

**CHANGING SCENARIO OF
HIGHER EDUCATION SYSTEM
IN INDIA SINCE 1986
AND ITS RELEVANCE AND
IMPACT IN ASSAM**

A Seminar



Edited by
Mamani Saikia

**Dr. B. K. B. College
Puranigudam, Nagaon : Assam**

Changing Scenario of Higher Education
System in India since 1986 and its
Relevance and Impact in Assam

Edited by
Mamani Saikia
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Introduction

This book is a study chiefly concerned with the history of the 'Changing Scenario of Higher Education System in India since 1986 and its Relevance and Its Impact in Assam'. It contains a series of research work on the themes by several lecturers and research scholars from different colleges of Assam and also outside Assam who presented their papers in a seminar organised by the Education Dept. of Dr. B.K.B. College in collaboration with the Nagaon Shikshan Mahavidyalaya, sponsored by the U.G.C..

The approach taken in this book is roughly chronological but at once thematic and analytical. The aim is to look at the factual patterns of perception in which the writers had participated and to which they may also have contributed in their work. An effort has been made by the writers in each paper to focus on the wider issues of development of H.E. in India since 1986. The subject no doubt is peculiarly large and global and the research scholars and writers are expected to have made their approach global and also interesting. The period mentioned in the theme witnessed the greatest expansion of H.E. in India and also in the entire globe. So, it is the period which really needed a serious discussion and the papers are an humble effort.

The theme papers presented by our Resource persons from Guwahati University, Arunachal Pradesh University, EFL

University Shillong, showed their authority over the subject and enlightened us regarding this area of study. We the faculty members of the Education Department of Dr. B.K.B. College express our sincere gratitude to the Principal of the college, Dr. Bhupen Saikia, our colleague, office staff, members of the G.B., the students and the well wishers from the catchment areas of the college whose suggestion and co-operation made this event a successful one.

Lastly, our Dept. expresses its heartfelt thanks to the Press (Ajanta Press) for bringing out this book and our gratefulness to the Krantikaal Publishing house. †

Editor

Welcome Address

Dr. Bhupen Saikia

President, Organising Committee

Dr. B.K.B. College, Puranigudam

Respected Sjt. Tabu Taid, Former Director of Higher Education, Assam and Inaugurator of today's seminar, Chief Guest Dr. Amarjyoti Choudhury, Pro. Vice-Chancellor, Tezpur University, Special Guest Dr. Krishna Gopal Bhattacharya, Director, UGC-Academic Staff College, Gauhati University, Guest of Honour Sjt. Mahendra Ahom, OSD, Sankardev University, dear participants, my colleagues, students, guests and other dignitaries present.

At the very outset, I on behalf of the Organising Committee of National Seminar, Dr. B.K.B. College welcome you all to this small but beautiful place, Puranigudam. It has been known for its historical antiquity, rich cultural heritage, and a variety of demographic and occupational patterns. Besides being the birth place of many eminent personalities of Assam, Puranigudam was the erstwhile district head quarter during the British regime. Its Champawati waterfall few km away at Chapanala with green hill and the surrounding tea gardens still attract visitors from within and outside the state.

Dr. B.K.B. College came into being in July 1967 with the sincere and honest efforts of the enthusiast people of this locality. The untiring effort of doyen like late Bidyadhar Khound,

the first Secretary of the Governing Body is worth-mentioning. The college is situated just beside the National Highway No. 37 in the district of Nagaon at a distance of about 12 kms away from district headquarter. It is named after Dr. Birinchikumar Barooah, a noted educationist and literature of Assam who hails from the famous Kharangi Barooah family of Puranigudam.

The Department of Education of this college has organised a national seminar on the topic 'Changing Scenario of Higher Education System in India since 1986 and its Relevance and Impact in Assam'. All of you know very well that there has been a long tradition of reforms in higher education in India. In 1986, New Education Policy was adopted but since then many changes have been taken place in many aspects of the society. To face the challenges of the 21st century the National Knowledge Commission was constituted under the chairmanship of Sam Pitroda on June 13, 2005 for a period of three years. Another committee was constituted on February 28, 2008 under the chairmanship of renowned scientist Prof. Yashpal. Both the committees have submitted their reports on February 3, 2008 and March 1, 2009 respectively. Hope this seminar will discuss about the recommendations of these two reports and throw light on various relevant problems of higher education.

Transforming knowledge into resource is a worldwide phenomenon and India is not an exception. Education system of our country must strive to cultivate a set of human qualities compassion and tolerance, a sense of equality and justice. We need such education by which strength of mind is increased, intelligentsia is expanded and one can stand on his own feet.

With this few words, once again I welcome you all to this UGC Sponsored Seminar Organised by the College. ☩

The Changing Scenario of Higher Education System in India since 1986 And Its Relevance and Impact in Assam

Inaugural Address by
Prof. T. R. Taid

The entire population of higher education watchers in the country today is probably waiting eagerly for the National Commission for Higher Education and Research (NCHER) to start functioning and delivering as envisaged in the Bill concerned. When the Commission comes into being not too long hereafter, it will be the apex national body responsible for the determination, coordination, maintenance of standards in, and promotion of, higher education and research in all the sectors, barring agricultural and medical education, taking over in the process some of the vital powers and functions of several existing Councils in the higher education sector, including the University Grants Commission. Many people are quite excited at the prospect of significant changes for the better in the scenario of higher education and research in India with the launching of the NCHER. The second paragraph of the Introduction to the National Commission for Higher Education and Research Bill, 2010 – a document with which, I am sure, you are all familiar with by now– states that it is an Act “to promote the autonomy of higher educational institutions for the free pursuit of knowledge and innovation, and for facilitating

access, inclusion and opportunities to all, and providing for comprehensive and holistic growth of higher education and research in a competitive global environment through reforms and innovation.”

So, ladies and gentlemen, exciting days may indeed be ahead of all stakeholders in the spheres of higher education that the NCHER is intended to cover. Personally, however, I am not for running away with our enthusiasm, as the saying goes: ‘the proof of the pudding is in the eating’. The different national level Councils, looking after different areas of higher education, too were probably set up with high expectations, but today we are unhappy with the way they are functioning, so we have to wait and see how and what the NCHER actually delivers. Chinks are likely to be discovered or likely to develop only when the implementation of the programmes takes place. Let’s for the present hope that brighter days in higher education are indeed ahead of us.

The development of the university system in India has been a gradual and continuous process since 1857, when the first three Indian Universities in Calcutta, Bombay and Madras came into existence, and so it’s not as though a sharp line divides higher education in India before the year 1986 and after. Understandably, the process was very slow during colonial times, but it is to be noted that the UGC, which has played a significant role in the development of higher education in the country since it was given a statutory status in 1956, had its earliest avatar before Independence in 1945 in the form of a University Grants Committee. Again, the first thing in education that independent India thought of overhauling was higher education, which gave us the very important report of the Radhakrishnan Commission on university education. The country did well to realize quickly that the all-round progress

of a nation depends crucially on the role played effectively by its higher education. The Commission also duly visualized education as a "powerful instrument of socio-economic and cultural transformation", and to that end, stressed the need for increasing productivity, achieving social and national integration, accelerating the process of modernization and cultivating social, moral and spiritual values. Leadership had to be provided on all fronts by preservation, creation, and dissemination of knowledge through higher education. Subsequently, the National Policy on Education, 1968, formulated on the basis of the recommendations of the Kothari Commission (1964-66), spoke of a 'radical transformation' of education, relating it more closely to the life of the people, expanding educational opportunities, raising the quality of education at all stages, emphasising the development of science and technology, and cultivating moral and social values for socio-cultural and economic transformation of the country. To achieve such goals, the NPE 1968 prescribed for higher education proper staffing, adequate infrastructural facilities, adequate funding, special attention to the organization of postgraduate courses, the improvement of standards in research and training, establishment of centres for advanced studies, and increased support to research in universities.

The policy statements relating to higher education in the National Policy on Education 1986 reiterated, in its own phraseology, the basic goals of higher education as envisaged in the reports of the Radhakrishnan Commission and the Kothari Commission, especially the vital goal of bringing about socio-cultural and economic transformation of the country through the means of higher education. As you might recall, the NPE 1986 was based, not on the report of any Education Commissions, but on the ideas contained in a

working document, titled Challenge of Education, a 119-page paper, published in 1985 and circulated for a nation-wide discussion and debate by the Ministry of Education, Government of India, New Delhi. Referring to the crucial role played by human resources in the development of a nation, Para 4 of Chapter I of the document (1.4) makes a simple statement about the role of education in a society : “...**the development of human resources is the main function of education.**” The idea that the people of a country is its ‘most valuable’ resource and that their development is the fundamental business of education led to the creation of a new ministry in the government at the centre, named the ‘Ministry of Human Resource Development’ (MHRD), on September 26, 1985.

Not that the new phrase ‘human resource development’ (which, by the way, soon degenerated into a jargon and a cliché) brought about any revolutionary changes in the education system of the country. Nevertheless, the NPE 1986 was slightly different from the NPE 1968 or the recommendations of the University Education Commission 1948 in the sense that the 1986 policy was followed up by concrete programmes of action – the Programme of Action 1986 and the revised Programme of Action 1992. About higher education the 1986 policy spoke of :

- making higher education ‘dynamic as never before’;
- consolidation of, and expansion of facilities in, existing institutions;
- protection of the system from degradation;
- **autonomy** to a large number of colleges till the affiliation system is replaced with a freer and more creative association of universities with colleges as well as autonomy to departments within universities;

– redesigning of courses and programmes to meet the demands of specialization, with increasing flexibility in the combination of courses;

– **state level planning and coordination of higher education by establishing State Higher Education Councils**, which, together with the UGC, would ensure the maintenance of standards;

– provision of minimum facilities, regulation of admissions according to capacity, transformation of teaching methods, **introduction of audio-visual and electronic equipment**, development of science and technology curricula and material, **orientation of teachers at the beginning of service and continuing education thereafter, assessment of teachers' performance**;

– enhanced support to research in universities;

– **encouragement of inter-disciplinary research to fulfil the need for synthesis of knowledge** and support to research in Indology, the humanities and the social sciences; and

– **setting up of a national body covering higher education in general, agricultural, medical, technical, legal and other professional fields for greater coordination and consistency in policy, sharing of facilities and developing inter-disciplinary research.**

The objectives of the new policy relating to higher education indicated above in bold letters (bold letters mine) pointed to certain new initiatives to make the higher education system in the country better and more meaningful. The impact of these new initiatives on the scenario of higher education in Assam is indicated below very briefly :

(1) A good number of colleges have been allowed to function as autonomous ones in other parts of the country, but

not a single college has become autonomous in Assam till this date. Even Cotton College, the first government college of North-East India, established in 1901, continues to remain an affiliated college as before. I am also not aware of any autonomous departments in the state and central universities in Assam. (Personally, I feel that a cautious approach, rather than jumping on the autonomy bandwagon hastily, may not be too bad an idea, especially with regard to the autonomy of colleges, for, there are serious academic questions to which we must find satisfactory answers before taking the plunge in this regard.)

(2) State higher education councils, as envisaged in the NPE 1986, don't seem to have been set up in all states in the country. Such a council is now functioning in Kerala, but the function of planning (not coordination) of higher education in other states, including Assam, at the administrative level seem to be being performed still now by the state governments in the higher education departments.

(3) Orientation and refresher courses for teachers were introduced by the UGC throughout the country by establishing Academic Staff Colleges and also by running such courses in University departments concerned. An Academic Staff College has been functioning in Assam in the Gauhati University campus for the last two decades. (Initially, the UGC was not firm about the duration of the courses, allowing even two-week refresher courses, but a minimum duration of three weeks was prescribed subsequently. Moreover, it kept extending the date for participation in such courses quite a few times, using the word 'relaxed' in its notifications concerned. In Assam, the word 'relaxed' was interpreted as 'exempted', which created a confusing situation during the 1990's with regard to the requirement of participation in orientation and refresher

courses.)

(4) Teachers in colleges and universities in Assam have also been doing inter-disciplinary research to fulfil the need for synthesis of knowledge, undertaken inter-departmentally or inter-institutionally as major research projects, or otherwise, but the idea doesn't seem to have been being pursued vigorously.

(5) The objectives of setting up a national body for greater coordination and consistency in policy, etc., as set in the NPE 1986, is going to be fulfilled only now in the shape of the NCHER, to which I referred at the beginning, but agricultural and medical studies will not be under the purview of this national body.

In addition to what has been stated above, the UGC has played an increasingly assertive role in their concern for the quality of higher education. The phrase 'UGC norms' – the requirement of a minimum of 52.5% (raised later to 55%) marks in the Master's Exam and a uniformly good academic career for candidates aspiring for lectureships in universities and degree colleges – soon became a familiar expression for everyone in higher education circles. As you know, the UGC norms now include success in a National Eligibility Test, or its recognised equivalent, or possession of a doctoral degree.

The Radhakrishnan Commission had expressed unhappiness at the fact that teachers in higher education were poorly paid in comparison with their counterparts in several other countries of the world, but the government at the centre remained passive on this issue for nearly two decades. Finally, however, university and college teachers of India became entitled to 'UGC scales of pay' with effect from the first day of January, 1976, which has already been revised for the third time recently with effect from January 1, 2006. This, together

with the introduction of the career advancement scheme subsequently, helped to improve significantly the service conditions of university and college teachers and attract and retain talent in teaching at the higher education level. The latest revision of pay is likely to make teaching at this level even more attractive.

Redesigning of courses at both undergraduate and postgraduate levels are undertaken by the state universities in Assam from time to time, and it is significant development in curricular areas that attempts have been being made in recent years to link courses with career opportunities. The introduction of the semester system for postgraduate level exams in 2003-2004 and the decision to introduce the system for undergraduate level exams from the academic session 2003-2004 is an equally significant development in the area of evaluation. Talk about introduction of the choice-based credit system is also in the air.

Friends, you would be discussing at length today and tomorrow many issues that have become relevant for higher education today such as the impact of globalization, the entry of the private sector and the imminent entry of foreign universities into higher education in India, the question of value education in the context of higher education, the issue of assessment and accreditation of universities and colleges, women's education, the role of distance education, etc, as I can see from your invitation folder, where they have been listed as sub-themes. We have also amongst us here the keynote speaker of the seminar, Dr. Amarjyoti Choudhury, ex-Vice Chancellor, Gauhati University and Dr. K.G. Bhattacharjya, Director of the Academic Staff College, attached to Gauhati University – both being distinguished academics too – who, I am sure, will deal more succinctly with the theme of this

seminar in their addresses. However, I would like to draw your special attention to the important, probably the most challenging, question of quality and excellence in higher education. Expansion of the system to increase access is important, but the maintenance of quality and striving for excellence is, to my mind, much more important than achievements in terms of mere quantity. The UGC has made their own efforts— some of which I have already mentioned above – issuing guidelines from time to time for the maintenance of standards in universities and colleges such as prescribing minimum academic attainments of teachers and for even principals of colleges, obligatory requirement of training in terms of orientation and refresher courses, emphasis on research for which incentives as well as funds have been provided, redesigning, particularly updating and career-orientation, of courses to make higher education contemporaneous and relevant in the context of a fast-changing world, sponsoring national level seminars for teachers to facilitate interaction and sharing of ideas and experiences, providing for attractive salaries to attract and retain talents, provision of self-appraisal and performance appraisal reports, screening for placement in higher scales of pay, prescribing a standing mechanism of an Internal Quality Assurance Cell in each institution of higher education, etc. Thus there has certainly been some well-intended input for the maintenance of proper standards of higher education in the country, but the achievement of quality and excellence has remained elusive for most institutions, especially at the undergraduate level.

A new development in higher education after NPE 1986 is the evaluation and gradation of universities and colleges by the National Assessment and Accreditation Council (NAAC) – a body that will probably be replaced with some other bodies

or machinery after the NCHER comes into being because of the extremely inadequate work done by it so far. The work it has done so far reveals that our higher education has miles to go before it can be described to have achieved a globally competitive standard. A member of the Planning Commission, Dr. Narendra Jadhav, was in Guwahati last month to deliver the Foundation Day lecture of the K.K. Handique State Open University on July 20, 2010. According to the statistical information provided by him (updated till March, 2008), it is seen that only about one-third of the 417 universities and only 3,492 (i.e. 16.9%) of the 20,676 colleges that existed in March 2008 have been assessed and accredited by NAAC so far. 31% of the universities assessed and accredited are reported to have been graded 'A', the rest, i.e. 69% having been graded 'B' or 'C'. Out of the 3,492 colleges that have been assessed and accredited by NAAC, only 9% are reported to have been graded 'A', 91% being graded 'B' or 'C'. In other words, the majority of universities and an overwhelming majority of colleges in the country are not imparting quality higher education. It is particularly disturbing that a large number of colleges and several universities have been graded 'C'.

Finally, once again, ladies and gentlemen, let's realize that improvement of the quality of higher education, coupled with the problem of employability of the products of our universities and colleges, is the greatest challenge we have in front of us now. For facing this challenge effectively, universities need to keep a constant watch on the quality and relevance of the courses they prescribe, and university and college teachers have to imbibe an impeccable sense of accountability, keeping abreast of the ever-widening domain of knowledge and skills and realizing the importance of our role in the building of our society and the nation. †

Keynote Address

Mamani Saikia

Head of Education Department

I, on behalf of the Department of Education, Dr. B.K.B. College, Puranigudam take this opportunity to deliver the keynote address in this national seminar organized with financial assistance of UGC and in collaboration with Sikshan Mahavidyalaya, Nagaon. The theme of the seminar highlights the present state of the higher education system in India since 1986 and its relevance and impact in Assam. The seminar focuses in the issues related to the working of the system with emphasis on sub themes : (i) Internationalization of higher education in the light of Globalization (ii) Privatization and entry of foreign educational institutions in the higher education System of India (iii) Higher education and inculcation of values (iv) Extension Education as a dimension of higher education (v) Problems and Prospects of higher education system in North-East India (vi) Accreditation and quality assurance in higher education system of India : A study of the impact of the accreditation by NAAC in the colleges of Assam (vii) New education policy and English Language Teaching at undergraduate level (viii) Assam Private Universities Act. 2007 and prospect of private participation in higher education in Assam (ix) Women education (x) Universities without wall : Role of distance mode of higher education with reference to Assam.

It is gratifying to note that the number of participants with papers on the themes is quite encouraging. The papers received from the participants focus on the main theme and the sub-themes and deliberate on the issues related to higher education vis-a-vis North-East. We hope that the seminar will generate lively discussions on the higher education system its achievements and pitfalls.

Indian Higher Education System is passing through an interesting phase involving the creation of intellects of world standard and skilled human power at mass level without compromising on quality. Higher Education can no longer be treated as luxury, it is essential for survival as well as the development of the country. With the establishment of three Universities at Bombay, Calcutta and Madras in 1857 the foundation of higher education system was laid in India. Much has changed after Independence in terms of expansion of Universities and Higher Education in the country. India had only 20 Universities at the time of Independence in 1947 and it has now increased to more than 400 Universities. This speaks volumes about the quantitative expansion of higher education in India. The present Indian higher education system is the second largest in the world. The quantitative expansion has impacted on the quality of the system. The rapid growth in the field of higher education triggers the decline of higher education, with no commensurate development of academic, infrastructural facilities and resources. The rapid expansion of number of Universities and other institution of higher education has not been matched by expansion of material needed for maintaining the basic standard.

The higher educational system has to cope with changing scenario of the contemporary society. It has to accommodate the changes keeping in view the requirement of the job market

and the new production system so that the huge human resource may be transformed into an asset. The higher educational institutions should be hub of knowledge power and centre of excellence and also seat of learning capable of being clearing houses of ideas. These institutions should create and disseminate knowledge.

The theme of the seminar focuses on the higher education scenario since 1986— the time the Government of India adopted and introduced the New Education Policy (NEP). The policy of 1986 was adopted after reviewing the earlier policies keeping in view the demand of the changing world. The policy needed further change and upgradation in view of the changing scenario. The period following the education policy of 1986 saw a gradual opening of Indian Economy to the World Economy. The liberalization policy of the Government impacted the educational system also. The higher education system has undergone tremendous change after the liberalization policy of the Government. The entry of private players in the higher education system has posed a great challenge to the system largely managed by the Government. Foreign Universities are likely to set up their campuses in India once the Foreign Universities Act becomes operational.

The higher education system of Assam is also impacted by the changing scenario. The higher education system of Assam consisting of 5 Universities including 2 central ones, and about 200 colleges, is catering to the needs of education in the State. The lack of proper infrastructure and finance has put these institutions in an unenviable position. The quality assurance of the education needs to be taken seriously by all sections of stakeholders of the system. About 80% of the students go to the general courses, the quality of the students needs to be assured, so that the graduates become employable.

The need of the hour is to cash in on the IT boom. We cannot remain insulated from the current IT Boom. It is highly essential to establish technological and management institutions in Assam to train our man power to become efficient technocrats and managers. It is worth mentioning that a few private universities under the Assam Private Universities Act, 2007, and a few Private Engineering Colleges have come up in Assam to supplement the demand in the existing institutions run by the Government. These institutions have to provide access and equity to the education seekers of the State.

This seminar, it is hoped, will also focus on the responsibility of the college teachers in maintaining the standard of higher education of the State. To be more effective, our education system has to afford and accommodate change, tailored to the demands of the job market. We have to transform our human resources into an asset with knowledge powered and job oriented courses. Higher education should be integrated to the ground in reality to enable the students to find a slot in the contemporary competitive world.

I want to conclude my keynote address with a saying by Swami Vivekananda 'We want that education by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one's own feet'.

Thanking you.

Revisiting Teacher Education in 21st century

Prof. Nilima Bhagabati

M.A. Ph.D, FCCEAM

*Deptt. of Education, Gauhati University &
National Secretary General, Council for Teacher Education*

Dorothy Moore quoted, “when it comes to speaking of future, there are three kinds of people. They are, those who let it happen, those who make it happen, those who wonder what happen”.

Now let us make sure that we the teachers will be among those “who make it happen”. As Teachers of Teachers we are responsible for producing good efficient teachers who will produce good human beings.

Over the years, Teacher education has emerged as the most critical input in improving the quality of school education, Therefore the concern for improvement in TE has been at the top of educational agenda for various Education Commission set up in India from time to time. To name a few, Secondary Education Commission 1952-53, Kothari Commission 1964, National committee on Teacher education 1983-85, National policy of Education 1986 and lately in Right to free and compulsory education Act. 2009. Prof. Yash Pal committee for Higher Education set up also focused the significance of Teacher Education and reformation required.

The NPE 1986 focussed that TE is a continuous process

and its pre-service and in-service components are inseparable. As a first step TE needs to be overhauled NPE' 86 revised in 1992 emphasised on revamping TE programme for qualitative improvement in school education. As a concrete step towards this suggestion, NCTE was set up by an Act of parliament (No. 73 of 1993) and came into existence w.e.f. 17th August, 1995.

The erstwhile NCTE which was functioning since 1973 as an Advisory body with the broad mandate to achieve planned and coordinated development of TE and to regulate and maintain norms and standards in TE system. NCTE is concerned with the challenge of making TE relevant to the changing concept of Education. This has become relevant as the world has entered into "Information age" and has become a Knowledge Society. With the Globalisation of Education and with coming up of foreign university, the entire system of Education needs to be looked from the point of view of 'Demand and supply' Demand for skilled and efficient man power including skilled efficient Teachers is now top most priority. This also means that Teachers will be in good demand only if they are par excellent and comparable with advanced Nation's Teachers. Therefore to compete, Teachers should be skilled, groomed and should be able to cater to the growing needs of the learners and demands of the present century.

Preparation of Teachers for meeting the challenges of the present century.

- Updating the TE programme.
- Updating curriculum and replacing the conventional curriculum.
- Grooming personality of Teachers to be culturally refined, emotionally stable, ethically sound, intellectually alert, socially efficient, spiritually upright and both physically

and mentally strong.

- Updating teaching innovations and technology.
- Technology literate. (Dr. AV Iyer's statement on technologically literate is very relevant when he says, "The present century promises to be knowledge era and highly competitive Knowledge society will make its demand on Teachers and Teachers Education. These demands can be met only through imaginative and effective utilization of information and communication by Teachers who could now be referred as Knowledge Executors.)
- Playing the innovative role as Facilitators and Mentors.
- Reorganising effective teaching.

NCTE is taking steps for quality assessment but goal is yet to reach. Therefore to meet the challenges of globalization TE programme must be comprehensive and qualitative.

Revamping TE in the present century– Some reflections.

Changes required in TE call for transformation of the existing TE system by replacing the outdated one which should be based on comprehensive policy taking into account.

- * Generic skill.
- * Moving from Art of Learning to Science of teaching.
- * To help the children how to think and not what to think.
- * Using 21st century Information and communication.

Immediate addressal in Teacher Education

- * Recruitment policy
- * Harmonising TE with school curriculum.
- * Restructuring TE to two year duration.
- * Assessment of all TE institutions.
- * Linking TE with various institutions.
- * Linking Pre-service, In-service and continuing education.
- * Capacity building of teachers.

-
- * Stress more on practice teaching (60%).
 - * Pedagogy competencies to receive more weightage.
 - * Instead of mass training, Institution based training for teachers.
 - * Multiple strategies like Distance education, Modular approach, Institution based programmes, projects and action research to be given more weightage during Teacher preparation.
 - * Teacher preparation for handling CWSN.

The role of Teacher educators in this century is relevant in Aurobindo's thought when he stated, "The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master; he is a helper and a guide. His business is to suggest and not to impose. He does not actually train the pupil's mind, he only shows him how to perfect his instruments of knowledge and helps and encourages him in his process. He does not impart knowledge to him; he shows him how to acquire it. He does not call forth the knowledge that is within; he only shows him where it lies and how it can be habituated to the surface". ☩

National Curriculum Framework 2005 and Teaching of English in India

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Abstract :

National Curriculum Framework 2005 takes into account the multilingual character of Indian society. Within this premise, language teaching and learning is considered along with teaching of English both as an Indian and a second language. Further, the position paper produced by National Focus Group on Teaching of English emphasizes “Language – across – the – curriculum” paradigm with a view to empower the learners in languages (including 1st and 2nd languages) through different meaning making contexts hence all teaching is in a sense becomes language teaching. As a policy, the statements of the Focus Group on Teaching of English are plausible. But the ground reality on English language education unravels a different story. Starting from the primary to the college level, the whole context of English language education in the country is caught up with problems of unsuitable teaching materials, lack of teachers’ training and skill development programmes. In such a scenario the effectiveness of the stated policy lacks significance. The present paper would make an attempt to discuss some of the key critical areas in the field of English language education in the country. ♦

The fact that humans are naturally endowed with language

is not enough to take language for granted. The social environment is equally important as it shapes and reinforces the learning of a language. However, learning a language is a different thing from being endowed with the gift of language. Language learning is therefore premised upon asking questions about the 'what' and 'how' of learning a language. Based on the questions that arise from the 'what' and 'how' of language learning one has to draw the difference between learning a language as mother tongue from learning a second or a foreign language. Thus language learning includes learning which one or which are and asking how to learn a language or languages. These are critical in the context of institutional learning process of a language. One may be competent in one's mother tongue or native language without ever visiting a school but it may not be possible normally to learn a second language outside the classroom. It may be added that in an era of technological revolution with the possibility of virtual classrooms and computer assisted language learning one may learn a second or a foreign language without formally going to a school. In spite of such developments and withering away of the real teacher and real classroom, learning, none the less, as a process requires an instructor visible or invisible. It is always dialogic and interactive. Besides the process, the product that is used (material) is equally important. Technological revolution and globalization have added a new dimension to our language requirement. In a globalized world today the need for learning English as a second or foreign language is becoming more pertinent than ever.

Language learning is a complex phenomenon comprising of the skills of listening, speaking, reading and writing; in fact it involves more of 'doing' and 'practising' in order to 'know' than acquiring bookish knowledge. Listening and reading skills

are passive or 'receptive skills' as these activities lead to reception of information. Speaking and writing are active skills and are known as 'productive skills' as a person transmits and transcribes information through and in language. Listening and speaking are audio-lingual or aural-oral skills as they demand the exercise of the auditory and speech organs, while reading and writing involving the visual and psychomotor organs are graphic-motor skills. Thus, language skills not only overlap each other but are interrelated. The acquisition of these skills depends on the physiological and cognitive maturity of the learner hence cannot be acquired all at once. In the acquisition of the native language, the child follows the L-S-R-W (listening, speaking, reading and writing) sequence, the last two usually being acquired in the school. This sequence may be further reinforced by 'input rich' theoretical methodologies that aim at exposing learners to the language in meaningful situations so as to trigger the formation of a language system in their minds. Inputs from text books, other print and curricular materials, libraries, story readings, choral readings, parallel materials in more than one language and from media expose a learner to the functioning of a language in different spheres and at different levels helping him/her to develop his/her linguistic competence from working knowledge of a language to mastering it. In case of learning a second language like English, a supportive linguistic environment is an important factor in the acquisition of English as a second language. Therefore, it is of utmost importance that the classroom activities should provide sufficient motivation and scope for practising the language. One way to broadly characterise English teaching situation would be to regard it in terms of (a) the teacher's language proficiency, and (b) the pupils' exposure to English both inside and outside the school.

In the global context, English has provided a competitive advantage to countries where it is being taught as a second language. India not only has the English advantage but also is a partner in global English. It is because of the English language advantage that it has been successful in producing a huge number of skilled workers who could take up jobs across the world. Very pertinently, David Graddol observes : ‘India has been triumphantly playing the English card in establishing its global leadership of outsourcing and BPO’ (2006 : 20). He further maintains that English in the context of the global economy has transcended the Hindi/regional languages conflict in establishing itself firmly without any ideological or political challenge. Such a situation directly brings to attention teaching of English in the country as it divides people having access to good and effective language education and not having the same. With the passing of the Right to Education Bill in the Parliament (2009), and the Knowledge Commission (2006) insisting on effective English Language Education, the scenario has changed drastically. The Knowledge Commission has maintained that “the quality of English language teaching is simply not good enough. The support systems, such as the number of teachers or materials for teaching, are neither adequate nor appropriate. We are recommending a fundamental change that seeks to introduce, nationwide, the teaching of English as a language starting in Class I. This is not meant to be a stand-alone, add-on subject. It is meant to be integrated to the school curriculum” (<http://www.knowledgecommission.gov.in/consultations/wg.language.asp>). In view of the global demand for English and the scenario of teaching of English as a second language, it is necessary to explore the English Language Education scenario in order to address some of its limitations.

The National Curriculum Framework 2005 takes into

account the multilingual character of Indian society. Within this premise, language teaching and learning is considered along with teaching of English both as an Indian and a second language. Further, the position paper produced by National Focus Group on Teaching of English emphasizes “Language – across – the – curriculum” paradigm with a view to empower the learners in languages (including 1st and 2nd languages) through different meaning making contexts hence all teaching is in a sense becomes language teaching. Premised on these broad assumptions, the Focus Group makes the following points for productive English language teaching in the country in line with National Curriculum Framework 2005:

1. Multilingualism: It is a typical feature of the Indian linguistic landscape. It must be used as a resource, classroom strategy and a goal by a creative language teacher. This is not only the best use of a resource readily available, but also a way of ensuring that every child feels secure and accepted, and that no one is left behind on account of his/her linguistic background. Children will receive multilingual education from the outset. The three-language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.

2. English Language Teaching : A variety and range of English-teaching situations prevail in India owing to the twin factors of teacher proficiency in English and pupils’ exposure to English outside school. The level of introduction of English is now a matter of political response to people’s aspirations rather than an academic or feasibility issue, and people’s choices about the level of its introduction in the curriculum will have to be respected, with the proviso that we do not extend downwards the very system that has failed to deliver.

3. Curriculum : The goals for a second-language

curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages. English does not stand alone. The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding national vision. The gap between the perception between 'English as a Subject' and 'English as Medium' needs to be bridged.

4. Material : Inputs include textbooks, learner-chosen texts, and class libraries, allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio cassettes); and 'authentic' materials. The language environment of disadvantaged learners needs to be enriched by developing schools into community learning centres.

5. Teacher Education : It needs to be ongoing and onsite (through formal or informal support systems), as well as preparatory. Proficiency and professional awareness are equally to be promoted, the latter imparted, wherever necessary, through the teachers' own languages. All teachers who teach English should have basic proficiency in English.

6. Evaluation : Language evaluation need not be tied to 'achievement' with respect to particular syllabi, but must be reoriented to the measurement of language proficiency. Evaluation is to be made an enabling factor for learning rather than an impediment. Ongoing assessment could document a learner's progress through the portfolio mode. National benchmarks for language proficiency need to be evolved too.

(pp 40-41).

As a matter of policy, the statements of the Focus Group on Teaching of English are plausible. But the ground reality on English language education reveals a different story. Starting from the primary to the college level, the whole context of English language education in the country is caught up with problems of unsuitable teaching materials, lack to teachers' training and skill development programmes. In such a scenario the effectiveness of the stated policy lacks significance.

Today, the approaches to language teaching that are followed in different parts of the world reflect contextual factors, current understanding of the nature of second language pedagogy and educational trends towards specific issues and practices. Firstly, the success of an ELT programme depends on analyzing the learners, their roles, their needs, learning style and their attitudes towards the second language learning. Secondly, an understanding of the nature of language teaching and learning has to go along with what will be beneficial to good teaching and learning. The role of teachers, teaching methods and materials that facilitates successful learning need to be examined. Thirdly, the function of English in the lives of the learners and identification of particular difficulty the learners face are crucial to language learning. And finally, the availability of support from the administration, schools and communities, etc. is a must. In addition, a basic setting as that of the classroom arrangement and the right language learning environment should be the first step towards the preparation for language learning to begin with {Richards and Renandya (eds) 2002:2}

In view of the recommendations of the Focus Group and the opinions of the scholars, English language teaching at the

school level is in a state of disarray across the country. The only success story could be called 'for the love of English' that the political class across the board are in a hurry introducing English at class-I level without suitable material, trained teachers and without the necessary technological support for effective learning of the language. The result is there for everyone to see. Lecture method is followed, covering the course has been the singular motto, students are forced to use rote-method and memorize selected answers from bazaar notes to pass the examinations and ultimately remain as passive learners of the language without adequate skill development.

A cursory look at the English language teaching-learning scenario in Assam reveals that no specific policy initiative is in place for teaching of English starting from the Primary level to college education. As our concern is English as undergraduate level let us have a look at the undergraduate syllabus. English is taught as a compulsory subject for the arts students whereas the commerce students learn English for specific purposes and for the science students English is not mandatory at all. Where English is offered as a major the syllabus is mostly literature oriented. What could we expect from such a syllabus? Only a few students learn English as a subject whereas a majority of them have nothing or a little to do with the language. The undergraduate syllabus is not designed with the objective of promoting language skills. The situation becomes pathetic where students in a classroom come from multilingual background and the teacher who teaches English comes altogether from a different L₁ background. Such a scenario forecloses any bilingual transaction. In the absence of a supportive language environment in the college, English language teaching takes a

back seat. What is taught in the name of English is some selections of poetry, prose pieces and components of grammar. In the absence of a suitable pedagogical approach the teaching of English that takes place in a controlled environment results only in completing a job. In order to ensure proficiency in English at the undergraduate level, among other things, the teacher to me should be considered as the most important resource. It is a fact that teachers' training in general in the country as a whole is pathetic. We don't recognize the fact that the English language teacher at whatever level is the most important resource. There is no specialised training an English teacher receives to become an effective language teacher. The question : 'Is there an English teacher?' goes begging an answer, for there is none; instead there is a teacher who teaches English like any other subject. This conundrum deserves serious attention. There is therefore a crying need to train a set of teachers who should be real language teachers. Imagine a situation where a teacher who teaches English is herself not competent or does not possess the required proficiency in the language what would happen to the learners!

If the above observations are largely true of schools the situation at colleges are no different. Most college teachers don't have ELT back ground and they do not teach language-oriented courses. It is not a question of how competent a teacher is/is not; it is equally important to have target-oriented syllabi with suitable material and a pedagogy that is learner friendly. It is really difficult to standardise teaching as it is subjective. However, it is up to a teacher how involved she is in the process. Besides we need to recognise the fact that we deal with human subjects in the classroom with their own subjective orientations. There is no standard pedagogical/teaching method followed across the colleges except the

method of paraphrasing the course content and preparing the students for the examination. The covering model as it is called takes away the joy of learning hence a language classroom becomes no different from any other classroom. If I may say so the motto is cover the course and leave the rest to the students. At the end of the day the examination result is the only indicator of the success or failure of the teaching machine.

In the Institutional learning of a discipline the learner or the student is the most important component. We the teachers and the institutions of higher learning are guided by the blindness that the students are there because we are there. In fact the reverse is true that we are here because of the learner/students. In many states and universities some departments have been closed down because students are no more interested in the subject. If the present system continues it will not be long that the discipline of English might face a similar fate. The Govt/Govt. funded colleges and universities are now facing challenges from private players in the field. With privatisation, education has been considered as a commodity. Of course the purists and idealists may find it difficult to accept the concept that education is a commodity and it has a market price but the emerging reality is different. This assumption is validated, as we know that there are private colleges and institutions providing better technical and professional education in the country of course at a price. This scenario has changed radically the status of the learner. The system of education has alienated the learner, for he/she is completely marginalized instead of occupying the central position. He/she no more driven by his/her interest in getting a share of the teacher's knowledge and being worshipful of the teacher as one who holds the key to his/her success. The learner is now a client

and paying for acquiring skills. Therefore, the learner demands more and has to be satisfied with his needs in a market economy of demand and supply.

Let us now look at the students or learners who opt for English study. We are still within the classical paradigm of teaching and learning in which the teacher is considered to be a demi God who knows everything about the subject and the student or learner is considered as an object, without an identity as an individual instead considered as part of a mass, having no voice and authority to decide what is good or bad for him/her; treated only as a recipient of knowledge at the mercy of the teacher. This situation invests the teacher with an extraordinary advantage, for he/she need not be accountable to students what he/she does in the classroom as teaching cannot be quantified on the question of how much learning takes place. This puts the student at a disadvantage for he/she is voiceless and without an identity. Because the institutional set up we have is not democratic and the students continue to be oppressed under the benign ideology that they are here to be looked after by people who are bubbling with wisdom. If for a while we change the students' position and invest them with appropriate subject hood and admit their voices in the decision making process the scenario will be radically different. Because a student will demand more for the value of his/her money as a client not as an object who is silent.

At this stage it is necessary to have a road map for reorienting the teaching of English at the undergraduate level. Before we formulate certain outlines it is necessary to examine the conflicting demands whether English should be taught as a language or only as literature. The way out from this debate is to consider what a student actually needs. Is she/he learning English for knowledge or for skill? Language teaching is oriented

towards developing skills whereas teaching of literature is oriented towards understanding life or gaining knowledge about its complexities. Indeed a learner needs both: skill and knowledge and also the skill of acquiring and understanding knowledge. Therefore we need a syllabus that should balance teaching of English both as language and literature. Taking into consideration teaching of English as a language we have to think of the skills that need to be developed. There are basically four skills which language teaching normally emphasises. They are reading, writing, speaking and listening. The skills of listening and reading are linked to good speaking ability. For this the students need to be taught phonology and phonetics. Good pronunciation can only be mastered if our ears are properly trained. For this the listening skill has to be developed. A teacher has to take help of tape recorders and put the students to phonetic drills. Somehow these skills are not given their due in the curriculum. Look at a practical situation and consider what happens to a student who might be seeking jobs in public relations, management organisations etc. Will he be successful without the ability of effective communicative skill? The answer is certainly an emphatic 'no'. Therefore training in effective speech and correct usage of language always works to the advantage of a learner. The skills in listening and speech are also related to personality development. Because the most important objective of language learning is to be an effective communicator.

Writing is the most important skill. Whether we learn English as a language or as literature we need to master the skill of writing. Besides writing the answer a student has to do a host of other writings such as writing reports, letters, applications etc. For this he needs a different type of skill other than what the curriculum demands. Writing also

determines the personality of a person whether he is a clear thinker or muddle headed. To be a clear thinker is what literature study informs us. Clear thinking can come only by extensive reading. Reading also helps us in gathering information. Writing is therefore an ability that makes our thinking transparent where our understanding of things help us to be able communicators. The argument that the students by the time come to the undergraduate level have had learnt the language for twelve years and there is no need to train them in the language skills any further may not be valid as we know what is the ability of the students in such skills from our own experience. It is therefore important that the syllabus framers give some importance to these skills. On the other hand, the use of technology is also very important in teaching of English. The best method of honing the skills of the students is to facilitate their learning through computers with the help of multimedia kits. Computer assisted language learning will certainly ensure developing language skills in a comprehensive way. However, we must understand that language is the skill that one needs to understand literature as a system of knowledge, for language primarily foregrounds literature.

In designing a syllabus and refining a pedagogy no one it appears is concerned about the learner. It is for this reason even at the primary level of learning, the most crucial stage of a child's growth no scientific methodology is followed in teaching the language. So the students grow up with false knowledge and wrong information about the subject. By the time they come to the college the wrong habits are so internalised into the system of learners that in spite of they becoming aware of them can hardly help the same. It is not only true of the English language but also of other languages too including the learning of mother tongue. After studying

the language for about 12 years the students are totally incompetent in expressing themselves in the language correctly. This is also true of many English teachers as they are products of the same system. Then, who is to blame? It is convenient to put the blame on the learners as they are voiceless and lack in authority. To me the system is squarely responsible for such a situation. The students continue to be the victims of the system and remain voiceless and dispossessed while hundreds of cores of public money go down the drain in the name of Education. ☩

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Challenges of Higher Education of Assam in the Light of Globalisation

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Abstract :

Higher education in our country has been changed drastically under the influence of L.P.G. The W.T.O. and GATS have given some new models to higher education which have emerged the concepts like commodification, alternative providers, international competition etc. The extreme commercialization and profit motive have been pressurizing education system in such a way that the foreign partners have expanded their marketability immensely. Sometimes process of globalization emerges as threats instead of opportunities. But it is the duty of the government to convert the threats into opportunities.

Assam has lots of problems in higher education. The government of Assam has to restructure its policy framework for making the education system more attractive and competitive. Even our educational institutions are not showing proper quality development due to some policy-related problems. For attaining the sustainability and inclusiveness, the higher educational authorities of our state has to do a lot.

Education is the key sector of growth and development. The Centre, State, institutions, regulatory bodies have the immense roles to face the challenges of L.P.G. Very recently a set of policies have been formulated by the government. The link between work knowledge should be set up for strengthening of the economy. Only then, Education system of Assam or India will be strong and effective. ♦

Introduction :

Higher education in our country has changed its shape drastically under the influence of L.P.G. and it has already become confusing, elusive, aimless, jobshy and defeating. Higher education in India has been plagued with lots of predicaments like overemphasis on theoretical aspects of knowledge, absence of synchronisation between the theory and the practice of knowledge item, lack of innovative strategies and experiences, carelessness in multidimensional aspects of learning, disinterestedness in challenging realities of life etc. However following the prescriptions of the world Bank, the Govt. of India is all set to open up the entire education sector including university education to private players. It would open up to the F.D.I. in education, foreign education providers and honour its commitments made in W.T.O. The knowledge commission and 11th plan documents advocate PPP - "Public Private Partnership" without substantiation. Whatever may be the phrase, it would lead privatization and rampant commercialization where profit-motive will stand on the top.

Indian Higher Education :

India has the third largest education system in terms of enrolment and in terms of the number of institutions, India occupies the first position. But it has one of the poorest records for enrolment in higher education in the world. Only 10-11% of population of the age group 17-23 years enrolls for higher

education. Even in many developing countries the figure is between 20-25%. Due to rampant privatization, less and less students will be able to study in colleges and universities, and the most affected will be poor, women and tribal or dalits. Hence, public investment in higher education is a key concern for strengthening our education system. The Public expenditure on higher education is found at a meagre amount in India.

In the countries like India there is a vast scope for human resource development (HRD) due to its huge stocks of human capital. But proper development is essential for this country which has mass illiteracy, poverty, higher drop out rates, huge female illiteracy, less urbanization and many other retarding factors for development. In this era of L.P.G., increasing the quantity of higher education with quality development is a major challenge for the countries like India. Presently the developing countries in Asia, Europe and Latin America have realized the importance of educational reforms to cope with the growing challenges. Therefore a well and carefully designed forward looking comprehensive education policy covering all levels of education is essential for India. The education system in Assam is almost alike with India's education system as it is a state of the country. But the problems of higher education in Assam are seen very particular because of multiplicity of problems like geographical isolation, unavailability of infrastructure lack of industry and enterprises, much agriculture led economy, less employability, social and ethnic conflicts etc. Because of these problems, special treatments are essential for sustainable educational development.

Globalization and Higher Education :

Globalization is a process through which an emergingly free flow of ideas, people, goods, services and capital would lead to the intergration of economics and societies. In the process of higher education, globalization brings the issues like

'commodification' - the use of knowledge in the buying selling trap, alternative providers with profit motive of higher education's landscape using ICT, international friendly situation with a competitive mode of profit-motive etc. The challenges of WTO and GATS are faced by the developing countries like India in a different way as compared to the developed countries because of the huge marketing scope in those countries. GATS cover the educational services of all countries whose educational systems are not exclusively provided by the public sector. Almost all the world's educational systems fall under the GATS umbrella because total public monopolies in education are extremely rare. Trade in education is very complex due to its nature and for long term benefits. In India the following models are operating marketability in higher education :

- (i) Consumption abroad : information dissemination and recruitment of students through :
 - (a) Information centres of various countries set up by embassies.
 - (b) Private agencies.
- (ii) Commercial presence/Franchise.
- (iii) Twinning Programme
- (iv) Cross border supply universities
 - (a) Campus of A country in B country
 - (b) Distance mode of learning/virtual university

It is surprising that the world wide mobility of students confirm the imbalances in student exchange between India and other industrialized countries.

A debate is going on among the educationist regarding globalization that whether it is opportunity or threat. But it can be suggested that the threats can be converted into opportunities by concentrating on -

- (i) Urbanization of rural areas by providing the urban

facilities in rural areas.

- (ii) Nationalization first, then globalization.
- (iii) Equalization of access and opportunities.
- (iv) Decentralization of process to the stakeholders.
- (v) Qualification of existing institutions to the international standards.

Higher Education in Assam :

The effects of L.P.G is gradually developing in the Higher education of Assam. Though Assam is a prospective zone of higher education, the government of Assam is yet to nourish and flourish the education system to make it competitive and attractive among the other States. A remarkable percentage of students go out in each year for a well developed system of Higher Education. In the various fields like teaching, learning, evaluation, research, examination etc. There is a vast scope for innovations in Assam. In case of quality consideration, our educational authorities have to look into the results and consequences of the education system of Delhi, Calcutta, Bangalore or Pune. In the latest accreditation by NAAC, our oldest university G.U. could not gain the 'A' grade which gives a clear picture of the higher education of Assam. Presently, a good number of colleges are suffering from lack of enrolment in higher education.

The rural colleges face more complex problems as compared to urban colleges. In Assam most of the colleges are found in rural areas. Due to the paucity of infrastructure and ICT, the rural colleges face more dangerous problems. The rural colleges of Assam are facing lots of problems for quality management like problems relating to management, problems relating to funds, problems relating to infrastructure, problems relating to competition, problems relating to evaluation etc. Presently, the colleges of Assam are facing the Policy related problems like the problems for initiating 'semester' and the delinking of Higher

Secondary Stage. From the report from universities it is known that an innovative system semester is going to be implemented from the next session. But the delinking of Higher Secondary Stage is still in dilemma. In this present era of global competitiveness, rural colleges of Assam will fail to recognize themselves as competent institutions until and unless they engage in quality management strategy with effective education policy of the government. In the first round accreditation of NAAC, we find that only one college which is cotton college gained 'A' grade. It alarms the future strategy of rural colleges of the State. As quality management is the key point for future development of the colleges, the government should concentrate on that very point.

Suggestive Measures :

After finding out the problems of higher education of Assam, it is very difficult to suggest the measures to tackle the problems to ensure sustainability and inclusiveness of higher education. It is true that higher education is vital tool for empowerment of individual creativity and social progress. The following suggestions can be forwarded for strengthening Higher Education in our state.

- (1) Public expenditure on higher education should be increased. In this point it can be said that the State Government has immense role in financing higher education.
- (2) Expansion of access in to colleges should be made to low income and minority students.
- (3) The collegiate education should be made affordable for the students of poor families.
- (4) Improvement of learning by utilizing new knowledge and instructional techniques should be made effectively.
- (5) Increasing accountability for the stakeholders should be ascertained.

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- (6) The colleges and universities should build up linkages with foreign institutions.
 - (7) The Government should link up employability with collegiate education for increasing the interests of the young students.
 - (8) The opportunities for lifelong education and workforce training should be increased.
 - (9) There should have upgraded infrastructures, improved training of teachers, continuous assessment of syllabi and examination systems.
 - (10) There is an urgent need to restructure the system of undergraduate colleges affiliated to universities.

Conclusion :

Education in general is the key sector of growth and development of an economy. The centre, state, institutions and regulatory bodies have the immense roles to face the challenges of L.P.G. The N.P.E. 1986 and revised policy, POA 1992 has no reference to the operating of foreign universities in India or promotion of Indian higher education abroad. Very recently, a set of procedures has been started in the domain of higher education like N.K.C. 2006, Report of the committee to Advise on Renovation and Rejuvenation of Higher education, 2009, draft Bill on NCHER, 2010, Foreign Educational Institution Bill, 2010 etc. However, attempts have been made to restructure our education system to compete with international agencies. In the future, our education will face the challenge of strengthening the links between work and knowledge. Though the future is uncertain, we are hopeful for the best solution. Henry Ford - II rightly remarked - "No one can really guarantee the future. The best we can do is size up the chances, calculate the risks involved, estimate your ability to deal with them and then make our plans with confidence."

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Quality Concerns in Higher Education System in India

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Abstract :

Quality movement originated in the 20th century in the field of Industry & management has implications for higher education. Quality movement in Indian higher education system is of recent origin in the real sense of the term. After the establishment of National Assessment and Accrediation Council (NAAC), the actual quality movement in Indian higher education system has been started.

Quality of higher education is very important for its stake holders. A systematic review of the related literature on the quality of higher education reveals some specific dimension of quality like Tangibles, Competence, Attitude, Content, Delivery and Reliability.

The higher education system of India has been questioned by the teachers, students and scholars as is it providing quality education in reality? If the answer is positive, then how much ? & if it is negative, then why ?

The higher education system in India is at the cross road. For quality assurance in higher education system of

India, we have to do a lot. In order to survive in the competitive world of globalization, all the higher education institutions should pay attention to quality. In this respect, we can have a discussion on some areas, like constitution and working of IQAC, arrangement for the desired flow of fund, information and communication technology integration, development of mechanism to utilize the potentialities of the people concerned self evaluation etc. ♦

Introduction :

In ancient India, education was regarded as medium of salvation of the soul. On the contrary, in Europe, education has been considering as an element of acquiring power. In the interest of acquiring power, the western countries are changing the curriculum of higher education. As a result of the impact of the education system of the western countries, India also adds new subjects in the Higher Education Curriculum. Moreover, in the age of Liberation, Privatization and Globalization, there is a need of this change for the survival of the higher education system. Now we feel the necessity of making the whole education system relevant, equity and excellent.

Quality in higher education means the educational process is such that it ensures the students achieved their goals and thereby satisfies the needs of the society and help in national development. Many countries are debating on the issue whether their higher education systems are indeed fit for use in sense of providing the education and training according to the needs of the students and the society. In India today, quality in higher education is a key priority and this must be achieved keeping in mind the issue of relevance, cost equity and international standards. It is the quality of higher education that decides the quality of human resources in a country.

The Indian system of Higher Education was built by British

after the so called Woods Dispatch, 1854. The indigenous system of Education which was a part of our traditional oriental learning was already in place when the British model was introduced. The colonial mind of the British cited her to show a foreign regime with its business interests suppressed the development of higher education, lost its invigorates the country's process of development. But the present WTO regime is much wider, powerful and vicious than the single East India Company that ruled India for about 200 years.

Presently, Higher Education is one of the largest systems in our country. It has expended enormously in the post independence era, when the first Five Year Plan launched in the year 1950-51, there were only 28 Universities 695 Colleges and 1,47000 students. Now the total Educational structure is one of the largest ones in the world with network of more 9,25000 institutions with 1.90 Million students enrolled at various levels.

Quality movement in Indian Higher Education system is of recent origin in the real sense of the term. The UGC with its statutory power is expected to maintain quality in Indian H.E. System. The UGC has been continuously developing mechanisms to monitor quality in colleges and universities. In order to improve quality it has established National Research Facilities and Academic Staff College to reorient teachers and provide Refresher courses in subject arrears.

Quality has both absolute and relative connotations. The concept of absoluteness in quality props up the morale of the Higher Education System at the delivery end i.e. institutional, and at the receiving end i.e. students quality dimension seen to have two implications i.e. Functionality of the output and meeting the basic standards. Hence, the quality of a Higher Education system may be seen from the point of view of norms

and standards which may evolve depending on the need of the hour. In the 21st century, it is crucial to identify the relative norms for different components of a Higher Education System. The alternative dynamics for teacher preparation and sustaining quality in teacher input likes curriculum design and development, curricular practices vis-à-vis emerging principles of pedagogy; Evaluation of learners performance and progress vis-à-vis curriculum evaluation and Quality management practices become crucial. The quality of these components may also differ from institution to institution. Therefore, sharing of the experiences among institutions on quality issues may generate ideas for evolving norms and strategies for their quality assurance of management processes, curricular inputs and practices and the evaluation system as well.

The Indian elite and middle classes have not cared for making education, what to say of higher education, accessible to the other sections of society. It is ironic that the beneficiaries of privileged access to institutions of higher learning are ever ready to persuade others to believe that the Indian education system has expanded beyond reasonable limits. The fact of the matter is that the system needs to be expanded to a much greater scale to serve the needs of the Indian youth.

Many institutions of higher education in the century are excellent in the sense that their infrastructure, resources, faculty, programmes of teaching and research are almost as good as the best in the advanced countries. But, the same cannot be said of the average institutions of higher education in the country. They do not come anywhere near the level of average institutions of higher education in the advanced countries. This vast gap in standards and facilities has been a cause of constant anxiety and concern to the policy planners of higher education

in India.

The issue of accessibility to quality higher education needs to be addressed in the light of the vast economic and society disparities, cultural and linguistic diversities and extremely uneven opportunities of learning at the school level together with the aspirations and the question of access to higher Education needs to be addressed at the local, regional, national and international levels from trans-disciplinary, inter-disciplinary and discipline-specific perspectives. The issue of accessibility of quality higher education arises in the context of the transition in the country from elitist to mass education in the post-independence period. The issue has significant implications in the sense that it demands a redefinition of the aims of higher education.

There are basically two agencies in India regulating higher education- UGC (1956) and All India Council for Technical Education (1987). Both these institutions are under the Ministry of Education, which holds them in a vice like grip. The general tendency of both these institutions is to make the process of accreditation a strenuous bureaucratic exercise of course; quality assurance in Higher Education is one of their main tasks but making recognition and accreditation a tedious process is surely not the only way to ensure quality. While the bogus for poor quality colleges are a matter of concern for every regulator, the problem in India is that University authorities do not have a proper monitoring and surveillance system for colleges, this leads to episode of sudden derecognition of Chattisgarh University and a large number of affiliated colleges which was very distressing for a large number of students.

The constitutional amendment of 1976 places all higher education, including technical education, in the concurrent list

of the Government of India and states for promotion, co-ordination, determination and maintenance of. During the last 50 years, the Government has also established and supported a large number of high level institutions, Central Universities as well as provided aid to Universities set up by State Government Department of Education, UGC, AICTE have provisions in their budgets along with other Ministers like Health, Agriculture, Science & Technology, Electronics, Space, Bio-technology, Environmental Science and Industrial Research / Atomic Energy to directly fund research and training. There has been a Scientific Policy Resolution passed by the parliament in 1958 promoting the study of science. A National Policy of Education adopted by the parliament in 1986 and modified in 1992.

While these policies speak of the good intentions of the Govt., it has been generally noticed that they get rapidly enmeshed in deep bureaucracy of each of these institutions or sometimes get unnecessarily caught up in politics. The CAG in its report of 2002 has made a scathing attack on UGC. It has accused UGC of hardly using its supervisory power of inspecting leading to poor quality. The 2005 Supreme Court judgment ordered closure of over 100 Universities and institutions as a reflection of poor quality control by Govt. institutions.

In a document called "Challenge Education" produced in 1985 by the Ministry of Education, the Government admitted that the "whole process of higher education has become warped". Indeed higher education in India is faced with deteriorating conditions, Despite numerous committees having produced reports to this effect nothing significant seems to have come out of it. Meanwhile, there are over 200 Universities and 8000 colleges and 7 million students, 27000

teachers in Higher Education in India. While educators opine that Govt. should not abandon its responsibility of liberal funding of higher education and creation of funds through donations and upward revision of fee structure is now a must. In fact, the actual percentage of fees to operating cost in India has declined due to increasing cost of sources. This is a critical issue facing the Higher Education System in India and the politics of Education. Public expenditure on Higher Education is barely 0.4 percent of the Gross National Profit while it is 4 percent for the entire Education Sector. This and related issues were discussed at this Seminar, resulting in the following major recommendations.

Setting up of NAAC has sent the right and positive signals for generating and promoting awareness of the urgent need of the quality upgradation of colleges and Universities. The need is to identify effective ways and strategies to expedite the completion of assessment and accreditation by NAAC within a stipulated time frame.

Quality upgradation is not a one time phenomenon. Quest for excellence is a continuous and perennial pursuit. In view of this, post- accreditation complacency must be arrested by evolving quality assurance mechanism for self-regulation.

The setting up of an Internal Quality Assurance Cell (IQAC) is one such mechanism. The cell may constitute two quality groups, one for academic excellence and another for administrative efficiency. These groups may design strategies for quality enhancement for consideration and implementation by IQAC.

With a view to ensure maximum participation of college teachers in Workshops, Seminars, Conferences, Orientation and Refresher Courses, it is suggested that these wants be organized during lean periods in institutional academic work

(i.e. March-July). This would help the teachers to participate in these activities without upsetting the teaching schedule.

Quality of higher education can improve considerably through an extensive and optimal use of audio-video technologies and internet. The courses should be so designed to make good use of these modern developments.

Effectiveness of quality upgradation initiative in higher education largely depend on the quality of primary and secondary education. Institutional mechanism on the pattern of NAAC may be set up for upgrading the quality of education at these levels to further enhance the outcome of NAAC efforts. †

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Problems and Prospects of Higher Education in India : With Special Reference to Assam

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1. Introduction :

In recent years, education and training has increasingly been acknowledged as primary tools for human resource development. With the increasing importance of this sector, the complex issues associated with its financing has attracted considerable interest, both in academic as well as in administrative circles. As a merit good the issue of state funding of education has been a subject of great controversy. Due to high difference between the private and the social rate of return in education, there should be the provision of subsidy. Apart from general i.e. indirect subsidization by government, keeping in view the equity considerations in a developing economy like India where about half the population lives below the poverty line and general standards of living are low, there is need for direct subsidies in the form of scholarships, stipends and fee concessions.

Human beings invest in themselves by means of education and training which increases knowledge and skill

in them. This increases their productive capacities, which raises their future income by increasing their lifetime earnings. Generally better educated people earn more than a less educated person.

As India enter the new world order dominated by knowledge economies, it becomes imperative that one makes a review of the existing education system, and more so the higher education structure. Any discussion on higher education evokes passionate debate as radically divergent views are presented on almost every facet of the issue. However the biggest controversy is always generated by the issue of state subsidy in higher education.

2. The Subsidy Issue :

Return to education which is an important indicator of efficiency is estimated by using cost-benefit analysis. Here, cost is measured as opportunity cost (the goods and services that are sacrificed when resources are devoted to education rather than some other economic activities) rather than simply monetary cost. On the other hand, the benefits of education are measured in terms of the extra lifetime income or earnings enjoyed by educated manpower compared with workers of lower levels of education. Concepts of private rates of return and social rate of return are important in measuring the benefits of education. The difference between the social and the private rate of return reflects the degree of subsidy in education. Since education is highly subsidised sector there is a wide gap between the social and the private rates of return. Benefits of education are derived by students, others in the society (non students), teachers, administrators etc. Some educational benefits occurs during the educational experience itself and other educational benefits can be identified upon completion of an educational programme.

3. Subsidy Debate in Higher Education :

The demand for higher education by an individual depends upon a host of factors that includes the cultural background, traditions and values, family income, status and of course, the sex of the potential recipient etc. However the two principal factors that determine the demand are

- The private benefit of higher education.
- Direct and indirect cost of higher education.

The private benefit of higher education stems from the fact that a greater educational attainment increases the expected future income of the recipient. In developing economics more education significantly increases the possibility of acquiring a job in the modern sector that promises higher wages and social status. With a substantial level of state subsidy in higher education the direct private cost of education is significantly reduced. Besides limited employment opportunities in a developing economy means that the opportunity cost of an individual, in accessing higher education remains extremely low. Hence the benefit of education net of cost appears to be significant as the cost component is highly understated. This leads to an enormous surge in the demand for higher education which has a number of consequences for the economy.

However supporters of subsidies in higher education cite the contribution of education in the economic development that has taken place in most developing countries over the years. They point out the role of higher education in creating a more egalitarian society, economically, socially and also politically. It is argued that higher education, like other sectors of education, generate external economics, which enhance the welfare of the society besides benefiting the primary recipient. The presence of positive externalities means that the quantity

of higher education that the market provides will always be less than what would be the efficient level. This under-provision can only be corrected through a subsidy programme that ensures that the market determined optimal provision equals the efficient level of provision.

On the contrary, the proponents of the free market economy argue in favour of reversing the distortions created in the economy by extension of subsidy to higher education. They believe that subsidy drastically reduces private cost of higher education and makes the net benefit appear much higher than what it actually is. These illusions of inflated returns to higher education result in a very high demand for it. Seen as a ticket to upward economic and social mobility, immense pressure is exerted on the political system to provide more and more subsidized education, resulting in a diversion of scarce resources from critical investments that would have generated more employment opportunities. With number of high level jobs growing at a rate that is lower than the rate of educated outturns, more graduate and post-graduate outturns result only in a negative substitution of labour instead of a rise in productivity and social income. Thus it is claimed that subsidy have serious repercussions on growth and social stability.

4. Efficiency and Equity aspect of Subsidy :

The efficient provision of higher education could be undertaken only if the subsidy extended is optimum. If the level of subsidy exceeds this critical level then there would arise a case of over-provision, which will hurt the economy more than the initial inefficiency resulting from the absence of subsidy. The rationale for extending subsidy in higher education is based on the assumption that positive externalities are generated in its provision. However it is observed that the

benefit to the individual recipient far outweighs what the society gains as externalities. If that is the case then it is only fair that the students, whose future lifetime earning is increased manifold due to the education acquired, should as well pay for the cost. The argument is reinforced when it is realized that subsidy reduces the cost of higher education only to the individual beneficiary and not to the society.

Besides the issue of efficiency in subsidy, the equity issue also has generated considerable interest among economists, educationalists, and policy makers. There are two main aspects of the equity issue in education.

● Does state funding of higher education result in a redistribution of income in favour of the rich and against the poor ?

● What constitutes an efficient form of disbursement of government funds, from the perspective of equity ?

In a model of endogenous growth with human capital there is a double need for public intervention. First, educational investment tends to be insufficient because its private value is lower than its social value by the positive externality it exerts on future generations. A subsidy is called for. Second, for a given social rate of time preference, it is likely that individual saving decisions don't generate the appropriate amount of capital accumulation. Thus some transfers between generations are desirable. Social optimum decentralization is possible with a lump sum tax on earning and a subsidy on education.

Expenditure on education comes from two major sources. The first source is the expenditure borne by the union government and state governments. The second is the expenditure incurred by households on the payment of fees, the purchase of books, stationery and uniforms, conveyance,

private coaching and maintenance in schools. Besides of such direct household expenditure on education, there is indirect expenditure in the form of earnings forgone by an individual who opts for schooling instead of engaging in gainful wage or self-employment. There are two major types of subsidy in higher education i.e., tuition subsidy and student aid. Tuition is not the only cost of attending college. The most important cost is the opportunity cost of the students. Student aid is the direct financial aid to students in the form of grant, subsidized student loan, work-study arrangements etc. General or 'indirect' subsidy can be defined as expenditure (recurring) per student minus fee per student, and 'direct subsidy' can be defined as to refer to scholarships, including stipends, and other kinds of direct financial assistance.

5. Forms of Subsidy :

Subsidies in higher education can be given to students or educational institutes in many forms. It may be direct payment to institutions, to students of some specific category, tax concession to students and their parents, student loan facilities, provision of meals, accommodation, or travel at prices below market prices etc. The economic theory of demand provided the conceptual basis for this study. Economic theorists suggest that the demand for a specific commodity, such as student loans, is influenced by several factors or variables. These variables include the size of the population, the distribution of income among households, the level of income of the average household, the price of the commodity in question, the prices of many other commodities, and the tastes of preferences of the members of society. Student loan together with scholarships, grants, bursaries, or fellowships is the way through which the government or private institutions provide support for students to pay their tuition fees or to maintain

their living expenses.

Unlike student loans, fee is a method of cost recovery where the incidence will be on the present generation. The fee is not only low in India but has also remained almost unaltered over the years, and the costs of education have increased thus leading to an increase in cost-fee disparity.

Again, there is another way i.e. voucher system through which cost of education can be financed. An education voucher is a payment by the government to parents rather than to the school chosen by the parents of the child being educated. The voucher is tax-funded and covers most or all of the tuition charge. There are also private suppliers of vouchers like foundations, trusts or philanthropists who sponsor vouchers. The main purpose of vouchers is to increase parents' freedom to choose the school they prefer for their children. According to Friedman, first of all, vouchers have to be universal. This means available to all parents to choose freely the schools their children attend. Second, the voucher amount, though less than what the government now spends per pupil on education, should be large enough to cover the costs of a high-quality education. If realized, everybody will win: parents, students, teachers and taxpayers.

In India, both the central government and the state governments have been responsible for education since 1976. Public investment in education in India has been inadequate for meeting the needs of education for all. The targeted amount of 6% of GDP to the education sector is still illusive. In the process of review of NPE 1986, the Government of India (1990) for the first time referred in detail to some of the methods that are nowadays being discussed to generate additional resources for education. These methods largely refer to the higher education sector. Prominent among the

several measures that are discussed presently include : (i) raising fees discriminately, (ii) revitalization of the national loan programme for students, (iii) special taxes such as graduate taxes, (iv) corporate donations through liberal tax concessions, and (v) self-financing by the education sector. Most of them are relevant only in the case of higher education and to some extent secondary education, but not in the case of elementary education. Quite a few suggestions are being put forward to mobilize additional resources for elementary education.

6. Optimum level of Subsidy :

In case of education the benefit to society is always higher than the private benefit. The social optimum provision is obtained by the intersection of the Marginal Social Benefit (MSB) curve and the supply curve. Though it is desirable, is not attainable in free market practice. Here along with the Marginal Private Benefit (MPB), externality is present. Hence market will not bear the cost of externality. Government should bear the cost of externality by providing optimum level of subsidy. The provision of optimum level of subsidy in higher education can be shown with the help of a diagram. In the following figure D_m and S are the market demand and supply of higher education. Education is assumed to be provided under constant cost which accounts for the supply curve that is parallel to the horizontal axis.

The optimum market provision of higher education is determined at OQ_1 at a cost of OF_1 per unit.

However the externalities generated by higher education is indicated by the marginal external benefit curve (MEB), which represents how much an additional unit of higher education benefits the society exclusive of the benefit to the direct recipient. The vertical summation of the D_p curve and the MEB

curve generates the marginal social benefit curve (MSB), which indicates the total benefit of an additional unit of higher education to the society inclusive of the direct recipient.

Considering the MSB curve instead of the D_p curve, the equilibrium output of higher education is established at OQ_E which is the efficient provision.

As is evident, $Q_1 Q_E$, will be the extent of under-provision of higher education, if its supply is left to market forces.

Thus the presence of externalities results in inefficiency in the working of the private competitive market resulting in a welfare cost amounting to CBA. A correction can be affected by extending a subsidy of $F_1 F_2$ per unit to higher education so that the supply curve shifts down to S' . Here the optimum market provision of higher education equals the efficient level of provision at OQ_E .

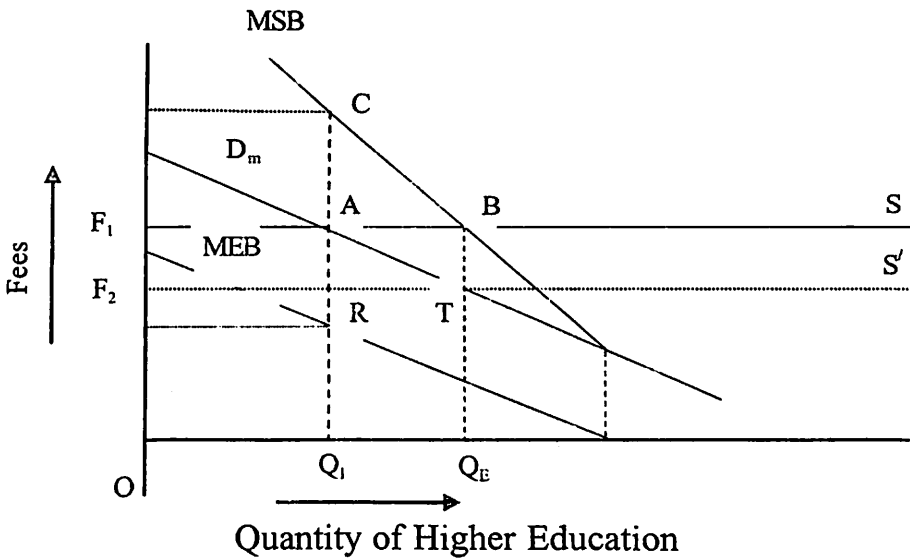


Figure-1: Provision of Efficient level of Higher Education

As indicated above, the efficient provision of higher education could be undertaken only if the subsidy extended is

optimum. If the level of subsidy exceeds this critical level then there would arise a case of over-provision, which will hurt the economy more than the initial inefficiency resulting from the absence of subsidy.

The rationale for extending subsidy in higher education is based on the assumption that positive externalities are generated in its provision. However it is observed that the benefit to the individual recipient far outweighs what the society gains as externalities. If that is the case then it is only fair that the students, whose future lifetime earning is increased manifold due to the education acquired, should as well pay for the cost. The argument is reinforced when it is realized that subsidy reduces the cost of education only to the individual beneficiary and not to the society. The problem gets more complex when one considers the fact that the potential future income of all students will not rise equally. In such instances selective subsidy in the form of low interest student loans can be a viable solution. This is especially true in the case of students from very low income families, who experience disadvantages in every aspect as he competes to access the relatively scarce and expensive higher education.

7. Subsidized Schemes in Assam's Education Sector :

There are various subsidized schemes in Assam's education sector. Elementary education in India as well as Assam is free and compulsory. It is a constitutional obligation. But higher education is not totally free to the beneficiaries; yet it is provided at subsidized rates. Despite the direct grants to education, various schemes have been undertaken at free or subsidized rate in order to internalize the cost of externality in education. Scholarship schemes, student loan at subsidized rate, prizes etc act as subsidy to higher education. One of such scheme is The Anundoram Borooah Award Scheme (ARBAS).

ARBAS was launched by the Government of Assam in the year 2005 with the sole aim of enhancing healthy competition amongst the student community and to help them to enrich their perception through up to date knowledge and information with the help of information and technology (IT) education. In this age of globalization IT has significantly altered many aspects of life in recent years. This exploratory field has made its place into the academic curriculum of schools and colleges up to the university level. Therefore looking at the present scenario of the innate potentiality of the IT industry the Government of Assam has made an effort to promote IT education through this unique scheme.

There are various factors such as aptitude, study hour, environment, teaching quality etc. which has influence on the academic result of the students. Incentive is one of such factors which affect the result. In the secondary education level, the Government of Assam has introduced the ARBAS scheme as an incentive (here it is an example of subsidy) to increase the number of first division holders in HSLC of Assam. The expenditure incurred in this programme in one year has acted as an incentive to future candidates to secure the minimum marks necessary to be eligible for computers under the scheme. The Assam Electronics Development Corporation Ltd. was entrusted to carry out the scheme on behalf of the planning & Development Department.

Year	No of 1st Div.	Expenditure
2005	12,756	Rs. 22,75,65,547
2006	13,493	Rs. 25,18,10,005
2007	*12,708	Rs. 23,62,15,503
2008	17,331	Rs. 29,98,57,512

*Included the 10 personal computers which were distributed to the student securing 1st Division in FM (final examination) conducted by Assam State Madrassa Board.

Source: Planning & Development, Government of Assam and the Assam Electronics Development Corporation Ltd.

Expenditure incurred in one year has significance on the numbers of first division holders in the subsequent year. The coefficient of determination i.e. 1.2 between the amount of expenditure incurred in one year and the number of first division holders in the subsequent year is 0.10. This implies that the 10% increase of the first division holders in the HSLC examination can be explained by the increase in the amount of expenditure in the scheme. Hence it can be concluded that with all other factors, this incentive scheme has also a significant influence in the determination of the numbers of first division holders in HSLC examination.

8. Conclusion :

Subsidy in the higher education is the most controversial issue today. Though benefits are associated with subsidy in higher education, the optimum level of subsidy should be determined first. Over provision of subsidy may be more dangerous than under provision. Besides universalization of elementary education demands higher amount of public funds. Attainment of elementary education can only ensure the full attainment of higher education. Hence funds should be first directed to elementary and secondary education, and then only subsidy should be directed to the higher education level. #

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Privatisation Perspective Of Higher Education In India- Ensuring And Assuring Quality Through Privatisation

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Abstract :

'Education for living' and 'Education for making a living' must be differentiated. While India is marching towards being a global powerhouse, the hope undoubtedly lies in proper education of her youth especially higher education which is faced by multifaceted and multidimensional challenges. The global policy as fluctuated between issuing prescriptions either in favour or against privatisation of higher education. In this light the landmark judgement of the Hon'ble Supreme Court, supporting privatisation of higher education in India states that "The idea of an academic degree as a "private good" that benefits the individual rather than a 'public good' for the society is now widely accepted". The logic of today's economics and ideology of privatisation have contributed to the resurgence of private higher education and establishment

of private institutions where none or very few existed before 1993. World Bank also in mid nineties said that developing country should not invest their scare resources on higher education because the social return on investment made in higher education is very low compared to primary and secondary education.

Lot of debates and discussions has been made in different national and regional forums regarding the need and suitability of privatisation of higher education in India. So, I would not like to go to that debate rather this paper would focus upon the case in favour of privatisation and try to emphasis on the facts that quality in higher education can be ensured and assured through private institutions because the overall performance of Govt. sponsored and aided institutions are lagging behind for reasons best known to all.

In this globalisation era it would be naive that mere access and equity of higher education would suffice in development but at the same time it remains indisputable that higher education can be a powerful tool in engineering socio-economic change if at all it is qualitative but not quantitative because increase in quantity can yield only fruits which will be nutritionally deficient.

This paper ascertains the positive impact of privatisation of higher education in this global era because higher education is investment of time and resources, to reap greater socio-economic benefits because knowledge is an incredible asset and undepleting resource. ◆

Introduction :

"Education for living" and "Education for making a living" must be differentiated. While India is marching towards being a global powerhouse, the hope undoubtedly lies in proper education of her youth especially higher education which is

faced by multifaceted multidimensional challenges. Higher education is increasingly being viewed as a dynamic process, not only capable of processing knowledge but also shaping life. Higher education, now has become an engine of growth, capable of creating knowledge in society and ushering in economic sustainability by building a capital of human resource that is not only knowledgeable and skilled but also globally competent.

Need for privatization :

Indian higher education is beset with the elusive triangle of quantity, quality and equality. Higher education in India has expanded many folds since independence. The number of universities has increased from 20 in 1947 to 519 in 2008, colleges from 500 to 25957, teaching staff from a meager 1500 to nearly 5.12 lakhs and students population in H.E from 1 lakh in 1950 to over 122 lakhs in 2007. The Gross Enrolment Rate (GER) has increased from less than 1% in 1950 to 10% in 2007. This is a vast quantitative increase. But what about the quality? While speaking at the 90th annual convocation of Banaras Hindu University on 15th of March 2008, Prime minister Dr. Manmohan Singh lamented over the non availability and quality of H.E in India. He stated that only 10% of India's youth go to college as against 40-50% in the developed Western countries. He also referred that the quality of education has been absolutely low, and mentioned that 2/3 of the Indian universities are providing substandard education while 90% colleges are below average.

The Indian Universities, which should have been the centre of cutting edge research and hub of intellectual activity are more in the news for political machinations than for research excellence. Years of under investment in H.E and political interference has brought down the quality of H.E. This brings

us to the larger issue that is at stake in this debate about the future of H.E in India. With the National Knowledge Commission (2006) calling for a fundamental change in H.E and the HRD minister finally realizing that something drastic needs to be done, the stage is hope fully set for a radical overhead of the higher education sector.

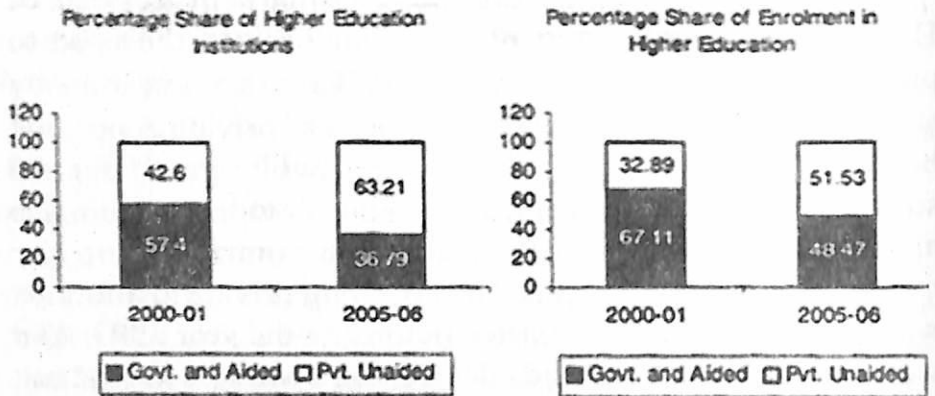
At the back drop of this the landmark judgement of Honorable Supreme court of India emphasized the need to protect and strengthen private funded H.E system in India by stating "the idea of an academic degree as a "private good" that benefits the individual , rather than a "public good" for the society is now widely accepted. The logic of todays economics and an ideology of privatization have contributed to the resurgence of private H.E and establishing private institutions where none, or very few existed before" in the year 1993. The world bank in mid 90's said "developing countries should not invest their scarce resources in H.E" it underlined stating that social return on investment made in H.E is very low compared to primary and secondary education.

Govt of India favoured the ruling of SC and statement of the World bank and drafted papers on cut downng subsidies and expenditures on H.E classifying it as non merit goods which can substantially reduce the fiscal budgets. As a result the subsidy on higher education reduced to 25% over a period of 5 years starting from 1994-95 when before it stood at 90%. As a result a process of privatization of H.E system is underway in India ,a result not of some comprehensive programme of education reform but as a consequence of the collapse of the public sector and the withdrawal of the middle classes.

Growth of private Higher Education Institutions :

There is an increasing trend both in the number of private institutions and enrollment in recent years. In 2000-01 private

unaided institutions constituted 42.6% of total number of H.E institutions which increased to 63.21% in 2005-06 (UGC-2006). Similarly the share of enrollment in private institutions has gone up from 32.89% in 2000-01 to 51.53% in 2005-06 as shown in fig-1



Source: Anandkrishnan (2006).

Fig.1- Share of private sector in H.E in India

On the contrary, if we see the trends in financing of higher education by the state, owing to several factors, including the new economic policies adopted since the 1990's state funding to education in general and higher education in particular has been declining in real terms. Much of the central govt expenditure on H.E is routed through the UGC. It is interesting to note that the disbursement of funds by the UGC is uneven and the bulk of it goes to the Central Universities and their affiliated colleges and to a few deemed universities. Vast majority of universities and other degree awarding institutions are not even eligible to receive any kind of grants from the UGC in all only 158 out of 348 universities are eligible to receive grants from the UGC. In addition, the UGC provides

general development assistance to a little over 5000 colleges. Since the 1990's the priority given to H.E and Technical education has declined even as their importance in facing the new global challenges is growing. The proportion of GNP allocated to H.E has sharply declined from 0.46% in 1990-91 to 0.34% in 2004-05. This can be shown by the fig.2 below-

Figure 2 Expenditure on Education (as Percentage of GDP)

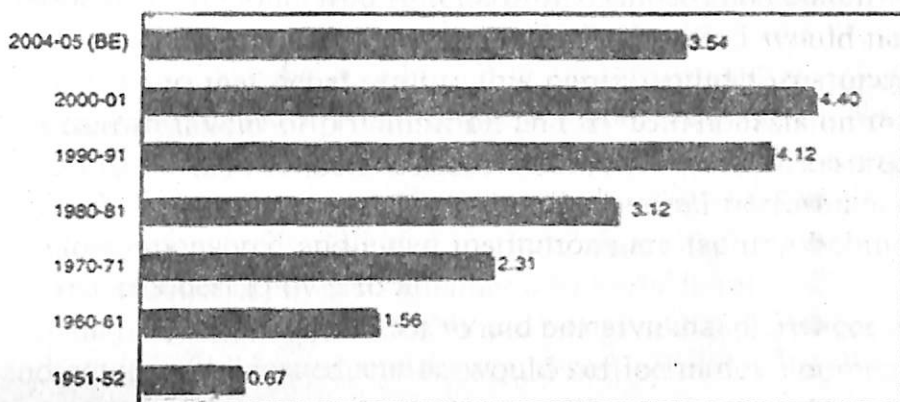
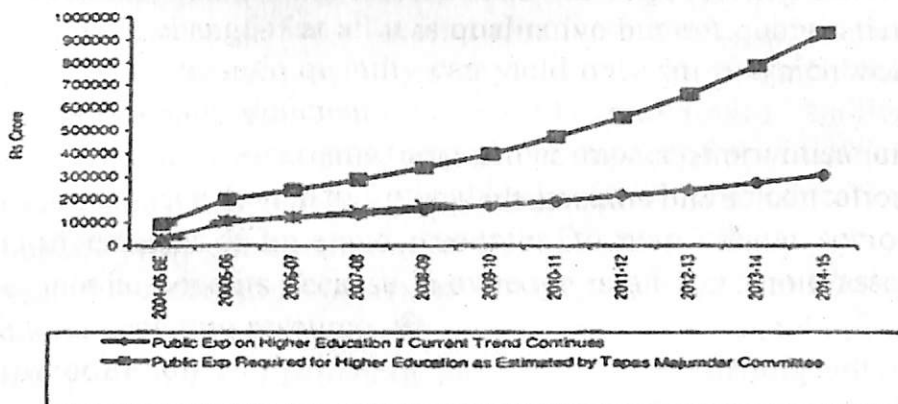


Fig. 2 : Expenditure on Education (as Percentage of GDP)



Sources: (i) Resource availability on the basis of current trends is estimated by fitting semi-log equation the data set for the years 1990-91 to 2004-05 BE. (ii) For Tapes Majumdar Committee projections MHRD (2005).

Fig. 3 : Resource Gap In Higher and Technical Education

Quality assurance through privatization :

With reference to H.E the term "quality" has a wider implication. In this context Article 11 of the world declaration on H.E deserves citation. "Quality in the H.E multi dimensional concept which should embrace all its functions and activities, teaching and academic programs, research and scholarships, staffing, students, buildings, facilities, equipments, services to the community and the economic environment." H.E which has now become an engine of growth is governed by important factors of quality, ethics and culture. In this context NAAC - National Assessment and Accreditation Council has formulated five core values to which all HEI's should relate-

- Contribution to national development.
- Fostering global competencies among students.
- Inculcation of a value system in students.
- Promoting the use of technology and
- Quest of excellence.

This national evaluating body on higher education (NAAC) established in 1994 have done a tremendous job in classifying the higher educational institutions- govt aided and private according to its performance in the past and the proposed actions of the future. This has no doubt created awareness to the institutions as well as teaching community to improve the performance and enhance the quality of H.E. But it cuts a very sorry figure for the Govt Institutions as the govt funded institutions failed to meet this criteria and practice due to lack of funds and the bureaucratic bottleneck inherent in the system. In this globalization era, privatization of H.E is inevitable and important crucial element for development of society and economy. Privatisation of H.E will certainly create competitiveness and upgradation in educational system and curricula, which will improve the performance and standards.

Under the liberalization, privatization and globalization condition, the demand will be for quality only. A prospective student may not give preference to the glorious history of the institution, but to whether it is offering quality and competent education suitable for today.

The state universities are over centralized , bureaucratic and monopolistic, thwarting the impending ideas of students and professors. These universities offer the conventional courses and curricula, which has become obsolete and are irrelevant which produces only the unemployable youth. On the other hand, to ensure quality performance on the part of the teachers, non teaching staff and students, private institutions are always in an advantageous position to dig out the potentialities to the fullest extent. As their main purpose is profit making, the private institutions work with a missionary zeal to ensure quality education. But in public funded educational institutions the scenario is totally different, that is why it is high time to develop a mechanism to utilize the potentialities of the people concerned with education to the fullest extent. To cater to the rising demands in terms of quality and quantity in H.E, state universities need to be supplemented by private universities. In the newly emerging knowledge society the need and importance of quality and efficiency in H.E needs no emphasis. In this fast paced globalization, if India has to compete the only option is to augment its private universities. This is the only way to get a competitive advantage.

General impression however remains that while privatization means accountability, efficiency and transparency on the one hand it also means more cost, and access to only rich on the other hand but it is understandable that the quality of service most of the time goes with more cost and as such

private service organisations charge high fees for their services. Thus the need for providing quality service to people in general remains unfulfilled even after privatization. The question therefore, is how to marry privatization with social commitment, privatization with excellence, privatization with strict compliance of rules, privatisation with reasonable cost, privatization with open access and privatization with honesty and minimum profit motive.

Conclusions :

Higher Education is an investment of time and resources to reap greater socio-economic benefits. Knowledge is an incredible asset and undepleting resource. It is difficult today to always have state financing when there is scarcity of resources. But the fear of market failure in provision of education services is the major thought of concern. As a result state intervention becomes necessary and in this context the role of the state may be in the following form.

To see that the basic norms such as qualified personnel, basic infrastructure are fulfilled by the private institutions.

To curb the wider disparities in terms of access to education, that is to bring the concept of equity in light of deserving students of low income group.

To see that the standard and efficiency is maintained by private institutions

So to conclude it can be said that in the global scenario of privatization of H.E is widely accepted and practiced but in India state funding is essential for sustenance and growth but the demands of quantitative expansion and qualitative improvement can be achieved through privatization of H.E only and keeping a proper balance between state funded institutions and private institutions. †

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Prospect for Development of Private Universities in Assam

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Abstract :

The aim of this paper is to give a landscape view of the values and prospects of private universities in Assam. It is very important to note that Assam is lagging far behind the other states of the country in matters of technical education. According to the State Education Department, Assam requires raising its capacity by 17 times over the existing infrastructure in degree engineering level and five times over the existing capacity in the diploma engineering level to acquire same level with other states of the country. The development of private universities in Assam has been a phenomenon of increasing importance in the field of Engineering, Health Sciences and other professional courses since 2007 as per Assam Private Universities Act, 2007 (Assam Act No. XII of 2007). In many ways, the private higher education institutions are more responsive to the demands of an economy in transition than are the state institutions and universities, and they tend to operate more efficiently. Also, they are keen interest in job-oriented courses with variety of knowledge generation. The

establishment of private universities has been a stimulus to regional development in professional education in Assam.

Keywords : Engineering, Health Sciences, Assam Private Universities Act, Professional education, Private Universities. ♦

Introduction :

Education is very essential for the progress of nation economy [1]. Education should not only be concerned with imparting and advancement of knowledge, but also promoting the young generation a sense of commitment and dedication.

Assam is the largest state among the "seven sisters" of the North- East India. In terms of education, Assam has developed a lot till today. Its capital city, Guwahati is the key destination for higher education for the students of the whole of the north-eastern region. Based on the population of Assam, Assam seems to have substantial number of primary schools (5% of the country total), mid schools (3.65% of country total), high schools (3.61% of country total) and colleges for general education (3.41% of country total) [2]. Assam is lagging behind the other states of the country in matters of technical education. Assam has 42 professional education institutes out of 2409 that is only 1.74% of the country total. According to the State Education Department, Assam requires raising its capacity by 17 times over the existing infrastructure in degree engineering level and five times over the existing capacity in diploma engineering level.

As per an estimate nearly 4000 students of Assam go to New Delhi for academic study every year and more than 4000 students move to Bangalore and other states to study medicine, engineering, law and other professional courses. And mostly after completion of their studies prefer to stay outside Assam only. Now the question is how to decrease the movement of students from Assam to other parts of the country. If the number of colleges offering professional courses and others are

increased than there is a possibility of decreasing the migrants from Assam. Taking in view the fact many private universities are growing in Assam and the aim of these institutions are to stop the students going outside Assam for higher degree. It is well known to everybody that knowledge is power and empowering the future citizens of Assam with latest state of art and technology will bring revolutionary economic growth to the state as well as the nation [3].

Professional Courses and Colleges/Institutions of Assam:

The states like Karnataka, Andhra Pradesh, Maharashtra, Tamil Nadu etc are progressing in the field of high technology and related fields because, the per capita income of these states are far better than that of Assam. The per capita income of Assam is INR 6520 in 2003-2004 [4]. Assam has only three Engineering colleges at this time: Assam Engineering College in Guwahati, Jorhat Engineering College and the National Institute of Technology, Silchar (formerly, Silchar Engineering College). There are three medical colleges till today, but some others are also being under construction in various districts under the Govt. of Assam. Tezpur University and Assam University offers B. Tech courses in various disciplines. Now Guwahati University has also opened B. Tech program. Other professional courses like B. Pharm, BBA, BCA etc (undergraduate courses) and M. Pharm, MBA, MCA, M. Tech etc (post graduate and high level courses) are run by the various institutes. There are limited seats for all these courses in all the Govt. universities. The B. Pharm course is offered by Dibrugarh University only. Now GMIT, a private engineering college has launched this program under Guwahati University. GMIT also offers BE and B. Tech degree courses. Dibrugarh university has launched BE in petroleum engineering last year. It has already M. Tech in petroleum technology, but it is sad to say that there is very few seats available and no other

university/institute offer this course. Guwahati IIT is also there, but very few students from Assam get admitted in undergraduate courses. A Central Institute of Technology is there in Kokrajhar, which was launched by the Central Government in 2006 to provide 3-year diplomas in various fields such as computer engineering and biotechnology. [5] [6] Assam has 9 Polytechnic Institutes and 23 Industrial Training Institutes (ITI). [7] Compared to other states of the country, Assam has very less number of professional colleges. The Don Bosco University in Guwahati is the first private university in Assam. Recently the Down Town Group has also proposed to establish Down Town University (the process is going on). Another engineering and Management College set up under G.U is Royal Group of Institute. Scholars Group of Technology and Management has also put a step in this regard.

It is very difficult to estimate how many students have migrated to other states from Assam for engineering education and other professional education. According to an article published in The Assam Tribune, April 13, 2007 the students from Assam who go to other states for educational purpose spend nearly INR1800 million rupees every year [8]. Assam's population is projected to grow to 33.9 million by 2020 and 35.6 million by 2026 [9].

Need for Private University :

Assam has a population of nearly 26.5 million [10]. If the number of engineering entering students per million of the total population of Assam is nearly 1049, than Assam will have nearly 27,799 engineering entering students per year. The number of seats available in the three engineering colleges of Assam is very less compared to this number. So, where these student will go? They migrate to other states to fulfill their requirement and by doing so Assam is losing its economy (as stated earlier). If Assam wants to minimize this migration, than

Assam needs more engineering colleges immediately. Of course, that will require huge expenses as well as recruitment of high quality faculty and at the same time adequate opportunities for Graduating students. In 2007, 68.44% or 9471 students passed from Science stream in HSSLC examination. If 20.02% students also decide to opt for engineering than there will be enough students from SEBA itself, but the seats is limited in concerned area. This is an absolute necessity for Assam to progress in current technology driven knowledge based world economy. Due to this reason the private universities are taking position in the education world. Their main aim is to minimize the moving of students for education to other states of India. One of the plus points of these universities is that these are mostly in Guwahati, the main city of north east India and the faculties are highly qualified. At the same time they are giving lots of facility compared to the government engineering colleges.

The most important question is will the growth of private universities lead to the development of software and hi-tech industries in Assam? The answer is positive. The chairman of the Infosys, a leading hi-tech company, says in an article that "if a software development centre is started in Guwahati (Assam) the employees have to be hired from outside Assam and it is not cost effective to do so" [11]. According to this article, Infosys has several pre-conditions before starting development centres in a location, the primary being manpower ability. Orissa had 41 engineering colleges in 2004 with 13,000 entering students annually. As a result, 80% of the employees in the Infosys Orissa development centre are from Orissa.

Conclusion :

The establishment of the private universities indicates that Assam wants to be part of the emerging globalized hi-tech economy. And these universities will enhance the economy of

the state. At the same time, for the success of these universities they should also take care of the employment opportunities for the graduates right from the very beginning. One way to minimize the problem of employment is to start such branches, which have much employment opportunities such as Computer Science, Electrical Engineering, and Civil Engineering etc. first with other branches less. Another way is by making connection with outside companies for recruitment purposes till Assam can absorb them. If new engineering colleges in Assam produce thousands of more new graduates, then it is required to recruit them and keep them in Assam only. The shortage of good faculty in engineering/medical colleges is a problem faced by Assam. This is due to minimum remuneration. †

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Inculcation of Entrepreneurial Value in Higher Education— Needs and Strategy

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The Entrepreneurship Development Movement gathered momentum in India particularly during the last thirty years from 1980 onwards and entrepreneurship as a field of study has attracted serious attention only during the recent years. In fact, entrepreneurship development is now considered as the vehicle for transforming the society through the application of innovative skill to available economic resources. With the serious turning of educated unemployment problem in our economy and the limitation on the part of the Govt. and semi Govt. organizations to create adequate employment avenues, there has been great deal of emphasis on increasing the supply of entrepreneurs in our economy. Having been realized the importance of entrepreneurship development; various promotional measures have been initiated by the central and state Govts. to lure and motivate educated unemployed youths towards entrepreneurial career. Such youths generally are

devoid of any knowledge about entrepreneurship value and education, as our educational curricula in general do not impart any such knowledge. On the contrary, some developed countries, in addition to taking up promotional measures for entrepreneurship development, introduce entrepreneurship courses in academic institutions. For instance, in the USA, there were 29 universities offering entrepreneurship courses in 1970(Vesper, 1985), while the number of universities introducing such courses increased to 400 in 1999(Gerald E. Hills &Michael A. Morris, 1999). Entrepreneurship and small business courses have been introduced in many European countries too, such as Austria, Belgium, Denmark, Netherlands, France, Germany, UK etc(Hans ,Herman and Jose ,1999).However, inculcation of entrepreneurial value is yet to get its importance in our academic curricula; except in some vocational and business schools and Commerce courses under some universities.

Objectives of Study :

Keeping in view the above facts, the present study aims to attain the following objectives:

1. To examine the need for entrepreneurial education at the formal educational curricula in higher education.
2. To develop a framework of strategy for entrepreneurial education.

Methodology :

Towards attainment of these objectives a case study has been conducted on 145 functioning entrepreneurs operating from Tinsukia district of Assam. The field survey was conducted during the financial year 2007-08 and performance data are related to the average of three years viz 2004-05, 2005-06 and 2006-07. For the purpose of the study, entrepreneurial

performance is linked up with-

- a. entrepreneurs' level of education and
- b. their (entrepreneurs') participation or otherwise in any kind of entrepreneurship development training programme.

For the purpose of the present study, performance of an entrepreneur is related to his/her level of success attained in terms of the extent of installed capacity utilized by the enterprise owned and operated by him/her. Thus 'Success' is defined as success of the entrepreneur calculated in terms of the percentage of installed capacity utilized by his/ her enterprise. In determining the percentage of capacity utilized by an entrepreneur, average of three consecutive years' performance is considered. With this framework of definition, success level of entrepreneurs is categorized as under:

<u>Success level</u>	<u>Percentage of productive capacity utilized</u>
Low success	Below 25
Moderately low success	25-35
Moderately high success	36-50
High success	51-75
Exceptionally high success	Above 75

The Case Study :

It is ordinarily believed that formal education is not an important requirement for operating business activities. Yet, in the present day ever increasing complex business environment coupled with hyper competitive market of globalised nature, entrepreneurs need certain level of education to keep them well informed about the market dynamism, technological changes, the govt. policies etc. and to react competently in interaction with their overseas counterparts. In the present paper, an attempt has been made

to examine as to what extent the formal education attained by the entrepreneurs helps in creating awareness about Govt. support and incentive measures among them and how their education has relevance to their entrepreneurial success. This apart, the study relates the success level of the sample entrepreneurs with their undergoing or otherwise of any kind of training on entrepreneurship.

Educational Background wise Entrepreneurs' Degree of Awareness about Institutional supports and promotional measures:

Table 1.01 shows the relationship between the educational background of sample entrepreneurs and their degree of awareness about the institutional supports and incentives. It is evident from the Table that among the 'Under metric' and 'Matriculate/ intermediate' entrepreneurs the percentages of fully aware entrepreneurs are as low as' 10% and 37.5% respectively, while in the 'Technical degree/diploma' and 'Graduate & above groups, the percentages are comparatively high with 53.85% and 52.27% respectively.

Table 1.01: Break up of the sample entrepreneurs according to their Educational background and degree of awareness about the institutional support & promotional measures :

Degree of awareness	Fully aware (No.)	Partly aware (No.)	Totally unaware (No.)	Total (No.)
Educational level				
Under-matric	4(10%) 14.34*	21(52.50%) 19.86*	15(37.5%) 5.79*	40(100)
Matriculate/ intermediate	18(37.5%) 17.21%*	27(56.25%) 23.83*	3(6.25%) 6.95*	48(100)
Technical degree/ diploma	7(53.85%) 4.66*	5(38.46%) 6.46*	1(7.69%) 1.88*	13(100)

Graduate & above	23(52.27%) 15.78*	19(43.18%) 21.85*	2(4.55%) 6.37*	44(100)
Total	52(35.86%)	72(49.66%)	21(14.48%)	145(100)

Source: . Compiled from Field survey inputs

NB. Figures in the parentheses indicate the percentage of row totals.

The calculated value of chi-square=33.46

Table value of χ^2 at 6 DF (at 5% level of significance) = 12.6

*Expected values.

The table also shows a comparatively high proportions of partly aware entrepreneurs, i.e, 52.5% in the Under metric' and 56.25% in Matriculate/ intermediate groups as against 38.46% in 'Technical degree/ diploma' and 43.18% in 'Graduate and above' groups. Further, in 'Under metric' group, the percentage of totally unaware entrepreneurs is found to be 37.5%; while in other three groups the percentage of totally unaware entrepreneurs is less than 10%. Thus, it is evident from Table 1.01 that the degree of awareness varies at different levels of education of the sample entrepreneurs. Applying the Chi-square test, it is found that the computed value of chi-square (33.46) is higher than the table value (12.6) at 5% level of significance with 6 degree of freedom which signifies that there exist an association between the level education and the degree of awareness among the sample entrepreneurs. The degree of awareness is low in case of less educated entrepreneurs (Under matric and Matriculate/ intermediate), while it is high among the highly educated entrepreneurs with 'Technical degree/ diploma' and 'Graduate & above' qualifications.

A study at Chandigarh also (Sinha and Mahajan, 2002) reveals that young entrepreneurs having professional degree possess knowledge about support system. On the other hand

this awareness is lacking in those who do not have any professional qualification.

Educational Background and the level of success:

To examine as how the level of education of an entrepreneur is related to his/her success in enterprise management, Table 1.02 is presented here. It is evident from the table that 25% of the entrepreneurs with 'graduate and above' qualification achieves exceptionally high success, where as 61.36% of the entrepreneurs under the same group attains either high success or exceptionally high success level. In case of entrepreneurs with technical degree/ diploma, 46.15% achieves either high success or exceptionally high success as against 42.50% in under matric and 39.59% in matriculate/ intermediate group.

Table 1.02: Educational Background wise break up of sample entrepreneurs according to their success levels :

Success levels	No. of Entrepreneurs with educational background of				Total (No.)
	Under matric	Matriculate/ intermediaries	Technical degree / diploma	Graduate & above	
Low success	4(10.00)	4(8.33)	1(7.69)	2(4.55)	11(7.59)
Moderately low success	7(17.50)	6(12.50)	3(23.08)	5(11.36)	21(14.48)
Moderately high success	12(30.00)	19(39.58)	3(23.08)	10(22.73)	44(30.34)
High success	16(40.00)	14(29.17)	5(38.46)	16(36.36)	51(35.17)
Exceptionally high success	1(2.50)	5(10.42)	1(7.69)	11(25.00)	18(12.41)
Total	40(100)	48(100)	13(100)	44(100)	145(100)

Source: Compiled from Field survey inputs

Figures in the parentheses indicate the percentage of column totals.

Calculated value of $\chi^2 = 14.63$, At 12 D.F. $\chi^2_{0.05} = 21$

However, the result of the chi-square test does not show any significant relationship between the educational

background of the entrepreneurs and their success level as the calculated value of chi-square ($\chi^2 = 14.63$) is lower than the table value ($\chi_{2.05}^2 = 21$) at 5% level of significance with 12 degree of freedom. The study (Panda, 2002) made in Orissa, Andhra Pradesh, Bihar and West Bengal also does not find any significant level of association between the success level and educational background of entrepreneurs.

Entrepreneurs' Participation or otherwise in any kind of Entrepreneurship Development training Programme and their level of success:

With a view to examining whether the participation or otherwise in any kind of entrepreneurship development training programme by the sample entrepreneurs has some bearings on their success level or not, Table 1.03 is compiled and presented here.

Table 1.03: Break up of sample entrepreneurs participating or otherwise in any kind of Entrepreneurship development training programme according to their level of success.

Success level	No. of entrepreneurs attaining training	No. of entrepreneurs not attaining training	Total (No.)
Low success	3(3.09)	8(16.67)	11(7.59)
Moderately low success	12(12.37)	9(18.75)	21(14.48)
Moderately high success	27(27.84)	17(35.42)	44(30.34)
High success	40(41.24)	11(22.92)	51(35.17)
Exceptionally high success	15(15.46)	3(6.25)	18(12.41)
Total	97(100)	48(100)	145(100)

Source: Compiled from Field survey inputs

Figures in the parentheses indicate the percentage of column totals.

Calculated value of $\chi^2 = 14.56$, At 4 d.f. $\chi_{0.05}^2 = 9.49$

The table reflects that among the entrepreneurs attaining any kind of entrepreneurship development training programme, as many as 56.70% achieve either 'high success' or 'exceptionally high success', while only 29.17% of those not attaining such programme could achieve that level of success. On the contrary, the incidence of either 'low success' or 'moderately low success' is less (15.46%) among the entrepreneurs attaining training as compared to that experienced by those who never attained such programme (35.42%). The result of chi-square test also supports the inference that entrepreneurs' participation in Entrepreneurship development training programme has some association with their level of success.

Thus from analysis of Tables 1.01, 1.02 and 1.03, it can be inferred that:

1. There exists an association between the level of education of the sample entrepreneurs and their degree of awareness about Govt. support and incentive measures. This means that higher the level of education of the entrepreneurs more is the degree of awareness about supports and incentive measures, and vice-versa.

2. There exists no significant level of association between the success level and educational background of entrepreneurs.

3. There is significant association between the entrepreneurs' participation in any kind of entrepreneurship development training programme and their level of success.

Thus, the study finds that although the entrepreneurs' level of education is positively related to their degree of awareness about institutional supports and incentive measure, no significant relationship between the level of education and entrepreneurial performance is observed. On the contrary, attending training programme/motivation camp on

entrepreneurship is found to be significantly effective in creating successful entrepreneurs. Thus, the study contends that inculcation of entrepreneurial value and imparting knowledge of entrepreneurship (which is generally given in training programme/motivation camp) along with formal academic curricula would help to motivate more youths to take up entrepreneurial career by choice and to achieve success in their enterprise management and entrepreneurial career. On the basis of the aforesaid findings, the study chalks out a strategy for introducing entrepreneurship in higher education system.

THE STRATEGY FOR ENTREPRENEURSHIP EDUCATION:

Under the present situation it is seriously essential to bring 'Entrepreneurship' in the formal educational curricula in right earnest. This will help develop entrepreneurial spirit at the formative level of our youths. In this context the following important points may be noted:

First - If entrepreneurship is to be stimulated in larger number among educated youths, it is better to intervene early rather than wait for them to come out of the institutions and face the frustration of unemployment.

Second - A much larger number of targeted populations can be reached by introducing entrepreneurship themes in the institutional curricula.

However, attempt to initiate this process at the 'formative level' i.e. college level holds perhaps maximum challenge as well as promise. Therefore, certain unavoidable questions need to be examined as follows:

a. The teaching methodology in our educational institutions consists of lectures and other modes of

information delivery. Should entrepreneurship be regarded merely as a 'subject' that can be introduced in to formal syllabus and dealt by the same methodology of lectures? The formal syllabus - oriented system is primarily geared to impart information and develop some technical skills. Development of 'entrepreneurial behaviour', on the other hand requires intervention of different kinds aimed at raising motivation, changing attitude and developing the personal qualities. How can we achieve this with our deep - seated traditional education system?

b. Are the behavioural tendencies that our present educational system tends to encourage and reinforce in the students compatible with the qualities required for success as an entrepreneur? How do we reorient our present system of formal education which generally tends to induce or reinforce 'dependency, submissiveness and lack of creativity' - a system focusing mostly on information and resting on the pivot of examination? Some fundamental process change is called for.

It is therefore essential to integrate entrepreneurship education at college and post college levels. Some suggestions in this direction are as follows:

COLLEGE LEVEL :

The programme for intervention should be based on two criteria viz, 'Entry Behaviour' and 'Terminal Behaviour' of the target group.

A) ENTRY BEHAVIOUR : At this level, the students usually possess the following normative profile:

- * Lack of awareness about entrepreneurial opportunities and process involved in setting up of an enterprise.
- * Absence of awareness about the personal skills and abilities that lead to entrepreneurial success.
- * Little interest in entrepreneurship as a career option.

-
- * Tendency to depend on others for direction and to play safe. This may be due to their past experience on our educational system.
 - * Absence of knowledge and skills required to manage an enterprise.
 - * Syllabi experienced as largely unrelated to real life problems.

B) INTERVENTIONS :

- * Create awareness of entrepreneurial opportunities, personal skills and abilities required, and steps in setting up of an enterprise.

- * Generate interest in entrepreneurship through diverse methods like:

- a) Video/ Film case studies of successful entrepreneurs – the ni- msme, Hyderabad has developed such films.
- b) Panel discussions by experts (may be invited from promotional training agencies or some leading entrepreneurs may also be invited)
- c) Informal face to face discussion with successful entrepreneurs either at the college or at the entrepreneurs' own unit.

- * Introduce basic management techniques essential for running a small enterprise in formal course of syllabus.

- * Provide opportunities for skill development and idea testing by guiding and helping students to work on their future ambitions of setting up of an enterprise. This calls for setting up of Entrepreneurial Guidance Cells coordinated by a group of committed faculty members. The members of the guidance cell should be given special training in counseling and guiding prospective entrepreneurs because, a deeper understanding of the process of helping and guidance is very essential.

* Creating facilities for ready access to information on diverse aspects which is a critical input in selecting the product line. For this the basic information system in the college library should be built up or strengthened and the Entrepreneurial Guidance Cell must develop live linkage with major centres for relevant information. The Documentation Centre of The Indian Institute of Entrepreneurship (IIE), Guwahati can serve useful purpose in this regard. For this purpose the college may be required to be strengthened by way of library funds.

* Giving wide publicity to all students that those who aspire to become entrepreneurs may seek experience of full-fledged EDP training programme being offered by one or more nodal institutions in their own states.

C) EXPECTED TERMINAL BEHAVIOUR :

As a result of the interventions, it is expected that the students will:

- a) Be aware of the basic abilities required to be an entrepreneur ,
- b) Develop exposure on opportunities and incentives available for entrepreneurship as per the Govt. policies and programmes,
- c) Understand the steps involved in setting up of an enterprise.

It is further expected that the packages of interventions at the college level, if suitably designed and properly implemented, may help a good number of students who possess the basic preliminary knowledge of entrepreneurial needs and generate fair degree of interest in entrepreneurial careers. Some students may even take up projects relevant to their future ambitions. However, the students should be made to know about the comprehensive training program under EDP on completion of their college education.

POST COLLEGE LEVEL :

The colleges are expected to establish liaison with the various EDP training institutes within their states. The regular training programme under the EDP at major training institutes should be synchronized with the college level academic schedule, so that the students passing out of the college and interested in attending the programmes, do not have to wait unduly long period before he gets a chance to attend the fuller programme.

TRAINING COLLEGE FACULTY :

The existing teaching / learning climate in our educational institutions is not at all conducive to the development of entrepreneurial qualities among the learners. The basic idea that educating entrepreneurship is not merely to supply information and knowledge, rather it is a complex but more creative task of helping other to grow in his self - reliance; will have to be developed in the teachers who have to teach entrepreneurship.

Further, without proper training supported by adequate study materials, the teachers will remain unfit to serve the purpose. Therefore, comprehensive training programmes for teachers by the specialized training institutes like IIE, Guwahati; National Institute for Micro, Small and Medium Enterprises (nimsme), Hyderabad; National Institute of Industrial Engineering (NITIE), Mumbai; Entrepreneurship Development Institute of India (EDI), Ahmadabad etc will be useful. To note, The IIE organized a few such short duration trainings for college teachers including the 'Faculty Development Programme on Entrepreneurship' (FDPE) during 2008, under the sponsorship of the Department of Science and Technology, Ministry of Science and Technology, Govt of India.

CONCLUSION :

To combat the growing unemployment, entrepreneurship

education through proper curricula development on the basis of the framework indicated in the present paper will considerably yield fruitful return in streamlining the youths towards entrepreneurship career through appropriate skill development. Nevertheless, adequate infrastructural supports through Govt agencies / departments are inevitable. #

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Higher Education and Incultion of Values

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Abstract :

Values are norms or standards that guide social life and behaviour. Currently there has been massive degeneration of values among people in all walks of life including our students. Current education leading only to economic gain and profit has resulted in discontent and maladjustment in life of the students. Consequently, urgent need for value education is left. This short paper aims to look at the importance of value education, how and which values to be inculcated among our students so as to make our world a happy and just place to live in. ♦

WHAT IS VALUE:

Values are defined in literature differently from eternal ideas to behavioral procedures. Most often values refer to standards for determining levels of goodness or desirability. Values are generally loaded with affective thoughts about ideas, objects, behavior etc. However, values may be understood from different perspectives. In ordinary sense 'value' means 'cost' or 'price' of something. It also refers to what is 'valued' or 'given importance', or 'considered

significant' in life. In social context value system refers to preferable modes of conduct. Values are norms or standards set by the society. Hence they guide social life and desirable course of action and development.

WHY VALUE EDUCATION:

Currently every civilized society in the world is worried about the observable corrosion of value. We live in a society that values material gain and profit above all. In the market driven society man is only an object and not a subject. Popular "use and throw" value has reduced man only to saleable commodity that can be disposed off when they can not help the materialistic cause. Even our current system of education is oriented towards giving knowledge and skills that would make students saleable products and nothing else. There is widespread craze for such education that is aimed at making students fit for the job market only. Such a system of education is devoid of the primary human values of solidarity, justice, equality etc. Thus the problem of value crises seems to be inherent in the system of education itself. Higher Education in the present era of LPG is stimulated by economic consideration without any reference to age old human values that separate man from animals. Cut throat competition to achieve material success has made man mechanical. Results of such rat race in the field of education and economic life can be seen in terms of insecurity, distrust, lack of fellow feeling, lack of honour for human values etc. leading to discontent and maladjustment in personal and social life and finally leading to drug abuse, maladjustment and even suicide among students. It is here that the urgent need for value education is felt by one and all currently. Value education alone can provide real meaning and content in life.

NATIONAL POLICY ON EDUCATION (1986) ON VALUE EDUCATION:

Recognizing the urgent need for value education the National Policy on Education (1986), in its Chapter VIII observed that,

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

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

8.6 Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect.

WHAT VALUES TO BE INCULCATED:

Having understood the urgent need for value education, we have to look for the important values that need to be inculcated among our students. What values should be inculcated among students is a major problem. Because there are wide varieties of values prescribed by thinkers on the basis of different faiths and theories, important ones being Personal, Social, Moral, Spiritual, and Behavioural values. However the importance of any particular set of values depends mainly on the prevailing social situation. Values should not be imported from outside the society of a country or state. The burning social issues of every society point to the necessary values to be inculcated through education. Moreover the relevance of particular value

system depends upon the current time and situation. That is why the golden religious-spiritual values of yesteryears are facing questions of relevance in the present situation. Conversely, the so called modern values are not above criticism either. Critics question the modern rationality for its role in deterioration of humane values of concern for humanity and human beings. Critics believe that the modern values like democracy, civil rights, environmental ethics, professional ethics, discipline etc can not bring harmony in society since most of the modern values are the outgrowth of the requirements of a market driven economy and society. Hence, what values are to be valued is a big question before educationists.

Nevertheless, creative thinkers and behavioural scientists suggest sets of important values in the information age like responsibility, self-esteem, sociability, integrity, honesty, autonomy, benevolence, compassion, courage, courtesy, caring, justice, trustworthiness, truthfulness, critical inquiry, equality of opportunity, freedom of thought and action, human worth and dignity, objectivity, patriotism, reasoned argument, respect for other's rights, responsible citizenship, tolerance etc.

However, it is easily understandable that there cannot be any universal pattern of value system for all societies. A suitable blend of early and modern values may provide an answer to the problem. An unbiased, careful, intelligent approach is required for designing such a course. The spiritual and religious values without any label of particular religion is as much required as democratic and modern rational values are required for a happy and just world. This is the real challenge before our academicians. Even though it is hard to decide exactly what values ought to be developed in educational institutions, it is possible to reach consensus on a set of values that would be most appropriate for being included in the system

of education. Once this has been done, the next issue is about how to inculcate these values.

HOW TO INCULCATE:

After identifying the values, it must be seen that they are infused rather than informed to the learners. Listing the values is easy, but inculcating them effectively requires innovative educational practices. In the ancient period, whatever the guru declared were the values and those values were accepted by the learners on the basis of religious faiths. However, during the current time the teacher has to find effective methods to internalize the values in the minds of the learner. Because value cannot be taught by just delivering lectures or/and screening films. It requires action and interaction between the students and the society.

The five approaches to value education stated by Superka, Ahrens, & Hedstrom (1976) are very important in this regard. They said that there were five basic approaches to values education including inculcation, moral development, analysis, values clarification, and action learning.

Inculcation:

This approach perceives values as socially or culturally accepted standards or rules of behavior. The emphasis in this approach is on the student identifying with and accepting the standards or norms of his or her society. Students have to "incorporate" these values into their own value system. In order to help the process of inculcation methods such as modeling, reinforcement, games, simulations, role playing are used.

Moral Development:

Educators like Kohlberg, Piaget, Erikson and others believe that moral thinking develops in stages through a specific sequence. This approach assumes that all students progress developmentally in their thinking about moral issues.

Genetic structures of a person are mainly responsible how a person internalizes the content, and organizes and transforms it into personally meaningful data. The moral development technique presents a hypothetical or factual value dilemma story which is discussed in small groups. Students are presented with alternative viewpoints within these discussions which are assumed to lead to higher and more developed moral thinking. However the value dilemma story must present the following to make a dilemma appropriate:

- * a real conflict for the central character,
- * include a number of moral issues for consideration,
- * generate differences of opinion among students about the appropriate response to the situation.

Analysis:

The analysis approach to value education emphasizes rational thinking and reasoning. This approach aims at helping students to use logical thinking and the scientific investigation while dealing with value concerns. Students are told to present verifiable facts about the correctness or worth of the issues under study. This approach assumes that valuing is a cognitive process. In stead of personal moral dilemmas presented in the moral development approach this approach concentrates primarily on social values. Individual and group study of social value problems and issues, library and field research, and rational class discussions are some of the techniques generally used by this approach.

Values Clarification:

The values clarification approach is based on the ideas and theories of Gordon Allport (1955), Abraham Maslow (1970), Carl Rogers (1969), and others. This approach requires students to use rational thinking and emotional awareness to examine personal behavior patterns and to clarify

and actualize their values. This approach is based on the belief that valuing is a process of self-actualization that involves the sub processes of selecting alternatives, reflecting on the consequences of chosen alternatives, honoring, affirming, and acting upon the choices. The value clarification approach relies on internal cognitive and affective decision making process to decide which values are positive and which are negative as opposed to the inculcation approach that relies mainly on outside standards and also the moral development and the analysis approaches that rely on logical and empirical processes.

This individualistic approach of values education is based on the assumption that when the individual is allowed to be his or her true self, makes choices and decisions based on self-consciousness, self-determined thought and feeling. Making of free choices is a preliminary step in the creation of values. Discussion; individual and group work; hypothetical, contrived, and real dilemmas; rank orders and forced choices; sensitivity and listening techniques; songs and artwork; games and simulations; self-analysis worksheet etc are common methods used in the values clarification approach.

A sevenfold process describing the guidelines of the values clarification approach was formulated by Simon et al. (1972)

- * choosing from alternatives;
- * choosing freely;
- * prizing one's choice;
- * affirming one's choice;
- * acting upon one's choice; and
- * acting repeatedly, over time.

Action Learning:

The action learning approach is based on the viewpoint

that valuing includes a process of implementation as well as development. In the process of valuing it is important to move beyond thinking and feeling to acting. The approach emphasizes field-based rather than classroom-based learning. In fact it is the least developed of the five approaches. This approach focuses on the need to provide opportunities for learners to act on their values. As per this approach valuing is mainly a process of self-actualization. In this process individuals reflect on alternatives; choose freely from among those alternatives; and prize, affirm, and act on the choices. The primary emphasis is on action-taking, inside and outside the classroom.

Each approach to value education has a different view of human nature, purposes, processes and methods used. For example, the inculcation approach views human nature as reactive. On the other hand analysis and values clarification approaches, consider human being as primarily active. The moral development approach believes that human nature keeps going back and forth between active and reactive, and the action learning approach views human nature as interactive. The following table provides an outline of the most important features for each of the approaches.

Overview of Typology of Values Education Approaches		
Approach	Purpose	Methods
Inculcation	To instill or internalize certain values in students; To change the values of students so they more nearly reflect certain desired values	Modeling; Positive and negative reinforcement; Manipulating alternatives; Games and simulations; Role playing

<p>Moral Development</p>	<p>To help students develop more complex moral reasoning patterns based on a higher set of values;</p> <p>To urge students to discuss the reasons for their value choices and positions, not merely to share with others, but to foster change in the stages of reasoning of students</p>	<p>Moral dilemma episodes with small-group discussion;</p> <p>Relatively structured and argumentative without necessarily coming to a "right" answer</p>
<p>Analysis</p>	<p>To help students use logical thinking and scientific investigation to decide value issues and questions</p> <p>To help students use rational, analytical processes in interrelating and conceptualizing their values.</p>	<p>Structured rational discussion that demands application of reasons as well as evidence;</p> <p>Testing principles;</p> <p>Analyzing analogous cases;</p> <p>Research and debate</p>
<p>Values Clarification</p>	<p>To help students become aware of and identify their own values and those of others;</p> <p>To help students communicate openly and honestly with others about their values;</p> <p>To help students use both rational thinking and emotional awareness to examine their personal feelings, values, and behavior patterns</p>	<p>Role-playing games;</p> <p>Simulations;</p> <p>Contrived or real value-laden situations;</p> <p>In-depth self-analysis exercises;</p> <p>Sensitivity activities;</p> <p>Out-of-class activities;</p> <p>Small group discussions</p>

<p>Action Learning</p>	<p>Those purposes listed for analysis and values clarification; To provide students with opportunities for personal and social action based on their values; To encourage students to view themselves as personal-social interactive beings, not fully autonomous, but members of a community or social system</p>	<p>Methods listed for analysis and values clarification; Projects within school & community practice; Skill practice in group organizing and interpersonal relations</p>
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Adapted from Huitt, W. (2004)

Conclusion:

Current socio-economic forces of Liberalization, Privatization and Globalization have created a global society where the ancient values have been thrown into the winds. However the general degradation of values has led only to personal discontent and heap of social-economic problems. Hence people across the globe are looking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security and prosperity. ☩

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Value Crisis in Higher Education and Role of Teachers

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Abstract :

India has a several thousands years old value-based cultural tradition but today value is deteriorating day by day, and that is why political and economic corruption, scandals, scams, anti-social and anti-national activities are on the rise in the present scenario. The rapid degradation of values has posed a heavy challenge before higher education. The education policies, great educationists, Vedas and Upanishads taught us the values, a positive attitude which guided the students to a healthy and harmonious social life. But in the name of caste, religion, region and language we fight ourselves. The overall crisis of values in the society at large has left a negative impact upon the mind-set of the student community. Today's students are the citizens and nation-builders of tomorrow and the values they cherish will certainly affect the nation either positively or negatively. It is only the value-oriented education that can minimize such problems by bringing about a change in the nature, vision, thought, character and conduct of students. In this situation the teachers are responsible for building up new

generation with iron hands and strong will and deep love for nation and humanity.

On the light of the value crisis in higher education this paper tries to highlight the role of the teachers as the custodian of the society because they are responsible for building up new generation with iron hands and strong will and deep love for nation and humanity. ◆

Introduction:

Everyday news papers are flooded with hair raising news like, 'Mother killed her children', 'Brother murdered his brother', 'Girl gang raped and murdered' and so on exposing the mind set of the section of society. This has resulted in deterioration of values, and thereby deadening of the learning experience is a world-wide phenomenon. Despite its several thousand years old value based cultural tradition, India is subject to massive erosion of values. That is why political and economic corruption, scandals, scams, anti- social and anti-national activities are on the rise in the present scenario. The rapid degradation of values in Indian context has posed a heavy challenge before higher education. Value education is nurturing the human spirit, exploring human freedom and realizing that education is never really complete, in the act of exercising our freedom, we do so in such a way as to make a difference in our world. Education without goodness that is without ethics is arrogant and dangerous. Gandhiji rightly said, "Education is the preparation for complete living, adjustment to environment, perfection of one's nature, character-building and harmonious development of personality". It means the purpose of education is to draw out best of the child by stimulating the spiritual, intellectual and physical capabilities of the child. Therefore, the role of education to achieve the objectives in life has become more crucial in the present day problems of society where values and morals are said to be deteriorating.

A great concern about the deterioration of essential values has also been shown in the National Policy on Education (1986) which states, "The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for re-adjustment in the curriculum in order to make education a forceful tool for cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people". The purpose of value education is to help people to become aware of their innate dignity and how to make its perfection and happiness manifest in every movement of life. Swami Vivekananda had stressed the need for man-making, character-building education, whereby the beneficiary would be made a good citizen. He/she would be able to raise above all distinction and differences and would possess the spirit of Tyaga (sacrifice) and Seva (service). There should emerge, through education, a sense of independent decision-making regarding value perspectives, life purposes and vocational goals. Swami Ramkrishnana Paramahansa has laid great emphasis on Real education with a view to making oneself as well as the entire world happy. The Upanishads taught us the ideal of Vasudhaiv Kutumbakam that is, the entire world is my family but we fight ourselves in the name of religion, region, language and castes. Jain and Patanjali taught us the ideal of Aparigraha (non-hoarding), but we use our power and authority for hoarding wealth by exploiting our helpless fellow-men. And by this way a crisis of values occurred.

Different Committees and Commissions underline the Importance of Value-education:

In 1944, the Sergent Committee observed that without an ethical basis, any curricula would be barren. In 1945, Religious Education Committee of the Central Advisory Board of

Education recommended that spiritual and moral teachings, which are common to all religions, must be an integral part of curriculum. The University Education Commission (1948-49) stressed on the need to incorporate spiritual training in the curriculum of educational institutions. The Mudaliar Commission (1952-53) also observed that the growth of character of students would depend, to a very large extent, on religious and moral instruction. The well-documented and oft-quoted report entitled "Education and National Development" of the Indian Education Commission (1964-66), listed many areas requiring immediate action: this included stress on moral education and inculcation of a sense of social responsibility in students. The National Education Policy (1986) recommended, "Conscious internalization of a healthy work ethos and of values of humane and composite culture". The Ramamurthy Committee (1990) also observed that education must nurture a set of values like love and compassion, build up a new social order based on truth and non-violence and prepared the ground for integration between science(truth), spirituality (unity of life) and democracy (non-violence) which is the link between the two. The Education Commission of 1966, popularly known as 'Kothari Commission', titled its report as "Education and National Development". Its opening sentence states: "The destiny of India is now being shaped in her classrooms." This year also marks the beginning of United Nations Decade of Education for Sustainable Development (2005-2014). Sustainable development, i.e., development of the present generation without sacrificing the interests of future generations, should be one of the primary goals of all educational institutions. The Commonwealth of Learning (COL) is strongly advocating the active participation of all Open Distance Learning (ODL) institutions, too, in the realization of UN Millennium Development Goals. The World

Bank document, "Constructing Knowledge Societies: New Challenges for Tertiary Education (2002)", rightly emphasizes that the tertiary education has many purposes beyond acquisition of concrete skills in preparation for the world of work. The report further argues: "It also involves developing a person's ability to reason systematically about critical questions and issues, to place facts in a broader context, to consider the moral implications of actions and choices, to communicate knowledge and questions effectively, and to nurture habits that promote lifelong-learning behaviours outside the formal academic setting. The skills of formulation, synthesis, analysis, and argumentation can be developed in a wide variety of curricula and a mixture of pedagogical approaches". The argument reminds us of the need to take a balanced view of the contribution of educational programmes in all areas of knowledge including languages, humanities and social sciences.

Why Value Education?

The overall crisis of values in the society at large has left a negative impact upon the mind-set of the student community as well. The youngsters have fallen in the clasp of eroding values such as dishonesty, insecurity, lack of punctuality, disrespect for elders, disregard for work culture and entrepreneurial activities resulting in gun-culture, greed for earning money and wealth by easy and foul means, lack of patience resulting in student unrest, absence of the value of true-leadership, loss of compassion, lack of concern for the rural background from which they come, absence of sensitivity towards women of all ages and so on. Today's students are the citizens and nation-builders of tomorrow and the values they cherish or their transgression will certainly affect the nation either positively or negatively. It is only the value-oriented education that can minimize such problems by bringing about

a change in the nature, vision, thought, character and conduct of students. Today the concept of education has changed and so has its role. Along with purely academic goals, education has to cope-up with changing needs of a growing society. With a view to meeting societal demands, our education system should aim at attaining an exalted state of virtuous conduct by nurturing discerning minds who can distinguish well from bad.

An ideal education system not only empowers the students with tools essential for their survival in the competitive world of today's but also aims at achieving the development of character, without which, man can not be useful to the society. The consistencies of value-based education represent decision making capacities rather than fixed behaviour traits. An ideal education system not only empowers the students with tools essential for their survival in the competitive world of today but also aims at achieving the development of character, without which man cannot be useful to the society. Pavan K Verma, a perceptive observer of the middle class in post-independent India, laments that they are interested more in themselves and have not contributed much to the creation of an egalitarian society in India. In the same vein, another observer points out that the best products of our IITs and IIMs have "over-developed minds and underdeveloped hearts". These observations are quoted here not to condemn the significant positive contributions of products of elite educational institutions, but to re-emphasize the importance of education as a value-building activity.

The Role of Teachers:

The role of modern teacher is also changing. The functions of the teacher are these of a philosopher, a guide and a friend. Teachers are primarily responsible for building up new generations, with iron hands and strong will and deep love for nation and humanity. So our nation needs a regiment of

qualified and dedicated teachers with adequate potentiality for developing new generations with strong values and wisdom. Therefore a teacher not only needs to be armed with heavy degrees, long experience and means of spreading knowledge but should have a vision, capacity to impart meaningful knowledge and inspire students for achieving creative ends in life. Teachers occupy a privileged position in representing other sections of the older generation also, especially when we are talking about human values.

Some Fundamentals to Remember and Follow:

To get the best possible results of the efforts, teachers would do well to remember:

1. That the teachers are only one force to influence the society in general and their students in particular.
2. That there are many other agencies like the home, religion, professional, social and cultural organizations, the Government, public media and so on, which play no less a role in shaping the personalities of people.
3. That the limited role as indicated above should in no way be a cause of any kind of pessimism or inaction.
4. That cursing the darkness would never bring light, darkness will go only when the lamp is lit.
5. Blaming others for the lack of values in their behaviour won't serve any purpose. Teachers have to make an effective dent to come out of it.
6. That in value education, nothing is more infectious than example and nothing is more unerringly judged than insincerity in the other person. Teachers have to be sincere in all what the teachers say and do and they have to lead others by their own exemplary behaviour.
7. That teaching is a comprehensive concept. The three instruments of teaching are laid to be instruction,

example and influence- these are essential for inculcation of values in our students.

8. That a teacher's behaviour in general and his/her teaching in particular must be based on values expected of those engaged in the noble profession of teaching.
9. That Action speaks louder than words.
10. That truth is higher and higher still is truthful living and that the greatest homage we can pay to truth is to use it.
11. That the teacher would command real prestige among students only if they have a genuine concern for their welfare and development.
12. And lastly, that the teacher should sincerely try to make "Towards Better Living" and "Towards Better Teaching" as permanent values in our personal and professional lives. Continuous development both as a person and as a teacher would make our lives enjoyable, fruitful and worthwhile in the truest sense.

Some Suggestive Methods and Approaches for Value Inculcation:

In order to make students able to evaluate rationally various conclusions and recommendations to which they are exposed during their life, there is a need to teach them the values of rational analysis and values of objectivity. In the present day, many methods are used for inculcating values among students like,

1. Gold-fish Bowl Method: As is obvious from its nomenclature, when a fish goes sick, it is taken out of the bowl and treated one-by-one and put back. In the similar way, children are subjected to physical punishment or exhortation, whenever value problem arises. In this method the child is cured without making any change in environment where the child

became sick.

2. Providing Religious Education: In higher educational institutions students are coming from different sections of the society. Even though, there is no denying of the fact that teaching of religion helps in retaining values.

3. Lecture Method: Great personalities, professionalists and teachers deliver the lecture or talk on various value-laden topics of social importance. The lecture may be in daily routine or at certain occasions.

4. Role-playing: Through this method, children play different roles in various situations and they gain insight into values and feelings. Role playing requires students to taken on and act out the roles of real or imaginary individuals in various situations.

5. Activities: Now-a-days, the most emphasized aspect of teaching values are activities like simulation, cultural activities, productive manual work oriented activities, health and cleanliness activities etc help in moulding the character and brining about behavioural change.

6. Providing Moral Ideology: In this method, ideologies are put before the students. These may be from religious fundamentalism or social or political philosophy.

7. Social Science Programmes: Programmes like NCC, NSS and other special service programme like, teaching of adults, helping the flood victims, plantation etc. have immense importance in imbibing values among students.

8. Application of Self- Motive: To convert Latent to Talent Communicative skills need to be developed constructively, building confidence and curiosity, therefore leading to self-motivation. The power of expression truly can empower the youth, and drive them away from violent manifestations.

The devastation is rooted largely in the arrogance of human, dominance over others,

thoughtfulness, indifference, detachment from other living forms, and in the values of unsuitable desire for material things and luxury. In this context we should develop 3P's like, patience, perseverance and practice and 4T's. like, trust, transparency, truth and team-work.

Conclusion:

We would like to conclude the paper by reminding what Gurudev Rabindranath conveys through a small earthen lamp. The setting sun was worried as to who would provide light to the universe in its absence. A little lamp took up the challenge and assumed the mighty Sun that it would do its best to dispel the darkness.

Will we, the custodians of values in our society, follow the example of the little lamp ? ☩

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Quality Assurance in Higher Education System : Impact of NAAC in the Colleges of Assam with special reference to some selected Colleges of Nagaon District

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Abstract :

India's higher education system is the third largest in the world after China and the USA. Higher education in India starts after the higher secondary or 12th standard. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontier of knowledge in different walks of life. The growth of Indian economy in the recent past and the compulsion to sustain it are forcing the Indian government to accelerate the process of developing all the branches of Indian higher education system. For this purpose, higher education sector ensures quality of the educational process with the help of accreditation agencies. The main agencies which accredits universities and colleges in general education

is NAAC (National Assessment & Accreditation Council) established by the UGC in 1994, whereas similar function is done for technical education by NBA (National Board of Accreditation) setup by AICTE in 1994, agriculture education by AB (Accreditation Board) setup by ICAR in 1996 etc. After the first assessment and accreditation various colleges and universities are trying to improve their quality in various fields. This paper attempts to highlight the impact of NAAC regarding quality enhancement in higher education in Assam with special reference to a few colleges of Nagaon District. ♦

“Education quality is students’ and stakeholders’ satisfaction : Education quality is defined as students’ and stakeholders’ satisfaction. (*Juran 1995*). Quality is customer satisfaction.”

Introduction :

Higher education in India starts after the higher secondary or 12th standard. It covers Graduation, Doctoral, Diploma and Post Graduate level etc. in different discipline, such as – Arts, Commerce, Science, Technology, Medical, Law, Management Education etc. It has to prepare educated and skilled man power. Higher Education provides leadership by supplying a well developed human resource which ultimately takes the responsibility of operating the system development in India. Education in general and Higher Education in particular contribute to economic and mental growth and the growth of general awareness in all human societies. According to Ronald Barnell (1992) there are four predominant concepts of higher education –

- (i) Higher Education as the production of qualified human resource.

- (ii) Higher Education as training for a research career.
- (iii) Higher Education as the efficient management of teaching profession.
- (iv) Higher Education as a matter of extending life.

There is tremendous quantitative expansion in the number of higher education institutions in India. Increasing number of colleges and universities are given in the Table - 1. (As on 31.03.2009)

Total Number of Universities and Colleges	Before Independence	After Independence
Central Universities	.....	21
Deemed Universities	.....	109
State Universities	19	217
Colleges	516	More than 25,000
Students	2.28 Lakhs	1.19 Crores
Teachers	25,000	4.91 Lakhs

(Table-1) University News Nov. 2009

Arising out of the need for establishing standards in education in the context of the poliferation of colleges all over the country, the National Policy of Education in 1986 emphasised the need for a mechanism to be set up, which will encourage self assessment in institutions and also Assessment

and Accreditation by an external agency. In this context of consolidating the gains of our educational system and to ensure quality education the setting up of the National Assessment and Accreditation council was a historic set up. This was the first step in the direction of improving the quality of higher education. This will not only change the course of the India's history, but more importantly enable in realizing the vision of achieving quality and excellence of higher education institutions in the country. This paper highlights the impact of NAAC regarding quality enhancement in Higher Education in Assam with special reference to a few colleges of Nagaon District.

Methodology

In regards of the above mention objectives, questionnaire was prepared including the variables, like position of the college in respect of infrastructure, faculty development programme, research, student support and healthy practice, library and administered to 7 responded colleges, (which including Dr. B.K.B. College, Puranigudam) where the co-ordinator of IQAC became the respondent. After that the informations that collected are tabulated and analysed properly.

Again, some secondary data also included in the purpose of the study.

Quality in Higher Education :

The definition and concept of quality may differ from person to person, but it is universally accepted that quality is an ongoing multi-dimensional process. Quality is customer satisfaction. In higher education, students and stakeholders are regarded as the customers. Hence, the quality of a Higher Education system may be seen from the point of view of norms

and standards, which may evolve depending on the end need of the hour.

The growth of Indian economy in the recent past and compulsion to sustain it are forcing the Indian Govt. to accelerate the process of developing all the branches of Indian education system. Today's competitive world demands good quality education. It means good academic environment, campus life, classroom infrastucture, modernization of library, updation of library books, journals etc. Quality of faculty is the most valuable resource of an institution.

The important parameter for a quality institution is the quality of students. Good teachers will achieve little, if the students are not of a requisite quality. The outgoing students are the real ambassadors of the institution.

Research is another area which plays a significant role in quality education. All American universities and technical institutions have grown and impacted the world because of their research output and quality research. Hence, quality became an integral part of the educational system.

The UGC established the NAAC in 1994 at Bangalore to ensure the quality of the Higher Educational process, whereas similar function is done for technical education by NBA (National Board of Accreditation) set by AICTE, for Agriculture Education by AB set up by ICAR in 1996, for distance education DEC for teacher education NCTE etc. Analysis of examination performance of students is also used by universities to assess the quality of education offerings of individual colleges.

Vision and Mission of NAAC :

Vision : To make quality the defining element of higher education in India through a combination of self

and external quality evaluation, promotion and sustenance initiatives.

Mission :

- ❖ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- ❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- ❖ To undertake quality-related research studies, consultancy and training programmes; and
- ❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

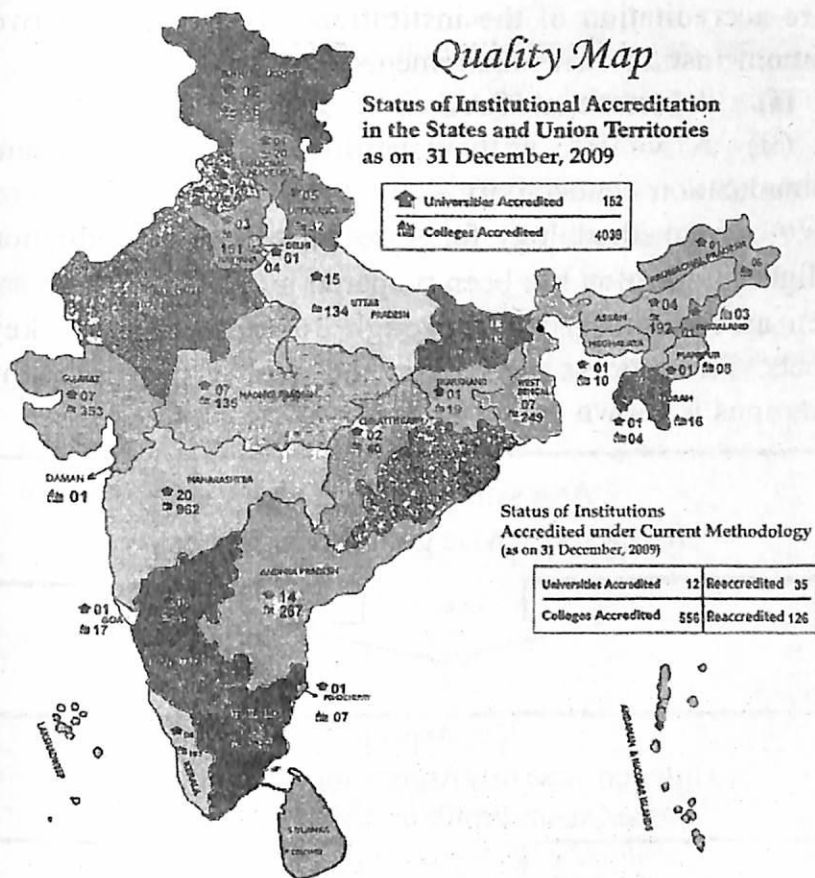
NAAC gives importance on seven steps to quality education. They are –

- * Quest for excellence
- * Understanding the concept
- * Action-orientation
- * Learner-centric approach
- * Innovation for change
- * Training to build competencies
- * Year-round activity

The prime agenda of NAAC is to Assess and Accreditation institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. Accreditation refers to the certificate given by NAAC which is valid for a period of 5 years. The process of

Assessment followed by NAAC is in accordance with internationally accepted practice but with certain modifications to suit the Indian context.

As on 31 December 2009 NAAC has –
 accredited – 152 Universities
 4039 Colleges and
 recredited – 35 Universities
 126 Colleges



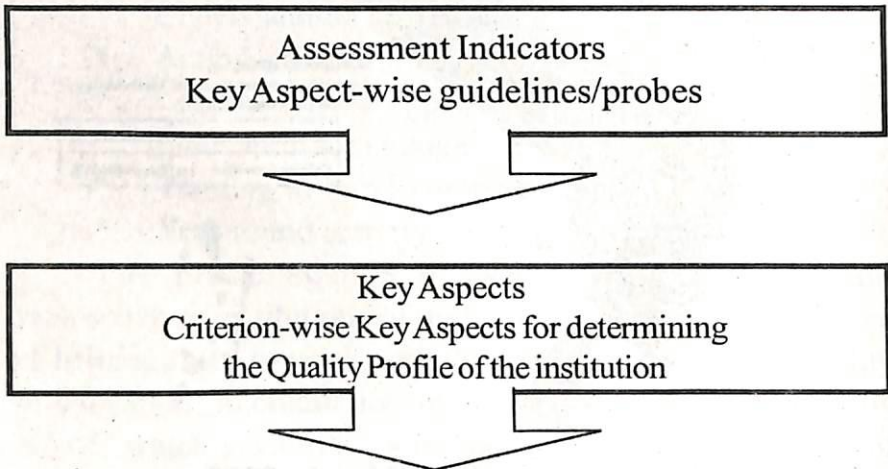
From NAAC News March, 2010

Internal Quality Assurance Cell (IQAC) :

The educational institutions must have a long term objectives and not rest after initial euphoria of accreditation process. So NAAC advocates to establishment of IQAC by all the accredited institutions as a post accreditation quality sustance activity. The main aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. It helps the colleges in planning and monitoring. For re-accreditation of the institutions NAAC has set two minimum Institutional requirements –

- (i) A Functional IQAC
- (ii) A website with institutional information and communication connectivity.

A new methodology for Assessment and accreditation of Higher Education has been prepared by NAAC. There are seven assessment criteria through 36 criterion wise key aspects. The process arriving at the quality profile at the institutions is shown below –



Criteria	I	II	III	IV	V	VI	VII
	Curricular Aspect	Teaching-Learning and Evaluation	Research Consultancy and Extension	Infrastructure and Learning Resources	Student Support and Progression	Governance and Leadership	Innovative Practices
Criterion-wise Quality Profiles of the institution							

Table-2 : Process for arriving quality profile of the institute

Each key Aspects is further differentiated into Assessment Indicators, to be used as guidelines by assessors to capture the microlevel quality pointers. The criterion-wise differential weightages for the three types of institutions are given below –

Criteria	University	Autonomous College	Affiliated/ Constituent College
I Curricular Aspects	150 (15%)	100 (10%)	50 (5%)
II Teaching-Learning and Evaluation	250 (25%)	350 (35%)	450 (45%)
III Research. Consultancy and Extension	200 (20%)	150 (15%)	100 (10%)
IV Infrastructure and Learning Resources	100 (10%)	100 (10%)	100 (10%)
V Student Support and Progression	100 (10%)	100 (10%)	100 (10%)
VI Governance and Leadership	150 (15%)	150 (15%)	150 (15%)
VII Innovative Practices	50 (5%)	50 (5%)	50 (5%)
Total. Score	1000	1000	1000

Table- 3 : Criterion-wise Differential Weightages

At the end each applicant institution will be awarded a “Letter Grade” to represent its quality level along with its

performance descriptor and accreditation status based on the cumulative grade point Average (CGPA) earned by it through the assessment process, as per the following table 4–

Cumulative Grade Point Average (Range)	Letter Grade	Performance Descriptor	Interpretation of the Descriptor
3.01 - 4.00	A	Very Good (Accredited)	High level of academic accomplishment as expected of an institution
2.01 - 3.00	B	Good (Accredited)	Level of academic accomplishment above the minimum level expected of an institution
1.51 - 2.00	C	Satisfactory (Accredited)	Minimum level of academic accomplishment expected of an institution
≤ 1.50	D	Unsatisfactory (Not Accredited)	Level of academic accomplishment below the minimum level expected of an institution.

Table- 4 :

Total Colleges – 14000					
1)	A++, A+, A –	(A)	245	High Quality	9%
2)	B++, B, B-	(B)	1785	Medium Quality	66%
3)	C++, C, C-	(C)	668+	Low Quality	24 %
		Total	2698		100%
4)	Collage not assessed (self financing and not permanently affiliated)		11302	Grade not known (presumably low quality)	

Table 5 : NAAC Ranking 2006

Impact of NAAC Colleges of Assam :

Assam, was the centre stage of all education activities of North-Eastern region during pre-independent period. Cotton College is the first college and Gauhati University is the first university not only in Assam but in entire North-East India. After Independence there is a mushroom growth in the number

of colleges in Assam. At present Assam has 3 State Universities (G.U., Dibrugarh and A.A.U), 2 Central Universities (Assam University & Tezpur University), IIT, NIT Silchar professional colleges in addition to 367 colleges affiliated to various universities.

Recently Assam has been displaying increased sense of quality consciousness, especially in higher education field. It is evident by the number of institutions volunteered for assessment and accreditation by NAAC by submitting a Self-Study Report. More than 192 colleges and 4 universities have already been accredited by NAAC and another institutions are on pipeline and ready to re-accreditation.

It is necessary to recognise that large portion of the colleges remained outside the support of UGC because they do not fall till the minimum quality requirement specified under UGC 12 (b). The close examination of the sample of the 192 colleges accredited by NAAC brings out the deficiencies in the physical and academic infrastructure of the colleges and the need for their support. The quality and the grade of the colleges and universities of Assam are given below –

COLLEGES

Sl.No.	Grade	Status	No. of Colleges	Percentage
1.	A	High Quality	1	52%
2.	B++,B+	High Medium Quality	40	20.8%
3.	B	Low Medium Quality	60	31.25%
4.	C++	Low Quality	91	42.50%

Total -192 100% Approx.

Table 6 : From Higher Education in North East (NAAC), 2004

UNIVERSITIES

Sl.No.	No. of Universities (State)	Accredited by NAAC Status	Reaccredited Status
1.	Gauhati University	A	B (28 March 2010)
2.	Dibrugarh University	B	B (14th June 2010)
	(Central)		
3.	Assam University	B	
4.	Tezpur University	B	

Table 7 :From NAAC Website.

It is sticking to note that with respect to all the indicators of physical and academic infrastructure the high quality colleges are in better position compared with low quality colleges. Similarly other facilities such as- Computer Centre, Library, Qualified teachers, Canteen, Common room, Gymnasium, etc. are better in high quality college.

Some aspects of availability of facilities and quality in select institutions of Higher Education, 2002-2004						
Indicators	NAAC Grades					Total
	A & Above	B++ & B+	B only	C++, C+ & C	Non-Accredited	
No. of Sample Colleges	110	547	298	233	285	1473
STR (Student Teacher Ratio)	20.4	31.8	28.6	28.5	25.2	25.0
STR by Permanent Teachers	29.8	31.8	38.1	35.8	35.6	33.5
No. of Books per student	9.5	10.7	6.4	7.4	7.0	8.8
No. of Books per college	15215	13921	7019	6504	6748	9882
No. of Journals per college	22.2	13.0	6.1	4.4	4.0	10.0
Students per Computer	145.2	143.8	251.3	546.7	202.7	258.0
Average no. of Enrolled students per college	1603	1301	954	885	960	1140
Organised Workshops/Seminars	54.5	27.2	17.4	17.4	20.0	24.3
Facilities available (percent colleges having)						
Library	94.5	91.6	90.9	82.4	90.2	90.0
Computer Centre	86.4	83.7	76.8	64.0	74.7	77.7
Health Centre	74.5	53.7	48.7	36.4	48.1	50.4
Sports facilities	92.7	88.8	91.6	84.9	88.1	88.9
Hostels	72.7	55.9	39.6	41.9	40.4	48.7
Guest House	44.5	30.9	23.5	21.7	22.8	27.4
Teachers' Housing	47.3	36.9	19.8	18.4	20.7	28.2
Canteen	80.0	77.1	74.8	49.3	64.6	70.1
Common Room (Day Scholars)	30.9	23.8	19.1	9.7	16.1	19.7
Welfare Schemes	49.1	45.5	48.0	35.4	42.8	44.2
Gymnasium	8.2	7.1	3.0	3.6	4.2	5.3
Auditorium/Seminar Rooms	20.9	11.7	7.7	7.1	9.1	10.4

Source : Self Assessment Reports submitted with NAAC and NAAC Grades.

NAAC and Colleges of Nagaon District :

Nagaon District is situated in the centre of Assam. The river Brahmaputra is flowing on the Northern side of the District. The 37 National Highway is passing through the District. Nagaon is the birthplace of great religious and social reformer Srimanta Sankardeva. There are various educational institutions including more than 20 colleges in Nagaon District.

In Nagaon District there are more than 20 colleges, in which some are provincialised and some are non-provincialised. Like other Districts of Assam there arise a sense of quality consciousness in higher education field in Nagaon District. It is evident by the number of colleges volunteered for assessment and accreditation by NAAC by submitting self-study report. After first assessment and Accreditation by NAAC various colleges of Nagaon District try to improve their quality in various field and submitted self-study report to NAAC for reaccreditation.

In regards the topic and objectives here the data collected from the 7 colleges of Nagaon District. Followed by some NAAC's criteria informations are collected from these sample colleges. The collected information has been screened and tabulated for further analysis.

From the table no. 9(page 128) it is found that the colleges of B and B+ grades are in better position in academic infrastructure compared with low quality colleges. For instances the percentage of colleges with library, computer centre, better faculty, held seminar & workshop, gymnasium and sports facilities is much higher than low quality colleges. For example—A.D.P. College, Nowgong College and Nowgong Girls' College qualified for B and B+ and it is observed that number of Ph.D. and M.Phil holders, library books, organised

Sl. No	Name	Grade	Year	Overall Score	Library Books		Journals		Ph.D Holder		M. Phil		Seminar Workshop	
					Before	After	Before	After	Before	After	Before	After	Before	After
1.	A.D.P.	B	2004	70.5	...	32,568	....	23	18	10	1	5	....	1
2.	Dr. B.K.B.	C++	2004	68	9433	10,532	3	7	Nil	3	Nil	4	1	3
3.	Kaliabor	B++	2004	80	....	....	....	....	....	....	....	....	....	....
4.	Khagarijan	C	2004	58	4000	12,000	10	20	1	1	1	10	Nil	2
5.	N.G.N.D.G.	C+	2004	61	2,977	6,258	8	10	1	8	1	2	Nil	2
6.	Nowgong College	B+	2004	75.5	47,000	51,975	16	19	13	20	5	9	9	1
7.	Nowgong Girls' "	B	2004	71.5	28,647	36,009	17	21	4	7	6	9	Nil	4

Table 8 : Sample Colleges of Nagaon District

seminars workshops, sports and health facilities are much better than C and C++ colleges.

Further it is observed that colleges are in the way of their progress in different respects— such as library books, equipments, holders and continuation of Ph.D./M.Phil., seminars and students facilities, infrastructure development etc. According to IQAC co-ordinators of colleges some reasons for such progress are recognition of their excellence, self improvement, building the institutional image and attract students from far and wide and incentives from the govt. and other funding agencies and qualified better grade from NAAC and UGC.

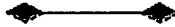
Conclusion :

There can be no doubt that the NAAC has brought about a sea change in the thinking of academics in our colleges and universities. The NAAC has been able to usher in a quality culture in the higher education institutions in the country with quest for academic excellence. The time is ripe for us all now to reboot the Indian Higher Education system by various programmes, joint initiatives and other measure by individuals, the government, industry and academic training individuals for the jobs of the future and allowing them to visualise what is possible today will not only make a difference in their lives but will also enrich our countries now and for years to come. ⊕

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Women Education in India: The Truth

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Abstract :

Women's education in India plays a vital role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. In addition to this, educated women can also help in the reduction of infant mortality rate and growth of the population. Educated women can also help in the reduction of infant mortality rate and growth of the population. Educated women are more vigilant towards the need of education for children and can take care of their children in a better way. This will eventually enhance our total literacy rate. Women education in India is the need of the hour if we want a better future for our children and better living standards for our countrymen.

Women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that

of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72% of that of male literacy rate. If we look towards women literacy rates in different states of the country, we can find that among the states, Mizoram leads in the top in respect of women literacy rate, viz, 86.13% followed by Lakshadweep 81.56%. But the states like Bihar, Assam, Rajasthan and Uttaranchal have remained in the bottom line. ♦

Introduction:

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rises of feminist ideas have, however, led to the tremendous improvement of women's condition through out the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. Women's education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

Women in the minds of great people:

Mahatma Gandhi: "Woman is the companion of man, gifted with equal mental capacities. She has the right to participate in the very minutest details in the activities of man and she has an equal right of freedom and liberty with him. She is entitled to a supreme place in her own sphere of activity as man is". (1)

Annie Besant (1847-1933), in her speech at First Student Conference at Nellore, South India, on June 16, 1916: "The angles of vision of the boy and girl, of the man and woman are different, and like the two eyes of the body they supplement each other. A man and a woman together see more than either see separately, as the two-eyed man sees more than the one-

eyed, and the combine vision is truer, fuller, more reliable than that of either alone. India is losing incalculably by the lack of feminine angle of vision, and the awakening of her daughters will be as life from dead. As Savitri won back her husband from Yama's noose, so shall Indian womanhood give new life to Indian manhood...."(2)

Importance of women education in India:

Women's education in India plays a vital role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. In addition to this, educated women can also help in the reduction of infant mortality rate and growth of the population. Educated women are more vigilant towards the need of education for children and can take care of their children in a better way. This will eventually enhance our total literacy rate. Women education in India is the need of the hour if we want a better future for our children and better living standards for our countrymen.

History of Women's Education in India:

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Gandhi, Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various

measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate. If we look towards women literacy rates in different states of the country, we can find that among the states, Mizoram leads in the top in respect of women literacy rate, viz, 86.13% followed by Lakshadweep 81.56 %. But in the line of order, it is found from the table no-1, that the states like Bihar, Assam, Rajasthan, Uttaranchal have remained in the bottom line.

Table-1: Women Literacy rates (%) in Indian states.
Women literacy rates in India (2001 census)

<u>Sl.No.</u>	<u>Name of the State</u>	<u>Percentage of Female Literacy</u>
1.	Andhra Pradesh	51.17
2.	Arunachal Pradesh	44.24
3.	Assam	56.03
4.	Bihar	33.57
5.	Chattisgarh	52.40
6.	Delhi	75.00
7.	Goa	75.51
8.	Gujarat	58.60
9.	Haryana	56.31
10.	Himachal Pradesh	68.08
11.	Jammu & Kashmir	41.82
12.	Jharkhand	39.38
13.	Karnataka	57.45
14.	Kerala	87.86
15.	Madhya Pradesh	50.28
16.	Maharashtra	67.51

17.	Manipur	59.70
18.	Meghalaya	60.41
19.	Mizoram	86.13
20.	Nagaland	61.92
21.	Orissa	50.97
22.	Punjab	63.55
23.	Rajasthan	44.34
24.	Sikkim	61.46
25.	Tamil Nadu	64.55
26.	Tripura	65.41
27.	Uttaranchal	60.26
28.	Uttar Pradesh	42.98
29.	West Bengal	60.22

Union Territories

1.	Andaman & Nicobar Islands	75.29
2.	Chandigarh	76.65
3.	Dadra & Nagar Haveli	42.99
4.	Daman & Diu	70.37
5.	Lakshadweep	81.56
6.	Pondicherry	74.16
	All India	54.16

Source: Directorate of census, Government of India.
(www.censusindia.com)

Obstacles:

Gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While the male literary rate is more than 75% according to the 2001 census, the female literacy rate is just 54.16%. Prevailing prejudices, low enrollment of girl child in the schools, engagements of girl children in domestic works and high drop out rate are major obstacles in the path of making all Indian

women educated. the country. The important reasons of poor literacy rate of women are highlighted below:

Factors Responsible for Poor Female Literacy Rate in India:

Historically, a variety of factors have been found to be responsible for poor female literate rate, viz

- * Gender based inequality.
- * Social discrimination and economic exploitation.
- * Occupation of girl child in domestic chores.
- * Low enrolment of girls in schools.
- * Low retention rate and high dropout rate.

Strategies adopted by the Government for increasing Female Literacy in the Country

The main strategies adopted by the Government for increasing female literacy in the country include:

1. National Literacy Mission for imparting functional literacy.
2. Universalisation for Elementary Education.
3. Non-Formal Education.

CONTRIBUTION OF LITERACY CAMPAIGNS TO FEMALE LITERACY:

The provision of educational opportunities for women has been an important part of the national endeavor in the field of education since India's Independence. Though these endeavors did yield significant results, gender disparity persists with uncompromising tenacity, more so in the rural areas and among the disadvantaged communities. This is not only a matter of national anxiety and concern but also a matter of national conscience. It is with this concern that the Government of India launched the National Literacy Mission in 1988 for eradication of adult illiteracy. Since women account for an overwhelming percentage of the total number of illiterates, the National

Literacy Mission is for all practical purposes a Mission of imparting functional literacy to women. Total literacy campaigns launched since 1988 under the aegis of the National emphasis on making efforts to: -

- * Create an environment where women demand knowledge and information, empowering themselves to change their lives.
- * Inculcate in women the confidence that change is possible, if women work collectively.
- * Spread the message that education of women is a pre-condition for fighting against their oppression.
- * Highlight the plight of the girl child and stress the need for Universalisation of elementary education as a way of addressing the issue.

Some of the significant ways in which the literacy campaigns have contributed to the promotion of female literacy and women's empowerment are as follows:-

HEIGHTENED SOCIAL AWARENESS:

Literacy campaigns have heightened social awareness among women regarding the importance of education, both for themselves as well as for their children. Large numbers of women have been participating whole-heartedly in the literacy campaigns as learners and volunteers. Because of the campaign mode and creation of a positive environment for literacy, women receive a social sanction to participate in the literacy programs. As women came out of their homes and take part in the campaigns with great enthusiasm, they acquire a heightened sense of self-awareness and desire to gain knowledge of host of women's issues.

INCREASED SCHOOL ENROLMENT:

The literacy campaigns have also motivated and encouraged

women learners to educate their children, particularly girls by enrolling them in formal schools. An evaluation study of the literacy campaign in Birbhum District of Bihar has shown that the biggest achievement of the adult literacy program in Birbhum has been its impact on girls' education. The confidence of the girls, as they perform drill or play football, is the result of the awareness among neo-literate parents that girls need to be educated and outgoing. The need to provide equal opportunity to both girls and boys has also had effect of generating greater demand for the quantity to both girls and boys has also had effect of generating greater demand for the quantity and quality of primary schooling.

INCREASE IN SELF-CONFIDENCE AND PERSONALITY DEVELOPMENT:

The literacy classes conducted under literacy campaigns have given women an opportunity to break the isolation which is socially structured into their lives, giving them a chance to meet other women and learn collectively- rather than learn singly as individuals. The newly acquired literacy skills have enhanced their ability to solve family problems and learn new skills. Women are communicating how they have started feeling more confident, how their articulation has improved, how they have become more discerning and how they have learnt to function autonomously.

GENDER EQUITY AND WOMEN'S EMPOWERMENT:

Total literacy campaigns have provided illiterate adult women, who have been denied access to formal schooling, with a great opportunity for reading, writing, increasing awareness levels and skills training. Literacy campaigns have thus actively promoted gender equity and have sought to empower them as to decision making about themselves, their families and their communities. The impact of literacy on women's life has often

been dramatic. Experiences of Poddukuttai in Tamil Nadu (where women learnt how to bicycle and acquired ownership right in stone quarries) and Nellore in Andhra Pradesh (where a lesson in the literacy Primer inspired women to launch anti-arrack agitation that later engulfed the entire district and the state) have shown how women have been empowered at individual and collective levels as a result of their participation.

STATUS IN THE FAMILY:

Literacy campaigns have played a significant role in improving the status of women within their won families. Whereas traditionally, women have little say in the family decision making, they, through participation in literacy programs, have begun to express their newly found self-belief in having say both within and without the family.

EDUCATIONAL EQUALITY:

Another area in which women's equality has shown a major improvement as a result of adult literacy programs is the area of enrolment of boys and girls in schools. As a result of higher participation of women in literacy campaigns, the gender gap in literacy levels is gradually getting reduced. Even more significant is the fact that disparity in enrolment of boys and girls in neo-literate households is much lowered compared to the non-literate householders.

WOMEN AS ENTREPRENEURS:

Participation of women in literacy campaign has opened several opportunities for neo-literate women to step out of the households and involve themselves in some enterprise or a new vocation. The Dumka campaign in Bihar has demonstrated how literacy campaign has helped women to take charge of their lives. They have formed a group called "Joga Behna" (Awake sister), which tries to sensitize the women to the need of collective action against social ills. These women have also set up "Didi

Bank" (Sister Bank) which promotes the habits of thrifts and savings. Here women have also learnt to maintain hand pump thereby breaking their dependence for repair on mechanics from outside the village.

In our neighboring Country Bangladesh, more than 90 lakh women are being empowered by the Grameen bank to restart their basic level of education and understanding of economic system of the country through micro-credit. Even the most illiterate women, who have not seen the school in life, are being considered as most respected member of their families by their orthodox husbands. No one can avoid education, and no one should be allowed to run out of the education system, if a country needs to be developed socially and economically.

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Woman Education : A Dream and Realily

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Abstract :

The sex ratio, is an important demographic feature of any country in the world, which is defined as the number of females per thousand of males. In India this ratio has overtime become unfavourable to women. In India women's status in the society is not in a high profile. Education is given first preference to the boys only. But now a days the scenario has been changed. Daughters are also given equal preference in getting education. they are also in a position to step perfectly with the changing world.

The large gaps between the education levels of men and women that were evident in early 1970s. has essentially disappeared for the younger generation. The World Declaration on Education for all 1990 was an important milestone in the march towards universal elementary education and girls and women's access to basic education. Everyone has right to education, which is directed to the full development of human resources and human dignity and potential, with particular attention to women and girl child, The 7th and 8th five year plan documents recognize that national development cannot be achieved unless women's education is taken up on a priority

basis. The national policy on education was accepted by the parliament in 1986. The period from 1986 to 1991 was a very creative period in the history of basis education and women education in India.

Prevailing prejudices, low enrollment of girl child in the school, engagements of girl child in domestic works and high dropout rate are major obstacles in the path of making all Indian women educated. The goal of universal elementary education in India has been very difficult to achieve till now. The govt. of India introduced innovative ways of universalizing elementary education. DPEP, SSA, Efforts of NGOs, Adult education policy etc. are launched time to time to provide education to all Indian women. But universalization of elementary education in India remains a distant dream. This is because of the persistent poverty and various prejudices prevailing in the Indian society.

The govt. of India has taken various measure to provide education to all Indian women. As a result women literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. In 1971 the rate was 22% only, but at the end of 2001 – 54.16% female were literate. ♦

Introduction : In India more than 70 percent of the total population lives in rural areas. Without the development of this vast majority of population, the overall development of the Indian economy is not possible. Women education in rural areas and disadvantaged communities is crucial condition in India. The sex ratio is an important demographic feature of a country, which is defined as the number of females per one thousand of males. In India, this ratio has become unfavourable to women. In India women's status in the society is not in a high profile. Education is given first preference to the males

until recently. But the scenario has been changed, and the girls are also given equal preference in getting education. Now girls are in a position to match perfectly with their male counterparts in the changing world. But poor rural girls and women and unprivileged communities are still lagging behind.

DREAM:

Almost every conceivable strategy and approach has been covered in policy documents of the government of India. All policy documents recognize that the first stumbling block is poverty and that women from poor communities, especially in rural areas need special attention. The second stumbling block is social status, especially where considering children from disadvantaged communities.

The 7th and 8th five year plan documents recognize that national development and demographic goals cannot be achieved unless women's education is taken up on a priority basis. All possible strategies, starting from flexible school timing to decentralized planning and administration have been recommended over and over again. Many enlightened leaders are demanding the law of the land be enforced and that elementary education be made a fundamental and inalienable right. Making children's rights to primary education justiciable and enforceable in the court of law could push basic education on the national agenda as never before.

AIMS AND OBJECTIVES:

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources but in improving the quality of life at home and outside.

1. Education increases women's confidence, for which they can also step perfectly with their male counterpart.

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2. Education increases the women's participation in the modern changing world.
 3. Education increases women's knowledge of different sectors of the day to day modern world.
 4. Economically self sufficiency is an another important objective of the women's education.
 5. Educated women not only tend to promote of their girl children but also can provide better guidance to their children.
 6. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

METHODOLOGY :

A comprehensive review of national literature on Women Education - A Dream and Reality was done and secondary data were collected from different sources. Specific data sets used in the work included annual economic surveys of the country, District Statistical Handbooks, different journals and periodicals. The data so collected were processed with appropriate statistical tools.

REALITY:

We are at a very crucial juncture in India. Only 44.6% of girls are attending any educational programme in rural India. It is quite alarming to note that only 18% and 3% of adolescent girls and women in the age group 15-19 and 20-24 respectively are attending any educational programme in rural India. The urban scenario is slightly better with 46.1% and 11.6% of girls in the age group of 15-19 and 20-24 respectively are attending some of the educational programmes. A very small proportion of girls became literate through Non Formal education programme.

Unless every single child gets the opportunity to go to

school, and unless government can ensure mere elementary education, there can be no significant improvement in the female literacy scenario of India. Poor rural girls and women from low income groups and from disadvantaged communities constitute the bulk of the illiterate population. Half a century after independence we are nowhere near achieving universal elementary education. Almost 50% of the girls and women of India don't get the opportunity to acquire education and even if they enroll chances are that the poorest and the most disadvantaged among them will drop out.

POLICIES:

Almost immediately after independence, in 1948-49 the government of India appointed a major national commission focusing on higher education, known as University Education Commission was headed by Dr. S. Radhakrishnan, a distinguished scholar and philosophers and a man very sympathetic to the cause of women.

1. The report makes some powerful statements about the importance of women's education and underlines the government's obligation to provide equal educational opportunities for women.
2. The another major contribution of the commission is that it recommended that the number of women's colleges in the country should be increased.
3. In 1958-59, almost ten years after the appointment of the University Education Commission, the government of India appointed a National Commission on Women.
4. The National Commission on women recommended special hostels, special colleges and special scholarships for women. It recommended special syllabi for women and specified that these syllabi

should focus on creating the right attitudes among them.

5. The recommendations of the Commission lead to the establishment of the National Council for girls, the establishment of a Comprehensive Development Plan for Women, to the allocation of special funds for women, to the establishment of separate units to attend to the educational needs of women.

National Institute of Educational Planning and Administration (NIEP) sifted through, compiled and edited the recommendations made by a wide range of people across the country. The National Policy of education was accepted by the parliament in 1986. The period from 1986-1991 was perhaps, a very creative period in the history of basic education in India. Six new initiatives were launched by the government, namely---

1. British ODA supported the Andhra Pradesh Primary Education Project.
2. The Swedish aided the Rajasthan Shiksha Karmi Project in 1987.
3. Netherlands supported Mahila Samakhya Education for women's Equality in Karnataka, Uttar Pradesh and Gujrat in 1988.
4. UNICEF funded the Bihar Education Project
5. World Bank supported the Uttar Pradesh basic Education Project in 1990, and
6. Swedish aided Rajasthan Lok Jumbish in 1992.

While basic education was opened up to external assistance, Adult Education remained a national commitment.

- A). National Literacy Mission , b) National Adult Education Programme, c) Operation Black Board was launched in 1994, d). The Non Formal Education initiative was also launched with

government own resources, e) NGOs to start NFE centres for out of school children, f) Sarba Shiksha Abhijan and DPEP etc. In 1991-92 there was intense speculation over the impact of structural adjustment loan on the social sectors. The World Bank and the government of India agreed on a social safety net programme. Certain proportion of the loan will be spent on social sector, namely basic education, primary health, public distribution of subsidized food grains and national renewal fund for re-training of labour forced into unemployment. DPEP in 1994 would provide multidimensional inputs in the same geographical area, thereby giving education a big push. DPEP launched with the three corner stones of the program being sustainability, equity and local ownership.

Mahila Samakhya, women's equality through education, is a women's empowerment project which seeks to bring about change in women's perception of themselves and that of the society. It endeavours to create an environment for women to mobilize themselves into collective.

Where possible, the programme links up with other development initiatives. For example, the programme has links with the public distribution system, the health care system with access to forest produce and education. The Dutch Assisted programme is operational in 5000 villages of Karnataka, Uttar Pradesh, Gujarat and Andhra Pradesh. It has been recently extended into Madhya Pradesh and Assam through DPEP initiative.

INTERNATIONAL IMPACT:

International pressure on India to implement existing policies, can create a favourable climate for in-country advocates to push for girls and women's education. India still has one of the lowest female literacy rates in Asia. This low rate of literacy not only has a negative impact on women's

lives but also on their families' lives and on their country's development.

Women's and girls' education was placed centre stage in the struggle for human development and social justice in the Copenhagen declaration on social development in 1995 . The 4th World Conference on Women, Beijing 1995, and four important World Conference, one after another, bombarded our world with messages of equality, empowerment, human rights and universal access to the tool of knowledge i.e. education, as a result of intensive advocacy, girls' and women's education has been accepted as a development priority. Availability of international development assistance for basic education (especially in India) has gone up significantly. There has been a noticeable change in Government and donor perceptions of gender issues in education.

The United Nation forced political leaders and administrators to acknowledge the inherent value of education in building capabilities of people to survive with dignity.

The World Declaration For All, Jomtien, 1990 was an important milestone in the march towards universal elementary education and girls' and women's access to basic education.

ACHIEVEMENTS OF EDUCATIONAL PROGRAMMES:

In 1993, a smaller percentage of females than males in first grade were age 7 and older was 17 and 22 percentage respectively. Females are also far less likely than males to be enrolled in special education programs. In 1990 less than one-third of students in special education were female. Only 30.2% of girls are attending any educational programs in rural areas. In 1988 females were more likely than their peers to report taking to their parents about selecting courses, about school activities and their studies. Between 1982-92 the percentage

of high school earning the 4 units of English and 3 units of each of science, social studies and mathematics recommended in A Nation At Risk increased sharply, from 13-47%, while course taking increased for both genders through 1992, and as result female took more credits in academic subjects than males (18 versus 17). In 1993 the enrolment rate for women at 4-year institutions was 42 percent, compared to 36 percent for men.

Women and male were equally likely to enroll in 2 - year institutions after high school. (22%) . In 1992 the majority of students enrolled in undergraduate and graduate programs were women, although more men were enrolled in first professional programs such as medicine, law or dentistry. By 1994, a similar percentage of men and women in the age group of 25-29 had earned a bachelor's degree or more. In 1992, women earned more associates, bachelor's and master's degree than men whereas in 1977 the reverse was true. In 1992 the gap has narrowed considerably over time e.g. the percentage of first professional degrees earned by women rose dramatically between 1960-1993 from 2% to 42% of all law degrees, from 6% to 38% of all medical degrees, and from 1% to 34% of all dentistry degrees. Similarities in the mathematics and science course taking of women and men in high school disappear when examining college transcripts. In social and behavioral science, women were likely than men to have taken psychology and sociology, and were less likely to have taken political science and economics. Women were also more likely than men to major in English, Modern Foreign Languages, communications, psychology and health sciences. The gap between the employment rates for women and men narrows with increasing levels of educational attainment.

THE LITERACY RATE IN INDIA SINCE 1951 - 2001.

1	2	3	4
Census year	Persons	Male	Female
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.84	75.26	53.67

But this is not the total scenario of women education. Cast and regional prejudices persist even after sixty years of independence. In recent times basic values of social justice and equal opportunity have been rapidly eroding. Therefore it is not surprising that women and girls continue to be marginalized. In regions/state where girl's and women's status is relatively better gender disparities are low. A women lack of education also has a negative impact on the health and wellbeing of her children.

Numerous studies show that illiterate women have level of fertility and mortality, poor nutritional status, low earning potential, and little autonomy within the house.

1. A major educational problem facing both boys and girls in India is that although they may be enrolled at the beginning of the year don't remain in the school . It is estimated that 45% of girls and 41% of boys drop out of the school between grade 1 and 5. Girls are often taken out of school to help with family responsibilities such as caring for younger siblings. Girls are also likely to be taken out of school when

-
- they reach puberty as way of honour.
2. Lack of female teachers is another potential barring girls' education. Girls are more likely to attend school and have higher academic achievement if they have female teachers. This is particularly true in highly gender segregated societies such as India.
 3. Negative parental attitudes towards educating daughters can also be barrier to a girls education.
 4. Daughter with higher levels of education will likely have higher dowry expenses as they will want a comparatively educated husband.
 5. Lack of sanitary facilities, water or latrines can be particularly detrimental to girls' school attendance.

SUGGESTIONS:

To increase the literacy rate of women in India following are the some important suggestions.

1. Gender disparities are basic evident in all age groups and the situation is indeed worrisome in carrying women education advanced. The government should take alarming policies to overcome the situation.
2. The government should take reservation of job specially for women.
3. Government should take various policies for women education and empowerment at any cost.
4. Women Reservation Bill should be passed immediately in the parliament and there should not be any controversial issue for the same.
5. Parents should change their attitude towards girls education and try to their best to make girls self-sufficient.
6. Girls and young women join the residential programme and achieve Class V level competency

within six months to one year. The curriculum is developed in such a way that the students not only achieve Class V level competency, but also gain self confidence and become self assured young women.

7. Textbooks should be written in such a way so that men and women would not be portrayed in gender-stereotyped roles.

Women constitute almost half of the total population in the world. But hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. As a result women's literacy rate in India has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001, 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72% that of male literacy rate.

India is rich in policies, thus almost every conceivable strategy to promote girls' education has been covered. The problem lies in implementation. It is therefore necessary to concentrate on making the system work and deliver the services. †

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Foreign Educational Institutions are no Panacea

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Abstract :

Indian higher education system is considered third largest in the world. Although we have about 475 universities and over 20,000 colleges, some of which are in private sector— we are still staggering at 11% GER against desired level of 20%. India has some 'World Class' institutes like IITs, IIMs and some universities as per world ranking and our scholars and scientists have proved their excellence in various fields; much remains to be done for enhancement of access and quality. This assumes greater importance in view of the demand for a global change following globalization of economy. The government of India has responded to this change by introducing a bill in the parliament recently called "Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010", among others.

In the present paper various assumptions expressed by different quarters, flouting of regulations by private institutions and FEIs operating in India and some other countries, their roles vis-a-vis people's aspirations, and our apprehensions as

well as dimensions of collaborations are discussed in the backdrop of the Bill and thinking of our academic planners. ♦

INTRODUCTION :

India has one of the largest higher education systems in the world. At present there are about 475 universities, well over 20,000 colleges, more than 5,00,000 teachers and approximately 12 million students. In the post - independence period, following recommendation of a number of commissions and committees, some concrete steps were taken by the government for reforming our education system. Despite several short - comings and limitations, a good number of our graduates and scholars have proved their excellence both in Indian soil and abroad. However, it is true that only a few institutes like IIT's, IIM's and some universities in the country are known internationally for quality education. The National Policy on Education, 1986 and a revised NPE - 1992, and recent reports of the National Knowledge Commission (2007) and Yashpal Committee Report (2009) reviewed the current position and made suggestions for revamping and expanding the higher education system. For a massive expansion in the field of higher education, as stressed by NKC, the country needs 800 more universities and 35000 more colleges in the next few years. On the other hand, the need for enhancement of quality is the call of the hour, specially in globalised environment. In this backdrop, a bill called "Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010", among others, was introduced in the Lok Sabha on May 3, 2010 after Cabinet approval. A similar bill, it may be noted, was first introduced in the Rajya Sabha in 1995, and was revived in 2007, but it could not go through.

PROVISIONS FOR ENTRY & OPERATION :

According to the FEI Bill, 2010, the enactment of

legislation regulating entry and operation of all foreign institutions is necessary to maintain the standards of higher education in the country as well as to protect the interests of students, and in the public interest. For being recognised as a Foreign Education Provider (FEP), a FEI has to submit its application under section 4 to the Registrar (UGC Secretary) endorsed by the Embassy or High Commission in India of the country of its origin. Existing FEIs have to apply within 6 months of the commencement of this Act. The FEI will have to maintain a corpus fund of not less than Rs 50 crore (about US \$11 million) . The FEI will also have to submit at the time of application the documents to the effect that it has been established and offering education services for at least twenty years under a law of the country in which it is established. It will also give the status of its accreditation, wherever applicable, from the accrediting agency of that country. After a process of eight months, the central government may recognise, under section 4(8), a FEI as a FEP for the purpose of award of degree or diploma or both in India.

ASSUMPTIONS :

Our Union HRD Minister and other optimists of the Bill - who believe that FEI will provide intellectual elixir that is missing in Indian institutes of higher education for world class education -advanced some assumptions. According to them -- (1) Once the bill is passed, a large amount of foreign direct investment (FDI) will flow into India, (2) Large number of our students can gain admission to the top ranking universities and institutes and will have access to high quality of education in Indian soil. (3) A considerable section of Indian students go abroad to get foreign degrees. Now, as they would have those institutes in India itself, their emigration would stop and the outflow of foreign exchange will stop or at least come down.

(4) Foreign institutes will not only impart high quality education but will instill competitive spirit in Indian institutes and thereby help in improving the later's quality and efficiency. (5) Operation of foreign institutes in India will solve the problem of access, quality and funding in higher education and indirectly help our economy. (6) The prospect of much better salary to Indian teachers is there as their counterparts in foreign universities enjoy.

The entry of foreign universities, say its detractors, will turn them into elitist enclaves and exact a toll from the Government-funded public university system. The best students and teachers will be at risk of being lured away by foreign universities. According to the National Knowledge Commission, an estimated 160,000 students leave the country annually to study abroad. Needless to say, majority of them can emigrate by dint of their merit of the thickness of the father's wallets. In fact, Indian and Chinese students make up majority of foreign students heading to the United States, Singapore, United Kingdom and Australia for higher studies contributing billions of dollars (\$ 7 billion dollar) to their education industries.

Table : 1 Countrywise No. of Universities in top 200 Global Ranking, 2009, THE - QS, 2009.

Country	2008	2009
USA	58	54
Canada	12	11
UK	29	28
Germany	11	10
Switzerland	7	7
Japan	10	11
China	6	6

South Korea	3	5
India	2	2

Table 2 shows the presence of sizeable number of Indian students abroad against negligible number of foreign students in India.

Table 2 : Indian students abroad and foreign students in India.

<u>Country</u>	<u>No. of Indian students in the country</u>	<u>No. of students in India</u>
Australia	97,000	15
USA	94,563	411
UK	31,000	76
Canada	6,937	152
New Zealand	6,000	10
Scotland	3,625	3

Times of India, New Delhi, June 7, 2009 p-8.

THE FALLACY :

Notwithstanding Government efforts to open our gate to foreign universities, knowledgeable authorities are skeptical about the setting up of campuses by prestigious institutes. In reality, most premier universities, except a few, have resisted the temptation to grow globally, choosing instead to enhance quality by maintaining low student - teacher ratio and focussing on excellence in research. They are more interested in taking students to their home universities for obvious reasons of earning revenues, promoting diversity in own campus and for collaboration and twinning programme.

VIEWS EXPRESSED :

‘Neither Harvard nor Columbia University or other top - ranking institutions would come to India’, says G Thiruvasagam, VC of Madras University. “Even the

universities which come here would not offer a need - based curriculum” he added. ‘We don’t need foreign universities, we need good teachers living and teaching in India. Our infrastructure will attract only sub-standard FEPs and not Oxford or Harvard (Prof Yashpal). ‘Cambridge is not a hamburger to be franchised. It can’t be replicated overnight overseas’ (VC, Cambridge University). ‘We may think of collaboration but not a campus’ (Yale University).

AREALITY :

Further, importing higher education is absolutely no guarantee that we import the intellectual climate of Oxford, Cambridge, Yale or Harvard to India. To quote Prof Yashpal Committee Report, “Universities grow in organic connection with their social, cultural and geographical surroundings and even the best of them cannot be transplanted somewhere else and expected to do as well”. In fact, studying on the foreign campus of the parent university has advantages such as ambience, international student mix, accessibility to the entire university infrastructure and adjustment to a foreign culture. Therefore, foreign university campuses in India are unlikely to attract large chunk of students and the notion of foreign exchange saving will be a chimera.

OUR EXPERINCE :

FDI in education is evident in India since 2000. In India, 104 institutions are conducting technical education programme in collaboration with foreign universities without AICTE approval. According to an estimate, contrary to their tall claims, 144 foreign providers advertising tertiary education in the newspaper, 44 were either recognised nor accredited in their countries of origin. But no action has so far been taken against them. As a matter of fact, most of the foreign education providers which are seeking entry in India

are substandard institutions in their own countries and caters to the professional or vocational courses only.

A BITTER PILL WITH SIDE - EFFECT :

There is no evidence of any developing country achieving educational excellence and economic prosperity by relying on foreign universities. Further, in the words of Thomas Joseph, AIFUCTO leader, "The chimera of quality that foreign educational providers supposedly bring in, would dissipate once we look at the experience of other countries in this regard'. The experience of Singapore, China, the Gulf countries and Israel over the last ten to fifteen years have been far from satisfactory. Despite extending substantial cash subsidies and providing land at a third of the market price, soft loans, housing access etc. reputed institutions such as Chicago Booth School, John Hopkins Centre and Warwick University, which had set up teaching shops at Singapore have packed up and left for home. Despite stringent regulations, China found foreign universities offering "crappy courses". The "knowledge cities" and "academic zones" in Gulf countries are so expensive that those could be maintained only by uninterrupted supply of and demand for black gold. Israel which welcomed foreign educational agencies with loose regulations had to drive them all out on account of low quality of services provided. Back in our country we know many such private institutions which, despite punitive provisions, continue their education business, fleece students, grant unrecognised degree with impunity. Under such circumstances, one wonders what will be the concessions given to those foreign guests "some for - profit schools are already by-passing the bureaucratic road blocks", "given the US economy and shrinking endowments, (US) colleges may need incentives from the government of India to be able to afford to open". (Wall Street Journal, June 11,2009)

MOTIVES BEHIND FDI :

Global experience in the last two decades points out that FDI in any field does not have an attached objective of fulfilling the social agenda of a welfare state. It is guided by profit and market alone. Whenever and wherever this motive is threatened, the investor look for other safer destinations for FDI. This indicates that FEPs, when they come to India, will inadvertently launch those courses which the market needs, which have most employment potential, courses in fundamental disciplines and research activities and above all creativity will be neglected, charge exorbitantly high fees and will be least concerned about the social role.

CONCLUSION :

Foreign education providers are no pancea for all our educational ills. One of the greatest academicians of our time Prof. Yash Pal had his alternative - "in order to enrich our higher education we might invite from abroad substantial number of potentially great academics and scientists to work with our students and teachers, instead of importing mediocre foreign universities to set up shop here". Systematic development and holistic view in restructuring curriculum and infrastructure, more investment in education as per recommendation of several commissions and committees, measures for raising GER at higher education from the present 11% to the desired 20%, stringent measures against fake universities / institutes and strict enforcement of regulation, will certainly pay in making our higher education truly a world - class one. ☪

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Women and Academic Leadership in India

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Abstract :

Women comprises 48.1% in the population of India. Though in the Vedic period women got enough respect and was encouraged by the family and society to be educated but the scene decreased as the days go on. Even today, colleges and universities are dominated by male leadership, however, concern regarding administrative procedures that exclude women and create chilly campus climates continue to plague academic institutions.

Assam, also revels the same scenario. Literacy rate of women here are not satisfactory and at the same time the number of women leaders in the field of education specially in Higher Education are very limited.

Nagaon, the populated district of Assam is also in dearth of women academic leaders.

Men or women, a leader has been unequally recognized as the key success factor for the efficiency and effectiveness in any context. Leadership is essentially a study of relationship. Leadership can be conceptualized as the art of mobilizing others to struggle for showed aspiration.

This study tries to focus on the statues of women as academic leaders in the District of Nagaon, Assam. Keeping in mind the increasing rate of girls enrollment in the educational institutions, a survey of existing scenario was conducted. Finding of the study revels that leadership is traditionally accepted as male norms of behaviour. It also shows that while some women have declared that they face no problem as women administrators. An analysis of the challenges and prospects of this approach in Nagaon will also be presented. ♦

(Key words : Women, Leadership, Academic Leadership, Nagaon, Assam.)

Introduction

1.1 Prelude:

The Indian Government has expressed a strong commitment towards education for all, however, India still has one of the lowest female literacy rates in Asia. In 1991, less than 40% of the 330 million women aged 7 and over were literate, which means today there are over 200 million illiterate women in India. It means that not only the lives of these million women but the lives of their family also suffer in addition with the country's economic development.

The Indian Government's commitment to education is stated in its constitution with an article promising 'free and compulsory education for all children until they complete the age of 14' (The World Bank, 1997 b). The National policy of Education which was updated in 1992 and the 1992 Program of Action both reaffirmed the government's commitment to improving literacy levels by providing special attention to girls and children from scheduled castes and scheduled tribes.

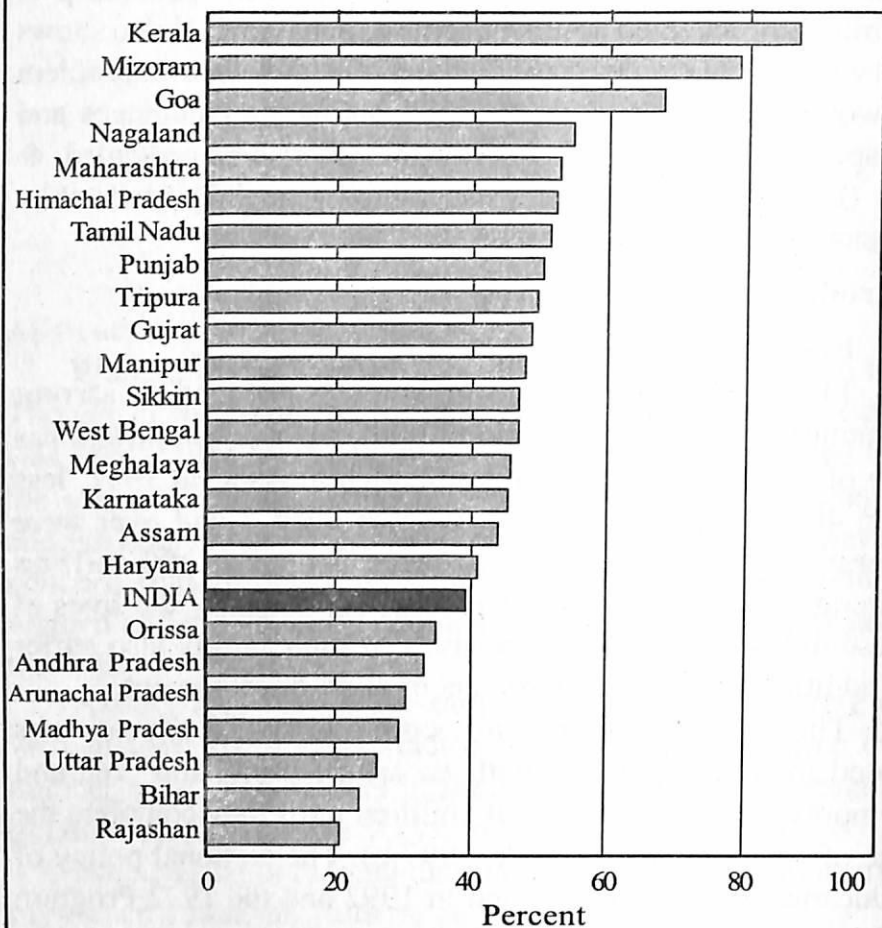
The differences in literacy rate among the states are sometimes very significant. (Figure:1)

Figure: 1.1

Female Literacy Rates, by state: 1991

Figure 3.

Female Literacy Rate by State : 1991



Rates are for the population aged 7 and older.

Source : Registrar General and Census Commissioner, India, 1993

Kerala has the highest female literacy rate with over 86% of women literate in 1991. In Rajasthan, less than 12% of rural

women are literate.

The demand for gender equality and equal representation of women in all spheres of activity including education has become an important issue. It has been observed that all over the world women's access to higher education has increased significantly. Like other countries, India also noticed the enrollment of women in Higher Education from a mere 10% in 1950-51 to nearly 40% in 2004.

The entry of women into formal work organization helps them to redefining their roles and much needed boost to their confidence and self-esteem and generated self-growth. Women managers, interpreters, supervisors and women employees become a reality.

India with a population of second highest in the world, still poses a significant gap in education levels of both men and women. In a sense monitoring, controlling and improving quality in an education institution always been difficult. The present condition and quality of higher education is best understood within the dynamic complex relationship between the society, states and higher education system.

Several attempts have been made to elucidate the meaning of quality in higher education. In the document produced by Higher Education Quality Council, an organization in the UK it is stated "quality in Higher Education is not the same as satisfying a customer with for example, the latest model at motor car."

Inspite of an increased access and participation of women in all sectors of education, at the higher education level, even in the 21st century, India is among the commonwealth countries with the lowest percentage of women (below 20%) at senior management level. {ACU Bulletin March 2004}. This may be due to the unwillingness on the part of the

management to appoint women to these positions, or due to a feeling of insecurity in women to handle these positions for which reason they might not come forward. Cultural norms continue to dictate that the role of women at the work place is seen as secondary to her role at home. However, that women have the potential to contribute to effective management of higher education is an acknowledged fact and effort have to be made to meet this challenge.

1.2. Meaning of the term leadership:

Leadership is essentially a study of relationship. It is also a well known fact that while some are born leaders, everyone carries within them the potential for leadership which can be realized or released through either a process of self-development or through systematic training.

Ten commitments of leadership as summarized by Kouzes and Posner(1995) are like the following:

<u>Practice</u>	<u>Commitments</u>
A. Challenging the process	1. Search out challenging opportunities to change grow, innovate and improve. 2. Experiment take risks and learn from the accompanying mistakes.
B. Inspiring a shared vision	3. Envision and uplifting & encoding future. 4. Enlist others in a common vision by appealing to their values, interest, hopes and dreams.
C. Enabling others to Act	5. Foster collaboration by promoting co-operative goals & building trust.

D. Modeling the way

6. Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks and offering visible support.

7. Set the example by behaving in ways that are consistent with shared values.

8. Achieve small wins that promote consistent progress & build commitment.

E. Encouraging the heart

9. Recognise individual contribution to the success of every project.

10. Celebrate team accomplishments regularly.

Source: The leadership challenge by James M. Kouzes & Barry Z Posner,

1.3. Speciality of Academic Leadership :

Academic Leadership is a service oriented section without a profit motive. The main objectives at higher education are production of knowledge through research and dissemination of knowledge through teaching. An academic leader needs a clear future orientation and has to look far ahead. The impact of education is felt decades after the students leave the educational institution.

Higher education is going through tremendous change all over the world. India has witnessed an enormous quantitative expansion of higher education in the fast five decades. With the knowledge explosion required constant change in curriculum & course, pedagogy changing with information technology, globalization and other rapid cultural change in

the society, higher education is facing several challenges requiring stronger manager & visionary leader.

Several studies and surveys have been carried out by Prof. Jaya Indiresan, 1991 to identify the knowledge and skills required by academic leaders. These depends on the role, responsibility and level at which these administrators function. Leaders are responsible for the interrelationship between the environment and the institution, developing people a working climate and good communication. In addition, they need skills of planning, human resource management, resource mobilization and utilization, finance management, academic management and above all skills of monitoring and control.

1.4 Journey of Indian Women in Last Fifth Decade:

Having a glorious time in Vedic period, Indian women later on were suppressed in the name of conformity to social structure and roles. They juggled with multiple expectations and demands of systems and mere grounded with their dreams of freedom, aspirations and achievements. But along with the freedom movement, education opened doors for women to dare dreams and weave a fabric life in which they played a role of significance as men. The journey began alongside the country's freedom movement & continue and continue.

Phase : 1 : Indian Women in 1950's:

The women at the fifties fall into two categories, one belonging to the group who took jobs exclusively for monetary reasons. Another group belonged to business and professionally oriented family who were not compelled to do household duties, were intelligent and wanted to utilize their education and time in activities. In the initial phase women did not rise very high. But for women—
"They had a job which gave them meaning, a steady income and were making good use of the education they had received."

— Parikh and Garg, 1982

The lives of the women at this time were in two boats at the same time. Her work was a luxury and a privilege given by the husband and could be taken away if other roles were not fulfilled to the satisfaction of either him or other members of the home. Organizationally, it was difficult for women to have a similar career path and growth as that of their male counterpart.

Phase : II : Women in the 1960's and 70's:

During this time a significant numbers of women had grown up with education as a given reality and dreams of a different life. These were the second generation of working women who had aspirations to perform and be rewarded, could deliver result without seeking privileges being women. They also demanded to have the leadership position. For the women work became an insurance against maltreatment by the in-laws. They also had some problems with their spouse as well as children accepting and understanding the new kind of wife or mother that she was becoming. They logically accepted and understood the change but found it difficult to cope with. Some women remained unmarried due to career too.

These women were pioneers who defined a new space and broke many a social stereotypes and myths about women. Women carried the responsibility of the social system also but yet the privileges of both did not belong to them.

Phase : III : Women in 1980's :

It was an era of professional and professionalism. The women of the eighties had invested in themselves, designed a role and life space where they could manage their home and work interfaces and respond to the challenges and opportunities in the formal work organization. Sometimes they suffered upheaval in their traditional social life or had troubled marriage. The generation of these women worked hard and

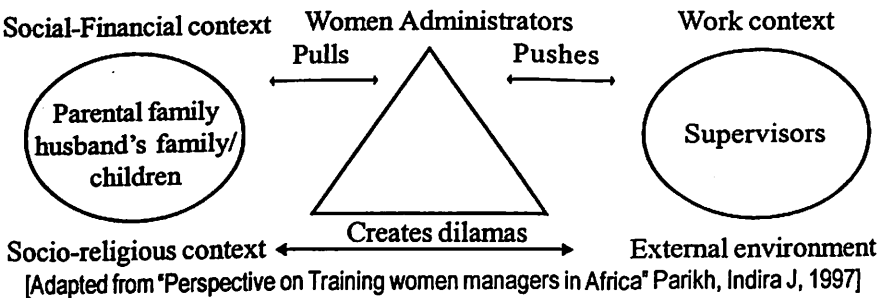
struggled to keep pace with the changing time.

Phase : IV : Women in the 1990's :

The upbringing of women now becomes different. They have now own role model of same sex. New women get support from the males in the family i.e. father as well as other males. Financial self sufficiency before marriage to the daughter was encouraged. Parents accepted that education was a magic boom which could provide wings to the children to fly endless in the sky beyond horizon.

Women performed brilliantly in the institution. They were described as having inherent qualities of administration such as tolerance, patience and communication skill which added value to the institution. Despite increasing acceptance of women in organization and opportunities available, it was still difficult for the women to reach the top of the pace they wished to and were qualified for.

Figure : 1.2.



[Adapted from 'Perspective on Training women managers in Africa' Parikh, Indira J, 1997]

Women in leadership roles encounter issues of power, authority, participation in policy formulation and strategy implementation. Research findings suggest that women in significant position have vision and clarity of mission are capable and competent. Data of women administrator have suggested that most women find it easier to relate with their male superior and junior colleagues. The supervisors find

women sincere, dedicated and hard working and subordinate respect them as they are not only professionally educated but also provide leadership row.

Some women have preferred to remain single, leading happy & contented lives. Many and more women in nineties have made up their minds to have a single child to meet the demands at home and work and have very well been able to integrate their multiple roles in multiple system.

Phase : V : Transition of Women towards the new Millennium :

As the new era is the era of technology, women have the opportunity to virtually create working environment at home, availing at flexibility of working hours and so handle social and home responsibility better.

1.5. Women and Academic Leadership :

When we talk of women, it should be remembered that they come from diverse back ground with varying socialization and upbringing depending on the class, caste, region and religion to which they belong. Given the on going modernization and reform of Higher Education, the role of leader has undergone radical transformation in recent years. An ideal check list of qualities and skills needed by Academic leaders might read as follws :

- * Strong record of academic leadership.
- * Excellence in research and training.
- * Leadership skill including visioning capacities management skills.
- * Institutional experience at higher education.
- * Negotiating skills to deal with all stakeholders (Internally, the management, the teachers and students, externally, national policy).
- * Communication skills.

As the challenges facing education grow more complex, the leaders in this section require more greater skills. At this moment, women leadership and its possible benefits continue to constitute a controversial area at the debate interms of empowerment of women. However, there is a growing belief that feminine leadership is emerging in a distinct force.

1.6. Area of the study :

Nagaon is a district comprising about 239,25,43,117 sq. Km. The educational facilities of the district is satisfactory. It has many primary, M.E., M.V. High and Higher Secondary schools. Along with the General colleges, there are many professional and vocational training colleges like Law College, B.Ed. College etc.

1.7. Need of the study :

More and more women are entering administrative and managerial position the world over. The number is increasing and the fields are also enlarging. This leads to an increasing number of research studies on various aspects perceptions, attitudes, style of functioning women in management. A review of some of the recent studies in India shows that while other sectors like I.A.S., Banking etc. have been included in these studies, hardly any research has been reported on women administrators in education sector, especially in Higher Education.

So, the investigators proposed to make a systematic study in Nagaon District.

1.8. Statement of the study :

The major aim of the investigator is to study about the women academic leaders of Higher Educational Institutions of Nagaon. As women have to face different problems comparing with their male counterpart, so the leaders of women folk always have to be in an enigma & dilemma. As a

very limited research has been done, so the Investigator has been prompted to take up the topic under the following title :

"Women and Academic Leadership in Higher Education with special reference to Nagaon, District of Assam."

1.9. Objectives :

Objectives of the present study are as follows :

- (i) To study the present situation of working women.
- (ii) To study and understand the specific and special needs of the women leaders.
- (iii) To make a commitment for leadership development and fostering women's leadership.
- (iv) To study the root causes for the under representation of women in leadership position.

1.10. Hypothesis :

It is assumed that :

- (i) Paths to leadership are slower or more often blocked for women.
- (ii) Leadership position is less attracting to women than men.
- (iii) Women in Leadership are not well recognized within the Institution.
- (iv) Women lower estimate their potentiality and hesitate to accept the academic leadership.

1.11. Delimitation of the study :

- (i) The study is confined to the Higher Academic institutions only.
- (ii) It is confined to Nagaon District only.

As such, the study may suffer from a little investigation to certain segments. But an individual research can't be more expensive than this.

Methodology

2.1. Research Design :

The Research design is the conceptual frame within which the research is conducted. It helps the researcher to carry on the research operation to solve a research problem with minimum wastage of effort, time and money. For the present study the whole work was divided into several stages.

The first stage was a good deal of library work to study different literature related to the problem.

In the second stage, the objectives of the study were formulated and hypothesis were stated. In this stage the method for the study was elected and the tools were developed. Then, the representative samples were drawn by using appropriate technique.

The fourth stage was the field work. Both primary and secondary data were collected, the collected data were processed, analysed and interpretations of finding were completed in the fifth stage.

In the final stage, the report of the study was drafted.

2.2. Method :

To investigate the problem and challenges of women and academic leadership, the investigator has applied the survey method. This method is potentially the most valuable method known for obtaining a true and comprehensive picture of individuality. It is a form of qualitative analysis, involving the very careful and complete observation of a person, situation and institution.

However, the main objective of this study is to examine the various causes of having less representative of women leader in educational institutes of Nagaon district. It also aimed at studying the problems. Hence, the study is brought under descriptive research. It's main purpose is to describe

the state of affairs, the conditions or relationship that exists practices that prevails, beliefs, attitude and effects that are being felt or trends that are developing.

2.3. Sample :

Purposive sampling technique has been adapted for solution of sample for the present study. It includes 20 working lady of Higher Educational Institute.

2.4. Tools :

After the selection of the samples, the Investigator has prepared her tools according to the need of the study. The selection of tools for a study depends upon various issues, such as objectives of the study, the amount of time taken for investigation, availability of tools and personal ability of the investigator to administer them. As the study is primarily based on data of samples, interview seemed to be the only effective technique for the researcher. So, interview schedule has been developed making a questionnaire for the study which contains all information regarding the respondent's personal identification. Along with these other information related with the topic. are also included.

More questions about education are also included so that with them the respondents' aspiration level for education and its effect can be measured. However, spot observation is also used by the researcher.

Apart from direct interviews, necessary literature are collected from different sources. Secondary sources are census reports, statistical publications, different magazines university manuals, news papers etc. With these television and internet are also taken as helpful contributing sources.

2.5. Data Collection :

The data required for the present study are obtained from both primary and secondary source.

The primary datas are collected with the help of a set of interviews schedule, either in working hours or after that. Along with direct interviews questionnaires were also supplied and collected after a due time.

On the other hand, the secondary datas are collected from different sources such as census report, books and journals, thesis and dissertation available in different libraries in Assam.

Data Analysis - Interpretation

4.1. Data Analysis :

Data indicate what people have said in their own words about their experiences and interactions in natural settings and after careful analysis.

Patton emphasizes, "Qualitative data provides depth and detail emerges through direct question and careful description. The extent of depth and details will vary depending upon the nature and purpose of a particular study.

Martz has pointed out, "bare facts, objective data never determine anything. They become significant only as interpreted in the light of accepted standard and assumption and these standards in the final analysis are not susceptible to scientific determination. In ordinary life we seldom deal with fare facts but facts interpreted. This interpretation or evaluation is determine by the purpose to which we relate the facts.

The information gathered during or after an interview includes roles taken by an interviewer along with his detailed comments about what people say, think and feel about phenomena understudy and what they know about it. The data may be adequate, valid and reliable to any extent. It does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analysed, intelligently interpreted and rationally concluded.

4.2. Technique used during data analysis :

After collecting the data, the investigator has turned the responses to the frequency first. After having the frequencies, the researcher tries to interpret them as the frequency table show.

4.3. Chi-square Analysis of Data :

The responses of the women academic leaders which were transformed into frequency table helps us to draw ourselves to the waiting conclusion. But only depending upon the frequency analysis, we could not make out the proper analysis of this burning problem. So; to make the task more scientific and concrete, the help at chi-square test is felt. Every item of the questionnaire was undertaken through the chi-square test.

4.4. Socio-cultural Analysis :

As society and culture have impact on the women and their profession, so an analysis on that also tried to made. It was seen that religion, caste, distance of residence and marital status also had some kind of impact on the women in having the leadership position.

Summary, Findings, Suggestions and Conclusion

5.1. Summary :

Organisational culture effects curriculum and administration in that resources are allocated based on the values of institution. Several scholars contend that a leader with an emerging, inclusive styles at leadership could provide an institution with new values and ethics grounded in co-operation. Higher education leadership also needs to become more reflective of the constituents it serves.

A problematic issue is that leadership traditionally has been studied using male norms as the standard for behavior. As noted by Desjardins, Ackner, Gutek and other, women

adopted male standard of success to better fit into male dominated hierarchical structures and systems. Traditional scholars such as Brinmaum and Henzberg view leaders as being alike and genderless. However, scholars like Barric Thorne and Deborah Tenen, who research gender differences opines that social norms and issues of gender role ascription create differences between women and men.

Women find various problems to be the leader and holding them back from realing their potential. In general, many of the problems faced by women are identified in the BEIJING DECLARATION remain unsolved. They are :

- (1) Persistent poverty
- (2) Inequality of access to education, health and welfare
- (3) Violence impact at armed conflicts
- (4) Absence from decision making in the economic sector
- (5) Unequal participation in the power structure of society
- (6) Insufficient mechanisms to promote the advancement of women
- (7) Inadequate recognition of women's right
- (8) Failure to recognize women's contribution to society
- (9) Insufficient recognition at their contribution to environmental protection and management.

These problems impact the personal and social empowerment of women and consequently they hinder their ability to emerge as effective leaders at every level of daily life.

Assam is a land enriched with high traditional and social values. Women here are equalized with goddess. But talking about the real position of women in the leadership position in any field and especially in the field of education, the picture

is not satisfactory. Till now people think twice before giving women the charge at academic leadership.

Nagaon is almost no different. Having the highest density of people in the state, the district also had a very good record of literate and educated women. But a very few members of them could reach the top position as academic leader. Thus, the researcher has found it proper to investigate the whole aspect of women academic leaders, their work load, family responsibility, willness to work, societies concerned etc.

5.2. Leadership Skills and Concern for Women's Issue :

When we talk of women in any context, it should be recognized that they are not a monolithic group. Women come from diverse background, especially in a pluralistic country like India, with varying socialization and upbringing depending on the class, caste, region and religion to which they belong. Further, their varied education, exposures & experiences make them a highly heterogeneous group. So, their diverse needs and background require different responses.

Leonard and Sigall (1989) provided a broad definition of leadership to include all those activities in which the person takes a stand; gathers support, pushes for something & is recognized as a participant in the struggle for change. As already pointed out, a person can be a leaders without occupying a designated office.

Gilligan (1982) opined that a woman needs more than just the traditional leadership skills to be a leader. She needs to be able to speak for herself as a person, as a woman. She needs to be able to address and identify causes that impact women directly and indirectly.

All the findings can be summarized as :

- A. Personal factors
- B. Social factors

C. Structural factors.

A. Personal Factors : It consists of

1. Low career aspirations
2. Low Self esteem
3. Conflict between Affiliation and power

B. Social Factors : It deals with

1. Process of socialization
2. Cultural barriers
3. Gender stereotype
4. Lack of support from family

C. Structural Factors :

1. Bias in requitment and promotion
2. Not enough qualified women
3. Women exclusive criteria

CONCLUSION

Though women represent half of the world's population, yet it is seen that they are always deprived of their rights. It is true that a big squad of women is coming forward to take the responsibility at the institution and society. The U.N.O. as well as other various organizations are working to make women equal with men in every prospect of life. It is now generally recognized that women may need "time out" for child bearing & child rearing and that an interpretation to the slow down academic career.

Parents should be encouraged to send their daughters to school. Moreover, education of girls has a high opportunity cost for poor families because of their critical contribution to household maintenance and child care.

Women should be encouraged to be in the leading position especially in the academic field. Researches have clearly showed that women are equally gifted, talented and

competent in scholarship, management & policy making. There is need for women to be more publicly seen as successful leaders & achievers. Women should be given the opportunity to realize their full potential and be made equal partners along with men in all development activities.

To conclude, it is observed that, it is very important to study further about the major intervention of government measures and policies in women empowerment and specially with the women academic leaders. ☩

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Empowerment of Women and Impact of Higher Education

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Abstract :

Empowerment is the process by which the powerless gain greater control over the circumstances of their lives. It includes both controls over resources and over ideology. Women empowerment is one of the essential factors that promote human development. The programme of action of the International Conference on population and Development stresses that the empowerment and autonomy of Women and improvement of their political, social, economic and health and education status is both a highly important end in itself. In fact empowered women can contribute to human development is expected to promote women empowerment through improved health, nutrition, education availability by employment and a decent standard of living.

Through the entry of women into the formal education system began in 19th century. Various commissions were set up in different times for education, yet those failed to articulate the relationship between women's equality and their participation in national development.

The higher education of women promotes Social and occupational mobility and leads to intellectual and personal development. Karuna Chanana mentions that while the proportion of women to total enrollment was 10.9% in 1950-51. It increased to 27.2% in 1980-81 and 52% in 1996-97. A policy perspective was adopted in 1986 as the NPE which targeted that education will be used as an agent of basic change in the status of women.

Another indication of the growth of women's higher education is the proportion of level of women students in higher education. The higher education of women at research level indicates growing employability of women in the higher echelons of power.

Higher education is seen as a crucial step in personal, familial and social mobility of women. ♦

Introduction : The concept of women empowerment has undergone a sea change from welfare oriented approach of women empowerment to equity approach. Many researchers have tried to provide a suitable definition of women empowerment. Women empowerment is a change in the context of women's life, which enables her to increase capacity for leading a complete human life. Women empowerment is one of the essential factors that promote human development. The programme of action of the International Conference on population and development stresses that the empowerment and autonomy of women and the improvement of their political, social, economic and health status is both a highly important end in itself and necessary for sustainable development. The progress in human development is expected to promote women empowerment through improved health, nutrition, education, social security, political freedom, availability of employment and decent standard of living.

Female education is an important input of the production

function. Education improves the women's status within the family and also equips them to play any role in the wider social context.

The paper intend to -

- (1) To examine status and trend of women empowerment in India in terms of education.
- (2) To suggest measure to bridge up the gap between men and women.

Methodology :

The paper is of descriptive nature based on Secondary data. Mainly

- (1) Women in Indian Society, Neera Desai & Usha Thakkar
- (2) NPE, Govt. of India 1986
- (3) Human Dev. Report of UNDP.

For convenience in discussion the topic is divided into some sub titles.

Women and Education :

The entry of women into the formal education system began in the mid 19th century. The Govt. was slow to push policies promoting education but social reformers and women's organization realized the significance of women's education at all levels. The efforts of Maharshi Karve, Mahatma Gandhi and organizations like all India women's conference not only pleaded for giving women access to education but declared that education helped women to perform their roles and become useful citizens Considering education as a nation building process a review body was set up which was known as "The University Education Commission, which submitted its report in 1949. After independence, this was the first major step taken by the leaders of Nehru Era. The commission devoted a full chapter to women's education. The commission mentioned that there cannot be educated men without educated women. The commission felt that giving a woman higher

education would be an obstacle in her preparation to be a home maker.

In 1950, the constitution of India included a number of provisions on education. The 1st Five year plan realized significance of the problems of education of women. The secondary education commission (Mudaliar) of 1952-53 appear to have been less preoccupied with gender differences.

The National committee on women education popularly known as Durgabai Deshmukh committee on women's education (1958-59) was one of the most significant committees appointed to look specially into women education.

The committee (Hansa Committee) on differentiation of curriculum for the boys and the girls was appointed in 1962. After reviewing no historical development during the last 150 years in official policies regarding co-education the committee took on unequivocal stand against differentiation. The Kothari Commission of 1964-66 which examined the goals of education in the process of national development endorsed the views of Hansa Committee and Durgabai Deshmukh Committee observed that the women now adopting a career of their own and sharing with men the responsibility of development. But it is sad that only two pages devoted to women's education and a few paragraph to women's higher education. The report started by mentioning that special efforts are needed to expand higher education. However the culmination of the all Govt. efforts was the declaration of National policy of education in 1968, which was finally enshrined in the document entitled challenge of education. A policy perspective, 1985 was adopted in 1986 as the NPE and the formulation of programme of action in August 1986.

Part IV of the revised policy on education mentions "Education will be used as an agent of basic change in status of women. However the number of literate women among the

female population of India was between 2.6% from British Raj onwards to formation of republic of India in 1947. Concentrated efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population though there statistics were still very low compared to world standards.

Women and Higher Education :

One of the paradoxes of women education has been elementary education which touches the mass of women, presents gloomy scenario the picture of women in higher education is not so depressing. The immediate decade after independence were full of development and technical activities in which education was an important requirement.

Karuna Chanana mentions that while the proportion of women in higher education to total enrolment was 10.9% in 1950-51, it increased 27.2% in 1980-81 and 52% in 1996-97. Chanana points out that the slow growth after the eighties as consequence of the lack of specific policies and measures to encourage women's education.

Another indication of the growth of women's higher education is proportion of level of wise women students in higher education.

Year	Under-graduate	Graduate	Research
1994-95	33.6	35.6	38.5
1995-96	34.1	34.0	39.2
1996-97	34.1	34.0	39.2

The higher proportion of women at the research level indicates the growing employ ability of women in higher echelens of power. If data is looked in disciple wise, the picture becomes more clear.

Table 2
Proportion of Men and Women Students to the Total Enrollment: Discipline-wise 1950-51 to 1980-81

Faculties	1950-51		1960-61		1970-71		1980-81	
	Women	Men	Women	Men	Women	Men	Women	Men
Arts	16.0	84.0	24.6	75.4	31.7	68.3	37.7	62.3
Science	33.3	66.7	10.5	89.5	17.8	82.2	28.8	71.2
Commerce	0.5	99.5	0.9	99.1	03.7	96.3	15.9	84.1
Education	32.4	67.6	32.8	67.2	36.5	63.5	47.3	52.7
Engg/tech	0.2	99.8	0.9	99.1	1.0	99.0	3.8	96.2
Medicine	16.3	83.7	21.9	78.1	22.8	77.2	24.4	75.6
Law	2.1	97.9	3.0	97.0	3.7	96.3	6.9	93.1
Agriculture, Veterinary Science and Others	5.8	94.2	7.0	93.0	9.5	90.5	13.6	86.4
All faculties	10.9	89.1	16.2	83.8	21.9	78.1	27.2	72.8

Percentage Distribution of Men and Women: Discipline-wise - 1993-94 to 1991-92

Discipline	1993-94		1992-93		1991-92	
	Women	Men	Women	Men	Women	Men
Arts	54.24	35.41	54.24	35.44	54.24	35.63
Science	19.78	18.94	19.78	18.99	19.78	19.00
Commerce	14.64	24.17	14.64	24.40	14.64	24.26
Education	3.73	1.71	3.73	1.72	3.73	1.74
Engg/Tech.	1.18	6.91	1.18	6.78	1.18	6.73
Medicine	3.49	3.28	3.49	3.31	3.49	3.31
Agriculture	0.25	1.60	0.25	1.51	0.25	1.51
Veterinary Science	0.06	0.35	0.06	0.32	0.06	0.33
Law	1.79	6.97	1.79	6.89	1.79	6.84
Others	0.84	0.66	0.84	0.64	0.84	0.65
Total	100.00	100.00	100.00	100.00	100.00	100.00

Source: Chanana, (2000), 1018.

Table 2: Percentage distribution of men and women.

Shifting in Higher Education :

The shift of women students towards commerce faculty has been operating since eighties. In 1985-86, 19.7% of total enrolment of girls in commerce faculty proportion went upto 25% in Nineties.

The shift in the orientation to various disciplines suggest major changes in the economy and career orientation in the individual and family. The women students who are career oriented have shifted from arts faculties and especially science faculties to commerce and law. In commerce there is attraction to women not merely by providing opportunities to practice law or to join the judiciary, but also for research work in the legal field where women can be accommodated.

The entry of women into job oriented course such as commerce, law, engineering and technical fields suggests that though the liberal stance of education may prevail for a majority of students the trend of employment orientation of women also visible.

Another significant factor is growing number of girls in short terms course polytechnique computer courses and information technology. Today the technically management trained and computer savvy have better marketability. This requirement on one side comphasise efficiency and approach to work and on the other side they generate keen competition among aspirants.

Regional Variations:

Besides shifts noticed in various disciplines regional variations are also important factor in the spread of higher education among women. The four southern states register better enrolment than the Northern Hindi-Speaking states. As recently at the mid Nineties, Goa, Kerala and Punjab registered enrolment between 50-52% while Bihar, Arunachal Pradesh,

Uttar Pradesh and Madhya Pradesh have very low enrolment between 18% to 26%. Data on engineering courses reveal that whereas in 1991 of 4,419 girls students enrolled 1989, from southern states, 608 from western states, 224 from Eastern 267 from the Northern region.

There are number of reasons for variation :

1) The comparatively lower status of women in these regions.

2) Delay in opening the doors of education for women.

3) The slow development of technical education and economy and political climate.

Privatization and Women Education:

The period since 1992 has been marked by the new economic policy moving towards liberalization of the economy. The onset of the period of structural adjustment are followed by a decline in public expenditure in various sectors, including education. In higher education the decline is quite marked currently with the UGC relegating its responsibility of maintenance to the respective universities in turn have had to turn to the private sector. The increase in fees, in professional course may jeopardize women's education. In short, privatization of education is likely to especially affects girls and women from economically weaker strata. **Women Empowerment and Education:**

"The modern educated Indian women is neither happy nor contented nor socially useful. She is highly suppressed and needs opportunities for self expression. The new education must provide this opportunity". This is the remark of a woman who gave evidence before Radhakrishnan commission of education, 1949.

Women constitute almost 50% of the world's population. However as far as their social status is concerned, they are

not treated as equal to men in all places.

However, there has been a shift in approaches towards the well being of women and children from 'Welfare during Seventies' to development during eighties and to empowerment during the nineties. The 9th five year plan recommended adoption of the National Education policy for "Empowering Women".

Need for Empowerment:

The main objective of women empowerment

- 1) To enhance self-respect and self-confidence in women.
- 2) To build a positive image of women by recognizing their contribution to society, polity and economy.
- 3) To enable them to make informed choices in areas like education, employment and health.
- 4) To provide information, knowledge, and skill for their economic independence.

In most of the under developed and developing countries, women are found to be less literate than men and this has forced them to become dependent and subordinate to men. According to 2001 census, the rate of literacy among men in India is 76% whereas it is 64% among women. Lack of education is the main cause of their exploitation and negligence. Women have been subjected to untold exploitation. There are cases of rape, kidnapping of girls, dowry harassments and sexual harassment, abuse both physical and verbal and so on. Therefore they need empowerment of all kinds.

Education will definitely create their awareness towards political, social, economic and other issues. Whereas literacy and elementary education fulfil social and human development needs and become instruments of better health and form income generation, the higher education of women promotes social and

occupational mobility and leads to intellectual and personal development quite often resulting in generating elitist culture.

The objective of Indian society has been laid down in constitution is to achieve a democratic. Socialistic and egalitarian society. In such a society women are supposed to perform their role as per with men. Their status structurally needs to be equal with men and in the present scenario higher education is certainly that factor which can actually support them to execute their role as per with men.

University of Madras rightly observed for women and men that college education is necessary for character formation ability to earn creative self expression and personal development.

Impact of Higher Education :

- (1) The higher education of women promotes social and occupational mobility and leads to intellectual and personal development. It quite be often resulting in generating elitist culture.
- (2) The immediate decades after independence were full of development and technical activities in which education was an important requirement. Thus the national agenda helped women of upper middle class and the upper caste to enter the portals of higher education.
- (3) The higher proportion of women at research level is indication of the growing employability of women in higher echlens of power.
- (4) The shift in the orientation to various disciplines suggest major changes in the economy, career orientation in the individual and family expectations.
- (5) Further, with the rise of litigation and asserting for gender just implementation of law. On women issues

the feminist believe that women lawyer can better represent the case of women.

- (6) The enlargement of choices and the advent of careerism in urban middle class women can be linked with the forces generated during last four decades, which have accelerated in the post liberalism phase. Today, the technically trained, management trained computer savvy have better marketability.
- (7) An important fall out of the changed situation is that whereas the first generation professional women had quite often to make a choice between marriage and career the present generation can have both but to struggle hard to maintain the balance.

Conclusion :

The present study throws light on the status of women empowerment in India through education.

Today in the 21st century; one cannot afford to ignore the importance of higher education for women any longer. Need for higher education among women assumes all the more important in countries like India where colonialism has remained a great force hindering education for general masses and for the women in particular. Higher education of women in India is indeed necessary; whether to provide society with competent men and women to promote equality and social justice. The objective of Indian society has been laid down in constitution is to achieve a democratic; socialistic and egalitarian society. In such a society women are suppose to perform their role at par with men. In 19th century we pleaded for the education of women to make her a better partner for her husband; in the last century education was for her empowerment and today we are pleading for her right to education as a citizen. †

ICT in Distance Education with special reference to Assam- a Perspective

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Abstract :

With respect to constitutional promise and recognizing the importance of open and distance learning many universities are offering now correspondence courses in India. In Assam, the Gauhati University, the Dibrugarh University, the Krishna Kanta Handique State Open University, the IGNOU and some other universities from different parts of India is offering correspondence courses. ICTs stand for information and communication technologies and it is a major factor in shaping the new global economy and producing rapid changes in society. Within the past decade, the ICT tools have fundamentally changed the way people communicate and do business. They have produced significant transformations in industry, agriculture, medicine, business, engineering and other fields. They also have the potential to transform the nature of education where and how learning takes place, and the roles of students and teachers in the learning process.

In Assam also ICT has an important role in the field of distance education. ICT based education can save the time and the learner may engage in other work also. As we know that Assam is agriculture and rural based state so most of the students have to remain busy with their parents in cultivation, so many students have to leave education due their homely problem. In this context education through ICT may take an important role in Assam. But we have some challenges in using ICT based education, e.g. infrastructures and equipments availability, lack of knowledge and skills of teachers in using ICT in educational institutions, good technical supports in classroom and whole institutional resources, language problems in using internet and content, lastly students are mainly from rural background where these facilities are not available and moreover they are poor to access in their life. However, ICT is useful and it will be successful in distance mode of education if the above discussed problem will be taken steps to overcome. ♦

Introduction

Distance education refers to education coming from distance place. It is an organized systematic educational activity carried outside the framework of the established formal system. It has a well organized system with definite objectives, mode of communication, content and target population. The Commonwealth of Learning has defined distance education as *"a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings; and a*

specialized division of labour in the production and delivery of courses."

Distance education is used in a variety of settings and for a broad range of purposes. Universities use it to increase the number of students who have access to higher education; companies use it to upgrade their workers' skills and keep them abreast of rapidly advancing technologies; individuals use it for their own professional development and to enhance their career opportunities; governments use it to provide on the job training to teachers or other workers, to enhance the quality of traditional primary and secondary schooling, and to deliver instruction to remote rural areas that might not otherwise be served.

Distance education in India and North-East India

Globalization has brought about several changes in many spheres of human life. More particularly on education system the impact of globalization is immense as education influences the human life to a greater extent. In other words, the world as a whole is passing through a knowledge revolution and therefore, a country without high quality education system will find it difficult to benefit from the global knowledge based economy and remains in global-isolation.

Indian Constitution has promised to provide equal opportunities to every individual. Therefore, there is tremendous growth in higher education in last 50 years. It can be also be seen that after 1991, the speed of educational growth has become faster. At present, there are 450 universities/deemed universities in India. In addition to that, the central government has decided to establish 30 more central universities, 12300 colleges, 20 more IIT's and other institutions.

But in class-room situation only a few students are

benefitted. The students, who for one or other reasons cannot attend the formal institutions, remain neglected. Moreover, a large number of populations are living in remote areas and the promise of equalization of education in our Indian Constitution is meaningless to them. Hence, education programmes should be conceived for development and operation on a massive scale to make it possible for them to contribute to the national goal of achieving universalization of education.

With respect to constitutional promise and recognizing the importance of open and distance learning many universities are offering now correspondence courses in India. The first correspondence course institute in our country was set up at Delhi in the year 1962. Since then, Distance education system in India has grown in both magnitude and direction.

Distance Education in North-East India was introduced by North Eastern Hill University (NEHU) in the year 1986. It was followed by setting up of Regional study centre by IGNOU at Shillong. But so far the distance education programme is concerned it is not satisfactory in the North-Eastern Region till now. The chief reason for this is that majority of the mass knows a very little about Distance Education and the courses offered by it. The courses offered and admission schedule is also not readily available for aspirants from the remote areas. An aspirant has to come a long way in order to get information about the courses being offered under the distance education programme.

The following facilities are available to cater to the needs of the north-eastern region: All the Regional Study centres of IGNOU and other universities offering distance education are equipped with downlink facilities and are planning to have digital reception facilities in its study centres. All districts in the eight North Eastern States are connected through NIC and

the Ministry of Information Technology has launched a project in which Community Information Centers (CIC) are established in all Blocks. Each CIC is equipped with a VSAT, Computer Systems, Printers and Networking equipment. Interactive radio counselling on every Sunday is being provided by the IGNOU for an hour. But, aspirants from the North-Eastern States are not able to get the benefit of the facilities being provided by the IGNOU due to lack of proper knowledge regarding availability of such facilities.

In Assam, the Gauhati University and Dibrugarh University are offering correspondence courses. Apart from that the state government has established Krishna Kanta Handique State Open University in recent years to meet the growing demand. Moreover, the IGNOU and some other universities from different parts of India have entered Assam and catering distance education during the last few years. However, at present only six percent of the estimated population of 18-23 age group of disadvantaged and weaker section of the society are included in this education system.

Meaning of ICT

ICTs stand for *information and communication technologies* and are defined, for the purposes of education, as a "*diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information.*" These technologies include *computers, the Internet, broadcasting technologies (radio and television), and telephony.* The ICTs can be divided into two groups : traditional or old ICTs (namely, radio and TV) and the new ICTs (namely, the Internet and telecommunications). Learning through new ICTs is also called e-learning.

ICT is a major factor in shaping the new global economy

and producing rapid changes in society. Within the past decade, the new ICT tools have fundamentally changed the way people communicate and do business. They have produced significant transformations in industry, agriculture, medicine, business, engineering and other fields. They also have the potential to transform the nature of education where and how learning takes place, and the roles of students and teachers in the learning process.

Role of Information Technology in Distance education

Information technology plays a vital role in distance education. In fact, it is safe to say that modern distance education would be impossible without access to technology that can deliver information via the Internet to students in multiple locations.

- 1. The Internet :** An Internet connection is essential in most distance learning programs. This is the means by which information is disseminated to students. In almost all distance learning programs, students are required to have access to the Internet and an email address.
- 2. Computers :** A personal desktop computer or laptop is an essential tool for distance learning. This is where work is produced and data is accessed. Wireless laptop computers allow students to participate in class activities from anywhere Internet access is available.
- 3. Interactive Audio and Video :** Interactive audio and video allow real time communication using phones and computer. Voice over Internet Protocol (VoIP) enables a person's voice to be transmitted through an Internet connection. Voice and multimedia presentations can also be delivered to a dispersed class with questions

and answers taking place in real-time.

4. **Fax** : Fax can be used when paperwork needs to be distributed or when signed copies of documents need to be delivered.
5. **Software** : Many software applications designed to facilitate distance learning are available to instructors. These programs integrate material and organize it so it can be accessed from computers. Students can record lessons and access pictures, slides and notes at their convenience. Security protocols allow only registered students to access material, and assessment programs provide secure testing environments with automated grading and instant feedback.

ICT in rural India

India, over the past decade, has become a test bed for innovations in information and communication technologies (ICT) serving the rural user. Various reasons explain this emergence. The most obvious is the search for a solution to what has long been an intractable problem : that rural India has remained poor while the rest of the country has moved ahead. The hope that ICT can surmount at least some of rural India's social, political, and administrative challenges and create a viable technology for the provision of health, education, and other social services is thus ICT's strongest calling card. An additional expectation is that ICT can be used innovatively to improve access to the large, underserved market that rural India's 700 million people represent, especially considering that India has the resources to build an ICT infrastructure, i.e., its large, skilled, cost efficient IT workforce.

Importance of ICT in Assam in the field of Distance Education

Twenty first century throughout the world is known as an

age of information technology. Through the information and communication technology throughout the world a revolution has been brought in almost every field of life. In the root of information revolution lays one very important factor which is known as micro computer. Information technology has potential to gather information stores it and displays it, whenever required immediately. All these could be possible through computers. Internet has popularized it in every nook and corner of the world. In Assam also ICT has an important role in the field of distance education. ICT based education can save the time and the learner may be busy in other work also. As we know that Assam is agriculture and rural based state so most of the students have to remain busy with their parents in cultivation so many students have to leave education due to their homely problem. In this context education through ICT may take an important role in Assam.

Challenges of ICT using distance education in Assam :

Though we have advantages of ICT based distance education yet there are challenges of its using and accessing information in Assam. Because, Assam is a rural and agriculture based state as well as it's also a poor state. So, ICT is yet to be known by common people in our state. Some other sources also reveal that ICT based distance education may not be successful in Assam; because there have some challenges in implementing of ICT based distance education in Assam. The challenges are as follows :

1. **Infrastructure related challenges :** In a country, technology infrastructure is based on top of the national communications and information and so to the field of education. But in Assam from the educational technological infrastructure is concerned we have to face some problem such as (a) non-availability of multiple

RCCPS and TV to accommodate multi-section students in a classroom or study centre. (b) Irregularity of electricity. (c) Radio-TV sets are out of functioning order. Moreover some educationists have indicated another problem which is seen in Assam also i.e. the inaccessibility of ICT resources is not always nearly due to the non-availability of the hardware and software or other ICT material within the educational institutions. It may be the result of one such factor as poor organization of resources, poor quality of hardware, inappropriate software or lack of personal access for teacher.

2. **Teacher related challenges** : A world wide survey conducted by PELGRUM (2001) of nationality representative sample of educational institutions from twenty six countries found that teacher's lack of knowledge and skills is a serious obstacle to using ICT in educational institutions. BECTA (2004) argued that resistance to change is an important barrier to teacher's use of new technologies in education. These unfortunate problems are seen in Assam also. Most of the teachers have lack of skill with particular application of ICT.
3. **Capacity-building related challenges** : Survey shows that in Assam there is no enough training opportunity for teachers in the use of ICT in a classroom environment. Providing pedagogical training for teachers rather than simply training them to use ICT tools is an important issue. The survey shows that after the attendance of professional development courses of ICT the teachers were unable to know how to use ICT in their classroom; instead, they only knew how to run a computer and set up a printer. So, in Assam also relating to capacity building in the fields of ICT a teacher has to face aforesaid problems.

4. Technical support related challenges : Without both good technical supports in classroom and whole institutional resources, the teachers cannot be expected to overcome barriers preventing them from using ICT. Technical support of an institution depends ultimately on what and how technology is delay and used general competencies that are required would be in the installation of operation. The maintenance of technical equipments (including software) network administration and network security is an important aspect of ICT. Without onsite technical support, much time and money may be lost due to technical breakdowns. In Assam also these problems are always available whenever we want to give education through ICT mode. From this point of view we can't expect an effective ICT based distance education in Assam.

5. Language and Content Related Challenges : English is the dominant language of the internet and major software produced in the world market. As estimated 80% of online content is in English. For country like India and specially Assam where English language proficiency is not high, particularly in vernacular schools and colleges. So it represents a serious problem or rather barrier in maximizing the educational benefits of World Wide Web. Content development is also a critical area that is too often overlooked. The bulk of existing ICT based educational material remains likely to be in English. There is a need to develop original educational content, e.g., radio programmes, interactive, multimedia learning materials on CD-Rom or DVD, web based courses. These are tasks for which content development specialists such as, infrastructural designers, scriptwriters, audio and video

production specialists, programmers, multimedia courses authors and web developers are needed.

6. Economic and geographical related challenges :

Assam has 26.64 million people (2001 Census) account for 2.59 percent of the country's population. Most people in Assam, in fact seven of every eight people (87.28 percent), live in rural areas. The urban population in 1991 was 11.10 percent of the total and in the 2001 Census it has increased marginally. The rate of growth of urbanization in Assam in this period was faster than that of India. Even so, Assam (12.72 percent in 2001) is still much less urbanized than most States in the country. It is still an overwhelmingly rural society.

In absolute terms, the number of poor people in the state increased from 7.8 million in 1983 to 9.5 million in 1999-2000. In 1999-2000, 36.09 percent of the State's population continued to live below the poverty line, a figure appreciably above the national average (26.10 percent). Assam has an extremely high proportion, more than a third (36.09 percent) of its population, under the poverty line. The percentage of poor in Assam is the highest among the seven States of the North East. It has a substantially higher percentage of poor people than the all India figure of 26.10 percent. Yet, the percentage of people below the poverty line has declined from 40.86 percent in 1993-1994.

The rural-urban divide is apparent. Two out of five people in rural areas are likely to be under the poverty line, while in urban Assam, the incidence is less than one in ten. Rural poverty is very much higher (40.04 percent of population in 1999-2000) than urban poverty (7.47 percent of persons), and the incidence of rural poverty is much higher than the all India figure of 27.09 percent. Conversely, urban poverty is about a

fourth of the all India figure of 23.62 percent. Urban poverty reduced from 21.73 percent in 1983 to 7.73 percent in 1993-94. Though there has been some improvement in percentage terms, the absolute number of poor shows only a marginal decline between 1993-94 and 1999-2000 (from 96.36 lakh to 94.55 lakh) and an increase from 1983, when the number of poor were 77.69 lakh. Assam's achievements in literacy place it in the mid range, with a literacy rate of 64.28 percent, in 2001, up from 52.89 percent in 1991, and marginally below the national literacy rate. There is large gender gap, the literacy rate being as much as 71.93 percent for men and more than 15 percent lower for women at 56.03 percent. There is a large urban-rural gap as well. Urban literacy is as high as 89.88 percent for males and 81.03 percent for females. The figures for rural areas are more than 20 percent less, at 69.02 percent for males and 52.25 percent for females.

From the above scenario of economic and geographic aspects of our state it is distinct clear that our state is mainly rural based society (87.28%in 2001) and a poor state (with 9.5 million 2000). So, there is electricity, network, and other challenges in using ICT by these rural students. On the other hand their economic status is poor, so it is beyond their capacity to access and in using of ICT in their study life.

Conclusion

In the present globalized world the information technology plays a vital role in our everyday life including the distance education. Information technology has potential to gather information stores it and displays it, whenever required immediately. ICT based education can save the time and the learner may remain busy in other work also. As we know that Assam is agriculture and rural based state so most of the students have to remain busy with their parents in cultivation,

so many students have to leave education due to their homely problem. In this context education through ICT may take an important role in Assam. But we have the challenges in ICT based education in infrastructures and equipments availability, lack of knowledge and skills of teachers in using ICT in educational institutions, good technical supports in classroom and whole institutional resources, language problems in using internet and content, lastly students are mainly from rural background where these facilities are not available and moreover they are poor to access in their life. However, ICT is useful in every walk of our life and it will be successful in distance mode of education of our Assam if the above discussed problem will be taken steps to overcome. ♣

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Table : 1 : Districts of Assam in Rural Population (%of total) :

Sl.No.	District	Rural Population (%of total)	Sl.No.	District	Rural Population (%of total)
1	Dhubri	88.38	12	Morigaon	95.10
2	Kokrajhar	93.23	13	Nagaon	87.99
3	Bongaigaon	87.86	14	Golaghat	91.65
4	Goalpara	91.85	15	Jorhat	83.05
5	Barpeta	92.39	16	Sibsagar	90.79
6	Nalbari	97.63	17	Dibrugarh	81.23
7	Kamrup	64.21	18	Tinsukia	80.52
8	Darrang	95.08	19	Cachar	86.06
9	Sonitpur	91.18	20	Karimganj	92.73
10	Lakhimpur	92.69	21	Hailakandi	91.71
11	Dhemaji	93.15	22	KatiAnglong	88.55
			23	NCHills	68.82
ASSAM					87.28

Source : Census of India, 2001

Table -2 : Number of poor in Assam (per cent of total and in lakh)

Years	Rural head count ratio	Urban head count ratio	Combined count head	Rural poor (lakh)	Urban poor (lakh)	Total poor (lakh)
1973-74	52.67	37.16	51.23	76.37	5.50	81.87
1977-78	59.82	37.58	57.63	97.55	6.70	104.25
1983	42.60	26.38	40.86	81.28	6.06	87.35
1987-88	39.35	9.94	36.21	73.53	2.22	75.75
1993-94	45.01	7.73	40.86	94.33	2.03	96.36
1999-2000 (30 day recall)	40.04	7.47	36.09	92.17	2.38	94.55
1999-2000 (7 day recall)	34.00	6.29	30.64	78.27	2.0	80.27

Source : e:<http://www.indiastat.com> (Planning Commission estimates based on Expert Group methodology)

Total Quality Management (TQM) in Secondary Teacher Education Institutions of Nagaon District– A Case Study

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Background of the Study :

An education system that aims to offer quality education for all should be able to count on teachers who are well trained and adequately paid. Teachers are the largest professional group engaged in human development activities, Society has entrusted the teachers with a great responsibility of making the nation. But there are numerous obstacles that frequently challenge the presence of well trained & competent teachers in classroom, It is observed that the education being imparted in our schools is substandard, Though there have been changes for the better in the schooling system over the last decade yet the quality of education remains low for a vast majority of Indian Children. Hence, the urgency of total quality

management in teacher education is now being felt in the changed scenario of education system in our country.

This paper is an attempt to review the status of Total Quality Management in secondary teacher education Institutions of Nagaon District, Assam, The objective of this study is to make a comparison of Total Quality Management of Secondary teacher education Institutions of Nagaon District, Assam. ♦

Operational Definitions of the terms used:

1. Total Quality Management (TQM): TQM is a management approach and it has steadily become more popular since the early 1980s. The basis of TQM is to reduce the errors produced during manufacturing or service process, increase customer satisfaction, streamlining supply chain management, aim for modernisation of equipment and ensures workers have highest level of training.

2. Secondary Teacher Education Institution:

Secondary Teacher Education Institution refers to the teachers' training college (B.Ed. College) which imparts proper training to the prospective teachers to ensure quality education with professional perfection.

3. Case Study: An intensive study of a case which may be an individual, an institution, a system, a community, an organization, an event, or the entire culture.

Objectives of the study undertaken: The objectives of the present study are:

1. To know the attitude of pupil- teachers regarding TQM of the Secondary Teacher Education Institutions.

2. To make a comparative analysis on TQM attitudes.

among the pupil-teachers between:

- (a) Government and Private Institutions; and
- (b) Male and Female pupil-teachers.

Hypothesis: To make comparison, the following hypothesis has been formulated:

There exists no significant difference regarding TQM attitudes between-

- (a) pupil-teachers of Government and Private Institutions (irrespective of gender of the samples);
- (b) male and female pupil-teachers (irrespective of nature of institution).

Methodology: Descriptive survey method was followed for the present study. Three secondary teacher education institutions were selected as per convenience of the investigators.

For the sample students (pupil-teacher), simple random sampling technique was adopted and 60 samples were selected. The features of the sample selection are as follows:

- (i) Three institutions - one is Government and the other two are Private institutions.
- (ii) 60 total samples out of which 30 were from the Govt and the rest 30 from the Private institutions.
- (iii) Out of 60 samples, 35 were female and 25 were the male pupil-teachers.

Tool used for data collection: For the present study, the investigators have constructed a self designed questionnaire, which is named as TQMAQ (Total Quality Management Attitude Questionnaire).

The TQMAQ has been prepared by taking 31 items from four (4) indicators of quality management, namely, (i)

Infrastructure Management (IM), (ii) Curriculum Transaction (CT), (iii) Teachers' Competency (TC) and (iv) Evaluation Procedure (EP). For the purpose of scoring, the investigators have used Likert Type 3-Point Summated Rating Scale, eg. Agree (Score=3), Undecided (Score=2) and Disagree (Score=1. As the TQMAQ consists of 31 statements, the following score values would be revealing:

31 X 3= 93 most favourable response possible

31 X 2= 62 a neutral attitude

31 X 1= 31 most unfavourable response

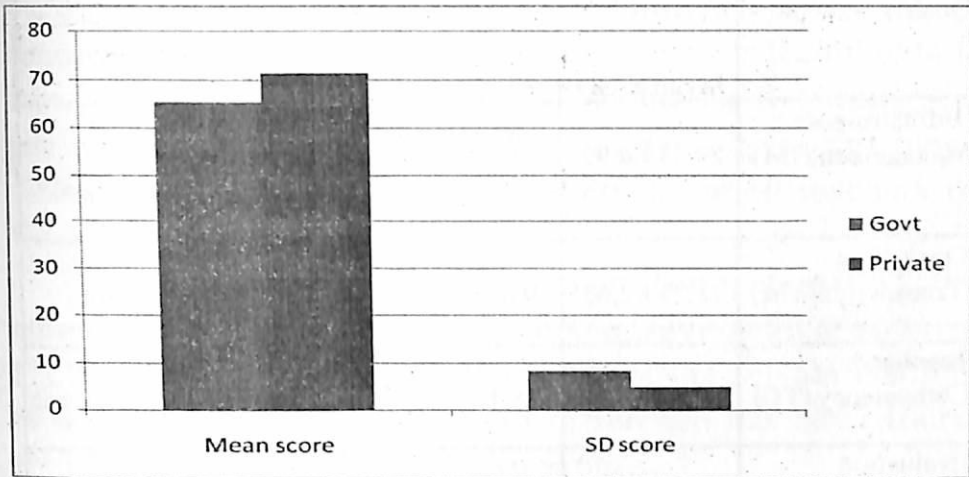
Thus, the score for any individual would fall between 31 and 93.

Statistical Technique used: For the analysis purpose, the quantitative analysis technique was applied. To make comparison of TQM attitude between the pupil-teachers of Govt and Private Institutions and between the male and female samples, 't'-test was applied.

Analysis and Interpretation: After collecting the relevant data, the data were analysed according to the 3-point rating scale. The analysed results are discussed and presented as under:

Table 1: Mean distribution of overall TQM attitude scores among the selected samples according to the nature of institutes

Nature of Institute	Sample size (n)	Mean \pm SD	t-value	Significance
Government	30	65.20 \pm 8.18	3.51	Significant at 0.05 level (p<0.05)
Private	30	71.30 \pm 4.85		
Total			60	



(Graph showing the Mean and SD scores of overall TQM attitudes among the samples of both Govt and Private Institutions)

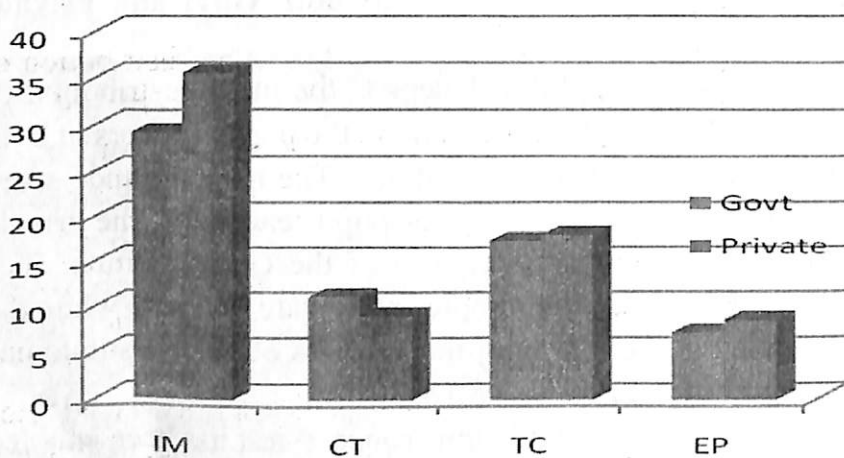
Interpretation: Table 1 depicts the mean distribution of overall TQM attitude scores among the pupil-teachers of both Govt as well as Private institutions. The mean attitude score was found to be more among the pupil-teachers of the Private institute than their counterparts of the Govt institute. It is 71.30 ± 4.85 among the samples of Private institute; while the mean and SD score among the samples of Govt institute has been found out as 65.20 ± 8.18 .

For statistical test of significance, 't'-test has been adopted which was found to be significant ($p < 0.05$). So there exists a significant mean difference of TQM attitude scores between the Govt institution's trainee and Private institution's trainee.

(Note: The table value of 't' for $30+30-2=58$ d.f. at 0.05 level of significance is 2.00)

Table 2: Mean distribution of TQM attitude scores among Govt and Private institution's trainee according to the Quality Indicators

Quality Indicators	Govt (n=30)	Private (n=30)	t-value	Significance at 0.05 level
	Mean \pm SD	Mean \pm SD		
Infrastructure Management(IM)	29.33 \pm 4.99	35.6 \pm 3.30	5.74	Highly significant (p<0.05)
Curriculum Transaction(TM)	11.23 \pm 2.68	9.07 \pm 1.81	3.66	Significant (p<0.05)
Teachers' Competency (TC)	17.43 \pm 2.39	18.1 \pm 1.66	1.26	Not Significant (p>0.05)
Evaluation Procedure (EP)	7.20 \pm 1.90	8.57 \pm 1.05	3.46	Significant (p<0.05)



(Graph showing the Mean TQM attitude scores among the Govt and Private institution's pupil-teachers according to the Quality Indicators)

Interpretation: Regarding the quality indicators, the above table has shown the mean and SD scores of each indicator between the Govt and Private institute's pupil-teachers. As far

as the indicator 'Infrastructure Management (IM)' is concerned, the mean attitude score of Private institutions was found to be higher than the Govt institution. Regarding the test of significance, there exists a highly significant mean difference ($t=5.74$; $p<0.05$) between the pupil-teachers of Govt and Private Institutes.

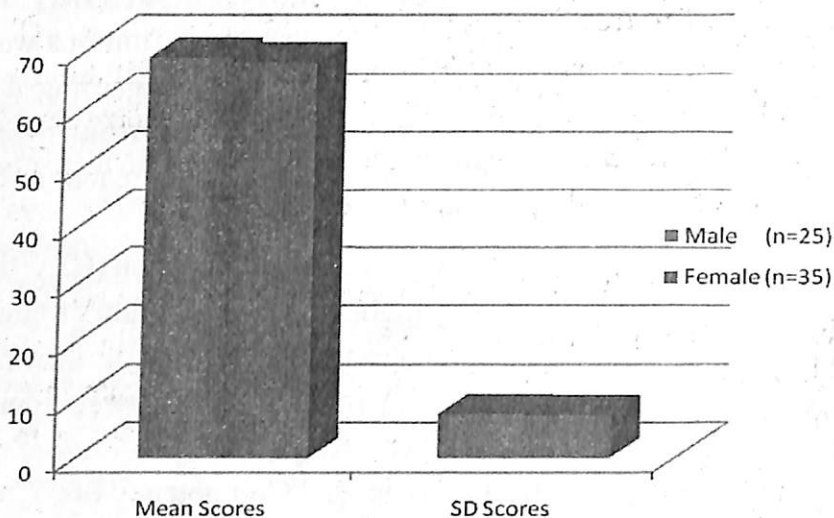
Regarding the indicator 'Curriculum Transaction (CT)', the attitude score was found to be higher in Govt Institute's trainee (11.23 ± 2.68) than their counterparts of the private institute (9.07 ± 1.81). Significant mean difference has been found ($t=3.66$; $p<0.05$) among the two groups.

In case of the indicator 'Teachers' Competency (TC)', we have found 'no significant difference' between the two groups ($t=1.26$; $p>0.05$).

Regarding the 'Evaluation Procedure (EP)', the mean score among the private institute's pupil-teachers was found to be higher (8.57 ± 1.05) than their counterparts of the Govt institute (7.20 ± 1.90) and their mean difference was found to be statistically significant ($t=3.46$; $p<0.05$).

Table 3: Mean distribution of overall TQM attitude scores among the samples according to sex of the samples (irrespective of nature of the Institute)

Sex of the pupil-teachers	Sample size (n)	Mean \pm SD	t-value	Significance
Male	25	68.72 \pm 7.56	0.44	Not Significant at 0.05 level ($p>0.05$)
Female	35	67.91 \pm 7.35		
Total	60			



(Graph showing the Mean and SD scores of overall TQM attitudes among selected pupil-teachers according to their sex)

Interpretation: Table 3 depicts the mean distribution of overall TQM attitude scores among the male and female pupil-teachers (irrespective of the nature of the institutions). No significant difference in TQM attitudes has been found among the two sexes ($t=0.44$; $p>0.05$).

Major findings of the Study: On the basis of the analysis and interpretation of data, the following findings have been drawn:

1. There exists significant mean difference in overall TQM attitudes between the pupil-teachers of Govt and Private Teacher Education Institutions.

2. There exists highly significant mean difference among the pupil-teachers of Govt and Private Teacher Education Institutions in regard to the quality indicator 'Infrastructure Management (IM)'. The investigators found very good infrastructure of the Private institutions than the Govt one during the course of investigation.

3. Regarding the quality indicator 'Curriculum Transaction (CT)', there exists a significant mean difference in attitude between the Govt and Private institute's pupil-teachers. The Govt institute has found to be more active in organising seminars, workshops, and lecture series etc. which are the most essential parameters of CT.

4. There exists no significant mean difference among the pupil-teachers of Govt and Private Teacher Education Institutions in regard to the quality indicator 'Teachers' Competency (TC)'. This clearly indicates that teachers of both the institutions are equally competent.

5. Regarding the quality indicator 'Evaluation Procedure (EP)', there exists a significant mean difference in attitude between the Govt and Private institute's pupil-teachers.

6. There exists no significant mean difference among the male and female pupil-teachers regarding the overall TQM attitudes. This means that the attitude towards TQM does not depend on gender.

Concluding Remark: The teachers are the pillars of knowledge and education. Teacher education comes under higher education that has a vital role in human capital formation. Hence, quality of teaching and teacher education is a pivotal component in securing the quality of education and enhancing the educational attainment of young people. ♣

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Women Education in India : A Spectacular Pathway to Social Development and Government Initiatives

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Abstract :

Women's education in India has been one of the major issues of concern of the Government of India as well as the society at large. It is because of the fact that today the educated women play a very significant role in overall development and progress of the country. However, since the prehistoric times women were denied opportunities and had to suffer for the hegemonic masculine ideology.

The concept of Human Right is based on the assumption that human beings are born equal in dignity and rights. However, women life and woman dignity have been disregarded throughout our history and continued to be disregarded till today. Education contributed in large measure not only to the elimination of the inferiority of their actual status. Over the past centuries this fact has been realized by great many women. Once women have access to education, there would be no problems in regard to their rights as those are incapable of

exercising them. Women are also human and have equal title to all the rights which belong to men as well. Developing countries must empower women as equal partners with men citizens and human resources for development and to attain this development all women and girls must be literate.

Developing countries like England, the United States of America, France, Japan, Spain etc. empowers women as equal partners both as citizens and human resources for development. But in the Third World countries like India, Bangladesh and Pakistan, the empowerment is a show. Recently, the reservation bill for women (reservation of seats in central and state legislatures) could not be passed due to massive opposition. The dismal backwardness of women in India literacy wise and development wise must be banished otherwise equality of women with men will remain the vanishing point of Jurisprudence. In this context we must realise that women universities and colleges are not an end but a means where by the sisterhood of India will enjoy dignity and rights which will make India a paradigm of the Third World. This noble upheaval cannot be accomplished and enthusiastic cadres among mankind, who by double excellence will double the nation's human resources geared to patriotic reconstruction of our social order, If women or girls are not literate, they will not be able to break the past social order and cannot free themselves from the yolk of atrocities.

The government of India, since the dawn of independence has been doing a lot for the development of women education. But the citizens, especially the educationists, women activities and intellectuals of the country also need to realise their responsibilities in this regard. Parents should also be conscious regarding their daughters' education. The urban educated citizens are also required to motivate and inspire the

rural parents to make their daughters educated and attain them degrees in the subjects of their interests. ◆

INTRODUCTION:

Women education in India has been one of the major issues of concern of the Government of India as well as the society at large. It is because of the fact that today the educated women play a very significant role in over all development and progress of the country. Women hold a prominent position in the Indian Society as well as all over the world. However, since the prehistoric times, women were denied opportunities and had to suffer for the hegemonic masculine ideology. Thus this unjustifiable oppression had resulted into a movement that fought to achieve the equal status of women all over the world. Women education in India is the cosequence of such progress and this leads to tremendous improvement of women's condition through out the country.

Eradication of female illiteracy is considered as a major concern today. In the recent era the Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim for immese help and are concerned with the development of women.

OBJECTIVE OF THE PAPER:

This paper wants to provide a vital information about the crucial problems of illiteracy in India, the challenges in the field of women education and the necessity of women education for social development and Government's initiative in this regard.

This paper also wants to present an information about how women suffer a lot since time immemorial and their education is considered to be the pathways which lead to social gains.

OBSTACLES OF WOMEN EDUCATION:

Girls have already proved their power by reaching on the top of every field, but still there are many people who consider women as the person with the lowest potential. Some major obstacles in the path of making all Indian women educated are

1. Gender discrimination.
2. Low enrolment of girls in the schools because some parents do not incline to send them for study.
3. Engagements of girls in domestic works.
4. High drop out rate.
5. Marriage of girl child in tender age.
6. High levels of poverty.

These obstacles must be removed otherwise the initiatives of the government to develop women literacy will remain as a dream.

NECESSITY OF WOMEN EDUCATION:

Human Rights are inherent and inalienable which are due to an individual by virtue of his / her being a human being. These rights are necessary to ensure the dignity of every person as a human being irrespective of one's race, religion, nationality, sex and any other factor. The concept of Human Rights are based on the assumption that human beings are born equal in dignity and rights. However women life and women dignity have been disregarded throughout our history and continue to be disregarded till today.

Education contributes in large measure not only to the elimination of the idea that women are inferior but also to the elimination of the inferiority of their actual status. Over the past centuries this fact has been realised by a great many women. Once women have access to education, there will be no problem in regard to their rights.

Education of women improves child health because

educated mothers have greater knowledge of the importance of hygiene and of simple remedies. Besides, mothers' education has a greater impact on the educational attainment and school achievement of children than fathers' education. This is plausible given the greater interaction between mother and children in most families since, in most countries, fathers are usually the main earners in the house hold. In this way education of females contributes more significantly than the education of males to increase in human capital, productivity and economic growth not only in their own generation but also in the next generation.

In India women and girls receive far less education than men due to social norms and fears of violence. The country has the largest population of non-school going girls. So eradication of female illiteracy must be the major concerns of the government because without education no female child can take part in any political or social work. Education for all children has long been a prime goal of our democracy. Education is a basic requisite for responsible citizenship, for maintenance of our life and for successful entry into todays complicated working world. We see that a large proportion of the girls spend their childhood within the four walls of house assisting in the domestic activities. Their tiny hands never dream of holding a pencil and put the line that our policy planners urge as important for the economic and social growth of our country. If India wants spectacular progress in social, economic and political sphere, then every girl child should be literate. Education is very necessary for the growth of a child's personality. Primary school education plays a major role in the childhood development and influences the child's personality through out life. The significance of the primary education in general and that of the female child in particular

is obvious in developing countries like India where females are deprived of their rights.

From ages intellectuals and government have been emphasising on the fact that education for women is important and all the girls of the country needs to be educated. Rules have been made but how far have we succeeding in matching the ratio of educated men to that of educated women. The gender disparity in education continues to be a persistent phenomenon.

Table 1 depicts that the disparity in literacy rates between sexes continues to be wide. The figures show that since 1901 to 2001, the female literacy was much below than their male counterparts.

Table - 1
Gender Disparity Profile in Literacy Rates

Year	Males	Females	Persons
1	2	3	4
1901	9.83	0.60	5.35
1911	10.56	1.05	5.92
1921	12.21	1.81	7.16
1931	15.59	2.93	9.50
1941	24.90	7.30	16.10
1951	24.95	7.93	16.67
1961	34.44	12.95	24.02
1971	39.45	18.69	29.45
1981*	56.50	29.85	43.67
1991*	64.13	39.29	52.21
2001*	75.85	54.16	65.38

* Age group 7 and above. Source, Registrar General and Census Commissioner, India. 2001, Census of India - 2001, Series 1, India. Prov. Population Totals, Paper 1 of 2001, New Delhi.

Women have miles to go to attain high status and non-discriminatory parity. Democracy is counterfeit currency if womanhood is devalued politically, economically, socially and culturally. The Indian dilemma of gender illusions and realities needs to be resolved without hypocrisy if the nation is to progress with women taking their rightful place without the condescending concession of the masculine chauvinists. Our socialist Democratic Republic will be robbed of its finer resources if our mothers, sisters and daughters are covertly and overtly downgraded in actual fact whatever the double speak of statepower operates to be. If the right to development is a human right, as it is, the desideratum of women's education, from the primary to the plenary, compels the nation's attention to treat this factor as a first charge on its resources. The right to life, the foremost human right, is denied where human dignity and equal opportunity are denied. Every sensitive soul in India must be haunted by the feeling that trafficking in women and indulging in a variety of other brutal activities, is too booming and global a business that with each passing day gender crime is escalating and the human rights flag must fly half mast in humiliation until total deliverance of womankind from this unkind turpitude is reached.

Women are also human and have equal title to all the rights which belong to men as well. Developing countries must empower women as equal partners with men as citizens and human resources for development. To attain this development, all women and girls must be educated.

Developed countries like England, the United States, Japan, France, Spain etc empower women as equal partners, both as citizens and resources for development. But in the Third World countries like India, Bangladesh and Pakistan, the empowerment of women is only a show. Recently, the

Reservation Bill for women, Reservation of seats in the central and state legislatures) could not be passed due to massive opposition in the Lok-Sabha. The dismal backwardness of women in India, literacy wise and development wise must be banished, otherwise equality of women with men will remain the vanishing point of Jurisprudence.

Illiteracy among our girls, specially in rural India discloses a gaping disparity. Indeed, even foeticide and infanticide are a common occurrence (in some parts of India) if the sex is not male. In life, unlike in law, women are depressed classes. In the seats of power, governmental or other in positions of prestige, in public life and in other offices which control political and economic power, women's presence is scarce and, in the overall cultural matrix of society, she is a second class citizen, despite talent. However, it must be mentioned that only two or three percent women in India are in the high ranks in public or private enterprises. To overcome this problem, literacy must touch all women and girls to fight for their right.

Dowry payments with market rates prevail in our society. Though anti-dowry laws are amended many times, but it is in paper only. Because wicked killing and pathetic suicide of married women are daily happenings in India now. So only education can give strength to the women to fight against these crimes and government's first attention should be giving employment to all educated women according to their qualifications. No nation has a future with all the foreign investments, glamorous consumer goods, easy loans from abroad and the corruption that goes with these sources if its women are not free and uneducated. On the contrary 'Operation women education' is the surest process to make India great. The more educated she is the more revolutionary the changes

in the villages. Investment in women's education is the first and finest step by which a nation can upgrade human resources and promote distributive justice.

So women should be trained to come out of 'social shocks' and prepare themselves to meet the challenges with a clear vision. Women should also be taught to be assertive and how to deal with assertive failure. There must be some educated women Fronts and they should try to free women from social atrocities and should give suggestions to them to educate themselves for their social upliftment.

ROLE OF THE GOVERNMENT FOR WOMEN EDUCATION:

Provision for educational opportunities for women has been an important part of the national endeavour since independence. Though these endeavours did yeild significant results, gender disparities persist with uncompromising tenacity more so in rural areas and among disadvanded communities.

Women constitute almost half of the population in the world. But the hegemonic masculine ideology make them suffer a lot as they are denied equal opportunities in different parts of the world, specially in the Third World countires. The rise of feminist ideas have, however, led to tremendous improvement of women's condition in recent times, Access to education has been one of the most pressing demand of some women rights movements. Women's education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

The Indian Government's commitment to education is stated in its constitution with an article promising "free and compulsory education for all children until they complete the

age of 14. The worst affected are underprivileged groups identified in the Indian constitution as requiring special attention such as tribes, scheduled castes and other low income groups. Among them the educational status of girls is the lowest of all.

FIVE YEAR PLANS:

In 1947, India made herself free from the British yoke. India became a Republic in 1950. In 1951, under National Planning Commission, the First Five years Plan was launched. Till now, twelve five years plans have been launched and in every plan, policies have been taken for educational development of Indian people.

Sustained efforts to extend education among girls have been made since the First Five year plan. During the First Five year plan women welfare movement in the country started.

During the second plan, special emphasis was given to basic education expansion of elementary education and also stress was given for the improvement of schools and colleges of the country. Special attention was given to women development during the second plan.

In the third year plan, government took education as a focal point for planned development. Third plan wanted to expand facilities for the education, of girls at various stages. Though the government, through its Five year plans, wanted to increase girl students in schools and colleges, except some states like Kerela, Mizoram and Maharastra, the expectation was not fulfilled.

Before the making of the Fifth Plan it was felt that the main reason of disparity in education of boys and girls was lack of teachers. Hence, it was claimed that in Fifth Plan, the girls would be offered scholarships in the condition that after completion of their education they would come into teaching

profession. Besides this, for less educated women and girls correspondence courses of short duration would be arranged. However in reality, nothing was happened in this regard in many states.

The seventh plan was launched in 1985. In this plan also emphasis was given for the development of women education. This plan emphasised that the strategies for educational programmes and training and their organisational designs should particularly focus on women, youth and economically weaker groups so tat they could make increasing contribution to socio-economic development of the country. The Ninth and Tenth plan also highlighted the endeavour of the Government for the development of the women educaton. The Ninth Plan also gave emphasis on the revision of past curriculam so as to relate those to work opportunities. The Ninth plan also emphasised that girls and members of disadvantaged groups should be provided with scholarship, hostels and other necessities to encourage their participation in secondary education. During the Tenth plan also, it was declared that steps would be intiated to remove gender bias.

During the Tenth Plan, the Sarva Shiksha Abhiyan was started. It was expected that this Mission would solve the present problems of low rates of enrolment and retention besides high dropout rates especially among the girl children. Eleventh plan also gave stres on women education. This plan gave priority to women literacy. Mahila Samakhya (Education for women Equality) for empowerment programme targeting poor and socially disadvantaged women was started during this plan. This process oriented women programme is now operational in nine states including Assam.

NATIONAL POLICY OF EDUCATION:

The debate on women development in India did not remain

confined to educators and activists, it was carried to a Non-aligned Ministers meeting held in July in 1981. Several meetings of UNESCO, the world conference of the women's Decade at Nairobi in July 1985 and finally to a National Seminar in preparation for the drafting of the National Policy on Education in 1985-86. The National Policy of 1986 despite its considerable distance from the advice that the Government had collected through a nation wide process of seminars, did contain a part titled "Education for women's Equality". The NPE was the spectacular inclusion to the development of Indian education. The call for National policy of Education (1986) popularly known as the New Education Policy was first offered by the then Indian Prime Minister Rajiv Gandhi. In this new policy of Education, it was depicted that education would be used as an agent of basic change in status of women. priority was given to problems of women illiteracy and obstacles inhibiting their access to and retention in elementary education.

The programme of action, 1992 which translates guidelines of the New Education policy 1986 into an Action Strategy in the section "Education for women's Equality" focuses on empowerment of women as the critical precondition for their participation in the education process.

The programme of Action, 1992 endeavours for enhancing the participation of girls at the elementary level.

SARVA SHIKSHA ABHIYAN - 2001:

The global back drop outlined for Third World countries drove India to fulfil its constitutional liabilities and international obligations. It was discussed that the dismal backwardness, specially in the rural areas must be banished, otherwise equality of women with men would remain as a dream. As a result Sarva Shiksha Abhiyan was launched in India

in 2001.

MAHILA SAMAKHYA PROJECT:

In 1987-89, the Mahila Samakhya programme was initiated to translate the goals of National Policy of Education and programme of Action into a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically undeveloped groups. The critical focus in Mahila Samakhya reorganising the centrality of education in empowering women to achieve equality. This scheme is not a blue print. Project but lays out a broad frame work for programme implementation.

NATIONAL KNOWLEDGE COMMISSION, 2006:

This National commission was set up by Prime Minister Manmohan Singh. Dr. Samparodia was the chairman of the Advisory Body to the Prime Minister to guide policy and direct reforms. The main aim of the commission was to make India a knowledge based Society. The commission has been working now and various reports regarding Right to Education, library, higher education, education for girls etc. have been submitted.

EDUCATION AS FUNDAMENTAL RIGHTS:

The Right of children to free and compulsory education Act, 2009 got assent from the President of India on 26th August, 2009. However, this act was executed from 1st April, 2010. It can be said that by the execution of this Act, a new era emerged in our country in the field of education. With this historical Act, efforts are undertaken to give free and compulsory education to all boys and girls within the age group of 6 to 14. According to 86th Constitution Amendment in 2002 education was included under chapter "Fundamental Rights". To implement this Fundamental Right, the Act was approved of by the parliament of India in 2009. The new act

came into force from 1st April, 2010.

CONCLUSION:

Education is not only a powerful and fundamental force in the life of individual but also an instrument in shaping his or her destiny. With education at the cross roads through out the world, no government can ignore the problems concerning the access of girls and women in education. Education contributres in large measure to elimination of the idea that women are inferior, it also helps in the elimination of inferiority of their actual status. As literacy has significant bearing on every sphere of human activity, the extent of success in promoting literacy and reducing gender differences should be taken as indicator of women empowerment for effectively contributing to social development.

Since the dawn of independence, the government of India has been doing a lot to increase literacy among women. But only government help can not increase literacy. To increase women literacy, the most wanted fact is that poverty must be eliminated. There are several reasons for the low levels of literacy in India, not the least of which is the high level of poverty. Over one third of the population is estimated to be living below the poverty line. Negative parental attitudes towards educating daughters is also a barrier to a girl's education.

Identification of various factors contributing to the problem of illiteracy of women is an important task of educationists. Since the country can make progress with equal participation of men and women, hence the status of women is to be brought as par with men. Therefore, this can be possible only by providing opportunities of education to the girl child and it depends upon the removal of biasness against her. The developed and the metropolition cities of the country are basically responsible for adding to the educated girls in the

country. But the rural India and women from this part of the country needs to realise their value and how much valuable is their existence for the smooth functioning of the society. With the passing of women education bill, the hopes for an increase in the number of educated women in the country have grown to a large extent. But only Government effort can not increase women literacy. The citizens, specially the educationists, women activists and intellectuals of the country also need to realise their responsibilities in this regard. The parents should also be conscious regarding their daughters' education. The urban educated citizens are also required to motivate and inspire the rural parents to make their daughters educated and attain them degrees in the subjects of their interests. #

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Higher Education and Inculcation of Values

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Abstract :

The qualities or personality traits, the possession of which makes an individual acceptable, admirable and respectable can be called values. Values make our life clean, descent, progressive and satisfying in all conceivable ways at all levels- personal, social and national.

Education is a means to inculcate the attitude, values and behaviour among the future generation of a society. In our education system the emphasis is always on the cognitive development only, the conative and the affective domains are altogether neglected. The behaviour pattern of an individual is largely determined by the values in a man which helps in inculcating new thought pattern and reshaping the old ones.

Any quality that a society needs becomes a value for it. Value-oriented education includes not only personal values but also the values related to the elevation of the society. Academic education is information based, knowledge oriented, aimed at economic self-reliance. Individual welfare, social progress and national prosperity depend upon value-based education. ♦

Introduction :

Values are closely related with the aims of education. Values are part and parcel of the Philosophy. Aims of education are naturally concerned with values. Values include all important religions, beliefs, moral attitudes, philosophies of life, political ideologies etc which not only help in sustaining the society and its culture but also any significant change in these aspects bring about corresponding change in the society and culture. In individual life values have occupied an important place and they greatly influence his concepts and disposition.

Values are desirable as well as favourable for the individual and the society promote individual and Societal development and wellbeing . M.T. Ramji has succinctly pointed out, "A value is what is desired or what is sought. Values may be operationally conceived as those guiding principles of life which are conducive to ones physical and mental health as well as to social welfare and adjustment and which are in tune with ones culture".

Values are divided into two types :-

- (i) Subjective or internal and
- (ii) Objective or external.

Some educators hold the view that educational values are internal and subjective. They are Biological and Psychological in origin. They satisfy the wants and desires of the students.

Other educators regard educational values external and objective. They do not believe that they are just internal or private concern of the teacher or the pupil .

Values may again be devided into :

- (i) Instrumental and
- (ii) Intrinsic values .

The Instrumental values are values which are judged good for something. Their values are dependent on the consequences

or the out comes. Intrinsic values are interest in the object, not imposed or applied by outside agencies. Intrinsic values are those values which are judged good not for something else ,but good in and of themselves.

There is a strong and persistent view that one of the worst crisis of the present time is the crisis of proper values . Society looks education as a vital medium to servive from these unusual distortions and disruptions of values. The education which does not inspire commitment to values is recognised as faulty education. Education should take special responsibility through the institution to develop the values during childhood and youth. Educational thinkers agreed that through education qualities like character, Co-operation, sympathy, tolerence, non violence, honestly etc easily inculcate among the individuals. A purposeful value oriented education may instill appropriate values among the students .

A critical study of values can only suitably be presented to the students of higher education so that they have before them a wide spectrum of ideas which they can explore and experiment with topics such as man in the universe, aim of human life, concept of progress, definition of values and ideals of liberty, equality, fraternity which constitute a necessary part of value education may be imparted properly in the higher education only as it requires to achieve certain deep sensibilities by the learner.

The main function of education is the development of an allround and well balanced personality of the educands. Present day education gives more emphasis on knowledge based and information oriented education which takes care of only the intellectual development of the students. Consequently the other aspects of their personality like physical, emotional, social and spiritual are not properly developed by providing

for the growth of attitudes, habits, values, skills and interests among the pupils.

India is undergoing radical social changes with other counterpart of the world. So the future generation have to be trained to respond and adjust with these social changes satisfactorily by equipping them with desirable skills and values. Emphasis should be given in the educational system and suitable values are to be inculcated in the future citizens for promoting equality, social justice, national cohesion and democratic citizenship.

Science and technology has created certain evils like industrialism, mechanism, materialism. In spite of spectacular achievement in science, man is not happy and contented. Violence, frustration, immorality, self centredness, egoism are rampant everywhere in the world. Such unsatisfactory situation have arisen due to crisis of values and character. There is no harmony between the inner and outer self, between the man and between one place and another. Everywhere there is a feeling of emptiness, dreariness and meaninglessness. Hence the poet T.S. Eliot has rightly called this world is "Waste Land" where men are spiritually dead in the midst of unparalleled material progress and miraculous scientific achievements.

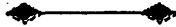
Inculcation of desirable values in the future generation is felt essential for finding out answers to all these problems. Mankind has ample choices. But the future of the human society depends on the judgement of choices or sense of values. Man may make choice either with reference to his own personal satisfaction or in a spirit of community service and common wellbeing of the society. The Kothari commission has rightly observed " The expanding knowledge and the growing power which it places at the disposal of modern

society must, therefore be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values.

At present it is felt essential as well as imperative on the part of the nation that the social, moral and spiritual values can be inculcated in our future generation who will be able to discharge their duties and responsibilities as the able architects of our national destiny. ☩

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Women Education In India

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Abstract :

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. Women's education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the major issues of concern of the Government of India as well as the society at large. It is because of the fact that today the educated women play a very significant role in overall development and progress of the country. Women hold a prominent position in the Indian society as well as over the world. However, since

the prehistoric times women were denied opportunities and had to suffer for the hegemonic masculine ideology. Thus, this unjustifiable oppression had resulted into a movement that fought to achieve the equal status of women all over the world. Women Education in India is the consequence of such progress and this led to the tremendous improvement of women's condition through out the world. Nevertheless era, the Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim of immense help and are concerned with the development of women.

Women's education India pays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72% of that of male literacy rate.

Gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While the male literacy rate is more than 75% according to the 2001 census, the female literacy rate is just 54.16%. Prevailing prejudices, low enrollment of girl child in the schools, engagements of girl children in domestic works and high drop out rate are major obstacles in the path of making all Indian women educated. ♦

OBJECTIVES:

Once Pt. Jawaharlal Nehru said, 'You can tell the condition of a nation by looking at the status of its women'. He has rightly said it as women not only play an important role in a family but also in social development. So women education has a very important place in overall development in of the nation. In ancient India women and girls received less education than men; this was due to set social norms. Women literacy rate rose seemingly in the modern days. Here we would like to mention some of the key points regarding the levels of improvement of women education and also the reason behind it.

The main objective of this paper is to study the state wise variation in improvement of women literacy in India over a period of time and to reveal and record the causes of such variations.

The paper aims at studying the major obstacles encountered in improvement of women education in India and their remedies.

METHODOLOGY:

Secondary data of literacy rates of India as well as different states of India were collected from various sources like books, websites and census data. On the basis of these data conclusion was drawn on the condition of women

education over a period of time.

INTRODUCTORY QUOTES:

‘You can tell the condition of a nation by looking at the status of its women.’

—*Jawaharlal Nehru*

However much a mother may love her children, it is all but impossible for her to provide high-quality child care if she herself is poor and oppressed, illiterate and uninformed, anaemic and unhealthy, has five or six other children, lives in a slum or shanty, has neither clean water nor safe sanitation, and if she is without the necessary support either from health services, or from her society, or from the father of her children.

- Vulimiri Ramalingaswami, "The Asian Enigma"

The women who participate in and lead ecology movements in countries like India are not speaking merely as victims. Their voices are the voices of liberation and transformation. . . The women's and ecology movements are therefore one, and are primarily counter-trends to a patriarchal maldevelopment.

- Vandana Shiva

Education, in reality, is the most valuable gift that parents can give to their daughter. If a girl is educated then she can also opt for a job if the need arises. So she would not be considered as a burden on the family. This would check the social evil of female foeticide. As an educated wife she would be interested in family planning as well. Studies have shown that illiterate women have high fertility and mortality rate. Many women prefer to have more children so that they could look after her in old age. But being educated she would certainly understand the advantages of a small family. Also being educated she would be able to participate in the day to day proceedings of the family. This would only add up one

more voice and an opinion.

IMPORTANCE OF WOMEN EDUCATION:

An educated mother would be more conscious about the health and hygiene of the family than her illiterate counterpart. Studies have proved that lack of education affects the general health of the family. Also infant mortality is inversely related to the educational level of the mother. For example, in Kerala female literacy ratio is highest (86%) and has lowest infant mortality rate with highest life expectancy. On the other hand in Uttar Pradesh and Bihar where female literacy ratio is lowest, life expectancy is also lowest. Besides general health inculcating good moral values in her children would be one of the top priorities of any educated mother. In the long run, well brought up children are an asset which any society would love to possess.

This recognition is currently missing in India. Transforming the prevailing social discrimination against women must become the top priority, and must happen concurrently with increased direct action to rapidly improve the social and economic status of women. In this way, a synergy of progress can be achieved.

- A) As women receive greater education and training, they will earn more money.
- B) As women earn more money-as has been repeatedly shown-they spend it in further education and health of their children, as opposed to men, who often spend it on drink, tobacco or other women.
- C) As women rise in economic status, they will gain greater social standing in the household and the village, and will have greater voice.
- D) As women gain influence and consciousness, they will

-
- make stronger claims to their entitlements - gaining further training, better access to credit and higher incomes and command attention of police and courts when attacked.
- E) As women's economic power grows, it will be easier to overcome the tradition of "son preference" and thus put an end to the evil of dowry.
 - F) As son preference declines and acceptance of violence declines, families will be more likely to educate their daughters, and age of marriage will rise. For every year beyond 4th grade that girls go to school, family size shrinks 20%, child deaths drop 10% and wages rise 20%.
 - G) As women are better nourished and marry later, they will be healthier, more productive, and will give birth to healthier babies.
 - H) Only through action to remedy discrimination against women can the vision India's independence- an India where all people have the chance to live health and productive lives-be realized.

FEMALE EDUCATION IN INDIA

"Education commences at the mother's knee, and every word spoken within the hearsay of little children tends towards the formation of character."

(Hosea Ballou)

Female education in India is not a gift of modern civilization; we have brilliant tradition of it in our country. At least 20 women composed Rigvedic hymns. Gargi and Matreyi were the leading philosophers of the time. Women in the Vedic era so excelled in the sphere of education that even the deity of learning was conceived of as a female popularly known as 'Saraswati'. Girls were allowed to enter in to Gurukuls along

with boys. There are also instances of female 'rishis' such as Ghosa, Indrani, Urvashi etc. However, the status of women gradually declined during the post Vedic period. Child wives without education became the order of the day. The situation continued to decline till the coming of the British and the general national democratic awakening, which took place in India during the second half of the nineteenth century. The social reform movements which arose as a result of the interaction with the western civilization stressed on educating the women. The pioneering work of women's education was done by such socio-religious reform bodies as Brahma Samaj, Arya Samaj, Ramakrishna mission and also Danish, American, German and British missionary societies.

Jawahar Lal Nehru had once rightly said,

"Educate a man and you educate one person. Educate a woman and you educate the whole family."

WOMEN'S EDUCATION IN ANCIENT INDIA :

In ancient India, women and girls received less education than men. This was due to the set social norms. Interestingly, in the Vedic period had access to education, but gradually they had lost this right. Women education in ancient India prevailed during the early Vedic period. In addition to that Indian scriptures Rig Veda and Upanishads mention about several women sages and seers. Women enjoyed equivalent position and rights in the early Vedic era. However, after 500 B.C., the position of women started to decline. The Islamic invasion played a vital role in restricting freedom and rights of the women. A radical change attended and there was a terrific constraint for Women education in India.

WOMEN'S EDUCATION IN MEDIEVAL INDIA :

Women education in medieval India further deteriorated

with the introduction of Purdah system. Different customs and conventions of diverse religions like Hindu, Islam, and Christian further deteriorated the state of women in the country. A range of socio-religious movements contributed to the development of women literacy in the country. Many leaders took several initiatives to make education available to the women of India. The ordered form of women education in India was incorporated in the early centuries of the Christian era.

WOMEN'S EDUCATION IN COLONIAL INDIA :

The position of the women education in India revived with the invasion of the British in the country and with the advent of Bhakti movement. The colonial period also introduced the institutional form of imparting learning. Women education in Colonial India witnessed an essential expansion. Various movements were launched to make women of the country literate. Furthermore, this progress journeyed through the years and influenced the modern Indian education system.

WOMEN'S EDUCATION IN MODERN INDIA :

Women Education in modern India is traced back to the years after the independence of the country. In the present times, the government of India takes measures to provide education to all women of the country. Women literacy rate seemingly rose in the modern days. Women education in India became a compulsory concern and female literacy has gone higher than male literacy.

At present the constitution of India guarantees free primary school education for both boys and girls up to age 14. Education in India plays a vital role in the overall development of the country. This proves that educated women promote education in their family. Further, learned women can also help in the lessening of child death rate and expansion of population. In the

modern era, women education is the replica of a Vedic model for instructive inspiration.

In India the educational system was modified and three-tier instruction process was developed. All citizens of India are offered the right to education and Women Education in Modern India was opened to a new vista. The structure of Indian education system came into being. Two important structures came into being: formal and Non-Formal Education programme. Various other educational programmes such as online education and distance education were also launched. The main aim of all the educational programmes is to make every girl child of the society literate. At present, Women Education in Modern India has achieved a new height. Currently, entrance of women in engineering, medical and other professional colleges is overwhelmingly elevated. Most of the professional colleges in the country keep thirty percent of the seats reserved for females. In urban India, girls are opened to a far wider scope than the rural girls. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate.

WOMEN EDUCATION IN INDIA

Women education in India today is racing ahead at a far greater pace than in the last decade. Efforts are on to improve the literacy rate through government educational schemes. As the literacy rate is lower than men, statistics shown that even

from the few that are enrolled several girls drop out. The reasons reported by agencies subscribe it to inadequate school facilities e.g. sanitation besides shortage of female teachers and curriculum presentations of females as weak and helpless. Since 1989 a new scheme viz Mahila Samakhya Scheme has been introduced especially in rural areas of Jharkhand, Andhra Pradesh, Assam, Bihar, Uttarakhand, Uttar Pradesh, Kerala, Gujarat and Karnataka. The budgeted allocation in 2007-08 was 370 million rupees for covering 83 districts of 21,000 villages under this scheme. While women in India are making history in several spheres of industry, space and civil sectors the country salutes thousands of selfless, hidden women who render education to the rural masses of India giving importance to education of women in India.

PRESENT SCENARIO OF WOMEN EDUCATION IN INDIA :

Women education in India is reaping high dividends to society and country with the little investment made through girl child education. It is said that to educate the girl child amounts to educating a family. It is the educated woman that brings up the family by educating her children. One success story 2010 is that of the toppers of the CBSE Board this year being girls, as per the CBSE results published on 21st May. However though efforts have been made in some areas the country has still a long way to go until female literacy is on par with male literacy rates in India. At present the adult literacy rate of females is 71% of male literacy rate. Enrolment and attendance is 96% of the male attendance rate in primary schools. With regard to secondary schools the women's rate is 83% of the male enrollment rate. To reduce the rate of female illiteracy by half, a new mission has been mooted viz.

the Saakshar Bharat Mission for Female Literacy. Women in the church have been greatly responsible for education of women in India especially in the rural and remote areas of the country as also in the cities. Thousands of diocesan schools in the country have lent a hand in offering education especially in the remote areas as much as in the cities of India.

The Indian government has expressed a strong commitment towards education for all, however, India still has one of the lowest female literacy rates in Asia. In 1991, less than 40% of the 330 million women aged 7 and over were literate, which means today there are over 200 million illiterate women in India. According to 2001 census. The literacy rates among the population seven years and above for the country stands at 65.38%. The corresponding figures for males and females are 75.85 and 54.16 percent respectively. In other words $\frac{3}{4}$ of the male population and more than half of the female population in the country are literate today.

Thus, the literacy recorded an impressive jump of 13.17% points from 52.21 in 1991 to 65.38 in 2001. The increase of literacy rates among males and females are 11.72 and 14.87 percentage point respectively. It is heartening to observe that the gap in males and females literacy rates has decreased from 28.84 in 1991 Census to 21.70% point in 2001.

Though the gap between male and female literates decreased from 1991 to 2001 by around 7.14% still the gap is very high. This low level of literacy not only has a negative impact on women's lives but also on their families lives and on their country's economic development. Numerous studies show that illiterate women have high levels of fertility and mortality, poor nutritional status, low earning potential, and little autonomy within the household. A women's lack of education also has a negative impact on the health and well

being of her Children. For instance, a recent survey in India found that infant mortality was inversely related to mother's educational level. Additionally, the lack of educated population can be an impediment to the country's economic development.

The Indian government's commitment to education is stated in its constitution with an article promising. "Free and compulsory education for all children until they complete the age of 14" (The World Bank, 1997b). The National Policy on Education, which was updated in 1992, and the 1992 Program of action both reaffirmed the government's commitment to improving literacy levels, by providing special attention to girls and children from scheduled castes and scheduled tribes.

LITERACY LEVELS IMPROVING OVER TIME :

Although literacy levels are low, there has been progress in improving educational attainment for both sexes in India over the last several decades. In 1971, only 22% of woman and 46% of men were literate. (Register General and Census Commissioner (RGCC), 1977). By 1991, 39% of woman and 64% of men literate (RGCC. 1993). Thus, there has been a large increase in the proportion of woman who are literate in just 20 years. Despite the improvements in literacy, there continues to be a large gap between the literacy levels of men and of women. For India as a whole the gender gap in literacy has been decreasing since 1981 : in some states, however the disparity in literacy between the sexes has been growing. There are dramatic differences in literacy rates by place of residence. With rates in rural areas lagging rates in urban areas in 1991, the urban female.

THREE OUT OF FIVE GIRLS ATTEND SCHOOL VERSUS THREE OUT OF FOUR BOYS :

Although literacy rates in India are low, there has been a

concerted effort to encourage girls to attend school, which should lead to higher literacy rates in the future. In 1992-93, 75% of boys and 61% of girls aged 6 to 10 years were attending school. As with literacy measures, there are large differences in school attendance by state. In six states, over 85% of girls aged 6 to 14 were attending school. Not surprisingly, these states also had female literacy rates that were above the national average. In all states except Bihar, Rajasthan, and Uttar Pradesh, more than half of the girls aged 6 to 14 were attending school. Although Bihar has the lowest enrollment for both boys and girls, there was still a large gender gap, with only 38% of the girls attending school compared to 64% of the boys (International Institute for Population Science (IIPS), 1995). A major educational problem facing both boys and girls in India is that although they may be enrolled at the beginning of the year they don't always remain in school. It is estimated that 45% of girls and 41% of boys drop out of school between grades 1 and 5 (The World Bank, 1997b). Girls are often taken out of school to help with family responsibilities such as caring for siblings. Girls are also likely to be taken out of school when they reach puberty as a way of protecting their honor. The data on school attendance by age show the proportion of girls attending school decreases with age while for boys it remains stable. In 1992-93, only 55% of girls aged 11 to 14 were attending school compared with 61 percent of the younger age.

LITERACYRATE 1951-2001-INDIA

Census Year	Persons	Male	Female
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35

1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.84	75.26	53.67

THE NATIONAL POLICY OF EDUCATION (1986)

Hence, in 1986, the National Policy of Education devised various strategies for achieving its target of true emancipation of women and equality between the sexes via education. The stress was laid on Women's Studies, that would have the four-fold path of teaching, research, training and extension to follow.

Teaching would involve:

"i) Incorporation of issues relating to women's status and role in the foundation course proposed to be introduced by University Grants Commission for all undergraduate students;

ii) Incorporation of the women's dimension into courses in different disciplines;

iii) Elimination of sexist bias and sex stereotypes from textbooks."

Research would involve:

i) Encouraging research on identified areas and subjects which are crucial in advancing knowledge in this area and to expand the information base;

ii) Critical appraisal of existing tools and techniques which have been responsible for the disadvantages suffered by them and where necessary reformation of research methodology."

Training would involve:

"i) Dissemination of information and interaction through seminars/workshops on the need for Women's Studies and its

role in University education;

ii) Orientation of teachers and researchers to handle women-related topics and to incorporate women's dimension into general topics;

iii) Workshops for restructuring the curriculum."

And Extension would involve:

"It is proposed to encourage educational institutions to take up programmes which directly benefit the community and bring about the empowerment of women. These would include actual implementation of development programmes directly aimed at women's empowerment such as adult education, awareness building, legal literacy, informational and training support for socio-economic programmes of women's development, media, etc."

OBSTACLES AND SUGGESTIONS :

The whole female literacy of India & in its different states it is clear that though, in the present time, it increases the literacy rates but, for some obstacles, it still lagging behind the male literacy. The obstacles are-

- 1) Apathy of parents to send girls to Schools.
- 2) Indifference of Parents.
- 3) Discouragement due to failure.
- 4) Prevailing system of examination.
- 5) Defective method of teaching.
- 6) The necessity of girls to do domestic work.
- 7) The necessity of girls for looking after their younger brother and sisters when both the parents go out to work.

For making women's education popular, school going should made convenient and acceptable for girls special incentives should be given to women teachers ; accommodation for lady teachers should be provided near the school ; a social

climate needs to be created among the village community ; family education should be made an integrate part of women's education ; contents of education should emphasis the needs of womanhood ; the central and state governments should join lands and seek the co-operation of voluntary agencies ; part time education programmes should be started ; part elementary education should be made job oriented ; help of women association should be oriented. ☉

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Observation on Feedback

A UGC sponsored National Seminar on "Changing Scenario of Higher Education System in India since 1986 and its relevance and impact in Assam" was held at Dr. B.K.B. College, Puranigudam on 27th and 28th August, 2010. Approximately, fifty participants from all over Assam and outside the state presented their seminar papers. About 11 'Feedback Sheets' from the participants were collected and these feedback sheets reveal the outcome of the seminar. Some participants opined that the theme of the Seminar was reflected through presentation of papers on various dimensions of the subject. It was also suggested that more seminars should be organised by the college authority with a view to encouraging the teachers and students for paper presentation and research activities. Another participant suggested that the seminar papers should be based on research field or research work. Research Methodology needs to be applied. It was regretted that more than half of the papers had no such basis. Most of the participants expressed their satisfaction about the arrangements of the seminar because the facilities given to the participants were adequate and excellent. It must be admitted that due to shortage of time, some participants could not finish their papers and deliberate on the subject.

It can be said that the outcome of the seminar is spectacular. The various topics inserted in the seminar papers such as changing scenario of the Indian education system, improvement in women education system and its impact on the society, various education policies etc. help to widen the horizon of knowledge. It is hoped that if research based seminars can be arranged in the educational institutions in short intervals, it would be of immense help to the teachers and students as well. †

– *Editor*

