the principles of Newtonian physics and mathematics was published at Oxford in 1702. Newtonian physics was accepted very late in France and first scientific work in French to accept Newton's discovery was published in 1742 by the astronomer and mathematician Maupertiris. Academies of science came into existence in Russia (1725), Sweden (1727) and Denmark (1742). The Royal Society in London, during most of 18th century, was little more than a gentleman's club, says Mr. Anderson (p. 388). Anderson further says (p. 392):

> "To all British scientists, natural phenomena, however they might be studied, however closely observed and subtly classified, had still their first cause in God. They were still manifestation of his being and nature. Many of the most popular writers and lecturers of science were themselves clergymen."

In India, Brahmins certainly knew mathematics and astronomy in the 18th century, but for missionaries and Ram Mohan Roy they were spreading superstition. Of literacy and reading habits, Anderson writes (p. 396):

> "It was, therefore, quite untypical of the reading of the ordinary peasant or an artisan, who enjoyed none of these advantages. We know little about the reading habits of the 95 per cent or more of Europeans in this period who were not well educated or well-to-do and who did not possess libraries of which there is some surviving record in wills or inventories."

The language of European scholarship and culture of 18th century Europe was French and not English. Fredrik-II of Prussia ordered in 1743, that the papers read at the academy of sciences in Berlin should be in French. And only after his death in 1786, the transactions of the academy started in German and French both. In any case, it was never in English. By 1850 Britishers had practically destroyed pre-British ancient Indian education system and all schools, colleges, their syllabi and examinations were controlled by the government. In Britain itself, with the exception of very few

institutions, there was hardly any state control in these institutions upto 1870. In England, the first Treasury Grant of £2000 for education was allowed to elementary school in 1832, about 20 years after Wilberforce and other evangelicals had insisted on East India Company making an annual allotment for education to its subjects in India.

There is adequate evidence available now that, almost throughout India, there was fairly self-sufficient educational system in the country prior to advent of the British. These are the surveys done by the Britishers themselves in Madras, Bombay and Bengal presidencies. William Adam's report which covered Bengal and Bihar says there seems to exist about one lac schools in this area in 1830. G.W. Leitemer did a survey in Punjab around 1882 and was of the opinion that, the spread of education in Punjab was satisfactory. Madras presidency report belonging to much earlier period, around 1820-1830, also gives a detailed description of schools, practically in every village in that presidency. In Bombay presidency, surveys were conducted in 1824 and 1828 with similar results. Though these reports existed and were quoted in academic circles occasionally, it was only after Shri Dharampal's book 'The Beautiful Tree', which included the survey of Madras presidency, the value of these reports to understand ancient educational system prior to advent of the British was realised. His book has embarrassed various committed scholars. One such scholar, while writing on the indigenous education system in British India, expressed his probable uneasiness in these words:

> "These publications have, however, been more of a reproduction of the original survey, appended to lengthy introduction without any attempt at systematic interpretation of the data. Most of them also betray a fervour of Brahminic patriotism through an undue anxiety to show the institution of indigenous education in benign light, and an unjustified attempt to gloss over its discriminatory dimensions."

The reports describing the system of indigenous education prevalent in Bombay presidency, which included Gujarat, Maharashtra and part of Karnatak then, and were submitted to the then government in two groups, one in the year 1823-24 and the second in the year 1828-29. Great educationist Shri R.V. Parulekar has published them in three parts.

For details of history of education in early years of British Raj, Fisher's Memoir is indispensable for scholars. It is most unfortunate that the report of education in the city of Pune in 1824 (just six years after the departure of Peshwas) submitted to William Chaplin, the Commissioner in the Deccan, is not traceable now. The report stated that there were 222 schools both for primary and higher institutions in the city during this period.

The report of T.B. Jervis (1823-24) on the state of education, especially in the districts of south Konkan, are elaborate, extensive and detailed in nature and literally a 'mine' of information. It is very difficult to give all aspects of the report here, but some important findings will be of great help and interest. It may surprise this audience that a report of 1828-29 describes 281 schools during the period. It would be a matter of surprise for many (and shock to ideologically committed scholars and sociologists) that prior to the advent of the British, there were schools practically in all villages of province which could satisfy needs of the society and at least 30 to 50 per cent school students were from the non-Brahmin sections of society, today termed as Other Backward Classes. In the first report of T.B. Jervis for which information was collected in 1820, he has reported 86 schools in the province of south Konkan. Out of these 86 schools, 28 were held in temple and private dwellings, and 6 were in the houses of teachers. Jervis reported that few schools were held even in the sheds belonging to barbers, oilmen and potters. Even among the teachers, non-Brahmins, i.e., Prabhus, Marathas, Kunbis, Vanis, Shimpis, percentage was at least 20 to 40 per cent. Jervis reported that in South Konkan, 22 out

of 86 teachers were non-Brahmin, while in Dharwad region, more than 50 per cent (i.e., 153 out of 291) were non-Brahmin. However, these reports do not give any statistics on depressed classes as most probably they had no access to schooling. Parulekar has noted that all caste's joined in this prohibition and Brahmins were only one of them. Neither missionaries had a different or soft attitude towards them, as popularly believed. In Thane town, the schools were entirely run by British government in the 1830s. All castes except Manuras and Parwaries (Mahars) were permitted. Even in the two charitable schools run by American missionaries, these Parwaries (Mahars) were asked to sit outside the school in the *varandha*. As stated earlier, except these depressed classes, no other castes had restrictions of any kind. Shri R.V. Parulekar writes:

> "It must, however, be said that as a rule the common schools were not communal in their working and they were open to all who could afford to pay for their schooling, except those who belonged to low caste or depressed castes. The schools conducted for Muslim community, where Persian or Hindustani (Urdu) was taught, were no doubt exclusively restricted to Muslim children, but the Hindu schools were open to the Muslim boys if they wanted to attend them."

Parulekar has clearly stated:

> "Although majority of teachers of the common schools of the time were Brahmins, it must be noted that the other castes and communities shared the profession with Brahmins without any hindrance imposed by custom or tradition."

These reports have also stated very clearly that though Brahmin families took to education and teaching, schoolmaster was never a hereditary occupation. A report of a judge from Ahmedabad states:

> "The office of schoolmaster cannot properly be said to be hereditary. During the time of Maratha government, it was generally taken up by those whose fathers had been so occupied, but even then others used to establish themselves in the same line. Since the city has been under the British rule, many persons had become schoolmasters, whose ancestors were never so employed and no objection had been taken by natives to their doing so".

A graphic description of educational status of society in the Konkan area can be seen in the statement of Mr. Pendargast which was submitted to Bombay Governor's Council in 1821.

> "I need to mention what every member of the Board knows as well as I do, that there is hardly a village, great or small, throughout our territories, in which there is not at least one school, and in the larger villages more, many in every town and in larger cities in every division, where young natives are taught reading, writing and arithmetic, upon a system, so economical, from a handful or two of grain, to perhaps a rupee per month to the schoolmaster; according to the ability of the parents, and at the same time so simple and effectual that there is hardly a cultivator or petty dealer who is not competent to keep his own accounts with a degree of accuracy, in my opinion, beyond what we meet with amongst the lower orders in our own country; while the more splendid dealers and bankers keep their cake with a degree of ease, consciousness and clearness, I rather thank fully to those of any British merchant" (Evidence of 1832, p. 468).

"There are schools maintained by the natives in almost every village in Candeish" (Evidence of 1832 p. 200).

"There are probably as great a proportion of persons in India who cannot write and keep simple accounts as are to be found in European countries" vide Annual Report (1819) of the Bombay Education Society p. 11.

"Schools are frequent amongst natives and about everywhere"- sixth report (1820) p. 21.

I would bring to the notice of the learned audience here, that not only indigenous education system was efficient and adequate to the needs of their society but it was very economical and suited to their social needs. The British, while totally wiping out this system, were shrewd enough to borrow generously many methods from this indigenous system. I quote Parulekar:

"During the early years of the 19th century, Dr. Andrew Bell and Joseph Lancaster introduced a system of instruction in England which is commonly known as 'monitorial' system or the 'Madras system'. The central idea behind the system was 'instructions of scholars by scholars'. The teaching scholars were called "Monitors". Under this system of cheap instruction, England made a very great advance in the instruction of her people. It is generally admitted that Dr. Bell got the idea from what he observed in the indigenous schools at Madras, and hence the system was called the 'Madras system'. Mr. Lancaster got the idea from Dr. Bell, that the system of instruction (the monitorial system) introduced in England by Lancaster and Bell in the early years of the 19th century was of the Indian origin is admitted in many contemporary documents. The following extract from a dispatch dated 3rd June, 1814 from the Court of Directors to the Governor General in Council of Bengal (Selections of Educational Records, Part 1, p. 23) is typical. The mode of instruction from that time immemorial has been practised under these masters and has received the highest tribute of praise by its adoption in this country, under the direction of the Reverend Dr. Bell, formerly Chaplin in Madras, and it has now become the mode by which education is conducted in our national establishments, from a conviction of the facility it affords in the acquisition of language by simplifying the process of instruction."

In the reports now under consideration, a reference is made by William Chaplin, the Commissioner in the Deccan, to "the Lancaster system being originally of Hindu origin" (141). T.B. Jervis recognises that Lancaster "formed his schools on the same (Hindoo) principle" (142). He was much convinced about its utility that he declared: "The Hindoo system is good so far as the expense is concerned and that indeed is a great object... in respect to every point of economy, it would be folly to deviate" (143).

Macaulay's dream, as summarized in the following quote, has come true beyond his expectations:

"We must do our best to form a class who may be an interpreter between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in taste, opinion and words and intellect."

From Raja Ram Mohan Roy, almost all subsequent reformers (with few exceptions), impatient to convert this country into a modern, scientific, free of superstition (mostly atheist), strengthened

Macaulay in all possible respects. After independence, things hardly changed. Nehru, a more ardent supporter of western values, continued the Macaulean psychology of education, firmly rooted in the premise carefully tailored by Charles Grant, Wilberforce, Trevelyan and Raja Ram Mohan Roy that Hindus have low morals, they are illiterate barbarians and have no scientific outlook and their religion is nothing but superstition. The leftist ideology and hopelessly committed scholars in this ideology continued the same myth of backwardness, religious superstition and lack of scientific temperament in the Hindu society. The result is clearly seen in the present Indian society where education is lacking in creativity. We can create a viable and self-respecting society and nation only if we can come out of this colonial and ideologically tutored concept of our culture and social institutions.

Works Cited

1. Encyclopaedia Americana, 1984, Vol. 9, p. 642.

2. Dharampal, 1971. Indian Science and Technology in Eighteenth Century. Some contemporary European Accounts, Academy of Gandhian Studies, Hyderabad, Sole Distributors: Bharatiya Manisha Peeth C-6-7A, Lawrence Road, New Delhi - 110035.

3. Educational records, selections from Bureau of Education -122 Section 43 of the Act, see also report of A.D. Campbell 17/8/1823. Educational record I 65 and Lord Moira's Minute of 1815, Educational record I - 24.

4. Ibid.

5. Arthar Mayhew (1988) (reprint). Pre-independence Educational Policy of India, A Study of British Educational Policy In India, 1835 -1920 and of It's Bearing on National Life and Problems In India Today, Archives Books, Post Box 5780, 4E/8, Jhandewalan Ext. New Delhi -110 055 p.12 & 13.

6. Anderson, M.S. (1987). (Third Edition) Europe in the Eighteenth Century 1713-1783, Longman, London and New York, p. 382.

7. DiBona J. (1983). One Teacher, One School The Adaim Report on Indigenous Education in 19th Century India, Biblia Impex Pvt. Ltd. 2/18, Ansari Road. NEW DELHI - 110 002.

8. Dharampal. (1983) The Beautiful Tree Indigenous Indian Education in the Eighteenth Century, Biblia Impex Private Limited 2/18, Ansari Road, NEW DELHI - 110 002.

9. Radhakrishnan P. Indigenous Education in British India a Profile, Contributions to Indian Sociology Vol. 24 No.l 1990.

10. Parulekar R.V. Selections from the records of the Government of Bombay Education Part 11819-1852, Part III 1826-1840 Published resp. in 1953 & 1957 by Asia Publishing House, Bombay.

11. Parulekar R.V. (1945) (reprint 1951) Survey of Indigenous Education in the Province of Bombay 1820-1830. Published by The Indian Institute of Education, II Elphinstone Circle, Botawak Bld. Fort, Bombay 1 Page, XXiii.

12. Ibid Pxxiii.

13. Ibid Pxxvii.

14. Ibidl Pxxi.

15. Ibid P xxvi and xxxvii.

    For more details of how British manipulated every indigenous system to their advantage, scholars can read my introduction to the book Historical Truths and Untruths Exposed, 1991. Published by Itihas Patrika Prakashan, M. Karve Marg, Naupada Thane - 400 602.

ಜಞ❖ಜಞ

2   The Seven Steps to Excellence

Dr. Shirish Chindhade*

I had a ringside view of the mainstream higher education (that is, Arts, Science, and Commerce Streams) as a NAAC Assessor (Peer Team Member and Coordinator) in the country. It improved and enriched my perception of the field. The clear impression one carries after a close view of the situation is one of mediocrity, which is also proved in our presence (or, in fact, absence) in the international ranking of our institutions of higher education. The following suggestions are an outcome of these observations:

One of our myths tells us that God Vishnu, in his shrunk *avatar* as *Batu Vamana*, encompassed the entire universe in just three steps. I am tempted to apply a little extended version of this myth to our higher education today. In my understanding seven steps are required to encompass the whole universe of excellence. The steps can be identified as follows:

1. Interdisciplinarity
2. Choice Based Credit System (CBCS)
3. Addressing resource crunch
4. Quality Faculty
5. Quality Research, Patents, Citation
6. Equity and Inclusiveness
7. Autonomous Status

I am much aware that I am not at all putting forth any earth moving ideas. These are stray thoughts. They are often discussed and are self-explanatory, but rarely put into practice. However, recapitulation is always beneficial as it does not allow the crucial issues to be out of sight, and hence out of mind also. It helps to bring some clarity in perception.

1. Interdisciplinarity

The vertical structure of our education system, namely primary, secondary and tertiary, shows that we are eventually trained to be some kind of 'specialists' in one academic discipline or the other. The various branches in our arts, science, commerce (mainstream) faculties offer ample proof of the straight orientation. As a result, a hermetically sealed compartmentalisation is imposed in which minds are groomed to be one-track. The writer C.P. Snow calls it 'the two cultures': scientists and others; writers and others; doctors and others; engineers and others; management experts and others; technologists and others, and so forth. Consequently, education becomes a blindfolding process in which one department has no clue of what the other department is about. Often its unwanted fallout is

---

  * NAAC, Peer Team Member, Pune.
   Email: shirishvchindhade@yahoo.co.in

overt or muffled hatred and suspicion for the 'other' disciplines. The secret of excellence of institutions like the Harvard lies in their emphasis on interdisciplinarity: a management trainee, for instance, must have at least a nodding acquaintance with dramatics or poetry or music, and so on. How perceptive was a certain management guru who once said that if he was entrusted to set syllabus for commerce and management course, he would make the study of poetry compulsory! That is why, these days one hears a thick talk about the need of grooming engineers and doctors in the humanities as well. There is a growing need to modify STEM (Science, Technology, Engineering, and Mathematics) into STEAM with the 'A' signifying 'Arts', humanities. It is extremely heartening that the proposed New Education Policy lays considerable emphasis on this approach.

2. Choice Based Credit System (CBCS)

In a way, this can be called an extension of interdisciplinarity. In most foreign universities, this system is now a well-entrenched mode of learning and evaluation. On the one hand, it helps to save on academic time slots; on the other hand, it offers a flexible choice to the learners to formally study and collect credit in a favourite subject. Many students in India do it privately and on their own. If a university degree gives them credit for it by acknowledging their achievement in an additional chosen subject, it can surely boost their 'employability'. Besides, it also fulfill the promise of all education of grooming a 'holistic' personality.

There is one more important angle to it. An elective subject of choice can be skills oriented. If pursued properly, it equips the learner to develop a formally learnt skill and capacitates him to use it for self-employment. It is a writing on the wall that the conventional job market the world over is going to shrink as Artificial Intelligence (AI), IOT (Internet of Things) and Machine Learning (ML) will occupy larger areas of activity requiring new skills. And, after all, how many table jobs can a — any — government provide? The other alternative is to create a job for oneself and if possible in due course become a job giver, also! The boost for start-up activity has this basis. Skills training (for both soft and hard skills) can be useful as global competencies, as the job market itself will go increasingly global. Installation of incubation centres is, therefore, the need of the times.

3. Addressing Resource Crunch

A Marathi saying suggests that you can play the beggar for a long time, but you cannot play the prince for long because you cannot afford it! It simply means that one cannot pretend to be well-off for long. Similarly, institutions run on money. Resource crunch is a serious challenge, in fact, a threat to our expanding education system. Resource crunch suppresses initiative, suffocates innovation and murders development. Both at the school and university levels governments (both state and central) are in a mood and intention to withdraw sponsoring, patronage and funding to education. One solution for the withdrawal symptom is 'privatisation'. We still work under the Macaulayan / British system of establishing and running school boards and affiliating universities for public instruction in India. The government shouldered the entire financial responsibility of making formal education available to all at nominal, affordable cost. This pattern and philosophy is no longer endorsed and accepted by governments all over. Everywhere governments are pulling the carpets from under the feet of educational institutions. Even so, the society at large has come to accept the fact that education is a prime mover of all progress, development, and personal and public prosperity. An enlightened citizenry is a national asset of value. Therefore, parents are willing to shell out huge amounts of money to enrol their wards in institutions of educational excellence. Some of them even do not mind selling out or mortgaging their assets in order to fund their wards' (expensive) education. Banks are avid to release educational loans. Institutions are required, in fact, forced to fend for themselves: buy,

borrow, beg to keep their noses above water levels! This compels them to levy hefty tuition fees. This, of course, militates against the noble goals of equity and inclusiveness necessary for creating a welfare state. One encouraging prospect is mentioned in the New Education Policy promising increased funding by the government. The CSR activity of industry can go a long way to salvage the system.

4. Paucity of Quality Faculty

The illustrious Kothari Education Commission Report (1968) sententiously asserts in its very opening sentence, 'The destiny of India is being shaped in her classrooms.' It also reposes a firm faith in the principle, 'No society can rise above the level of its teachers.' Very true! Noble observations, indeed! How can we be 'better' than our Jagadguru Adi Shankaracharya or Guru Drona or that humble wise 'gadfly' Socrates?! In India, the Guru is equal with God. The quality of a good teacher is, thus, to be emulated; it cannot be surpassed. All knowledge and the techniques of its acquisition flow from a good Guru. A great Guru is indeed a gift to the world. However, it is sad to know that in our country, there is much, much to be desired about teacher quality. Not many choose to become teachers. And the best turn their back on the teaching profession though they would not fail to describe it as 'noble'! Bernard Shaw once quipped, "Those who can, do; those who cannot, teach!" The implication is that the failures in other fields turn to teaching! So, those who become teachers lack the mindset, that is, an inquisitive knowledge thirsty spirit and a 'giving' attitude. After all, a teacher is a giver, not only of knowledge and its techniques of acquisition but an abiding discipline (sanskara) of moral values and ethical integrity. Bertrand Russell, in the essay 'Functions of a Teacher' likens a teacher to a topiary artist, one who gives attractive shapes to plants and trees, by extension, to his pupils. In our situation, all we can say is, "Like teacher, like pupil!" – One mediocre mind forcing a formative mind into mediocrity. Persons with high paper qualifications are available a dime a dozen in our country. It is not that the government/s, the UGC, the school boards are not seized of the challenge; it is we, the teachers, who have to shed our risk-averse mindsets and pick up the gauntlet. We need to skill, un-skill and reskill ourselves, which is a ceaseless process. We need to move up from 'qualifications' to 'quality' now. For this, rigorous and continuous training is needed. Once this step is taken, Indian education will belong to the worl-class category.

5. Paucity of Quality Research, Patents, Citation

The one department in which our higher education is weak is research output and outcomes. Most research here is like excavating a corpse from one grave and putting it in another! Both sleep quietly forever. The acrimony and cynicism of the remark apart, our research output and outcomes are mediocre, inadequate, repetitive and futile. The citation value of our research papers is near zero and recognition abroad is negligible. Patents generated out of genuine research are a great source of funding for institutions. Shri Narayan Murthy of Infosys once asked in exasperation what common household innovations have our universities contributed to the world or to the nation in the last 50 years. One single university like the Harvard has given more groundbreaking innovations than all the universities in India put together. It is also among the richest universities of the world mainly on account of its earnings through research and patents. This is its answer to resource crunch that most higher education institutions (HEIs) experience. India, once the giver of the 'zero' to the world now contributes zero to it! Is this not a reflection on the quality of our education system? Are we using our potential to its fullest capacities? What may be the causes for such an unimpressive show for one of the largest education systems of the world? There is a positive move on the part of the government now to establish purely research universities to meet this challenge. A further booster dose is given by the current central budget (July 2019) with enhanced fund allocation through National Research Foundation (NRF), which is a positive move.

6. Equity and Inclusiveness

It was the National Knowledge Commission that gave a wide currency to the need of answering the challenge of equity and inclusiveness in education. These clearly aim at social justice, very relevant to our tradition bound and caste and class ridden social mindset. The system that is discriminatory to its own people is a system based on injustice. Eklavya of the Mahabharata is an eye-opening victim of a discriminatory dispensation. As a result, large sections of our society continued to be deprived and wallowed in the mire of disadvantages and destitution. A Marathi dalit poet writes a powerful line in a poem to expose this reality in these words: "कालचा पाऊस आमच्या गावात आलाच नाही...". "The rains that showered everywhere yesterday have not come to our village!" Our vast population is a challenge to all our systems that provide amenities and needs: electricity, habitation, communication/transport, water, food, health and education, to mention a few basic needs. The New Education Policy expects the present GER (Gross Enrolment Ratio) of 25 per cent to reach 50 per cent by the year 2035! Now, how many institutions can we open and support? How many quality teachers can we produce and feed? How much optimum infrastructure can we make available for an effective knowledge transaction? These overwhelming questions have no immediate and final answers. Unless we can provide these facilities and services 'unto this last' we cannot be regarded as a welfare state; we cannot boast of an enlightened citizenry.

7. Autonomous Status

Poet Shelly once wrote in his poem, 'Love'—

> One word is too often profaned
>
> For me to profane it…

Well, in our higher education set-up the one word that is too often profaned is, 'autonomy'! It is as if when 'autonomy' is mentioned, college teachers shriek, like Horatio in Hamlet when he sees the ghost of Hamlet's father, "Look, my Lord, it comes!" Popular misperception and misgivings have blindfolded us to the idea of autonomy and its attendant advantages. The NAAC recommends that all HEIs scoring 'A+' grade in assessment and accreditation should be conferred autonomy on. In fact, the UGC has suo motu recently granted autonomy to a few select colleges, whether they had applied for it or not. This is clearly the future of Indian HEIs. Willy-nilly they will have to be autonomous. This is a Hobson's choice, that is, no choice. A certain Hobson was a shrewd horse dealer whose stables were so jam-packed with horses that when he offered a customer to choose any horse, the poor fellow had to choose the nearest one to the entrance, as there was no scope for entering the stable at all! The old adage goes, 'What cannot be cured must be endured!' In the same breath, what cannot be avoided must be accepted! Autonomy is essentially a system offering considerable flexibility for quality creation, enhancement and sustenance. And, after all, the New Education Policy visualises all colleges to be autonomous by the year 2035.

Time to take this challenging seventh step!

Since '7' is a universally favoured magic number, I am also tempted to use it to spell out the seven steps to excellence! After all, in the Hindu code a marriage is not legally valid until the sacred seven steps are taken, the saptapadi is performed together by the couple. I think that our marriage to academic excellence will not be solemnised until we walk these seven steps to excellence!

Courtesy: University News, 2019.

ಬ೧೩❖ಬ೧೩

3   Higher Education: Opportunities and Challenges

Dr. A.B. Dhopeshwarkar*

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we all were going direct to heaven, we were all going direct the other way".

– From a Tale of Two Cities by Charles Dickens.

Introduction

Higher education in India at present is undergoing a very critical phase. On the bright side we have a rapidly growing economy at a high rate of 7 to 8 per cent per year. We possess the largest pool of eager young people willing to work. We also have a sizable workforce of scientists, engineers and technical hands. We also have a rather developed education system creating a significant amount of human capital. On the dark side, India already suffers from large amount of open and disguised unemployment. The need for human capital is outstripping the supply. There is critical shortage of quality institutions of higher and technical education. In the quest for rapid economic prosperity, there is erosion of basic values in education. There is a growing negligence of physical and mental health. India and its higher education stands at crossroads and confusion prevails.

Education and Social Change

Social change is the change that occurs in the behaviour of the society and institutions. Such change is seen in the changes taking place in the laws, rules of behaviour and beliefs of the society. When social change is for the good, it is called progress. Progress is essentially evolutionary in nature.

According to Harry Johnson, the features of social changes are the following:

1. Changes in social values and institutions.
2. Changes in the distribution and ownership rewards.
3. Changes in the behaviour of persons.
4. Changes in the abilities of persons.

Education is a very important instrument to bring about the desirable social change. Both formal education as well as informal education can bring about social change. Formal education is provided

---

* Associate Professor, Department of Economics (Retired) Joshi Bedekar College, Thane.
  Email: joshibedekar@gmail.com.

in schools, colleges and institutions of higher education. Family, Newspaper, Radio, TV, Internet, etc. provide informal education. Education brings about changes in human resource development by –

- Creating the labour force necessary for production and other occupations.
- Raising the level of knowledge, skill and the vision.
- Checking the uncontrolled growth of education, unemployment.
- Including skills development as part of secondary education vocational education.
- Thus, education and social economic development appear to be highly and positively correlated.

National Policy on Education

University Education Commission 1948, headed by Dr. S. Radhakrishnan identified the aims of university education to include, maintaining a high standard of professional and vocational education, preservation of the culture and civilisation of the land and provision of leadership in politics, administration, education, industry and commerce.

Kothari Commission in 1964 examined all the aspects of education. Based on its report first National Education Policy was announced in 1968 with following recommendations:

(a) Stress on moral education is necessary.

(b) Equalisation of education opportunities for all.

(c) Inculcation of a sense of social responsibility.

(d) Introduction of work experience in education, manual work and social service as an integral part of education.

(e) Encouragement to science education and research, etc.

The policy resolved to increase investment in education to 6 per cent GDP every year. It is sad to say that it is never practised till this date.

The policy, revised in 1986 and 1992 again resolved to keep intact, value of secularism, socialism and democracy, promote scientific temper and independence of mind and spirit.

Features of NPE 2016

(a) Internationalisation of education and a role for foreign universities collaborating with Indian universities.

(b) Massive Online Open Courses – MOOCs.

(c) Reorienting skill development in higher education through STEM.

Some critics have pointed to the drawback of lack of critical thinking. The only aim of the policy appears to be to create pliable citizens, merely cogs in the machinery of knowledge economy.

Economic Survey of India 2017-18

The survey points to certain lessons to be learnt for sustained development.

1. To reignite growth process, raising more investment is more important than raising saving.

2.   There is a need to rapidly improve human capital – healthy individuals including all women, with the basic education to continually learn and adapt, rapidly growing agricultural productivity against the hyper globalisation backlash, climate change and water surety.

Innovations in science and technology are an integral part of long-term development. However, India happens to underspend on R & D. Much more R & D expenditure should come from private sector and universities. India must change from net consumer of knowledge to the net producer of knowledge. India should invest in educating its youth in science and technology, mathematics and reform the way R & D conducted. Indian private sector must take a mission driven approach to areas such as dark matter, genomics, energy storage, agriculture and cyber physical systems. Also various efforts to improve

'ease of doing business' need to be matched by the 'ease of doing science'. There lies the role of universities.

R and D Expenditure Per cent of Nominal GDP in India

Year	2004-05	2008-09	2012-13	2016-17
Public Sector	0.5	0.5	0.4	0.4
Private Sector	0.2	0.2	0.2	0.3
Total	0.7	0.7	0.6	0.7

R & D expenditure is nearly stagnant in last 20 years. When compared with other countries USA (2.8 per cent GDP), China (2.1 per cent) and Israel (4.2 per cent), India compares poorly (0.8 per cent).

Universities in India play relatively a smaller role in R & D in India. Indian universities follow a teaching role, decision model chosen for them way back in 1950s. It is now widely acknowledged that, this disconnection of Research and University has severely impaired both teaching as well as research in India. The irony is that there are more students registering for Ph.Ds but the number of Ph.Ds in science, technology, education and mathematics is declining.

R & D Spending in P.P.P Bn $ of US China India (2015)

	US	Israel	China	India
Business	341	10.3	286	17
Government	54	0.2	59	29
Universities	64	15	26	2
Private NP org	20	0.5	2.0	0.8
% GDP	2.8	4.3	2.0	0.8

Publication of Output Trends in China, India, USA

Year	China 1	2	Indian 1	2	US 1	2
1990	6104	-	12346	-	130559	-
2001	25730	(174)	15522	(103)	150817	(2894)
2011	122675	(980)	36456	(191)	184253	(3137)

Figure in bracket internationally referred publications

Patents

If journal publications reflect a country's prowess in research, the patents reflect its standing in technology. According to WIPO, India is the 7th largest patent filing office in the world. It registered 45,658 patents in year 2015 against China (101,866), USA (585,410)and Republic of Korea (213,694).

There needs to be a greater focus on research and development. Almost 2 lac patents are pending examination (2016-17). A rapid rate of technology obsolescence penalises innovation.

Expanding research and development is the way forward; following suggestions are noted:

(i)   Improve mathematics and cognitive skills at the school level.

(ii) Encourage investigator led research.

(iii) Increase funding for research from the private sector as well as from state governments.

(iv) Link national laboratories to universities and create new knowledge ecosystems.

(v)   Take a mission driven approach to research and development, national mission on dark matter, and also on genomics, energy storage and mathematics.

(vi) Ease of doing business.

Privatisation of Education

In the current scenario, new inventions, modern technologies, growing economy and competition is the order of the day. India is trying to position itself as a knowledge driven economy, and higher education assumes tremendous importance in facing these challenges. India possesses a highly developed higher education system which offers facilities of education and training in almost all aspects of creative and intellectual endeavours, arts and humanities, natural, mathematical and social sciences, engineering, medicine, agriculture education, law, commerce and management, music and performing arts, national and foreign languages.

Prime Minister Narendra Modi's declaration of 'Make in India' has articulated India's aspirations to be a global leader in the near future. The dream can be achieved only if there is an alignment in vision for skill development, higher education and research with the overall economic agenda. A few outstanding private universities have focused on empowering students with the necessary skills needed for getting jobs that they may early integrate and grow in a corporate environment. The effort of these universities by creating intellectual infrastructure has paid rich dividends in terms of high employability of their graduates. It is heartening to note that these private universities are at the forefront in producing payments, research and innovation, and start-up companies. They are creating global minds for the global employers. They invest hugely in technologies, faculties and student exchange programmes. They have features like –

1. Curriculum aligned with industry

2. Faculty that builds future leaders

3. Cutting-edge research

4. Record-breaking placements

5. Setting new benchmarks for quality education

But, B.K. Chaudhari of JNU is somewhat critical of the role played by private universities in India. He says, "Entry of private institutions in higher education is justified as a suitable substitute for

government to provide quality education. The pro-privatisation enthusiasts point to the success of Harvard and Stanford, but they miss the crucial endowments of American universities. Indian private institutions are operated to accrue profit to the enterprise. They overcharge fees. There is a vagueness on admission policy and the possible adherence to the UGC norms."

The Times of India (2-7-2018) in its editorial 'UGC Rebranded' says that provoking autonomy to private institutions without relaxing political control does not qualify as reform. Rapid technological and political changes, such as automation and the rise of protectionism – are disrupting the economy. Critically, this calls for a fundamental reorganisation of higher education. The draft bill mandating a new Higher Education Commission of India to replace UGC zeroes on the problem of poor quality of higher education. Yet, there is ground for skepticism on whether HECI can rectify UGC's flaws which effectively hobble higher education.

Empowered to grant funds and ensure standards in higher education, UGC ended up as a bureaucrats exercise in centralisation. Now the Union HRD ministry will take over the grant allocating function of the UGC. The HECI has been given a task of specifying learning outcomes, laying down teaching and research standards, evaluating yearly performance and promoting research. But, without the aid of providing monetary and other incentives to those scoring high on its regulatory watch, HECI will be powerless. The ministry is providing a penal power to HECI, but it smells of a License Raj. The institutions not keeping up with HECI standards can be closed down. Individuals heading these institutions can be sent to prison. But, we better remember that fear only breeds insecurity and restricts growth. Quality cannot be decreed by the government fiat and primitive measures. They will surely prevent foreign institutions. Instead, institutions must be given autonomy and must be allowed to performs competitively. Fund flows can be used as a tool to incentivise quality.

UGC's NAAC has been able to audit only 20 per cent of colleges by 2016. Over 20 years of existence shows the failure of bureaucratic centralisation. Like USA, we may allow competent independent bodies to take up accreditating functions. Regulation with built-in incentives is the best way to reform higher education.

Taking note of the criticism, Arvind Panagaria and B. Venkatesh Kumar who were associated with the draft bill mention the path-breaking features of HECI–

(a)   It gives HECI the power to create new universities via a set of transparent criteria (TOIs 5-7-18).

(b)   It empowers HECI to confer degrees on universities and colleges based on specified norms.

(c)   It empowers HECI to bestow affiliating powers to universities and colleges.

(d)   It provides for a credit based system for the award of degree, putting an end to the tyranny of forcing a student to repeat the entire year even in the one subject that she fails.

(e)   It promotes enforcement via transparent self-disclosure by HECI with falsification attracting punitive action.

(f)   It proposes to enforce minimum educational quality standards by empowering the HECI to close non-performing HECI's.

(g)   Empowering the HECI to specify minimum eligibility conditions for appointments to administrative and leadership positions in HECI's.

(h)   It denies the HECI the function of allocating funds and grants to end the rampant corruption in the UGC.

(i)   It gives direct voice to the representatives of states through the advisory council.

They express the need to outroot some weaknesses –

1. The bill must explicitly state conditions under which foreign universities, degree granting university can work.
2. There is a need to check the hands of those writing the rules, regulations and enforcing them with legislation.
3. The flexibility inherent in the credit system must be made explicit to allow the HECI's to align systems to the 3-year UK degree or 4-year US degree.
4. The quality standards must be enforced through accreditation rather than micromanagement. Details of rules of accreditation must be made clear.
5. Later, merging the All India Council for Technical Education and National Council for Teacher's Education with HECs is necessary.

Skill vs. Employability

By 2025, India will have 64 per cent of its population in the working age (the demographic dividend). Currently, India faces substantial unemployment which includes educated unemployment, also. There is considerable shortage of skilled labour. Skill Gap – it is the gap between demand for and the supply of skilled labour. Some estimates of the skill gap in 2015 are carpenters 44 per cent, plumbers 48 per cent, mechanics 50 per cent, auto mechanics 50 per cent and masons 55 per cent.

Ironic to mention instances of mismatch where in Jind Haryana, 14,836 applications were received for the eight posts of peons – a large number of them postgraduates. Jobless growth is said to occur when there are no jobs matching their skill levels and lack of skills on the part of the individuals possessing some sort of technical education is defined as 'quality skill gap'. Out of 1500 engineering graduates, 93 per cent were found not suitable for gainful employment in suitable sectors. Also, 90 per cent graduates from management schools do not possess the requisite skills.

68th round of NSSO (2011-12) states that 68 per cent graduates and 52 per cent post-graduates were unemployed; 469.9 million enter into the labour force and 460.2 million are absorbed 9.7 million remained without jobs.

According to World Bank Report – Skilled India 12 million youth of age 15 and 29 are expected to enter into workforce every year in the next two decades (WB 2017). Downgrading of employment is a phenomenon where employers are happy to employ highly educated even for jobs which do not need it. World Economic Forum estimates that India will need to equip workers with requisite skills to cater to the needs of growing economy; 109 million skilled workers will be needed. If the present situation continues India will no doubt languish from unemployment and the lack of skilled labour. All stakeholders – the state, relevant industries and educational institutions, policymakers and students will need to actively participate to help enable overhaul of the present education systems.

The Epistemic Change

The interrelation between the process of memory accumulation, its analysis and imagination filling the gaps is what the term 'episteme' represents. Episteme is the very building block of knowledge. In an epistemic change, each aspect of every field of knowledge starts undergoing a significant and visible change. The established disciplines of knowledge start melting and form altogether new ones. Long-established assumptions get trashed and new assumptions replace them.

The process of recognition of the universe undergoes complete metamorphosis. Such epistemic shift occurred when we moved from Aristotelian to the Newtonian world view. According to some scientists and historians, the contemporary knowledge in the past few decades is passing through an epistemic change. Jean Frasicois Reporters Lyotard's Report on knowledge which appeared in 1980s titled 'Post-modern Conditions' pointed to the fact that all grand narratives in the established fields of knowledge are reaching dead ends. A new era of knowledge is inaugurated.

Today, the speed with which knowledge is bursting out upon us was never known in the history before our time. It is coming to us through the medium of memory chips and most of it through Artificial Intelligence. We need to reconceptualise education very differently.

Education is tied up with transmission of knowledge and it is connected with the question of livelihood hood of those who receive it. The demographic composition of our country shows an overwhelming proportion of the young. Hence, education must be driven towards skill building, upgradation of the already trained and skilled, generating a service providing and entrepreneurial class.

Educationists will have to come to terms with this epistemic shift. They will have to think more seriously of the entanglement of the Artificial Intelligence as well as the man-made memory and the natural memory. The new kind of unsocialisation brought about by communications technology needs to be recognised as a natural phenomenon. The challenges are many and the preparedness of our educational institutions inadequate. On the sombre note, let us stand resolute to face the challenges squarely saying,

"Bliss it was in that dawn to be alive"

But to be young was very heaven."

References

1. Economic Survey, 2017-18.

2. World Development Report 2017.

3. Geography and You, May 16-31, 2018.

4. Times of India 2-7-18 and 5-7-18.

5. The Epistemic Change and Rethinking Education – G.N. Devy, Geography and you May 16-31, 2018.

6. B.K. Chouthary, 'Balance Sheet Universities: Now Dream of Higher Education' p.12, G and Y May 16-31.

7. Skill vs. Employbility.

8. Quality Gap in Education – p. 38 – G and Y May 16-31 2018.

9. World Economics Forum 2017 – The Global Human Capital Report.

10. World Bank – Skilling India. The World Bank.

11. Ministry of Human Resources, MHRD, June 23. Economic Survey, 2017-18, STEM Science, Technology, Engineering Management.

ಖಇ❖ಖಇ

4 Amalgamation of Research in Higher Education: Some Thoughts

Dr. Sudhakar Agarkar*

Introduction

The higher educational institutions have a dual role to play. Distribution of the existing knowledge is the primary role of these institutions. At the same time, they are expected to contribute to the growth of knowledge. The institution is better known by its strength in the second area. The universities and institutions that create good piece of research are ranked high. In India most of the higher educational institutions are happy in completing the first responsibility. Many of them do not even give attention to the second responsibility. As a result, generation of knowledge is very weak in most of the higher educational institutions in the country. Worse than this is the fact that they produce generation of students who are proud to know existing knowledge, but have no inclination to add to it. This picture needs to be changed immediately if we want to survive in this knowledge society. In this article, I propose a road map of how research can be amalgamated with teaching in higher educational institutions.

In order that there is an amalgamation of research with teaching, we need to provide attention to the following four aspects:

1. Enhancing institutional capacity
2. Training of teachers
3. Setting up a research culture
4. Encouragement to presentation and publications

Enhancing Institutional Capacity

An institution is known by the infrastructure it has. The first important aspect is the campus. It should be pleasant, providing facilities for academic interaction. It should display the success stories and arrange seminars where students can meet their role models. Publications of college teachers and alumni should be made available freely for reading and discussion.

Library is the heart of any educational institution. It should be equipped with textbooks, reference books, abstract books and journals. It is a pity that the budget allocated in many of the higher educational institutions in India is so low that they can purchase only a few selected textbooks. Reference books like dictionaries, encyclopaedia, handbooks are available in such a short supply that the requirement of the students is hardly fulfilled. Research journals provide information about the

* VPM's Academy of International Education and Research, Thane, Maharashtra State India.
  Email: sagarkar@vpmthane.org

current work going on in other countries. In the absence of these journals, students are ignorant of modern developments. They cannot think what areas need to be explored to remain competitive in the modern world. Hence, it is necessary that the library facility of the institution should be strengthened adequately.

Along with the library, the availability of a laboratory plays an important role in knowledge generation. This is much more important if the work is to be conducted in natural sciences. Even in social sciences like psychology and geography the availability of the laboratory is a crucial issue. It needs space, equipment and manpower. The laboratory has to be strengthened every year. However, many Indian universities fall short in this aspect. They do not make financial provision to update and upgrade the existing laboratory. As a result, students are exposed to age-old gadgets that are hardly used in modern industries. This point has been brought forward on many occasions during industry institution collaboration.

Through a variety of methods like experimentation, surveys, questionnaires, etc., a lot of data are collected. These data need to be analysed systematically to make sense out of it. Hence, the data analysis facility is the need of the day. If you look at the higher educational institutions in India, you will find that many institutions do not have this facility. Modern gadgets used for data handling along with personnel trained to undertake the task must be made available in all higher educational institutions. Otherwise, researchers will not dare to base their findings on hard facts.

Training of Teachers

Faculty is the backbone of any educational institution. In order that they become research oriented, there is a need to train the teaching fraternity. They are the products of a system that has hardly given importance to innovation. They, naturally, continue doing the same in their teaching profession, too. To break this vicious circle an in-service training course should be conducted for the faculty members. The course should be planned to equip the teachers, firstly, to conduct research themselves and then to guide the young graduate students in this field. An experience gained in the institutions managed by the Vidya Prasarak Mandal, Thane is worth sharing here.

The author is directly associated with Dr. V., N. Bedekar Institute of Management Studies (VNBRIMS) managed to the Vidya Prasarak Mandal, Thane. Realising the fact that the research output of the institution is low, he initiated a course on conducting research in business and management. The topics like importance of research, identification of research problems, data collection, analysis of qualitative and quantitative data, oral as well as written presentation of the findings were discussed. The impact of this course had been quite positive. A substantial number of teachers from the management institute have now undertaken their own research projects.

Encouraged by the success with management institute, the a similar course for the faculty of B. N. Bandodkar College of Science was initiated. Apart from various parameters of research, focus was placed on effective use of laboratory facilities in this course. It too was received very well by the teaching fraternity. Encouraged by the success of two courses, a third course on conducting research in social sciences is planned for the faculty of Joshi-Bedekar College of Arts and Commerce in the campus.

Setting Up Research Culture

Colleges associated with the Universities of Cambridge and Oxford have produced a large number of Nobel Prize winners. It is because of a strong research output from their faculty members and students. They give enough attention to maintaining a research culture in the campus. This fact is evident at all steps in the campus. A short visit to an Indian research institute like the Tata Institute of Fundamental Research in Mumbai will reveal a culture of research prevalent in the institution. Such a culture needs to be developed in all higher educational institutions in India.

Research in any field needs an investigative mind. It starts with the identification of problems worth investigating. For that a strong teacher-pupil interaction is necessary. Although such an environment is available in Indian schools, it is hardly available in Indian colleges and universities. The teacher completes his/her teaching of the textual content mostly within the four walls of the classroom. This classroom bound teaching does not expose the students with the outside world. At the same time, the teaching remains syllabus bound. There is a need to go beyond the classroom and beyond the syllabus. Teachers need to refer to modern work in the field and expose students to research articles published in the journal. With the availability of J Store facility this task has become simple.

Exposure to the outside world also provides a good learning opportunity to the students. Visits to research institutions and interaction with practising researchers proves useful. Field trips can be arranged regularly with a discussion on social relevance of knowledge and its use in dealing with social problems. Industrial visits can expose the students to techniques and methods used in modern industries. Such visits are organised for the students pursuing management studies for the past few years. These visits are proving useful in expanding the horizon of students' knowledge and thinking.

It is well known that students learn a lot from their peers. Hence, attempts need to be made to enhance child-child interactions both formally as well as informally. It can be achieved by arranging discussion sessions for the students within the college campus. Interaction with students from other countries help students to know the way they think and work. Such opportunities can be made available by participating in international contests and meetings. An attempt in this direction is being made by the Vidya Prasarak Mandal, Thane. On one hand, it hosts the visit of students from other countries and enables campus students to interact with them. For example, students from Kyoto Sangyo University in Japan visit Thane every year. Students from various colleges managed by VPM interact with them formally as well as informally. In addition, students from institutions in Thane are sent to participate in international contests held in China, Denmark, Brazil, etc. Direct interactions with students from other countries enable them to gain new research ideas and methods to explore them.

Presentations and Publications

Both the students and teachers should be provided opportunities to present their work before their colleagues. In order to provide presentation opportunities within the college, seminars and conferences are to be organised regularly. Symposia where students get an opportunity to meet practising researchers prove useful. At the same time, seminar where students critically discuss the work conducted by their friends also prove beneficial. Organisation of a research seminar where well-known personalities in the field are invited provide an opportunity to get acquainted with current trends in the field. At the same time, sending students and teachers to outside conferences enable them to establish

a long-term contact with practising researchers. Continuous interaction with these personalities broaden the thinking of teachers as well as students in the institutions.

Publication in the journal is a special skill. It gets developed through practice. Some guidelines in this regard can be given. However, the most useful way to learn it is to start writing and sending the article to peer reviewed journals. The feedback received from the reviewer provides a lot of inputs on writing research articles. There is a saying "Success breeds success". This is true for research publications. In the initial phases, it might be a boring exercise but as one matures in writing, more and more articles get published. It brings name and fame in the academic circle.

Conclusions

In this short article I have tried to suggest what can be done to couple research with teaching in higher educational institutions in India. After independence a few institutions were set up with a focus on research. These institutions were given good amount of funding. On the other hand, the universities which had the major role of teaching were deprived of research funds. It is now realised that teaching and research flourish hand in hand. Therefore, a new wave has been generated to incorporate teaching in research institutions and research in teaching institutions. It is hoped that these changes would enable to amalgamate research with teaching in Indian educational as well as research institutions.

ಬಾ೦೪❖ಬಾ೦೪

5 A Report of Educational Odyssey to Oxford, Cambridge and London: Some Observations

Dr. Prashant P. Dharmadhikari*

Travelling. It leaves you speechless, then turns you into a storyteller.

Ibn Battuta

***

Vidya Prasarak Mandal, an educational institution situated in Thane, has been organising educational tour of students, parents and teachers to Oxford, Cambridge and London, UK since 2004. It has established links with the League for the Exchange of Commonwealth Teachers (LECT) and Commonwealth Association of Science, Technology and Mathematics Educators (CASTME) from UK. Dr. Vijay Bedekar, Chairman, Vidya Prasarak Mandal and Dr. S.C. Agarkar, Dean, VPM's Academy of International Education and Research, have envisioned this study tour to acquaint Indian students, teachers and parents with the British education system and the culture therein. More than 500 students, teachers and parents have taken benefit of the study tour so far.

The author of this paper had been a part of the last three study tours, that is, May 2016, May 2018 and May 2019. The attempt has been made in this paper to analyse the outcomes of the said study tour by elaborately discussing the report of visit to the important places of academic importance in UK. The participants of the study tour were encouraged to keep a diary to document the insights that they had taken from the visit to libraries, museums and institutes of higher learning in England. The tour was organised from 21st to 31st May, 2019. Three major seats of learning, viz. Oxford, Cambridge and London had been covered. The team of 29 participants consisting of teachers, students, and parents of varied age groups had taken part in this tour.

Cambridge

Famous French writer Gustav Flaubert said, "Travel makes one modest. You see what a tiny place you occupy in the world." To understand the implied meaning of the argument, one has to travel far and wide. The study tour started with the visit to Cambridge. It has been considered as the important seat of learning. The stay had been arranged in Youth Hostel, Cambridge. The Youth Hostel is a chain of hostels meant for the early learners to explore the world. The motto of Youth Hostel is:

'This Youth Hostel is one of many, both in this country and abroad, where young people, regardless of race or creed, may spend the night. The buildings are diverse in character but they have

---

*   Assistant Professor, K.G. Joshi and N.G. Bedekar College of Arts & Commerce, Thane.
    Email: dharmadhikari.prashant@gmail.com.

common purpose: to help all; especially young people of limited means, to a greater knowledge, love and care of countryside'.

The city tour of Cambridge had been arranged on tourist guided buses popularly known as Hop on' Hop off'. The audio tracks had been made available to every traveller which gave information of all the important places that the bus visited. It was an important learning experience for the students to develop an eye for information on the places. The main focus was on the visit to libraries and museums of Cambridge University. Fitzwilliam Museum, Geology Museum, Sedgwick Museum of Earth Sciences are some of the museums the students had visited. Each of these museums were maintained by the various departments of Cambridge University. Through this, the students were groomed as researchers. The visit to Trinity college had been a great learning experience to the teachers and students alike. It is one of the reputed colleges in Cambridge University which has produced students and teachers like Newton, Shrinivas Ramanujan and Amartya Sen. The Interaction with Dr. Krishna Sharma, one of the research scholars of Trinity college, had been a great learning experience. The students had been thrilled and privileged to walk on the corridor on which great scientists like Newton, Ramanujan had walked.

The colleges in both the Cambridge and Oxford Universities follow a common pattern, that is, it has a chapel, a library, dining hall and hostel. The attention has been given that the students will stay together, study together and pray together. It is no surprise that the Trinity college has 33 Noble Prize award winners, that is considered as highest record of any college in UK.

Oxford

The students had been taken to Oxford University as the second part of their study tour. The stay had been arranged in Youth Hostel. Oxford needs no explanation in the academics. It has created a benchmark of its own in the global fraternity. A visit to the Somerville college had been arranged to have an interaction with the teaching staff and students. Somerville is the only college that has admitted female students in the history of Oxford University. Great luminaries like Margaret Thatcher, Indira Gandhi, Cornellia Sorabji had studied here. The students and teachers had been highly benefited by a special lecture entitled 'Reading Mill: The Subjection of Women through Changing Lens' delivered by Anne Phillips from London School of Economics. The lecture sensitised students towards the great utilitarian philosopher John Stuart Mill and his stand on the empowerment of women. Listening to an altogether new topic for an hour in British accent had been a great experience. The students had been briefed by Sara Kalim who has been looking after Oxford India Centre which promotes the cultural exchange between Oxford University and Indian universities. Students had been briefed about the scholarship programmes that are available to study at Somerville specifically for Indian students.

A visit to some of the remarkable museums and libraries of Oxford University had been an enriching experience. Ashmolean Museum, History of Science Museum, Pitts River Museum, Weston Library, Bodlean Library and Oxford Botanical Garden were some of the crucial destinations that gave immense academic insights to the students and teachers. The exhibition entitled 'Babel', at Weston Library, Oxford, which was focused on different languages of the world had been a great epitome of systematic display of cultural and linguistic artefacts. A tour of Oxford Street had been organised. Balliol College, All Soul College, New College, Radcliffe Camera, Sheldonian Theater, Indian Institute, Corpus Christi College were some of the important colleges the students had witnessed.

Study Tour of London

Visit to London was the third part of the study tour. The stay was arranged in Young Men Christian Association (YMCA) Indian Hostel located in central London. It is the legendary place where the Indian cricket team that won World Cup 1983 stayed. The students stayed here for four days. The visits to following places were organized:

Visit to Greenwich Observatory and National Maritime Museum

British people have been great navigators. They explored the world by using boats and maps. It was essential for them to know the time while travelling for months together in a ship. To meet this purpose, a scientific inquiry has been initiated to fix the meridian of the planet earth. The Kings appointed an astronomer for this post and titled him as 'The Astronomer Royal'. Greenwich Observatory is such a place where the meridian divides this earth in two hemispheres. A well-equipped museum of early watches to modern digital watches have been systematically maintained. Students learned a great deal of information about the Greenwich Mean Time popularly known as GMT.

The visit to the National Maritime Museum, which is situated in the same premises, was organised. The effort was made to showcase the rich maritime culture of Britishers to the public. An exhibitions on the great war fought by great French General Nepolian and British General Nelson at Trafalgar had been a great learning experience. An exhibition on 'Rise of East India Company' has been maintained on the second floor. It covers the span of the rule of East India Company and implications of its rule to the history of India and Europe. Rare artefacts with a lot of documentary evidences have been exhibited so picturesquely that students could learn the history of British rule in India in an hour. Students also learned to juxtapose information with photos and artefacts to prepare a well-documented exhibition. There is a considerable scope in India to have these kind of exhibitions.

Places of Indian Importance

A tour of places of Indian importance had been arranged. It is needless to say that there are many places in London that possess crucial importance as far as Indian history is concerned. Srujani Walavalkar, a participant of the tour had written an extensive note in her diary about the places of Indian importance.

> *Our first stop was at Caxton Hall. The printing press was first situated over here. There was a park nearby called Hyde Park which had the right to free speech. Lot of important political meetings and decisions were conducted at the Caxton Hall. Savarkar, Lala Lajpat Rai, Madam Cama and many other revolutionaries had attended meetings here. In 1919, after the Jallianwala Baug massacre took place, Udham Singh a revolutionary always wanted revenge. He managed to come to England in 1940 and killed who General O'Dyre was responsible for the massacre. He was sentenced to death. Winston Churchill also gave a speech at the Caxton Hall.*
>
> *Next, we saw Vinayak Damodar Savarkar's house. He used to inspire the people to fight against the British government while living here. Savarkar, who studied law at Grey's Inn, was given a scholarship by Shyamji Krishna Verma.*
>
> *Next, we saw the house of Pandit Shyamji Krishna Verma. He had studied at Oxford, and therefore he had come to England. He purchased a home here in London and*

named it as India House where he would give the Indian students a place to stay. He also had his own house. But, soon after, the Britishers had suspicions on him and he had to move away from his home.

Charles Darwin's House

The contribution of Charles Darwin is crucial in the field of geology and anthropology. His idea of 'natural selection' has been a watershed movement in the history of mankind. A museum has been maintained at his house to showcase his observations on evolution of mankind from monkey to man.

Visit to British Library

A visit to British Library had been organised to acquaint the students with the public libraries of London. British Library is one of the leading libraries of the world which is considered as a matter of pride for England. It has been founded in the year 1757 by King George-III.

The Observations

The study tour contributed immensely to the overall development of the students as their confidence level had increased. A noted novelist, Aldous Huxley, has remarked that to travel is to discover that everyone is wrong about other countries. The students have been acquainted with a new country, a new culture and a new language. The idea of 'global citizen' had been developed in their minds. The teachers and students had developed interpersonal skills.

As it is aptly said that 'a great way to learn about your country is to leave it', the students and teachers had become more aware about their own culture and country. When the libraries and museums were visited, the feasibility of establishing and maintaining the libraries at home was at the back of the mind of everyone. The comparative analysis of educational systems in India and United Kingdom has been done by the participants. It was observed that the habit of research and minute observation is inculcated in UK from childhood. The school students were spotted visiting museums with the teachers. The teachers were given them the task of minutely observing the artefacts and the students were religiously following the instructions. The students had been taught to have an eye on details. The observations were jotted down for documentation. The Indian students were sensitised towards drafting skills by encouraging them to write a diary. At the end of the day, the diary reading sessions were arranged, whereby all the participants would sit together and correct the details wherever necessary. The writing skill of students had gradually developed over a period of time in the study tour.

It was observed that the state of liberal education is very vibrant in United Kingdom. The idea of 'trivium' and 'quadrivium' has been borrowed from Greek education system by Britishers. The trivium consists of grammar, rhetoric, and logic. Quadrivium stands for mathematics, astronomy, geometry and music. The study of liberal arts exalts the mind and make a person a better human beings. The striking importance given to technical fields like medical and engineering in India can be easily gauged when one perceives the importance given to liberal arts in England.

The author of this paper teaches English literature to undergraduate and postgraduate students of mass media and arts in a college affiliated to Mumbai University. The visit to birthplace of Shakespeare at Stratford upon Avon, Charles Dickens' Museum, Westminster Bridge, British Library, British Museum, Sherlock Holmes Museum, British Film Institute (BFI), Houses of George Bernard Shaw and Virginia Woolf, Trinity College had changed the perspective towards teaching English

language and literature. The difference is visible when one teaches 'Upon Westminster Bridge' written by William Wordsworth after walking on the Westminster Bridge in London.

"Earth has not anything to show more fair:

Dull would he be of soul who could pass by

A sight so touching in its majesty:

This City now doth, like a garment, wear

The beauty of the morning; silent, bare,

Ships, towers, domes, theaters, and temples lie

Open unto the fields, and to the sky"

The above lines form 'Composed upon Westminster Bridge' (1802) are analysed and relished better as a student of English literature after the said study tour. Shakespeare can better be understood after visiting his school where he took his primary education and the Globe Theatre where he performed. It is observed that the departments of the colleges are given responsibility to maintain museums, e.g., Sedgwick Museum, Pitts River, Geology and Anthropology Museum. It inculcates research culture among students. Every department has been given a task of organising world-class exhibitions.

It is observed that the study of India has been an important topic in England. Oxford University had established a 'Oxford Centre of Hindu Studies' (OCHS) to study the sacred scriptures of India. OCHS is working on the translation of *Shrimad Bhagavat Mahapuran* which is funded by the Oxford University. British Library and Bodleian Library are considered to be an important resource of the Sanskrit manuscripts.

Use of ICT in classroom teaching is very common in England. The podcasts, apps and online courses are the watchwords there. The best examples of which can be viewed on the variety of distance learning and MOOC courses available on the Oxford and Cambridge University websites. The curriculum designing of online courses is noteworthy. The resources are made available online. The lectures are made available online. The assessment is also available online. An attempt has been made to develop the analytical thinking of the students. It also helps to develop writing skills of the students.

Many colleges edit their campus newspaper. The high standard is maintained. The Film Clubs are maintained in almost all the colleges. The working culture of British Film Institute (BFI) can be implemented in the Campus Film Societies of the colleges in India. The extensive advertising and marketing skill of the events and activities of the colleges are noteworthy aspects of education in England. The library resources are very advanced and use cutting-edge technology.

As a teacher, the author is sensitised towards the educational set-up of Oxford and Cambridge. The teacher refers to BBC, London Review of Books, Times Literary Supplement in classroom teaching. It has been observed that the watchwords of British culture are discipline, time management, punctuality, civic sense, national integration, patriotism, love for martyrs, poets, leaders, men of letters. They have great respect for the martyrs and freedom fighters of all the countries who lived in England. The plaques have been fixed on the buildings where the eminent person lived by the Greater London Council, London. For example, The India House where Veer Savarkar lived during his study of law from 1906-10 is attached with a plaque 'V.D. Savarkar, a great patriot and philosopher lived here'.

It has been observed that the motive of this study tour is not only learning from the educational systems of England but to implement the good practices in India by extensively contributing to the overall academic and social transformation of our country. The students are sensitised towards visiting art galleries and painting exhibitions at Royal Art Gallery, Royal Portrait Gallery, Trafalgar Square in London. This visit had kindled an interest in appreciating works of art.

A noted writer Arthur Frommer says, "travel should challenge our preconceptions and most cherished views, cause us to rethink our assumptions, shake us a bit, make us broad-minded and more understanding." The statement is true when one travels to England to make it an educational odyssey.

Acknowledgments

References

1. Agarkar, S.C. Bedekar, V.V., 'A Visit of British Teachers to India: A Report', CASTME Journal, Vol. 24 No 1. 2004.

2. Agarkar, S.C., Mutter A., 'Comparison of Western and Eastern Education Systems: A Dialogue Between Teachers from U.K and India'. Pedagogics. 2010.

3. Agarkar, S.C., 'Educational Tour of Indian Teachers to UK: Some Lessons to Learn', International Journal of Research, Vol 1 Issue 3. 2015.

4. Dharmadhikari, Prashant, You tube. Educational Tour to Oxford, Cambridge and London. https://www.youtube.com/watch?v=1Qh-gM89yKk . Accessed on 22 June 2019

5. Dharmadhikari, Prashant. Indraneel Chipalkatty's UK Diary. Mahashweta. Blog.

    https://mahashwetaa.blogspot.com/2018/11/indraneel-chipalkattys-uk-diary.html . Accessed on 12 June 2019

6. www. vpmthane.org

7. Wordsworth, William. 'Upon Westminster Bridge'. Poetry Foundation. https://www. poetryfoundation.org/poems/45514/composed-upon-westminster-bridge-september-3-1802. Accessed on 12 June 2019.

ೞೞ❖ೞೞ

6 | The 'Flip' Side of Classroom Learning

_

Rishikesh K.B.*   **Sharon Lewis****

The demands of schools today are to meet the *vision of relevance* in the 21st century. But, we are all too aware of India's traditional *one-size-fits-all* model of education. Indian syllabi and pedagogies limit both student engagement and emphasis on lifelong learning to prepare students for the knowledge economy. Global statistics show that an average of 1.3 million students lose interest and drop out of high school every year.

It is in the wake of these alarming numbers that *learning* has to become the focal point rather than teaching. More importantly, academicians are calling for increased individualised student attention and a classroom education that is tailored to meet individual learning needs. Experts in education believe that an ideal education system should be outcome based, and that learning objectives should be determined according to learning curves rather than the grade system. In the backdrop of debates on educational reform in India, could the concept of a flipped classroom (FC) provide a plausible solution to the woes of the system?

Flipping the Classroom

The idea of 'flipping the classroom' came about as a result of experimentation with hybrid learning and problem based learning tools. In 2007, high school chemistry teachers Jonathan Bergman and Aaron Sams based in Colorado observed that student athletes often missed class for athletic competitions. As a means of providing them with an alternative means of obtaining class content, they recorded and posted their live lectures online. Eventually, teachers began using online videos and video podcasts to teach students outside class, reserving class time for collaborative work and concept mastery exercises.

This concept model took root and gained popularity with a spin on the traditional learning environment where the time allotted for instruction and home assignments are inverted. FCs have two defining components: moving the lecture outside of class (mostly through electronic means) and moving practical application and assignments from *homework* to *classwork*.

The classroom component is varied as well, with different learning expectations, engagement techniques, levels of student autonomy, and other factors. This transfer of what has traditionally been passive learning out of the classroom leaves class time to focus on the more engaging elements of teaching and learning.

_

*   Assistant Professor, Christ University, Bengaluru.
** Sharon Lewis, fellow, Teach for India.

A major role transition was for the teacher – from '*sage on stage*' to '*guide on the side*'. Flipping the classroom enables students to take greater ownership of the knowledge they absorb and accordingly, pace themselves. This doesn't mean that educators aren't to be held accountable; if anything, they become more invested in students' learning journey.

Proactive Learning

FCs are facilitators of group based problem-solving, applied learning activities and higher order thinking skills (HOTS). It represents a symphony of constructivist ideology and behaviourist principles which can be used to address the gap between instructional education and practical performance. If behaviourism focuses on teacher controlled instruction, constructivism comes from the primary tenet that individuals use personal experience to construct, understand, and reflect to create meaning.

Students also receive support from instructors and peers as needed to check their comprehension and extend their learning. With extra room for student-teacher interactions, which Indian classrooms otherwise lack, the instructor is able to give feedback at the point of need – when the student is ready to learn. Research has shown that in classes of smaller sizes, flipped classrooms have had positive results on attendance and student learning, with a marked improvement on follow-up assignments. Existing student retention levels are at a 20 per cent average. If students '*learn by doing*' in an FC, this number can go significantly higher.

A Progressive Take on Learning

One of the focal points in this discussion about FCs is technology. Owing to the role that technology plays in the effectiveness of the tool, flipped classrooms become a modern-day evolutionary teaching tool. From audio and video formats, to learning portals, such as Khan Academy, Coursera, Udemy, and its Indian versions like Vedantu, TutorVista, Avagmah, Byju' &, etc. flipped classrooms make a vast pool of resources available for the instructor to use. This becomes highly relevant for the 21st century learner – the *screenagers*, who learns more from the screens and earphones than from the classrooms. Additionally, the instructor can also incorporate online discussion forums, interactive tutorials and virtual Q&A's to further cement learning in real-time (when the student is going through the learning material).

Further, using time differently in this model is associated with many such potential improvements: increased time for interaction and clarification, more time to explore concepts deeply, and more time for additional learning objectives or reinforcement of concepts. FCs uniquely bring multiple learning levels and the overall progression of the classroom in sync. Students recap the bits they don't understand as many times as necessary and teachers provide real-time feedback at point of need.

Absentees can catch up easily as instructional content is available 24x7, advanced students can move ahead and avoid boredom, and challenged students can receive specific one-on-one engagement and tutoring. This does not negate the need for remedial education, but it does provide students with a grasp of the subject more than the traditional system of teaching does.

Will Flipping Work in My Classroom?

The key lies in remembering that flipped classrooms are 'much more an ideology than a specific methodology'. Teachers and professors don't have to force-feed innovative teaching to their students; rather, it should be used where it works best. This means that it can be used for a range of goals as apt – developing higher order skills, with flexibility, quality, skill based and any time anywhere learning options while addressing different learning paces; giving coursework altogether a refreshing spin. Practitioners credit flipping classrooms with better student-teacher relationships, increased student engagement, and higher levels of student motivation. These results are of course circumstantial and vary as per situations.

Given a protracted partnership with like-minded institutions with a good technology and resource base to support FCs, testing this model on the Indian system can yield interesting results. Indian curriculums are expansive and standardised testing is the primary measure of student performance. To fit an FC in such a system requires careful planning and a close watch on its reception as students tend to perceive any extra work negatively.

Research suggests that using this tool with bigger classrooms, such as in India, may require additional teaching assistants. However, it is undoubtedly an exciting way to encourage our *students* to become *learners*, and could possibly be a long-term solution to breaking the monotony of the chalk, walk and talk, while keeping students highly engaged with '*hi-tech and high touch*' in the coursework.

ఞఆ❖ఞఆ

7 Prioritising Philosophy of Education in Higher Education in India

Dr. (Mrs.) Suchitra A. Naik*

Abstract

This paper explores the function of philosophy of education in contemporary society. It argues that modern theories of education, which were primarily shaped by the analytic spirit, need to be supplemented by a normative approach. In the light of postmodern critical thinking, it is necessary to go beyond managerialism in order to develop a deeper conversation in education. Only then it would be capable of addressing the moral and ethical dimensions of 'human making'.

Keywords: *Philosophy of education, human making, critical, ethical, normative.*

Introduction

Philosophy of education is essentially a second order activity, like philosophy of law, or like philosophy of science. Philosophy of education considers 'education' philosophically. 'Education', being one of the most vibrant domains of human sphere, needs constant consideration and reconstruction. The process of education is directly involved in 'human making' and 'cultural construction' deciphered through various other spatio-temporal and cultural sub-goals like art education, women's education, health education, and so on.

Education is indeed an extremely relevant activity all along and shall be so 'ALWAYS'. 'education', 'human making' and 'raising culture' have been challenging at all times for varied reasons. Thinkers, scholars, and workers in the field have developed ideologies or theories about education and they continue to do so. Through this paper, an attempt is made to get the feel of the field, through understanding various functions of philosophy of education, that are in tune with various functions of philosophy.

Aims and Methods of Education

The main concern of philosophy of education is to discern the aims and methods of education. This issue needs to be addressed by every generation, in each unique sociocultural milieu.

As R.S. Peters claims, there can never be 'the aim' or 'the method' of education. Education is essentially a spectrum construct. It has got various dimensions, they are separate and yet interwoven.

---

* Associate Dean, Humanities, University of Mumbai and Principal, K.G. Joshi College of Arts and N.G. Bedekar College of Commerce, Thane, Maharashtra 400 601, Counsellor, Associate Professor in Philosophy. Email: naiksuchitra27@gmail.com

Especially 'the personal', 'the sociocultural', 'national' and 'global'. In this light, the issue of philosophically considering the aims and methods of education arises again and again.

In this context, our understanding of the precise functions of philosophy of education needs a careful glance.

1. What it means 'to consider education philosophically'?
2. 'To philosophise' can mean various things.
3. It can mean 'to analyse linguistically and logically, to critique, to prescribe, to interpret, or all taken together'.

1. Analytical Function of Philosophy of Education

Throughout the history of philosophy, there has always been present the crucial analytic spirit. Many educational thinkers in the past and present do adhere to this tradition. The Analytical function of philosophy mainly consists in clarification of central concepts, assessment of validity of the philosophical arguments and exposing the hidden assumptions in a theory. For instance, in the past, Plato indulged in clear exposition of the concepts like 'teaching', 'learning', 'equality' and 'justice'. Contemporary philosophers of education are equally interested in the analysis of the same crucial concepts.

This function of philosophy of education may be brought out clearly with a quotation by Hirst, who has almost equated philosophy of education with analytic tradition.

"Philosophy….is above all concerned with clarification of the concepts and propositions through which our experiences and activities are intelligible – it is interested in answering questions about the meaning of terms and expressions….As I regard it, philosophy… is not the pursuit of moral knowledge…it is rather…. primarily an analytic pursuit…Philosophy, as I see it, is a second order area of knowledge….Philosophical questions are not about, say, particular facts, or moral judgements but about what we mean by moral judgements." (Hirst, 1974 – 1-2)

R.S. Peter's work on 'aims of education' can be stated as an example of analytical function of philosophy of education.

Analytical Philosophy as a Meta Activity

Analysis in philosophy essentially involves rising at the metalevel or higher level of abstraction, to get a better view of a particular phenomenon. D.C. Phillips describes the two levels as:

(a) 'Level one' or 'object level' discourse.
(b) 'Level two' – Metalevel of abstraction which consists in raising meta questions about the object level of domain they are studying.

For example, a scientist may rise above the phenomena of science and may raise questions like – while studying the physical phenomena what are the assumptions to be considered regarding space and time.

Similarly, Benjamin Bloom and his co-workers developed their 'Taxonomy of Educational Objectives', in the cognitive domain while attempting consciously to clarify the concept of 'knowledge'. So they did raise the questions at metalevel regarding teaching and knowledge.

To further elaborate the point, D.C. Phillips takes the example of B.F. Skinner's insights about human behaviour. He shows how Skinner was doing metapsychology as well as analytic philosophy.

The main tools used to accomplish the function are logic, linguistics, polemic analysis, and abstraction.

2. Prescriptive or Normative Function of Philosophy of Education

Normative function as the name suggests tries to establish certain norms or prescribes certain theories. Normative philosophies or theories of education may make use of analytic works or factual inquiries about human beings, and on the basis of this, they propound views about what education should be and what forms it should take. Needless to say, such normative theory of education is implied in every instance of educational endeavour.

In the view of thinkers like D.C. Phillips only analytic philosophy does not do full justice to the range of activities which historically have been included under the fabric of philosophy of education. The whole range of educational philosophies (e.g., those profounded by Aristotle, Tagore, Swami Vivekananda and others) precisely perform the normative function of philosophy – stating what is the preferred way of thinking about education, what is the preferred way of actually conducting education.

Though the impact of analytic function of philosophy was tremendous in the earlier part of the 20th century, it is often ill-suited to the moral purpose.

Richard Rorty

The other postanalytic philosopher who exerted tremendous influence on the philosophy of education (as far as the prescriptive role of philosophy of education is concerned) is Richard Rorty. In his book, 'Philosophy and the Mirror of Nature' (1979), he critically deconstructed modern forms of philosophy (including analytic philosophy), and advocated instead a 'conversational' style of philosophy in which the modern preoccupation with knowledge, rationality and truth is replaced by a more postmodern concern for understanding and edification. Rorty sometimes calls this style of philosophising 'hermeneutics', but he more often describes it as a late 20th century expression of the early 20th century pragmatist tradition.

In articulating and defining his views of philosophy, Rorty draws heavily on the writings of John Dewey who he refers to as 'my principal philosophical hero' (Rorty, 1999 xii). In this respect, Rorty comments that within the philosophy of education, this has not only encouraged a reappraisal of the prominence and vantage ground of the pragmatist tradition but has also aroused a fresh interest in John Dewey's philosophical account of the role of education in a democratic society and its relevance for any philosophical assessment of contemporary educational policies and practices.

3. Critique Function of Philosophy of Education

A genuine critical evaluation of the most fundamental issues of philosophy and more specifically over here, those of philosophy of education, is the most urgent function of philosophy of education. The focus here is not the type of activity (metaphysical, normative, etc.) or the level (i.e., object level vs. metalevel), but the focus is on most fundamental issues of morality, values, knowledge, beauty, etc. exerting impact on education, and education, in turn, exerting influence on what Habermas calls as 'life world'.

Though critiquing involves some kind of analysis, it shouldn't be equated with analysis. Critiquing involves, in modern context, deconstruction or reconstruction. It may also involve scrutinising a particular domain or concept from metalevel. This may be explained with the example of Lyotard's analysis.

Educational practice itself has come under extreme pressure from a new managerialism. In Lyotard's analysis, the aim of managerialism is to maximise the 'performativity' of the economic system. This new so-called educational pragmatism magnated by globalisation seems to be drying out the practice of normative interest and reasonableness. The traditions that have long mediated teaching and learning are currently threatened by managerial paradigm, which essentially operates within a taken for granted world view rooted in economic crisis.

We do come across serious critiquing of this managerial paradigm given by various philosophers of education.

As a result of such serious critique, thinkers have realised (the Blackwell Guide Volume emphatically states it) that:

"The autonomy of education as a practice itself needs protection: a protection, whose aims and understanding is in turn theorising. Theory is required, in this instance, not as legitimation for principles and actions but as a form of deeper reflection on the nature and implications of the way educational enterprise is conducted".

"The new managerialism is characterised as much as anything by its vocabulary, style, and use of documentation, in its discourse and its archives. So a philosophical interest in discourse and dialogue and ways of theorising them begin to seem as important in resistance to managerialism as it is for theorists of practice".

"If the subject is ineluctably caught in the play of knowledge and power, it is still well worth asking, 'What knowledge, which powers?'

Thus, we see that critiquing as such may involve not only analysis but establishing interpretative depths and subtleties of education as a play of texts, discourses and readers.

Thus, philosophy is seen in a very new light according to this function, especially in the light of postmodernist thinking, the postmodern critical theorists like post-structuralists, deconstructionists, hermeneutists and phenomenologists, etc. (such as Heidegger, Foucaultt, Lyotard, Derrida, Habermas, Gardner, Levinas and others) in some way or the other have rejected the search for foundations and the 'search for universality' as mistaken. And once the philosophical battle over the basic foundation is given up, the deeper conversation of thinkers can then begin. How philosophy should be worked upon and written can then takes on a new international resonance. (This has led to internationalisation of philosophy of education in the past few years.)

This spirit of postmodern critical philosophy may be very well brought about with the help of a quotation:

"The domain of education is vast, the issues it raises are almost overwhelmingly numerous and are of great complexity, and the social significance of the field is second to none. These features make the phenomena and problems of education of great interest to a wide range of socially-concerned intellectuals, who bring with them their own favoured conceptual frameworks – concepts, theories and ideologies, methods of analysis…."

Philosophers of education have time and again emphasised the moral and axiological dimension of education. In the same spirit, while mapping what is philosophy of education, Maxine Greene writes, "Our problem, in many places, is still of reconciling experiences of connectedness, still embeddedness, caring, and obligation with the desire some of us nurture for regulatory norms of some sort – again, for an incarnation of principles that presumably define our democracy. We have not yet

found a place for the feminist ethic founded in 'caring' in the spheres of power and public policies" (Noddings 1984).

The three main functions stated above, (mainly described by D.C. Phillips, overall accepted in philosophy of education today) emphatically bring about the exact role of philosophy of education. Moreover, it should be kept in mind that these functions are neither exclusive nor hierarchical in any sort of priority criteria. In fact, a good philosopher indulges in all the three functions of philosophy: analytic, prescriptive and critical.

These three functions are essentially complementary. To quote D.C. Phillips,

"With only slight hyperbole it might be said that the philosopher is like a hunter, who – armed with a variety of skills – refuses to be fenced in by arbitrary boundaries, but roams at will, seeking challenging games wherever the spoor may lead!"

4. Interpretative Function of Philosophy

From the above discussion, it becomes very obvious that education is a vast field involving a number of complex issues. Moreover, the social and cultural significance of the domain of education is second to none. Precisely, due to this, socially concerned intellectuals have shown a great interest in this field. This interest has been expressed through the building of conceptual frameworks, theories, ideologies, methods of analysis, and so on.

As a result of all this, the domain, of philosophy of education is becoming rich and ripe day by day. The transformation of the world into a global community because of new technology has also added a new dimension to it. Two significant forces exerting influence on the field of philosophy of education can be easily discerned.

Influence of the External World Events on Education

The after-effects of globalisation, the breakdown of communism, global challenges of multiculturalism and many other factors all have influenced the field of education. According to Pring, what has been happening in the field of education in the past few years actually reflects what is happening on the general platform of modern societies. Influential global events like fall of communism, threats created for democracy through ethnic conflicts, terrorism and a few more locally rooted sociopolitical issues are impacting every dimension of human life including education and philosophy of education, and therefore the theory and politics cannot be divorced, if we want to reach at sensible interpretation of an important human activity like education. To quote Pring, "It is, therefore, the job of philosophy to remind the overzealous theorists or politicians, both of whom want to see things simply, of the complex way in which social reality is and has to be understood, and the network of interconnected concepts through which experience is sieved and made sense of."

Thus, we see education, sociopolitical life and culture are all aspects of human life, which in spatio-temporal domain are closely intertwined together. This precisely provides impetus for concerned intellectuals to study the impact of world events on education.

Influence of Internal Changes on Education

The world is changing very fast. Events internal to a number of democratic societies have also been significant. For example, the reservation policy in India which encourages the education of the deprived class as a part of corrective justice.

The Stanford Encyclopaedia gives the example of a court order issued (Wisconsis V. Yoder) in which members of the Amish sect were allowed to withdraw their children from public schools before they had reached the age of 16, for it had been argued, any deeper education would endanger the existence of the group and its culture. The guiding principles behind this court decision were:

(i) The interest of civic society in having an informed, well-educated participatory citizenry.

(ii) Interest of the Amish group in preserving their culture.

(iii) The interest of the Amish children.

Many such local issues of minorities and ethical conservatism are also likely to have international resonance. India, being the land of diversity, is experiencing similar upheavals in the field of education making educational issues extremely intricate and multifaceted. The philosophies built around such issues may also provide practical guidance, for similar issues. For example, Paulo Freire's programme of adult education.

Concluding Remarks

The field of education is huge and complex. It virtually contains inexhaustible number of issues that are of philosophical interest. A few topics from the encyclopaedia of philosophy of education may give us a glimpse of the vastness of the field – sex education, special education, science education, multicultural education, feminism and education, education and politics, psychological dimensions of education, and so on.

We have briefly narrated in the earlier sections what are the general functions of philosophy of education. We also need to speak about the urgency of the subject. Paulo Freire has introduced the concept of 'culture of silence'. The banking concept ofeducation makes people passive and docile and as a result of which, 'culture of silence' starts prevailing in a society. The domination of a few is accepted to such an extent that it starts appearing to be the natural condition. Something similar is happening in our society. We need to break the 'culture of silence' and assume the responsibility of making statements about issues which bother us as teachers and educators.

As a result of this, various debates are continuously taking place in the field of philosophy of education. E.g.:

> Ivory tower speculations vs. Applicability of knowledge: Like the mother discipline philosophy, even philosophy of education is critiqued for being caught up in an ivory tower. On the other hand, thinkers like William James and John Dewey believed that (and expedited) the function of theory is to guide intelligent practice. Impact of John Dewey's educational theories on the 'educational system' has been enormous.

However, the contemporary climate in philosophy of education is based on the theme that 'theory vs. practice' is an elusive dichotomy; good research and theory data in the field can go beyond it.

Thus, in research, whichever paradigm we may prefer over others, whichever methodology we may choose, the most fundamental concern of anybody doing philosophy of education should be to understand and interpret our lived experiences in the field of education, feel about the issues with a warmth and learn to take an authentic stand about them.

The field of philosophy of education is becoming rich due to such debates. The four most important functions of philosophy of education discussed in the above article are helping to raise robust corpus in the field. Language education, medium of instruction, liberal education, national

education need to be considered philosophically. We need to understand, analyse, critique and interpret education as such. Philosophy of education is to be viewed as process philosophy. Hence, all its functions are necessary and perennially relevant.

References

1. Stanford Encyclopedia.

2. Hirst Paul, qtd. in *Philosophy of Education*, Edi. Carr, Wilfred, p 2. Ch Introduction

3. Phillips D.C., Art. 'What is Philosophy of Education?' Edi. Bailey R., Barrow R., Carr D., McCarthy C.,

4. *The SAGE Handbook of Philosophy of Education*, pp. 12, 13, ch 1. Phillips D.C. has elaborated the concept of rising at metalevel of analysis. Through various examples he shows how metalevel analysis is achieved in philosophy of education.

5. Blake Nigel, Smeyers Paul, Smith Richard & Standish Paul, *"The Blackwell Guide to the Philosophy of Education*, pp. 8, 9. Ch 1.

6. Retrived from http://plato.stanford.edu/entries/education-philosophy/

7. Greene Maxine, *Critical Conversations in Philosophy of Education*, Ed. Kohli Wendy, Routledge, New York and London, 1995, p. 13.

8. Phillips D.C., Art. 'What is Philosophy of Education?' Edi. Bailey R., Barrow R., Carr D., McCarthy C., *The SAGE Handbook of Philosophy of Education*, p. 17, ch 1.

9. Pring R., *Philosophy of Education - Aims, Theory, Common Sense and Research*, New York & London, Continuum, p. 5, Ch Introduction.

ಖಲ❖ಖಲ

8 Quantity vs. Quality Trade-off in Higher Education: Challenges and Consequences in India

Aparna Kulkarni*

Abstract

Higher education is expected to be a 'public good' to become timely accessible and universal, wherein the state apparatus has a major role in its provision. With this view, democratic countries like India make huge investments in education through public sector. As a result, Indian education system is characterised by coexistence of private and public sector institutions. In some cases, PPP (public-private partnership) model has also been implemented in India. So, it is obvious that public and private institutions can take care of quantity aspect of higher education. Undoubtedly, there have been evidences of quantitative improvement in higher education considering the indicators like, technological advancement, increasing number of state and private sector universities, teacher-pupil ratio, infrastructural development, etc. But at the same time, there are serious concerns about the quality aspect of higher education in India. This paper is an attempt to examine the quality aspect of higher education in India.

Keywords: Outbound mobility, higher education, personality development.

Introduction

As Swami Vivekananda has rightly pointed out, "We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." A nation can be built only if the character, skills and capabilities of its people are levelled up. Education is the key to nation-building in the true sense if it is accessible to all at all levels. Higher education in particular can shape the future of a country if universalised and rightly offered to those who deserve it. Hence, access to higher education becomes crucial for character-building and national development. Ensuring good quality education is something very essential that a nation can do for its future generations.

As it is well known, higher education in particular, is expected to be a 'public good' to become timely accessible and universal, wherein the state apparatus has major role in its provision. With this view, democratic countries like India make huge investments in education through public sector. As a

---

* Assistant Professor, Department of Economics, St. Xavier, College, Mumbai.
 Email: aparna.kulkarni@xaviers.edu

result, Indian education system is characterised by coexistence of private and public sector institutions. In some cases, PPP (public-private partnership) model has also been implemented in India. Supposedly, it is understood that public and private institutions can take care of quantity aspect of higher education. Undoubtedly, there have been evidences of quantitative improvement in higher education considering the indicators like, technological advancement, increasing number of state and private sector universities, teacher-pupil ratio, infrastructural development, etc. So it is clear that 'quantity' aspect of higher education in India is definitely a satisfactory factor but at the same time, there are serious concerns about the quality aspect of higher education in India.

Modern India still follows the colonial method of education, i.e., 10+2+3 comprising of primary, higher secondary schooling and graduation level degree. Also, our system is inflexible in terms of selection of courses, course structure, and lack of interdisciplinary, multidisciplinary approach, and so on. Dropout rate, lack of well-equipped libraries and laboratories across the country, deficiency of public investment in higher education, incompetent university campuses, and insufficient research expenditure are the serious challenges before the higher education in India. Obviously, there is a growing tendency among the students to go abroad for higher education. With an average increase of 7 per cent to 10 per cent in number of students going abroad every year, there are several pertinent issues about the quality aspect of higher education in India which must be addressed.

Let us first look into the data that justifies the quantity and quality aspects of higher education in India:

Growth in Universities and Colleges in India

The following table shows the quantitative increase in number of universities and colleges in India:

Institutions	2008	2016	Increase in Number	Increase in %
Central Universities	25	47	22	88
State Universities	228	345	117	51
State Private Universities	14	235	221	1579
Deemed Universities	103	123	20	19
Total	370	750	380	103
Colleges	23209	41435	18229	79

Source: UGC India Report, 2017.

The above data shows that the decadal growth (2008 to 2016) in number of state and private universities and colleges in India is excellent and it has definitely improved the accessibility of higher education in India with an effective penetration ratio.

Growth in Enrolment of Students

The other parameter of higher education can be the enrolment of students at different levels of education. The following data will show the status:

Level of Education	2008	2016	Increase in Number	Increase in %
Graduate	11908151	24592421	12685170	107

| Postgraduate | 1489675 | 2764886 | 1275201 | 86 |
Doctorate	95872	180957	85085	89
Others	148100	945582	797482	538
Total	**13641808**	**28484746**	**14842938**	**109**

Source: UGC Report, 2017.

Considering the above statistics, it is clear that at different levels of higher education, there has been an increase in India which shows that higher education has become important for people even though the opportunity cost is high and private cost is far more than public cost.

At the same time this data shows that at postgraduate level of higher education, the dropout rate is very high. This gap indicates several policy implications as well as quality dimensions of higher education. According to the same report, the proportion of students enrolled for science subjects has increased by 107 per cent, whereas for arts and humanities it is just 75 per cent. The same for engineering and technology is 272 per cent. This is a clear indicator of a transition that the higher education system in India is going through.

After understanding the quantity aspect of higher education, it is pertinent to look at the quality aspect of it. Some of the qualitative indicators of education as a socially necessary service are proper infrastructure, advanced libraries with e-resources, well-equipped laboratories, conducive research environment, etc. Unfortunately, the percentage of public expenditure on higher education in India is less than 1 per cent which is lessening the possibility of India becoming a world-class education hub. There are less than ten universities in India which can match with the global standards, according to the global ranking of higher education. The ever-increasing percentage of students willing to go abroad for higher education shows that universities in West are definitely assuring better quality of education along with academic freedom for research. Due to this, outbound mobility of Indian students has become a crucial fact which is raising several issues for diaspora culture and educational migration. Simultaneously, the population in the age group of 15 to 25 is adding one million students every year to higher education system in India which is creating pressure for already heavily burdened educational institutions that causes outbound mobility. Another factor that contributes to this is the emerging middle class in the country which can afford the expenses of higher education abroad. India is the number two sender (after China) of qualified students to the top universities including US, Canada and Australia. India's demographic status and growth trajectory show that India will remain as a top sender of students to different destinations for higher education.

The following graph shows the status of outbound mobility of Indian students:
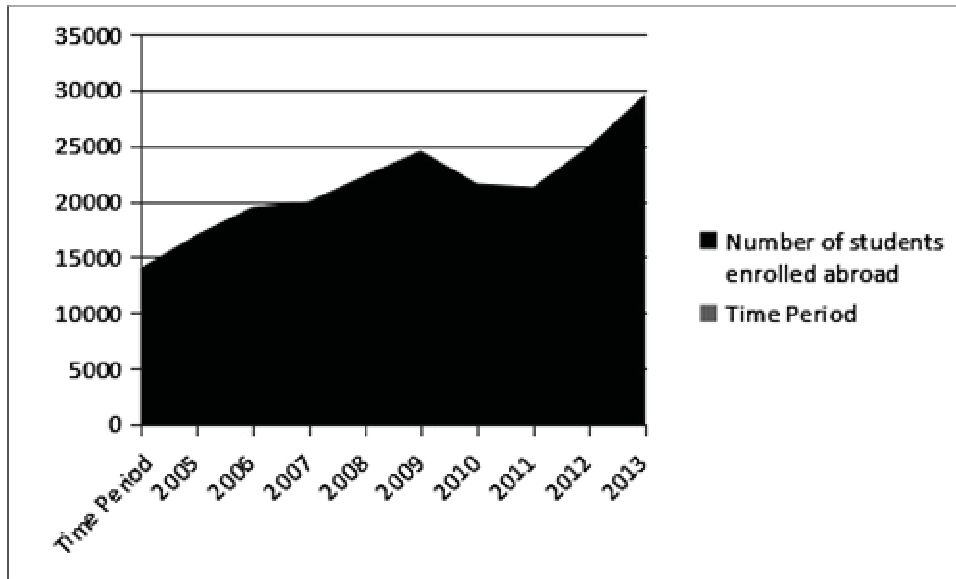
Source: IIE, UNESCO, 2017.

Also, most interesting and explanatory are the percentage changes in Indian student enrolments in top seven countries over the decade. It is shown below.

Number of Indian students enrolled abroad:
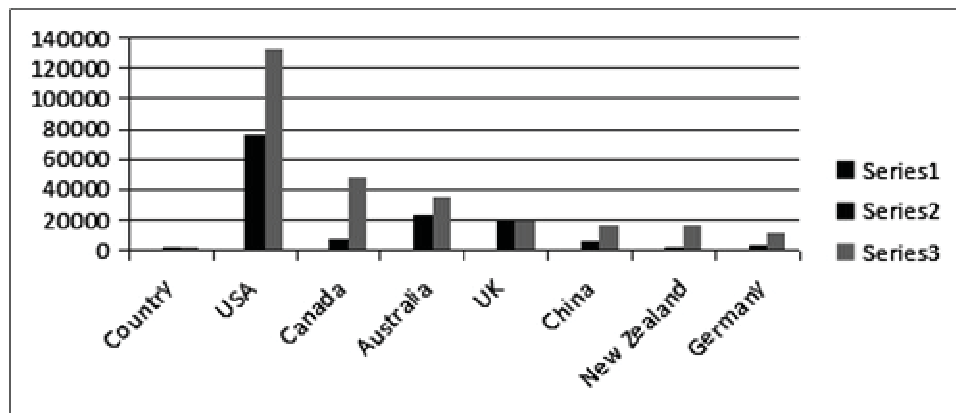
Source: IIE, UNESCO, 2017.

Affordability of middle class, growing aspirations of Indian students, employability of education abroad, telecommunication facilities, safety and excellent work culture are some of the driving forces for such outbound mobility. While India is still concerned with quantity aspect of education at all levels, the efforts for qualitative improvement are insufficient. Higher education abroad is surely causing severity of brain drain issue of Indian intellect. This is an alarming factor for Indian education system which can no more enjoy the memories of past legacy of world-class ancient universities, like Nalanda and Takshashila. The present scenario is indicating unhappy trend of educational migration causing academic damage to Indian society.

Conclusion

1. Public investment in higher education in India needs exponential increase to create world-class infrastructure.
2. There is a clear quantity-quality trade-off in higher education. So, the government has to balance out the nexus.
3. Encouragement to research, academic autonomy, industry-university partnership, innovation, infrastructural development can be some of the ways to improve the status.
4. Foreign collaborations, joint ventures and students exchange programmes will alter the educational migration.

Bibliography

1. All India Survey of Higher Education, 2017.
2. IIE, UNESCO Report, 2017
3. UGC Report, 2017.

ಬಿಡಿ❖ಬಿಡಿ

9 Challenges and Opportunities in Higher Education in India: A Perspective

Dr. Pramod T. Kharate*

Abstract

There is no denying the fact that, India is fast emerging today as the education hub in the world. It is advancing steadfastly towards becoming a knowledge-based economy. "Education is the manifestation of the perfection already in man," says Swami Vivekananda. It is an important tool for transformation, growth and prosperity of any nation. A strong education system strengthens the democracy and guarantees progress in all the fields. Seeking better and quality education has been everybody's right, which no more remains a luxury now. The quality in education and sustainability are the biggest issues in the Indian higher education today. In the context of globalisation, these issues become serious concerns for the Indian academia. Despite having a long tradition of education and learning in its past through the universities like Nalanda and Takshashila, India doesn't stand anywhere in the global rankings. Surprisingly, no university from India figures in the top 200 universities of the world. Moreover, the major issues in higher education in India relate to the poor quality in education, declining standard of research, poor infrastructure, employability and placement problems, privatisation in higher education, other manifold factors like teaching, learning and evaluation, students and engagement, curriculum, enhancing global competencies among the students and so on and so forth. However, on a positive note let us not forget that, India has all the potential and power to earn the lost global competitiveness although there are challenges galore. Undoubtedly, India has an immense future in the higher education sector. The proposed paper examines the various challenges the Indian higher education system is facing and discusses the opportunities in its present scenario.

Keywords: Higher education, quality, sustainability, research and employability.

Introduction

Education, throughout the ages, has remained and continues to remain as the backbone of any society. It assumes a paramount significance in our lives. While underling the value of education Rabindranath Tagore remarks that, "Education means enabling the minds to find out that ultimate truth

---

* Head, Department of English, VPM's Joshi-Bedekar College, Thane (W).
  Email: kpramod_007@yahoo.com.

which emancipates us from the bondage of dust and gives wealth not of things but of inner light, not of power, but of love. It is the process of enlightenment. It is divine wealth. It helps in realisation of truth." (web) Tagore also believed that education enabled us to lead a complete life – economic, intellectual, aesthetic, social and spiritual. In his article Sarang (2014) quotes Dr. B.R. Ambedkar who rightly says that, "Education is a weapon of creation of mental and educational development, weapon of eradication of social slavery of economic development of political freedom." Ambedkar also thought that education was of great importance as a fountain of progress. Thus, knowledge is power and the mover of development. Higher education is the premise of progress and a catalyst of socio-economic development. Since time immemorial, the esteem for knowledge and the respect for the learned in our society has neither changed nor lessened. India has a long tradition of imparting knowledge since ages and over the years it has earned repute as the education hub in the world.

A strong education system strengthens the democracy and guarantees progress in all the fields. Higher education is an important tool for transformation, growth and prosperity of any nation. Universities and higher education institutions essentially empower us with the requisite skills and knowledge. They can be seen as the agents of knowledge, social transformation. India has full potential to transfer itself from the developing to the developed nation. However, the scenario in India is dismal despite its long tradition of education and learning in its glorious past.

We would be celebrating the 72nd year of India's independence in 2019; nevertheless, the higher education system has neither developed fully nor has it been able to meet the challenges of the new millennium. The concerns of quality of higher education in India have often been expressed. It is only the quality of education that can produce knowledge driven society. It is agreed that, there are challenges galore before the higher education system of India, but huge opportunities are also there to make it one of the best systems in the world. Indian universities and higher education institutions can be placed among the world-class universities provided the potentials and opportunities are realised to overcome sundry challenges in the education sector. In order to achieve the goal of excelling in the education and earn repute at the global level, it becomes pertinent to be well versed with the current scenario of our education system.

Current Scenario in Higher Education

Indian higher education is one of the third largest systems in the world with more than 1.35 billion of population, of which 36.4 million are taking education. By the independence, India had 20 universities, 500 colleges and 2,30,000 students enrolled. As per the report of the All India Survey on Higher Education 2017-18 (AISHE) of Ministry of HRD published in July 2018, there are 903 universities, 39,050 colleges and 10,011 stand-alone institutions in India. From the institutions uploaded data under survey on the portal, it is evident that the number of institutions have phenomenally increased since independence. Gross Enrolment Ratio (GER) in higher education in India is 25.8 per cent, which is calculated for 18-23 years of age group. GER for male population is 26.3 per cent and for females, it is 25.4 per cent. For Scheduled Castes, it is 21.8 per cent and for Scheduled Tribes, it is 15.9 per cent as compared to the national GER of 25.8 per cent. (web.) Our GER in higher education is definitely lowest as compared to UK(84 per cent), Japan (55 per cent), China (28 per cent), Russia (76 per cent), Malaysia (40 per cent), and world average of (32 per cent). No doubt, this GER has been increased from 20.8 per cent in 2011-12 to 25.8 per cent in 2017-18 (AISHE, 2018).

National Educational Policy (NEP) Drafting Committee 2019, which seeks to address the challenges faced by the current education system, has identified lack of access as a major reason behind low intake of higher education in the country. Thus, the Government of India has set the target of increasing this GER to 50 per cent by 2035 from the current level of 25.8 per cent for which NEP needs to be enforced rigorously. Besides, there has been considerable increase in the central and private universities in India that has helped expansion of higher education in recent years. Naturally, teacher's number has increased, too. According to AISHE, July 2018 Report, Pupil-Teacher Ratio (PTR) in universities and colleges is 30 if regular mode enrolment is considered, whereas PTR for universities and its constituent units is 20 for regular mode.

Despite these figures of higher institutions, no Indian university features in the coveted top 200 list of the Times Higher Education World University rankings. The list is continued to be dominated by the US and European establishments. Experts and academicians are voicing their concerns over India's poor performance to make place in the list. Many have opined that the quality, especially in research, in higher education has been a major challenge in this regard. Therefore, we need to invest more in research and other allied activities in the attempt to improve our ranking at the international level. In his several convocation addresses, our former President Pranav Mukherjee has frequently conveyed his sense of dismay on seeing no Indian university, including the premier IITs, featuring in the top rated 200 world universities and urged the premier institutions to step up the efforts to join the leagues of the best. Although some experts in education argue that the world ranking methodology is erroneous and uncommon in its parameters in deciding the ranks, our universities need to be open for the international benchmarking. Truly, it is the need of the hour to revamp our academic system to improve our rankings and steadfastly advance towards internationalising the Indian higher education.

Having world-class universities in India has become the need as that is the prerequisite to qualify for developed nation status. Understanding the significance of global status to our universities, Hon'ble Prime Minister Shri Narendra Modi has declared the government policy to allocate necessary funds and autonomy to ten public and ten private sector universities for their global positioning. Of course, there are some strategies which need to be formulated to attain this goal, thereby to transform our nation from developing to the developed status.

The NITI Ayog has also been supportive of this initiative for granting total autonomy to our institutions to attain global heights and recognition. In his article published in the University News, a weekly journal of higher education, Bhagawati Prakash (2018) notes that, "Higher education in its present state in India appears to be grossly disadvantaged in keeping pace with the fast escalating global benchmarks of quality and innovativeness. It has not been succeeding well to ingrain requisite ethics and morals in the conduct and behaviour of the graduating youth." It is pertinent here to underline the fact that despite its manifold limitations, Indian higher education is widely recognised and respected across the globe. Indian faculty in the foreign universities is highly respected in terms of its research abilities and competence to deliver the best. So are the Indian students representing in the overseas institutions doing well over there. India is an emerging economic giant and its youth has been its true asset, hence providing the youth force with quality, and accessible education must remain topmost priority for our government.

Major Challenges in Higher Education in India

The quality concerns in higher education scenario have been frequently expressed by the experts and policymakers alike who are quite serious in their attempt to assure and maintain it. It is a fact that

Indian universities are consistently absent in the top rated world rankings; nevertheless, we are improving significantly though not par with the best ones in the world. Likewise, the challenges in the higher education need to be taken into considerations which are listed below:

(i) **Unsuitable or defective curriculum**, lack of proper policy formulation, lack of qualified teachers, wastage of resources, lack of knowledge of teaching methodology, problem of medium of instruction, lack of job oriented courses, lack of specialised education, dearth of students in the educational institutions and conducive academic environment for both teachers and students are some of the common challenges in both urban and rural setting of Indian higher education landscape.

(ii) **Quality enhancement and sustenance** are the main concerns in the education sector today. Poor research quality in higher education has been identified as the key challenge posed before our education system that doesn't allow any university from India to top among the best world universities. Research is an important parameter to assess the quality of higher education. The main objective of higher education of any country is to promote research by which society can ultimately progress. Research provides the basis for all government policies and economic system. Innovative and best practices in the institutions can lead them towards quality improvement. The academic sector contributes less than 14 per cent of the total researchers which is very low. Both research students and guides fall short of necessary research skills and sound scientific research foundation that results into low standard research. The less fund allocation for education in India adds misery in carrying out quality research. Adequate infrastructural facilities, well-stocked library and reference sections, having e-books and required databases besides conducive research environment can help research enhancement and sustenance in the academic sphere.

(iii) **Low enrolment** of students, as discussed above, is another important issue in higher education today. The Gross Enrolment Ratio (GER) in higher education in India is 25.8 per cent which needs to be improved. The marginalised and neglected classes of the society should be brought to the mainstream of higher education. Making higher education both accessible and affordable to all sections of the Indian society is another biggest challenge. Education, after all, should be an instrument for social upliftment. Thus, sufficient enrolment of the students is required to meet the growing needs of India to provide skilled workforce.

(iv) **Multiple regulatory structure and accreditation** (e.g., MHRD, UGC, NAAC, NBA, AICTE, and such statutory councils, etc.) in the Indian higher education context reduce the freedom and autonomy resulting it into an environment of dependency and centralised decision-making. However, committee for the draft for the National Education Policy 2019 chaired by Dr. K. Kasturirangan has recommended setting up of the National Higher Education Regulatory Authority (NHERA) to replace the existing regulatory authorities. Secondly, the percentage of NAAC accredited institutions is very low. As of now only 15 per cent institutions are accredited in India and those having obtained A Grade are also very less in number. Of course, government is forcing all the existing higher education institutions to get accredited by 2030. Thus, to improve this position institutions should be accorded academic, financial and administrative autonomy to yield better results.

(v) **Employability** remains an important challenge and a bigger crisis before the higher education sector in India. A big number of Indian postgraduates lack the employability skills

which is more important issue than employment. It is seen that there has been no synchronisation between knowledge and application in the existing education system. Former President APJ Abdul Kalam has once said that, it is the employability and not the employment which is a real problem before the unemployed youth. So, it is the indirect failure of the system to generate employable and skilled workforce. Zeba Sheereen (2016) writes that, "Indian higher education system suffers from quality deficit…A study conducted recently by NASSCOM reveals that only 25 per cent engineering graduates are readily available for employment in the IT industry…as per NAAC about 62 per cent of the universities and 90 per cent of the colleges were rated average on specified quality parameters". Curricula in higher education are becoming more complex. A practical approach is required to be adopted to plug in the gaps and missing skills, thereby to generate job skills. To equip the youth with necessary job-related skills, the Government of India has recently undertaken a Skill India programme launching ₹ 1,500 crores' campaign announcing measures in collaboration with academia and industry. The said programme aims to train 40 crore Indian youth by 2022 to sharpen employability skills.

(vi) **Trained and skilful faculty** strengthens the education system. Faculty position is another indicator to assess the higher education system. Due to the rapid expansion of education, there has been a shortage of qualified and trained faculties. Many SET/NET qualified and Ph.D. candidates are jobless. In many state universities, more than 40 per cent faculty positions are lying vacant. Lack of quality teachers in education is an acute problem.

(vii) **Mushrooming of low-quality institutes**, gap in supply and demand, poor strategy, quota system, political and moral factors, poor teaching quality, financing and funding and privatisation are also some of the important issues facing the higher education today.

Opportunities and Suggestions

Indian education system is one of the largest and the respected systems in the world. It has full potential to impart quality education and knowledge generation through its higher educational institutions. India has immense future in the education sector provided it overcomes the limitations. In order to meet the challenges of the new millennium, India should provide quality education to all sections of the society. Emphasising on the opportunities in education sphere, Ravindranath, Ahmad and Thakur (2018) feel that, "The universities require a serious attention and support to improve the quality of teaching and research to reap the benefits of intellectual property, technology transfer, entrepreneurship and start-ups…it should ensure the optimum use of human and infrastructural resources." By 2020, the average age in India will be 29 and it is set to become the world's youngest country with 64 per cent of its population falling under the working age bracket (web). Public accountability, people orientation, addressing the needs of the society, ICT based education, academic partnership and inclusion of spirit of research are some of the areas to be strengthened to rise above and beyond excellence. The positive approach of the government and the new emerging global leadership of India can be seen as a greater opportunity to revamp the educational scenario and to lead the higher education to global heights.

Hon'ble Vice President of India, Shri Venkaiya Naidu (2019) in his recent convocation address of Bangalore University expressed the need to transform the higher education system to nurture the intellectual competencies of the students. He accepts that the foremost challenge is to ensure affordability and accessibility of higher education to all. He also desired that the principles of social

equity and gender parity be of paramount importance as far as higher education is concerned. He further hopes that higher education in India "will achieve greater heights in imparting the high-quality education and in nurturing a skilled youth force, fully equipped and capable of taking India to its rightful place at the helm of world affairs as global leader" (AIU 20).

Government should initiate more collaborations between Indian and international topmost institutions for quality and collaborative research. Jahan and Selvarani (2015) remark that, "Higher education benefits the individuals specifically as it equips young people with skills to cope with the rapidly changing labour market needs. It gives individuals power to get better employment, higher salaries and higher propensity to consume and save." Realising this, we need to usher in the new era of changed mindset and work together to gain the lost glory and to reach the new international heights.

References

1. AIU (2019). Convocation Address of Bangalore University by Hon'ble Shri.Venkaiya Naidu in University News: A Weekly Journal of Higher Education. Vol. 57 No.25 June 24-30, 2019.

2. All India Survey on Higher Education (AISHE 2017-18) July-2018. Retrieved on 07-07-2019 from https://epsiindia.org/wp-content/uploads/2019/02/AISHE-2017-18.pdf.

3. Eternal Bhoomi Magazine (2018). 'Rabindranath Tagore's Philosophy on Education' retrieved on 22-06-2019 from /http://bhoomimagazine.org/2018/02/06/rabindranath-tagores-philosophy-on-indian-education/html.

4. Jahan, Dr. K. Kumar, D. Christy Selvarani (2015). 'Higher Education in India: Issues and Challenges' retrieved on 07-07-2019 from https://icehm.org/upload/2797ED0115098.pdf.

5. Prakash, Bhagwati (2018). 'Higher Education: Time for Self Regulatory Autonomy' in University News: A Weekly Journal of Higher Education. Vol. 55 No.27. July 03-09, 2017.

6. Ravindranath, A., Ahmad Shakeel and Thakur Archana (2018). 'Research, Innovations and Enterprise: Key Factors to Brand Universities' in University News: A Weekly Journal of Higher Education. Vol.56. No.49. December 03-09, 2018.

7. Sarang, Gajanan H. (2014). 'Dr. Ambedkar's Educational Thoughts and Rights to Education Act: A Narration' in New Man International Journal of Multidisciplinary Studies. Vol. 1 Issue 12 Dec. 2014. Retrieved on 08-07-2019 from http:// www. newmanpublication. com/br/10%20dec% 20ISSUE%20% 202014. pdf.

8. Sheereen Zeba (2016). 'Higher Education in India: Issues and Concerns', New Delhi: Abhijit Publications. Print.

9. https://surejob.in/higher-education-in-india-issues-and-challenges.html.

10. https://www.youthkiawaaz.com/2018/04/indias-youth-a-blessing-or-a-curse/ .

ಬಿಂ❖ಬಿಂ

10 Language and Literature in Higher Education

Dr. Manoj Patharkar*

Abstract

In a commercial age saturated with technology, study of language and literature appears superfluous. If at all language is mentioned, it is in relation to 'communication skills' required for selling or managing. We seem to have forgotten that the whole project of modernity was to refine the 'human', a process that requires a 'culture of ideas'. Higher education should not remain in a state of permanent imbalance by focusing either on applied knowledge or on contemplative understanding. Finding ways of striking a balance between the two is the greatest challenge academia face today. It is necessary to recognise that the Humanities are essential to imagine possibilities latent in any organisation, to plan future course, to connect with each other and to make ethical choices.

***Keywords:** Language, literature, higher education, ideas, ethical choice.*

You can't really change the heart without telling a story.

– Martha C. Nussbaum

We live today in an age of the expert and the professional. Often called a knowledge society, this age is in the grip of unending and inevitable change. Everything is open to modification and quantification. Everything must pass the tests of utility and commercial viability. Technology has saturated every aspect of our lives and algorithms are shaping our existence. What does it mean to be a 'human being' in such a situation? Many futurists are afraid that the human race will be extinct if the environmental disaster is not averted. But, is not 'humanity' already on the way to extinction? To adapt Shakespeare's words, each of us is fast becoming.

'A walking shadow, a poor player

That struts and frets his hour upon the stage

And then is heard no more.'

_____

* Assistant Professor, Department of English, VPM's Joshi-Bedekar College, Thane.
Email: mamomukta@gamil.com.

Two-pronged Approach

As is usual with intellectual fashions, some have discovered a post-human phase in history in these recent developments. This is to deny the legacy of humanism, a thread running from the classical civilisations through the Renaissance to the Enlightenment. It may be easy to dislodge humanism from its throne, but it is not easy to fill its place. It is actually to invite terrible specters – religious bigotry, feudal bondage, and rampant superstition – that humanism fought against.

If higher education is to meet the demands of the 'humanity' within us, it must have short-term and long-term goals. The short-term goal is to impart knowledge and skills that make one employable, i.e., capable of playing a useful role in the existing commercial, administrative and political organisations. In other words, the short-term goal is to improve the utility and profitability of existing systems. The long-term goal, however, should be to nurture sensitivity and vision that make one capable of defining change in the existing systems. Unless such change is realised, our 'humanity' is likely to be enslaved by technology and commercial formulae. It should be clear by now that technology as such is not the solution to every human problem, more so when technological innovation is driven entirely by the criteria of utility and profitability.

'Humanities' have a peculiar role to play in achieving the short-term as well as the long-term goals of higher education. This essay focuses on the discipline of language and literature. It is helpful to note here that language and literature form a close interdisciplinary group with philosophy, psychology and history. It is impossible and fruitless to discuss any one of them in isolation from the other. Language is the very instrument of our socialisation. We begin to think, conceptualise and imagine through language. We formulate not only answers but the very questions which these answers address with the help of language. By 'language' I do not mean any 'particular' language, such as English or Sanskrit, but the very 'faculty' of creating conceptual codes. Every conceivable subject taught at the university level develops its concepts using language; not only its core concepts and principles but also the way these relate to the human social world. However, much of this thinking remains abstract.

It is literature that looks at humans as concrete beings experiencing specific feelings, thinking specific thoughts, sustaining individual struggles and developing along an individual trajectory. Far from being a license to the vagaries of imagination, literature is a unique instrument of grasping existence, visualising change and encoding cultural values. No organisation can sustain itself without these. Therefore, literature has an important role to play in higher education even when our perspective is short-term. Literature is an exciting tool to grasp the totality of an organisation – its strengths and vulnerabilities, its dreams and potentialities. These are not mere technicalities that can be quantified and improved by taking certain quantitative measures. A handful of institutions imparting technical education and certain management schools have understood this fact and have made the study of literature part of their curricula. Select media schools are harnessing these skills for developing viable commercial models of communication.

Literature, Imagination and Thought

The real potentiality of language and literature lies in the fact that they are absolutely necessary for achieving the long-term goals of higher education, i.e., to nurture sensitivity and vision that can help one define change in the existing systems. Grasping the existing systems both as an insider and as an outsider is no less a job than decoding a fantasy novel. Visualising 'humanly significant' change in

these systems is no less than constructing a utopian novel. Developing a capacity to feel for others is no less than feeling a romantic poem. As Aristotle suggested centuries ago, if history tells us 'what has been', literature tells us 'what can be' (unless we lose our way and time in contemplating 'what might have been', as P.G. Wodehouse would have put it). Unfortunately, we are not even contemplating 'humanly significant' changes, but have been reduced to visualise 'technologically viable' and 'administrator friendly' changes. Such changes are likely to dehumanise us to a point where we would need the assurance of the system to convince ourselves that we really exist.

Martha Nussbaum's words appearing at the beginning of this essay relate to the master of English novel, Charles Dickens. According to her, he was one of those British writers who developed a literature of social protest through British realist novel. Nussbaum explains the role of stories in following words: "As we tell stories about the lives of others, we learn how to imagine what another creature might feel in response to various events. At the same time, we identify with the other creature and learn something about ourselves." In 'Cultivating Humanity' Martha Nussbaum goes back to classical Greek texts as important part of liberal education and examines ethical thought from the stoic philosophers to nineteenth century liberals. Most importantly, she explores how literature can aid narrative imagination in understanding ethical questions.

Lopsided Instrumentalism or Integrated Humanism

As a reaction to the 'structural' approach to language teaching, 'communicative' approach swept across educational institutions from late 1980s. Teaching language through literature suddenly became an 'elitist' (in a derogatory sense) and outdated idea. What the aspiring candidate for professional courses needed was the capacity to use language for exchanging useful information. At the university level, literature came to be derided as an 'armchair subject' and was summarily replaced by business communication or communication skills. All over the world there was a rush for 'English for Specific Purposes' courses. The aspects of personality, intention, judgement and imagination became irrelevant to language teaching. Added to it was the insistence on 'political correctness' which made 'value judgements' a cardinal sin. (It is not impossible to make students aware of all possible attitudes towards something, and taking a stand at the same time while pointing out all its limitations.) This purely instrumental attitude to language has substantially reduced the richness of human communication, a process taken to extremes in the years of telecommunications and IT revolutions.

What is actually needed is an educational system that balances the short-term and the long-term goals of higher education. In other words, such a system would have components that impart knowledge and skills useful to survive in the job market as well as components that inculcate critical thinking and sensitivity to human needs. Many universities in the world have attempted this by offering UG and PG programmes offering scientific and commercial expertise along with education in some areas of humanities. In India, a handful of institutions, such as the IITs and IIMs have made such an attempt. Whatever has been attempted is unfortunately lopsided because there is demand for 'hard' humanities, such as economics and psychology. Recently, a few private schools of liberal arts have started developing humanities centric courses.

The majority of our institutions of higher learning offer courses either in science/technology or commerce management humanities (literature, philosophy, politics and history). The first group of students don't know the difference between verse and poetry, rationalism and empiricism, liberal and left, a source of history and hearsay myth. The second group of students have no idea about the challenges science/technology face today, the changing conditions of research, the areas of the

economy needing attention or the skills that can boost an organisation. Each group is enclosed within its own jargon and concepts without ever translating them into intelligible attitudes and values. Unfortunately, the communicative approach to language teaching has added to this division.

Culture of Ideas

In nineteenth century England, Matthew Arnold became acutely aware of the long-term impact of incremental industrialisation and commercialisation of society. It prompted him to write his historic 'Culture and Anarchy'. Not everyone admired his ideas or felt enthusiastic about them. Some even pointed towards its middle class bias. But, no one could fault his findings about the processes shaping the idea of meaningful human existence. His characterisation of narrow commercial attitudes as 'philistinism' and the working class majority as the 'populace' provided a new vocabulary to discuss culture. One may find his emphasis on Greek and Roman classics a bit misplaced, but there is no denying that his idea of what was later to be called 'liberal education' is indispensable. He points out that, "culture looks beyond machinery; culture hates hatred." In his view, men of culture are the messengers of equality who have "a passion for diffusing, for making prevail, for carrying from one end of society to the other, the best knowledge, the best ideas of their time." Through these efforts they work hard to humanise knowledge. Far from being outdated, it has acquired greater urgency today. Philistinism has disguised itself in several ways and is likely to lurk behind the mask of post-humanism.

Those who find Arnold too conservative and elitist may turn to George Orwell, an antithesis of Arnold in many ways. In his essay, 'What is Science?', Orwell is categorical (using his usual dry satiric tone) that "scientists themselves would benefit by a little education" (1968, p. 13). For Orwell, higher education needs to be truly scientific in that it teaches students 'to think more exactly' rather than cramming details of the world into their minds.

Veteran Marathi journalist Aroon Tikekar (2012) brings out contemporary relevance of liberal education in the following words:

> In an acquisitive society that we are finding ourselves in, if intellectualism is not pursued along with the accumulation of wealth, there is every danger that the society will relapse into exploitative feudalism under a democratic cover.

Tikekar argues that humanities form an essential component of higher education because they deal with 'ideas'. He points out that our system pours professionals and technocrats in large numbers every year without inculcating ideas or thinking skills in them. He also blames the tendency to consider quantitative expansion equivalent to achieving equality and social justice. This has resulted in utter disregard for quality and balance in higher education.

Conclusion: Equiping a Human Future

It is a welcome sign that certain recent revisions in the secondary and higher secondary syllabi have reintroduced the elements of teaching language together with literature. But, we have a long way to go. Many of our finest doctors, technologists, legal and financial experts have managed to maintain links with literature by dint of individual efforts. Such personalities never really need a system backed mechanism. But the majority of students in the areas of medicine, technology, law and finance today never have had the benefit of developing an acquiantance with either humanities or literature. Our

universities need to imagine a scenario where these students get an opportunity to study language and literature.

Predicting the future is always fraught with risk, but certain things can at least be brought to the forefront of our thought process. If the onslaught on humanities in general and languages in particular continues, we can be certain that we will never be able to shape a generation equipped to face the challenges of cultural decadence, environmental disaster and religious-ethnic bigotry. So far we have challenged our bonds in the interest of commerce, we now need to challenge them in the interest of 'humanity'.

References

1. Arnold, Matthew (1869). 'Culture and Anarchy'. Available from: http://public-library.uk/ebooks/25/79.pdf.Accessed: 6th August, 2018.

2. 'How to Write About Poverty', Martha C. Nussbaum, October 10, 2012, The Times Literary Supplement.

3. Martha C. Nussbaum, 'Take My Advice: Letters to the Next Generation', ed. James. L. Harmon, Simon ans Schuster, 2002, NY, p. 177.

4. Orwell, George (1968). 'The Collected Essays, Journalism and Letters of George Orwell (Volume IV) - In Front of Your Nose'. Eds. Sonia Orwell and Ian Angus, London: Secker and Warburg.

5. Tikekar, Aroon (2012). 'Ideas Matter'. Pune: Rohan Prakashan.

ಲ್ಲಿ❖ಲ್ಲಿ

11 Rejuvenating the Youth through Swami Vivekananda's Value Education

Dr. Indrani Roy*

Abstract

Erosion of moral values has become a great global crisis in present scenario. Particularly rapid moral degradation of youth is alarming for present society and future generation. Many materialistic factors and electronic social media have diverted their mind from their actual goal. Reorientation of present education system under the umbrella of value education is a prime need to prevent degradation of our youth. Value education has the power to bring evolution in the personality of an individual. Therefore, rejuvenating the young minds through Swami Vivekananda's value education would be a fruitful effort. This paper is an attempt to delve into the value based educational philosophy of Swami Vivekananda, and also an effort to highlight Swamiji's ideas on value education and his suggestions to prevent moral degradation of youth through value education.

Keywords: Vivekananda, moral, social, value education, youth.

Introduction

Moral values are the pillars of a harmonious society which has the power to produce a balanced humanity. Present society is facing acute crisis of social and moral degradation. Rapid moral degradation of youth is alarming for present society and future generations. Many materialistic factors and strong addiction to electronic social media have distracted their mind from their actual goal. They get involved in immoral activities. Present westernised society has also unveiled in front of them numerous challenges. Most of them are physically and mentally so weak that they are unable to confront challenges of life as well as cope up with any harsh situations. They are impassive towards moral and social responsibility because of innumerable challenges and cut-throat competition to get a job. They are engulfed into a stressful life. Many times they find themselves in great dilemma. To protect themselves from stress, depression and anxiety, they get addicted to drugs and other abuses. Sometimes they end their precious life by attempting suicide. Communal disharmony, regional separatist tendency, unemployment and moral degradation are some of the massive challenges in front of today's youth.

---

* Assistant Professor, Department of History, VPM's Joshi-Bedekar College, Thane.
Email: mrs.indraniroy@rediffmail.com

Value education is regarded as the best solution to prevent and mitigate these crises. It has the immense power to bring evolution in the personality of an individual, and also to bring root and branch reform in society. By incorporating value education in the present education system, rapid degradation of young generation can be prevented. It will play a great role in channelising the energy of youth towards nation-building. It will perform a significant role in creating a common cultural, spiritual and social bond, which is the most essential need to confront the present challenges. It will promote the feeling of universal brotherhood to bring a global unity.

Dr. N.L. Gupta (2000) has rightly said that the main aim of value-oriented education is to make the students good citizens who may share their responsibilities in the changing set-up of the society in order to give the desired shape and image to the society and the country at large. The Kothari Commission Report published in 1966 laid the highest stress on the need for moral and spiritual education. When values are associated with mankind, the role of education becomes imperative to identify, analyse, appreciate and evaluate values. As much as it is necessary to develop skills among students to bring a social and economic change, it is also indispensable to inculcate among them the values of humanism, democracy, socialism, secularism and national integration. Several educationist in India as well as abroad have emphasised the importance of promoting values through education. Radhakrishnan Commission, Kothari Commission and even the national policies on education have brought to focus the need for readjustment in the curriculum in order to make education an impactful tool for cultivation of moral values. Therefore, the prime necessity is felt to nurture the youth through Swami Vivekananda's value education.

Swami Vivekananda's Views on Value Education

Vivekananda's educational ideologies and thoughts are the rich source of moral values. Hence, to bring transformation in present society, the need is felt to infuse his ideals among youth. To get an insight of Vivekananda's value education, it is necessary to discuss his educational philosophy.

There is great difficulty in getting Swami Vivekananda's educational ideas in compact and systematised form because all his ideas are scattered here and there throughout his works. He expressed his ideas on education at various occasions at home and abroad. For this reason many of his sayings have remained unwritten and unrecorded. However, whatever sayings are compiled by writers give us a deep insight into Vivekananda's educational philosophy. Swamiji's thoughts on education carry a deep meaning. He said that all knowledge that the world has ever received comes from the mind. He further added that the infinite library of the universe is one's own mind. The external world is only suggestion.[1] By saying these words, he threw light on the significant role of mind in storing knowledge. In his opinion, knowledge remains dormant in human mind and education is the process to unfold and awaken this knowledge. To clarify his concept on education, Swamiji gives an example of a banyan tree which covers acres of ground, but before growing it remains confined in a little seed. In the same way gigantic human intellect lies coiled up in protoplasmic cells. According to him, education is the process to unravel this infinite power within men. The principal tone of Swamiji's educational philosophy reflects in the definition given by him. He states that education is the manifestation of the perfection already in man. In his opinion, perfection is an infinite power which resides in every human soul. He further explained that man manifests knowledge, discovers it within himself, which is pre-existing through eternity. It is the process to develop physical, intellectual, moral and spiritual potentialities of human being. Swami's educational philosophy throws light on all the components of education and accordingly, presents his thoughts and ideas. In his opinion, education

system should cater to the needs of contemporary society.[2] Education is a powerful instrument in infusing moral values among students. He suggested many ways to build a strong moral character and prevent it from degradation. Following are the different aspects of Swamiji's value education:

Man Making Education

Vivekananda's vision was to introduce man making and nation-building education. According to Vivekananda, for man making education, it is inevitable to impart moral and value education. His man making education emphasises on personality development of an individual with inculcation of all values. In his opinion, true education results in the growth and expansion of balanced personality. Personality development means not to polish the appearance from outside, but focus should be given on development of inner values. Swamiji emphasised on carving out a strong personality. Spirituality, virtue and intellect all are the constituents of a good personality, which can be attained by practising yoga. According to Vivekananda, personality of a man can bring a drastic change in him, and also in other human beings who are close to him. Our bodies, virtues, intellect and spirituality all continuously influence others.

Character Making Education

Character formation and humanism should be the aim of all education. According to Vivekananda, misery and happiness play an equal role in formation of character.[3] In his opinion, pleasure and pain put equal impression on character of a man. He says that thoughts exert deep influence on human beings. The sum total of thoughts put impression on character. Different impressions shape one's own character. If good impressions dominate, the character becomes good and if bad impressions dominate, it becomes bad.[4] When a large number of such impressions are gathered in one's own mind, they collectively form a habit.[5] Repeated habits alone can reform character. Swamiji recommended that to form a good character, it is necessary to adopt good habits and to keep control on bad habits. According to him, character is formed by karma.[6] Good and evil deeds have equal share in moulding the character.[7] Our karma determines what we deserve and what we can assimilate. We are responsible for what we are and whatever we wish ourselves to be, we have the power to make ourselves. We are the result of our own past actions.[8] Vivekananda also strongly emphasised on development of character through the service of mankind.

Self-Confidence

Vivekananda highly recommended the enhancement of self-confidence. According to him, in old religion a person was called an atheist who did not believe in God, whereas in new religion, it is said that a person is an atheist who does not believe in oneself. In his opinion, "If faith in ourselves had been more extensively taught and practised, I am sure a very large portion of the evils and miseries would have been vanished."[9] He asserted that faith in oneself is the key to solve all complex problems of one's life and would bring forth all the noble qualities in the individual. He told to have tremendous faith in you, like the faith I had when I was a child. Have that faith, each one of you in yourself – that eternal power is lodged in yourself and you will revive the whole of India.

Strength

According to Swamiji, strength is goodness, weakness is sin.[10] In his opinion, physical weakness is the cause of at least one-third of our miseries.[11] He asserted that anything that makes you weak

physically, intellectually and spiritually reject it as poison.[12] He also suggested that the remedy for weakness is not brooding over weakness, but thinking of strength.[13] He proclaimed that *Upanishads* are the great mine of strength which has the power to invigorate the whole world. The whole world can be vivified and energised through them. They will call with trumpet voice upon the weak, the miserable and the downtrodden of all races, all creeds and all sects to stand on their feet and be free. Physical, mental and spiritual freedoms are the watchwords of the *Upanishads*.[14]

Truth

According to Swamiji. truth brings strength in character. He told, "Tell truth boldly.[15] Truth is the nature of all souls.[16] Truth is strengthening. Truth is purity. Truth is all knowledge. Truth must be enlightening and invigorating."[17]

Love

Love is the best inspiration in character-building. Vivekananda describes his own experience in exploring the intensity of love and freedom that brings harmony in society.

Unity

Vivekananda wanted to bring unity through spiritual education. Spiritual education had the power to unite people. It can bring people together for the achievement of high ideals. It can enable people to achieve the common good of all. Value education can create integrated mind. Real change and reform can be done in human being by some spiritual laws.

Service

Swamiji remarked that knowledge diminishes separations of I and you, service unifies all. He says that if you want to find god, serve man. To reach Narayana, you must serve Daridra Narayana, the starving millions in India. According to him, selfless service would bring happiness. It can build strong character and nation. Selfless service can bring reward for life and nation. "My hope of the future lies in the youths of character – intelligent, renouncing all for the service of others and obedient – who can sacrifice their lives in working out my ideas, and thereby do good to themselves and the country at large."[18]

Sacrifice

According to Swamiji, "No great work has been done without sacrifice."[19] In his opinion, sacrifice reveals the nobility of the soul, and also prepares for the attainment of supreme peace. He says, "Self-sacrifice not self-assertion is the law of the highest universe.[20] He inspired the youth for sacrificing their life for the country. He said, "Young men, arise, awake, for your country. Your country needs this tremendous sacrifice; it is the young men that will do it."[21]

Freedom

Vivekananda speaks, "Freedom from fear; imitation and egotism are the essential principles of the true and illumined life." According to him, everything that we perceive around us is struggling towards freedom. He used to say, "He alone who is always awake to the idea of freedom becomes free; he who thinks he is bound, endures life after life in the state of bondage."[22]

In Vivekananda's opinion, value based education is necessary for nation-building. Application of Vivekananda's thoughts is very essential to create a progressive and balanced national life.

Vivekananda recommended introduction of value education through school curriculum. He appreciated ancient Gurukul system of education which gives emphasis on spiritual teaching and moral values for development of a strong personality. Vivekananda advocated for ancient **Gurukul system** which was based on value based education system. In *Gurukul* system, the pupil not only learns the subject but also assimilates it in life.

Conclusion

Implementation of Swami Vivekananda's value based education is essential to bring a root and branch reform in society. Inculcation of Swami's ideals will prevent the Indian society from rapid deterioration. It would play a significant role in rejuvenating and moulding the young minds. Vivekananda's value based education encompasses development of character and personality, spiritual development and development of nationalism, which are the strong pillars of our society. Swamiji's value based education will guide and lead our youth to go through the journey of life in proper direction. Tremendous powerful young minds can be channelised through value enriched education of Vivekananda. They can be made more productive and skillful. Youth are the strong pillars of our society as well as our nation. They are the driving force of the country. They play a vital role in formation of a nation. The unlimited energy of these young minds can be utilised in nation-building.

References

1. Complete Works of Swami Vivekananda, Advaita Ashram, Mayavati Pithoragarh, 1989, Vol 1, p.28.
2. Swami Vivekananda Education, p. 24.
3. Swami Vivekananda Education, p. 15.
4. Complete Works of Swami Vivekananda, Advaita Ashram, Mayavati Pithoragarh, 1989, Vol-I, p. 54.
5. Ibid, Volume-III, p. 51.
6. Ibid, Volume-I, p. 30.
7. Ibid, Volume-I, p. 27.
8. Ibid, Volume-I, p. 31.
9. Ibid, Volume-II, p. 301.
10. Ibid, Volume-III, p. 160.
11. Ibid, Volume-III, p. 241.
12. Ibid, Volume-III, P. 225.
13. Ibid, Volume-II, p. 300.
14. Ibid, Volume-III, p. 238.
15. Ibid, Volume-VII, p. 79.
16. Ibid, Volume-II, p. 358.
17. Ibid, Volume-III, p. 225.
18. Vivekananda speaks to you, Ramakrisha Math Madras,1986, p. 25.
19. CW Vol. VII, p.16.
20. CW Vol. VI, p. 83.
21. Vivekananda speaks to you, Ramakrisha Math Madras, 1986, p. 3.
22. Vivekananda speaks to you, Ramakrisha Math Madras, 1986, p. 23.

ಐಆ❖ಐಆ

12 सा विद्या या विमुक्तये

डॉ. श्यामसुंदर पाण्डेय*

सारांश

भारतीय संस्कृति में शिक्षा के केवल उसी रूप को स्वीकार किया गया जो सर्वहितकारी हो और जो लोगों में मानवीय गुणों का संचार कर सके। समय के साथ शिक्षा के उद्देश्य में परिवर्तन आता गया और धीरे-धीरे यह भी भोग प्राप्ति का ही एक माध्यम बन गई। आजादी के बाद इस क्षेत्र में अनेकानेक प्रयोग किये गये लेकिन यह समय और समाज दोनों की कसौटी पर खरी नहीं उतर सकी। शिक्षा के प्रति लोगों का दृष्टिकोण बदलता गया और यह समाज सेवा के पुनीत धर्म से अर्थप्राप्ति के माध्यम के रूप में परिवर्तित होती गई। जिस शिक्षा के बल पर किसी समाज की प्रारंभिक इकाई मानव को तराशने का कार्य किया जाता है वही समाज की कुछ सरकारी व्यवस्थाओं और कुछ शिक्षातंत्र से सम्बद्ध लोगों के तात्कालिक और व्यक्तिगत हितों की शिकार बनती गई। इन सबका परिणाम यह हुआ कि शिक्षित पीढी तो तैयार हुई लेकिन उसका समुचित लाभ समाज को नहीं मिल सका। बेरोजगारी, मूल्यहीनता और तमाम तरह की समस्यायें समाज में विविध रूपों में पनपने लगीं। आज यदि हमें समाज का सर्वांगीण विकास करना है तो सरकार, पूँजीपति और शिक्षा से सम्बद्ध लोगों सहित सम्पूर्ण समाज को इसे एक पुनीत कर्तव्य की तरह स्वीकार करना होगा।

विचारणीय बिंदु: शिक्षा का स्वरूप, उद्देश्य, शिक्षा व्यवस्था, परिवर्तन, शैक्षणिक परिवेश, वर्तमान स्थिति, संभावनाएँ।

सर्वभूतेषु येनैकं भावमव्ययमीक्षते ।

अविभक्तं विभक्तेषु ज्ञानम् तद्विद्धि सात्त्विकं ॥

– **श्रीमद्भगवदगीता**

ज्ञान वही शुद्ध है, जो समस्त प्राणियों में, पृथ्वी, जल, अग्नि, वायु और आकाश, इन पांच महाभूतों में, समस्त सत्ताओं में एक न चुकने वाला भाव (जो है उससे कुछ अलग होने का भाव, जो जानना चाहते हैं, वह होने का भाव) देखता है, और जो विभक्त (विलग) दिखने वाले पदार्थों में एक अविभक्त (अखंड) भाव देखता है। भारतीय संस्कृति में तो विद्या मुक्ति का साधन माना गया– "सा विद्या विमुक्तये"। महर्षि पतंजलि ने उस विद्या को सर्वाधिक उपयोगी माना जो चार प्रक्रियाओं से होकर गुजरती है – अध्ययन, मनन, प्रवचन और प्रयोग। हमारे यहाँ अध्ययन केवल 'पढ़ लेना या लिख लेना' को कभी माना ही नहीं गया। शिक्षा के लिए जिज्ञासु होना और अहम् का त्याग कर

---

* विजिटिंग प्रोफेसर, हिन्दी विभाग, टोकियो यूनिवर्सिटी ऑफ फॉरेन स्टडीज, जापान
Email : ssdpandey1@gmail.com

देना पहली शर्त मानी गई, विद्यार्थियों के लिए 'काक चेष्टा बको ध्यानं' की बात कही गई। 'जब मैं था तब हरि नहीं, अब हरि हैं मैं नाहिं' कहकर कबीर ने भी ज्ञान (ईश्वर) की प्राप्ति के लिए 'मैं' के त्याग की बात कही। इसीलिये यहाँ काशी का चांडाल भी शंकराचार्य को शिक्षा दे सकता है। शिक्षा प्राप्ति के बाद हम उस पर मनन करें। उसके सित-असित दोनों पक्षों पर चिन्तन करें, इसके बाद यदि स्वयं को कल्याणकर लगे तो उसका प्रवचन करें। जब तक हमारा अर्जित ज्ञान दूसरों तक न पहुँचे, उस पर विचार-विनिमय न हो, तब तक उसकी कोई उपयोगिता अपने यहाँ नहीं मानी गई और अंत में वह प्रयोग में लाई जाए, आचरण में उतारी जाए, आचरण भी विनयशील हो — विद्या ददाति विनयम, तब शिक्षा की प्रक्रिया पूरी होती है। इन सबसे छान कर जो बाहर निकले और समस्त जीव मात्र के कल्याण की बात करे, वह शिक्षा मानी गई। 'स्व' और भोग विलास हमारी भारतीय शिक्षा के मूल में कभी रहे ही नहीं। समय बदला, सत्तायें बदलीं, शिक्षा के प्रति दृष्टिकोण बदला और इस भौतिकतावादी युग में अपने समय के साथ शिक्षा 'भोग' प्राप्ति का ही माध्यम बनती गयी।

वैसे स्वतंत्र भारत में शिक्षा प्रक्रिया का अवलोकन करें तो लगता है कि सर्वाधिक प्रयोग वाला एक क्षेत्र हमारी उच्च शिक्षा का भी रहा है। होना भी चाहिए। जब-जब सरकारें बदलीं, इसमें परिवर्तन होते रहे। लेकिन, परिणाम वही — ढाक के तीन पात। युवा वर्ग के लिए रोजगारपरक शिक्षा की बात तो हर समय होती रही लेकिन उनकी बेरोजगारी बढ़ती रही। महात्मा गाँधी द्वारा भी जिस बुनियादी शिक्षा की बात की गई उसे कोई विशेष महत्त्व नहीं मिल सका। विकास के घुड़सवारों को शायद तीव्र विकास उससे संभव नहीं लगा। हमारी सरकारों को सबके लिए समान शिक्षा घाटे का सौदा लगने लगा। फलस्वरूप केंद्र और राज्य दोनों सरकारें शिक्षा से अपना हाथ खींचने लगीं और शिक्षा की बड़ी-बड़ी दुकानें खुलने लगीं। 'क्वालिटी एजुकेशन' के नाम पर शिक्षा के क्षेत्र में निजीकरण को बढ़ावा दिया जाने लगा। प्राथमिक शिक्षा से लेकर उच्च शिक्षा तक 'जिसकी जितनी थैली मोटी, उसकी उतनी रोटी मीठी' वाली बात चल पडी। एक तरफ हम सामाजिक एकता की बात करते रहे, सामाजिक सौहार्द का ढोल पीटते रहे और दूसरी ओर अलग-अलग बोर्ड के नाम पर एक ही क्षेत्र में, एक ही शहर में (अब गांवों में भी) अलग-अलग स्तर की शैक्षणिक दुकानें खोलते रहे। इस सामाजिक समानता के दावे पर आज कोई प्रश्नचिन्ह नहीं लगाता। कोई यह प्रश्न सरकारों से नहीं करता कि सामाजिक समानता कैसे स्थापित होगी? जब आप बच्चों को कई स्तरों की शिक्षा प्रदान कर रहे हो, तो उनसे किस समानता की आशा करते हैं? इसका एक स्पष्ट उदाहरण हम मुंबई में ही देख सकते हैं। एक तरफ हमारे जिलापरिषद के विद्यालय दोपहर के भोजन से लेकर बच्चे को जूता, बैग, किताब और लेखनी जैसी सारी चीजें उपलब्ध करा रहे हैं फिर भी वहाँ छात्रों का टोटा पड़ा हुआ है, दूसरी तरफ नर्सरी जैसी कक्षाओं में नामांकन के लिए लाखों-लाख फीस भरी जा रही है और दाखिले के लिए मंत्रियों-संतरियों से सिफारिशें करवाई जा रही हैं। हमें इस पर भी एक बार पुनः विचार करना होगा कि आखिर जब हम विद्यार्थियों को प्रारंभिक स्तर पर ही उनकी शिक्षा का अलग-अलग स्तर बना दे रहें हैं तो उच्च शिक्षा सबको एक जैसी कैसे दे सकते हैं? अलग-अलग प्राथमिक शैक्षणिक पृष्ठभूमि से उच्च शिक्षा की पहली सीढी पर पैर रखने के लिए आये हुए विद्यार्थियों में क्या हीनता और उच्चता का भेदभाव नहीं पडेगा? एक ही कक्षा में एक विद्यार्थी को फीस भरने का रिमाइंडर और दूसरे को छात्रवृत्ति के पैसे लेने का रिमाइंडर भेजकर हम किस सामाजिक एकता की कल्पना कर सकते हैं? ऐसे वातावरण में शिक्षा के माध्यम से सामाजिक समरसता, सामाजिक सौहार्द का कोई वृक्ष उग आएगा या सामाजिक या राष्ट्रीय विकास की कोई क्रांति हो जाएगी, ऐसा मुझे तो नहीं लगता। विभिन्न स्तर के विद्यालयों से आये हुए विद्यार्थियों से हमारा सामना स्नातक प्रथम वर्ष में आये हुए विद्यार्थियों से प्रति वर्ष होता है। जब हम

देखते हैं कि कक्षा में एक विद्यार्थी किसी कोने में चुपचाप बैठा है और दूसरा हर आधुनिक संसाधनों से लैश पूरी कक्षा को अपनी सुगंधि से सुगन्धित करता हुआ सबके आकर्षण का केंद्र बना हुआ है। यद्यपि यह अनुभव कई बार विद्यार्थी के ज्ञान के सम्बन्ध में उल्टा भी होता है। जब हम देखते हैं कि किसी सामान्य विद्यालय से पढ़कर आया हुआ विद्यार्थी महँगे विद्यालयों से आये हुए बच्चों से अधिक अच्छा उत्तर देता है, तो लगता है कि सचमुच शिक्षा 'स्व अर्जित' ही होती है। हमारे बीच आज भी अनेक लोग मिल जायेंगे जो किसी महँगे विद्यालय में तो शिक्षा अर्जित नहीं किये लेकिन उनकी विद्वत्ता के समक्ष सभी को नतमस्तक होना पड़ता है।

एक सच्चाई यह भी है कि आजादी के बाद शिक्षा के सम्बन्ध में हमारी सोच बदली है। अब सामान्य आदमी भी अपने बच्चे की पढ़ाई पर अपनी कमाई का एक बड़ा हिस्सा खर्च करने लगा है। वह भी अब महँगे से महँगे विद्यालय में (बहुत अच्छी पढाई भी होती हो कोई जरूरी नहीं) अपने बच्चे को भेजना चाहता है। दूसरी तरफ पूँजीपति भी अब समाजसेवा (कागज पर समाज सेवा दिखा कर सरकारी सस्ती जमीन हड़प ले या इनकम टैक्स में भारी बचत कर ले यह अलग बात है) या पुण्य प्राप्ति के लिये शिक्षा का मंदिर नहीं खोलता है। वह जितना खर्च कर रहा है उसका कई गुना श्रेष्ठ शिक्षा के नाम पर वसूल भी कर रहा है। इन पूँजीपतियों द्वारा खड़ी की गई शिक्षा की आधुनिक दुकानों ने न केवल प्राथमिक शिक्षा बल्कि उच्च शिक्षा को भी बहुत गहराई तक प्रभावित किया है। हमारी सरकारों की भी इसमें बड़ी भूमिका है। शिक्षा को रोजगारपरक बनाने के नाम पर मेडिकल और इंजीनियरिंग सहित तमाम विषयों से सम्बद्ध महाविद्यालय और विश्वविद्यालय बड़ी तादात में खोले गये। एक तरफ सरकारी संस्थाओं में मेरिट के आधार पर नामांकन होते हैं तो वहीं प्रवेश परीक्षा में असफल किन्तु बड़ी थैली वालों के बच्चों के लिए ये शैक्षणिक संस्थान नई खिड़कियाँ उपलब्ध करा रहे हैं। कहने का मतलब यह कि यदि आप कोई परीक्षा उत्तीर्ण करने के लायक नहीं हैं तो भी कोई बात नहीं, यदि आपके पिता के पास पैसे हैं (कहाँ से आये इससे कोई मतलब नहीं) तो आपकी अयोग्यता, योग्यता में तब्दील हो जायगी। और, आपको वह डिग्री मिल जाएगी जिसके लायक आप बिलकुल नहीं हो, जिसकी प्रवेश परीक्षा भी आप पास नहीं कर सके थे। कहीं आप मेडिकल अथवा कुछ इस प्रकार के क्षेत्र से जुड़े विद्यार्थी रहे हैं तो पैसे के बल पर डिग्री लेकर बाहर निकलिये और पिता की पूँजी पर एक बार आधुनिक संसाधनों से सुसज्ज दुकान खोल दीजिये, आप अपने क्षेत्र के सबसे बड़े विद्वान मान लिए जायेंगे और जो रात-दिन एक करके पढाई करता रहा वह अब आप ही के आगे-पीछे घूमता फिरेगा। इस प्रकार की उच्च शिक्षा का अर्थ तो सीधा-सीधा यही हुआ कि पैसे के बल पर अब विद्वत्ता भी खरीदी जा सकती है।

इस क्षेत्र में सबसे पीड़ादायक स्थिति तो तब उत्पन्न होती है जब ऐसे अनेक उच्च शिक्षण संस्थान फर्जी निकल जाते हैं और लाखों की फीस चुका कर तथा दो-तीन वर्षों का समय गवाँ कर विद्यार्थी सड़क पर आ जाते हैं। अधर में लटके इन विद्यार्थियों और अपने सुखद भविष्य का सपना देखते अपनी गाढ़ी कमाई का लाखों गवाँ चुके अभिभावकों का माई-बाप कोई नहीं होता। उदाहरण स्वरूप पिछले चार-पाँच वर्ष पूर्व उत्तर प्रदेश की एक घटना को लिया जा सकता है। जब उत्तर प्रदेश टेक्निकल यूनिवर्सिटी (यू पी टी यू) ने एक बड़ा कदम उठाते हुए प्रदेश के ११० इंजिनीयरिंग और मैनेजमेंट संस्थानों को अवैध घोषित करते हुए उन पर प्रतिबन्ध लगा दिया था और २५००० से अधिक विद्यार्थी सड़क पर आ गये थे (बाद का परिणाम मुझे पता नहीं) लेकिन, ऐसी घटनाएं यह प्रश्न तो खड़ा करती ही हैं कि हमारी जो सरकारें तमाम क्षेत्रों की सम्पूर्ण गतिविधियों की कदम-कदम की जानकारी रखती हैं, वे उच्च शिक्षा के नाम पर चल रहे इन फर्जीवाड़ों के सम्बन्ध में वर्षों-वर्षों तक अनभिज्ञ कैसे बनी रहती हैं? उत्तर सरल है कि इस प्रकार किस भी शैक्षिणिक संस्थायें

किसी न किसी पूँजीपति के साम्राज्य का हिस्सा होती हैं जिनकी कृपा दृष्टि से हमारे सभी राजनीतिक दल रंगरेलियाँ मनाते हैं।

अंततः इस सम्बन्ध में कहना यही है कि हमारी उच्च शिक्षा अपने उद्देश्यों को पूरा तभी कर पायेगी जब हमारी प्राथमिक शिक्षा में सुधार होगा। सच्चाई भी यही है कि कमजोर नींव पर हम ऊँची इमारत की कल्पना भी नहीं कर सकते। उच्च शिक्षा कोई ऐसी निजी चीज नहीं है जिसे व्यक्ति सिर्फ निजी स्वार्थों के लिए उपयोग कर सके। वह देश की, संस्कृति की और परिवेश की पहचान भी निर्मित करती है। उच्च शिक्षित व्यक्ति ही दुनिया के समक्ष किसी देश की पहचान बनते हैं। ऐसे में हमारी सरकारें शिक्षा व्यवस्था को निजी हाथों में सौंपकर या अपनी जिम्मेदारियों से मुक्ति पाकर देश के भविष्य के साथ खिलवाड़ कर रही हैं। अगर स्वस्थ समाज का निर्माण करना है तो हमारी सरकारों को हवा-पानी-भोजन या जीवन के लिए आवश्यक अन्य वस्तुओं की तरह अनिवार्य समझकर शिक्षा की शुद्धता पर भी ध्यान देना होगा। उसके अंदर विद्यमान हर प्रकार के भेद भावों को मिटाना होगा। एक निश्चित शिक्षा नीति लागू करनी होगी जो पूर्णतः सरकार के जिम्मेदार लोगों की नजर में हो। वरना आज कई बार यह देखने को मिलता है कि अलग-अलग विश्वविद्यालयों के पाठ्यक्रम तक वहाँ की सत्ता की कुर्सी पर बैठे हुए लोगों की विचारधारा पर निर्भर करता है। हद तो तब हो जाती है जब पाठ्यक्रम की चयनसमिति तक में अपने पसंद के लोगों को रखा जाता है (इन समितियों के सदस्यों का चुनाव किसी प्राध्यापक की विद्वत्ता नहीं बल्कि बड़े पदों पर बैठे लोगों से उसके संबंधों पर निर्भर होता है) अथवा किसी प्रकाशक द्वारा दिए गये किसी लालच में आकर उसके द्वारा प्रकाशित पुस्तकें पाठ्यक्रम का हिस्सा बन जाती हैं। ऐसी ही मानसिकता की पैदाइश कुछ प्राध्यापक भी कई बार विद्यार्थियों के बीच धर्म, जाति, वर्ग या अन्य प्रकार के विभाजक बीज बोते दिखाई देते हैं। इतना ही नहीं, कुर्सी के लालच में राजनीतिक दलों द्वारा निर्मित हथकंडों का या प्रबंधन समिति अथवा किसी अन्य प्रभावी व्यक्ति के प्रभाव की सीढ़ी लगाकर उच्च शिक्षण संस्थानों में नई पीढ़ी को शिक्षित करने के नाम पर मोटी राशि प्राप्त कर रहे लोगों के पास जब विषय से सम्बद्ध सामग्री नहीं रह जाती तो अपनी निजी बातों में विद्यार्थियों का समय नष्ट करते हैं। निश्चित ही इन सबके दुष्परिणाम भयानक होने वाले हैं।

आज सरकार ऑटोनामस, प्राइवेट या इस प्रकार के अनेक उच्च शैक्षणिक संस्थानों को बढ़ावा दे रही है, जो सरकार के नियन्त्रण से दूर रहेंगे। बड़े-बड़े स्वनामधन्य शिक्षाविद इनके प्रचार-प्रसार में लगे हुए हैं। पूँजीपतियों को इनके लिए तमाम तरह के प्रलोभन भी दिए जा रहे हैं। स्वतंत्रता के नाम पर विद्यार्थियों को भी भ्रमित किया जा रहा है लेकिन, इन सबकी दुष्परिणति एक न एक दिन उच्च शिक्षा को और किसी न किसी बहाने पूरे समाज को भुगतना होगा। विशेषकर उच्च शिक्षा निजीकरण की तरफ जितनी अग्रसर होगी, उतना ही उसका अवमूल्यन होगा। यह अवमूल्यन ऐसी युवा पीढ़ी तैयार करेगा जिसके पास डिग्री का कागज तो उच्च होगा, अंक शत-प्रतिशत होंगे (विद्यार्थियों के दसवीं-बारहवीं के अंक प्रतिशत पर ध्यान दें) लेकिन ज्ञान शून्य होगा। अधिक से अधिक अंक देकर विद्यार्थियों को रिझाने की होड़ लगी रहेगी क्योंकि इनका एक उद्देश्य अधिक से अधिक विद्यार्थियों को अपने कैम्पस में लाना भी होगा। शिक्षित पीढ़ी तो तैयार होगी लेकिन सभ्य, ज्ञानी और समाधानकारक व्यक्तित्वों की तलाश में हमें भटकना होगा। शतप्रतिशत अंक वाला युवक हुनर के अभाव में जब रोजगार के लिए भटकेगा तो वह अवसाद का शिकार बनेगा। जाति, धर्म, वर्ग के नाम पर जब युवाओं में असंतोष फैलेगा तो स्वस्थ समाज की परिकल्पना केवल कपोल कल्पित बन कर रह जायेगी। इसलिए कम से कम उच्च शिक्षा को तो हर प्रकार के भेदभावों से मुक्त करना ही होगा। इस पर हमारी सरकारों को और जिम्मेदार पूँजीपतियों को पवित्र

और आवश्यक समझकर कार्य करना होगा। धनोपार्जन का माध्यम शिक्षा के केंद्र यदि बन जायेंगे तो पूरे देश में अच्छे नागरिकों का अकाल पड़ जाएगा।

शिक्षा के सम्बन्ध में एक बात और, हमारे यहाँ 'विद्या ददाति विनयम' की बात कही जाती रही है। इस 'विनय' का सम्बन्ध कहीं न कहीं हमारी मूल्यगत शिक्षा से है, हमारी नैतिकता से है। और, हम यह देख सकते हैं कि यह नैतिक शिक्षा उच्च शिक्षा के पाठ्यक्रमों से तो पूर्णतः गायब हो चुकी है। (यदि कहीं अपवाद स्वरुप मिल जाए तो उसका स्वागत है। जैसा कि, स्कूल स्तर पर कहीं-कहीं मिल जाती है)। हमारे विज्ञान और वाणिज्य संकाय तो इसे अपने विषय से पूर्णतः अलग मानते ही हैं, हमारे कला एवं समाज विज्ञान से जुड़े विषय भी इसे अनावश्यक मानने लगे हैं। तर्क दिया जाने लगा है आधुनिकता का। नैतिकता के पाठ अब हमारे विद्वानों को 'नास्टेल्जिया' लगने लगे हैं। उनकी नजर में इस प्रकार के लोग पिछड़े या गावटी हैं जो शिक्षा में नैतिकता की और अपने संस्कारों एवं मूल्यों की बात करते हैं। उनके लिए अपने इतिहास, धर्म-पुराण और शास्त्र इन सबकी सोच आधुनिकता के मार्ग की बाधक है। उन्हें नहीं पढाने हैं श्रवण कुमार, नहीं पढ़ाना है बुद्ध, गाँधी, विवेकानंद, राम, कृष्ण, चौतन्य, आर्य भट्ट, सीता, सावित्री, गणिका और इस प्रकार के हजार चरित्रों में से किसी एक को जो मानव को जीवन जीने की, विपरीत परिस्थितियों में भी राह निकालने की, संबंधों के निर्वाह की, मानवता की और सत्य के समर्थन के लिए प्रेरित करते हैं। उनके लिए ये सब मिथक हैं; कपोल कल्पित हैं। लेकिन, आधुनिकता की मिसाल लेकर चलने वाले इन लोगों को यह समझना होगा कि नैतिकता कोई ऐसी चीज नहीं है जिसे एक-दो दिनों में किसी इंजेक्शन की तरह बाहर से शरीर में या मन में घुसेड़ दिया। कोई विदेशी भाषा या कोई ड्रेस पहना कर भी इसे नहीं सुधारा जा सकता है। वह तो एक ऐसी चीज है जिसे हम आजीवन सीखते रहते हैं। हाँ, शिक्षा के पाठ्यक्रम से इसे स्थान देकर गति अवश्य प्रदान की जा सकती है। इसलिए शिक्षा को अपने संस्कारों से जोड़ना भी आवश्यक है। यहाँ बात मूल्यों की चल रही है इसलिए मैं बिड़ला महाविद्यालय के निदेशक डॉ. नरेश चन्द्र द्वार बार-बार सुनाई जाने वाली एक लघुकथा का जिक्र करने का लोभ संवरण नहीं कर पा रहा हूँ। एक व्यक्ति किसी महानगर में नौकरी कर रहा था। उसके माता-पिता गाँव में रहते थे। एक बार उसने उन्हें अपने पास शहर में बुलाया। एक रात बूढ़े माता-पिता को ठण्ड लगने लगी तो उन्होंने कुछ ओढ़ने को माँगा। उसकी पत्नी ने कहा कि एक कम्बल है। उसमें कई छेद हो चुके हैं। हम कभी उसका उपयोग भी नहीं करते। इसलिए वह कम्बल बूढ़े माता-पिता को दे दिया गया। इधर बूढ़े पिता जी बहू की सारी बातें सुन रहे थे। वह समझ गये कि अब यहाँ रहने लायक नहीं है। अगले दिन ही उन्होंने गाँव जाने की इच्छा व्यक्त की। उनके जाने की तैयारी कर दी गई। उनके टिन के बॉक्स में उनका सामान रख दिया गया। न जाने क्यों बहू को इस बात की शंका हुई कि इन लोगों ने हमारे कुछ अन्य सामान भी अपने बॉक्स में रख लिया है। फिर, बहू ने कुछ बहाने से उस बॉक्स को खुलवाया। वहीं उसका पांच वर्ष का बालक खड़ा था। बॉक्स खुलते ही वह बालक उस बॉक्स में रखे फटे कम्बल के लिए रोने लगा। उसकी माँ ने उसे अनेकशः समझाया कि यह कम्बल किसी काम का नहीं है। पुराना है। फटा है। उसे अब तुम नहीं ओढ़ते। दादा जी ने भी समझाया। अंत में उस बालक ने कहा कि, 'ठीक है, इस कम्बल को फाड़कर आधा मुझे दे दो और आधा दादा जी को दे दो।' माँ उस छोटे बेटे की इस जिद से परेशान हो गई तो उसे पीटते हुए बोली – क्या करेगा इस फटे कम्बल का? बच्चे ने रोते हुए उत्तर दिया, 'जब आप लोग बूढ़े हो जाओगे और मेरे घर पर दादा-दादी की तरह रहने आओगे तो मैं यह कम्बल आप लोगों को ओढ़ने को दूँगा।' कहने का अभिप्राय मात्र यह है कि ये नैतिक मूल्य बड़ों द्वारा ही छोटों को दिए जाते हैं। इस काम में बहुत कुछ चुपचाप भी घटित होता रहता है, जिसका हमें अंदाजा नहीं होता। ऐसे में यदि हम शिक्षा के क्षेत्र में तमाम तरह के असामान्य

कार्य या मूल्यहीन कार्य करते हैं तो किसी न किसी रूप में हमारी युवा पीढी भी उससे प्रभावित होती रहती है। किसी भी सुंदर समाज की परिकल्पना तभी संभव है जब वहाँ के नागरिकों में नैतिक मूल्य विद्यमान हों और नैतिक मूल्यों को युवा पीढी तक पहुँचाने का सर्वाधिक सरल मार्ग है पाठ्यक्रमों में उनकी उपस्थिति। आज तमाम असुविधाओं के बाद भी शिक्षा के क्षेत्र में हमने नई ऊंचाइयां हासिल की है लेकिन, अभी बहुत कुछ करना शेष है। आखिर, हमारी शिक्षा का मूल उद्देश्य सभ्य, सुसंस्कृत और मानवीय मूल्यों से परिपूर्ण नागरिक तैयार करना है और यह तभी संभव हो सकेगा जब उन्हें सर्वांगीण विकास करने वाली शिक्षा प्रदान करें।

परिशिष्ट:

(१) श्रीमद्भगवदगीता, गीताप्रेस, गोरखपुर
(२) भारतीयता की पहचान — पं. विद्यानिवास मिश्र
(३) दैनिक जागरण — गोरखपुर
(४) हरित जीवन — त्रयमासिक पत्रिका, सं. श्री नामदार राही

ॐ✤ॐ

13 मूल्य शिक्षण : आवश्यकता और चुनौतियाँ

डॉ. मिथिलेश शर्मा*

सारांश

नैतिकता के बिना इंसान पशु तुल्य है जिस प्रकार जंगल में सिर्फ ताकतवर का शासन चलता है ठीक उसी प्रकार यदि नैतिकता मानव हृदय से समाप्त हो जाए तो इस मानव सभ्यता का भी विनाश हो जाएगा। हमारे पूर्वजों ने किसी समय धर्म को इसलिए भी मुख्य माना ताकि मानवता जिंदा रह सके, किंतु वर्तमान समय में धर्म के मुख्य उद्देश्य में विकार आता जा रहा है और इस व्यापार को निरंतर बढ़ाने के उद्देश्य से जो कुछ किया जा रहा है उससे धार्मिक कट्टरतापन पनपता जा रहा है तथा भूमंडलीकरण के कारण आज हम पाश्चात्य सभ्यता व पाश्चात्य जीवन शैली के गुलाम होते जा रहे हैं, इसी पाश्चात्य जीवन शैली व पाश्चात्य कार्य शैली का ही परिणाम है कि मानवीय मूल्यों में लगातार विघटन आता जा रहा है फलतः प्रेम, सद्भाव, आपसी भाईचारे, ईमानदारी, सर्वधर्म समभाव पर आधारित इस भारतीय सभ्यता में लगातार नफरत बढ़ती जा रही है ऐसे कठिन दौर में यह आवश्यक है कि हम अपने बच्चों में व आनेवाली पीढ़ी में नैतिक मूल्यों का संचार करें और यह कार्य शिक्षाप्रणाली के माध्यम से बखूबी पूरा किया जा सकता है।

विचारणीय बिंदु: मूल्यशिक्षा, आवश्यकता, उपयोगिता, महत्त्व, चुनौतियाँ, सुझाव।

मनुष्य जैविक प्राणी से सामाजिक प्राणी बनता है यह बदलाव उसमें समाजीकरण व शिक्षा की प्रक्रिया द्वारा होता है। बृहत प्रामाणिक हिंदी कोश के अनुसार शिक्षा शब्द संस्कृत भाषा के 'शिक्ष' धातु से बना है, जिसका अर्थ है सीखना या सिखाना। ऑक्सफोर्ड शब्दकोष के अनुसार — 'शिक्षा' शब्द का अंग्रेजी समानार्थक शब्द 'Education' है जो लैटिन भाषा के 'Educatum' शब्द से बना है तथा 'Educatum' शब्द स्वयं लैटिन भाषा के 'E' तथा 'Duco' शब्दों से मिलकर बना है। 'E' शब्द का अर्थ है 'अंदर से' और 'Duco' शब्द का अर्थ है 'आगे बढ़ना' अतः 'Education' का शाब्दिक अर्थ 'अंदर से आगे बढ़ना' है। किंतु लैटिन भाषा के 'Educare' तथा 'Educere' शब्दों को भी 'Education' शब्द के मूल के रूप में स्वीकार किया जाता है अतः यह कहा जा सकता है कि 'शिक्षा' शब्द का प्रयोग व्यक्ति की आंतरिक शक्तियों को विकसित करने के अर्थ में किया जाता है।

शिक्षा — विकिपीडिया में कई विद्वानों ने शिक्षा को अपने-अपने शब्दों से परिभाषित किया है–

फ्रॉबेल के अनुसार – "शिक्षा एक प्रक्रिया है जिसके द्वारा एक बालक अपनी शक्तियों का विकास करता है।"

स्वामी विवेकानंद के अनुसार – "मनुष्य में अंतर्निहित पूर्णता को अभिव्यक्त करना ही शिक्षा है।"

---
* सहायक प्राध्यापक एवं हिन्दी विभागाध्यक्ष, रामनिरंजन झुनझुनवाला महाविद्यालय, घाटकोपर, पश्चिम, मुंबई.
Email : smithilesh68@gmail.com

महात्मा गांधी के अनुसार – "शिक्षा से मेरा अभिप्राय बालक या मनुष्य के शरीर, मस्तिष्क या आत्मा के सर्वांगीण एवं सर्वोत्तम विकास से है।"

अरस्तु के अनुसार – "स्वस्थ शरीर में स्वस्थ मस्तिष्क का निर्माण करना ही शिक्षा है।"

हरबर्ट स्पेंसर के अनुसार – "शिक्षा से तात्पर्य है अंतर्निहित शक्तियों तथा बाह्य जगत के मध्य समन्वय स्थापित करना है।"

सामाजिक संरचना को बनाए रखने में मूल्यों का स्थान सर्वोपरि है मूल्य वास्तव में अर्थ से संबद्ध पारिभाषिक शब्द है। अर्थशास्त्र में इसका अर्थ होता है – 'विनिमय क्षमता'।

डॉ. नगेंद्र के अनुसार – "मानदंड और मूल्य आदि शब्द मूलतः साहित्य के शब्द नहीं हैं। पाश्चात्य आलोचना शास्त्र में भी इसका समावेश अर्थशास्त्र अथवा वाणिज्यशास्त्र में किया गया है।" हिंदी में प्रयुक्त 'मूल्य' शब्द संस्कृत के 'मूल' धातु के साथ 'यत' प्रत्यय जोड़कर बना है, जिसका अर्थ है कीमत, मजदूरी आदि। हिंदी में मूल्य का प्रयोग अंग्रेजी के 'वैल्यू' शब्द के अर्थ में हुआ है। यह 'वैल्यू' शब्द लैटिन भाषा के 'वैलियर' शब्द से बना है जिसका अर्थ है 'अच्छा', 'सुंदर' इसका मतलब इच्छा से है।

आर.के. मुखर्जी के अनुसार – "जो कुछ भी इच्छित है, वांछित है, वही मूल्य है।" इन परिभाषाओं से स्पष्ट होता है कि मूल्य एक धारणा या अनुभव है जो मानव से जुड़ा है। मानव जीवन से जोड़कर डॉ. विमल कुमार ने मूल्य शब्द को परिभाषित किया है – "मानविकी के संदर्भ में मूल्य का अर्थ है जीवन दृष्टि या स्थापित वैचारिक इकाई, जिसे हम सक्रिय भी कह सकते हैं।"

मूल्य वह साधन है जिसके द्वारा व्यक्ति अपनी आवश्यकताओं एवं इच्छाओं का संप्रेषण करता है। इसका संबंध हर्ष, विषाद, नैतिकता, आचार, व्यवहार, लक्ष्य, विश्वास आदि तत्वों से है जो जीवन और परिवेश से संबंधित है। अतः "व्यक्ति के मूल्य पूर्णतः परिवेशगत गुणों पर आश्रित है। उनका चुनाव भी परिवेशानुसार ही संभव है।"

मूल्य हमारे आचरण के नियामक तत्व हैं जो संस्कृति और सभ्यता का प्रतीक भी है। इसका मूल उद्देश्य सामाजिक विकास तथा व्यक्ति की उन्नति है। इसलिए संस्कृत से जोड़कर मूल्य की आलोचना करनी है। इस संदर्भ में दिनकर जी का कथन है – "मूल्य आचरण के सिद्धांतों को कहते हैं। मूल्य वे मान्यताएँ हैं जिन्हें मार्गदर्शक ज्योति मान कर चलते हैं। सभ्यता चलती रही है और जिनकी उपेक्षा करने वालों को परंपरा और अनैतिक, उच्छृंखल या बागी कहते हैं।" इन विचारों से यह स्पष्ट होता है कि मूल्य वह अवधारणा है जो मानव को पशुता से दूर लाकर उसे उन्नति की ओर अग्रसर करती है। वास्तव में यही मूल्य मानव जीवन की आधार शिला है, समाज और संस्कृति के निर्माण इन्हीं के द्वारा ही संभव है। परिस्थिति के अनुरूप मूल्यों में परिवर्तन तो आता है लेकिन समाज कल्याण का भाव उसमें शामिल रहेगा।

मेरे छात्र जीवन में सभी विषयों की कक्षाओं के साथ एक अनिवार्य कक्षा नैतिक शिक्षा का हुआ करती थी, तब मन में अक्सर एक प्रश्न उठता था कि भाईचारा, सदाचार, प्रेम, सद्भावना, ईमानदारी, सर्व धर्म समभाव, देशभक्ति, नागरिक के मूलभूत अधिकार तथा जाति-पाति जैसे नाना प्रकार के मूल्यों को पढ़ कर क्या हासिल होगा? गहनता से अध्ययन करने पर पता चला कि वर्तमान में उपजी सारी समस्याएं आपसी सद्भाव, भाईचारा, ईमानदारी, भ्रष्ट आचरण, इंसान की इंसान से दूरी, धार्मिक कट्टरता जाति-पाति इत्यादि ऐसे अनगिनत समस्याओं के केंद्र में यही नैतिक शिक्षा विद्यमान है। नैतिकता के बिना इंसान पशुतुल्य है जिस प्रकार जंगल में सिर्फ ताकतवर का शासन चलता है ठीक उसी प्रकार यदि यह नैतिकता मानव हृदय से समाप्त हो जाए तो इस मानव सभ्यता का भी

विनाश हो जाएगा। हमारे पूर्वजों ने किसी समय धर्म को भी मुख्य इसलिए माना ताकि मानवता जिंदा रह सके किंतु वर्तमान समय में धर्म के मुख्य उद्देश्य में विकार आता जा रहा है और इस व्यापार को निरंतर बढ़ाने के उद्देश्य से जो कुछ किया जा रहा है उससे धार्मिक कट्टरता पनपती जा रही है तथा भूमंडलीकरण के कारण आज हम पाश्चात्य सभ्यता व पाश्चात्य जीवनशैली के गुलाम होते जा रहे हैं, इसी पाश्चात्य जीवनशैली व पाश्चात्य कार्यशैली का ही परिणाम है कि मानवीय मूल्यों में लगातार विघटन आता जा रहा है फलतः प्रेम, सद्भाव, आपसी भाईचारे, ईमानदारी, सर्व धर्म समभाव पर आधारित इस भारतीय सभ्यता में लगातार नफरत बढ़ती जा रही है ऐसे कठिन दौर में यह आवश्यक है कि हम अपने बच्चों में व आने वाली पीढ़ी में नैतिक मूल्यों का संचार करें। और यह कार्य शिक्षा प्रणाली के माध्यम से बखूबी पूरा किया जा सकता है।

अट्टारहवीं शताब्दी के उत्तरार्ध तथा उन्नीसवीं शताब्दी के पूर्वार्ध में कुछ पश्चिमी देशों के तकनीकी, सामाजिक, आर्थिक एवं सांस्कृतिक स्थिति में काफी बड़ा बदलाव आया परिणामतः वस्त्र उद्योग तथा मशीनीकरण के साथ औद्योगिक क्रांति का सूत्रपात हुआ। मिलों को चलाने के लिए कच्चे माल की आवश्यकता महसूस हुई, उसे अमेरिका तथा एशियाई देशों से प्राप्त करने के उद्देश्य से उपनिवेशों की स्थापना की गई, नई व्यापारिक संस्थाओं, बैंकों और कमीशन एजेंटों का प्रादुर्भाव हुआ। व्यापारिक पूंजी, साहस तथा अनुभव को एक नया क्षेत्र मिला। व्यापार विश्वव्यापी होने लगा और दुनिया के विभिन्न हिस्से एक दूसरे से संबद्ध होने लगे। उत्पादन की नई विधियों और पैमानों का जन्म हुआ, यातायात के नए साधनों द्वारा विश्वव्यापी बाजार का जन्म हुआ। इस विश्वव्यापी उद्योग-बाजार के गुणात्मक विकास के लिए परंपरागत शिक्षा व्यवस्था में जरूरी बदलाव आवश्यक हो गया। परंपरागत शिक्षा के स्थान पर व्यवसायिक शिक्षा को पाठ्यक्रम में सम्मिलित किया गया परिणामतः रोजगार के अवसर की तलाश में भटक रहे युवा बड़े पैमाने पर इन व्यवसायी कोर्सेस में दाखिला लेने लगे।

व्यवसायी शिक्षा के अस्तित्व में आने से शिक्षा व्यवस्था व्यवसाय में एक क्रांति-सी आ गई जिसके कारण परंपरागत कोर्सेस की लोकप्रियता तथा उसके पढ़ने वालों की संख्या में उत्तरोत्तर कमी आती गई, इस शिक्षा के अस्तित्व को बचाने के तथा इसके द्वारा भी रोजगार उपलब्ध कराने के उद्देश्य से इसमें भी रोजगारोन्मुख तकनीकी एवं प्रबंधकीय शिक्षा को पाठ्यक्रम में जोड़ा जाने लगा। इन सारी घटनाओं का परिणाम यह हुआ कि शिक्षा व्यवस्था से मूल्य गायब हो गए और हमें इसका आभास भी न हुआ।

मूल्य शिक्षा के अभ्यासक्रम से लुप्त होने के कारण समाज में नाना प्रकार की विकृतियाँ नजर आने लगी। मानव हृदय से अध्यात्म और आचरण के समाप्त होने के कारण समाज में भ्रष्टाचार, अमानवीयता, अराजकता, हिंसा, असहिष्णुता, अनैतिकता बढ़ने लगी। जिससे समाज में भय और स्वार्थ, सांप्रदायिक हिंसा, जातिवाद, क्षेत्रवाद, भाषावाद, वर्ग संघर्ष जैसी सामाजिक-धार्मिक विकृतियाँ दिखाई देने लगी।

व्यवसायी कोर्सेस पढ़ने के कारण बाजारवादी संस्कृति का मानव स्वार्थी हो गया। वह समाज के हित में न सोच कर अपने नफे-नुकसान को ज्यादा अहमियत देने लगा, मशीन से चलने वाले इस समाज का आधुनिक मानव का हृदय मशीन की भांति ही जड़ हो गया। सामाजिक असंतुलन का प्रमुख कारण बाजारवादी संस्कृति के कारण, निरंतर नैतिक मूल्यों का ह्रास होना है। इसलिए मानव सभ्यता तथा मानव समाज को बचाने के लिए सभी सामाजिक दुर्गुणों के उन्मूलन के लिए नैतिक शिक्षा की अत्यंत आवश्यकता है। जीवन के समस्त गुणों, समृद्धियों और वैभवों की आधारशिला नैतिक मूल्य हैं। नैतिक मूल्य मनुष्य के आधारस्तंभ है जो मानवता को जीवित रखते हैं,

सही मायने में मानव जीवन ही नैतिक जीवन है। नैतिक शब्द नीति से बना है अर्थात व्यवस्था द्वारा तय किए गए नियम से बंधकर चलना, उचित आचार-व्यवहार करना। सरल शब्दों में कहा जाए तो मानव में उचित-अनुचित की सही समझ के विवेक का विकसित होना ही नैतिकता कहलाता है, जो मानव में पूर्णता लाता है। नैतिक मूल्य को सामाजिक नैतिक मूल्य भी कहते हैं, जिसमें आज्ञा पालन, सत्य-असत्य का ज्ञान, ईमानदारी, दया, सत्यवादिता, भक्ति, निष्पक्षता, आत्म-नियंत्रण, भाईचारा, प्रेम, सद्भावना, मानवता, सर्वधर्म समभाव, अहिंसा, अस्तेय इत्यादि मूल्य प्रमुख हैं। अतः हमें अपनी वर्तमान शिक्षा व्यवस्था में मूल्य शिक्षा को शामिल करना अनिवार्य हो गया है। पर, उससे भी पूर्व प्रत्येक माता-पिता को उन कारणों की ओर भी ध्यान देना होगा जिसके फलस्वरूप मूल्य विघटित हुए हैं। परिवार मानवीय मूल्यों का मुख्य आधार है यहीं से मूल्य पीढ़ी दर पीढ़ी स्थानांतरित होते हैं। परिवार समाज की सबसे महत्वपूर्ण और न्यूनतम इकाई है इसका जीवन में बहुत अधिक महत्व है। भारत में परिवार की अपनी सुदृढ़ व्यवस्था है पर समय के साथ इस में भी बदलाव आया है। यह सच है कि भारतीय परिवार भी पाश्चात्य सभ्यता से अधिक प्रभावित हुए हैं जिसके कारण भारतीय परिवार में सामाजिक परिवर्तन की गति तेज रफ्तार से हुई है। उदाहरण स्वरुप आज की शिक्षा पद्धति हमें सीधे रोजगार से जोड़ती है फिर बेटा और बेटी में बिना भेदभाव के आत्मनिर्भर बनने के भाव को जगाती है। लड़कों को तो पहले भी शिक्षित किया जाता था पर अब मां-बाप लड़कियों की शिक्षा के प्रति अधिक जागरूक हो गए हैं ताकि जरूरत पड़ने पर वह स्वाभिमान के साथ अपना निर्वाह कर सकें। पर, अब तक माता पिता अपनी बेटियों को संस्कार भी देते थे। उन्हें घर के काम, बड़ों का सम्मान, परिवार में साथ रहने की भावना आदि को उनके संस्कारों में भर देते थे। समय के करवट लेते ही घरेलू ज्ञान लुप्त हो गया और आजीविका हेतु शिक्षा महत्वपूर्ण बन गई। अब लड़कियों की सोच में भी एक बड़ा परिवर्तन आया। उनके लिए विवाह एक पवित्र बंधन ना होकर मात्र एक 'रस्म' बन गया जिसे बनाए रखना सिर्फ उनके लिए ही जरूरी नहीं रहा।

यहां तक पहुंचते-पहुंचते शिक्षा रोजगारोन्मुख तो बन गई पर परिवार रिश्ते सभी औपचारिक बन गए जिनमें स्वार्थ की गंध आने लगी। परिवर्तन जरूरी था वरन समाज से अंधविश्वास व अन्य कुरीतियां कैसे दूर की जाती? आवश्यकता, सकारात्मक सोच की थी, जो समय के साथ, समाज से गायब हो चुकी थी। यह सच है कि शिक्षा ने लोगों की सोच बदली है किंतु संस्कृति के दृष्टिकोण से देखें तो सामाजिक मूल्यों का विघटन हुआ है और इस विघटन से समाज का कोई भी मनुष्य अछूता नहीं रहा।

हमारी परंपरा में पहले संयुक्त परिवारों का प्रचलन था सब मिलजुलकर दुखो का सामना करते थे और सुखों के पलों को भी भोगते थे। पाश्चात्य शिक्षा प्रणाली के प्रभावानुकूल एकल परिवार में लोग रहने लगे जहां न दादा दादी, न नाना नानी, न चाचा चाची न बुआ सारे रिश्ते जैसे छूमंतर हो गए। दादा दादी की कहानियाँ बच्चों में पारिवारिक मूल्यों के साथ नैतिक मूल्यों की शिक्षा भी देती थी। बच्चों की प्राथमिक पाठशाला तो उसका घर होता है जहां वे उठना बैठना, खाना-पीना, बात करना सीखते हैं।

समानता, सद्भावना, प्रेम, त्याग आदि का पहला पाठ परिवार से ही सीखा जाता है। किन्तु, वर्तमान में माता-पिता दोनों नौकरी करते हैं। वह बच्चों को महंगे से महंगे खिलौने लाकर दे सकते हैं पर उनके पास समय का अभाव है जिसके चलते बच्चों को नैतिक संस्कार नहीं दे पाते।

बाल मनोवैज्ञानिकों का भी ऐसा कहना है कि बचपन में ही माता-पिता को अपने बच्चों के साथ अधिक समय गुजारना चाहिए ताकि उनमें सही मूल्यों का निर्माण कर सकें। लुभावनी वस्तुएं देकर

आप अपने बच्चों को कुछ समय की खुशी दे सकते हो पर एक अच्छा नागरिक नहीं बना सकते। ग्यारह वर्ष की अवस्था तक ही बाल मन में अच्छाई के बीज बोए जा सकते हैं जिनका प्रभाव जीवन भर पड़ता है। बड़े होने पर बच्चे अपने भविष्य को लेकर इतने व्यस्त हो जाते हैं कि पारिवारिक सामाजिक व नैतिक मूल्यों को समझने का उनके पास समय ही नहीं होता।

आज हम सभी भ्रष्टाचार से त्रस्त हैं। पिछले कुछ दशकों में भारत में भ्रष्टाचार बहुत तेजी से बढ़ा है, एक के बाद एक घोटालों से आवाम का लाखों-करोड़ रुपया नेताओं ने हजम कर लिया है, जिसका प्रत्यक्ष प्रभाव भारत की अर्थव्यवस्था पर तथा महंगाई के द्वारा जनता पर पड़ा है। भ्रष्टाचार अर्थात आचरण का भ्रष्ट हो जाना। भ्रष्टाचार की जब बात की जाती है तो हम सभी इसके दुष्प्रभाव पर बड़े-बड़े व्याख्यान दे देते हैं, किंतु आचरण के भ्रष्ट हो जाने पर क्या हम कभी गहराई से आत्म-मंथन करते हैं? असल में भ्रष्ट आचरण आनुवांशिक होता है, जो हमें परंपरागत रूप से अपने पूर्वजों से हासिल होता है। हमारे भ्रष्ट आचरण का स्वरूप हमारे पूर्वजों के भ्रष्ट आचरण पर निर्भर करता है बल्कि उसमें गुणात्मक विकसित रूप ही परिलक्षित होता है। यही कारण है कि किसी भी कार्य को करने या किसी वस्तु को हासिल करने में हम गलत रास्ते के प्रयोग से हिचकिचाते नहीं हैं। परंपरा से हमारी सोच में जो चीज भरी जाती है वह गलत होते हुए भी सही लगने लगती है तथा इसका दूसरा पहलू यह है कि हमारा आचरण हमारे स्वार्थ द्वारा भी निर्धारित होता है। इसके अलावा तथ्य यह भी है कि जीव की प्रकृति स्वार्थी होती है, इसलिए वह अपने स्वार्थ को केंद्र में रखकर स्वार्थ साधने हेतु उसी के अनुरूप आचरण करता है, ऐसे में स्वार्थ पूर्ति के लिए मानव का आचरण भ्रष्ट हो जाता है। समाज को सही दिशा में संचालित करने के लिए समाज में मानवता कायम रखने एवं समाज को असंतुलित होने से बचाने के लिए शिक्षा व्यवस्था में मूल्य शिक्षण के माध्यम से भ्रष्ट आचरण के दुष्परिणामों पर चर्चा करके बालकों में कम उम्र से ही जागरूकता लाना आवश्यक हो गया है। सही शिक्षा मिलने पर परंपरागत रूप से भ्रष्ट आचरण को एक पीढ़ी से दूसरी पीढ़ी में विचरण करने से रोका जा सकता है। अतः मूल्य शिक्षा जैसे अनिवार्य शिक्षा को समाज को संतुलित करने का सशक्त साधन माना जा सकता है।

मानव सभ्यता को सुचारू रूप से चलाने के लिए, समाज में मानवता और सद्भाव लाने के लिए धर्म का उद्भव हुआ। ईश्वर का भय दिखाकर धर्म की आड़ में कुछ ऐसे नियमों को बनाया गया जिससे कि इंसान में मानवता, सद्भावना, नैतिकता और सहिष्णुता जैसे तत्वों का विकास हो अन्यथा सृष्टि के बनाए स्वार्थपरक विधान से मानव सभ्यता का विकसित होना मुश्किल था। यह सफल व्यवस्था काफी कारगर भी साबित हुई किंतु जितने मस्तिष्क, उतने विचार होने के कारण हर पल नयी–नयी विचारधारा बनने और बिगड़ने लगे। नाना प्रकार के विचारधाराओं के अस्तित्व के कारण ही विभिन्न धर्मों का उद्भव हो सका। विश्व के विश्व में तरह-तरह के विचारधाराओं, मान्यताओं तथा धर्मों के फलने-फूलने के कारण समाज में धार्मिक विषमता का संचार हुआ। हर धर्म अपने को दूसरे धर्म से श्रेष्ठ मानता है तथा अपने अनुयायियों को भी यह मानने के लिए बाध्य करता है। ''मैं भी श्रेष्ठ हूं'' तथा ''मैं ही श्रेष्ठ हूं'' इन दो वाक्यों में एक में विश्वास है तो दूसरे में अहंकार है। ''मैं ही श्रेष्ठ हूँ'' वाले अहंकार से धार्मिक असहिष्णुता जन्म लेती है। यही धार्मिक असहिष्णुता तथा धार्मिक कट्टरता समग्र भारत में दिखाई दे रही है, नफरत के इस वातावरण की अग्नि इतनी तेज हो गई है कि आए दिन देश के किसी न किसी कोने में धार्मिक उन्माद की घटना दिखाई दे जाती है, समाचार चैनलों की बहस गरीब की थाली और किसान आत्महत्या से हटकर मंदिर मस्जिद पर आकर थम गई है। ऐसी विषम परिस्थिति में कक्षा में पढ़ाया गया सर्वधर्म समभाव का पाठ याद आता है जिसमें सभी धर्मों की समानता की बात सिखाई गई थी,आपसी सद्भाव की शिक्षा भी दी गई थी यह नैतिक पाठ आज के प्रोफेशनल पाठ्यक्रम में कहाँ नदारद हो गया? क्या

इस विषय पर विचार करना हर एक भारतीय की नैतिक जिम्मेदारी नहीं है? दस लोगों के परिवार को एक सूत्र में बाँधकर रखने का कार्य यही नैतिक शिक्षा करती है, अन्यथा दस के दसों, दस दिशा में चलेंगे। ठीक इसी प्रकार एक सौ पच्चीस करोड़ आबादी वाले इस देश को एक विचार में बांधने तथा आपसी सद्भाव और भाईचारे के रंग में रंगने के लिए नैतिक शिक्षा आवश्यक है जिसे स्कूली पाठ्यक्रम के माध्यम से बचपन से ही घूँट-घूँट करके बच्चों की रक्त वाहिनी में भरना पड़ेगा।

निष्कर्ष के रूप में यह कहा जा सकता है कि आज समय की मांग व आवश्यकताओं को ध्यान में रखते हुए शिक्षा में परिवर्तन की आवश्यकता है। क्योंकि, देश में राजनीतिक, आर्थिक, सामाजिक, धार्मिक व सांस्कृतिक गतिविधियों में रोज परिवर्तन हो रहे हैं जिसके फलस्वरूप नई समस्याएं भी सामने आ रही हैं। अतः उनका भली-भांति परीक्षण कर शिक्षा नीति का भी पुनःनिर्माण जरूरी हो गया है। हमें देखना होगा कि जिन कारणों से समाज में विकृतियां बढ़ रही हैं उन कारणों को रेखांकित कर उन्हें शिक्षा नीति के पाठ्यक्रम में समाहित किया जाना चाहिए। इसके लिए निम्नलिखित सुझाव अपेक्षित हैं –

(१) शिक्षा के माध्यम से विद्यार्थियों में प्रेम, सद्भावना, आदर, सहिष्णुता, अनुशासन व समूह में रहने की भावना को विकसित किया जाना चाहिए।

(२) शिक्षा के माध्यम से विद्यार्थियों में 'वसुधैव कुटुंबकम' की भावना का संचार किया जाना चाहिए।

(३) कला, शिक्षा, संगीत, नृत्य आदि के माध्यम से विद्यार्थियों के व्यक्तित्व का विकास किया जाना जरूरी है।

(४) शिक्षा द्वारा विद्यार्थियों में राष्ट्र प्रेम की भावना को विकसित करना भी आवश्यक है।

(५) साहित्य और संस्कृति द्वारा विद्यार्थियों में निर्भीकता व चिंतन-मनन के भाव को भी बढ़ावा देना चाहिए।

(६) शिक्षा द्वारा विद्यार्थियों में कर्तव्य पालन की भावना को भी जागृत करना चाहिए।

(७) शिक्षा द्वारा राष्ट्र की एकता और अखंडता को बनाए रखने की भावना को भी उदित करना चाहिए।

(८) नैतिक एवं आध्यात्मिक मूल्यों को अपने अंदर समाहित करने हेतु विद्यार्थियों को अपने विद्यालय, महाविद्यालय व विश्वविद्यालय का अभिन्न अंग बनना चाहिए।

(९) सामाजिक, नैतिक व आध्यात्मिक मूल्यों के साथ उचित भाषा का भी प्रयोग शिक्षा में समाहित होना चाहिए।

(१०) शिक्षा के द्वारा विद्यार्थियों में हर एक काम के प्रति समानता का दृष्टिकोण विकसित होना चाहिए ताकि वह किसी भी कार्य को छोटा ना समझें।

इन सभी के साथ आज की युवा पीढ़ी के समक्ष सबसे बड़ी चुनौती यह है कि समाज की बदलती हुई आवश्यकताओं के अनुरूप नित नए आने वाले व्यवसायी पाठ्यक्रम के साथ नैतिक शिक्षा का सामंजस्य स्थापित करना।

परिशिष्ट:

(१)   डॉ. नगेन्द्र – विचार और विश्लेषण

(२)   आर. के. मुखर्जी – द सोशल स्ट्रक्चर ऑफ वैल्यूज

(३)   डॉ. विमलकुमार – आलोचना, अक्तूबर-दिसंबर अंक – ६७

(४)   एंगेल वूडक्लिफ: प्रोडक्शन एन्ड ऑप्टीमल डिसिशन

(५)   रामधारी सिंह दिनकर – आधुनिक बोध, पृष्ठ – ४८६

(६)   बृहत प्रामाणिक हिन्दी कोश – आचार्य रामचन्द्र वर्मा

(७)   शिक्षा – विकिपीडिया जालपृष्ठ

ೞ❖ೞ

14 उच्च शिक्षण संस्थानों की चुनौतियाँ: गुणवत्ता, मान्यता, स्वायत्तता और श्रेयांक

डॉ. जयश्री सिंह*

सारांश

आने वाला समय अनंत संभावनाओं वाला समय है। मशीनी गति से चलने वाले इस गतिशील समय में सुविधाएँ और सेवाएँ सहज उपलब्ध होती जा रही हैं। सहजीकरण की दृष्टि से इक्कीसवीं सदी का समय सुविधाओं और सेवाओं के सरलीकरण का युग है। सरलीकरण की इस प्रकिया का बाहरी पक्ष जितना सुगम है उसका भीतरी पक्ष उतना ही कसौटीपूर्ण है। यह बात जितनी अन्य व्यवसायिक संस्थानों पर लागू होती है उतनी ही उच्चशिक्षण संस्थानों पर भी। उच्चशिक्षण संस्थान विद्यार्थियों को गुणवत्ता शिक्षण दिलाने के लिए कटिबद्ध हैं ही साथ ही उन्हें व्यवहारिक और व्यवसायिक शिक्षण देकर उनके संपूर्ण व्यक्तित्व का विकास कर उन्हें बाहर की दुनिया की दौड़ के योग्य बनाना भी इन संस्थानों की एक अनिवार्य प्रतिबद्धता है। वर्तमान युग में उच्चशिक्षण संस्थानों का उद्देश्य स्वस्थ समाज के निर्माण और जिम्मेदार नागरिक बनाने की शर्तों से कहीं आगे बढ़ चुका है। आज के समस्त उच्चशिक्षण संस्थान इन उद्देश्यों की पूर्ति कर तो रहे ही हैं किंतु इन पूर्णताओं के पीछे इनकी अपनी चुनौतियाँ भी कुछ कम नहीं हैं। पूर्णता का यह प्रयास जितना व्यापक होता है उसमें आने वाली चुनौतियों का स्तर भी उतना ही जटिल हो सकता है। हम उच्चशिक्षण संस्थाओं से संपूर्णता की अपेक्षा तो करते हैं किंतु उनकी अपनी चुनौतियों की ओर कभी हमारा ध्यान नहीं जाता। जबकि इस विषय पर बात करते समय यह जानना भी जरुरी है कि व्यापक रूप में संभावनाएँ प्रदान करने वाली उच्चशिक्षण संस्थाओं की अपनी चुनौतियाँ क्या हैं? इस शोधपत्र में कुछ इन्हीं महत्त्वपूर्ण बिंदुओं पर प्रकाश डालने का प्रयास किया गया है।

विचारणीय बिंदु: आंतरिक गुणवत्ता, व्यवस्थापन, अर्थ व्यवस्था, आधारभूत संरचना, आंतरिक और बाह्य संसाधन, सीमाएँ, मूल्यांकन पद्धतियाँ, यूजीसी की नीतियाँ, विश्वविद्यालयों की सम्बद्धता, आयएसओ, स्वायत्तता, श्रेयांक।

इक्कीसवीं सदी का समय सुविधाओं और सेवाओं के सरलीकरण का समय है। सरलीकरण की प्रक्रिया का बाहरी पक्ष जितना सुगम है उसका भीतरी पक्ष उतना ही कसौटीपूर्ण है। यह बात जितनी अन्य व्यवसायिक संस्थानों पर लागू होती है उतनी ही उच्चशिक्षण संस्थानों पर भी। उच्चशिक्षण संस्थान विद्यार्थियों को गुणवत्ता शिक्षण दिलाने के लिए कटिबद्ध तो हैं ही साथ ही व्यवहारिक और व्यवसायिक शिक्षण देकर उनके संपूर्ण व्यक्तित्व का विकास कर उन्हें बाहरी दुनिया

---

* सहायक प्राध्यापक एवं शोध निर्देशक (मुंबई विश्वविद्यालय) हिन्दी विभाग, विद्याप्रसारक मंडल द्वारा संचालित के. जी. जोशी कला एवं एन. जी. बेडेकर वाणिज्य महाविद्यालय, ठाणे – 400601.

Email : jayshreesingh13@gmail.com

की दौड़ के योग्य बनाना भी इन संस्थानों की एक अनिवार्य प्रतिबद्धता है। वर्तमान युग में उच्च शिक्षण संस्थानों का उद्देश्य स्वस्थ समाज के निर्माण और जिम्मेदार नागरिक बनाने की शर्तों से कहीं आगे बढ़ चुका है। आज के समस्त उच्च शिक्षण संस्थान युवाओं को हर प्रकार की सुविधाएँ और नित नए अवसर प्रदान करने की हरसंभव कोशिश करते हैं किंतु विद्यार्थियों को प्रदान की जाने वाली इन सुविधाओं के पीछे इन संस्थाओं की अपनी चुनौतियाँ भी कुछ कम नहीं होती।

कोई भी संस्थान अपनी गुणवत्ता के आधार पर लोगों में चर्चा का विषय बनता है। दूसरों से बेहतर होने की ललक हर संस्थान को बेहतर होने का अवसर प्रदान करती है। औरों से बेहतर होने का अर्थ है अपनी गुणवत्ता को बेहतर बनाना और उससे भी अधिक कठिन है उस गुणवत्ता को निरंतर बनाये रखना। इस दृष्टि से अपनी गुणवत्ता को बनाये रखना भी किसी संस्थान के लिए एक बड़ी चुनौती हो सकती है। उच्च शिक्षण संस्थानों की चुनौतियों को उसकी गुणवत्ता की कसौटी पर रखकर परखा जा सकता है। समाज में और विशेषकर महानगरों में उच्च शिक्षण संस्थानों का दायरा व्यापक है इसलिए उसकी गुणवत्ता को भी एक व्यापक दृष्टिकोण के जरिये परखा जाना चाहिए।

उच्च शिक्षण संस्थानों की गुणवत्ता (Quality in Institutions of Higher Education):

'Quality is never an accident; it is always the result of intelligent efforts.'

– John Ruskin (English Art Critic)

उच्च शिक्षण संस्थानों की गुणवत्ता अचानक घटी कोई घटना नहीं बल्कि प्रबुद्ध प्रयास की परिणीति है। दरअसल उच्च शिक्षण संस्थानों की गुणवत्ता उसके कई आंतरिक व बाह्य पक्षों पर निर्भर होती है। विद्यार्थी प्रवेश लेने से पूर्व किसी भी संस्थान की बाह्य संरचना एवं अध्ययन तथा विकास की दृष्टि से सहज सुलभ होने वाली सुविधाओं को देख कर प्रवेश लेना निश्चित करते हैं। इस दृष्टि से किसी भी शिक्षण संस्थान का बाह्य पक्ष सबसे अधिक महत्त्वपूर्ण हो जाता है। प्रवेश से पूर्व इन पक्षों पर विद्यार्थियों द्वारा की जाने वाली चर्चाएँ और उनके प्रवेश की रुचियाँ उन संस्थानों की गुणवत्ता को परखने का प्रथम सोपान बनती हैं। इसके लिए सबसे पहले उच्च शिक्षण संस्थानों की बाह्य संरचना और उनकी सुविधाओं के मार्ग में आने वाली चुनौतियों को समझना जरुरी है।

(1) **आधारभूत संरचना एवं अध्ययन के स्रोत (Infrastructure and Learning Resources):–**

शिक्षणशास्त्र में शिक्षण संस्थाओं के लिए एक विशेष प्रकार की संरचना का उल्लेख किया गया है। जिसके अनुसार किसी भी शिक्षण संस्थान की इमारत अंग्रेजी के C, D, I, T, L, H, E, F आकार की होनी आवश्यक है साथ ही विद्यार्थियों के सर्वांगीण विकास के लिए खेल के विविध मैदान, ग्रंथालय, अध्ययन हॉल, कम्प्यूटर रूम, इंटरनेट, कार्यक्रम हॉल, NCC-NSS कक्ष, गर्ल्स रूम, काउंसेलिंग रूम, जिमखाना, कैंटीन जैसी मूलभूत सुविधाएँ उपलब्ध कराना अनिवार्य है किंतु महानगरों में जहाँ हर संस्थान के पास जगह की कमी सबसे बड़ा प्रश्न है वहाँ इतनी सारी सुविधाओं के लिए भिन्न-भिन्न परिसर उपलब्ध करवा पाना उस संस्थान के लिए अपने आप में सबसे बड़ी चुनौती बन जाती है।

कुशल स्टाफ की नियुक्ति (Staff Recruitment – Employability Skill for Faculty)

कोई भी संस्थान तब सफल बनता है जब उसे चलाने वाले और उसमें कार्य करने वाले लोग अपने-अपने कार्यक्षेत्र में कुशल हों। अतः योग्य एकेडेमिक स्टाफ एवं अन्य कर्मचारियों

की नियुक्तियाँ भी संस्थान की गुणवत्ता को बनाने में सहायक सिद्ध होती हैं। ये बेहद जरुरी है कि प्रति वर्ष नए युवा वर्ग की बौद्धिक क्षमता के साथ तालमेल बनाये रखने के लिए एकेडेमिक स्टाफ भी अपने आप को अद्यतन बनाये रखे। हर दृष्टि से विशेषकर तकनीकी दृष्टि से कदम-कदम पर अपनी संस्था और स्टाफ को अद्यतन बनाये रखना भी इन संस्थानों के लिए चुनौती ही है।

अर्थ व्यवस्था (Funding)

किसी भी संस्थान को सुविधाओं से लैस रखने के लिए जरुरी है उसकी सशक्त अर्थ व्यवस्था। एक विपुल आर्थिक सहयोग पर ही संसाधनों की गुणवत्ता निर्भर करती है। कदम-कदम पर वित्तीय व्योरा जाँचना और आर्थिक सहयोग जुटाना इन संस्थानों के लिए हर बार एक नयी चुनौती बन जाती है।

(2) उत्कृष्ट व्यवस्थापन एवं नेतृत्व कौशल (Leadership Skills for Quality Educators):–

योग्य संरचना, उपयुक्त संसाधन और कुशल मानव बल का उचित दिशा में प्रयोग करने के लिए किसी भी संस्थान को एक कुशल नेतृत्व की आवश्यकता पड़ती है। उत्कृष्ट व्यवस्थापन और सफल नेतृत्व ही संस्थान को सफलता की ओर ले जाता है। किसी भी शिक्षण संस्थान की गुणवत्ता कैसी हो यह उसकी नेतृत्व दृष्टि पर निर्भर करती है। किसी भी कुशल व्यवस्थापक में निम्नलिखित तीन बातों का एक दिशा में होना आवश्यक है।

- Attitude
- Communication
- Philosophy or goals of life

इन तीन बिन्दुओं के जरिये कोई भी एडेमिशियन अपनी संस्था के संस्थापक, प्राध्यापक, विद्यार्थी, पालक, पूर्वविद्यार्थी (Alumni) समाज और समाज के भागीदारों (Stakeholder's) को साथ जोड़कर चल सकता है। समाज में विविध भूमिकाओं में रहने वाले उपर्युक्त व्यक्तियों को एक साथ जोड़कर चलना तथा उनके साथ अपने संस्थान का तालमेल बनाये रखना भी संस्थानों के लिए किसी चुनौती से कम नहीं।

(3) उत्कृष्ट पाठ्यक्रम (Quality Curriculum):–

युवाओं के लिए योग्य पाठ्यक्रम की निर्मिति उच्च शिक्षण संस्थानों की प्राथमिक जिम्मेदारी है। पाठ्यक्रम की योग्यता पर ही युवाओं की योग्यता निर्भर होती है। अतः बेहद जरुरी है कि दूर दृष्टि के साथ बड़ी सावधानी से युगानुरूप ऐसे कोर्स एवं पाठ्यक्रमों का निर्माण हो जो युवाओं को विषयज्ञान (Skills – Knowledge Based Curriculum) देने के साथ उन्हें कार्यकुशल भी बनाये।

एक ऐसा पाठ्यक्रम जिसमें विद्यार्थियों की अपनी भागीदारी हो (active students engagement in learning), जो कहीं से भी उबाऊ न हो। जिसका बाहरी दुनिया में उपयोजन हो सके। जिसके जरिये प्राध्यापक-विद्यार्थी और विद्यार्थी-विद्यार्थी (Productive Interaction – Teacher-Students and Students-Students) के बीच खुलकर चर्चा का माहौल निर्मित हो सके। अपने समय की माँग और विद्यार्थियों की व्यवसायिक आवश्यकता को ध्यान में रखकर सावधानीपूर्वक इस प्रकार के पाठ्यक्रम की निर्मिति एक प्रकार की सर्तकता को चुनौती ही है।

विद्यार्थी प्रतिपुष्टि (Students' Feedback)

पाठ्यक्रम, अध्ययन – अध्यापन, आंतरिक एवं बाह्य संरचना और सुविधाओं को जाँचने के लिए विद्यार्थी प्रतिपुष्टि बेहद आवश्यक कदम है। एक बड़े पैमाने पर ली गयी यह प्रतिपुष्टि कभी-कभार विद्यार्थियों की मनमानी राय, उनकी अनुपस्थिति, अनियमितता इत्यादि के कारण असफल हो जाती हैं। ऐसे में एक व्यापक स्केल पर विविध पक्षों पर एक विश्वसनीय प्रतिपुष्टि प्राप्त कर पाना भी एक बड़ी चुनौती है।

(4) उत्कृष्ट अध्ययन-अध्यापन (Quality in Teaching and Learning):–

जीवन पाठशाला है और अध्ययन-अध्यापन कभी न समाप्त होने वाली प्रक्रिया। अध्ययन-अध्यापन की एक समुचित औपचारिक व्यवस्था का नाम है उच्च शिक्षण संस्थान। युवाओं में व्यवसायिक कुशलता लाने के लिए प्रत्येक शिक्षण संस्थान कटिबद्ध होते हैं। अध्ययन-अध्यापन को समय के साथ रोचक और उपयोगी बनाना ही उसकी गुणवत्ता को बनाये रखना है। नित नयी शिक्षण पद्धतियों, शिक्षण संसाधनों, अतिथि व्याख्यानों, चर्चाओं, यात्राओं, भेंटों, फिल्मों, साक्षात्कारों इत्यादि के जरिये अध्ययन-अध्यापन को रोचक बनाने का प्रयास एक प्रकार की चुनौती भी है, आनंद भी और अध्ययन-अध्यापन की संतुष्टी भी। ये एक ऐसी प्रक्रिया है जिसके जरिये जाने-अंजाने विद्यार्थियों की Continues Mentoring होती रहती है। Students Exam and Results अध्ययन-अध्यापन की गुणवत्ता को जाँचने का पारंपरिक तरीका है। इन दिनों शिक्षण संस्थानों में Students Satisfaction Survey (SSS) के जरिये अध्ययन-अध्यापन की गुणवत्ता को सहज ही आँका जा रहा है।

(5) विद्यार्थी सहयोग (Student Support):–

विद्यार्थी शिक्षण संस्थानों के केंद्र में होता है। अध्ययन-अध्यापन का पूरा कार्यव्यापार विद्यार्थियों को ध्यान में रख कर रचा जाता है। विद्यार्थियों के सर्वांगीण विकास की दृष्टि से कक्षा में उनकी नियमितता, चर्चा में सहभागिता, विविध प्रकल्पों, शैक्षणिक-सांस्कृतिक कार्यक्रमों, खेल उत्सवों तथा मूल्य शिक्षण पर आधारित समस्त उपक्रमों में विद्यार्थियों का सक्रिय सहभाग जरुरी हो जाता है। भिन्न-भिन्न समय में विविध पक्षों पर बड़े पैमाने पर आयोजित किये जाने वाले ये उपक्रम विद्यार्थियों की संख्या, समय, स्थान और खर्च जैसे कई मसलों पर नई चुनौतियों को लेकर आते हैं। जिनसे निपटना इन संस्थानों के लिए रोज परीक्षा देने के जैसा जटिल कार्य हो गया है।

पूर्वछात्र एवं पालक सहयोग (Alumni and Parents Support)

समाज में अपना महत्त्वपूर्ण स्थान बना चुके पूर्वछात्र किसी भी शिक्षण संस्थान की पहली पहचान होते हैं। कई बार समाज में उनकी भूमिका, उनकी योग्यता, कार्यकुशलता कहे-अनकहे उसके शिक्षण संस्थान की गुणवत्ता का परिचय दे देती है। एक लंबे समय के बाद भी उन्हें संस्थान से जोड़े रखना तथा Alumni – Institution एवं Parents – Institution आपसी संबंधों को बनाये रखना इन संस्थानों की विशेष कार्यप्रणाली का उदाहरण है। कई बार इन महत्त्वपूर्ण विद्यार्थियों अथवा पिछली मीटिंग में आये पालकों का अगली बार उपलब्ध न हो पाना, उनके लिए आयोजित कार्यक्रमों में उनका न जुड़ पाना अथवा उनसे उचित सहयोग न मिल पाने से भी संस्थान की योजनाएँ संकट में पड़ जाती हैं। समाज के साथ इस प्रकार का जुड़ाव कभी–कभार चुनौतियों का सामना करने पर विवश कर देता है।

(6) शोध की गुणवत्ता (Quality Research):–

उच्च शिक्षण संस्थान की विशेष पहचान उसकी शोध संस्कृति से बनती है। शोध एक ऐसा सशक्त पक्ष है जो उच्च शिक्षण संस्थान को अन्य शिक्षण संस्थानों से अलग करता है। शोध किसी भी देश के उज्ज्वल भविष्य की अनिवार्य दृष्टि है इसलिए भी युवाओं में शोध का जज़्बा निर्मित करना (Culture and Passion for doing Research) उच्च शिक्षण संस्थानों की अनिवार्य शर्त है। युवा अपने देश और समाज की विविध समस्याओं को देखें, समझें, परखें तथा वैज्ञानिक दृष्टि से सामाजिक हित में उसका हल निकालें ये प्रयास हर संस्थान में अपनी-अपनी क्षमता के अनुसार होता रहता है। शोध को उबाऊ समझने का पूर्वाग्रह ही इस क्षेत्र की सबसे बड़ी चुनौती है। इस ओर छात्रों का ध्यान आकर्षित करना, उनमें शोध के प्रति जिज्ञासा जगाना, उनमें रूचि निर्माण करना इस क्षेत्र की पहली बड़ी चुनौती है।

दूसरी चुनौती ये कि केवल शोध होने से शोध का कोई अर्थ नहीं बनता। शोध तब महत्त्वपूर्ण होता है जब उसकी अपनी एक गुणवत्ता हो। शोध की इस गुणवत्ता को बनाये और टिकाये रखना इस क्षेत्र की जटिल समस्या है। एक अच्छे शोध के लिए उपयुक्त साधन, सुविधाएँ और मन को रुचिकर लगने वाला परिवेश आवश्यक है। ये क्षणिक कार्यक्रम नहीं बल्कि एक लंबी प्रक्रिया है इसलिए यहाँ माहौल निर्मिति (Adequate Facilities and Environment) के लिए भी एक अच्छा खासा समय लग जाता है और इन सब के लिए जरुरी है उचित आर्थिक सहयोग (Enough Funding) इस सब के सम्मिलित सहयोग के बाद शोध की प्रक्रिया प्रारंभ होती है। शोध अपनी परिणीति पर तब पहुँचता है जब उसका उचित सामाजिक-आर्थिक प्रभाव (Socio-Economic Impact) निर्मित हो और समाज के लिए उसका उपयोजन (Implementation of Research Results in Society) हो सके। इस प्रकार हुए शोध को हम गुणवत्ता शोधकार्य कह सकेंगे। ये प्रक्रिया अपने आप में जितनी रोचक है उतनी ही जटिल और खर्चीली भी। एक दृष्टि से किसी भी उच्च शिक्षण संस्थान के लिए कसौटी भी। अतः इस चुनौती को पार करना किसी कसौटी को पार करने से कम नहीं।

(7) संस्थागत मूल्य और सामाजिक जवाबदेही (Institutional Values and Social Responsibility and Best Practices):–

शिक्षण का सीधा संबंध जीवन मूल्यों से है। शिक्षण संस्थान समाज निर्माण का अनिवार्य घटक होने के नाते इसकी सामाजिक जवाबदेही भी उतनी ही अनिवार्य हो जाती है। उच्च शिक्षण संस्थानों के समस्त आदर्शों, ध्येय, लक्ष्य एवं उद्देश्यों की एकमात्र परिणीति है उसकी सामाजिक जवाबदेही। एक स्वस्थ समाज के निर्माण के लिए एक स्वस्थ न्यायसंगत दृष्टि का निर्माण इसकी प्राथमिक जिम्मेदारी है। स्त्री-पुरुष समानता, धर्मनिरपेक्षता, मानवता और पर्यावरण दक्षता जैसे ज्वलंत समस्यायों (Gender Equality – Gender Audit, Sensitivity of Environmental Issues, Environment Friendly, PWD (दिव्यांग) Student Friendly etc.) को केंद्र में रख कर चलना और इसमें आने वाली छिट-पुट चुनौतियों का सामना करना इन संस्थानों के लिए सामान्य सी बात हो चुकी है।

सतत मूल्यांकन प्रक्रिया (Continuous Evaluation Process):–

'Quality means doing it right when no one is looking-'   – **Henry Ford**

गुणवत्ता एक सतत प्रयास है। यह किसी प्रक्रिया के लिए किया जाने वाला चरण नहीं और न ही इसे किसी मूल्यांकन के लिए रचा जा सकता है फिर भी देश भर के उच्च शिक्षण संस्थानों में एकरूपता कायम करने के लिए यूजीसी ने कुछ नियमों का गठन किया है। जिसके अंतर्गत देश के समस्त उच्च शिक्षण संस्थानों में गुणवत्ता की जाँच-परख के लिए मूल्यांकन की निम्नलिखित प्रणालियाँ निर्धारित की गयी हैं –

(1) जाँच (Assessment)

उच्च शिक्षण संस्थानों की गुणवत्ता को बनाये रखने के लिए यूजीसी ने प्रत्येक शिक्षण संस्थान के लिए IQAC आंतरिक गुणवत्ता आश्वासन कक्ष (Internal Quality Assurance Cell) का प्रावधान रचा है। जिसके अंतर्गत समस्त शिक्षण संस्थानों को अपनी गुणवत्ता के विकास के साथ उसका मूल्यांकन करते हुए प्रतिवर्ष निम्नलिखित रिपोर्ट तैयार करना अनिवार्य हो जाता है।

- SSR – (Self Study Report)
- SSS – (Student Satisfaction Survey)
- AQAR – (Annual Quality Assurance Report)
- API – (Academic Performance Indicator)

(2) मान्यता (Accreditation)

गुणवत्ता जाँच की अगली कड़ी में विश्वविद्यालय की संलग्नता (University Affiliation) की जाँच और NAAC Peer Team Visit की प्रक्रिया से गुजरना संस्था की मान्यता और प्रतिष्ठा बनाये रखने की अनिवार्य शर्त है। इन दिनों ISO भी गुणवत्ता जाँच प्रक्रिया की कड़ी में शामिल हो चुका है।

(3) Audit – इस सब के अलावा छोटे-बड़े पक्षों पर पैनी नजर रखने के लिए यूजीसी और विश्वविद्यालयों ने Academic Audit, Green Audit, Gender Audit जैसी नियतकालिक जाँच प्रणाली को अनिवार्य कर दिया है।

(4) स्वायत्तता (Autonomous)

इन दिनों पूरे देश में उच्च शिक्षण संस्थानों की स्वायत्तता की चर्चा जोरों पर है। शिक्षण संस्थानों की स्वायत्तता को निम्नलिखित सूत्र के जरिये आसानी से समझा जा सकता है –

Assessment + Accreditation + Audit + Assurance = Autonomous

अर्थात 'अपने को श्रेष्ठ बताएँ और अपनी स्वायत्तता पाएँ' आगे चलकर यही स्वायत्तता भविष्य में उच्च शिक्षण संस्थानों के लिए चुनौतियों की झड़ी लगा देती है।

(5) श्रेयांक (Ranking)

स्वायत्तता प्राप्ति के बाद उच्च शिक्षण संस्थानों के लिए गुणवत्ता जाँच की चुनौतियाँ पहले से कुछ अधिक बढ़ जाती हैं और इसके बाद All India Ranking के श्रेयांक में अपने संस्थान को सबसे श्रेष्ठ दर्शाने की एक नयी प्रतियोगिता प्रारंभ हो जाती है।

कुलमिलाकर कहें तो, गुणवत्ता चुनौतियों की जननी है और चुनौतियों के बिना कोई भी उच्च शिक्षण संस्थान सफल अथवा सर्वोच्च नहीं हो सकता इसलिए उच्च शिक्षण संस्थानों के लिए जरुरी है कि वे गुणवत्ता को आवश्यकतानुसार किया गया आचरण नहीं बल्कि अपनी आदत बना लें।

Quality is not an act, it is a habit.

Bibliography:

1. School Administration and Health Education by S.P. Sukhiya – Najneen Saeed Published by Shri Vinod Pustak Mandir, 29th Revised and Enlarged Edition : 2105, Page : 48 & 53, ISBN: 978–81&74570–36–9

2. www.mu.ac.in

3. www.ugc.ac.in

4. www.naac.gov.in

5. www.indiatoday.in

6. www.nirfindia.org

7. www.iso.org

ೞೞ❖ೞೞ

15 Privatisation of Higher Education in India: A Critical Analysis

Dr. Sangita S. Mohanty*

Abstract

The current political climate and economic scenario is sympathetic to the privatisation of a broad range of public services; in fact, resulting in privatisation of few agencies. The primary concern for increasing privatisation was cost savings and greater flexibility in operation, supplemented with increased support from political decision makers. This willingness to privatise public functions extends to higher education, too.

Privatisation of higher education in India introduced new policies and programmes. This aims to increase employment by providing skill based education leading to income opportunities in global scenario, thereby achieving economic development. Privatisation encourages the individual, society and corporate to establish colleges and private universities to meet the growing demand for education. As a result, private tertiary educational institutions are growing day by day throughout the country. The present paper envisages to analyse the tendencies of privatisation in higher education sector, and also proposes to monitor and govern these institutions for quality education.

Keywords: Higher education, AICTE, UGC and research.

Introduction

As the structural adjustments of the political economy of the state restructured its neoliberal agenda, the state of education has also witnessed privatisation as a collateral effect. As expected, its logic is to minimise the state intervention and maximise market to grow. It has further extended in the form of liberalising of higher education services in the post-reform period in the backdrop of globalisation.

Indian society, marked with striking diversity, throws a bigger challenge in the backdrop of structural changes that are occurring due to modernisation for maintaining quality and equal opportunity to all stakeholders in higher education sector. This has been a central theme to the policymakers, analysts and academicians in order to pull millions of people to the mainstream.

* Assistant Professor, Department of Mass Media, Joshi-Bedekar College.
Email: ssm_72@yahoo.co.inn

Objective

The present paper would try to examine the sociopolitical and economic dimensions of privatisation of higher education in India, so as to shed light on the larger question of development and equality, and also to verify the unintended consequences of privatisation of higher education in general and the emerging challenges on the questions of equality in particular.

Methodology

This research was conducted using data collected from various secondary sources. The sources that have been used for the same include the reports and documents of Ministry of HRD, various regulatory bodies like the UGC, AICTE, accreditation organisations (like NBA and NAAC), national sample survey organisation, Five Year plan documents, etc.

The collected data was analysed qualitatively on aspects of sociopolitical dimension, operational structure, financial locus standi and quality.

Observations and Findings

The line of observations and findings with regard to the Indian higher education in private sector have been mentioned here are in conformance with the lines of objectives.

Sociopolitical Dimension

Indian higher education system is burdened with criticism that it is influenced by political ideologies (NKC Report, 2009). Structurally, the higher education being the joint responsibility of both the central and the state governments, the state or provincial governments' share a large chunk of responsibility (about 80 per cent) and to that extent has a bigger influence on higher education operation and quality.

In the recent past decade, steep growth has been observed in the Gross Enrolment Ratio (GER). This is a positive reflection of students' interest for higher education considering the ever-increasing population, and thereby the relevant age group in absolute terms. During the last five years, the GER has increased more than 5 per cent and for some of the disadvantaged sections of the population it has been much more.

However, with a GER of 15 per cent, India still lags behind not only in world average but also to its growth sharing BRICS nations, and even more to the average of developing nations. The GER attainment of 15 per cent is a result of increase in social demand and deliberate policy efforts to improve access **(MHRD, 2012).**

Besides low GER, there exists demand-supply gap in higher education in India. There is the rising population of the age cohort; higher number of secondary education pass outs, increased social and private returns to higher education induce the pressure to raise the access to higher education. But, the public higher education lacks enough funding from its competing and prioritised ends. Ever since the higher education has opened up to the private sector, it has shared most of the responsibility of increasing access.

Structure of Operation

Indian higher education is operated through state universities (47 per cent), deemed universities (20 per cent), private universities (16 per cent), central universities (7 per cent), and other institutions of research and national importance (10 per cent).

Deemed university is an institution that has been awarded a 'deemed' status by the MHRD given that it has acquired the characteristics of a university as demonstrated by the diversity of its programmes, the quality of research, and proven contributions to innovation and teaching. They get approvals through Gazette Notifications of central government. They have degree granting power and are regulated as per the UGC [Institutions Deemed to be Universities] Regulations, 2010, which is a comprehensive regulatory framework covering the establishment and operation of such universities including eligibility criteria, infrastructure, funding, etc. Thus, the non-public sector accounts for a substantial share in higher education operation of the country **(UGC, 2012)**.

On the enrolment scenario, about 86 per cent of students are enrolled at undergraduate level and only about 12 per cent are enrolled at postgraduate level. Surprisingly, diploma and certificate education has a meagre one per cent enrolment, as it is considered as a last option for those who are not able to make it into the mainstream higher education. A trivial one per cent enrolment is observed in research. Unfortunately, for a nation aspiring to become an economic power house the mere enrolment of one per cent in skill based education (i.e., diplomas) and another paltry one per cent in research would not be praiseworthy **(UGC, 2012)**.

It has been observed that there is a sharp decline of enrolment in traditional courses, viz., humanities, social sciences and pure/natural sciences during the last one decade and the same trend is not going to change in the near future. The inclination for professional courses, and thereby enhanced enrolment is favoured by increased private providers and other stakeholders, in anticipation of better job prospects. This is possible if the professional education is amply supplemented by skill development or else the knowledge becomes more bookish in nature.

This trend is likely to hamper the basic research output. Though the contribution of India in research publication has increased because of large-scale private universities providing conducive atmosphere for research and publication work during last one decade, but compared to its contemporary developing nations its growth is no way appreciable **(DST, 2012)**.

(a) Governance

In India, the Ministry of Human Resource Development (MHRD), Department of Higher Education is the apex body of governance, acting more as an umbrella organisation. Indian higher education consists of 15 regulatory bodies performing overlapping roles in addition to influences from few other ministries, too. The judicial interventions have at several times complemented or contradicted the objectives associated with higher education (Agarwal, 2006). It, thus, results into ambiguity related to policy understanding, policy implementations, accountability, and answerability. These are some of the biggest impediments for private sector to make large-scale investment in higher education.

(b) Access

India has the largest higher education system in the world by the number of institutions with around 634 universities and about 33,023 colleges. But, it ranks third in terms of enrolments with about 17 million students **(UGC, 2012)**.

(c) Financing

The responsibility of financing higher education is shared by both public and private sector. Even in public sector it's a joint responsibility of central government as well as state government. India being a developing economy, amongst competing governmental priorities, higher education is treated as an essential component mandatory to manage.

The central government spending is uneven towards central universities and centres of excellence serving a minuscule of 3 per cent of the total students. While the trend has always been growing, the total public expenditure on higher education at about 1.25 per cent of the GDP, is by any standards certainly insufficient **(UGC, 2012)**.

The private investment on higher education has increased about 12.8 times during the last one decade. The per capita expenditure on higher education shows that the share of tuition and other fees have increased to about 53 per cent, which is largely due to growth of private institutions.

Evolution of privatisation in Indian higher education has been coined by the phrase *'from half-baked socialism to half-baked capitalism'* [**Kapur and Mehta (2007)**]. They perceived that the large, scale privatisation is not a result of ideological commitments of key actors, but an outcome of collapse of the state system resulting in weak ideological and institutional foundations.

Trends show that of the various forms of institutes of higher learning that exist, the number supported by public funding have stagnated by growth (e.g., the central and state universities, aided colleges, etc.). On the other hand, the numbers with private funding have witnessed a speedily rising growth (e.g., the private universities, deemed universities, unaided colleges, etc.) **(Agarwal, 2006)**.

As a result, the unaided private higher education accounted for 63 per cent of the total higher educational institutes and 52 per cent of the total higher education enrolments **(FICCI, 2011)**.

Since 2005–2011, the state private universities have witnessed a fifteenfold rise in the number of institutes from 6 to 94. Of the 130 deemed universities, 73 are in the private sector. About 1 per cent of colleges have been granted an autonomous status (FICCI, 2011). As per latest UGC declaration 60 universities got autonomy status to start any course of their choice in (2017).
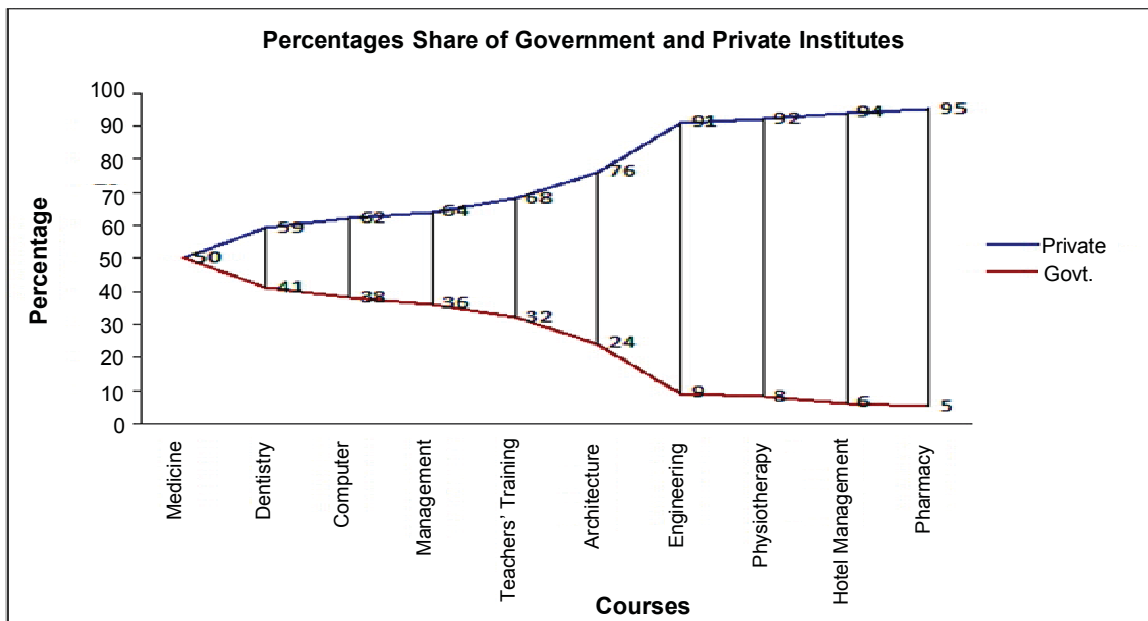

Fig. 15.1: Source FICCI, 2011

As evident from the data, the role of government is reasonably 50 per cent in health science. But, it reduces gradually and becomes abysmally low in case of engineering, physiotherapy, hotel management and pharmacy. To speak otherwise private sectors are keen on investing in more lucrative professional courses rather than traditional studies.

The per capita expenditure on private education has increased by leaps and bounds. As mentioned by **Gupta (2005)**, in early 2000s, of the total household expenditures for higher education in India, 41 per cent was towards tuition fees and another 10 per cent for private coaching, and the remaining spared for the support system of providing higher education. But, the share of tuition and other fees had crossed 60 per cent during the end of 2005.

But, the fact remains that the regulatory framework of the country becomes an impediment to suit the objectives of the private sector. As privatisation logically ends with commercialisation, it expects autonomy regarding fees, students admissions, reservations, faculty appointments, qualifications and salaries; thereby allowing to earn profit and pay tax on any such income. However, right from specifying their definitions to setting specifically their limits by multiple regulatory authorities one cannot expect private sector to participate in an encouraging way (**Joshi and Ahir, 2007**).

And in last 10 years down the line, the market force has become a parameter of quality to access higher education. Students are demanding and make critical analysis on different infrastructures (physical, intellectual and extracurricular) availability, faculty capability, research content, examination pattern and schedule, ranking by different agencies and overall employability quotient.

(d) Parity

The issues related to parity (vis-a-vis inequity) have four dimensions in India: gender discrimination, geographical imbalance (by state/province), ethnic groups based inequity, and disparity based on economic class.

The Gender Parity Index (GPI) for higher education in India is 0.74 **(Agarwal T., 2011).**

[*Gender Parity Index (GPI) is calculated by dividing the female GER (Gender Equity Ratio) by the male GER. A GPI of 1 indicates parity between sexes, a GPI that varies between 0 and 1 means a disparity in favour of males, and more than 1 indicates the disparity is in favour of females.*]
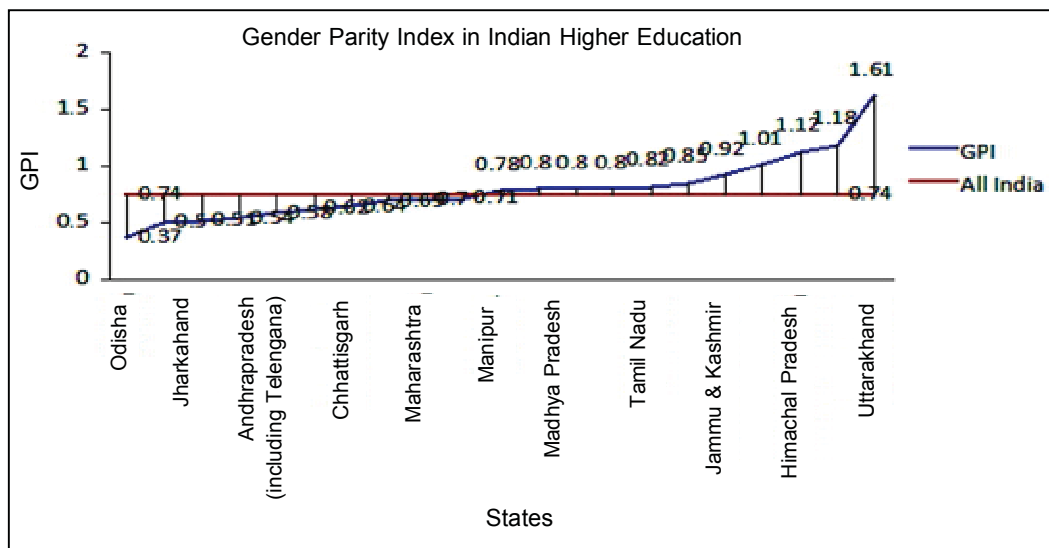

Fig. 15.2: Source MHRD, 2016

As shown in figure above while some states like Uttarakhand, Punjab, Kerala, Himachal Pradesh, etc. are above national average of GPI, states like Odisha, Jharkhand, Bihar and Assam face the concerns of gender parity. Almost half of the states are below the national average in GPI of higher education. Only four states have GPI in favour of women. Wide disparity can be observed in the GER by states ranging from as low as 9 per cent as that in Assam to as high as 48 per cent in Delhi.

The inequity on the basis of peoples' ethnic background is highlighted in the above figure indicates that GER for scheduled castes – SCs being 11 per cent, scheduled tribes – STs being 10 per cent as against 15 per cent for all categories combined (**MHRD, 2011**).

Lack of necessary funding is a stumbling block preventing a student from access to higher education amid growing private sector, insufficient scholarships, lack of a mature loan system, etc.

The vision statement of Ministry of Human Resource Development (MHRD) highlights the consciousness amongst the policymakers for affirmative action. Equitable access of higher education is described as a definite objective.

The most prominent policy for promoting access to higher education has been reservations. The policy of reservation in higher education is based on the assumption and assertion that participation of disadvantaged groups has been low and reservation would enhance their participation. Though, the reservation is a criterion in private sector, but benefits like scholarship, free studentship comes with rider. This hampers volume of enrolment of the marginalised sector in private universities.

(e) Efficiency

Higher education is termed as one of the tools to enhance private and social rates of returns, thereby justifying the benefit (efficiency) resulting from pursuing higher education, whatever the sector may be.

As per the study of Agrawal (2011)**,** the returns for higher education were found to be higher for rural areas than in urban areas.

Conditions of employment cannot be ignored as a parameter of efficiency. Looking at employment scenario, it is not so bright as compared to private rate of return on higher education.

Efficiency in higher education does not necessarily mean efficient employability. The scenario is more aggravating in case of higher education obtained through higher education.

(f) Quality

There are various parameters using which one can attempt to judge the quality of higher education like faculty availability, infrastructure, etc. With 816,966 faculties at universities and colleges, and it being a 35-fold increase over 1950–51, the numbers prove to be insufficient and a faculty shortage is observed **(UGC, 2012)**. There are large number of vacancies of teaching faculties at government aided institutes. The concept of contractual and guest faculty is mushrooming.

Reputed private sector institutes/universities are aggressively hiring good faculty and providing international standard infrastructure to be at par with institutes of national eminence; though they charge a hefty premium for the same.

There are three main agencies to evaluate quality of institutions: The National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA) for technical education, and the Accreditation Board (AB) for agriculture institutions. In addition to that the Ministry of HRD

grades the universities and institutes under NIRF (National Institute Ranking Framework) since 2016. In this NIRF ranking, excluding top ranking government institutes, a large chunk of ranks are captured by private sector universities/institutes.

In terms of research and publications, India has registered noteworthy growth with chemistry, physics, material sciences, engineering and clinical medicines, being the active areas of research. Citation impact of papers emanating from India has increased to twofold (**DST, 2012**). And with technological advancement e-learning is also becoming an integral part of higher education. Premier government institutes like IIT's and IIM's and private institutes like ISB, MDI and Manipal are making all-out effort to make resources available to students 24×7 through effective digitisation.

While there are more complications facing Indian higher education, there are equal good hopes grounded on certain bills either cleared at various stages of parliamentarian approvals.

The bills related to higher education that provides competitive environment for higher education are:

(i) The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010: It allows foreign quality higher education institutions to set up branch campuses and operate in India, but with a lot of stringent regulations.

(ii) The National Commission for Higher Education and Research (NCHER) Bill, 2010: The proposed NCHER will cover all areas/disciplines of learning and disciplines including general, technical and professional education. Only agricultural education is excluded from its purview because agriculture falls within the state list in 7th Schedule to the Constitution.

In addition to that the bill to provide for creation of a national electronic database of academic awards and its maintenance by an authorised depository is suggested. Also, the Universities for Research and Innovation Bill, 2011 provides a framework for the establishment of universities for innovation.

Conclusions

India is one of the largest, vibrant and oldest democracies; being the second largest country by population. As the world looks east for global leadership in economic growth, India has to pay constant attention to her higher education as a source of growth in current times of knowledge driven economy. Within these challenges, underlie the promising opportunities for India to outshine on the global map.

Indian higher education has various complexities in context of regulations, access, financing, equity, efficiency, quality, internationalisation, etc. Judicial interventions add fuel to the fire with at times judgments going against the very objectives set for higher education. While the aggressiveness to achieve higher rates of gross enrolment ratios still remains unfulfilled, it would be very challenging to create sufficient opportunities to assure access to every eligible candidate in the relevant age group. Efficiency and quality remain a cause of concern within ever expanding higher education sector.

But as a natural fallout, there would be improved accessibility to higher education and so the competition in that sector, too. Hence, higher education does hold many promises for a bright future for India in the years to come provided the huge chaotic system is harmonised with systematic and structured upgradation. This would smoothen the process of increased role to be played by the private

higher education sector vis-a-vis public sector struggling to meet ends on other prioritised avenues of public expenditure.

References

1. Agarwal, P. (2006). 'Higher Education in India: The Need for Change'. ICRIER Working Paper, Indian Council for Research on International Economic Relations: No. 180.

2. Agrawal, T. (2011). 'Returns to Education in India: Some Recent Evidence', Indira Gandhi Institute of Development Research, WP-2011-017, Mumbai. September. <http://www.igidr.ac.in/pdf/publication/WP-2011-017.pdf>.

3. FICCI. (2011). 'Private Sector Participation in Indian Higher Education', FICCI higher education summit 2011, Ernst & Young Pvt. Ltd., Kolkata.

4. 5. DST. (2012). 'Bibliometric Study of India's Scientific Publication Outputs During 2001–10: Evidence for Changing Trends'. Department of Science and Technology, Government of India, New Delhi. July.

5. Gupta, Asha (2005). 'International Trends in Higher Education and the Indian Scenario'. CSHE Research and Occasional Paper Series, Center for Studies in Higher Education: University of California. Berkeley. No.11. 05.

6. 8. Joshi, K.M.; Ahir, K. (2007). 'Economics of Privatisation—An Introspection of Indian Higher Education.' Indian Development Review: An International Journal of Development Economics, Serials Publication, Volume 5 No. 2 December 2007: 317-340.

7. Kapur, D.; Mehta, P.B. (2004). 'Indian Higher Education Reform: From Half-baked Socialism to Half-baked Capitalism'. Harvard University: CID Working Paper No. 108. September.

8. MHRD. (2011). Statistics of Higher and Technical Education: 2009–10. Bureau of Planning, Monitoring and Statistics, New Delhi.

9. MHRD. (2012). Annual Report 2011–12. Department of School Education and Literacy and Department of Higher Education, Ministry of Human Resource Development, Government of India.

10. NKC. (2009). Report to the Nation: 2006–09. National Knowledge Commission, Government of India. March.

11. Tilak, J.B.G. (2011). 'Trade in Higher Education: The Role of the General Agreement on Trade in Services (GATS)'. Fundamentals of Educational Planning – 95. UNESCO: International Institute for Educational Planning, Paris.

12. 16. UGC. (2012). 'Higher Education in India at a Glance'. UGC. February.

ຫຊ❖ຫຊ

16 E-Initiatives for Enhanced Governance in Higher Education: A Study of Stakeholders' Perspective

Dr. Rashmi Agnihotri*

Abstract

E-initiatives for governance in education will empower education by providing new ways of communication through ICT (Information and Communication Technology) between teachers, students, government, higher education institutions, parents and other stakeholders. This system will enhance and promote new methods of delivering the desired knowledge to the students and will offer new insights to organise and deliver the requisite services. Central government along with various governing authorities has taken initiatives in making most of the education processes online; however, it is necessary to study its impact and effectiveness on various stakeholders. The relationship between educational administration of institutes and students will improve in the long run with the introduction of information technologies, internet and the mobile communication. This enhanced relationship will ultimately lead to achievement of ultimate educational goals. The use of information technology based system in education will lead to increase in the participation of students and will ultimately increase the development and effectiveness of the learning methods. Administration will be able to provide better services in terms of time, making governance more efficient and more effective by use of information technology. In addition, the transaction costs can be lowered and the services will become more accessible. Implementing e-governance in educational systems will enable effective monitoring of academic standards. This paper tries to study the areas of education processes which can be strengthened to improve e-governance in education sector. It also tries to understand the various benefits of taking such initiatives along with the challenges which come across while implementing it.

Keywords: E-initiatives, E-governance, Higher Education.

Introduction

Information and Communication Technology (ICT) has been recognised as the major engine for growth of all sectors for the social and economic empowerment of any country, specially a developing country like India. The use of ICT in every aspect of life has resulted in faster, easier and much better

---

* Assistant Professor, Head, Department of Commerce, VPM's Joshi-Bedekar College, Thane.
  Email: rashmiagni403@gmail.com

delivery of services by redefining the fundamental principles of delivery of services and operation of service sectors. There has been a tremendous growth in the field of information technology. Traditionally, ICT was used only to provide the back office support to various sectors in the economy, but nowadays it plays a strategic role in supporting many business functions, and also shapes new strategies in organisations. The ICT has also been introduced in the field of governance as 'e-governance'.

E-governance in India had a modest start in the form of computerisation of government departments initially to come a long way to involve the overall functioning of the government. Now, new initiatives are undertaken in the form of e–initiatives to improve the performance of Government, to increase citizen centricity, service delivery and transparency. The government approved the National e-Governance Plan (NeGP), comprising of 27 mission mode projects and 8 components, on 18th May, 2006. In the year 2011, four projects - health, education, PDS and posts were introduced to make the list of 27 MMPs to 31 mission mode projects (MMPs). The government has accorded approval to the vision, approach, strategy, key components, implementation methodology, and management structure for NeGP. However, the approval of NeGP does not constitute financial approval(s) for all the mission mode projects (MMPs) and components under it. The existing or ongoing projects in the MMP category, being implemented by various central ministries, states, and state departments would be suitably augmented and enhanced to align with the objectives of NeGP. The ultimate objective is to bring public services closer home to citizens, as articulated in the vision statement of NeGP:

"To make all government services accessible to the common man in his locality, through common service delivery outlets and ensure efficiency, transparency and reliability of such services at affordable costs to realise the basic needs of the common man."

In order to promote e-governance in a holistic manner, various policy initiatives and projects have been undertaken to develop core and support infrastructure. The major core infrastructure components are State Data Centres (SDCs), State Wide Area Networks (S.W.A.N), Common Services Centres (CSCs) and middleware gateways, i.e, National e-Governance Service Delivery Gateway (NSDG), State e-Governance Service Delivery Gateway (SSDG), and Mobile e-Governance Service Delivery Gateway (MSDG). The important support components include core policies and guidelines on security, HR, citizen engagement, social media as well as standards related to metadata, interoperability, enterprise architecture, information security, etc. New initiatives include a framework for authentication, viz. – Pramaan and G-I cloud, an initiative which will ensure benefits of cloud computing for e-governance projects.

Definition

E-governance is a very general and all inclusive term for web-based services from local, state and central government agencies. In e-governance, the government uses information technology and particularly the internet to support government operations, engage citizens, and provide government services. The interaction may be in the form of obtaining information, filings, or making payments and a host of other activities via the World Wide Web (Sharma & Gupta, 2003, Sharma, 2004, Sharma 2006). In order to get enhanced and clear picture of the concept of e-governance, the definition given by UNESCO can be considered.

The UNESCO definition (www.unesco.org) is: "E-governance is the public sector's use of information and communication technologies with the aim of improving information and service delivery, encouraging citizen participation in the decision-making process and making government more accountable, transparent and effective. E-governance involves new styles of leadership, new ways of debating and deciding policy and investment, new ways of accessing education, new ways of listening to citizens and new ways of organising and delivering information and services. E-governance is generally considered as a wider concept than e-government, since it can bring about a change in the way citizens relate to governments and to each other. E-governance can bring forth new concepts of citizenship, both in terms of citizen needs and responsibilities. Its objective is to engage, enable and empower the citizen".

Components of E–governance

Following chart indicates the connectivity chain of e–governance in education sector:

G2G

Central government

Citizen
Students

G2C

G2G

Local government

G2G

G2B
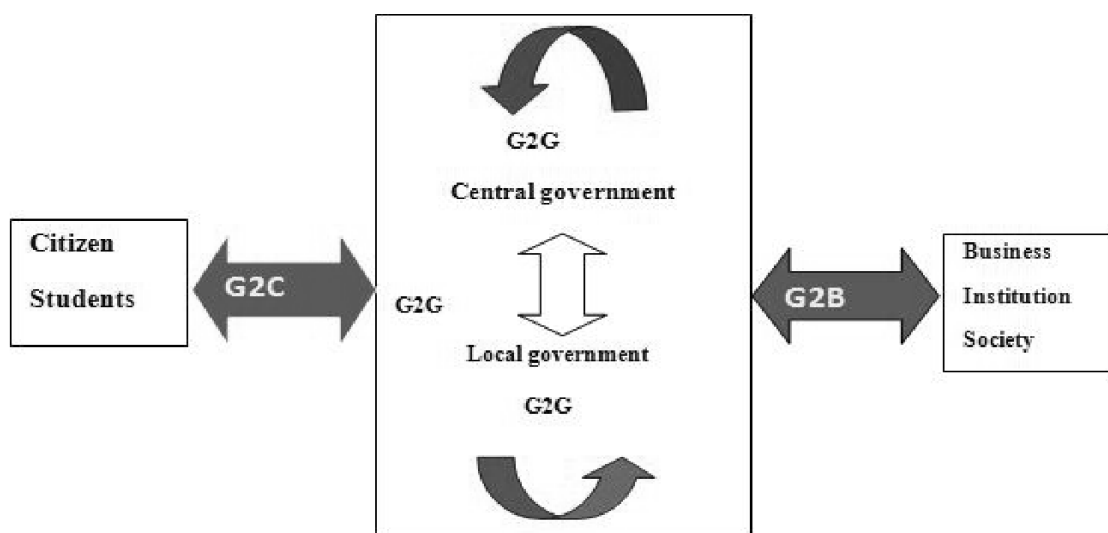
Business
Institution
Society

Chart 16.1: Components and Connectivity of E-governance

Source: www.ijettcs.org/Volume2Issue3/IJETTCS-2013-06-24-124.pdf

The main components of e-governance are:

1. Government to Government Communication (G2G)
2. Government to Business Communication (G2B)
3. Government to Citizens Communication (G2C)

For efficient working of this mechanism following components are necessary:

- High and affordable information and internet infrastructure within government ministries, private sector and citizens.
- Extensive ICT human capacity development in government, private sectors and citizens.
- Legal framework that recognises and supports digital communication.
- Governance in education sector may be related to issues of external governance or of internal governance. Issues concerning interaction with the governments, statutory bodies,

etc. are issues of external governance of higher education system/institutions. Likewise, the issues of academic and administrative matters of the institution; and matters of its own vision and mission are considered as issues of internal governance within.

Objectives of the Paper

1. To study the respondents preference on various elements of education process where e-initiatives for higher governance can be implemented.
2. To study the various challenges before implementing e-initiatives towards enhancing governance in education.

Problem Statement

'E-initiatives in education sector will bring enhanced governance in its various systems, which are characterised by several challenges'.

Collection of Data

Primary data was collected through interviews, observation and discussion with respondents. For this purpose questionnaire was prepared. Data was collected from students, teachers and parents related to HEIs. The questionnaire covered the various educational processes which require information technology for governance in educational sector. The secondary data was collected from reports, articles, websites, and other e–resources. Thus, primary as well as secondary data is considered for this study.

Sampling

Non-probability sampling technique involving snowball sampling and convenience sampling have been used for the study. The primary data has been collected from three stakeholders in education sector namely students, teachers and parents. In all 110 respondents have responded to the questionnaire.

Scope of the Study and Limitation

There was limited research being carried out on this topic earlier by the researchers. The study is mainly based on primary and secondary data. Some of the conclusions are based on estimates, assumptions, observation and informal interview. The factors considered for research were selected as per the information available from various secondary sources. Due to constraints of time and resources, only available information was considered for analysis. The data collection is from known sources and is limited to the extent of personal opinion and judgement of respondents. For the purpose of this study, the primary data has been collected from teachers, parents and students as stakeholders. Due to the constraint of time and other resources, other stakeholders such as college management, government officials administrative staff and principals are not considered for this study. The responses of the questionnaire have been analysed using charts, graphs and simple quantitative techniques. The intention of the researcher is to present this quantitative data in logical and usable manner.

The important areas of educational processes where e-initiatives can be implemented:

For this objective, primary study was undertaken within the city of Thane. The respondents were students, teachers and parents as stakeholders of higher education system. Total 110 responses were collected and analysed using simple mean, statistical charts, etc. The following structured questions were asked to the respondents through google forms:

1. Names: The first demographic question was to know the names of the respondents.
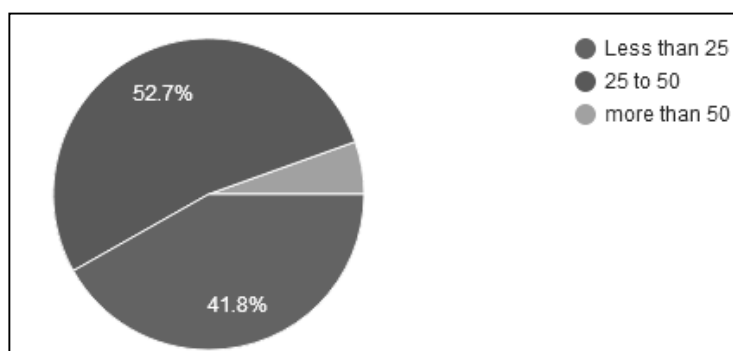
2. Age:

Chart 16.2: Age Composition of Respondents

Source: Primary Data.

Out of total 110 respondents, maximum number is in the age group of 25 to 50. Around 58 respondents fall in this category. More than 50 years of age constitute only 5.5 per cent of the total and 41.8 per cent, i.e., 46 respondents were young respondents having age less than 25. This analysis indicates that most of the responses are from the age group of up to 50 years. Generally, this age group is more likely to use ICT extensively for education processes. This indicates that the response given by them would be more precise and this has helped the researcher to get valid and correct data for the research.
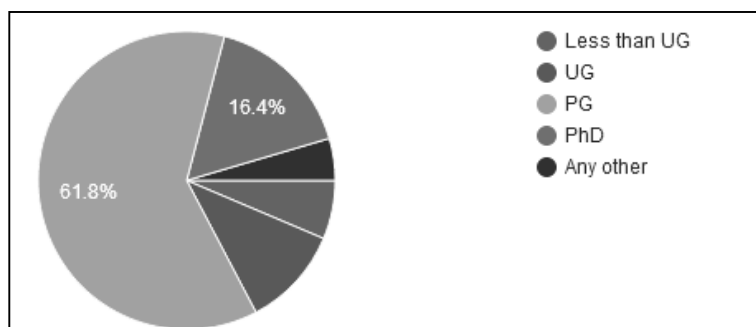
3. Education:

Chart 16.3: Educational Qualifications of Respondents

Source: Primary Data.

Large number of respondents have postgraduation as their qualification background. Out of the total 110, 68, i.e., 61.8 per cent are having PG degree. 12 respondents are undergraduates, while 18

(16.4 per cent) are holding Ph.D. degree, 6.4 per cent of total respondents, i.e., 7 are less than undergraduates and only 5 respondents are holding other qualifications. Thus, once again it indicates that data has been collected from those respondents who are part of the education system and reflect good representation of the strong background of data collection.

4. Type of Stakeholder:
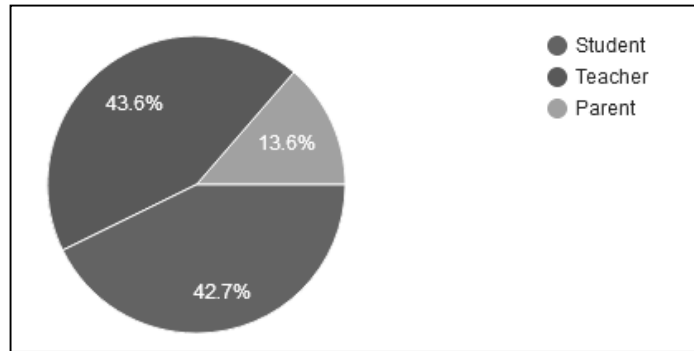
Chart 16.4: Composition of Stakeholders

Source: Primary Data.

Out of the total 110, 48 respondents are teachers and 47 are students. More or less similar number of both sides of education, i.e., teaching and learning have responded to the questions. This is very good sign, as 86.3 per cent of the respondents are directly connected to the education process, and therefore the responses will reflect the fair opinion upon e-governance in education sector.
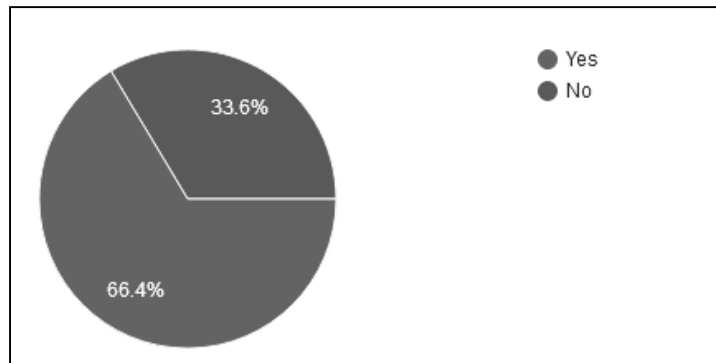
5. Employed:

Chart 16.5: Employment Status of Stakeholders

Source: Primary Data.

Out of the total 110, 73 respondents are employed, while the unemployed respondents are 37. The unemployed respondents reflect the majority of students as they are acquiring education.

6. Do you think e-initiatives will strengthen the governance in education sector?
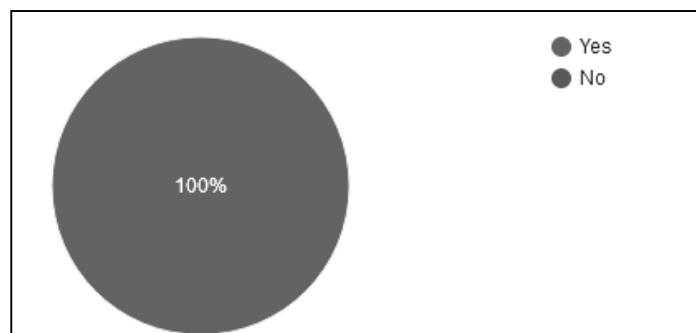

Chart 16.6: Response on Strengthening Governance

Source: Primary Data.

All the respondents feel that there is need for ICT enabled initiatives to enhance governance in education sector. This unanimous response is the indicator that there is enough opportunity available to improve governance in education sector.

Therefore, respondents were further asked about the various processes involved in education sector. The intention of the researcher here is to find out the most important process which needs more attention of various stakeholders for improving e-governance. For this purpose, the responses were tabulated and simple bar chart has been prepared to compare the responses. The respondents were asked for their opinion at 5 point scale - 1 - Strongly Agree (SA), 2 – Agree (A), 3 - Neutral (N), 4 - Disagree (DA), 5 - Strongly Disagree (SD). For the purpose of further analysis, the responses on Strongly Agree and Agree have been considered as they seem to be more significant for the analysis and interpretation.

Following table gives the number of respondents who have given their responses on various elements of education sector:

Table 16.1: Showing the Number Responses on Various Elements of Education

Processes	SA	A	N	DA	SDA	Total
Admission	63	38	8	1	0	110
Administration	58	38	13	1	0	110
Examination	45	46	16	3	0	110
Scholarships	34	49	21	5	1	110
Evaluation	50	38	17	5	0	110
Results	57	40	10	2	1	110
Feedback	50	43	15	2	0	110
Teaching and Learning	46	43	14	6	1	110
Complaints/ Grievances	42	50	11	5	2	110
Fund Utilisation and Budget	41	46	19	3	1	110

Attendance of Students	44	48	14	3	1	110
Attendance of Teachers	56	41	10	2	1	110
Total	586	520	168	38	8	1320
Average	48.83	43.33	14	3.167	0.67	
% of Total Responses	44.39	39.39	12.72	2.87	0.60	

Source: Primary Data.
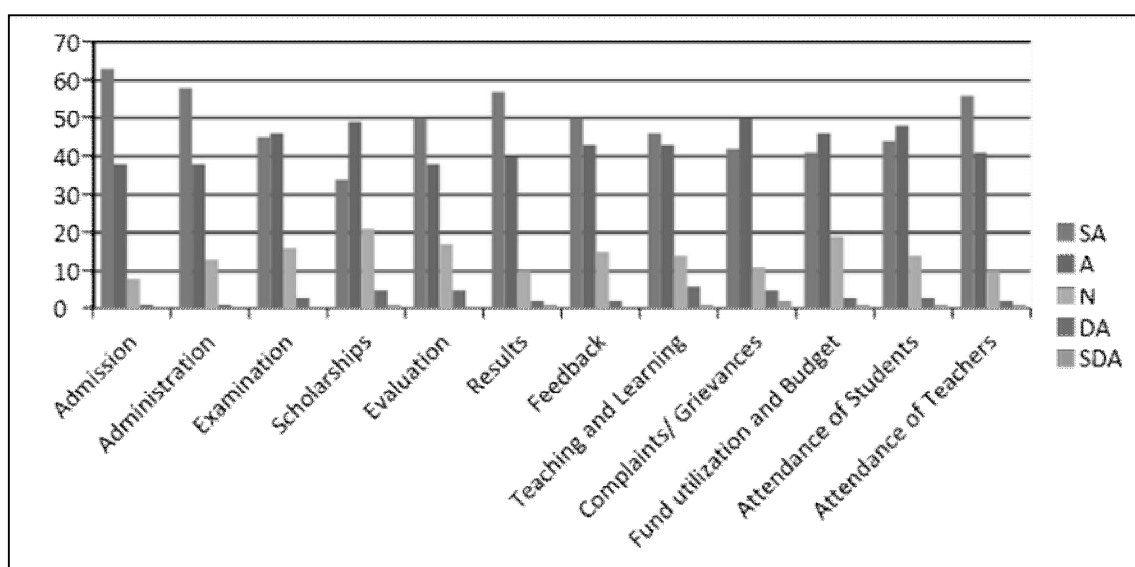
Chart 16.7: Respondents Opinion on Various Elements of Education

Source: Primary Data.

It is very clear from the above chart that maximum responses are in the form of 'Strongly Agree' and 'Agree' and that all these processes need to be considered for e-governance of education sector. Out of all the 12 different processes admission, administration, examination, evaluation, results, feedback, teaching learning, attendance of teachers and students have scores more than 40, which means that, these are important elements of the education process and e–governance in these areas must be considered.

Following table gives details of Strongly Agree and Agree responses along with further analysis of per centage of respondents giving positive feedback on use of e-governance initiatives in the process of education:

Table 16.2: Strongly Agree and Agree Responses and their Percentages

Processes	SA	A	Total	% of 110
Admission	63	38	101	91
Administration	58	38	96	87
Examination	45	46	91	82
Scholarships	34	49	83	75
Evaluation	50	38	88	80

Results	57	40	97	88
Feedback	50	43	93	84
Teaching and Learning	46	43	89	81
Complaints/ Grievances	42	50	92	84
Fund Utilisation and Budget	41	46	87	79
Attendance of Students	44	48	92	84
Attendance of Teachers	56	41	97	88

Source : Primary Data.

All the positive responses are more than 75 per cent, which indicates that all the areas are important from the point of view of implementing e-governance. However, highest is admission process, followed by results, administration and attendance.

Challenges Before E-initiatives Towards Enhancing Governance in Education

India has one of the largest higher education systems in the world. Despite having the largest higher education system, the quality of education, in general, cannot be claimed to be the best. Technical and vocational education in India has seen enormous growth in recent years with a large increase in total number of institutes imparting higher education. On one hand, this growth promises to produce more skilled youth to fulfil needs of evergrowing Indian industry and on the other hand, it poses a huge challenge for the governing bodies like UGC, AICTE, etc. and state technical education boards to maintain and improve the quality of education being imparted. There are number of potential barriers in the implementation of e-governance in educational institutions which can hamper effective implementation and delivery of e-governance solutions to its target population.

- **Cost:** Cost is one of the most important prohibiting factor that comes in the path of e-governance implementation particularly in developing countries like India where budget allocated for the education sector is almost always below requirement.
- **Resistance to Change:** The resistance to change phenomenon can explain much of the hesitation that occurs on the part of constituents in moving from a paper based to a web-based system for interaction among student, faculty and administration.
- **Digital Divide:** The digital divide refers to the separation that exists between individuals. In educational institutions, it is usually due to lack of proper training and access to the internet and web.
- **Trust:** Trust on the technology used and financial security are two critical factors limiting the adoption of e-government services. The implementation of administrative functions in educational set-up and universities via e-governance requires two levels of trust. The first is trust of user and second is the trust of administration.
- **Size and Diversity of Education Sector:** The best of technology sometimes fails because of huge number of educational institutions and students. It is important to have robust and vast e-infrastructure to manage the complete system.
- **Awareness:** Lack of awareness also creates a great challenge in implementing e–governance among stakeholders of education sector.

Conclusion

The study concludes that all the processes of education sector needs the e-governance. However, according to the stakeholders, admission process, administration process, examination process, evaluation process, result process, feedback process, teaching and learning process, attendance of teachers and students process are the most important processes and must be strengthened through effective and efficient e-governance. E–governance can really improve the quality of higher education through transparency and accountability at internal as well as external level of governance. Cost-effective growth due to reduced cost of transmitting information, reduced processing time, reduced error rate and complaints along with easy accessibility to all stakeholders, can lead to achieving India's educational objectives. However, smooth conduct of e–governance implementation requires to address a lot of challenges, such as need for digital infrastructure, support of stakeholders, e-education, and so on. Many of these problems require multi level solutions with the help of public-private partnership. Thus, the research paper can aptly be summarised with the wise words of Late Dr. APJ Abdul Kalam, former President of India and a visionary in the field of e-governance, "E-governance, has to be citizen friendly. Delivery of services to citizens is considered primary function of the government. In a democratic nation of over one billion people like India, e-governance should enable seamless access to information and seamless flow of information across the state and central government in the federal set-up. No country has so far implemented an e-governance system for one billion people. It is a big challenge before us." Thus, it can be summarised that in order to have effective implementation of e–initiatives, it is important to address the various challenges before education sector.

Bibliography

Books

1. Fung, A., Wright, E.O. (2003). 'Deepening Democracy: Institutional Innovations in Empowered Participatory Governance (Vol. 4). Verso.
2. Sørensen, E., Torfing, J. (Eds.). (2016). 'Theories of Democratic Network Governance'. Springer.

Websites

1. http://egovernance.in/news/education/leveraging-e-governance-to-propel-indias-education-sector/
2. http://www.insightsonindia.com/2014/11/23/e- governance-india-concept-initiatives-issues/
3. www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-2/Version.../J04215762.pdf
4. www.indianmba.com/Faculty_Column/FC1231/fc1231.htm
5. https://abhinavjournal.com/journal/index.php/ISSN-2277-1166/article/.../pdf_50
6. http://www.ijettcs.org/Volume2Issue3/IJETTCS-2013-06-24-124.pdf
7. https://revathikumaran.wordpress.com/stray-thoughts-and-ideas-on-education/essays/e-governance-in-education-the-power-of-a-portal/
8. http://www.met.edu/Institutes/ICS/NCNHIT/papers/21.pdf
9. http://indiaeducationreview.com/governance-higher-education-institutions-india-some-aspects/
10. www.researchpublish.com/download.php?...GOVERNANCE%20OF%20HIGHER%2...
11. http://www.educationindiajournal.org/home_art_avi.php?path=&id=382

12.   https://www.ijsr.net/archive/v5i9/ART20161539.pdf

13.   http://www.indianmba.com/Faculty_Column/FC1231/fc1231.html

14.   publications.anveshanaindia.com/?smd_process_download=1&download_id.

References

1.   https://meity.gov.in/divisions/national-e-governance-plan

2.   https://www.ijettcs.org/Volume2Issue3/IJETTCS-2013-06-24-124.pdf

3.   https://meity.gov.in/divisions/national-e-governance-plan

4.   http://www.iceg.net/2007/books/1/1_369.pdf

5.   www.ijettcs.org/Volume2Issue3/IJETTCS-2013-06-24-124.pdf

6.   https://www.ijsr.net/archive/v5i9/ART20161539.pdf

ಬ‍ಲ❖ಬ‍ಲ

17 Understanding the Growth Pattern of Educational Institutions in Thane: Impact on Enrolment of Students and Employment of Teachers

Dr. Sagar Thakkar*

Abstract

Education plays an important role in social development and role of educational institutions is crucial in spreading literacy. With growing population and increasing per capita income of people of Thane, there is increasing demand for quality education. These factors demand rapid increase in the number of educational institutions like primary, secondary, higher secondary schools, higher educational institutions (HEIs) like colleges, etc. in Thane. Further, due to globalisation, the demand for education matching international standards is also arising and to satisfy this there is need to have rapid increase in the educational intuitions which would not only provide traditional education but also engage in providing highly technical, professional and job oriented education. The immediate impact of this can be seen on student enrolment ratio and employment of teachers.

In this context, present study is an attempt to understand the growth pattern of educational institutions in the rapidly developing Thane and its impact on enrolment of students as well as employment of teachers.

Keywords: *Education, student enrolment, employment, teachers, Thane.*

Introduction

Education is one of the important pillars of the economic growth. In developmental economics, human power and capability is considered as human capital, which is an important factor of production, out of the four important factors of production, others being land, capital and enterprise. In other theories human is looked upon as human capital because of its contribution to production. The quality and efficiency of labour force determines quality and quantity and efficiency of production. Education is one the important tools which determines and improves the human capability.

Maharashtra is one of the leading states in India which has one of the highest literacy rates. Thane is one of the highly industrialised and populated districts of Maharashtra. The district has witnessed rapid growth of educational institutions due to various factors, like proximity to Mumbai metropolitan

---

* Assistant Professor, VPM's K.G. Joshi College of Arts and N.G. Bedekar College of Commerce, Thane.
  Email: sthakkar@vpmthane.org

city, rapid urbanisation, easy accessibility, migration of people from other areas, and so on. Due to these factors, there is rapid increase in the literacy rate of Thane.

Origin of the Research Problem

Education is the most powerful tool to achieve social development and role of educational institutions is crucial in spreading literacy. With growing population and increasing per capita income of people of Thane, there is an increasing demand for quality education. Thane is witnessing rapid increase in the number of educational institutions like primary, secondary, higher secondary schools, higher educational institutions like colleges, etc. Further, due to globalisation, the demand for education at par with global standards has increased and to satisfy this there is rapid increase in the educational institutions which are not only providing traditional education but also engaged in providing highly technical, professional and job oriented education.

In this context, present study is an attempt to understand the growth of educational institutions in the rapidly developing Thane and its impact on literacy.

Objectives

- To study the structure and growth of educational institutions in Thane taluka of Thane district in last five years beginning from 2010 and ending with 2014.
- To analyse the growth of different types of educational institutions vis-a-vis to trace the change in variables like number of teachers, gender wise enrolment of students, etc.
- To suggest measures for improvement and efficiency of education system in general and educational institutions in particular.

Research Methodology

The study will cover Thane taluka of Thane district. The data is collected from the secondary sources for five years, i.e., 2010-2014. The sources of secondary data is published in various reports like Annual Socio-economic Review of Thane District published by District Statistical Office (DSO), various government of Maharashtra publications like statistical review of Maharashtra state, key statistics of Maharashtra state, gazette of Thane district, Census Reports, research articles published in journals, other related research publications, and so on.

Thane Taluka and Population

The table given below deals with population of Thane taluka and changes in the same during the decade.

Table 17.1: Thane Taluka and Population

	2001	**%**	**2011**	**%**	**% Change**
No. of Males	1357243	54.6	2014719	53.4	48.4
No. of Females	1129698	45.4	1756694	46.6	55.5
Total Population	2486941	100.0	3771413	100	51.6

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

From the table, it can be observed, that over the decade the population of Thane taluka has increased by more than 50 per cent. However, among genders, the proportion of females has been better than males. Thus, there is increase in the proportion of the females in the decade.
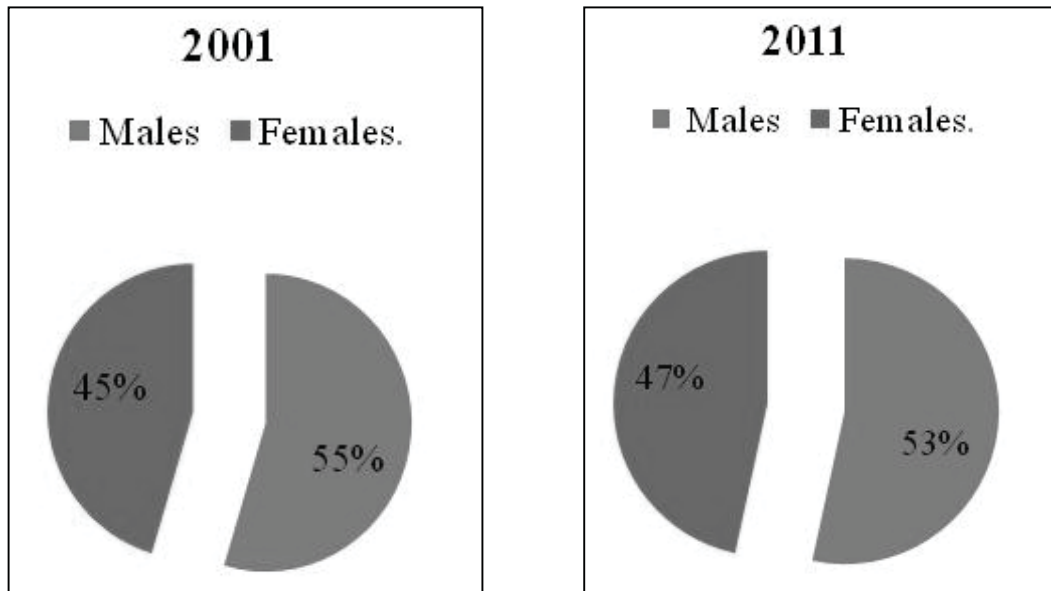
Thane Taluka and Literacy

The table given below deals with change in literacy among the genders in the taluka.

Table 17.2: Literacy Rate in Thane Taluka

	2001 (%)	**2011 (%)**	**% Change**
Male	92.3	92.45	0.15
Female	82.05	86.66	4.61
Average	87.68	89.76	2.08

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

A comparison of the literacy rates shows that the total rate of literacy has increased by 2.08 per cent. Even though the literacy rates of males have increased by only 0.15 per cent, the literacy rates among the females have risen by 4.61 per cent which is a significant growth. This can be attributed to government schemes especially the Sarva Siksha Abhiyaan introduced in 2001, providing equal opportunities to children irrespective of any gender and social discrimination in elementary education.
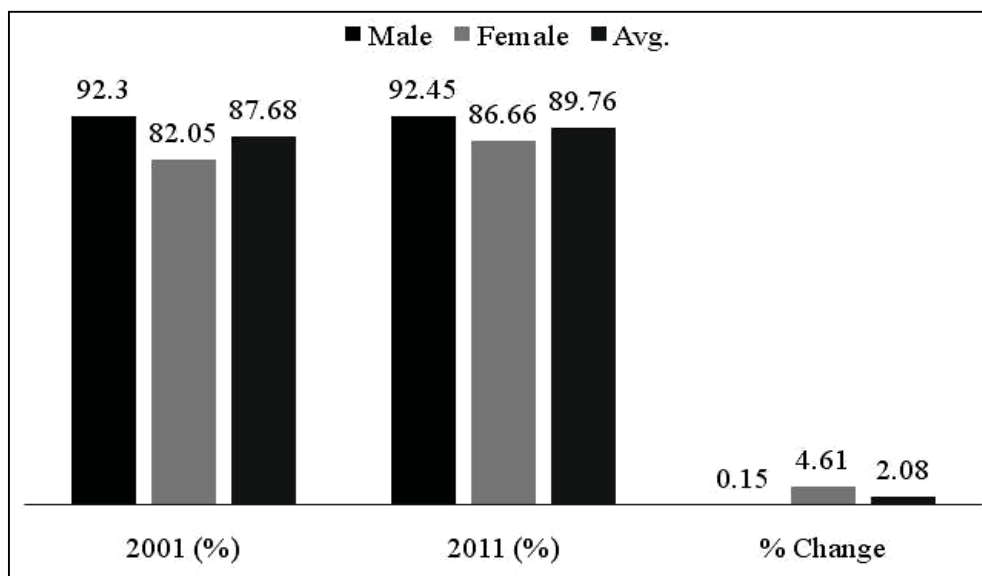
Taluka and Growth of Higher Secondary Schools

Though the study focuses on growth of higher education and its impact on students' enrolment and employment of teachers, there has been a strong backward linkage because students specially are progressively enrolled to higher educational institutions from higher secondary schools. Therefore, it is important to study the growth of the same.

Growth of Higher Secondary Schools

The status of the higher secondary schools in the taluka at the beginning of the study period and at the end of the study period is being shown in the table given below.

Table 17.3: Higher Secondary Schools in Thane Taluka

Category	2009-10	%	2013-14	%	% Change
Government Schools	0	0	2	1.3	1.3
Municipal Schools	0	0	0	0.0	0.0
Private Aided Schools	32	25.6	52	34.4	8.8
Private Unaided Schools	93	74.4	97	64.2	-10.2
Total	125	100	151	100.0	0.0

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

There are no municipal schools providing education at higher secondary level. Among institutes providing higher secondary education, private aided schools accounted to 26 per cent and private unaided schools 74 per cent during 2009-10; whereas in 2013-14, it was 35 per cent private aided schools and 65 per cent private unaided schools. Private unaided schools declined by 10.2 per cent over a period of five years.

Legend: ■ Government Schools ■ Municipal Schools ■ Private Aided Schools ■ Private Unaided Schools
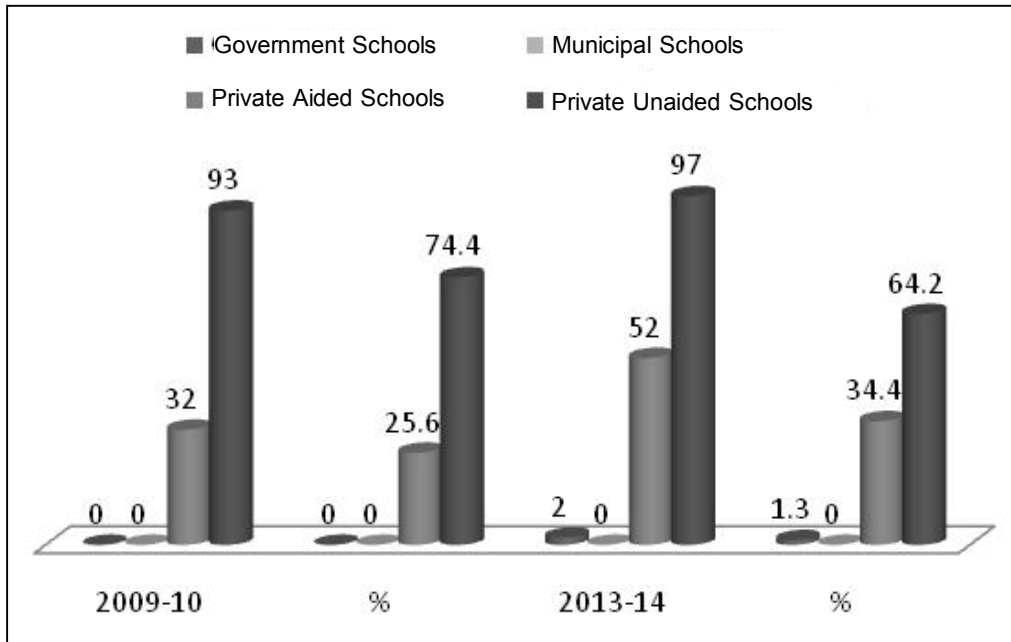
Higher Secondary School Teachers

The table given below deals with the status of the higher secondary school teachers teaching in the higher secondary schools of the taluka.

Table 17.4: Higher Secondary School Teachers in Thane Taluka

Category	2009-10	%	2013-14	%	% Change
Government Schools	0	0.0	62	1.5	1.5
Municipal Schools	0	0.0	0	0.0	0.0
Private Aided Schools	347	38.3	1457	35.2	-3.2
Private Unaided Schools	558	61.7	2624	63.3	1.7
Total	905	100.0	4143	100.0	0.0

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

During 2009-10 proportion of teachers in private aided schools was 38.3 per cent and in unaided schools was 61.7 per cent which changed to 35.2 per cent in private aided schools and 63.3 per cent in private unaided schools during 2013-14, i.e., a decline of 3.2 per cent teachers and increase of 1.7 per cent teachers, respectively. The total number of teachers in private schools was increased from 905 to 4,143 over the period of half a decade.
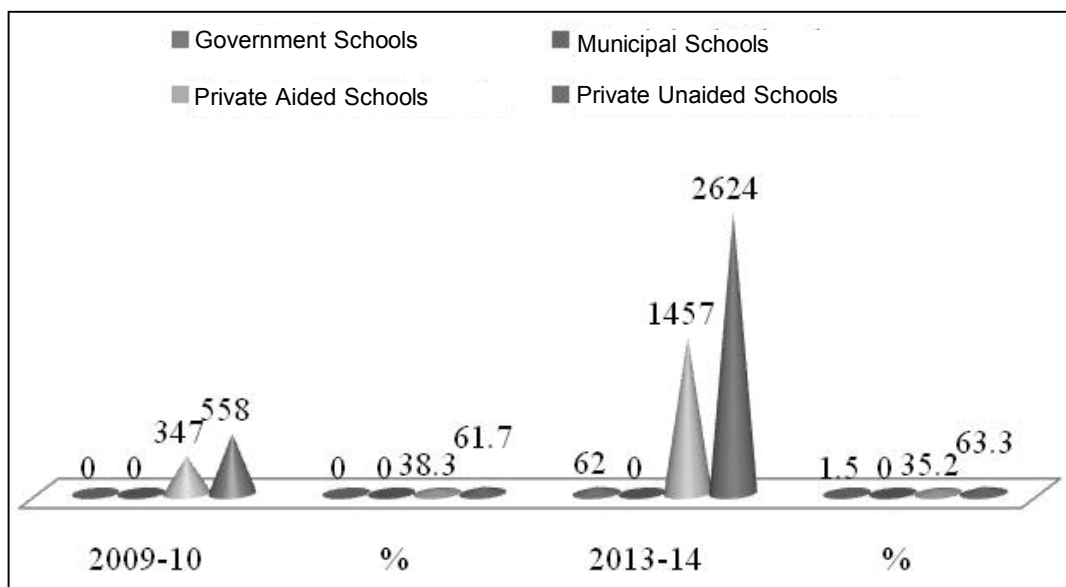
Higher Secondary School Students

The student enrolment in the higher secondary schools of the taluka is being revealed in the table given below.

Table 17.5: Students in the Higher Secondary Schools in Thane Taluka

Category	2009-10		%		2013-14		%		% Change	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
Government Schools	0	0	0.0	0.0	655	1000	0.8	1.1	0	0
Municipal Schools	0	0	0.0	0.0	0	0	0.0	0.0	0.0	0.0
Private Aided Schools	6752	8832	25.6	25.6	36144	35947	46.5	40.2	21.0	14.7
Private Unaided Schools	19635	25704	74.4	74.4	40848	52364	52.6	58.6	-21.8	-15.8
Total	26387	34536	100.0	100.0	77647	89311	100.0	100.0	0	0

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

The total number of students taking education at higher secondary level has increased from 2009-10 to 2013-14. In both aided and unaided schools, the number of males exceeded the number of females. Over a period of five years, it is observed that 21 per cent more girls take education in private aided schools and 14.7 per cent boys than the data for 2009-10. But in case of private unaided schools, the situation is in contrast with 21.8 per cent reduction in number of girls and 15.8 per cent reduction in number of males than their proportion in 2009-10. This may be due to higher amount of fees charged by private unaided higher secondary schools.
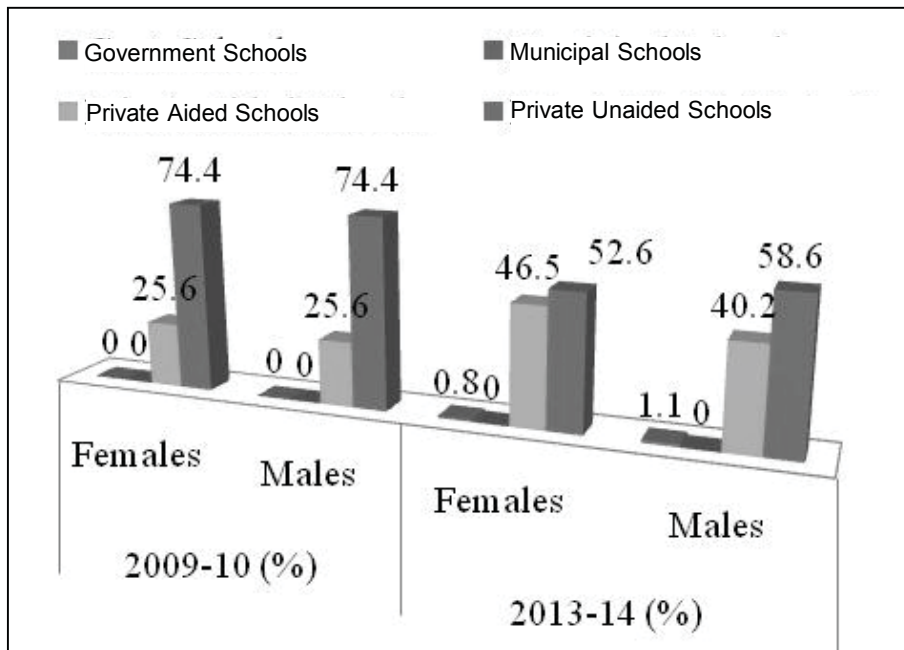
Thane Taluka and Colleges

Growth of Colleges

The table given below shows number of colleges in the taluka at the beginning and at the end of the study period.

Table 17.6: Colleges in Thane Taluka

Category	2009-10	%	2013-14	%	% Change
Government Colleges	0	0	0	0.0	0.0
Private Aided Colleges	5	18.5	18	42.9	24.3
Private Unaided Colleges	22	81.5	24	57.1	-24.3
Total	27	100.0	42	100.0	0.0

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

The number of private aided colleges has increased from 5 to 18 (by 24.3 per cent) and at the same time the proportion of private unaided colleges to the total have relatively declined from 81.5 per cent in 2009-10 to 57.1 per cent in 2013-14.
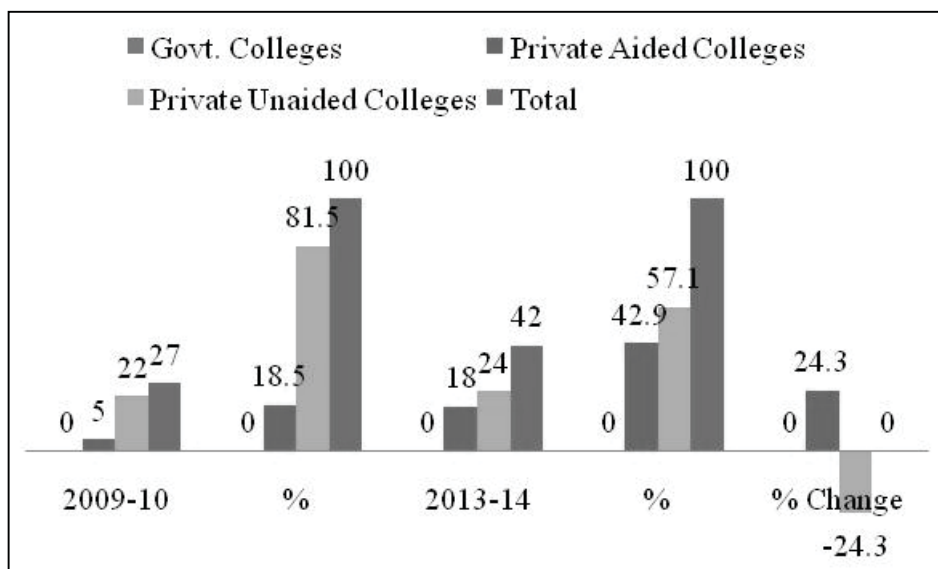
College Teachers

The table given below deals with the status of the teachers in the colleges of the taluka during the study period.

Table 17.7: Teachers in Colleges in Thane Taluka

Category	2009-10	%	2013-14	%	% Change
Government Colleges	0	0.0	0	0.0	0.0
Private Aided Colleges	336	55.4	441	49.8	-5.7
Private Unaided Colleges	270	44.6	445	50.2	5.7
Total	606	100.0	886	100.0	0.0

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

The number of teachers in private aided schools has decreased from 55.4 per cent in 2009-10 to 49.8 per cent in 2013-14; a decline of 5.7 per cent. On the other hand, it has been observed that in private unaided colleges, their proportion has increased by 5.7 per cent, i.e., from 44.6 per cent in 2009-10 to 50.2 per cent in 2013-14.
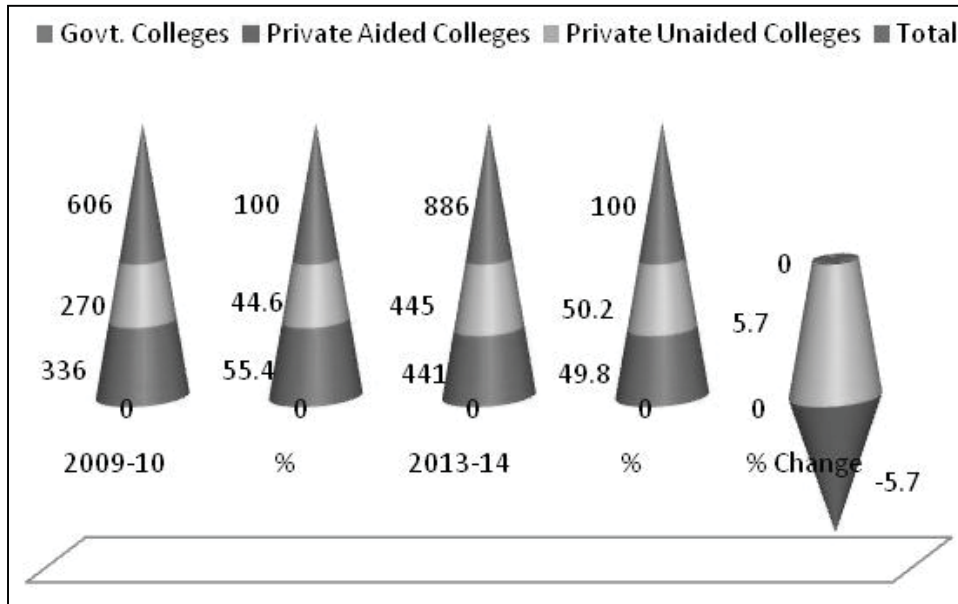
College Students

The table given below deals with the student enrolment in the colleges of the taluka.

Table 17.8: Students in Colleges of Thane Taluka

	2009-10		%		2013-14		%		% change	
Category	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
Government Colleges	0	0	0.0	0.0	0	0	0.0	0.0	0	0
Private Aided Colleges	11150	10186	73.6	62.0	3604	3860	33.4	20.1	-40.2	-41.9
Private Unaided Colleges	3999	6231	26.4	38.0	7195	15319	66.6	79.9	40.2	41.9
Total	15149	16417	100.0	100.0	10799	19179	100.0	100.0	0	0

Source: Socio-economic Review of Thane District, District Statistical Office, Thane.

From the table given above it can be observed that in private aided colleges, there has been a decline in the student enrolments in case of both male and female students, while the loss in the private unaided college has resulted into the gain for the private unaided colleges. Some of the reasons behind this change is decreasing popularity of the traditional courses in the private aided colleges especially in the arts stream, offerings of career oriented courses by the private unaided colleges and other facilities like placement assistance, campus recruitments, internship programmes, etc. provided by the private unaided colleges to the students.
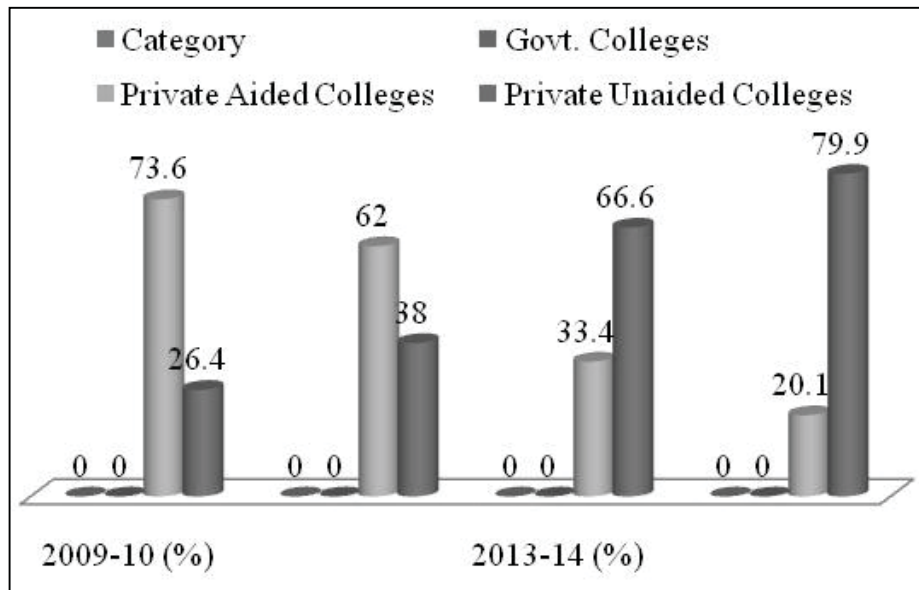
Conclusion

From the above analysis it can be concluded that, in the study period of five years, there has been some drastic changes in the educational field in the Thane taluka of the district.

At each stage, i.e., from primary schools to secondary schools, from secondary schools to higher secondary schools and from higher secondary schools to colleges, there has been continuous drop in the student enrolments.

There has been an increasing rate of literacy among females with reducing gender gap in education in Thane taluka.

On an average, the number of government schools and colleges has shown declining trend, while the popularity of the private schools and colleges especially unaided category of schools and colleges has increased.

With decline in the government schools/colleges, there has been a decline in the number of teachers teaching in these schools/colleges.

Student enrollment in the government schools/colleges has been declining and the same in the private schools/colleges is increasing. Thus, the loss of government schools/colleges has been the gain of the private schools/colleges.

It is also observed that there has been increase in enrolments of the female students in the schools and colleges, while the same of the male students is declining.

There has been declining popularity of the traditional courses offered by the aided schools and colleges, while the demand for the modern, career oriented courses offered by the private schools/colleges is increasing.

Suggestions

The following suggestions can be made to improve the above given condition in the educational set-up of the Thane taluka.

There has been an urgent need to make government schools/colleges competitive enough so that these schools/colleges can survive. For this, improvement in the course structure, inclusion of job oriented short-term courses, facilities like placement assistance, internship programmes, etc. can be clubbed with traditional courses.

Ground level study to find out reasons behind student dropout can be made to implement effective measures to bring down such dropout ratio.

Incentives to attract meritorious teachers and students are required to increase the enrolment of the students especially in aided schools and colleges.

Unfulfilled teacher positions, is a factor responsible for higher teacher-student ratio in the aided schools/colleges, and hence those positions needs to be filled up on priority basis.

Changes in the course contents, syllabus, exam pattern, admission pattern, infrastructure, appointment of teaching–administrative staff, etc. can be considered to improve the enrolment scenario in the schools/colleges especially of aided category schools/colleges.

References

1. Mungekar, B. (ed), (2003). 'The Economy of Maharashtra: Changing Structure and Emerging Issues', Dr. Ambedkar Institute of Social & Economic Change, Mumbai.
2. Sthanumoorthy, R. (ed), (2006). 'Maharashtra Economy: Performance, Opportunities and Challenges', ICFAI university Press, Hyderabad.
3. Planning Commission of India (2002). Human Development Report of Maharashtra, Government of India, New Delhi.s
4. Economic Survey of Maharashtra (various issues), Government of Maharashtra, Mumbai.
5. Economic Escort to Maharashtra (2008). Maharashtra Economic Development Council, Mumbai.
6. CSO Publications (various issues), Government of India, New Delhi.
7. NSSO Publications (various issues), Government of India, New Delhi.
8. Mishra-Puri, (2016), 'Indian Economy', Himalaya Publication, Mumbai.
9. District Census Handbook - Thane (various years), Directorate of Census Operation – Maharashtra, Mumbai.
10. Maharashtra State Employment Review (various issues), Government.of Maharashtra, Mumbai.
11. Indian Labour Statistics, (various years), Labour Bureau, Government of India, Shimla.
12. Socio-economic Review of Thane District (various years), Government of Maharashtra, Mumbai.

ಬಾ❖ಬಾ

18 Imparting Quality Higher Education Facilities - A Solution for Brain Drain Issue

Shubhangi A. Rajguru*

Abstract

In today's scenario, when a statement delivered by a politician or an administrative officer blinks on the screen as 'Breaking News'; scandals and corruption cases are widespread throughout the country and just by paying taxes, a few of us feel that we have done our duty towards national development; its time to wait and ponder on the direction our youth is heading. We have been declared as 'Youth Nation' and are looked upon by developed nations for various social, economic and political reforms brought in our country.

Education plays a vital role in the all-round development of youth. It is our social responsibility. Illustrations from past have proved over time that 'Education is the only key that can take us away from the darkness of ignorance'. With Vision 2020, just a step away; one of the most important hurdle is 'Education for the masses'. Not only primary education, but higher education of global standards has to reach each and every individual, irrespective of his or her position on the social ladder. Empowered youth will definitely lead to an empowered nation.

***Keywords:** Breaking News, Youth Nation, Vision 2020, higher education.*

Introduction

We are proud of our rich cultural heritage. In our country, still *Guru-Shishya parampara* exists. Through the guidance of Guru, we have achieved the impossible. An educated economy has been the backbone of every civilisation. Almost 2000 years back, we had two most renowned universities on our land – Nalanda University and Takshashila University. Students from all around the globe used to come to this culturally rich land, the educational hub for quality education.

Through rigorous struggle of our visionary leaders, we were able to make and enact laws to make primary education free and compulsory for all. We have achieved a part of this target. But, primary education is not sufficient. If we want to become a developed nation, we need to think about the status of higher education in our country. Current statistical data says that we have almost 800 universities and more than 45,000 colleges in our country. But, what is today's scenario? If we compare ourselves

* Department of Microbiology SICES Degree College of Arts, Science & Commerce, Jambhul Phata, Ambarnath (West).
Email: shubhangi_rajguru01@rediffmail.com.

with global leaders, we are standing at the very end of the line. Moreover, we encourage our children to take higher education so that they get good job and are well-settled in some developed nation. Through various government agencies and grants, a high per cent of our nation's economy is spent on providing facilities to IITs and IIMs. This hard earned money of every citizen of our country counts for education of children in these reputed institutes. We are proud of having these institutes, but the outcome is not as it was expected.

Statistical Evidence of Brain Drain from India

According to Oxford Advanced Learners Dictionary, brain drain is "the movement of highly skilled and qualified people to a country where they can work in better conditions and earn more money". Cambridge Online Dictionary defines, "when large number of educated and very skilled people leave their own country to live and work in another one where pay and conditions are better". Brain drain can also be named as 'human capital flight' because it resembles the case of capital flight, in which mass migration of financial capital is involved. Brain drain is usually regarded as an economic cost, since emigrants usually take with them the fraction of value of their training sponsored by the government or other organisations.

As reported by Sulthan et al., 2019, India, among Asian countries, continues its trend of topping the list of immigrant scientists and engineers to the US, says the latest report, adding that with 950,000 Indians out of Asia's total of 2.96 million; this report of 2013 represented an 85 per cent increase from 2003. Overall, the number of immigrant scientists and engineers in the US has risen to 18 per cent from an earlier 16 per cent and 57 per cent of those were born in Asia. From 2003 to 2013, the number of scientists and engineers residing in the US rose from 21.6 million to 29 million. This 10-year increase included significant growth in the number of immigrant scientists and engineers, from 3.4 million to 5.2 million, said the report from the National Science Foundation's National Centre for Science and Engineering Statistics (NCSES). Among the immigrants in the science and engineering workforce, the largest share (18 per cent) worked in computer and mathematical sciences, while the second largest share (8 per cent) worked in engineering. Three occupations – Life scientist, Computers, and Mathematics Scientist, and Social and related Scientist saw substantial immigrant employment growth from 2003 to 2013, the report said.
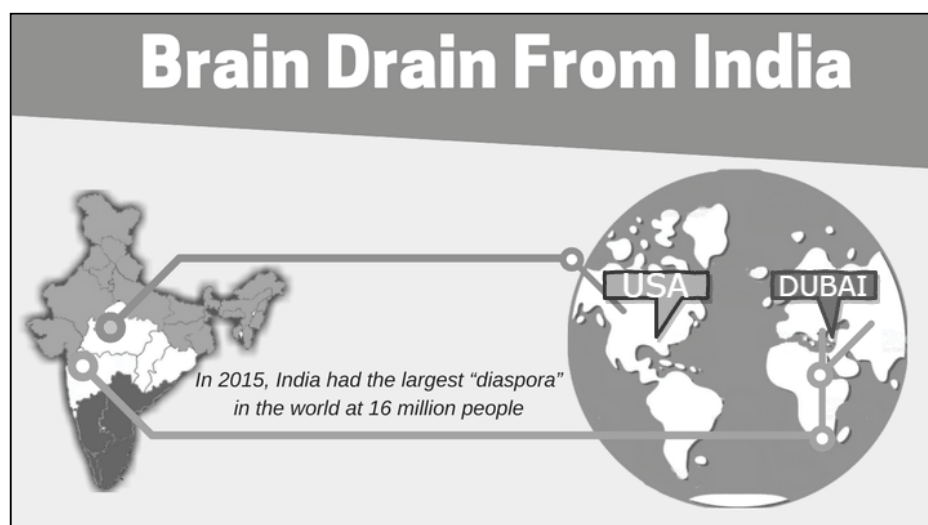
Reasons for Brain Drain

1. **Better Job Opportunities and Higher Salary:** India has skilled and semi-skilled, employed and unemployed human resource. Low salaries and inefficient working conditions can be the first motive that triggers the movement to the countries with better living standards and facilities. There is huge difference in terms of salary in all three groups of countries, namely developed, developing and underdeveloped. Employment is one of the strongest reason for brain drain in India.

2 **Modern Educational System:** Higher education in India evolved considerably after independence in terms of the number of universities as well as in terms of access to higher education. Nowadays, the number of universities in India has grown some 35 times compared to 500 colleges and 20 universities before independence which are enrolling more than 11 million students, more than 10 times before independence.

3. **Relative Political Stability:** Every year our country faces a riot in one part or the other. Our cultural and linguistic diversity sometimes leads to our disadvantage. This political instability and unnecessary bullying of youth is one of the reasons wherein students prefer to go broad for higher studies.

4. **Research Facilities:** In developed countries, researchers are provided with funds and necessary equipment to carry out study, which can be another motive that attracts those deprived of these opportunities. Most scientists in underdeveloped countries do not possess laboratory facilities and researchers cannot get sufficient funds. Therefore, when developed countries offer these facilities, researchers and scientists naturally prefer to migrate to these countries. The internationalisation of knowledge creation and the rapid expansion of R&D activities determine the diversification of receiving countries for professionals and skilled workers from India. Our students experience a sense of intellectual freedom, what they fail to receive in our country.

Measures to Stop Brain Drain from India

India's new Science Policy aims to position the nation among the top five global scientific powers by 2020. Now, the government and industry, along with India's elite universities and technical institutions, have united to implement a series of measures to stem the tide, while also encouraging large numbers of researchers to return home.

India's problem starts with the already small pool of students who choose to do a Ph.D. Between 1991 and 2001, the number of doctorates awarded increased by only 20 per cent compared to an 85 per cent jump in China. Only 5 per cent of Indians who go to the US to earn a doctorate degree return home, as was revealed in a study on the mobility patterns of Ph.D. graduates in science, engineering, and health. While universities in the developed world get the largest share of research funds from their governments, only about 10 per cent of government research funds in India goes to universities. The brain drain is also reflected in the lack of qualified manpower for Indian higher education and research institutions.

But, the tide is slowly turning. With rapid expansion of higher education infrastructure and enabling environments, India has been successful in attracting young researchers back home.

As the nation's elite institutions try to morph from world-class teaching institutions to world-class research centres, they have put in place flexible recruitment policies, generous research grants, and industry-academic collaborations to attract their researchers back from foreign institutions. Increased financial support for research has also helped. In the past ten years, a tenfold increase in research funds is granted by governments. Industry in India is also contributing support in establishing research laboratories, creating collaborative projects between academics and students, and sponsoring research projects.

The Indian government launched a Prime Minister's fellowship scheme for Doctoral Research with industry partnership last year for science, technology, engineering, agriculture, and medicine. Under the scheme, 100 fellowships will be given to selected candidates working on research projects jointly with industry. Many intelligent students from remote parts of our country are striving hard to achieve these positions. Government has also launched schemes through various agencies like DBT, DST, CSIR to promote young scientists and women scientists who had left their research career or higher education to again return to mainstream. This will definitely in prove our intellectual status in global ranking.

Conclusion

For the balance of power and for the staggered development of the world, it is very important to stop the phenomena of brain drain. This will help a particular country to use all local skilled citizens for development and proliferation. But to hold these skilled workers at their native places, it is also important to provide them enough work opportunities and living facilities. With ongoing efforts, we are hopeful that our talented youth will serve for the interest of our own country prior to others, thereby fulfilling our Vision 2020.

Bibliography

1. Jayaram J; The Indian Diaspora: Dynamics and Migration, 2004, Indian Sociological Society, Sage Publications India Pvt. Ltd., New Delhi.

2. Raveesh S. Brain Drain: Socio-economic Impact on Indian Society International Journal of Humanities and Social Science Invention ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 www.ijhssi.org Volume 2 Issue 5th May, 2013, pp. 12-17.

3. Satyarth Kumar Singh; Problem of Unemployment & Education System in India. International Research Journal of Management Sociology & Humanity Vol 6 Issue 3; 2015; ISSN 2277 – 9809.

4. Naresh Yadav; Global Reforms in Education and Challenging ICT Demands; International Research Journal of Management Sociology & Humanity; Volume 2 Issue 2; 2016ISSN 2277 – 9809.

5. The Indian Diaspora - http://indiandiaspora.nic.in

6. UNESCO Statistics - http://stats.uis.unesco.org

7. Wikipedia Statistics- http:// www.google.com

19 Digitisation of Education – The Khan Academy Way

Archana Nair*   **Jharna Tolani****

Abstract

Transformation and digitisation have an ongoing journey without having a final destination as they keep on evolving and changing. This sea of change can be seen in education, also. Education is a way to prepare us for our life but not anymore. The reason is old method of teaching today calls for integration with the digital efforts which are taken to make the transformations in teaching landscape. Rising expectations of parents and children and adoption of social media is creating a need for educational institutes to harness digital education in this sector. It is important for all the universities, schools and other education institutes to jointly take efforts to create a digital landscape on which knowledge could be shared and communicated. Various online portals like the Khan Academy have shown us the path, but more needs to be done. In fact what is needed is a revolution in this area. Hence, this paper attempts to decipher the Khan Academy Model and understand the current scenario of digital education in India.

Keywords: *Digitisation, education, technology, transformations.*

Introduction

With the development of internet, mobile phones, mobile apps, tablets, laptops, and other modern devices, things are becoming more and more digitalised in today's world. The education system in India's metros and other cities has also become modernised to a great extent, making way for digitisation. With a number of international schools coming up, digital education is making its way into the education system of India and is taking the place of the traditional classroom training.

Basic difference between Digital Education and Classroom Education

Gone are those days when classroom training was restricted to textbook learning, teachers using the blackboard to explain things and students writing down notes in copies. The traditional teacher centred methods of teaching and task based approaches to learning focused more on making notes and

---

  * VPM's Joshi-Bedekar College, Email: archana.sunilnair@gmail.com

  ** VPM's Joshi-Bedekar College, Email: jharnatolani@yahoo.com

memorisation. However, it's no more chalk and talk in most schools. Classroom teaching has become more and more interactive nowadays with the use of digital methods such as PPTs, video presentations, e-learning methods, Google classrooms, practical demos, online training and other digital methods or platforms.

Advantages of Teacher Led Classroom Training

- This is an efficient method of presenting a large volume of study material to students.
- It is a personal, face to face type of training.
- Everyone gets the same information at the same time.
- It is cost-effective.

Disadvantages of Teacher Led Classroom Training

- Sometimes it is not interactive.
- Success of the lectures depends on the effectiveness of the teacher.
- More of memorising and mugging up for the students, instead of enhancing their mental skills and abilities.
- Time-consuming

How does Digital Education Benefit the Child?

- **Interactive:** With digital education, classroom teachings have become more fun and interactive. Children tend to be more attentive. They are not only listening but also viewing it on the screen which makes their learning all the more effective. Here, sounds and visuals go hand in hand which is easy for the child to grasp.
- **Attention to Detail:** Interactive online presentations or practical sessions in educational content through interactive screen time help the students to pay more attention to details which enable them to complete their activities on their own.
- **Quick Completion:** Using tabs, laptops or notepads, instead of pens and pencils, motivates children to complete their tasks quickly.
- **Vocabulary:** Active online screen time helps students develop language skills. By reading e-books or accessing study materials online, they learn new words and expand their vocabulary.
- **Learn at his Pace:** Many a times, a student hesitates to ask a question to his teacher in classroom training. But with digital education, even if he does not understand anything at one go, he can attend the recorded sessions to clear his doubts. Technology enables a student to learn at his own pace.
- **User-friendly:** The best thing about digital education is that it is user-friendly. You can very well access your curriculum wherever you are. You can learn on the go. Even if you miss certain classes, you can access the class notes and download files from the school website.
- **Learn on his Own:** Also, nowadays, online study materials are easily available. Even if the entire education system is not digitised, yet students can leverage the power of digital content depending upon their capabilities. So students, can access exclusive online study

modules of various subjects, which help them to enhance their knowledge even without a teacher.

- **External Guidance:** With online education, students can even further connect with distant counsellors and faculty to seek guidance or resolve queries.

Disadvantages of Digital Education for Children

However, digital education also has its disadvantages:

- **Expensive:** First of all, it is expensive. That is why we see that most international schools that have digital education are far more expensive than the regular schools.
- **Infrastructure:** To have digital education means, you need to have a proper infrastructure not only at schools but also at homes, particularly affordable broadband.
- **No Fixed Schedule:** Online learning requires much better management and rigid schedules, whereas in traditional classroom training, everything is as per a fixed schedule.
- **Reduces Creative Abilities:** Easy availability of answers on the net reduces the children's own creative abilities.
- **Lazy Approach to Studies:** Digital education can make children forget the basic way of studying. Even for simple problems and homework, they are used to seeking help from the net. This may lead to poor study habits and can develop a lazy attitude in children.
- **Security:** Last but not the least, going online does not mean that your child is only looking for study materials. There are many things which a child might come across that are not good for him.

Khan Academy – A Case Study

Khan Academy is a non-profit organisation with the mission to "provide a free and accessible world-class education to anyone anywhere". It is a well-known, free place for children and adults who have access to a computer and internet to learn and improve their understanding. Its sole goal is social profit and financially it runs purely on the generosity donors.

Khan Academy grew out of a small, private tutoring programme in 2004 between Sal Khan and his younger cousin with just a few math videos put on YouTube. When more viewers stumbled upon the videos and began providing positive feedback, the seeds for Khan Academy were planted.

Now, just 14 years after the original math tutorial videos, Khan Academy is a hugely popular organisation with 42 million users in 190 different countries. The site offers tutorial videos and practice problems with a wide range of subjects including math, computer science, art history, economics, health medicine, and more. To make them even more widely available, the resources are translated into over 36 different languages and the site exists in French, Spanish, Brazilian, and Portuguese.

The supply of people benefiting from Khan Academy will continue because there is always a need for an improved education, so it is unlikely that the organisation will be slowed by a lack of demand. It has not yet experienced any major or obvious setback partly because it can be scaled to any level and size which is appropriate for its current state.

Education is thought of as one of the best ways to escape poverty and raise income. Khan Academy recognises this, and therefore takes a need-based approach to solving the lack of adequate education. It offers good education for people who do not have it, while also helping to improve existing educational systems. The organisation recognises the need for students to master basic material so that they can have a solid foundation. This is accomplished by providing individually paced lessons that can be rewound until the concept is understood and mastered.

The Need of the Hour

Khan Academy had pioneered the digital education in India. Today, as the country stands on the erected platform of digitisation in all fields, the field of education is also poised for higher growth, severe competition and more importantly increased acceptance. The role of government and internationally recognised bodies in this field calls for more responsibility and sensitivity.

ADVANTAGE INDIA

Robust Demand
- India has the largest population in the world in the age bracket of 5-24 years which presents a large number of opportunities in the education space. There is a high demand supply gap in the sector in India.

Competitive Advantage
- India has a huge English speaking population which makes delivery of educational products easy. India was ranked 27 out of 80 countries in English Proficiency Index 2017.

Policy Support
- 100 per cent FDI (automatic route) is allowed in the education sector in India. The Government of India has taken initiatives like National Accreditation Regulatory Authority Bill for Higher Educational and the Foreign Educational Institutions Bill.

Increasing Investments
- Between April 2000 and June 2018, inflow of US$ 1.75 billion has been witnessed as Foreign Direct Investment (FDI) in education sector.

Source: India Brand Equity Foundation (www.ibef.org)

No technology can replace teachers. However, it is also the responsibility of the teachers to a great extent to incorporate modern education technologies like online assignment and video lecture in the classrooms to help make the study material engaging, interactive and refreshing.

Keeping this change in environment, teaching and learning, the change in approach of teachers as well as students; a few points are worth being mentioned here:

1. Incorporating technology is important, but it must be ensured that it is age-appropriate.
2. Along with students, parents must also be given necessary training and understanding so as to assure acceptance of the change.
3. The curriculum needs to be made more engaging through gamification for simulation of concepts.
4. Collaboration of click and brick players to provide genuine and updated content learning.
5. Entrepneurship, employability and adept social skills should be the pillars of online learning.
6. Value-added services like internships to provide practical exposure.
7. Industry tie-ups for regular placements.
8. Government support to offer sufficient infrastructure in rural areas.

Conclusion

The era of digitisation and innovation has brought lot of transformations in every aspect of our life and its impact can be seen in the field of education, also. The advantages and disadvantages of technological development depends on the manner in which it is handled and used by teachers and students. In this process parents as important stakeholders should contribute by mapping the needs of their children and communicating the same with the teachers. This can help the teachers to deliver the knowledge which could be receptive and as per the capabilities of the children.

References

1. Sahlman, William A., and Liz Kind. 'Khan Academy'. Harvard Business School Case 812-074, November 2011. (Revised February 2012).

2. Khan Academy – Case Study – Google App Engine.

3. Scott Holbrook, 'Khan Academy Case Study', Nashua Community College.

4. Gond and Gupta, 'A Study on Digital Education in India', Anveshana's International Journal Of Research in Regional Studies, Law, Social Sciences, Journalism and Management Practices Volume 2, Issue 3 (2017, March) (Issn-2455-6602) Online.

5. Jha, Nivedita & Shenoy, Veena. (2016). 'Digitisation of Indian Education Process: A Hope or Hype'. IOSR Journal of Business and Management. 18. 131-139. 10.9790/487X-181003131139.

ಐಅ❖ಐಅ

20 A Study on Impact of Commercialisation of Education w.r.t. Students of Ulhasnagar City

Dr. Vinod S. Chandwani*

Abstract

The most sacred and the most important job in the world is that of a teacher. A teacher, hidden in the shadow of the student, must guide the student to move ahead in their life. Nowadays, as time passes, the first phase of commercialisation has started, the responsibilities of teachers has also increased. It is very painful to note that people are beginning to view it as just another job which pays them and feeds them. In India, there are many corporate groups like Reliance, Nirma, Tata, etc. who have promoted management institutes. Some reputed foreign universities are also promoting Indian management institutes. But, government should issue some rules and regulations so that the fee structure remains within the limit for those who are from poor background and want to study management studies. They should also get higher education with good opportunities.

In the present research paper, the researcher has tried to find out how education has become commercialise and how it creates an impact on students by conducting research in the area of Ulhasnagar city of Thane district. So, the researcher has tried to find out the impact of commercialisation of education in India in general and Ulhasnagar in particular.

Keywords: Commercialisation of education, teacher, management institutes.

Introduction

Education is one of the basic activities of people in a human society. It is very essential that every new generation must be educated. Every society has its own way to fulfilling this need. Education has come to be one of the ways to fulfilling this need.

The term 'education' is derived from the Latin word 'educare' which literally means to 'bring up' and is connected with the word 'educere' which means to 'bring forth'. The term 'education' is defined as the process of developing the power of a human being. Education has something that was always driven by devotion and thought and teachers are successful potters in moulding men and women into this competitive world. While it is true that education must evolve as time passes, but

---

* Asst. Prof. Joshi-Bedekar College, Thane.
  Email: vinod14101975@gmail.com

commercialisation of education is the worst thing that could ever happened. The commercialisation of education has been fairly a recent trend in India that stems from the educational reforms in the country over the last two decades. Over a period of time, education has become a commodity in India especially higher education. Nowadays, we are living in world of commercialisation – everything has a price tag and clearly visible consumption appears to be the way of the western world. The media and politicians remind us that our educational system must prepare our students to be competitive in a global economy. To discuss commercialisation in education, we must place the current social and economic context in mind. One of the result has been a growth of number and types of partnerships between schools and corporations. We may disagree whether this is the way the things should be, but it is the way they currently are, and this presents a challenging, confusing and difficult situation for educators.

Role of Teacher in Education

Central to this issue is the changing equations of the role of the teacher. The most sacred and the most important job in the world is that of the teacher. A teacher, hidden in the shadow of the student, must guide him to move ahead. From the time when education started its first phase of commercialisation, the responsibilities of the teacher too, have been compromised. When a person graduates, more often than not, the last job that he/she applies for is the job of the teacher. While we are a society built with the bricks of fallacies, concrete of misguided principles, the notion is that the job of a teacher is a lesser one, filled with so much ignorance. Students spend a great deal of time with their teacher, and therefore the teacher becomes a role model for them. This effect can be a positive or negative depending on the teacher. Teachers are there not only to teach the children but also to love and care for them. Teachers are highly respected by people in the community, and therefore become a role model to students and parents.

Importance of Education

"A man without education is like a building without foundation." Education is the only valuable asset a man can achieve. No individual is a human being in the working world until he has been educated in the proper sense. A person who gets a good education will become a more dependable worker, a better citizen, and a strong consumer. However, in India, this trend has full support of our government, because many big political leaders and industrialists are running these colleges. Therefore, they easily get the required certificates to run these colleges without providing proper educational infrastructure. At the end, we can say that for these people education has today become an option to make money only, than providing quality education to students.

This is really a shameful situation for a country like India, where our great leaders have stressed on quality and free education. There are many people in India, who still live under poor conditions, and therefore they first find it hard to afford this education and second, if at all they get they fail in getting quality education in return. Though government announced many popular schemes for providing help to poor students, these schemes mostly do not get any takers due to less information and rampant corruption in the system.

Commercialisation of Education in Ulhasnagar

Ulhasnagar is a town located in Thane district of Maharashtra state in Konkani division. There are many educational institutions run by many management experts like IIT, Nari Gursarai Law College, Smt. CHM College, Seva Sadan's R.K.T College, and many more. There are more than 30,000 students in Ulhasnagar studying in various schools and colleges. But, education today is an object of business which has serious and negative effects on our society. The more one can pays, the higher the education one gets. Every year number of students going for higher professional education is increasing in India, and therefore good opportunity exists for all these colleges to make money by offering such courses. In many cases, the situation remains much worse and students feel cheated at the end of the courses. We can easily give the example of flourishing MBA colleges across India where average annual fees is around 5-10 lac rupees; however, the facilities provided by these colleges are much below the average level. Most of these colleges remain more interested in making good bucks than providing quality education to students. Same condition prevails in other professional colleges in India. Under the new scenario, government-private partnership is becoming important in management education. Now, India is a transforming country. We are near to achieve status of developed nation. The demand for higher education has been growing rapidly with comparatively faster growth in enrolment in higher educational institutions than the growth in number of higher educational institutions. Nowadays, education is the safest business. Today, you have AC classrooms, AC buses, but what about standards in education which are depleting.

Review of Literature

A study has been taken by the researcher regarding the various aspects of commercialisation of education which are as follows:

K.B. Pawar (2002) through his study, discusses the role of non-government that is private schools and institutions was examined. Private schools were not promoted in the proper direction.

A.M. Shah (2005) in his paper pointed out the declining trends in the higher education. He pointed out that over the years the level of higher education had declined. Because of this, rich countries became rich and poor become poor. The major contribution of this study is that it devised a new structure for universities and colleges that will help in improving the quality of education.

R.K. Kale (2009) in his study shows the interconnections between higher education and economic development without proper education. It is impossible to achieve the empowerment of education even with the too much availability of technology based resources.

Shaikh Salem and Vidya Gawal (2010) that study India is spending less than 1 per cent of GDP on higher education. It is impossible to think of transforming the economy into knowledge-based economy. If the country aims at rapid growth, then it should focus on increasing the level of higher education, as every sector requires more qualified people to support the system of working. Development can be done if all the sectors are equally evaluated. To achieve the desired target, the government should invite support from the private and other agencies for funding.

Rekha Ram Chandra Choudhary (2015) in their book on 'Higher Education in India: Systems, Regulations and Global Challenges' provides insight into the trends in India. It covers areas like opening foreign universities. In India, higher education in global market, and many more.

Research Methodology

The present study is secondary in nature. The data used for the study has been collected from various magazines, newspapers, research articles or papers, journals, e-journals' reports, books, and online data bases. For that, the researchers have used different websites.

Advantages or Merits of Commercialisation of Education

1. Provide employment opportunities for teachers and students
2. Socio-economic development
3. To face the global challenges
4. To increase personality development
5. To increase quality of education
6. To increase private institutions
7. Development of society
8. Fulfilment of expectation of parents
9. Development of professional efficiency of teachers
10. Professional and vocational development of students

Disadvantages or Demerits of Commercialisation of Education

1. More emphasis on marks
2. Unable to maintain the principle of quality
3. Profit-oriented
4. Costly
5. Materialistic outlook
6. Mechanical process
7. Provide less salary to teachers
8. Provide poor service condition to teachers
9. Over compensation of teachers
10. Over compulsion of cyllabus for students

Conclusion

The main role of reducing the commercialisation of education lies in the hands of government. Only Grant aid and intake of seating does not mean education is moving smoothly. Education is to bring out the potential in a learner by providing the learner the most congenial, physical and social environment to help him realise his fullest potential. Education, on the other hand, is an industry and its commercialisation is here to stay. Careful planning is needed and some machinery is required to control the commercialisation of education. At the end, we can say that for these people education has today only become an option to make money, than providing quality education to students. The government needs to step in by correcting systematic norms. Quality education must take the place of routine.

Bibliography

1. Aggarwal, R.B. (1993). 'Financing of Higher Education in India', Ganga Kaveri Publishing House, Varanasi.

2. Choudhary R.R. (2015). 'Higher Education in India: System, Regulations and Global Challenges', Regal Publications, New Delhi.

3. Patnaik, P. (2007). 'Alternative Perspectives on Higher Education in the Context of Globalization'. Journal of Educational Planning and Administration. XXI (4), 305314.

4. Stella, A. &; Gnanam, A. (2003). 'Foundations of External Quality Assurance in Indian Higher Education'. New Delhi: India, Concept Publishing Company.

5. Government of India (1997). Approach Paper to the Ninth Five-year Plan: 1997-2002, Planning Commission, New Delhi.

6. Rani, Geetha, P. (2003). 'Financing Education in India in the Economic Reform Period: Focus on Intra Sectoral Allocation of Resources to Education, in Globalization and Challenges of Education', NIEPA, 2003.

7. The Globalization of Indian Economy: A Need for Internationalization of Higher Technical Education (Patil & Pudlowski).

8. AICTE (1994). Report of the High Power Committee for oobilization of Additional Resources for Technical Education, All India Council for Technical Education, New Delhi.

ಬಂಧ❖ಬಂಧ